

EMPOWERING THE STUDENTS' ABILITY IN MASTERING READING COMPREHENSION THROUGH READ, IMAGINE, DESCRIBE, EVALUATE, AND REPEAT (RIDER) STRATEGY

Silvi Listia Dewi¹, Annisa²

¹Lecturer of English Education Study Program Faculty of Teacher Training and Education Almuslim University

²Students of English Education Study Program Faculty of Teacher Training and Education Almuslim University
Email: silvi.listiadewi@yahoo.com, achaannisa6396@yahoo.com

Received December 17 2018/Approved December 27 2018

ABSTRACT

The researchers found some problems were faced by students and teacher in teaching-learning process of reading comprehension in the classroom. The problems were faced by teacher such as: the material in teaching and learning process was not updated, and the teacher still used the conventional ways such as speech method and recitation method in teaching English in the classroom, the teacher just read the passage and discussed with the whole class, so the students did not have time to share their ideas with their friends about the passage freely. Moreover, the teacher's explanation was considered fast and the teacher's instruction to the students was not clearly. Meanwhile, the problems were faced by students, such as: the students often got difficulties in understanding the reading text especially descriptive text because they have lack of vocabulary, the students got difficulties in getting the main idea of the text, and the students got difficulties in finding out the detail information of the identification and description in descriptive text. The researchers give the solutions to solve the problem by reading comprehension using Read, Imagine, Describe, Evaluate, Repeat (RIDER) strategy. The purpose of this research are: 1) To know RIDER strategy can enhance students' reading comprehension to second year students of SMPN 1 Peusangan. 2) To know students' response in learning reading comprehension through RIDER strategy to the second year students of SMPN 1 Peusangan. The methodology of this research is collaborative action research; the setting of this research was SMP Negeri 1 Peusangan. The sample of this research was the Second year students of class VIII/7 which total students were 30 students. The instrument was used in this research such as: tests, observation checklist for the researchers and students, questionnaires, and field note. The data analyzed through qualitative research. The mean score of the cycle 1 was 65,33 and categorized good. The mean score for cycle 2 was 78,66 and categorized very good. It was proved by the mean of the cycle 2 was better than 1. The result of teacher's performance in teaching reading comprehension of the cycle 1 was 70,17% and the result of teacher's performance in the teaching reading comprehension of the cycle 2 was 83,85%. While the result of students' activities in learning reading comprehension of the cycle 1 was 72,54% and the result of students' activities in learning reading comprehension of the cycle 2 was 84,31. The improvement also was found of the students' result in responding toward the implementation of RIDER strategy was 3,57. The result of the research was proved that the implementation of problem based using RIDER strategy in reading comprehension especially in descriptive Text was effective and had to increase the students comprehend the text.

Keywords: *Reading Comprehension, RIDER strategy*

INTRODUCTION

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. In other words, reading comprehension is process when the readers make apperception or construct the meaning of authors' messages through written language (Snow, 2002, as quoted by Marza). According to Dechant (1981) states that comprehension is function to understand a text that is read as

a process of constructing meaning from a text. Based on the quotation above, the researchers concluded that reading comprehension is the process to get the important information by constructing the meaning of the text. Reading comprehension can be described as understanding a text that is read, or the process of constructing meaning from a text, especially descriptive text.

Descriptive is a text that has social function to describe a particular person, place or thing. According to Murphy (1994) stated that descriptive mean that the text has the function of describing something, by describing the reader can imagine how the object of description looks like is. According to Harmer (2004) descriptive text is a text that having aim to describe a particular person, place or thing. Descriptive text usually builds based on certain point of view, so that can be describe some object from one side to the another side until make the reader understand the contains mean of the text. In other words, the description tells the object as the way it is without being affected by the reader' personal opinion. Djuhari in Nura (2007) said that descriptive text is a text which describes what a person, place or thing. The reader do some description in order to persuade the reader to know the writer's meant.

Based on the types of descriptive text told before, the researchers choose descriptive text describing a thing as a material in teaching reading comprehension by using Read, Imagine, Describe, Evaluate, And Repeat(RIDER) strategy to the second year students of SMP Negeri 1 Peusangan. Descriptive text that described a thing is very easy to describe by the students in the implementation RIDER strategy. Read, Imagine, Describe, Evaluate and Repeat (RIDER) strategy is an effective strategy that enable to recall information from a text and paraphrase this information is one way to monitor comprehension (Clark:1984). The R.I.D.E.R. Strategy is a strategy that encourages interaction with a knowledgeable other, modeling the strategy in a non-threatening way and assisting the student to use the comprehension strategies. It is anticipated that metacomprehension would develop so the student will automatically visualize text, and use 'fix-up' strategies what they encounter a mismatch. Gradually the student would be able to do this independently.

In addition, Scevak, and Moore (1997) state that RIDER strategy will improve the comprehension of a whole class of students, as opposed to working with small intervention groups. The use of RIDER strategy strengthened the students' ability to monitor their comprehension and to recall information. According to Whitehead cited in Lewis (1986), the use of imaging or creating pictures is to assist reading comprehension, to encourage students to imagine the whole picture, which may include locations, characters/people, facial expressions and environmental factors, cue them to describe what they see. In teaching and learning reading comprehension through RIDER strategy, the researchers used some procedures of RIDER strategy adopted by Collier as quoted by Yulianingsih (2010). There is some procedure of the RIDER strategy as follow:

- Step 1. Read, the students start from highlighting the title of the text, and then the students begin to read the sentence in the first paragraph. After the students read the sentence, then students stop to read the text.
- Step 2. Imagine, after read the sentence in the first paragraph, the students imagine the picture that related with the title and sentence in the first paragraph in their minds. The teacher suggests them to close their eyes before knowing what the story about. In their imagination the students make question in their minds to develop their

picture

- Step 3. Describe, the teacher asked the students to paraphrase the text after the students getting the information or ideas of the text. For example, the students imagine "Cat", then the students write the paraphrasing based on the text after they are comprehending and getting the information and main ideas depending on the text given.
- Step 4. Evaluate, in evaluation, the students make sure about the picture in their imagination and described before. Then, explain how it relates to the text.
- Step 5. Repeat, in the last step, the students have to repeat or reread again the descriptive text.

RESEARCH METHODOLOGY

The research design used for this research is Classroom Action Research (CAR), which is a collaborative Classroom Action Research through the implementation of RIDER strategy in order to improve the reading comprehension of students and to improve the teacher quality in teaching process. In conducting the research, the researchers worked collaboratively with teacher to solve the students' problems in reading comprehension subject in teaching and learning process in the classroom and gave contribution to develop the teaching theory in education.

This collaborative action research conducted at SMP Negeri 1 Peusangan which located at Medan-Banda Aceh streets, Peusangan, Bireuen. The subject of the research was the second year students of the school. There are many parallel classes of the second year at the school, but the researchers took class VIII/7 as a subject of the research. The researchers chose this class as the subject of the research because based on the preliminary study, the researchers found that the students' in this class had some problems in reading comprehension. This class consists of 30 students. The research procedure was started from in conducting the preliminary study that was intended to know the real condition of the teachers and the students' problem in that school. The procedure of the Classroom Action Research (CAR) refers to Kemmis and Mc Taggart (1988) model.

Preparing the teaching material and teaching strategy meant that the researchers prepared the reading text that would comprehend by the students. Preparing material and teaching strategy have the important role in teaching language. In this matter, the researchers selected and prepared the material used in teaching and learning process during the research. The researchers took the learning materials from the students' book and some from internet. The students' book that the researchers used in this research entitled *When English Rings a bell* composed by Siti Wachidah and Asep Gunawan.

Designing the lesson plan is meant the researchers design the lesson plan related to the activity of teaching reading by using RIDER strategy. In this problem, the researchers made the standard competency, basic competency, time allocation, material and another way. Whereas the researchers stated how many times the teaching and learning process carried out. The time allocation was also as a way to make a good represent for the material of English suitable to English syllabus and English curriculum in SMP Negeri 1 Peusangan. The

lesson plan used in this research developed based on the K-13 curriculum. The teaching procedure in the lesson plan was including into three stages consisting of pre-teaching activity, main-teaching activity and post-teaching activity.

The criteria of success were designed to judge if the cycle was success or fail. So, the implementation of RIDER strategy in enhancing students' reading comprehension was considered successful if the researchers had met the criteria's below: 1) the students average score in reading comprehension test was 70 or good level; 2) the researchers had good achievement in teaching and learning process, the researchers got the percentages in her performance was 75%; 3) the students' response involved during the learning and teaching process it should meet 75% or good level; 4) the students shown the perception in implementing the RIDER strategy, they had got mean score in questionnaires was 2.01 – 3.00 or agree level.

RESEARCH FINDING AND DISCUSSION

The first meeting was held on Thursday, July 26th, 2018. In teaching reading comprehension through RIDER strategy, the teaching and learning process ran in three steps which consisted of pre-teaching activity, main-teaching activity, and post-teaching activity.

In pre-teaching activity, the researchers used 15 minutes of the session to prepare the class for English subject. After greeting the students, the researchers introduced herself and asking the students situation and their experience in learning English. Then the researchers checked the students' attendance list. After that the researchers started to convey the steps in the implementing of RIDER strategy and the goal to be achieved through RIDER strategy.

In the main-teaching activity, the researchers gave information and motivation to make the students felt enjoy and introduce the topic of the present study to be learnt by the students such as asking them about what they have known about descriptive text. In this meeting the researchers used a descriptive text under the title "Rabbit",

Then, the researchers asked the students to follow the steps of RIDER strategy in comprehending the text. The first activity is the students start to highlight the title of the text. The researchers gave the title of the text to the students under the title "Rabbit" and asked the students focused to think about what is rabbit, how the rabbit looks like and others information of "Rabbit". Then, the researchers distributed the text of "Rabbit" to the students and then the students begin to read the sentence in the first pagagraph. After that, the students began to read the first sentence, then students stop to read the text. The researchers gave some question that can help the students to develop their ideas when the students imagined what the text tell about such as, "what picture do I make in my head when I read the text?", "what details have I add to that picture?", "what did I see in my mind when I imagine the picture?", "what picture or description do I make about the story of the text?", "do my picture or description match what I have read in the text?", "what do I think will happen next in the story".

After reading the sentence in the first paragraph, the students started to imagine the picture that related with the title and sentence in the first paragraph in their minds by closing their eyes before knowing what the story about. In their imagination the students made question

in their minds to develop their picture. The students would imagine and describe the characteristics such as the rabbit's color, ears, legs and etc., and others information about "Rabbit". Then the researchers asked the students to paraphrase the information or ideas that the students got in their imagination of the text in the paper. After the students write the paraphrasing based on the text, the students read their description in front of class. In the last step, the researchers asked the students to read and compare between the original text and their description and showed how the original text relates to their description.

In the post-teaching about 10 minutes, the researchers discuss with the students about the difficulties and the mistakes during the teaching and learning activities through RIDER strategy. The researchers gave some advice and motivation for students in learning reading comprehension and the end the researchers left the class. The second meeting was conducted on Friday, July 27th, 2018. When entering the classroom, the students welcomed to the researchers very well. The researchers greeted the students by asking their condition and checked the students' attendance list. In teaching reading comprehension through RIDER strategy, the teaching and learning process also ran in three steps which consisted of pre-teaching activity, main-teaching activity, and post-teaching activity.

In pre-teaching activity, the researchers used 10 minutes of the session to prepare the class for English subject. The researchers started by checking the attendance list and greeted the students. After that, the researchers reviewed the previous lesson by asking some question to the students. In main-teaching activity, continued the activity that had proposed in previous meeting. The researchers started teaching and learning process by asking to the students whether they remembered the material that had been given yesterday and the researchers reviewed a little bit about the material. Then, the researchers distributed the descriptive text as a material to the students. In this meeting the researchers used a descriptive text under the title "The Giraffes". In the post-teaching about 10 minutes, the researchers discuss with the students about difficulties and the mistakes during the teaching and learning activities through RIDER strategy. The researchers collected the students' paper, the researchers analyzed the papers and left the class.

The third meeting was done on Thursday, August 2nd, 2018. In this meeting the researchers did the teaching procedure in three phases as describe below: Pre-teaching activity about 10 minutes, the researchers greeted the students by asking their condition and checking the students' attendance list "hello class, today we meet again and we will continue our lesson. Do you remember what did we learn last week? The students answered "Yes, Miss"

In main-teaching activity, the researchers tried to recognize the students' knowledge about the material in previous meeting at the third meeting. In this meeting the researchers gave the test for the students. The purpose of the test to the students is to measure the students' knowledge after learning in reading comprehension through RIDER strategy. The test consisted of two items. The first item is 10 of multiple choices, and the second item is 5 of true/false test. Before the students started to answer the test, the researchers asked the students to comprehend the text by using the procedure of RIDER strategy of the first and the second meeting before answer the test. After finished the test the researchers collected the paper test and evaluated their work.

In post-teaching activity, the researchers announced to the students that most of them failed

in their test, only several students can pass it. The researchers also told them to study hard to enhance their abilities in mastering reading comprehension. The test in the first cycle was done to find the mean score of the students' ability in reading comprehension the descriptive text after the class was treated by the implementation of RIDER strategy. This cycle not meet the criteria of success and continued to the next cycle.

Based on the result of the test in cycle 1, the researchers explained that there was only one student got 90, one student got 85, one student got 80, seven students got 75, six students got 70, four students got 65, seven students got 60, one student got 55 and two students got 50. The result above showed that the students' mean score in the test of cycle 1 was 67,83 and it was categorized good but it did not reach the criteria of success yet. So, from the result of the students' average score in cycle 1, the researchers concluded that the students' ability in mastering reading comprehension of descriptive text still low and need some improvements.

After analysis the result of cycle 1, the researchers and collaborator made a reflection. Based on the data from analysis the cycle 1, the researchers concluded that the teaching and learning process were still not successful enough. The result of the students' test shown that there are many students still low in reading comprehension. It means the researchers had to continue to the next cycle in order to get the maximal result of this research. Therefore, the researchers had to revise the plan of teaching became better than before and improved the ways of teaching became more active. The teacher was focusing to encourage the students in reading comprehension through RIDER strategy.

In implementing the action of the cycle 2, the researchers focused on the students' ability in mastering reading comprehension about descriptive text during teaching and learning process. The implementation has been done in three meetings as the cycle 1. The first meeting was held on Friday, August 3rd, 2018. In teaching reading comprehension through RIDER strategy, the teaching and learning process ran in three steps which consisted of pre-teaching activity, main-teaching activity, and post-teaching activity.

In pre-teaching activity, the researchers used 15 minutes of the session to prepare the class for English subject. After greeting the students, the researchers asked the students about situation and their experience in learning English. Then the researchers checked the students' attendance list. After that the researchers started to convey the steps in the implementing of RIDER strategy and the goal to be achieved through RIDER strategy.

The second meeting was conducted on Thursday, August 9th, 2018. In teaching reading comprehension through RIDER strategy, the teaching and learning process also ran in three steps which consisted of pre-teaching activity, main-teaching activity, and post-teaching activity. In pre-teaching activity, the researchers used 10 minutes of the session to prepare the class for English subject. The researchers started by checking the attendance list and greeted the students. After that, the researchers reviewed the previous lesson by asking some question to the students.

In main-teaching activity, continued the activity that had proposed in previous meeting. The researchers started teaching and learning process by asking to the students whether they remembered the material that had been given in the last meeting. In this meeting the

researchers used a descriptive text under the title "Penguin". The third meeting was done on Thursday, August 2nd, 2018. In this meeting the researchers did the teaching procedure in three phases as describe below: Pre-teaching activity about 10 minutes, the researchers greeted the students by asking their condition and checking the students' attendance list "hello class, today we meet again and we will continue our lesson by answering some question.

In main-teaching activity, the researchers tried to recognize the students' knowledge about the material in previous meeting at the third meeting. In this meeting the researchers gave the test for the students. The purpose of the test to the students is to measure the students' knowledge after learning in reading comprehension through RIDER strategy. The test consisted of two items. The first item is 10 of multiple choices, and the second item is 5 of true/false test. Before the students started to answer the test, the researchers asked the students to analyze the text by using the procedure of RIDER strategy of the second meeting before answer the test. The students started working and the researchers walked around the class and guided the students in completed the question. The researchers recorded the students' activity by using observation sheet. After the students finished the test the researchers had collected the students' test.

In post-teaching activity, the researchers said huge thanks to the students that were be the object of the research. The researchers also told them to study hard to enhance their abilities in mastering reading comprehension.

The first meeting, the researchers greeted the students, checked the attendance list and motivated them. The teacher explained to the students that today we are going to do the same activity as in previous one. The researchers gave a new example of descriptive text under the title "Kangaroos". The researchers did not necessary to explain anymore the definition of descriptive text and RIDER strategy. The researchers asked the students to discuss about the text that had been given as a material. The researchers asked the students to find the main idea and identified the generic structure of the text. The last section of this meeting is the researchers gave the students some question that would be answered by the students. Then, the researchers collected the students' worksheet and analyzed it.

In the second meeting, the researchers began the activity by asking the students to start from highlighting the title of the text, and then the students begin to read the sentence in the first pagragraph. After the students read the sentense, then students stop to read the text. The researchers gave some question that can help the students to develop their ideas when the students imagined what the text tell about. After read the sentence in the first paragraph, the students imagine the picture that related with the title and sentence in the first paragraph in their minds. The researchers suggested them to close their eyes before knowing what the story about. In their imagination the students made question in their minds to develop their picture. Then the researchers asked the students to write their description in the paper and explained how it relates to the text. After that, the researchers asked the students to read their description in front of class. In the last step, the students have to repeat or reread again the descriptive text to compare between their description and the text.

In the third meeting the researchers gave the test for the students. The purpose of the test to

the students is to measure the students' knowledge after learning in reading comprehension through RIDER strategy. After finished the test the researchers collected the paper test, evaluated their work. The researchers' percentage in teaching reading comprehension was about 83,85% and had achieved the criteria of success that should get the score about 75%. It means the researchers' score was belonged to categories very good

The researchers did every step in implementing RIDER strategy. In the first and second meetings of the cycle 2 the students tried to remember about the descriptive text and RIDER strategy. The students also listened to the researchers' explanation about the materials presented carefully and respond to all questions from the researchers. Then the students started to read the descriptive text based on example and explanation by the researchers through RIDER strategy and tried to comprehend the text step by step. Finally, in the last meeting the students did their test in order to know their achievement in learning reading comprehension. The average percentage for cycle 2 was 75% or good categories and the students' average percentage score in cycle 2 was 81,84%. The completed data for students' average percentage in performance could be seen in appendix 4. The students' motivation in submitting their responses were very good also. Based on the questionnaire distributed in the second meeting, most of them felt happy in learning reading comprehension through RIDER strategy.

Based on the findings in the cycle 2, the students' achievement in learning reading comprehension has improved and the process of teaching and learning was also succeeded. The researchers concluded that the cycle 2 was successfully and it was not necessary to do another cycle. The findings of this research, it was evident to require enhancing the students' reading comprehension through RIDER strategy. Some evidences were found corresponding to the improvement of the students in mastering reading comprehension. The researchers should follow a particular procedure and the concept of RIDER strategy must be introduced to the students clearly in Indonesia in order to make the students understand well about the strategy applied.

The findings showed that the students' mean score on mastering reading comprehension significantly increased from 67,83 in cycle 1 became 81,66 in cycle 2. It means that the criteria of success for the product had already been achieved. In the implementation of the action, it was found that the average of the teacher's performance in implementing RIDER strategy was about 70,17% in cycle 1 became 83,85% in cycle 2. In accordance with the result of analysis of the teaching and learning process, the students' motivation in submitting their responses was very good because about half of the students did, most of the students felt happy learning reading comprehension through RIDER strategy and most of them felt that their understanding on used of reading comprehension was increased. Based on the result of questionnaire's percentage about the students' improvement and responses toward the implementation of RIDER strategy in learning reading comprehension was about 3,46.

CONCLUSION

1. The implementation of RIDER strategy in teaching reading comprehension was conducted

in two cycles. In the first cycle, consisted of three meetings and the second cycle consisted of three meetings. The result of the students' test in the first cycle was 67,83 which categories good but it was not reached the criteria of success. While in the second cycle the result of the students' test was 81,66. It was categorized very good and reached the criteria of success.

2. The students can increase their motivation in learning reading comprehension through RIDER strategy. The result of students' improvement was shown by questionnaire where the students got the average score 3,46. It means that learning reading comprehension through RIDER strategy could motivate them in reading and agreed that this strategy is effective to use in teaching reading comprehension
3. The observation checklist of the researchers showed that the researchers was active, creative and fluently while teaching reading comprehension through RIDER strategy. The average score for the researchers performance in cycle 1 was 70,17% and became 83,85% in cycle 2. It was reached categorized very good.

REFERENCES

- Dechant E. 1981. Diagnosis and remediation of reading disabilities. Prentice Hall, Inc. New Jersey.
- Harmer, J. 2004. Teaching Young Learner. England: Puma World Publish
- Kemmis, S and Mc. Taggart, R. 1988. The Action Research Planner, Victoria: Deaken University Press.
- Lewis & Lewis. 2006. Language Support Program Teaching Procedure of RIDER strategy. Victorian Department of Education & Training.
- Murphy. 1994. Descriptive Text. London and New York: Routledge
- Nura, Ismi. 2016. Improving Students' Ability in Writing Descriptive Text Through Draw Label Caption (DLC) Technique to the Second Year Students of SMPN 1 Peudada. Bireuen: Almuslim University.
- Scevak, J. and Moore, P. 1997. The strategies students in year 5, 7, and 9 Use for Processing Texts and Visual Aids. New York: Journal of Language and Literacy
- Snow, C. 2002. Reading for Understanding: Toward an R&D Program in Reading Comprehension. Santa Monica, CA: RAND.
- Yulianingsih, E. 2010. Improving Students' Reading Comprehension on Recount text by using RIDER strategy. Journal of Classroom Action Research. 2.