

RIDER STRATEGY TO IMPROVE STUDENTS' ABILITY IN READING COMPREHENSION

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ABSTRACT

Reading is one of skill in English that can help students to gain more information and knowledge. One of strategies in teaching reading comprehension that is RIDER (Read, Imagine, Describe, Evaluate, Repeat) strategy. The objective of this research was to know the implementation of RIDER strategy to improve the students' reading comprehension ability. The researcher applied Classroom Action Research (CAR) in this study. The subject of this research was students of XI MA Ma'arif Balong, Ponorogo. The number of students is 27 students. The study carried out in two cycle. The data gathered through interview, observation, documentation, and test. The data were analyzed using quantitative descriptive. The result of this study showed that: (1) After implementing the RIDER strategy, the students are more interested in English reading. The students' ability in reading comprehension has improved. (2) There was significance improvement after implementing RIDER strategy. It can be seen clearly from the students' achievement in pre-test score was 44.81. It means there were only 14% of the whole students could passed KKM. Then, in cycle I, the mean of score was 62.22. There were 29% students passed KKM. Next, the mean score of cycle 2 score was 77.96. It means that 100 % students got the score above KKM. The Minimum Mastery Criterion (KKM) of English lesson was 6.8. Based on the result above, it can be concluded that the RIDER strategy was effective enough to improve the students' reading comprehension ability.

Key words: reading comprehension, RIDER strategy

INTRODUCTION

Reading as one of the four language skills takes many portions of time in the teaching and learning process in the class. Grab and Stoller state that reading is an ability to draw meaning from the printed page and interpreted the information appropriately.¹ According to Vicky Zygouris Ceo reading is essential to every aspect of learning, and the purpose of reading to construct meaning from text (comprehension). Without comprehension, reading can be frustrating and at times even painful. A major goal of reading comprehension instruction is to help students develop the knowledge, skill, and experience they need to become independent readers and lifelong learners.² It means that aspect of learning that the purpose of reading to construct meaning from the text. The goal of reading is comprehension. In order to get information, students need to comprehend what they have read. Comprehension means an understanding of the information that words and sentences are communicating in a reading text. So, reading comprehension is one of the essential materials of teaching English that is given for students. Reading comprehension is a process that requires how to decode through the development of an extensive repertoire of sight words, learning the meanings of vocabulary words encountered in the text, and learning how to abstract meaning from text.³ It represents how well readers understand literal comprehension which concentrates on explicit meaning in the reading text. In reading comprehension, students are expected to have knowledge and ability to understand the content

¹ William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading Second edition*, (Great Britain: Personal Education (2011), 3.

² Vicky Zigouris-Coe, teaching reading comprhension skill, article national association of elementary principlas, march 2009, 4accessed on april 10 2018, 1-2.

³ Talal Abd Al-Hammed Al-Odwan, *Internatioanal Journal of Humanities and Social Science Vol.2 No. 16 Jordan 2012*, 138-151.

that has explained in the text. It means that the students need to learn a considerable amount of information about a text. Therefore, students need some abilities to understand and find the main ideas as well as a number of details that elaborate the main and supporting ideas in the text.

In this study, researcher conducted pre-cycle activity in MA Ma'arif Balong, Ponorogog. There, the students of Ma'arif Balong especially class XI have some difficulties in reading comprehension. The students did not know how to comprehend a text and get some information from the text. Then, several students got problems to convey the meaning to the whole paragraph. Moreover, during reading activity in teaching and learning process, the students often lost their focus and consequently they talked to their friends for other business. Reading a text was regarded as an uninteresting activity in learning English when the teacher asked them to tell some information from their reading text. Most of students did not have some ideas or opinion to clarify the information in the reading text. So the process of teaching reading did not run well.⁴ Therefore, the teacher should have interesting strategies in teaching reading.

There are many strategies of teaching that can be used to help students comprehend the lesson and make the teaching-learning process easier. One of learning strategies to improve reading comprehension is "RIDER" (Read, Imagine, Describe, Evaluate, and Repeat) strategy. The use of RIDER strategy can strengthen the students' ability to monitor their comprehension and to recall information. According to Whitehead cited in Lewis 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 and cue them to describe what they see.⁵ More over Clark states that this reading comprehension strategy uses visual imagery. The students use visual imagery when learning new material by transforming what is to be learned into meaningful visual, auditory, or kinesthetic images of the information. In which, the students make images in their head to develop visualization skills using the RIDER strategy in both literal and inferential comprehension. The RIDER strategy is designed to improve the student's acquisition, storage, and recall of prose material. It requires the students to imagine parts of written language recall and relate these images, then reorganizes and verbalize the concepts imaged.⁶ The RIDER strategy is often practiced for reading, especially exposition text. The step begins from highlighting the title and then reading the sentences in the first paragraph. At the reading stage, the students imagine the picture in their head about the story. Then, the students close their eyes before knowing what the story about. In their imagination, the students make questions in their minds to develop their picture. After imagining the picture, the students continue with describing. In this step, the students describe what the picture in their minds. The fourth step is evaluation. In the evaluation, the students make sure about the pictures that they imagine and describe before. End then, the students have to repeat or reread again the exposition text.

According to Mercer in Diana's article, there are some advantages of RIDER strategy:⁷ the students can be motivated in reading a monologue text; the students can improve their ability in understanding text; the RIDER strategy can train the students to do something in sequence; the RIDER strategy will help the student to be responsible for what they have done; the students can be more relax and enjoyable in reading a text; and the strategy is easy to do for the teacher.

⁴ Researchers observation and Intevuew in MA Ma'arif Balong (apprentice II on 17 september- 30 october 2018.

⁵ Eny yulianingsih, Rahayu Apriliawati, Zaiinal Arifin, "Improving Student's Reading Comprehension on Recount Text By Using RIDER Strategy," *Journal Pendidikan dan Pembelajaran* untan, 1-9.

⁶ Clark, F.L., Deshler, D.D., Schumaker, J.B., Alley, G. & Warner, M.M, Visual-Imagery and Self-Questioning Strategies to Improve Comprehension of Written Material, *Journal of Learning Disabilities*, vol. 17, no 3,(March 1984), 145-149.

⁷ Diana Novita and Sunaryo, "The Use of RIDER(Read or Listen, Image, describe, Evaluate.and Repeat) Strategy in Listening Descriptive Text At Junior High School," *Journal of English Language teaching*, vol. 2 no. 1, (September 2013), 43-49.

Regarding from those reasons, this research aimed to find out the implementation of RIDER strategy in improving students' reading comprehension ability. This study is expected to give several information RIDER strategies in teaching reading for teachers, students, and readers.

METHODS

This study applied classroom action research (CAR) because the study focuses on a particular problem and a particular group of students in a certain classroom. Action research is a systematic procedure by teachers (or other individuals in an educational setting) to get information about and subsequently improve, the ways their particular educational setting operates, their teaching, and their students learning.⁸ According to Kemmis and Mc Taggart, action research consists of four phases (Planning, acting, observing, and reflecting). The result of one cycle is used to determine the need for the

following cycle until the problems get solved by the strategy. The concept of action research is set out in the model below:⁹

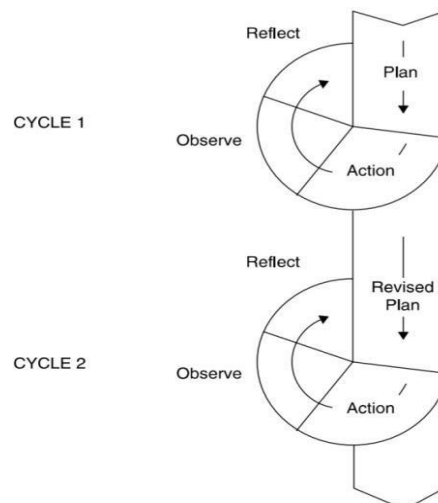


Figure 1. Cyclical CAR Model Based on Kemmis and McTaggart

From the figure above it can be conclude that in action research there are four steps that teacher or researcher must do in order to get changes and improvement in teaching-learning process, that are: (1) Plan, in which the teacher or researcher plan critical information to improve what is already happening, (2) action or implement what has already planned, (3) observation, in this case the teacher or researcher observe the effect that occurs after they act or implement the planning, (4) reflection, they reflect the effects as the basis of further planning. This study was conducted in MA Ma'arif Balong, Ponorogo. The subject of this research was students of XI that consists of 27 students.

Data collection played an important role in the researcher because without using good technique, the researcher was not able to get valid data. Otherwise the conclusion was inaccurate. The technique of data collection used in this study was observation, interview, documentation, and test. Then, the data were analyzed using qualitative and quantitative data. The qualitative data were used to describe the situation during the teaching and learning process. It can be explored from interview result, observation sheet and documentation. The quantitative data were used to analyze the student's score. The analysis also focused

⁸ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative, and Qualitative research, 4th ed* (Boston Pearson, 2012) , 576.

⁹ Anne Burns, *Doing Action Research in English Language Teaching A Guide for Practitionaries*, (New York : Routledge, 2010), 9.

on the students' reading skill scorer. The documents of the scorers of English reading skill were taken from the test. Based on school curriculum, the standard of minimum mastery (KKM) English subject in MA Ma'arif Balong is 68.

FINDINGS

The classroom action research was started from February 25th until March 4th 2019. The research was done for two cycles; cycle 1 was conducted in two meetings and cycle II was conducted in one meeting. The subject of the research is the eleventh grade of MA Ma'arif Balong that consists of 27 students with 15 male students and 12 female students. The English teacher in MA Ma'arif Balong is Mr. Bustanul Arifin. All of these results is presented respectively as follows:

1. Pre-test

The pre-test was conducted on February 23rd, 2019. In pre-test the researcher gives the students an analytical exposition text; the title is "Global Warming" and gives 5 questions related to the reading text. From the test, there were only 4 students who achieved and 23 students who not achieved in the pre-test. It means that many students still had difficulties in reading. So, the standard minimum score cannot be reached

2. Cycle I

Cycle 1 consists of two meetings; the first meeting was conducted on February 25th and 28th 2019.

a. Planning

Based on the information got earlier from the English teacher of MA Ma'arif Balong, many students still difficult in learning English especially to read and to understand the content of the reading text. So, the researcher prepares the planning to improve reading comprehension in analytical exposition text of eleventh-grade students. The activities in this stage are involving:

- 1) Identifying the problem in teaching and learning activities which probably would happen. It is about students reading comprehension, at the first meeting students still had a lot of difficulties to read of the text, because their vocabularies are still minimal, so it made them difficult to understand the content of the text in reading.
- 2) Choosing the subject material. In this stage the researcher chooses the analytical exposition text which was suitable to the eleventh grade. The title is "The importance of sleep and TV is bad for children
- 3) Making lesson plan. The researcher made a lesson plan as the foundation in the teaching-learning process.
- 4) Prepare the research instruments. The researcher makes evaluation instruments to knows students development such as:
 - a) Observation sheet which would be used in observing the research.
 - b) Field note which would be used to note the situation when students do the activity.
 - c) The researcher gives an evaluation in the form of a written test. This test worked by each student.

b. Acting

After the researcher plans everything for the research, the researcher does acting. The first cycle consists of two meetings. The explanation of every meeting will be explained as follows:

1) The first meeting

a) Pre-acting

In the first meeting, the researcher introduced himself to the students and explained the purpose of her coming. The researcher checked the attendance list by calling the students to name one by one. Then, the researcher shared the material to the students that would be discussed by asking the students about something related to the material that will be studied.

b) Whilst-activity

For the beginning of the first meeting, the researcher explained the RIDER strategy that will be used to facilitate students in understanding the text. Then, the researcher provided material to students. Next, the researcher divided students into 6 groups of each group consisting of 4 students with the aim to familiarize students with using the RIDER strategy and anticipate a lack of understanding of the strategy, so that they are able to apply the strategy to the maximum. Then, the researcher shared the analytical exposition text and tries with students to apply the RIDER strategy described earlier. At the stage of the RIDER strategy implementation, researchers only provided a maximum of 3 minutes for each part of the strategy (RIDER) and continued the next part or stage until the final stage of strategy implementation. In the final stage, the researcher asked students one by one to explain the content of the sentence or the main idea each paragraph to know students understanding after implementing this strategy.

c) Post-activity

The researcher gave the post-test individually about the reading text. Then, the researcher asked the students whether they have difficulty or not about the material along the teaching and learning process. Next, the researcher reviewed the material that has been studied in order to measure students understanding in reading analytical exposition text. At the end of this cycle, the teacher closed the meeting and advised all students to read more.

2) Second Meeting

a) Pre-acting

The researcher met students. After that, the researcher asks students to pray together and then the researcher attendance list by calling the students to name one by one. The researcher asked students the previous material.

b) Whilst-activity

The researcher continued to apply the RIDER strategy. In this part, the researchers did not divide students into group but individually. Then the researcher gave material about an analytical exposition text entitled "TV is bad for children". At the stage of the RIDER strategy implementation, researchers only provided a maximum of 3 minutes for each part of the strategy (RIDER) and continued to the next part until the final stage of strategy implementation. After that, the researcher asked the students one by one to explain the content of the sentence or the main idea each paragraph to know students understanding after implementing this strategy and then gave them a test.

c) Post-activity

The researcher gave the post-test to the students individually. Then, the researcher asked the students whether they have difficulties or not and they do not understand the material throughout the teaching and learning process. After that, the researcher gave them motivation before closing the teaching and learning process.

c. Observing

The researcher did not only teach about material and implementation of the strategy but also observe students' activities in the teaching and learning process in the classroom. The researcher paid attention to the learning process and took notes on how the activeness and cooperativeness of students in teaching and learning process. The instrument result as follows:

a) Observation Sheet

Based on the observation, only 9 students were active in ask question, 10 students answered question, 27 students were active to find new vocabulary, 10 students were active in asking

questions, and 17 students which just followed her friend without have an idea. It can be conducted that many students were still not serious in teaching and learning process. they are noisy and just talks with their friends in the teaching and learning process. Not only students passive but also some students are silent.

b) Test

The student's written test consists of five questions and the model of the question is the essay. The score each correct answering of essay is 20, the score close answering is 10 until 15, and the score incorrect writing is 5. The result of test showed that there were only 8 students who passed and 19 students who did not pass the test. It means that many students still had difficulties in reading. So, the standard minimum score cannot be reached because the standard minimum of English subject was 68.

d. Reflecting

From the result of the observation, the researcher concluded that there were several weaknesses in the learning process, they are: firstly, many students did not have a good reading ability, especially in reading comprehension; secondly, many students was still lack of interested, lack of enthusiasm, and lack of confidence in the teaching and learning process especially reading. `

3. Cycle II

Cycle II was conducted on March 4th, which consisting one meeting, the explanation of cycle II as follows:

a. Planning

In this stage, the researcher planned better planning to overcome the problems in the previous meeting. The meeting in the second cycle was one meeting. The activities were the same as the first cycle:

- 1) The researcher prepares what will do in the classroom such as how to manage the condition in the classroom and mastered the material
- 2) Making a lesson plan.
- 3) Preparing Material. The material used was analytical exposition text about "Is smoking good for us?".
- 4) Preparing the Research Instruments The researcher makes evaluation instruments to know students development, such as:
 - a) Observation sheet which would be used in observing the research.
 - b) Field note
 - c) An evaluation in the form of a written test. This test worked by each student.

b. Acting

The second cycle was consists of one meeting. The explanation of the meeting will be explained as follows:

1) Pre-acting

In the third meeting, the researcher met and checked the attendance list by calling the students to name one by one. The researcher also asked students the previous material.

2) Whilst-activity

The researcher continued to apply the RIDER strategy use analytical exposition text about "Is smoking good for us?". Before that, the researcher gave them copied material about "Is smoking good for us?". Then the researcher practiced the step of RIDER strategy. The researcher gave a maximum of 3 minutes, and then continues to the next limitation until the implementation of the strategy was completed. After that, the researcher asked the students one by one to explain the content of the sentence or the main idea each paragraph to know students understanding after implementing this strategy.

3) Post-activity

The researcher gave the post-test to the students individually. Then the researcher asked the students whether they have difficulties or not and they do not understand the material throughout the teaching and learning process. At last, the researcher also gave motivation before closing the teaching and learning process.

c. Observing

From observing in the second cycle, the process of teaching-learning did not have serious problems. The teaching-learning process was more active than before. The researcher paid attention to the learning process and noted the situation in the class. The instrument result as follows:

1) Observation Sheet

Based on the observation, the learning activities ran well than the first cycle. It means there was significance improvement and the goal was reached. 14 students were active in asking question, 17 students answered question, 27 students were active in finding new vocabulary, 20 students were smart and energetic, and only 6 students which just followed her friend without have an idea. It can be conducted that many students were serious in the teaching and learning process.

2) Test

The result of test showed that all students passed the test. It means that all students could reach minimum score of English subject.

d. Reflecting

After observing and analyzing the result of observation in cycle II, the researcher did not find some weaknesses because most of students were are active in the teaching and learning using RIDER strategy. Moreover, using the RIDER strategy was a good strategy that can make students more responsible, easy understanding the text and more active during the teaching and learning process. Having finished the cycle II, the researcher discussed the result of the research as the final reflection. The researcher decided not to revise the next plan and stop the cycle because the result of cycle II had shown as a good improvement of students reading ability especially for reading comprehension.

DISCUSSION

Using RIDER strategy influenced the student's activeness in participating in learning activities. It can be shown clearly in the table below:

Table 1
The result of students' activeness in cycle I and II

No	The students Activeness	Result		Percentage	
		Cycle I	Cycle II	Cycle I	Cycle II
1	Ask Question	9	14	33.33%	51.85%
2	Answer Question	10	17	37.03%	62.96%
3	Find New Vocabulary	27	27	100%	100%
4	Active Participate	10	20	37.03%	74.07%
5	Passive Participate	9	6	33.33%	22.22%

Based on the table above, it can be explained there were many improvements about students' activeness from the first up to the second cycle. In the first cycle there were 9 or 33.33% of students active in asking question, 10 or 37.03% of students active in answer question, 27 or 100% of students active in finding new vocabulary, 10 or 37.03% of students active (smart and energetic) in teaching and learning process, 9 or 33.33% of students who followed his friends without an idea.

Then, in the second cycle, there were many improvements in each student's activeness. there were only 14 or 51.85% of student active in asking question, 17 or 62.96% of students active in answer question, 27 or 100% of students active in finding new vocabulary, 20 or 74.07% of students active in the teaching and learning process and then only 6 or 22.22% of students who followed his friends without an idea. It can be concluded that the students were more active, enthusiastic in teaching and learning process. From all student observations during the teaching and learning process can be seen from the graph below:

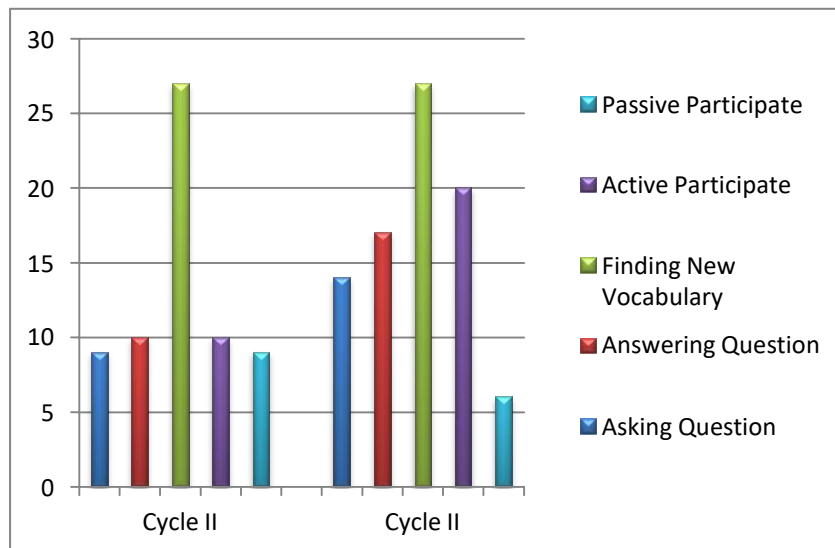


Figure 2. The result of students' activeness in cycle I & II

The student's achievement is obtained from the value by the students in the individual test and the end of work on the problem of teaching and learning activities. Improving the student's achievement in the individual test or post-test activity of the first cycle and the second cycle can be shown clearly as the table below:

Table 2
The result of students' test in cycle I and II

Collected Data	Result			
	Cycle I		Cycle II	
	Frequency	Percentage	Frequency	Percentage
Who get ≥ 68	8	29.62%	27	100%
Who get ≤ 68	19	70.37%	0	0.0%

The use of RIDER strategy on the second cycles is well. As a result, there were increased in learning achievement of the cycle I up to Cycle II. In the second cycle, students seem more active. It can be seen from the data of the student's activities which was increased from the first cycle up to the second cycle and reach the specific indicators. Based on the observation by the researcher, the implementations of RIDER strategy can maximize improve students' ability in reading comprehension. Due to the improvement of achievement from the first cycle up to the second cycle and have already reach indicators that have been determined then this action is considered successful. This research ends in the second cycle. The whole post-test can be seen from the following graph:

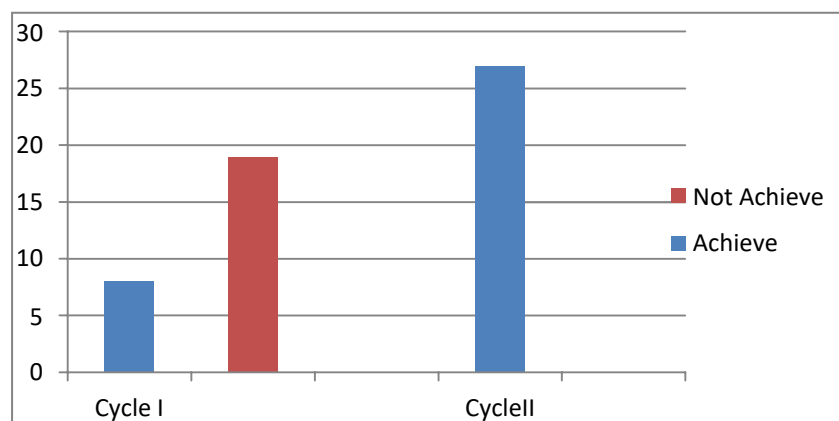


Figure 3. The result of students' achievement in cycle I & II

In the last discussion, the researcher concluded that RIDER strategy is a good strategy for guiding the reading class especially to improve students' ability in reading comprehension. The students will be more active, relax and enjoy in reading the text. In the learning process, especially for reading, using RIDER strategy is easier to understand and to find the main idea of the text

CONCLUSION

Based on the research findings and discussion, the researcher concluded that the implementation of RIDER strategy was quite effective to improve students' ability in reading comprehension. This study uses the Classroom Action Research (CAR) has been done two cycles, the method which to identify the problem on students' reading comprehension, it is initiated through the interview the teacher and through the observation in the eleventh grade of MA Ma'arif Balong which considered as the class that has a difficult to understand the text. This study was conducted following Kemmis and Taggart model with the following procedures of the action research: planning, acting, observing, and reflecting. Meanwhile, the data is derived among from the test, interview and observation, it could sum up as: first, the improvement of students' reading skill can be seen clearly of their achievement in pre-test score is 44.81. It means there were only 14% of the whole students could passed KKM. The mean of post-test 1 score is 62.22. It is proven that 29% students passed KKM. Next, the mean score of post-test 2 score is 77.96. The percentage of students who could get the score above the KKM in post-test 2 is 100%. Second, the observation result showed that the students' were more active and interested in learning activity in the classroom. Third, based on the students' interview result it could be known that the students' ability in reading comprehension has improved after applied RIDER strategy. Based on the research conducted in the eleventh grade of MA Ma'arif Balong in academic 2018/2019, it can be concluded that the students could improve their ability in reading comprehension through RIDER strategy.

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