THE EFFECTIVENESS OF RIDER (READ, IMAGINE, DESCRIBE, EVALUATE, REPEAT) STRATEGY IN TEACHING READING COMPREHENSION AT THE EIGHTH GRADE STUDENTS OF SMPN 1 SAMBIT IN ACADEMIC YEAR 2017/2018

THESIS

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ABSTRACT

CAHYANTI, NENENG DWI. 2018. *The Effectiveness of RIDER (Read, Imagine, Describe, Evaluate, Repeat) Strategy in Teaching Reading Comprehension at the Eighth Grade Students of SMPN 1 Sambit in Academic Year 2017/2018*. Thesis, English Education Department, Tarbiyah and Teachers Training Faculty. The State Institute of Islamic Studies Ponorogo, Advisor Nurul Khasanah, M.Pd.

Key words: RIDER Strategy, Reading Comprehension

Reading is the most important skill to be mastered in order to ensure success not only in learning English, but also in learning any content where reading in English is required. In reading class the teacher should pay attention to implement the certain strategy. So, the students can understand the materials in reading. One of strategy in teaching reading comprehension that is RIDER strategy. RIDER strategy is an effective strategy that enable students to recall information from a text and paraphrase this information is one way to monitor comprehension. This strategy can make the students read more actively and enthusiastically because they are more interested in finding out what happened. The objective of this research is to investigate whether there is different score in reading comprehension between students taught by using RIDER (read, imagine, describe, evaluate, repeat) strategy and who are not taught by using RIDER (read, imagine, describe, evaluate, repeat) strategy (lecturing strategy) at the eighth grade students of SMPN 1 Sambit in academic year 2017/2018.

This research applied quantitative approach and used quasi-experimental design. In this research used two class, one class taught by using RIDER strategy and one class not being taught by using RIDER strategy (lecturing strategy). The population was the eighth grade students of SMPN 1 Sambit which consist of 90 students. The sample is 40 students (20 students in experimental class and 20 students in control class). The researcher used cluster random sampling as a sampling technique. The data collection was gathered by using test and documentation. Moreover, this research was conducted by following procedures: giving pre-test, giving treatment I and II, and the last giving post-test. After getting the score, then the researcher analyzed and calculated the data by using SPSS 16.00

The result shows that the experimental class has higher score than the control class in pre-test and post-test. The mean score of post-test in experimental class was 84,5, while in control class was 68.75. Besides, the result of T-test calculation showed that the value of t_{test} is higher than t_{table}. The value of t_{test} was 6.885, while the value of t_{table} with db=38 is 2.02. Based on those result, it can be concluded that Ha is accepted and Ho is rejected.

Based on those explanation above, it can be concluded that there is significant difference scores on students reading comprehension that taught by using RIDER strategy and not being taught RIDER (read, imagine, describe, evaluate, repeat)

strategy (lecturing strategy) at the eighth grade students of SMPN 1 Sambit in academic year 2017/2018.
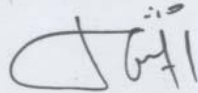
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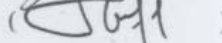
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CHAPTER I

INTRODUCTION

A. Background of the Study

English language skills consist of reading, listening, writing and speaking. Reading and listening belong to receptive skill, and writing and speaking as a productive skill. Today English language is one of the subject matters learned by the students that is given at any education level, such as elementary school, junior high school and senior high school. English language is the key to face the globalization era.

Among four language skill reading is very important because, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The reader's background knowledge integrates with the text to create the meaning.[1] According to Barnett in Alice Omaggio Hadley, maintains that reading has always held important place in foreign and second language programs, with the possible exception of the period when audiolingual methodology dominated in American classroom. Barnett, goes on to list other reasons for including reading skill development as a vital part of the second language curriculum: 1) Reading is still essential in the teaching of literature, which remains an important goal in many programs;

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[1] David Nunan, *Practical English Language Teaching* (America New York: McGraw-hill/companies, 2003), 68.

2) It is a skill that can be maintained after students complete formal language study; 3) It fosters the development and refinement of literacy skill.[2] It means that reading is important because it needs clear understanding to build the meaning of the text or literatures.

As one of the four skills, reading is needed by students to know the information for their study. It also is needed by them to get knowledge about science, literature, culture, social studies and all other subjects. According to David Nunan, reading is an essential skill for learners of English as a foreign language. Reading is the most important skill to be mastered in order to ensure success not only in learning English, but also in learning any content where reading in English is required. With strengthened reading skills, learners will make greater progress and development in all other areas learning.[3]

Reading is a passive or receptive skill. The purpose of reading activities are comprehension (intensive reading), enjoyment (extensive reading), speed reading or accurate pronunciation (reading aloud).[4] In addition, according to Jeremy Harmer, reading is useful for other purposes too, any exposure to

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[2] Alice Omaggio Hadley, *Teaching Language in Context* (America: Composition and Prepress, 1993), 163-164.
[3] David Nunan, *Practical English Language Teaching* (America New York: McGraw-hill/companies, 2003), 69.
[4] Fachrurrazy, *Teaching English as a Foreign Language for Teachers in Indonesia* (Malang: State University of Malang Press, 2011), 83.

English (provided students understand it more or less) is a good thing for language students.[5]

Students or the learners are difficult to understand English because of the difficult vocabularies. To make the learners easy to understand English the teacher should give a text that within the text consists of wide range of vocabularies. The learners try to read the text and then find out the meaning or the message from the text. The goal of reading is comprehension. Caroline T. Linse stated that reading comprehension refers to reading for meaning, understanding and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words.[6]

According to Yudi Hari Riyanto, reading comprehension is one of the skill that must be mastered by students in the school. The fact shows that learning reading comprehension is not an easy task. It is because the teacher has to face learning of reading comprehension. In learning reading comprehension, in fact the students cannot comprehend English well, because students seem do not have good motivation to read and beside they have to comprehend every word of the text.[7] In reading comprehension class the teacher

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[5] Jeremy Harmer, *How to Teach English* (England: Longman, 2001), 68.

[6] Caroline T.Linse, *Practical English Language Teaching: Reading* (America New York: McGraw-Hill ESL/ELT, 2005), 71.

[7] Yudi Hari Riyanto, "IOSR Journal of Research and Method in Education (IOSR-JRME)", *Using Numbered Head Together to Improve the Students Reading Comprehension in Narrative Text,* no. 2, vol. 7 (March-April, 2017), 107.

not only pay attention to implement the certain technique, but also the teacher should create the interesting learning process. So, the students can understand the materials in reading comprehension.

According to Willis in Yudi Hari Riyanto, in fact reading comprehension is not as easy as people think. It is not easy to have the ability to comprehend meaning from the printed page and impact the information appropriately. Students should be able to comprehend and understand about the context that has been explained in the text. It means that students need to learn a considerable amount of information from a text. Therefore, students require abilities to comprehend and remember main ideas as well as number of details that elaborate the main and supporting idea in text. Consequently, students will need to read the text two or more three times to get even an appropriately sense.[8]

The result from Irena Shehu shows that reading comprehension difficulty occurs frequently even in students who are good in decoding and spelling. This difficulty in reading comprehension occurs in many reason, the three most important ones are listed below: 1) Vocabulary. New words are seen by students as a great obstacle to comprehend a text. It is necessary for students to properly comprehend the words or the vocabulary of a written passage in order to be able to decode the message, thus comprehend a written text. 2)

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[8] Yudi Hari Riyanto, "IOSR Journal of Research and Method in Education (IOSR-JRME)", *Using Numbered Head Together to Improve the Students Reading Comprehension in Narrative Text,* 107.

Working memory. The students often complain of the text fact that they cannot recall the information, they just read. They need to hold the information in working memory long enough for the information to be more extensively processed and often some of them lack it. 3) Absence of extensive reading. Students read a little or nothing. This is considered a text. It is necessary for students to comprehend a written text. These were the aims of the study, and the result will be presented in the following. If a breakdown occurs in one of the aspect mentioned above then the students usually fail to decode a text, and analyze its meaning, which often results in reading comprehension problems and failure. 4) Type of text. The type of the text is another factor that influences a lot reading comprehension. It is considered to be one major barrier. Some text are easy to be perceived some others are very difficult.[9]

Although reading is very important skill in learning process, but in fact not all of the students can comprehend the content or the meaning from the text, because some students feel difficult and have low motivation in learning reading comprehension. Based on interview with one of the English teacher at the eighth grade students of SMPN 1 Sambit, Mrs. Tutik Widyaningsih, S.Pd said that there are some problems in learning reading comprehension at the eighth grade students of SMPN 1 Sambit. The teacher said that the problems of

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[9] Irena Shehu, "Academic Journal of Interdisciplinary", *Reading Comprehension Problems Encountered by Foreign Language Students,* no. 1, vol. 4 (March, 2015), 93.

reading skill at the eighth grade students of SMPN 1 Sambit such as the students didn't understand the meaning from the text. The students feel difficult to answer the question because the students low in mastering vocabulary. This can be seen when the students were told to read the materials. After the students finish in read the text and then the teacher give some questions related to the material about what they read, some students could not answer the questions from the teacher. Beside that there are some students who are have low motivation to read. It can be seen when the teacher give a text to the students there are some students who are sleepy when learning English and also there are some students are passive in the classroom when English class because they are feel boring when they are learning English, especially in reading class.

Those problems need to be solved immediately. According to Frances L. Clark, visual imagery or visualization is one of the key comprehension strategy to teach the low ability readers who have difficulty with comprehension. Visual imagery has been studied by reading experts for over two decades. As a cognitive strategy it involves making associations between stimulus items and generating a visual image of the items or of an interaction between the items.[10] The visual imagery strategy designed to facilitate reading

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[10] Frances L. Clark, Micheal M. Warner, Gordon R. Alley, Donald D. Deshler, Jean B. Schumaker, Alice F. Vetter, and Susan M. Nolan, *Visual Imagery and Self-Questioning Strategy to Improve Comprehension of Written Material* (Lawrence, Kansas: The University of Kansas, June 1981), 2.

comprehension by requiring the students to read a passage and to create visual image representative of the content of the passage.[11]

One of the strategy in visual imagery or visualization that can be used in teaching reading comprehension that is RIDER strategy. According to Clark, RIDER strategy is an effective strategy that enable to recall information from a text and paraphrase this information is one way to monitor comprehension. The RIDER strategy is a strategy that encourages interaction with a knowledgeable other, modeling the strategy in a non-threatening way and assisting the students to use the comprehension strategies. Furthermore, the RIDER strategy is a strategy in reading comprehension. It can encourage students to image the whole picture, which may include locations, characters/people, facial expressions and environmental factors and cue them to describe what they see.[12] RIDER (Read, Imagine, Describe, Evaluate, Repeat) strategy should be used for teaching and overcome those problem.

RIDER stands for Read-Imagine-Describe-Evaluate-Repeat. The students followed these procedures; read (reading the first sentence), imagine (try to make an image, like a picture in reader's mind), describe (describe the

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[11] ibid, 8.

[12] Clark, *RIDER Strategy in reading*. http://www.aminlimpo.com/2017/02/rider-strategy-in-reading.html, Accessed on 13 January 2018 at 10.30 a.m.

image in reader's mind), evaluate (evaluate the image in reader's mind for its completeness), repeat (read the next sentence and repeat step 1-4).[13]

From the facts above, the researcher want to know further about the effectiveness of RIDER (read, imagine, describe, evaluate, repeat) strategy on reading comprehension. So, the title is ***"The Effectiveness of RIDER (Read, Imagine, Describe, Evaluate, Repeat) Strategy in Teaching Reading Comprehension at the Eighth Grade Students of SMPN 1 Sambit in Academic Year 2017/2018".***

B. Limitations of the Study

To avoid a deviation of the discussion, this study focus on some concern identified as follow:

1. The subject of the study is at the eighth grade students of SMPN 1 Sambit in academic year 2017/2018.

2. The object of this study is the effectiveness of RIDER (Read, Imagine, Describe, Evaluate, Repeat) strategy in teaching reading comprehension.

3. The material of this study the researcher will use recount text. The researcher use recount text when take a test to know the effectiveness of

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[13] Frances L. Clark, Micheal M. Warner, Gordon R. Alley, Donald D. Deshler, Jean B. Schumaker, Alice F. Vetter, and Susan M. Nolan, *Visual Imagery and Self-Questioning Strategy to Improve Comprehension of Written Material,* 8-9.

RIDER (Read, Imagine, Describe, Evaluate, Repeat) strategy in teaching reading comprehension.

C. Statement of the Problem

Regarding to the background of the study, statement of the problems formulated into:

Is there any significant difference score in reading comprehension of the students who are taught by using RIDER (read, imagine, describe, evaluate, repeat) strategy and who are not at the eighth grade students of SMPN 1 Sambit in academic year 2017/2018?

D. Objective of the Research

Related to the statement of the problems above, this study has some objectives described as follow:

To investigate the different score in reading comprehension between students taught by using RIDER (read, imagine, describe, evaluate, repeat) strategy and not being taught by using RIDER (read, imagine, describe, evaluate, repeat) strategy at the eighth grade students of SMPN 1 Sambit in academic year 2017/2018.

E. Significances of the Study

1. Theoretical Significances

   The result of this research is expected to add the new contribution of RIDER (Read, Imagine, Describe, Evaluate, Repeat) strategy in teaching reading comprehension and give contribution of knowledge to know the effective strategy in teaching learning process.

2. Empirical Significances

   a. The teacher

   To help the teacher English especially the English teacher of SMPN 1 Sambit to find out the alternative way of teaching reading comprehension in order to be able to empower student's reading comprehension skill.

   b. The students

   This research is expected to help the students to be more interested in reading skill and help the students of SMPN 1 Sambit to comprehend the text easily.

   c. The readers

   This study is expected to give a contribution to the readers, particularly the students of English Department of IAIN Ponorogo, in enriching reference concerned with the effectiveness of RIDER (Read,

Imagine, Describe, Evaluate, Repeat) strategy in teaching reading comprehension at SMPN 1 Sambit.

d. The researcher

The researcher hope that this research will give the new experience and knowledge especially in teaching English lesson.

F. Organization of the Thesis

The researcher organizes this thesis into five chapters. The organization in this thesis as follows:

Chapter I   : INTRODUCTION

This chapter tells about background of the study, limitations of the study, statement of the problem, objective of the study, significances of the study and organization of thesis.

Chapter II   : REVIEW OF RELATED LITERTURE

This chapter tells about previous research findings, theoretical background, theoretical framework and hypothesis.

Chapter III   : RESEARCH METHODOLOGY

This chapter tells about research design, population and sample, instrument of data collection, technique of data collection and technique of data analysis.

Chapter IV   : RESEARCH RESULT

This chapter tells about research location, data description, data

analysis and discussion.

Chapter V   : CLOSING

This chapter tells about conclusion and recommendation.

CHAPTER II

RIVIEW OF RELATED LITERATURE

A. Previous Research Findings

This part discusses about the effectiveness of RIDER (Read, Imagine, Describe, Evaluate, Repeat) strategy in teaching reading comprehension. There are many studies conducted by the previous researcher. Those are:

The first study is conducted by Diana Novita and Sunaryo from State University of Padang by the title "The Use of RIDER (Read, Imagine, Describe, Evaluate, Repeat) Strategy in Teaching Listening Descriptive Text at Junior High School". In this research the researcher explained the use of RIDER strategy to increase the students' listening ability in descriptive text.

The results of their research are: The implementation of RIDER strategy is an activity in guiding students to listen well through step by step activity. This has five steps: First, read or listen, that is students listen to the text without allow doing any activities, except listening. Second, image, that is students imagine or visualize the text by making picture in their mind. Third, describe, that is the students describe what is in their mind by using key features of their imagery or by making a picture in their mind. Fourth, evaluate, that is the students check that image is the same as the peer or teacher. Fifth, repeat, that is the students repeat again the process they are listening. By applying this strategy in the classroom, it expects to help the students easy in getting meaning

from what they are listening to, especially for descriptive text. It can also make the students have much time to recall and keep tract of ideas mentioned in a text.

The similarities between their research with her research is the researcher same use RIDER strategy in teaching learning process and also take the research in the junior high school. And the differences are: their research use listening skill as an English language skill and her research use reading skill as an English language skill. From the material also there are the differences between their research and her research. In their research use descriptive text as a material and in her research use recount text as a material.

The second research is conducted by Windika Arisnata from State Islamic University of Sultan Syarif Kasim Riau Pekanbaru by the title "The Effect of Using Read, Imagine, Describe, Evaluate, and Repeat (RIDER) strategy toward Reading Comprehension on Narrative Text of the Second Year Students at SMPN 20 Pekanbaru". The statement of the problem is "How is the students reading comprehension on narrative text taught without and taught by using RIDER strategy of the second year students at SMPN 20 Pekanbaru?"

The results of his research are: Showed that the students reading comprehension on narrative text that was taught without using RIDER strategy was categorized into enough level, while the students reading comprehension that was taught by using RIDER strategy was categorized into good level. It

could be conclude that there was a significant effect of using RIDER strategy toward reading comprehension on narrative text of the second year students at SMPN 20 Pekanbaru.

The similarities between his research with her research is the researcher same use RIDER strategy in teaching reading comprehension and also take the research at junior high school. Another similarities of his research with her research that is use Quasi-experimental as the research design. The differences are: his research use narrative text as a material and her research use recount text as a material.

B. Theoretical Background

1. Reading

a. Definition of Reading

Reading is very important because, reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The reader's background knowledge integrates with the text to create the meaning.[14] According to Judi Moreillo reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that

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[14] David Nunan, *Practical English Language Teaching* (America New York: McGraw-Hill/companies, 2003), 68.

requires a great deal of practice and skill.[15] Based on Jeremy Harmer, reading is useful for other purposes too: any exposure to English (provide students understand it more or less) is a good thing for language students.[16]

Meanwhile, H. Douglas Brown defies that reading is likewise a skill that teachers simply expect learners to acquire. Reading, arguably the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessments of general language ability.[17] In addition, Urquhart and Weir in William Grabe stated that reading is the process of receiving and interpreting information encoded in language via medium or print.[18]

David Nunan stated that reading is an essential skill for learners of English as foreign language. Reading is the most important skill to be mastered in order to ensure success not only in learning English, but also in learning any content where reading in English is required. With strengthened reading skills, learners will make greater progress and development in all other areas learning.[19] Based on those explanation,

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[15] Judi Moreillon, *Collaborative strategies for teaching reading comprehension*: Maximizing your impact (USA: America Library Association, 2007), 10.

[16] Jeremy Harmer*, how to Teach English* (Logman, 1998), 68.

[17] H. Douglas Brown*, Language Assessment*: Principles and Classroom Practices (New York: Pearson Education, 2000, 185.

[18] William Grabe, *Reading in a Second Language*: moving from theory of practice, (USA: Cambridge University Press, 2009), 14.

[19] David Nunan, *Practical English Language Teaching* (America New York: McGraw-Hill/companies, 2003), 69.

it can be conclude that reading is the process of understanding the meaning from the text to get any information and knowledge that which done by the readers.

b. **Kinds of Reading**

Neil J. Andreson and David Nunan stated reading is best developed through reading and not through talking about reading. Two basic approaches are used for teaching reading:[20]

1) **Intensive reading**

Is the teaching of reading skills, vocabulary and phonological instruction, typically through short reading passage followed by reading comprehension exercise.

2) **Extensive reading**

Is reading of longer passages with a focus on enjoyment and/or learning new information while reading. There is typically no accountable required during extensive reading.

c. **Models of Reading**

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[20] Neil J. Anderson and David Nunan, *Practical English Language Teaching: Reading,* (America New York: McGraw-Hill ESL/ELT, 2008), 8.

According to Abbas PourhoseinGilakjani in Journal of Studies in Education "How Can Students Improve Their Reading Comprehension Skill", there are three models for reading comprehension process: bottom-up model, top-down model, and interactive model.[21]

1) Bottom-up model

Bottom-up model suggests that the reader reads all of the words in a phrase, or a sentence before understanding. This model starts with decoding the smallest linguistics units, particularly phonemes, graphemes and words and then makes meaning from the smallest to get the largest units.

2) Top-down model

Top-down model suggests that the reader do not every word of a text but they focus on identifying the text words. They try to guess the meaning of words or phrases. Readers begin forecasting from the title of the reading text that permits them to restrict the scope of their reading. Then they assume the message the writer wants to transfer and change their hypotheses based on what are they read in the text.

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[21] Abbas PourhoseinGilakjani, "Journal of Studies in Education", "*How Can Students Improve Their Reading Comprehension Skill",* no. 2, vol. 6 (May, 2016), 231-232.

3) **Interactive model**

Interactive model suggests that this model is based on information from various sources like orthographic, lexical, syntactic, semantic knowledge and schemata. Readers who are dependent on top-down model use textual signs and infer the meaning but they should make up for deficiencies like weaknesses in word identification and lack of effective bottom-up processing.

d. **Purposes for Reading**

According to William Grabe and Fredricka L. Stoller there are 7 purpose for reading. They explained as follows:[22]

1) **Reading to search for simple information**

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading that it is probably best seen as a type of reading ability. In reading to search, the reader's typically scan the text for a specific word, or a specific piece of information or a few representative phrases.

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[22] William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading* (USA New York: Pearson, 2011), 7-8.

2) **Reading to skim**

Reading to skim (i.e. sampling segments of the text for a general understanding) is a common part of many reading tasks and a useful skill in its own right. It involves, in essence a combination of strategies for guessing where important information might be located in the text, and then using basic reading comprehension skills on those segments of the text until a general idea.

3) **Reading to learn from texts**

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension (primarily due to rereading and reflection strategies to help remember information). In addition, it makes stronger inference demands than general comprehension to connect text information with background knowledge (e.g. connecting a character, event or concept to other known characters, events or concepts; or connecting possible causes to known events).

4) **Reading to integrate information**

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually

supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal.

5) **Reading to write**

May be task variants of reading to integrate information. Both require abilities to select, critique and compose information from a text.

6) **Reading to critique texts**

Critique purposes represent common academic tasks that call upon the reading abilities needed to integrate information.

7) **Reading for general comprehension**

Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

e. **Principles for Teaching Reading**

According to David Nunan, there are some reading principles. They explained as follows:[23]

1) **Exploit the reader's background knowledge**

A reader's background knowledge can influence reading comprehension. Background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational experiences, and knowledge of how texts can be organized rhetorically, knowledge of how one's first language works, and knowledge of how the second language works, and cultural background and knowledge. Reading comprehension can be significantly enhanced if background knowledge can be activated by setting goals, asking questions, making predictions, teaching text structure, and so on. If students are reading on an unfamiliar topic, the students may need to begin the reading process by building up background knowledge.

2) **Build a strong vocabulary base**

Recent research emphasized the importance of vocabulary to successful reading. Basic vocabulary should be explicitly taught and foreign language readers should be taught to use context to effectively guess the meanings of less frequent vocabulary.

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[23] David Nunan, *Practical English Language Teaching* (America New York: McGraw-Hill/companies, 2003), 75-77.

3) **Teach for comprehension**

Monitoring comprehension is essential to successful reading. Part of that monitoring process include verifying that the predictions being made are correct and checking that the readers is making the necessary adjustments when meaning is not obtained.

4) **Work on increasing reading rate**

One great difficulty in the second language reading classroom is that even when language learners can read, much their reading is not fluent. Often in our efforts to assist students in increasing their reading rate, teachers over emphasize accuracy which impedes fluency. One focus here is to teach readers to reduce their dependence on a dictionary. Skills such as skimming, scanning, predicting, and identifying main ideas get students to approach reading in different ways. Readers should spend more time analyzing and synthesizing the content of the reading, and not focusing on moving through the passage one word at a time. Part of the joy of reading is being able to pick up a book and comprehend it, without having to struggle through the task of reading.

5) **Teach reading strategies**

Strategies are the tools for active, self-directed involvement that is necessary for developing communicative ability. Strategies are

not a single event, but rather a creative sequence of events that learners actively use. A good technique to sensitize students to the strategies they use is to get them to verbalize (or talk about) their thought processes as they read. Readers can listen to the verbal report of another reader who has just read the same material, and it is often revealing to hear what other readers have done to get meaning from a passage.

6) **Encourage readers to transform strategies into skills**

An important distinction can be made between strategies and skills. Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives, while a skill is a strategy that has become automatic. This characterization under-score the active role that readers play in strategic reading. As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious; from strategy to skill.

7) **Build assessment and evaluation into teacher teaching**

Assessing growth and development in reading skills from both a formal and an informal perspective requires time and training. Both qualitative and quantitative assessment activities should be included in the reading classroom.

8) **Strive for continuous improvement as a reading teacher**

The quality of the individual teacher is integral to success of second/foreign language readers. Reading teachers need to be passionate about their work. The good reading teacher actively teaches students what to do.

2. Reading Comprehension

a. Definition of Reading Comprehension

Reading comprehension is one off the skills that must be mastered by students in the school. The fact shows that teaching and learning reading comprehension is not an easy task. It is because the teacher has to face learning of reading comprehension. In teaching and learning reading comprehension, students in fact cannot comprehend English well, because students seem do not have good motivation to read and beside they have to comprehend every word of the text.[24]

According to Nakamoto, Lindsey and Manis reading comprehension is a vigorous process of constructing meaning from a piece of text and understanding it effusively and comprehensively.[25] Janette K. Klinger, Sharon Vaughn, and Alison Boardman said that reading comprehension involves much more than readers' responses to

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[24] Yudi Hari Riyanto, "IOSR Journal of Research and Method in Education (IOSR-JRME)", *Using Numbered Head Together to Improve the Students Reading Comprehension in Narrative Text,* no. 2, vol. 7 (March-April, 2017), 107.

[25] Muhammad Javed, "International Journal of Instruction", *Developing Reading Comprehension Modules to Facilitate Reading Comprehension*, no. 2, vol. 8 (July, 2015), 141.

text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).[26]

In addition Catherine E. Snow stated that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. The readers use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension.[27]

Comprehension entails three elements:[28]

1) The reader who is doing the comprehending

2) The text that is to be comprehended

3) The activity in which comprehension is a part.

Reading comprehension refers to reading for meaning, understanding and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words.[29] In reading comprehension class the teacher not only pay attention to

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[26] Janette K. Klinger, Sharon Vaughn, and Alison Boardman, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), 8.

[27] Catherine E. Snow, *Reading for Understanding: toward a research and development program in reading comprehension*, (RAND, 2002), 11.

[28] Ibid, 11.

[29] Caroline T. Linse, *Practical English Language Teaching: Reading* (America New York: McGraw-Hill ESL/ELT, 2005), 71.

implement the certain technique, but also the teacher should create the interesting learning process. So, the students can understand the materials in reading comprehension.

b. **Skills in Reading Comprehension**

Reading comprehension involves some skills that can indicate the student's competence in reading skill. According to Beatrice S. Mikulecky there are 10 skills in reading comprehension:

1) **Scanning**

Scanning is very high-speed reading. When the reader's scan, the reader's have a question in the reader's mind. The reader's do not read every words, only the words that answer to the reader's question. Practice in scanning will help the reader's learn to skip over unimportant words so that the reader's can read faster.[30]

2) **Previewing and Predicting**

Previewing is when the reader's gather information about a book by examining its cover. The aim of previewing is to help the reader's to predict or make some educate guesses about what is in the book.

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[30] Beatrice S. Mikulecky/Linda Jeffries, *More Reading Power* (United States of America: Longman, 1996), 15.

Previewing and predicting before the reader's read can make a big difference. The readers can get some ideas about what they will read. That way the reader's will begin to process the information far more quickly. The reader's also be able to follow the writer's ideas better. Though it takes a few minutes to preview and predict, those few minutes are well invested. The reader's will find that later save reading time and gain comprehension.[31]

3) Vocabulary knowledge for effective reading

In this skill can help the reader's comprehension because the reader's stay focused on the general sense of what the reader's are reading, help build vocabulary the reader's more likely to remember the words and allows the reader's to enjoy in reading more because the reader's don't have to stop often.[32]

4) Topics

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[31] ibid, 34.
[32] Beatrice S. Mikulecky/Linda Jeffries, *More Reading Power,* 49.

When the reader's read for the meaning, the reader's should begin by looking for the topic. This helps the reader's connect what the reader's read to the reader's already know.[33]

5) **Topics of paragraphs**

A paragraph is a group of sentences that are all the same thing. That is, they all have same topic.[34]

6) **Main ideas**

The main idea of a paragraph is the author's idea about the topic. It is always a complete sentence that include both the topic and the idea that the author wishes to express about the topic. [35]

7) **Patterns of organization**

A pattern makes it easier for the reader's brain to understand and remember information about the reader's read from a book or passage.[36]

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[33] ibid, 68.
[34] ibid, 78.
[35] ibid, 89.
[36] Beatrice S. Mikulecky/Linda Jeffries, *More Reading Power*, 99.

8) **Skimming**

Skimming is high-speed reading that can save the reader's lots of time. The reader's skim to get the general sense of a passage or a book.[37]

9) **Making inferences**

Making an inferences that is the topic of a text may not be stated anywhere directly. The reader's must look for clues and try to guess what the passage is about.[38]

10) **Summarizing**

Summarizing is retelling of the important parts of a passage in a much shorter form. The aim of summarizing is to make sure the reader's have understood something, to explain the sense of a passage to someone else and to review texts for examinations.[39]

c. **Strategy in Reading Comprehension**

Reading comprehension strategies are tools that proficient readers use to solve the comprehension problems they encounter in

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[37] ibid, 132.
[38] ibid, 150.
[39] ibid, 167.

texts. According to Zimmermann and Hutchins (2003) identify seven reading comprehension strategies:[40]

1. Activating or building background knowledge

2. Using sensory images

3. Questioning

4. Making predictions and inferences

5. Determining main ideas

6. Using fix-up options

7. Synthesizing

d. Factors in Reading Comprehension

Based on Catherine E. Snow stated that there are three elements in reading comprehension, they are the reader, the text and the activity.[41]

1) The reader

To comprehend, a reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inference, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge

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[40] Judi Moreillon, *Collaborative strategies for teaching reading comprehension*: Maximizing your impact (USA: America Library Association, 2007), 11.

[41] Catherine E. Snow, *Reading for Understanding: toward a research and development program in reading comprehension*, (RAND, 2002), 11-16.

(vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Of course, the specific cognitive, motivational, and linguistic capacities and the knowledge base called on in any act of reading comprehension depend on the texts in use and the specific activity in which one is engaged.

2) **The text**

The features of text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading, the reader constructs different representations of the text that are important for comprehension.

3) **The activity**

Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity.

3. **RIDER (Read, Imagine, Describe, Evaluate, Repeat)**

a. **Definition of RIDER (Read, Imagine, Describe, Evaluate, Repeat) Strategy**

RIDER strategy is an effective strategy that enable to recall information from a text and paraphrase this information is one way to monitor comprehension. The RIDER strategy is a strategy that encourages interaction with a knowledgeable other, modeling the strategy in a non-threatening way and assisting the students to use the comprehension strategies. Furthermore, the RIDER strategy is a strategy in reading comprehension. It can encourage students to image the whole picture, which may include locations, characters/people, facial expressions and environmental factors and cue them to describe what they see.[42]

b. **Step of using RIDER (Read, Imagine, Describe, Evaluate, Repeat) Strategy**

RIDER stands for Read-Imagine-Describe-Evaluate-Repeat. The students followed these procedures:[43]

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[42] http://www.aminlimpo.com/2017/02/rider-strategy-in-reading.html, Accessed on 13 January 2018 at 10.30 a.m.

[43] Frances L. Clark, Michael M. Warner, Gordon R. Alley, Donald D. Deshler, Jean B. Schumaker, Alice F. Vetter, and Susan M. Nolan, *Visual Imagery and Self-Questioning Strategy to Improve Comprehension of Written Material* (Lawrence, Kansas: The University of Kansas, June 1981), 8-9.

1) **Read (read the first sentence)**

   The students read a text. Before that, the teacher tells to the students that they will make image in their mind about the text. So the students know what they will do next after they read a text. In this step, the students do not allow to do anything, except reading, because it will disturb their concentrate in understanding the text.

2) **Imagine (try to make an image, like a picture in reader's mind)**

   The students making an image in their mind about what they have read before, the students try to remember and recall again about the information that they have gotten based on the text. In this case, the teacher gives students time to be concentrate to imagine the text about. The students do not allow writing anything in their book, they also do not allow speaking with other students, because it will disturb their concentrate in imagine the picture.

3) **Describe (describe the image in reader's mind)**

   The students describe what they have thought before in words and picture in their book. The students just have a limited

time to describe it completely, so, the teacher has to warn them to make a simple picture and just write the key words. If students cannot describe it or draw to the picture, tell them to make a draft or key word as a cue of the text about. So, it will help them to keep remember what they have read before. In this step, the students trained to remember what they have read, they have to show their ability in understanding the text.

4) **Evaluate (evaluate the image in reader's mind for its completeness)**

In this phase, the students are given an opportunity to discuss their picture with their friends. The students evaluate the picture that they have made with their friends picture, they can compare each other. In this phase, the teacher should give a limited time for the students to discuss each other.

5) **Repeat (read the next sentence and repeat step 1-4)**

In this phase, the teacher tell to the students to read again the next paragraph from the text. The teacher lead the students to keep working through the sequence to the end of the text and begin from the first step until the last step.

c. **The Advantages of Using RIDER (Read, Imagine, Describe, Evaluate, Repeat) Strategy**

1) RIDER (Read, Imagine, Describe, Evaluate, Repeat) strategy can make the students active and skillful readers in the reading class since it provides many challenging activities. It activates the student's background knowledge by doing imagination or visualization through the texts.

2) By doing the activities, the students read more actively and enthusiastically because they are more interested in finding out what happened. In addition, they often remember more information, even after much time has passed because of the student's curiosity.

3) This strategy can motivate student's to read by imagination, what is coming to the read by imagination, what is coming to the student's mind when the teacher is giving them a text, then they want to know whether their imagination. It creates higher order thinking. The process of RIDER (Read, Imagine, Describe,

need to engage students with the story and help them connect to the new information and this will support student's comprehension.

RIDER strategy is an effective strategy that enable to recall information from a text and paraphrase this information is one way to monitor comprehension. The RIDER strategy is a strategy that encourager interaction with a knowledgeable other, modeling the strategy in a non-threatening way and assisting the students to use the comprehension strategies.

Furthermore, the RIDER strategy is a strategy in reading comprehension. It can encourage students to image the whole picture, which may include locations, characters/people, facial expressions and environmental factors and cue them to describe what they see.

D. Hypothesis

Hypothesis is the relationship between two (or more) variables. The hypothesis presents the researcher's expectations about the relationship between variables within the question. Hence, it is put forth as a suggested answer to the question, with the understanding that the ensuing investigation may lead to either support for the hypothesis or lack of support for it.[46] Hypothesis in this research is to find out whether the use of RIDER (read,

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[46] Donald Ary, Introduction to Research in Education, 8th, (Canada: Wards worth Cengage Learning, 2010), 81.

imagine, describe, evaluate, repeat) strategy is effective in teaching reading comprehension or not. There are two hypothesis which is describe below:

Ha   : RIDER (read, imagine, describe, evaluate, repeat) strategy is effective in teaching reading comprehension at the eighth grade students of SMPN 1 Sambit in academic year 20172018.

Ho   : RIDER (read, imagine, describe, evaluate, repeat) strategy is not effective in teaching reading comprehension at the eighth grade students of SMPN 1 Sambit in academic year 2017/2018.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher used quantitative research. Quantitative research is the collection and analysis of numerical data in order to explain, predict and or control phenomena of interest.[47] The use of quantitative data in social research has its attractions. For one thing, it carries with it an aura of scientific respectability. Because it uses numbers and can present findings in the form of graphs and tables, it conveys a sense of solid, objective research.[48]

According to John W. Creswell there are four kinds of quantitative research, that is: pre-experimental design, quasi-experimental design, true-experimental design and single-subject design. Based on type research above the researcher used quasi-experimental research with model design type of one group pre-test post-test design. It is a research design that used to looking for the influence of particular treatment to other things in a controlled condition. In this design, a popular approach to quasi-experimental, the experimental class and the control class are selected randomly. Both groups take a pre-test and

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[47] Gay, L.R., Mills, E, Geoffery., Airasian, Peter, *Educational Research* (Colombus: The Lehigh Press, 2006), 9.

[48] Martyn Denscombe, *The Good Research Guide for small-scale social research projects* (Maidenhead Philadelphia: Open University Press, 2003), 236.

post-test. Only the experimental group receives the treatment. The design of the experimental could be described as follows:[49]

Group A   : O1 ——————— X ————— O2

Group B   : O3 ‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾ O4

Notes:

Group A   : The experimental class. The class was taught by using RIDER strategy

Group B   : The control class. The class was taught by using lecturing strategy

O1   : Pre-test for the experimental class

O3   : Pre-test for the control class

X   : Treatment (using RIDER strategy)

O2   : Post-test for the experimental class

O4   : Post-test for the control class

In this research, the researcher applied pre-test and post-test in experimental and control class. In experimental class, the researcher applied pre-test to know the students reading comprehension before using RIDER Strategy and applied post-test to know the students reading comprehension after using RIDER strategy. The control class used to measure the students reading

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[49] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (America: United State of America, 2009), 160-161.

comprehension that didn't use RIDER strategy (using lecturing strategy). Moreover, the steps in the implementation of RIDER strategy as follow:

1. Read (read the first sentence). The students read a text. Before that, the teacher told to the students that they would made imagined in their minded about the text. So the students knew what they would do the next after they read a text.

2. Imagine (try to make an image, like a picture in reader's mind). The students made an imagined in their minded about what they had read before, the students try to remembered and recalled again about the information that they had gotten based on the text.

3. Describe (describe the image in reader's mind). The students described what they had thought before in words and picture in their book. The students just had a limited time to describe it completely. So, the teacher had to warn them to make a simple picture and just write the key words.

4. Evaluate (evaluate the image in reader's mind for its completeness). In this phase, the students were gave an opportunity to discussed their picture with their friends. The students evaluated the picture that they had made with their friends picture, they can compared each other.

5. Repeat (read the next sentence and repeat step 1-4). In this phase, the teacher told to the students to read again the next paragraph from the text. The

teacher lead the students to keep worked through the sequence to the end of the text and began from the first step until the last step.

On the other hand, in control class which didn't teach by using RIDER strategy (using lecturing strategy). The step in implementation of lecturing strategy as follow:

1. The teacher explained about the material.

2. The teacher gave the text to the students.

3. The teacher read loudly the text and then the students repeated after the teacher read.

4. The teacher explained about the content from the text.

5. The teacher gave time to the students to asked related the difficult words from the text.

6. The teacher answered the students' question.

7. The teacher asked to students to answered the question from the text.

8. The teacher and students discussed about question from text.

9. The teacher concluded the materials.

B. Population and Sample

1. Population of the Research

Population or universe means the entire mass of observations, which is the parent group from which a sample is to be formed. The term population or universe conveys a different meaning than a traditional one. In census survey, the count of individuals (men, women and children) is known as population.[50] In addition Donald Ary stated that population is defined as all members of any well-defined class of people, events, or objects.[51] From the explanation above, it can be concluded that population is the totality subject of the research that who have same characteristic.

In this research, the population is the eighth grade students of SMPN 1 Sambit in academic year 2017/2018. There are 4 classes for eighth grade students in SMPN 1 Sambit. The total of populations is 90 students with division VIII A 24 students, VIII B 22 students, VIII C 22 students and VIII D 22 students.

2. **Sample of the Research**

A sample is a small proportion of a population selected for observation and analysis. It is a collection consisting of a part or sub-set of the objects or individuals of population which is selected for the express purpose of representing the population.[52] According to Donald Ary sample

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[50] Prabhat Pandey, Meenu Mishra Pandey, *Research Methodology*: Tools and Techniques (Romania, European Union: Printed in Romania, 2015), 40.

[51] Donald Ary, *Introduction to Research in Education*, 148.

[52] Prabhat Pandey, Meenu Mishra Pandey, *Research Methodology*: Tools and Techniques, 43.

is a portion of a population.[53] Sample is used to find out the information about the population. The sample technique applied in this research is cluster random sampling. Cluster random sampling or sample (area) is to select the intact group as a whole. In cluster sampling the sample units contain groups of element (cluster) instead of individual members or items in the population.[54]

Based from the explanation above, the researcher will choose two class, one class become an experimental class and one class become control class. To decide which class would be taught by RIDER strategy (experimental class) and which class would be taught by lecturing strategy (control class). In this research, the researcher will choose the sample taken by using lottery procedures. The researcher used lottery because the population was homogenous. The step as follows:

1. Holding four rolled paper in hand

2. Shaking the hand

3. Deciding the first paper taken would the class taught using RIDER strategy (experimental class)

4. Taking one rolled paper. From those steps, the first step was taught by using RIDER strategy, while the second class was taught by using lecturing strategy.

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[53] Donald Ary, *Introduction to Research in Education*, 148.
[54] Prabhat Pandey, Meenu Mishra Pandey, *Research Methodology*, 52.

Based on the steps above the 8C class decided as the experimental class, and 8B class decided as the control class. Each class consist of 22 students.

C. Instrument of Data Collection

This research instrument to collect data is used test. The test is constructed by the researcher based on the standardized procedures of making test. The form of the test used multiple choice test which consists of thirty items. The test was divided into two parts. They were pre-test and post-test. The pre-test was directed in the beginning of the study before the treatment. Pre-test was to gain information about the students achievement before the treatment as the teaching process. Meanwhile, the post-test was to gain information about the students' achievement after teaching process finish by using RIDER strategy. The instrument of data collection can show as the table below:
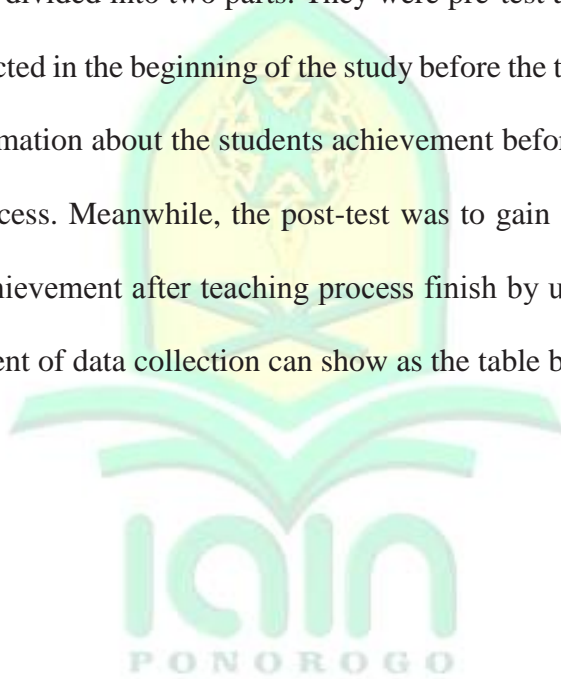
Table 3.1

The Indicator Instruments of Data Collection

Variable	Kind of Text	Indicator	Numbers Item of Indicators

		1. Identify the general information of the recount text.	2, 5, 21, 23, 24, 25
Reading Comprehension	Recount Text	2. Find the specific information of the text.	1, 4, 6, 7, 8, 9, 10, 12, 13, 14, 16,17, 18, 19, 20, 22, 27, 28, 29, 30
		3. Find the meaning based on the text (text recount)	3, 11, 15,

In scoring the students work, the researcher using the criteria as follows:

1. The score one (1) was assigned if the students answer the test correctly.

2. The score zero (0) was assigned if the students answer the test incorrectly.

3. The maximal score of the test is 100. To get 100 score the researcher used accumulation:

$$\text{The score of students} = \frac{\text{The getting score} \times 100}{\text{Score maximum}}$$

D. Techniques of Data Collection

1. Test

According to Donald Ary test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. This score, based on a representative sample of the

individual's behavior, is an indicator of the extent to which the subject has the characteristic being measured.[55] In addition H. Douglas Brown stated that, test is a method of measuring a person's ability knowledge or performance in a given domain.[56] The researcher used reading comprehension test to measure the students reading skill. The test was answering the question based on the text. The researcher uses objective test (multiple choice) which consist 20 items questions and recount text as a material in the test. The test applied twice. The first is pre-test and second is post-test. Pre-test is given before the material was taught and post-test given after the material was taught.

The implementation of test is used to measure students' reading comprehension before and after was given the treatment. Before the test administered, the validity was analyzed to find out whether the test is good or not. The instruments are tested by using following criteria:

a. **Validity**

Validity was defined as the extent to which an instrument measured what it claimed to measure.[57] To calculate the validity, the researcher used SPSS 16. The analyzed is used to find out the rxy then, consulted with rtable with 5% significance level for r product moment

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[55] Donald Ary, *Introduction to Research in Education*, 201.

[56] H. Douglas Brown, *Language Assessment: Principles and Classroom* Practices (New York: Pearson Education, 2000, 3.

[57] Donald Ary, *Introduction to Research in Education,* 225.

with df or db is 22. The r index is 0,404. If the value of rxy is higher
than the value of rtable, it conclude that the item test is valid. If the
value rxy is lower than the value of rtable, it conclude that the item test
is invalid.

To measure the validity of instruments of research, the
researcher used SPSS 16.00 for windows program and put twenty two
respondent in class VIII D. From the result of item instruments validity
calculation could be conducted as follows:
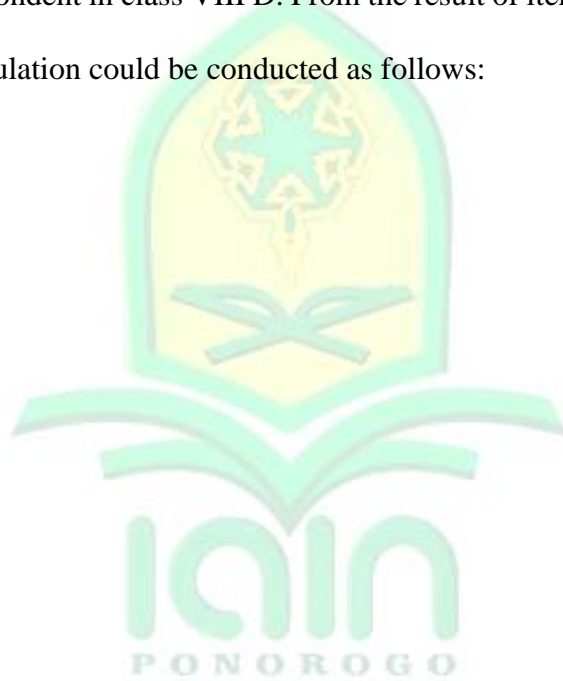
Table 3.2

The Calculation Result of Data Validity

No of Items Test	Calculated	r Table	Valid or Invalid
1	0,274	0,404	Invalid

2	0,729	0,404	Valid
3	0,729	0,404	Valid
4	0,574	0,404	Valid
5	0,558	0,404	Valid
6	0,303	0,404	Invalid
7	0,729	0,404	Valid
8	0,011	0,404	Invalid
9	0,558	0,404	Valid
10	0,020	0,404	Invalid
11	0,729	0,404	Valid
12	0,274	0,404	Invalid
13	0,558	0,404	Valid
14	0,574	0,404	Valid
15	0,198	0,404	Invalid
16	0,060	0,404	Invalid
17	0,526	0,404	Valid
18	0,558	0,404	Valid
19	0,729	0,404	Valid
20	0,042	0,404	Invalid
21	0,574	0,404	Valid
22	0,111	0,404	Invalid
23	0,729	0,404	Valid
24	0,729	0,404	Valid
25	0,574	0,404	Valid
26	0,269	0,404	Invalid
27	0,729	0,404	Valid
28	0,574	0,404	Valid
29	0,558	0,404	Valid
30	0,588	0,404	Valid

Based on the calculation of item validity of try-out shows that 20 item valid (2, 3, 4, 5, 7, 9, 11, 13, 14, 17, 18, 19, 21, 23, 24, 25, 27, 28, 29, 30). While the result of item validity of try-out shows that 10 items invalid (1, 6, 8, 10, 12, 15, 16, 20, 22, 26).

b. **Reliability**

Reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring.[58] Reliability means dependability or consistency. It suggests at the same thing is repeated or recurs under the identical or very similar conditions. The opposite of reliability is a measurement that yields erratic, unstable, or inconsistent results.[59] A second element that determines the quality of our measurement instruments is reliability.[60] Reliability refers to the stability or the consistency of the test scores. Besides having high validity, a good test should have high reliability.

In this research, the reliability of the test is measured by comparing the obtained score with r-score product moment. The calculation of reliability test used SPSS 16.00 program for windows. So, if the obtained score is high than r table score, it could said that the test is reliable. The calculation of reliability shows as follows:

Table 3.3

Reliability of Try-out

Reliability Statistics

Cronbach's Alpha	N of Items
.869	30

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[58] Donald Ary, *Introduction to Research in Education*, 239.
[59] W. Lawrence Neuman, Basic of Sosial Research, *Qualitative and Quantitative Approaches,* 115.
[60] Daniel Muijis, *Doing Quantitative Research in Education with SPSS* (London: SAGE, 2004), 71.

The calculation result of reliability was the value of the students'
variable reliability instruments is 0,869. The test is reliable because the
index of reliability is 0,869, it is higher than r index that showed 0,404
for 5% significance.

2. **Documentation**

It refers to the archival data that helps the researcher to collect the
needed data. The documents used in this research were taken from students'
result of the given test, teacher lesson's plan, and photograph of teaching
learning process. Besides that, the researcher also get the data about history
of school, vision, mission, goals, facilities, infrastructure and the structure
organization of SMPN 1 Sambit.

E. **Technique of Data Analysis**

After the data had collected, the researcher will analyzed the data by
quantitative data. The result from the test will be analyzed by assumption test,
those are: the test of normality and the test of homogeneity. The result of
analyzed was to see the high and an effectiveness of RIDER (Read, Imagine,
Describe, Evaluate, Repeat) strategy in reading comprehension. The
formulation of normality and homogeneity as follows:

1. **Assumption Test**

   a. **Normality Test**

Normality was used to make a graphic distribution of frequency the data. To remember the simplicity it, so the testing of normality data it's very disturbed in the capability the data to pay close attention to plotting the data.[61] The calculation of normality test is used SPSS 16.00 program for windows. To find out the normality of data by follows this steps:

1) Open the SPSS program

2) Input the data to the data view by first fill the variable view with write down the name of classes

3) Click analyzed-non parametric test-sample K.S

4) Drag the data into test variable

5) Click OK

b. **Homogeneity Test**

Homogeneity test is use to compare some of groups the data. It is useful to test homogeneity of variance in compared two groups or more.[62] To calculate the homogeneity test, the researcher used SPSS 16.00. The steps of calculation as follows:

1) Open the SPSS program

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[61] Retno Widyaningrum, Statistika (Yogyakarta: Pustaka Felicha, 2004), 204.

[62] Retno Widyaningrum, Statistika (Yogyakarta: Pustaka Felicha, 2004), 212.

2) Input the data into data view by first fill the variable view with write down X as the score of pre-test and post-test and Y as the kind of class

3) Click analyzed - compare means - one way anova

4) Drag X into dependent list and Y as factor list

5) Click options – checklist homogeneity of variance test – OK

2. Testing Hypothesis

After tested the normality and homogeneity of data, the researcher continued to analyzes processes of t-test calculation. In t-test the researcher analyzed the data by using comparative score between experimental class and control class in pre-test and post-test. The result of this calculation will show that the RIDER strategy effective in reading comprehension or not. The calculation is used SPSS 16.00 windows program. The step of calculation as follows:

a) Open SPSS

b) Input data to the view, first change the value in the variable view by change the name, decimal, value and measure.

c) Click analyzed – compare means- independent-sample T test

d) In the dialog box of independent-sample T test, input the variable X in test variables and variable Y in grouping variable.

e) Click define groups write down 1 in the group 1 and 2 in the group 2, then click continue – OK

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CHAPTER IV

RESEARCH RESULT

A. **Research Location**

   1. **Historical Background of SMPN 1 Sambit**

In the beginning of 1979 SMPN 1 Sambit Ponorogo was named of SMPN 4 Ponorogo. After passed the processed the name of SMPN 4 Ponorogo changed to SMPN 1 Sambit based on SK Pendirian Number: 0299/0/1982 in 9th October 1982. On 1991 school's address in Campursari, Sambit, Ponorogo.

2. **Profile of SMPN 1 Sambit**

School   : SMP NEGERI 1 KEC. SAMBIT

Address   : Pajajaran Street No. 11 Campursari

                                              Village

Sub- district/ Sub-Province/City : Sambit

Phone/ Fax   : (0352) 311211

NSS/ NSM/ NDS   : 201051104001/ 200010

Level Accreditation   : A

Established   : 1982

Operate on   : 1982

Owner of land/ building   : Property of the government

Land status   : Right of property

Wide of Land   : 14.305 m^2

3. **Vision and Mission of SMPN 1 Sambit**

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a. **Vision of SMPN 1 Sa**

Intelligent, Competent and Well Behaved with Circles Cultured based on Iman and Taqwa

b. Mission of SMPN 1 Sambit

In SMPN 1 Sambit there are 10 mission to support the learning process that used to achieve the purposes of educational with optimal. The mission that is:

1) Developing diversified KTSP oriented on improvement of students service according to potency, growth, need and students interested and also environment demand.

2) Optimalizing learning process using nonconventional approach such as CLT, PAKEM, (active, creative, effective and fun learning)

3) Improving National Examination's GSA (gain score achievement)

4) Improving human resources (SDM) such as teachers and educational personnel

5) Doing development of education facilities (technology)

6) Doing development of education management

7) Doing development of stakeholder participation to school

8) Doing development of learning media

9) Doing development of assessment process and strategy

10) Improving carry and practice of religion

c. The Goals of SMPN 1 Sambit

In General, the purpose of education in SMPN 1 Sambit, equals the National Education goals. The National Educational goals based on Undang-Undang Nomor 20 tahun 2003 that is national education serves

to develop the ability to form character and the civilization of the peoples dignity in the framework of the intellectual life of the nation, aimed at the development of potential learners in order to become a people of faith and duty to God almighty, precious, healthy, have learned, accomplished, creative, independent, and become citizens of a democratic and responsible. However, specifically education in SMPN 1 Sambit, make a people an intelligent, skilled, independent, faithful and good behavior. Intelligent, meaning that it is capable of thinking, studying and conclude something. Skilled that is capable of making, repairing even renovating something in their environment for the better and the benefits. And independent, it means being able to understand yourself, understand the environment, able to adjust to circumstances, has a responsibility towards oneself, resistance to shaking hedonism, and willing to collaborate with the environment.

d. **Curriculum in SMPN 1 Sambit**

SMPN 1 Kec. Sambit has a education curriculum level (KTSP) in 2006, as well as the 2013 curriculum integrated with faith and love and also the development of appropriate science and technology demands of the future. In organizing the education of SMPN 1 Kec. Sambit also uses contextual teaching and learning (CTL), quantum

learning and collaborative learning, serving and talent of the students, with organizing enrichment program, establishment of the class students, classroom coaching, classes remedial and extra-curricular.

e. **Students and Teachers of SMPN 1 Sambit**

There are 278 students of SMPN 1 Sambit in academic year 2017/2018. It is divided into three grades. Those are: seventh grade, eighth grade and ninth grade. The total of seventh grade is eighty eight (88) students, the eighth grade is ninety (90) students, and ninth grade is one hundred (100) students.

No	Class	Number of Students
1	VII	88 students
2	VIII	90 students
3	IX	100 students
Total		**278**

The teachers in this school are 35 teachers. They are 27 teachers (civil public servant), 4 staffs (civil public servant) and 4 staffs (non-civil public servant). The list of teachers (civil public servant) of SMPN 1 Sambit in academic year 2017/2018:

No.	Name	NIP	Subject
1	Drs. H. Darul Khoiri	19610818198303106	Headmaster
			Civics
2		19580727198603202	Social

	Dra. Hj. Sri Purwandani H		Head of Library
3	Dra. B.Y Pudji Wahyuni	19610321198803203	Counselling
4	Drs. H. Djoko Sugihartono	19640325198412102	Civics
5	Dra. Mutoharini	19651116199003207	Mathematic
6	Endang Harjuti, S.Pd.	19610325198303209	Science
7	Suyahmir, S.Pd.	19610926198403104	Social
8	Pariyo, S.Pd.	19580823198303106	Social
9	Wiyarti, S.Pd.	19630417198403201	Indonesian Language
10	Hj. Rukeni, S.Pd.	19631117198403205	Indonesian Language
11	Retno Rukmini	19641112198903200	Art
12	Daryatmo, S.Pd.	19610121198303109	Art
13	Marsam, S.Pd.	19650817198803107	English Language
14	Sugeng Prihandoko	19591102198301104	Science
15	Suroyo, S.Pd.	19651016198901103	Physical Education
16	Sumirah, S.Pd.	19651113199103206	Indonesian Language
17	Sukamto, S.Pd.	19710429199703108	Counselling
18	Nurfahimah H, S.Pd.	19710624199802204	Mathematic
19	Djoko Tjahjo P, S.Pd.	19631111198512108	Javanese
20	Supiyatun, S.Pd.	19680718199703201	Social
			Head of Laboratory
21	Tutik W, S.Pd.	19740110200012203	English Language
22	Sri Amanati, S.Pd.	19740728200012204	Mathematic
23	H. Nurhadi, S.Ag.	19581206198504103	Islamic Education

| 24	Enok Nurcahyani, S.Pd.	19700331199703205	Science
25	Amin Sunarwan, S.Pd.	19680413199103106	English Language
26	Darmadji, S.Pd.	19711019199703102	Art
27	Siti Nurhidayati, S.Pd.	19720224200801200	Islamic Education

List of the staff (civil public servant and non-civil public servant) of SMPN 1 Sambit in academic year 2017/2018:

No	Name	NIP	Assignment
1	Yatim	196201021199103107	Administration
2	Supardi	19641107200604107	Library
3	Ruchotin	19710124200701207	Administration
4	Aris Rachmanto	19710621199702100	Administration
5	Agung Trinugroho	PTT	Administration
6	Aviv Eka Fajarian S.	PTT	Laboratory of Computer
7	Pamuji Gesang P.	PTT	Laboratory of Science
8	Devi Sandy R.	PTT	Administration

f. **School Facilities**

School facilities are important component that determine the successful of teaching and learning process. The adequate facilities will make teaching and learning process go fluently, so that the expected result can be reached. The table below is the list of facilities in SMPN 1 Sambit:

No	Name of Facilities	Total	Condition
1	Headmaster room	1	Good
2	Teachers room	1	Good
3	Administration room	1	Good
4	Classroom	15	Good
5	Library	1	Good
6	Computer room	1	Good
7	Laboratory room	1	Good
8	Art and culture room	1	Good
9	Health room	1	Good
10	Mosque	1	Good
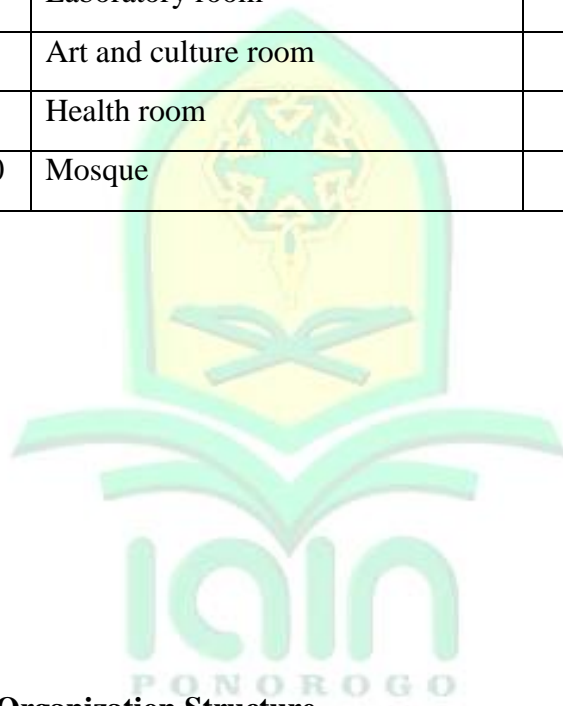
g. **The Organization Structure**

The organization structure of SMPN 1 Sambit consists of:

No	Name	Position
1	Drs. H. Darul Khoiri	Headmaster
2	Enok Nurcahyani, S.Pd.	Deputy of Headmaster
3	Pariyo, S.Pd.	Deputy of Students
4	Tutik Widyaningsih, S.Pd.	Deputy of Curriculum

5	Ruchotin	Head of Administration
6	Drs. H. Djoko Sugihartono	Treasure of School
7	Ruchotin	Secretary of School
8	Dra. Hj. Sri Purwandani H	Head of Library
9	Supiyatun, S.Pd.	Head of Laboratory
10	Aviv Eka Fajarian Saputra	Head of Laboratory Computer

B. Data Description

The population which is used in this research was the eighth grade students of SMPN 1 Sambit in academic year 2017/2018. The researcher took students of VIII C as experimental class that consist of 20 students and VIII B as control class that consist 20 students.

1. Time Schedule

The researcher conducted research in SMPN 1 Sambit on the research schedule. The schedule as follow:

Experimental Class Schedule

Date	Activities
March, 22th 2018	Pre-test
March, 26th 2018	Treatment 1 using RIDER strategy
March, 29th 2018	Treatment 2 using RIDER strategy
April, 2nd 2018	Post-test

Control Class Schedule

Date	Activities
March, 21th 2018	Pre-test
March, 23th 2018	Treatment 1 using lecturing strategy
March, 28th 2018	Treatment 2 using lecturing strategy
March, 30th 2018	Post-test

2. **Students' Reading Comprehension Score of Experimental Class**

The table below shows the result of reading comprehension achievement for the students who taught by using RIDER strategy (experimental class). The researcher used reading comprehension test to measure the students reading skill. The test was answering the questions based on the text. The researcher used objective test (multiple choice) which consist 20 items questions and recount text as a material in the test. The test applied twice. The first is pre-test and second is post-test. Pre-test was given before the material was taught and post-test given after the material was taught. The table shows pre-test and post-test score of experimental class:

Table 4.1

The Students' Reading Comprehension Score for Experimental Class

KELAS VIII C			
		Score	
No	Name	Pre-Test	Post-Test
1	Adi Dwi Cahyo	75	95

2	Agustin Dwi Nilasari	60	85
3	Andre P.	60	80
4	Ardit Andrian Tri W.	55	75
5	Arif	50	70
6	Avrilia Rean Charisma P.P.	75	80
7	Bintang R.	75	90
8	Dimas	60	80
9	Diyah Fitriana	75	90
10	Fuad Nur Ainia	70	90
11	Johan Dwi Prayoga	65	80
12	M. Sulton Habibi	70	95
13	Oktaviantoro	60	80
14	Putri Mayangsari	70	95
15	Rahma Galih Andika	50	75
16	Ria Ayu M.	70	85
17	Rochmad Afandi	60	80
18	Triana Wahyu Utami	70	90
19	Verniandi D.A.	70	80
20	Yunita Dwi Lestari	70	95
	Total	**1310**	**1690**
	Mean	**65.5**	**84.5**

It can be concluded that the higher pre-test score of experimental class was 75, while lower score of pre-test was 50. The higher score post-test of experimental class was 95 and the lower score was 70. The means score of pre-test was 65.5 and the means score of post-test was 84.5. The frequency distribution of students' test of experimental class can be seen clearly on the following table. It will be explored about pre-test and then the result of post-test in the experimental class.

Table 4.2

Frequency Distribution of Pre-Test in Experimental Class

VAR00001

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	2	10.0	10.0	10.0
	55	1	5.0	5.0	15.0
	60	5	25.0	25.0	40.0
	65	1	5.0	5.0	45.0
	70	7	35.0	35.0	80.0
	75	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

From the table above, it could be seen that the score of students reading comprehension was various. There were 10.0% students or 2 students got score 50, 5.0% or 1 students got score 55, 25.0% or 5 students got score 60, 5.0% or 1 students got score 65, 35.0% or 7 students got score 70, and 20.0% or 4 students got score 75. Based on the table above, the histogram can be seen as follows:
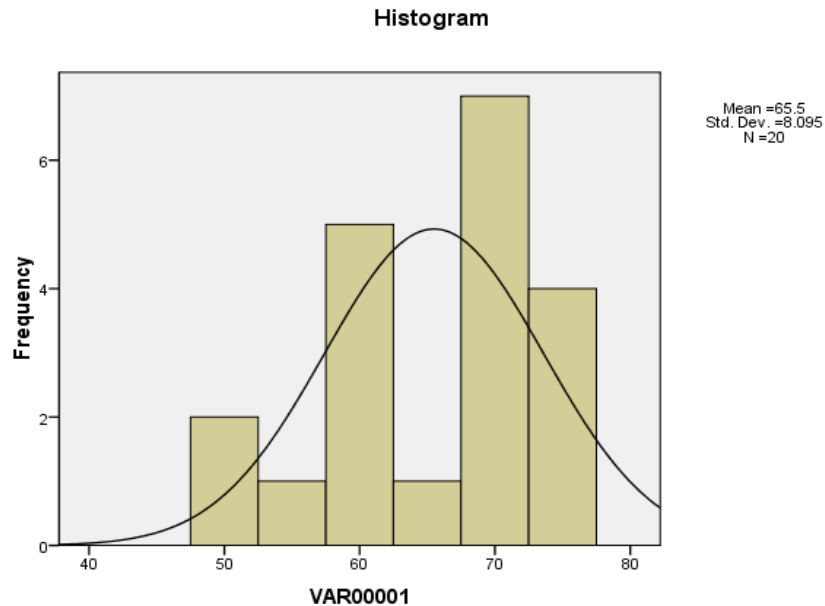
Histogram

Mean =65.5
Std. Dev. =8.095
N =20
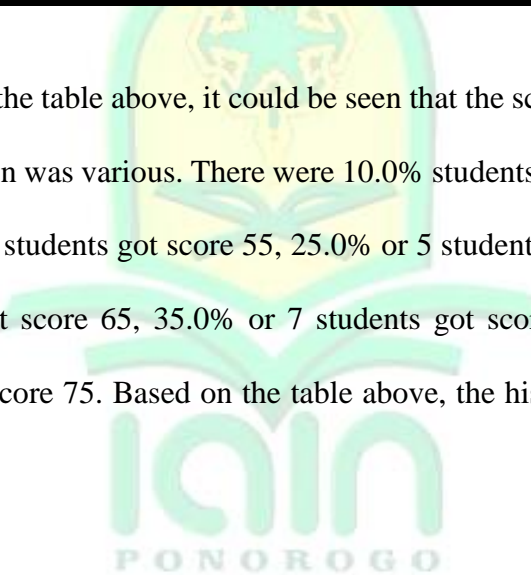
Figure 4.1

Histogram for Pre-Test Experimental Class

From the histogram above, it is stated that M= 65.5 and SD= 8.095. To determine the category of the students' reading comprehension was good, medium or low, the researcher grouped the score using the standard as follows:

1. More than M + 1.SD (65.5 + 8.095 = 73.595) is categorized into good

2. Between M – 1.SD to 1.SDx (57-74) is categorized into medium

3. Less than M – 1. SD (65.5 – 8.095 = 57.405) is categorized into low

Thus it can be seen that the scores which are more than 73.595 is considered into good, the scores between 57 - 74 is categorized into medium and the scores which are less than 57.595 is categorized into low. That categorization can be seen clearly in the following table:

Table 4.3

**The Categorization of Students' Pre-Test in Experimental Class**

No	Score	Frequency	Percentages	Category
1	More than 74	4	20.00%	Good
2	Between 54 – 74	14	70.00%	Medium
3	Less than 54	2	10.00%	Low
Total		**20**	**100%**	

From the table above, it can be seen that the score of students' reading comprehension in experimental class in pre-test showed that 20.0% in good category, 70.0% in medium category and 10.0% in low category.
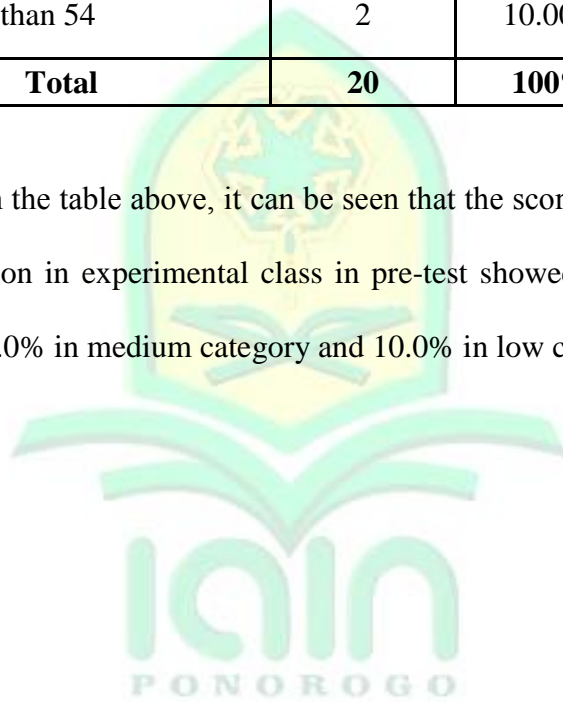
Table 4.4

Frequency Distribution of Post-Test in Experimental Class

VAR00001

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70	1	5.0	5.0	5.0
	75	2	10.0	10.0	15.0
	80	7	35.0	35.0	50.0
	85	2	10.0	10.0	60.0
	90	4	20.0	20.0	80.0
	95	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

From the table above, it could be seen that the score of students' reading comprehension was various. There were 5.0% students or 1 students got score 70, 10.0% or 2 students got score 75, 35.0% or 7 students got score 80, 10.0% or 2 students got score 85, 20.0% or 4 students got score 90, and 20.0% or 4 students got score 95. Based on the table above, the histogram can be seen as follows:
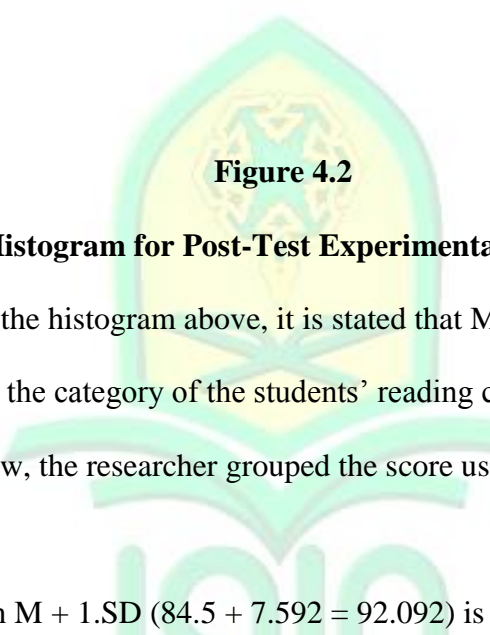
Histogram

Mean =84.5
Std. Dev. =7.592
N =20
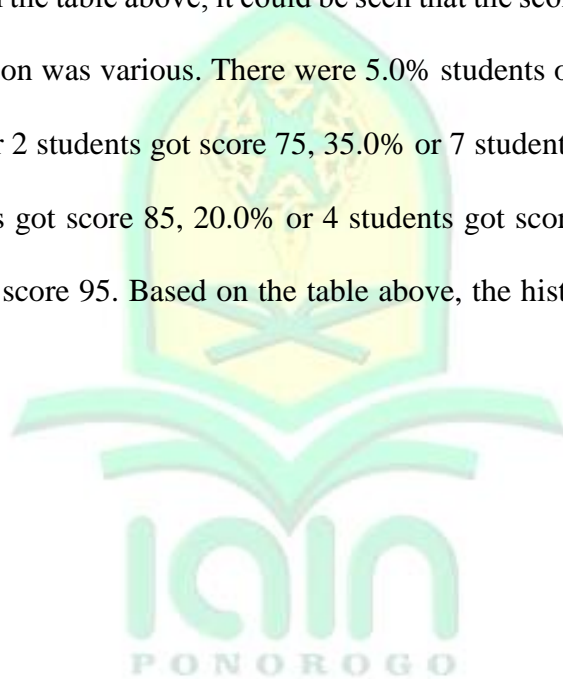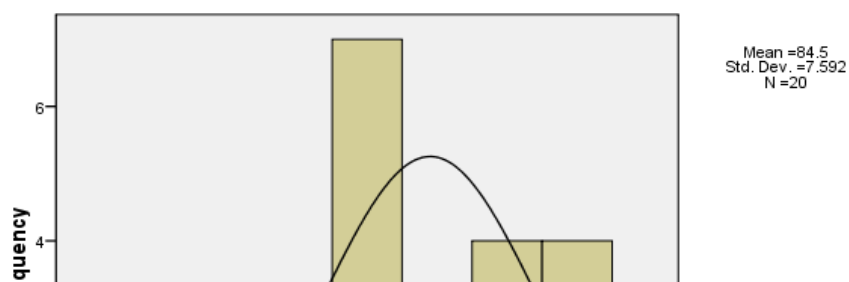
Figure 4.2

Histogram for Post-Test Experimental Class

From the histogram above, it is stated that M = 84.5 and SD = 7.592.

To determine the category of the students' reading comprehension was good,

medium or low, the researcher grouped the score using the standard as

follows:

1. More than M + 1.SD (84.5 + 7.592 = 92.092) is categorized into good

2. Between M – 1.SD to 1.SDx (77-92) is categorized into medium

3. Less than M – 1. SD (84.5 – 7.592 = 76.908) is categorized into low.

Thus it can be seen that the scores which are more than 92.092 is

considered into good, the scores between 77-92 is categorized into medium and

the scores which are less than 76.908 is categorized into low. That

categorization can be seen clearly in the following table:

Table 4.5

The Categorization of Students' Post-Test in Experimental Class

No	Score	Frequency	Percentages	Category
1	More than 92	4	20.00%	Good
2	Between 77-92	13	75.00%	Medium
3	Less than 77	3	15.00%	Low
Total		**20**	**100%**	

From the table above, it can be seen that the score of students' reading comprehension who are taught by using RIDER strategy in post-test in experimental class in post-test showed that 20.0% in good category, 75.0% in medium category and 15.0% in low category.

3. **Students Reading Comprehension Score for Control Class**

The table below shows the result of students reading comprehension achievement for the students who taught by using Lecturing strategy (control class). This table shows pre-test and post-test score:

Table 4.6

The Students Reading Comprehension Score for Control Class

No	Name	Score

		PRE-TEST	POST-TEST
1	Achmad Firman A.	50	70
2	Alvindo Rakha S.	35	65
3	Anggi N.	45	70
4	Asti Aulia A.	40	75
5	Danang M.	50	70
6	Devilia Dwi Pratiwi	50	75
7	Dinda Desta Pratama	30	60
8	Frendy R.S.	35	65
9	Hisyam Pramaduta A.	55	70
10	Ibnu Nur C.	60	70
11	Miftah Alfirdaus	30	60
12	Nabila Indri W.A.	35	55
13	Pramesti Danarrini	30	55
14	Ratna Trisgia Silvi M.	55	70
15	Risa Wulandari	40	75
16	Ryan Kurniatama I.	60	75
17	Sri Utami	55	80
18	Tomas Bayu S.	60	75
19	Wahyu Novian	55	70
20	Yoga Yanuar Aditya Noval	50	70
	Total	**920**	**1375**
	Mean	**46**	**68.75**

It can be concluded that the higher pre-test score of control class was 60, while lower score of pre-test was 30. The higher score post-test of control class was 80 and the lower score was 55. The means score of pre-test was 46 and the means score of post-test was 68.75. The frequency distributor of students' test of control class can be seen clearly on the following table. It will be explore about pre-test and then the result of post-test in the control class.

Table 4.7

Frequency Distribution of Pre-Test in Control Class

Score of Pre-Test Control Class

VAR00001

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	3	15.0	15.0	15.0
	35	3	15.0	15.0	30.0
	40	2	10.0	10.0	40.0
	45	1	5.0	5.0	45.0
	50	4	20.0	20.0	65.0
	55	4	20.0	20.0	85.0
	60	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

From the table above, it could be seen that the score of students reading comprehension was various. There were 15.0% students or 3 students got score 30, 15.0% or 3 students got score 35, 10.0% or 2 students got score 40, 5.0% or 1 students got score 45, 20.0% or 4 students got score 50, and 15.0% or 3 students got score 60. Based on the table above, the histogram can be seen in as follows:
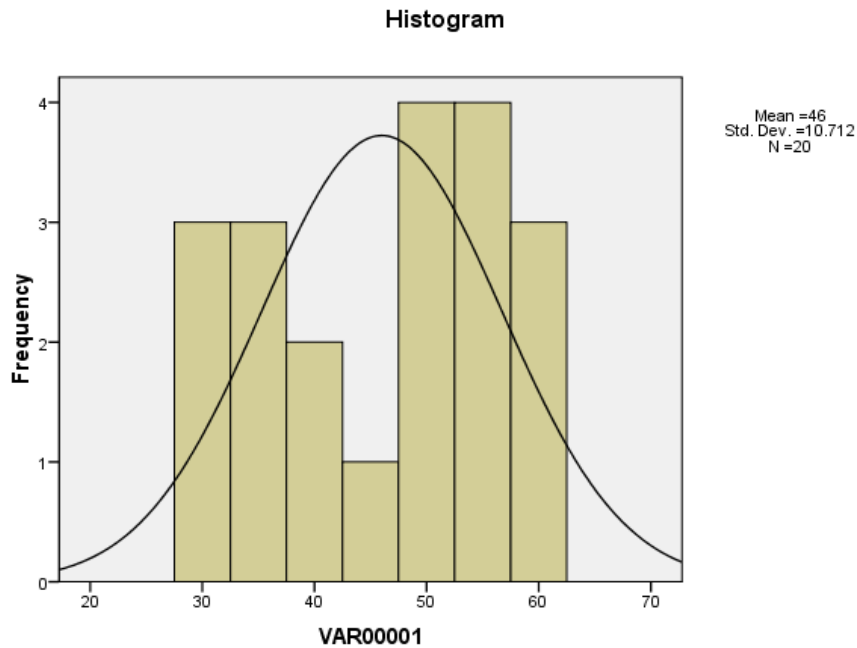
Figure 4.3

Histogram for Pre-Test Control Class

From the histogram above, it is stated that M = 46 and SD = 10.712. To determine the category of the students' reading comprehension was good, medium or low, the researcher grouped the score using the standard as follows:

1. More than M + 1.SD (46 + 10.712 = 56.712) is categorized into good

2. Between M – 1.SD to 1.SDx (35-57) is categorized into medium

3. Less than M – 1. SD (46 – 10.712 = 35.288) is categorized into low

Thus it can be seen that the scores which are more than 56.712 is considered into good, the scores between 35-57 is categorized into medium and

the scores which are less than 35.288 is categorized into low. That categorization

can be seen clearly in the following table:

Table 4.8

The Categorization of Students' Pre-Test in Control Class

No	Score	Frequency	Percentages	Category
1	More than 57	3	15.00%	Good
2	Between 35-57	14	60.00%	Medium
3	Less than 35	3	15.00%	Low
	Total	**20**	**100%**	

From the table above, it can be seen that the score of students' reading

comprehension in control class in pre-test shows that 15.0% in good category,

60.0% in medium category and 15.0% in low category.

Table 4.9

Frequency Distribution of Post-Test in Control Class

VAR00001

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 55	2	10.0	10.0	10.0
60	2	10.0	10.0	20.0
65	2	10.0	10.0	30.0
70	8	40.0	40.0	70.0
75	5	25.0	25.0	95.0
80	1	5.0	5.0	100.0
Total	20	100.0	100.0	

From the table above, it could be seen that the score of students reading comprehension was various. There were 10.0% students or 2 students got score 55, 10.0% or 2 students got score 60, 10.0% or 2 students got score 65, 40.0% or 8 students got score 70, 25.0% or 5 students got score 75, and 5.0% or 1 students got score 80. Based on the table above, the histogram can be seen in as follows:
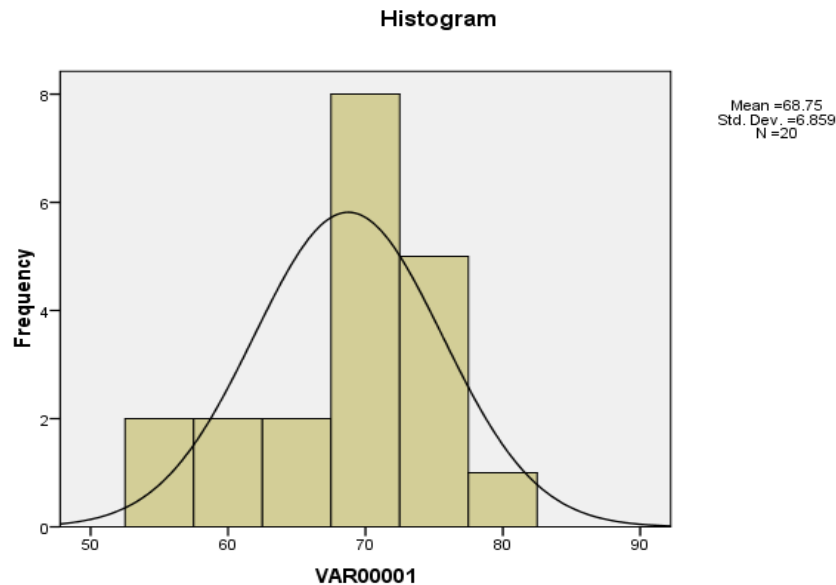
Figure 4.4

Histogram for Post-Test Control Class

From the histogram above, it is stated that M = 68.75 and SD = 6.859. To determine the category of the students' reading comprehension was good, medium or low, the researcher grouped the score using the standard as follows:

1. More than M + 1.SD (68.75 + 6.859 = 75.609) is categorized into good

2. Between M – 1.SD to 1.SDx (62-76) is categorized into medium

3. Less than M – 1. SD (68.75 – 6.859 = 61.891) is categorized into low

Thus it can be seen that the scores which are more than 75.609 is considered into good, the scores between 62-76 is categorized into medium and the scores which are less than 61.891 is categorized into low. That categorization can be seen clearly in the following table:

Table 4.10

The Categorization of Students' Post-Test in Control Class

No	Score	Frequency	Percentages	Category
1	More than 76	6	30.00%	Good
2	Between 62-76	10	50.00%	Medium
3	Less than 62	4	20.00%	Low
Total		**20**	**100%**	

From the table above, it can be seen that the score of students' reading comprehension who are taught by using Lecturing strategy in post-test in control class in post-test showed that 30.0% in good category, 50.0% in medium category and 20.0% in low category.

4. **Assumption Test**

   a. **Normality Test**

   Assumption test analysis conducted as the prerequisite for testing hypothesis. The assumption is the data are normally distributed. It can be done by conducting normality test. Normality test is used to find out whether the data are normally distributed or not. To see the data are normally distributed or not, the highest value of significant correction is consulted to Kolmogorov-Smirnov table. If the highest value of statistic is low than the value of Kolmogorov-Smirnov table for

5% of significant, it can be concluded that the data are normal distribution. And if the highest value of statistic is higher than the Kolmogorov-Smirnov table for 5% significance, it can be concluded that the data are not in a normal distribution. The value of Kolmogorov-Smirnov for table N = 20 at 5% level significance is 0.294.

In this research, the researcher used Kolmogorov-Smirnov formula and the calculation by using SPSS 16.00 as following:

1. **Experimental Class Normality Testing**

Table 4.11

Experimental Class Normality Testing

One-Sample Kolmogorov-Smirnov Test

		VAR00001
N		20
Normal Parameters[a]	Mean	84.50
	Std. Deviation	7.592
Most Extreme Differences	Absolute	.223
	Positive	.223
	Negative	-.166
Kolmogorov-Smirnov Z		.999
Asymp. Sig. (2-tailed)		.271

a. **Test Distribution is Normal**

The calculation of normality test above used one-sample Kolmogorov-Smirnov test. Table 4.11 shows that the D_o was 0.271. It was smaller than the D_{table} with the Kolmogorov-Smirnov critical

points of 20 is 0.294. It means that the data of experiment class was normal.

2. **Control Class Normality Testing**

Table 4.12

Control Class Normality Testing

One-Sample Kolmogorov-Smirnov Test

		VAR00001
N		20
Normal Parameters[a]	Mean	68.75
	Std. Deviation	6.859
Most Extreme Differences	Absolute	.272
	Positive	.131
	Negative	-.272
Kolmogorov-Smirnov Z		1.218
Asymp. Sig. (2-tailed)		.103

a. **Test Distribution is Normal**

The calculation of normality test above used one-sample Kolmogorov-Smirnov test. Table 4.12 showed that the D_o was 0.103. It was smaller than the D_{table} with the Kolmogorov-Smirnov critical points of 20 is 0.294. It means that the data of experiment class was normal.

b. **Homogeneity Test**

Homogeneity test was used to decide whether a test was homogeneous or not. It was important because the similarity of both groups would influence the result of test. Moreover homogeneity of a test was used as a requirement to calculate t_{test}. The calculation by using SPSS 16.00 as following:

Table 4.13

The Homogeneity of Variances

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.002	1	38	.323

From the table of homogeneity above, it could be seen that the mean degree of significant is 0.323. It was smaller than F_{table} in 5% significant is 0.4.35. It was both experimental and control class were homogeneous.

5. **Testing Hypothesis**

The researcher conducted t-test by using SPSS 16.00 program to find out if there was a significant difference or not. Before calculation the t-test, the data should have normal distribution and homogeneity. Both post-test of control group and experimental group were in a normal distribution and homogeneous. The researcher conducted t-test calculation by using SPSS 16.00 program. The result of the calculation as follow:

Table 4.14

The Mean Score of Experimental and Control Class

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
hasil test	Control	20	68.7500	6.85853	1.53361
	Experiment	20	84.5000	7.59155	1.69752

Based on the data above, the result of data analysis shows that the means score of students reading comprehension who are taught by using RIDER strategy (experimental class) was 84.50. It was higher than the result of mean the score of students reading comprehension who are not taught by using RIDER strategy (control class) was 68.75.
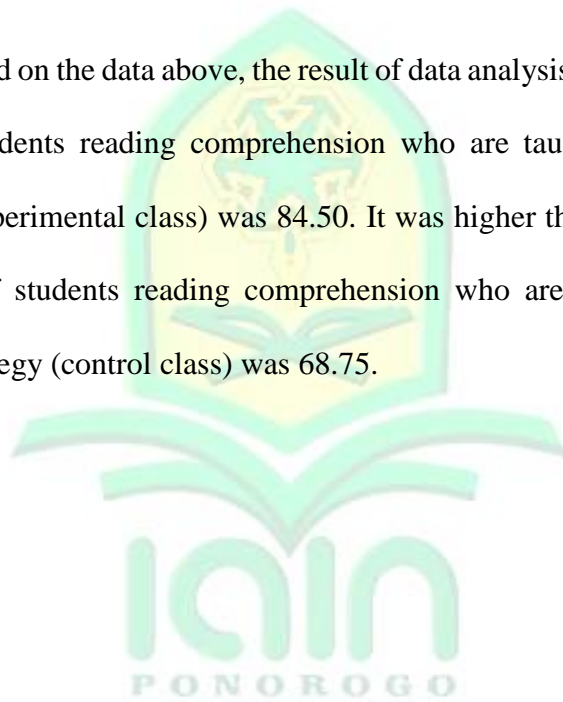
Table 4.15

The result of T-test Analyzed by SPSS 16.00

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
hasil test	Equal variances assumed	1.002	.323	6.885	38	.000	15.75000	2.28770	20.38120	11.11880
	Equal variances not assumed			6.885	37.615	.000	15.75000	2.28770	20.38276	11.11724

From the table above, it can be seen that the value of t$_{test}$ is 6.885 and

the degree of freedom was 38. The value of significant 5% of t$_{table}$ of db=38 is

2.02. To interpret the data above, the researcher formulated the test of

hypothesis is:

Ha : there was significant effect of RIDER strategy in reading

　　　comprehension

Ho : there was no significant effect of RIDER strategy in reading

　　　comprehension

The research result shows that the value of t$_{test}$ = 6.885 and the value of

f$_{table}$ with db = 40 is 2.02. It means that 6.885 > 2.02. Therefore, Ho was rejected

and Ha was accepted. It can be concluded that there was significant effect of using RIDER strategy in reading comprehension.

C. Discussion

This research is conducted to find out the effect of RIDER strategy in teaching learning process especially in reading comprehension. It has discussed that RIDER strategy is one of effective strategy that can be applied in teaching learning process. The discussion of this research shows that the use of RIDER strategy in reading comprehension:

First, RIDER strategy is an effective strategy that enable to recall information from a text and paraphrase this information is one way to monitor comprehension. Furthermore, the RIDER strategy is a strategy in reading comprehension. It can encourage students to image the whole picture, which may include locations, characters/people, facial expressions and environmental factors and cue them to describe what they see.[63]

Second, RIDER (Read, Imagine, Describe, Evaluate, Repeat) strategy can make the students active and skillful readers in the reading class since it provides many challenging activities. It activates the student's background knowledge by doing imagination or visualization through the texts.[64] By doing

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[63] http://www.aminlimpo.com/2017/02/rider-strategy-in-reading.html, Accessed on 13 January 2018 at 10.30 a.m.

[64] Dwi Anggreini Waskito Putri, "Journal Arbitrer ", *The Effect Of Read-Imagine-Describe-Evaluate-Repeat (RIDER) Strategy and Reading Motivation Toward Students Reading Comprehension at Grade VIII of SMP Pertiwi 2 Padang,* vol. 3, no. 2 (Oktober, 2016), 115.

the activities, the students read more actively and enthusiastically because they are more interested in finding out what happened. In addition, they often remember more information, even after much time has passed because of the students' curiosity.

Third, this strategy can motivate students' to read by imagination, what is coming to the read by imagination, what is coming to the student's mind when the teacher is giving them a text, then they want to know whether their imagination. It creates higher order thinking.[65] The process of RIDER (Read, Imagine, Describe, Evaluate, Repeat) strategy encourages students to be active and thoughtful readers, improving their comprehension.

The last, in teaching reading comprehension the implementation of RIDER (read, imagine, describe, evaluate, repeat) apparently improve the students' competence in reading comprehension. In the teaching and learning process, generally the RIDER (read, imagine, describe, evaluate, repeat) strategy helps the students to easily understand the material that given by the teacher, because this strategy use imagination or visualization of studen thinking.

CHAPTER V
CLOSING

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[65] ibid, 115.

A. Conclusion

Based on the data described previously, the researcher make a conclusion that there is significant difference of using RIDER strategy in teaching reading comprehension at the eighth grade students of SMPN 1 Sambit in academic year 2017/2018. The students who are taught by using RIDER strategy have a better score than the students who are not taught by using RIDER strategy. It can be proofed by the analysis of the students score.

Based on the data calculation of research in the eighth grade students of SMPN 1 Sambit in academic year 2017/2018, it can be seen that the score of post-test in experimental class was 84.5, while the score of post-test in control class was 68.75. It can be concluded that the students' who are taught by using RIDER strategy got the better score than the students' who are taught by using lecturing strategy. The conclusion can be seen from the result of statistical calculation, where value of t_{test} is higher than f_{table} (6.885 >2.02). From the explanation above, it can be concluded that RIDER strategy is effective in teaching reading comprehension in the eighth grade of SMPN 1 Sambit in academic year 2017/2018.

B. Recommendation

Based on conclusion above, it can be delivered to some recommmendation that might be useful for English teacher, students and further researcher, as follows:

1. **For the English teacher**

In reading comprehension class the teacher should create the interesting learning process. So, the students can understand the materials in reading comprehension. Besides the teacher should know the certain strategy in teaching and learning process in order to make the effective learning process. The teacher hoped that the students' become more active and enthusiastic in reading comprehension class and easily to comprehend with the material. RIDER strategy is one of effective strategy that can be used in teaching reading comprehension. This strategy is an effective strategy that enable to recall information from a text and paraphrase this information is one way to monitor comprehension. English teachers are suggested to use this strategy in teaching reading comprehension to make the students more enjoy and get high score.

2. **For the students**

The students should be more active and enthusiastic in the classroom. Reading comprehension is not difficult subject if the students give their best effort to understand the materials. RIDER is the effective strategy in reading comprehension. The students read actively and enthusiastically because they are more interested in finding out what happened. This strategy can

motivate the students' to read by imagine in their mind. It creates higher order thinking. The process of RIDER strategy encourages students to be active become thoughtful readers and improving their comprehension. So, the students can get high score in reading comprehension.

3. **For other researchers**

The researcher hope that this research will give the new experience and knowledge especially in teaching English lesson and the researcher also expected that this strategy will give more various strategy to teach reading comprehension or in other skill in English lesson.
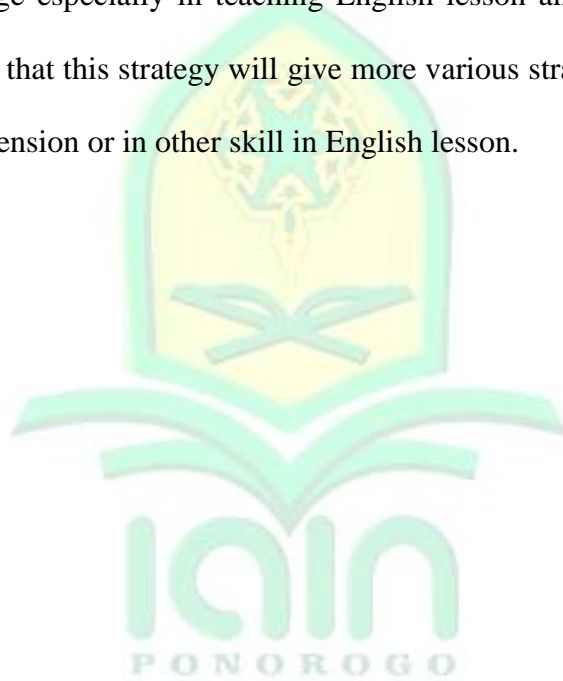
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