



**THE EFFECT OF READ, IMAGINE, DESCRIBE, EVALUATE, AND
REPEAT (RIDER) STRATEGY ON STUDENTS' READING
COMPREHENSION OF NARRATIVE TEXT IN THE FIRST YEAR
STUDENTS' AT SENIOR HIGH SCHOOL**

THESIS

*Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic
University of North Sumatera Medan as a Partial Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan*

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MEDAN

2019



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Assalamu'alaikum Wr. Wb

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Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk dimunaqasyahkan dalam sidang munaqasyah skripsi Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

Demikianlah kami sampaikan, atas perhatian Bapak kami ucapkan terima kasih.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar ijazah yang diberikan Universitas batal saya terima.

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ABSTRACT

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Skripsi, Medan: Department of English Education, Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera, Medan 2019.

Keywords: RIDER Strategy, Reading Comprehension, Narrative Text

The aim of this research is to find the effectiveness of RIDER strategy on students' reading comprehension which was observed and analyzed from in the first year students' at SMA Muhammadiyah 18 Sunggal. The method applied in this research was the quantitative method with the experimental research design. The population of this research was the students of SMA Muhammadiyah 18 Sunggal. This research was conducted with two groups' namely experimental group (30 students) and control group (30 students). Then the researcher taught in the experimental class by using RIDER strategy and in control class without using RIDER strategy. After treatment, the researcher gave the post-test to both classes. The scores of pre-test and post-test were collected from twenty multiple-choice questions, then it was analyzed. The analysis of requirement test used normality and homogeneity test, and analyzing data used t-test formula.

After analyzing the data, the writer got; (1) the students' achievement in reading comprehension by using RIDER strategy got the mean 76.666 and standard deviation is 9.767. (2) the students' achievement in reading comprehension who were taught without using RIDER strategy got the mean 70.833 and standard deviation is 8.518, the value of "t" test is 5.225 and "t" table 1.671. So, the "t" test is higher that "t" table. So that, the alternative hypothesis (H_a) proposed is accepted and null (H_o) is rejected. It means there is significant of using RIDER strategy on the students' achievement in reading comprehension based on the result of this research, the researcher suggest that RIDER strategy may be used as alternative media in teaching reading.

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This undergraduate thesis entitle “The Effect of Read, Imagine, Describe, Evaluate, and Repeat (RIDER) Strategy on Students Reading Comprehension of Narrative Text in the First Year Students at Senior High School” is submitted as final requirement in according undergraduate degree in English Department at Faculty of Tarbiyah Science and Teachers Training State Islamic University of North Sumatera.

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Finally, the writer is fully aware that there are still a lot of weakness in this thesis. Therefore, the writer sincerely welcomes critics and suggestions from the readers to enhance the quality of the thesis.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is one of the most important things in communication, everyone knows that language cannot be separated from human life. People need language for communication with each other. In using language, people can show their ideas and feelings. Hence, language has the main role in social communication and emotional development.

There are many languages that be used by people but people need English as international language to connect each other in the world.¹ Therefore, the demand for a higher level of English language proficiency increases significantly in the latest days, particularly in countries where English serves as neither a first nor a national language.² Because English is important, people need to learn it. In Indonesia, English is taught as a foreign language and as an important subject and mastering the language is compulsorily to the students.

Learning English is very important for most people, especially in education. Haycraft states that we have to know the reason of learning English and what it is

¹ Tien Rafida, (2017), *The Effect of Advertisement Text on Student's Ability in Writing News at Laboratory Islamic School of UIN Medan*, North Sumatra: Medwell Journals, p. 951.

² Idris Sadri, Rahmah Fithriani, Saidurrahman, Maryati Salmiah, and Sholihatul Hamidah, (2019), "Suggesting Critical-Thinking and Problem-Solving Method into Teaching English Reading to EFL Students in Indonesia" in *The Second Annual International Conference on Language and Literature*, KnE Social Sciences, p. 294–304.

for.³ In Indonesia, English is used in education started from junior high school until college. Because of those reasons, Indonesian applies it as the first foreign language that must be studied by the students.

Unavoidably, in Indonesia, English has been considered important by the government. From the point of view of education, the importance of English in Indonesia is also reflected by the fact that English is one of the compulsory requirements that high schools' students need to pass to graduate from those levels of education.

However, those high standards set by the government do not merely run as the expectation. While according to the national curriculum, all skills of English should have the same attention and time proportion. In the teaching learning process of English, students are expected to have language skills including listening, speaking, reading and writing. Reading as the one of the language skills that becomes a more important and it is very necessary in teaching learning process. Reading habits can increase the students' achievement.

Nunan states that reading activities are important in guiding learners thinking.⁴ Reading can help people to comprehend their environment. Reading is the ability that a person needs to be able to understand easily and smoothly without depending on other's assistance. Besides, reading is closely related with other subjects. The students must have ability to look at and get the meaning of written text, that is called reading skill.

Nowadays, students are taught reading comprehension through the genre. A genre contains the knowledge of language feature, generic structure, and other characteristics that

³ John Haycraft, (1986), *An Introduction to English Language Teaching*, England: Longman, p. 9.

⁴ David Nunan, (1992), *Research Methods in Language Learning*, USA: Cambridge University Press, p. 59.

build it perfectly. One of reading with genre that is familiar and should be taught to students' of senior high school especially in tenth graders is reading comprehension on narrative text and it has been obviously stated in the current curriculum.

From the data of National Library, Indonesian students only read three to four times a week with only five to nine books a year. Then it can be concluded that reading is low so that interest in reading becomes low. Also, based on research conducted by the Program for International Student Assessment or PISA showed that the low interest in reading of Indonesia country compared to countries in the world. The low reading results are caused by many factors, it can be from motivation, IQ, the teacher, the curriculum, and also from learning strategy.

According to symptoms above, it is clear that many problems in students' learning English and we need solution to solve this problems. In fact, the strategy of teaching English is needed in order to improve the students' skills especially in reading skill. Therefore, to make the teaching learning process interesting the teacher needs a special strategy. There are many strategies to interact and improve the achievement of student's reading comprehension. One of them is Read, Imagine, Describe, Evaluate, and Repeat (RIDER). According to Whitehead, RIDER is a strategy that can be use of imaging or creating pictures to assist in reading comprehension and also one of suitable strategy in teaching narrative text with a small group or whole class as a discussion.⁵ By using this strategy, students' are asked to focus more on the text that they are working with in order to better their reading comprehension skills.

The usage of RIDER strategy is not general in Indonesia. So, that is one of the reasons why the researcher wants to conduct this study. The implementation of RIDER strategy will be perceived to see if it increases the students' comprehension. However, in the context of teaching reading comprehension the effectiveness of the evidence above need to be found. To gain the

⁵ Mc Cusker and Lee Oliver (Lewis & Lewis), (2006), *DE&T Language Support Program*.

evidence, the research needs to be conducted. The RIDER strategy has also been used in research by Sri Wahyu Harlina and get a positive value.

Based on the description above, the researcher decides to do research entitled: *“The Effect of Read, Imagine, Describe, Evaluate, and Repeat (RIDER) Strategy on Students’ Reading Comprehension of Narrative Text in the First Year Students’ at Senior High School”*.

B. The Identification of the Study

Based on the background of the study above, the researcher identifies some problems dealing with the study, they are:

1. The use of learning strategy is not appropriate.
2. Reading comprehension in the classroom generally does not comprehension but reading pronunciation, only reads fluently but does not know what they are read.

C. The Formulation of the Study

Based on the background of the study that has been discussed before, the problems of the study is there any effect of using RIDER strategy on students reading comprehension of narrative text in the first year students at senior high school.

D. The Objective of the Study

Based on the formulation of the study, the objective of the study is to know the effect of RIDER strategy on students reading comprehension of narrative text in the first year students at senior high school.

E. The Significance of the Study

The findings of this study are supposed to be useful for:

1. The researcher, this research is used to improve the research in teaching and learning English process, especially in reading comprehension.
2. The students, this research is an input for the students to improve their English skills, especially in reading comprehension.
3. The teachers, it is used to improve the English teachers and others who concern in learning English about using RIDER strategy on narrative text to obtain reading comprehension.
4. The writer and reader, it can be used as a reference for further study on reading comprehension.

CHAPTER II

THEORETICAL REVIEW

A. Reading as a Language Skill

1. Reading

Reading is a very important activity to get information, knowledge, technology, and pleasure. The importance of reading activities makes reading becomes an important part of the language skills that are developed in school. And also reading is one of important language skills. This is due to the fact that people mostly get knowledge and information through reading. Reading is the one of language process that involves reader, text, and interaction between the reader and the text. By reading we can get more information about something and increase our knowledge.

Reading is a skill which must be developed, and can only be developed, by means of extensive and continuous practice.⁶ Reading is likewise a skill that teachers simply expect learners to acquire.⁷ Reading is a receptive skill. Receptive skills are the ways in which people extract meaning from the discourse they see or hear.⁸ In this aspect, the cognitive processes involved in reading are similar to those employed while listening.

They are many definitions of reading stated by linguistics and experts. According to Alan Cunningsworth, reading is the one activity that can be done easily and without any equipment by students' outside the classroom.⁹ Deborah states Reading is an active process that

⁶ Sukirah Kustaryo, (1988), *Reading Techniques for College Students'*, Jakarta: Departemen Pendidikan dan Kebudayaan, p. 13.

⁷ H. D. Brown, (2004), *Language Assessment Principle and Classroom Practices*, New York: Pearson Education, p. 185.

⁸ Jeremy Harmer, (2001), *The Practice of English Language Teaching 3rd ed.*, Harlow: Pearson Education Ltd., p. 199.

⁹ Alan Cunningsworth, (1995), *Choosing Your Course Book*. Cambridge: Cambridge University Press, p. 73.

depends on both author's ability to convey meaning using words and your ability to create meaning from them. To read successfully, you need to constantly connect what you already know about the information to the words the author has written.¹⁰ And also reading can be useful for language acquisition.

Based on some explanation the experts above, it can be concluded that reading is a process of understanding text by a reader. It requires readers to be able to interpret the written symbols in that text. Discussing about reading, it also appropriate to what Allah says in holy Qur'an at Al-Alaq verse 1-5 as follows:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝ (٢) أَلْقِمْ وَرَبُّكَ الْأَكْرَمُ ۝ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ ۝ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝ (٥)

“Proclaim! (Or Read!) In the name of the Lord and Cherisher, Who created. Created man, out of a (mere) clot of congealed blood. Proclaim! And thy Lord is Most Beautiful. He Who taught (the use of) the pen. Taught men that which he knew not”.¹¹

Based on the verse above, the prophet Muhammad is expected by God to be able to read, though before this verse was revealed the Prophet Muhammad was illiterate people. Someone could read fluently when it several times to repeat the reading. Verily Allah has made the power of nature to make you a man who knows reading, even though you do not learn it before this. For it as reasonable beings have a lot to study through reading.

¹⁰ Deborah Daiek and Nancy Anter, (2004), *Critical Reading for College and Beyond*, New York: McGraw-Hill, p. 5.

¹¹ A. Yusuf Ali, (1983), *The Holy Qur'an Text, Translation and Commentary*, America: Amana Corp, p. 1761-1762.

2. Reading Comprehension

One of the goals Reading is comprehension. Reading can help people to improve their comprehension. Comprehension can be meant the process by which a person understands the meaning of written or spoken language.¹² Reading comprehension can be defined that a reader should have knowledge about understanding the reading passage. The common question on the passage are primarily about the main ideas, details, and an inference that can be drawn from the passage.

Janette K. Klinger defines reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and world knowledge and fluency.¹³ It means reading with comprehension has meaning that the reader is able to extract from the selection its essential facts and understanding, visualized details and sense the readiness of facts.

Reading comprehension as the activity of simultaneously extracting and constructing meaning through interaction and involvement with written language. Catherine Snow and Chair mentioned that comprehension entails three elements, such as:¹⁴

- a. The readers who is doing comprehension.
- b. The text is to be comprehended.
- c. The activity in which comprehension is a part.

In conclusion, reading comprehension is a process or activity of getting meaning from written texts. In this activity, there is interaction between the writer and the reader because the

¹² Jack Richards, John Platt and Heidi Weber, (1990), *Longman Dictionary of Applied Linguistics*, UK: Longman Group, p. 54.

¹³ Janette K. Klinger, Sharon Vaugh, and Alison Boardman, (2007), *Teaching Reading Comprehension to Students' with Learning Difficulties*, New York: The Guilford Press, p. 2.

¹⁴ Catherine Snow and Chair, (2001), *Reading for Understanding toward an Research and Development Program in Reading Comprehension*, Santa Monica, CA: RAND Reading Study Group, p. 11.

writer delivers her or his idea to the reader through the text, reading comprehension results when the reader find out which skills and tactics are suitable for the type of the text, and understand how to apply them to accomplish the reading purpose.

3. Genre in Reading Comprehension

Genre is quite easily used to refer to a distinctive category of discourse of any type, spoken or written, with or without literary aspirations. The concept of genre has maintained a central position in folklore studies ever since the pioneering work in the early nineteenth century on German myths, legends and folktales by the brothers Grimm.¹⁵ Most genre use conventions related to communicative purposes, a personal letter starts with a cordial question in a friendly mood because its purpose is to maintain good relationship, and an argument essay emphasizes its thesis since it aims at making an argument. Brown state that, “genre has drawn attention to the ways in which texts are constructed and has identified the characteristics of the different text types.”¹⁶ It means that every genre has its own characteristics and social purpose.

Based on the several definitions above, the researcher can infer that genre is a term for an organized concept and technique type of the text it has a particular text types both in oral and written according to the situations. Besides, genre can helps the students’ organizing information in paragraph used for communicative purpose.

And also there are some approaches in teaching reading one of them is genre-based approach. According to Hammond,¹⁷ there are 13 text type in learning reading that is should be

¹⁵ J. M. Swales, (1990), *Genre Analysis: English in academic and research setting*, UK: Cambridge University Press, p. 33-34.

¹⁶ H. D. Brown, (2001), *Teaching by Principles-An Interactive Approach to Language Pedagogy (second edition)*, London: Longman, Pearson Education, p. 99.

¹⁷ Jenny Hammond, Anne Burns, Helen Joyce, et. al., (1992), *English for Social Purposes: A Handbook for Teachers of Adult Literacy*, Sydney: National Centre for English Language Teaching and Research Macquarie University, p. 57.

mastered by the students. Those text are: narrative, report, recount, procedure, descriptive, news item, review, explanation, analytical exposition, hortatory, discussion, spoof, and anecdote. The more explanation as follows:

- a. Narrative text is a piece of text which tells a story that entertains or informs the reader or listener. Narrative text has a social function, generic structure, language features and type of narrative.
- b. Report is text type used to store or provide information about class of things accurately rather than a sequence. It has a social function, generic structure and language features.
- c. Recount text is type of text, which has the social function, generic structure and language features.
- d. Procedure is commonly used to describe how to make something which is close to our daily activity. For example: how to make a cup of tea, how to make a good kite, is the best example of the procedure text. It is such word: first boil water, secondly prepare the cup, and so on.
- e. Description text is a type of text, which has the social function to give description about object or thing or people, generic structure and language features.
- f. News item has a social function, generic structure and significant lexicogrammatical features.
- g. Review has a social function, generic structure and language features.
- h. Explanation has a social function, generic structure and grammatical features.
- i. Analytical exposition has a social function, generic structure and language features.
- j. Hortatory has a social function, generic structure and language features.
- k. Discussion has a social function, generic structure and language features.

- l. Spoof has a social function, generic structure and language features.
- m. Anecdote has a social function, generic structure and language features.

B. Reading Instruction in Indonesian EFL Context

Reading, which is one of the four language skills, can be classified into two types: initial reading and reading comprehension. Initial reading is an effort made by those who have not been able to read to learn reading (e.g., how to read the alphabets and combination of letters or simple words), whereas reading comprehension is an activity aimed to understand the messages of a particular text.¹⁸ The teaching of reading as a foreign language (EFL reading) in Indonesia can be generally included in the teaching of reading comprehension. This is because it aims to improve the skills of learners, who have been able to read in their first language and in EFL, in understanding the meaning of a written text.

Under the present system of education, the teaching of English in junior and senior secondary schools in Indonesia seems to constitute one stage of instruction; meanwhile, English instruction in the primary school is not seen as part of the overall plan of the instruction, and that at university level is outside the whole system.¹⁹ In the history of the English instruction in the Indonesian secondary school system, skills in reading texts written in English have been considered very important. For example, prior to the implementation of the 2004 English curriculum, the objective of teaching was the development of communicative ability in English embracing four language skills, with reading skill being given a first priority. The 2004 English curriculum places reading equal to other English language skills, that is, listening, speaking, and writing.

¹⁸ E. Williams, (1998), *Teaching Reading in K. Johnson & H. Johnson (Eds.)*, Oxford: Blackwell, p. 330-335.

¹⁹ N. Huda, (1999), *Language learning and teaching: Issues and Trends*, Malang: IKIP MALANG.

According to English Curriculum 2004, the objectives of English instruction at the two levels of secondary school (junior and senior high) are as follows (Translated from Depdiknas 2004 and Depdiknas 2003, originally written in slightly different Indonesian wordings):

1. Developing communicative competence in spoken and written English language which comprises listening, speaking, reading, and writing.
2. Raising awareness regarding the nature and importance of English as a foreign language and as a major means for learning.
3. Developing understanding of the interrelation of language and culture, as well as cross-cultural understanding.

Similarly, Renandya indicates that English instruction in the school system in Indonesia aims to provide sufficiently well-developed reading skills among Indonesians to read science-related texts written in English.²⁰ As clearly stated in the English curriculum, other language skills are not neglected. However, as Renandya argues, reading ability has always been the primary objective of English instruction.

Having a status as a local content in the curriculum, English in primary schools is targeted toward the development of ability to understand simple oral and written English discourse. As Huda suggests, the main issue is that young children like learning a foreign language in an informal way.

The above review of EFL reading practice in Indonesia suggests that reading instruction has been mainly focused on intensive reading, that is, close and careful, which tends to be concentrated, less relaxed, and often dedicated to the achievement of a study goal. This intensive reading is normally conducted in the classroom, uses a relatively short text accompanied by

²⁰ W. A. Renandya, (2004), Indonesia. In H. W. Kam & R. Y. L. Wong (Eds.), *Language Policies and Language Education: The impact in East Asian Countries in The Next Decade*, Singapore: Eastern University Press, p. 124.

tasks, and is conducted with the help and/or intervention of a teacher. Such a reading practice will be unable to promote learners language development. If students are expected to get maximum benefit from their reading, they need to be involved in both intensive and extensive reading.

To summarize, the practice of EFL reading in various levels of Indonesian schools has been predominantly oriented to intensive reading. Intensive reading has been emphasized to achieve the ultimate reading purpose, which is reading for the development of knowledge and science or for mastery of the discipline within student's fields of study. On the other hand, regardless of the benefit that students can gain from extensive reading, this type of reading has not been given much attention, with the exception for students from English departments. Lack of reading materials and in availability of ideal learning facilities such as self-access centre seem to be some of the obstacles in implementing extensive reading.

It is important to point out that although practices on EFL reading in all levels of the Indonesian education reflect clarity in terms of the purposes of instruction, it is not clear whether such practices have been based on insights from the theoretical development of EFL pedagogy and results of research on the process of reading.

C. Genre of Reading Text in Indonesia

Genre of reading text is a type of written or oral discourse. It views that the language must be related to social function. Social function of the text then implies a certain social environment, place, and when the text is used.²¹

²¹ Dirgeyasa, (2014), *Collage Academic Writing: A Genre-Based Perspective*, Medan: Unimed Press, p. xvii.

In Indonesia there are various genres of reading text that must be studied at the senior high school namely descriptive, narrative, spoof/recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review.

From the variety of genres about, the researcher will use narrative text in improving reading comprehension. Students can feel more relax in learning reading lesson and it will be easier for them to produce narrative texts.

1. Narrative Text

Reading narrative text is not difficult if the reader knows about narrative itself. When the readers or students read the narrative text, they have to know about what narrative is, what is the important parts that occur in the narrative text, knowing about the purpose of narrative text. In this case, Langan states that narration is storytelling whether we are relating a single story or several related ones. Through narration, we make a statement clear by relating in detail something that has happened to us.²² According to Hornby in Mariana Karim, narrative means story or orderly account of events.²³ So, narrative essays can be really enjoyable to write and to read. It is a story telling. In this case, story is told clearly and sharply. If the story is told clearly and detail, the reader will be able to understand what the writer's message or what the writer is talking about.

The narrative text is kind of text which tells about events, or accuracies, which can make the reader feels that it is real. A narrative recite about something that occur in the past. A narrative is a part of writing that recite a story. The story can be fictional or based on a real

²² John Langan, (2001), *College Writing Skills with Readings*, New York: Mc Graw Hill, p. 195.

²³ Mariana Karim, Sabroni Rachmadie, (1996), *Writing*, Jakarta: Departemen Pendidikan dan Kebudayaan Direktorat Jendral Pendidikan Tinggi Proyek Pendidikan Tenaga Akademik, p. 154.

experience.²⁴ Narrative means description of events, especially in a novel or process of skill of telling a story. It has clear sequential order that connects events in a meaningful way and offers insights about the world or people's experiences of it. The intended narrative text always occurs in education setting such as, legend, myths, etc. Reading comprehension of narrative text means a process or product of understanding narrative text in order to get information and the meaning from the text.

Narrative is kind of genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or a turning point of some kinds, which in turn finds a resolution. Narratives embrace a variety of literacy genres. These include fairy, folk tales, fables, fantasy stories such as science fiction, horror stories, realistic fiction, historical fiction, mysteries, biographies, and autobiographies.

According to Sanggam Siahaan and Kisno Shinoda, the generic structure of narrative text is as follow:²⁵

- a. Orientation: sets the scene and introduces the participants.
- b. Evaluation: a stepping back evaluating the plight.
- c. Complication: a crisis rises.
- d. Resolution: the crisis is resolved, for better or for worse.
- e. Re-orientation: Optional

In the other hand, according to Anderson and Anderson stated that the generic structure of narrative text consist of four parts,²⁶ there are orientation, complication, sequence of events,

²⁴ Ng Foo Mun, Ng Lai Foong, Ng How Seng and Gabriel Mich. Kia Tolok, (2008), *Creative English: Workbook*, Jakarta: Penerbit Erlangga, p. viii (overview).

²⁵ Sanggam Siahaan and Kisno Shinoda, (2008), *Generic Text Structure*, Yogyakarta: Graha Ilmu, p. 73-74.

²⁶ M. Anderson & K. Anderson, (1997), *Text Types in English*, South Yarra: Macmillan Education Australia, p. 8.

and resolution. Then, when we use this narrative text we can apply other learning strategies to support students to get the main ideas easily and by using learning strategies can improve students' learning abilities.

Based on the explanation above, the writer concludes that narration is a story telling. It is told very clear and detail. When the readers read narrative text, they have to attend to the structure of the narrative text. Actually, there are three main parts of narrative text, they are including orientation, complication and resolution. Then, the purpose of the narration is to entertain, instruct clarify, and amuse. So, in order the readers comprehend about narrative text, they need to have knowledge about narrative text.

D. Learning Strategies

Learning English especially in reading comprehension has many strategies and methods that have been developed by experts, as well as from the results of research or from theories about learning and so forth. Also the process of reading skills also requires a strategy to improve it, one of that is learning strategy. In the world of education according to J. R. David, strategy is defined as a plan, method, or series of activities designed to achieve a particular educational goal.²⁷ So thus the learning strategy can be interpreted as a plan that contains a series of activities designed to achieve certain educational goals.

Kemp explains that learning strategies are learning activities that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently.²⁸ In line with the opinion above, Dick and Carey also mentioned that the learning strategy is a set of material and learning procedures that are used together to generate learning outcomes for

²⁷ J. R. David, (1976), *Teaching Strategiesfor College Class Room*, P3G.

²⁸ Kemp, E. Jerrold, (1995), *Instruction Desigen: A Plan for Unit and Course Development*, Belmon: Feron.

students.²⁹ And the main purpose of learning strategies is to teach students to learn at will and self-regulated learners.³⁰

Learning Strategy basically is the process of adding new information and capabilities. When we think about what information and abilities students must have, then at that time we should also think about what strategies to do so that they can be achieved effectively and efficiently especially in reading comprehension. And this is very important to understand because what is achieved will determine how to achieve it.

To make understand about the text that they have just read, of course we need a strategy to help us understand the text. According to Kalayo, reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text and understand how to apply them to accomplish the reading purpose.³¹

There are varieties of strategy that can be used to support cooperative learning in the classroom. In this case, the researcher suggests a good strategy to make reader understand about the reading skill. One of the strategy that can be used to learn narrative text in reading comprehension is RIDER strategy.

E. RIDER Strategy

RIDER is one of strategy that can be used to encourage reading activities selected by the teacher to assist reading comprehension, it is used to improve reading comprehension for students' at any grade level. By using this strategy, students' are asked to focus more on the text

²⁹ W. Dick, L. Carey, (1985), *The Systematic Design of Instructional (2nd Ed)*, Glecview, Illionis: Scot, Foresman and Company.

³⁰ Syamsuddin Makmun Abin, (2003), *Psikologi Pendidikan*, Bandung: PT Rosda Karya Remaja, p. 13.

³¹ Kalayo Hasibuan and Muhammad Fauzan Ansyari, (2007), *Teaching English as Foreign Language (TEFL)*, Pekanbaru: Alaf Riau Graha UNRI Press, p. 115.

that they are working with in order to better their reading comprehension skills. The strategy can be finished for multiple levels of reading.

RIDER is the acronym as follows:³²

R = Read, read the sentence from a text.

I = Imagine, make an image or picture in your mind.

D = Describe, describe how the new image is different from the last sentence.

E = Evaluate, evaluate the image to make sure it contains everything necessary.

R = Repeat, repeat the steps to RIDE as you read the next sentence.

According to Mercer, RIDER is a visual imagery strategy for reading comprehension, this strategy make the students' comprehend the text and the students' can share with partner.³³ And also the RIDER strategy strengthens the students' comprehension to recall information. Students' can be taught to apply this strategy when reading. The complexity of the picture developed in the students' minds as well as the complexity of the description will improve students' language competence.

This strategy can be use with a small group or whole class as discussion to support enhanced text comprehension. The RIDER strategy encourages the students' in imaging the whole story, which may include locations, characters/people, environmental factors, cues them to describe what they see, and the self-questioning procedures of Who, What, Where, When and Why.

When we use this strategy, there are some procedures we must do with this strategy, as follows:

³² F. Clark, D. Deshler, J. Schumaker, G. Alley & M. Warner, (2001), *Visual Imagery and Self Questioning: Strategies to Improve Comprehension of Written Material*, Journal of Learning Disabilities.

³³ C. D. Mercer and A. R. Mercer, (1993), *Teaching Students' with Learning Problems*, Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

1. Teach the students' the steps involved in RIDER. Tell them they will be making pictures in their mind about the text.
2. Select a text for the student to listen to or to read. Get the student to listen to or read a short section of the text and cue them to develop a picture as they listen/read.
3. Ask them to describe their picture. Discuss this within the group.
4. Get the students' to listen to or read the next section of the text. Ask them now about their "picture". Has it changed? How?
5. Keep working through this sequence to the end of the text.

In other hand, according to Mercer in Diana's article, there are some advantages of RIDER strategy.³⁴

1. Through RIDER strategy, the students' can be motivated in reading a monologue text.
2. With RIDER strategy the students' can improve their ability in understanding text.
3. RIDER strategy can train the students' to do something in sequence. They know what they should do first, then and after that, because they have guidance. When they read the text, they read for a purpose.
4. The RIDER strategy will help the student to be responsible with what they have done.
5. The strategy can make the students' relax and enjoyable in reading a text.
6. The strategy is easy to do for the teacher. Teacher can applies without many teaching media. If there is no media, the teacher still can do it manually.

³⁴ Diana Novita, (2013), *The Use of Read, Imagine, Describe, Evaluate, and Repeat (RIDER) Strategy in Teaching Listening Descriptive Text at Junior High School*, Padang: Published, p. 48.

The strategies enable to improve reading comprehension of texts: generating questions about ideas in text while reading, constructing mental images which represent ideas in the text, and the last summarizing and analyzing stories read.

F. Related Studies

According to Syafi'i, relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to our research itself.³⁵ The writer has to analyze what the point that is focused on, and inform the design, finding and conclusion of the previous research, they are:

A research was conducted by Muhammad Rais (2013). The title of his research was "The Effect of Using Read, Rate and Reread Strategy toward Reading Comprehension at the Second Year Students' of SMAN 12 Pekanbaru".³⁶ In his research, the method of research was quasi experimental research that used pre-test and post-test design. He found that the mean score of experimental group which was taught by using Read Rate and Reread was categorized into good category while the mean score of control of group which was taught by using conventional strategy categorized into enough category. The score of t_0 was higher than t_{table} . It means that there was significant effect of using Read, Rate and Reread Strategy toward students' reading comprehension.

Second research conducted by Sri Wahyu Harlina (2015) entitled, "The Use of R.I.D.E.R. (Read, Image, Describe, Evaluate, and Repeat) Strategy in Teaching Reading

³⁵ Syafi'i, (2011), *From Paragraph to a Research Report: A Writing of English for Academic Purpose*, Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensif, p. 122.

³⁶ Muhammad Rais, (2013), *The Effect of Using Read Rate and Reread Strategy toward Reading Comprehension at the Second Year Students' of SMAN 12 Pekanbaru*, S1 Thesis, State Islamic University of SUSKA Riau.

Narrative Text to the Eleventh Grade Students' of SMA Nasional Pati".³⁷ In her research, the method of research was experimental research with one group design. The population used is the eleventh grade students' of SMA Nasional Pati. The writer got one class as sample of the research. The sample was chosen by using cluster random sampling technique. She found that RIDER strategy can be used to improve students' reading comprehension. Meanwhile, she used test to collect the data. From the research, she found that the second hypothesis was accepted, because t obtained was higher than t table. It means that there was a significance effect of using RIDER strategy toward reading comprehension of to the Eleventh Grade Students' of SMA Nasional Pati.

Based on the related studies above, that is evident if the RIDER strategy effective to increase students' ability in reading comprehension. It is show from the increasing score of students' after applied the strategy.

G. Conceptual Framework

Reading as the one of the language skills is important should be mastered by the students'. The students' in Indonesia so many difficulties in learning English as a foreign language. Most students' have no problem in reading but they have problem to comprehend about what they are reading. Comprehension is the main point in reading activity. The students' have many difficulties in knowing the meaning because they less of vocabulary, experience, and prior knowledge.

³⁷ Sri Wahyu Harlina, (2015), *The Use of R.I.D.E.R. (Read, Image, Describe, Evaluate, and Repeat) Strategy in Teaching Reading Narrative Text to the Eleventh Grade Students' of SMA Nasional Pati in 2015/2016 Academic Year*, S1 Thesis, English Education Department, Teacher Training and Education Faculty: Muria Kudus University.

In teaching English especially in reading skill that confronts many difficulties, so the teacher needs to apply a strategy. A strategy is needed to make the teaching process more effective. The teacher has no choose an appropriate strategy in teaching reading.

RIDER strategy is one of the strategies that can help the teacher to solve the students' problem in comprehending the reading material. This strategy is an effective strategy that enable to recall information from a text and paraphrase this information is one way to monitor comprehension.

H. Hypothesis

Based on the explanation of both theoretical and conceptual framework above, the writer formulated the hypothesis as the following:

Ha : There is a significant effect of using RIDER strategy on the students' achievement in reading comprehension.

Ho : There is no a significant effect of using RIDER strategy on the students' achievement in reading comprehension.

CHAPTER III

RESEARCH METHODOLOGY

A. Location of the Research

This research was conducted at SMA Muhammadiyah 18 Sunggal, Desa Sei Mencirim, Kec. Sunggal, Kab. Deli Serdang in academic years 2019/2020. There are some considerations why the researcher chooses as the location of the research, such as: the researcher got consent from the school to do the research, the students have low achievement in reading comprehension, the researcher find the problem which was related to the title of this research, the school welcome that aimed to improve the teaching learning quality, the school is easy to reach for the purpose of the data collection and the research has never been conducted before, suitable for ability and limitation finance.

B. Population and Sample

1. Population

The population is the object that was researched.³⁸ Population is general region consists of object or subject which have quality and specific characteristic that has been determined by the researcher to be studied to get the conclusions.³⁹ The population of this research was the first year students at SMA Muhammadiyah 18 Sunggal. There are four classes of the first year students in academic years 2019/2020. The population can be seen in the table III. 1.

Table III. 1. The Population of Research

³⁸ Syahrudin dan Salim, (2011), *Metodologi Penelitian Kualitatif*, Bandung: Cita Pustaka Media, p. 113.

³⁹ Sugiono, (2018), *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta Bandung, p. 117.

No.	Class	Population
1.	X MIA-1	30
2.	X MIA-2	30
3.	X IS-1	30
4.	X IS-2	30
Total		120

2. Sample

The sample is a small proportion of a population selected for observation and analysis.⁴⁰ In selecting a sample, the researcher use “Cluster Random Sampling” by choosing two classes. Sampling by cluster random sampling is randomization of groups, not individual subjects.⁴¹ This sample is used because the population consists of clusters. Then, based on randomized to four classes, the researcher find two samples of this research there are X MIA-2 and X IS-1. Those classes consisted of 30 students in each class. One class will be an experimental class and the rest is served as the control class. The sample can be seen in the table III. 2.

Table III. 2.

The Sample of Research

No.	Class	Sample
1.	X MIA-2	30

⁴⁰ Suharsimi Arikunto, (1993), *Prosedur Penelitian: Suatu Pendekatan Praktek*, Jakarta: PT Rineka Cipta, p. 131.

⁴¹ Saifuddin Azwar, (2010), *Metode Penelitian*, Yogyakarta: Pustaka Pelajar, p. 87.

2.	X IS-1	30
Total		60

C. Research Design

Research design played an important role in research because the quality of research greatly depended on the design. In this research, the researcher uses the form of a quantitative one. According to Michael J Wallace, a quantitative approach is broadly used to describe what can be counted or measured and can be considered objective.⁴²

The design of this research was experimental research. According to Gay and Airasian, experimental research was the only type the research that can test a hypothesis to establish cause and effect relationship.⁴³ Meanwhile, Creswell states that in experiment research was testing an idea (practice or procedure) to determine whether it influences an outcome or dependent variable.⁴⁴ The researcher applies experimental research which use two groups of the sample such as control and experimental group to investigate the effect of RIDER strategy on students' reading comprehension. The experimental group which receives the treatment using RIDER strategy, meanwhile the control group is the group which receives the treatment using a conventional method. This study used pre-test and post-test. The design of this study is illustrate as follows:

⁴² Michael J Wallace, (1998), *Action Research for Language Teacher*, Cambridge: Cambridge University Press, p. 38.

⁴³ L. R. Gay and Peter Airasian, (2000), *Educational Research Competencies for Analysis and Application*, Sixth Edition, New Jersey: Prentice Hall Inc., p. 367.

⁴⁴ John W Creswell, (2008), *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research Ed 3*, New Jersey: Education International, p. 299.

Table III. 3

Research Design

Group	Pre-test	Treatment	Post-test
Experimental	√	RIDER strategy	√
Control	√	No treatment	√

D. The Instrument for Collecting Data

This study uses multiple-choice tests as an instrument to collect the data. There are 20 items for that test. The material of the test take from the subject which was taught to the students. In collecting the data, the researcher conducted pre-test and post-test for both; experimental and control group. The students will be asked to read different texts. Then the students answer 20 questions that are related to the text in order to measure the students' reading comprehension.

In conducting a research, the validity and reliability of the test is very important. It purposes to know both the accuracy of measurement and the consistency of the text.

According to Heaton the validity of a test is the extent to which it measures what it is supposed to measure and nothing else. The test must aim to provide a true measure of the particular skill which it is intended to measure: to the extent that it measures external knowledge and other skills at the same time, it will not be a valid test.⁴⁵ In this research, the researcher used multiple choices as the instrument of the test. In giving the test to students, the test should be valid. The research instrument should be qualified. The instrument can be valid if the instrument is measuring what the researcher wants to find out.

⁴⁵ J. B. Heaton, (1988), *Writing English Language Tests*, New York: Longman Inc, p. 159.

Then, a test must first be reliable as measuring instrument. Reliability is a necessary characteristic of good test. According to Brown, a reliable test is consistent and dependable.⁴⁶ Reliability has to be done with accuracy of measurement. The test was reliable when the result was consistent on repeated measurement.

In this research, the test is based on text taken from an integrated English course for SMA X (handbook) but is not used in schools so the reliability and validity of the test in this research have been fulfilled.

E. The Technique of Collecting Data

There are some procedures that were used in collecting the data for this research, they are pre-test, treatment, and post-test. Each of the procedures is described as follows:

1. Pre-test

Pre-test is used to determine the ability of students selected as the sample. Items used in this pre-test consisted of 20 items. The pre-test administrated before the treatment. Both the experimental and control group were given the same pre-test. This test used to find the students' reading comprehension of both groups. (See appendix C)

2. Treatment

The treatment conducted after administering the pre-test. The experimental group was taught by using the RIDER strategy while the control group with no treatment. Both experimental and control groups were taught with the same material. The teaching procedure of both groups could be seen as followed:

⁴⁶ H. D. Brown, (2004), *Language Assessment: Principles and Classroom Practice*, San Fransisco: San Fransisco State University, p. 20.

Table III. 4

Teaching Procedure

Meeting	Experimental Group	Control Group
1	<p>a. The teacher introduces herself to the students.</p> <p>b. The teacher remarks the students and take the attendance list.</p> <p>c. The teacher explains the purpose of the research.</p> <p>d. The teacher explains about the RIDER strategy.</p> <p>e. The teacher explains about narrative text.</p> <p>f. The teacher trains the students to read a narrative text.</p> <p>g. The teacher asks the students to describe their picture. Then, teacher asks the students to make 5 questions based on the text. The students work in pairs.</p> <p>h. The teacher chooses one group to read their questions. The chosen group will chose another group to</p>	<p>a. The teacher introduces herself to the students.</p> <p>b. The teacher remarks the students and take the attendance list.</p> <p>c. The teacher explains the purpose of the research in that school.</p> <p>d. The teacher explains about narrative text.</p> <p>e. After that, the teacher gives the students the first text.</p> <p>f. The teacher gives some questions.</p> <p>g. Then, the teacher asks them to answer the questions.</p>

	<p>answer their questions by using their own words.</p> <p>i. The teacher asks the students to read another text at home.</p>	
2	<p>a. The teacher checks the students' attendance list.</p> <p>b. The teacher asks the students to submit homework.</p> <p>c. The teacher gives motivation to the students.</p> <p>d. The teacher gives another text to the students.</p> <p>e. The students will be given time about 10 minutes to read.</p> <p>f. The teacher asks the students about their "picture". Has it changed? How?</p> <p>g. The students will choose some students to retelling the text by using their own words.</p> <p>h. The teacher asks the students to evaluate their own learning way in using the RIDER strategy; asks them the difficulties they faced,</p>	<p>a. The teacher checks the students' attendance list.</p> <p>b. The teacher gives the students another text.</p> <p>c. The teacher asks the students to read the text one by one.</p> <p>d. The teacher asks the students to find the difficult vocabularies and translate it.</p> <p>e. The teacher asks the students to answer the questions.</p> <p>f. The teacher ends the class.</p>

	<p>their weakness and the benefit they get.</p> <p>i. The teacher concludes the result of the discussion.</p>	
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3. Post-test

After the treatment completed, both experimental and control group was given a post test. Post test was conducted to see the effectiveness of the treatment based on the score. The post-test used the same multiple choice test and the same difficulties with the pre-test. (See appendix D)

F. The Technique of Data Analysis

After collecting the data from the test, the data will analyze by using some procedure there are the first scoring students' correct and wrong answer.

For scoring the test, the score ranging from 0-100 are use. The rule is by counting the correct answer by using this following formula:

$$S = \frac{R}{N} \times 100$$

Where:

S = the score

R = the number of correct answer

N = the number of questions

Then, to analyze the data, the researcher used t-test, before t-test used, the researcher tested the analysis requirements namely normality and homogeneity.

Normality test used to determine if a data set was well-modeled by a normal distribution and to compare how likely it was random variable underlying the data to be normally distribution. The normality test of variable X used Lilifors test:

- Perception x_1, x_2, \dots, x_n , made permanent number z_1, z_2, \dots, z_n , by formula:

$$z_i = \frac{x - \bar{x}}{s}$$

Where:

x = Score of student

\bar{x} = Mean score

s = Standard deviation

- To every this permanent number and by using enlist of permanent normal distribution, and then calculated the opportunity $F(z_1) = P(z \leq z_1)$
- Here in after calculated a proportion z_1, z_2, \dots, z_n the smaller is equal to z_i
- Count the difference $F(z_i) - S(z_i)$ and then determine its absolute price
- Take the biggest price among absolute price among absolute price the difference.
Mention the price the L_0 . If $L_0 < L$ obtained from critical value price test the Liliefors with real level $\alpha = 0.05$, hence distribution normal.

Also to test whether variants of both homogenous sample, used by two variants equality test, that is:

$$F = \frac{\text{The biggest variants}}{\text{The smallest variant}}$$

Here in after compare with the table F.

Its criterion if $F_{\text{count}} < F_{\text{table}}$, so both sample are homogenous.

After that, In order to find the different effect between experimental and control group, the t-test formula was applied. The formula was stated as the following:⁴⁷

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

t = the effect

\bar{x}_1 = the average value of experimental group

\bar{x}_2 = the average value of control group

S = the standard deviation merger

n_1 = the total sample of experimental group

n_2 = the total sample of control group

The statistically hypothesis should be applied in order to know the result of observation about the sample, it could be constructed as follow:

$H_a : t_o \geq t\text{-table}$

$H_o : t_o < t\text{-table}$

H_a is accepted if $t_o \geq t\text{-table}$ or there is a effect of using RIDER strategy on students' reading comprehension.

H_o is accepted if $t_o < t\text{-table}$ or there is no effect of using RIDER strategy on students' reading comprehension.

⁴⁷ Sugiono, *op. cit.*

CHAPTER IV

RESEARCH FINDINGS

A. Description of Data

After conducting the research, the researcher got the data from the students' scores in pre-test and post-test from both experimental and control group. The test was the multiple choices which are consisted of 20 items. Each group was given a pre-test and post-test. The pre-test was given before the treatment and the post test was given after the treatment. The researcher gave the treatment to students in the experimental group by using RIDER strategy while control group without using RIDER strategy. The population of this research was the students of SMA Muhammadiyah 18 Sunggal. The experimental group was X MIA-2 consisted of 30 students and the control group was X IS-1 consisted of 30 students.

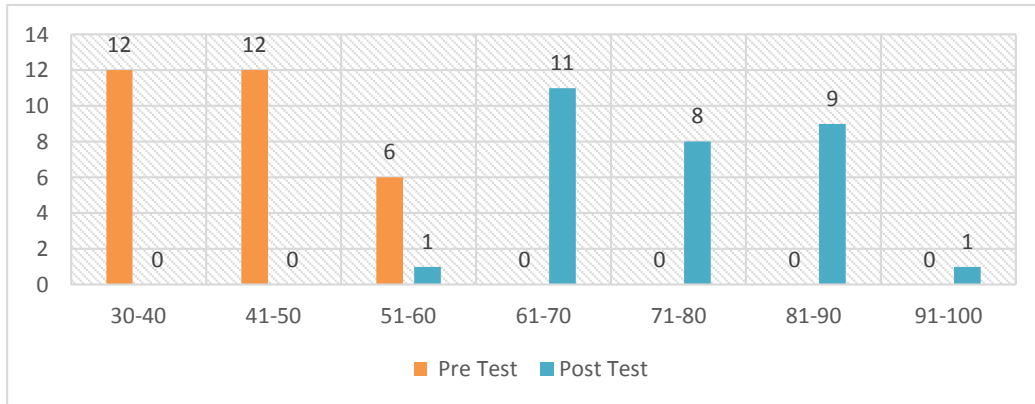
1. The Data of Experimental Group

Experimental group was a class that was treated or commonly called a treatment class. On this occasion the researcher has divided the sample into two parts, namely the class which will be used as the experimental class and the control class. And for this chance the researcher took the cluster sample technique as a technique to determine the sample to be used as an experimental class and a control class.

In this research, the experimental class was class X MIA-2 it consisted of 30 students taught using the RIDER strategy. Data were collected through student pre-test and post-test. The student's initial test was conducted before the researcher applied the RIDER strategy. Meanwhile, students' post-test was done after the researcher applied the RIDER strategy. Below, researchers presents a chart as a test result in the form of pre-test and post-test.

Diagram IV.1

Pre-test and Post-test Value Diagrams in Experimental Group



The chart above was a comparison chart of the scores of the pre-test and post-test in 30 students of experimental class. The results shows the scores of the pre-test, there were 12 students who got 30-40, then there were 12 students who got 41-50, then there were 6 students who got 51-60, and there was no student got score which is higher in the range 61 until 90, also there was no student get more than 90. The mean score of 30 students in the pre-test was 44.833 with the lowest score was 30 and the highest score was 60. So the conclusion, there were 18 students got score more than mean score and there were 12 students get lower than mean score.

Then from the chart above also illustrates the value obtained by 30 students after going through treatment and doing a post test, then the data obtained that there was 1 student who got 51-60, there were 11 students who got 61-70, there were 8 students who got 71-80, then there were 9 students who got score in the range 81-90 and there was 1 student who got above 90. The mean score obtained in this post-test was 76.666 with the lowest student score is 60 and the highest student score is 95. From this data was founded there were 14 students got more than mean score and 16 others lower than mean score. The detail information of the complete score of students, can see in the appendix H and I.

Based on the data above with the number of 30 students who have given pre-test, treatment and post-test, it can be observed that there are differences in the results obtained by students before and after being given treatment, we can compare it from the acquisition of the average value of pre-test and post-test. And to find out whether treatment effects of students in this experimental class, the next step will be a hypothesis test.

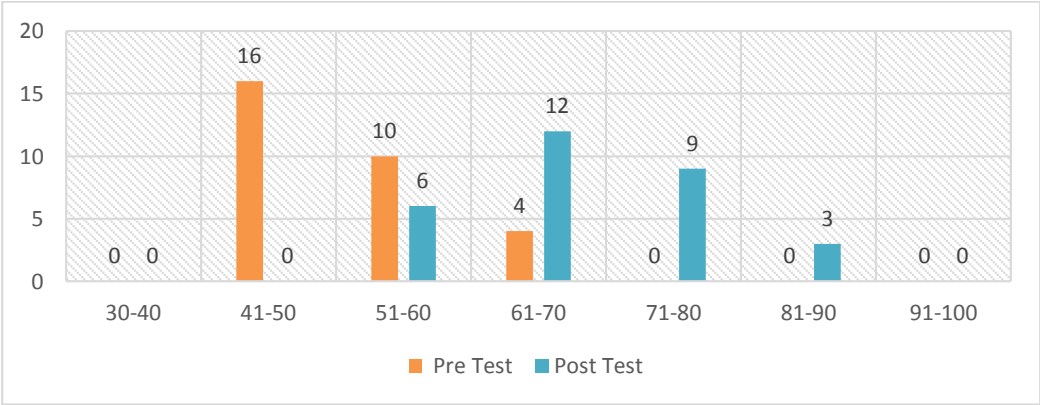
2. The Data of Control Group

As an experimental research, a control group is needed. This control group or control class functions as a baseline to be compared with groups that are subjected to experimental treatment. Through the selection of a predetermined sample, the group with the data below is the pre-test and post-test scores by the control group.

The control class is the students who do not teach using RIDER strategy. Data was collected from students' pre-test and post-test scores from different classes, but still in the same school and semester. The following data values obtained by 30 students in the control class.

Diagram IV.2

Pre-test and Post-test Value Diagrams in Control Group



The chart above briefly explains the acquisition data of students who have done pre-test and post-test without using the RIDER strategy. The green diagram chart was an illustration of

students' scores in the pre-test, while the data obtained there was no student got score about 30-40, then there were 16 students who got about 41-50, then there were 10 students who got 51-60, then 4 students who got in the range 61-70, and there was no students who got in the range 71 until 90, and also in the pre-test in this control class there was no student who got more than 90. So after collecting the data, mean score was founded in pre-test was 53.333 from the highest score was 70 and the lowest score was 45.

The blue diagram above was the post test of control class. From the data above seen there was an increase in the value of some students, but not significantly. The data above explains that there were 6 students who got in the range 51-60, then there were 12 students who got in the range 61-70, then there were 9 students who got in the range 71-80, and there were 3 students who got 81-90, and there was no student who got more than 90.

The conclusion from the explanation of the diagram above was that in the pre-test found an average value of 70.833 with the lowest number of scores was 55 and the highest value was 85. So the data found in the pre-test and post-test in the control class there was an enhancement in student scores, but not too significant, it can be compared to the acquisition of the average value of the post test was higher than the average value of the pre-test. This can happen because generally students will find it easier to do a second test after doing the same test before.

Based on the explanation of the diagram above, there were about half of students in the pre-test and post-test got more than the mean score. For information about data acquisition in the control class can see in the table in appendix H and I.

B. Tests Analysis

Test analysis is needed to determine whether the data analysis for hypothesis testing can be continued or not. After processing the data, the next step is analyzing the data. Analyzing

the data aimed to give the answer about hypothesis which was proposed by the researcher whether the hypothesis is accepted or rejected.

Based on the data analysis it was found that the students' achievement in reading comprehension by using RIDER strategy had mean = 76.666 variant = 95.402 and standard deviation = 9.767, and the students' achievement in reading comprehension without using RIDER strategy had mean = 70.833 variant = 72.557, and standard deviation = 8.518. See appendix H and I.

Also those data of students' achievement in reading comprehension between using RIDER strategy and without using RIDER strategy have qualified the requirements of statistical hypothesis t, those have done normality test and homogeneity test. So, to test hypothesis in this research, it is used two average similarity test by using statistical t. See appendix M.

From the calculation of the data, it can be seen there was significant effect RIDER strategy on the students reading comprehension of narrative text. It was obtained the coefficient of $t_{\text{observation}} = 5.225$ was compared with t table, where the coefficients of t table for real level $\alpha = 0.05$ with the degree of freedom 58 ($df = 30 + 30 - 2 = 58$) gained the coefficients of $t_{\text{table}} = 1.671$ in the coefficient of $t_{\text{observation}} (5.225) > t_{\text{table}} (1.671)$. It showed that t table is in zero hypothesis rejection (H_0). Thus, the alternative hypothesis (H_a) was accepted. It mean that the alternative hypothesis that there is significant of the students' achievement in reading comprehension by using RIDER strategy was accepted.

C. Testing Hypothesis

The testing hypothesis is conducted in order to find out whether that hypothesis is accepted or rejected. The basis of testing hypothesis is that the H_a is accepted if the $t_{\text{observed}} > t_{\text{table}}$. In this study the calculation of the scores uses t-test for the degree of freedom 58 ($df = N$

+ N - 2) at the level of significant 0.05 that the critical value is 1.671. So it can be seen that $t_{table} = 1.671$.

After the scores were calculated, it was found that in this study the $t_{observed}$ is higher than the t_{table} . It can be seen as follow:

$$t_{observed} > t_{table} (\alpha = 0.05) \text{ with df } 58$$

$$5.225 > 1.671$$

From the result above, it shows that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that by using RIDER strategy affect to students' reading comprehension in narrative text.

D. Discussion

The focus of this research was the students' achievement in reading comprehension of narrative text which was taught by using RIDER strategy. The result of the research showed the mean of score on the test of students' achievement in reading comprehension of narrative text that was gotten from the class X MIA-2 of SMA Muhammadiyah 18 Sunggal who were taught by RIDER strategy was higher than the mean of score on the test of the students' achievement in reading comprehension of narrative text that was gotten from the class X IS-1 who were without taught by RIDER strategy.

This fact indicated that the application of RIDER strategy was proven more effective to increase the students' achievement in reading comprehension of narrative text. It can be accepted because through teaching activity by using RIDER strategy encouraged the students to be creative to read, because the students expected to creative to explorer the text. Besides that teaching by using RIDER strategy was aimed to the students' be more active in learning.

Then, the conclusion of hypothesis explain that there was significant effect of using RIDER strategy on students' achievement in reading comprehension was accepted. The students' achievement in reading comprehension by using RIDER strategy as experimental class (X MIA-2) is better than the students' achievement in reading comprehension without using RIDER strategy as control class (X IS-1).

These results were similar to Muhammad Rais, 2013. The title of his research was "The Effect of Using Read, Rate and Reread Strategy toward Reading Comprehension at the Second Year Students' of SMAN 12 Pekanbaru". The results of his research proved that the RIDER strategy had a significant effect on student score in SMA schools. Then the same thing was also found in Sri Wahyu Harlina, 2015 entitled, "The Use of R.I.D.E.R. (Read, Image, Describe, Evaluate, and Repeat) Strategy in Teaching Reading Narrative Text to the Eleventh Grade Students' of SMA Nasional Pati". In her research revealed that the use of RIDER strategy had a significant difference in student test scores compared with using other strategy.

Based on the explanation above, the researcher concludes that the application of RIDER strategy significantly influences students' achievement in reading comprehension of narrative text. In this research, it can be compared the differences in the results of the amount of post test scores in the control class with the experimental class. In the experimental class the teacher applies a RIDER strategy in the process of students learning, it makes students feel more comfortable to explore their idea in reading. The results obtained after conducting the post-test proved that the student's score gained significantly. Where as in the control class students also gained an increase in scores on the post test, but not significantly. In this class students were given a pre-test before giving a discussion related to narrative text material, but at the discussion stage about the material, students were not taught by RIDER strategy. Maybe this is the reason

why students in the control class did not get a significant increase in their score because students do not understand reading comprehension of narrative text.

E. Limitation

This research is not perfectly good. There were some problems researcher faced during the research. First, to have RIDER strategy run effectively, the number of the students in a class are not supposed to be huge. For grouping for instance, it works best for 3-4 students in one group.

Another problem the researcher faced during this research was teacher had to work a little hard to run this strategy, it needs more preparation. Before the teacher run RIDER strategy, the teacher needed to make the materials large enough, adequate enough, and representative enough to be displayed on the table. The idea of making the material as stated above was so that the students did not have any trouble to read it then analyze it.

CHAPTER V

CLOSING

A. Conclusion

This research consists of two variables. They are the effect of using RIDER strategy (independent variable) and the students' reading comprehension (dependent variable). Based on the data analysis in chapter IV, the research about the effect of using RIDER strategy on students' reading comprehension of narrative text in the first year students' at SMA Muhammadiyah 18 Sunggal.

Based on the result showed, it can be conclude that: (1) The students' reading comprehension of narrative text in the first year students' at senior high school that was taught without using RIDER strategy was categorized into enough level. (2) The students' reading comprehension of narrative text in the first year students' at senior high school that was taught by using RIDER strategy was categorized into good level. (3) There was a significant effect of using RIDER strategy on students' reading comprehension of narrative text in the first year students' at senior high school.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestions: (1) For the teachers of English who wants to teach reading narrative text effectively, the teachers can use RIDER strategy as an alternative strategy in learning narrative text. So, teachers of English can make the learning activity not monotonous and enjoyable. (2) Students were suggested to foster their reading comprehension. By applying RIDER strategy, the students could improve their reading comprehension because this strategy give students guide to read a

narrative text, and could stimulate the students' interest, not only they can create controversy, but also help students clear up misconception and accommodate new information that may be at odds with their previous thinking. (3) For other researcher, the result of this research can give information or reference about the implementation of RIDER strategy on students reading comprehension in reading narrative text.

C. Implication

Based on the conclusion above, it is implied that teaching reading comprehension taught by using RIDER strategy made more positive effect to students' reading comprehension of narrative text than without using RIDER strategy. By doing this strategy the students have more interest in reading comprehension. In this strategy, students' center is more effective than teacher center in the process of this strategy. The center of this strategy was the students, and teacher just as a facilitator.

However, the problems faced in the application of this strategy one of them in vocabulary, therefore in applying this strategy vocabularies must be frequently made in each meeting so that students will be made easier again. Then the role of RIDER strategy in teaching reading comprehension are to give the opportunity to the students to interact with their friends, and give the students the opportunity to activate their thinking, and the last to improve their reading comprehension of narrative text.

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