

# ***THE EFFECT OF USING 'RIDER' STRATEGY ON THE ABILITY OF THE SECOND YEAR STUDENTS OF SMPN 42 PEKANBARU IN COMPREHENDING DESCRIPTIVE TEXTS***

**Demi Reka Gustia, Indah Tri Purwanti, Supriusman**

Email: [demirekagst@gmail.com](mailto:demirekagst@gmail.com), [indahtri63@gmail.com](mailto:indahtri63@gmail.com), [supri62@yahoo.co.id](mailto:supri62@yahoo.co.id)

Phone Number: 082284786971

*English Study Program  
Language and Arts Department  
Teacher Training and Education Faculty  
Universitas Riau*

**Abstract:** *The research was aimed to determine the effect of using 'RIDER' strategy on the ability of the second year students of SMPN 42 Pekanbaru in comprehending descriptive texts. This pre-experimental research was conducted by using One-Group Pretest-Posttest design. Class VIII.2 was selected as the sample for this research by using cluster random sampling technique. A multiple choice test consisting of 40 items was the instrument of the research. The collected data were analyzed by using t-test. The results showed that the mean score of post-test was higher than pre-test ( $74.24 > 61.84$ ). Then, it also showed that t-test was higher than t-table ( $4.086 > 2.062$ ) at a significance level of 5%. Therefore, Alternative Hypothesis ( $H_a$ ) is accepted and Null hypothesis ( $H_o$ ) is rejected. It can be concluded that there is a significant effect of 'RIDER' Strategy on the ability of the second year students of SMPN 42 Pekanbaru in comprehending descriptive texts.*

**Keywords:** *Reading, Reading Comprehension, Descriptive Text, 'RIDER' Strategy*

# **PENGARUH STRATEGI ‘RIDER’ TERHADAP KEMAMPUAN SISWA TAHUN KEDUA SMPN 42 PEKANBARU DALAM MEMAHAMI TEKS DESKRIPTIF**

**Demi Reka Gustia, Indah Tri Purwanti, Supriusman**

Email: [demirekagst@gmail.com](mailto:demirekagst@gmail.com), [indahtri63@gmail.com](mailto:indahtri63@gmail.com), [supri62@yahoo.co.id](mailto:supri62@yahoo.co.id)

Phone Number: 082284786971

Jurusan Bahasa dan Seni  
Fakultas Keguruan dan Ilmu Pendidikan  
Universitas Riau

**Abstrak:** Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan strategi 'RIDER' terhadap kemampuan siswa kelas dua SMPN 42 Pekanbaru dalam memahami teks deskriptif. Penelitian pra-eksperimental ini dilakukan dengan menggunakan desain One-Group Pretest-Posttest design. Kelas VIII.2 dipilih sebagai sampel untuk penelitian ini dengan menggunakan teknik cluster random sampling. Tes pilihan ganda yang terdiri dari 40 item merupakan instrumen penelitian. Data yang terkumpul dianalisis dengan menggunakan uji-t. Hasil analisis menunjukkan bahwa nilai rata-rata post-test siswa lebih tinggi daripada pre-test ((74.24>61.84). Hasilnya juga menunjukkan bahwa nilai t-test lebih tinggi daripada nilai t-table (4.086>2.062) pada tingkat signifikan 5%. Oleh karena itu, Hipotesis Alternatif ( $H_a$ ) diterima dan Hipotesis Nol ( $H_o$ ) ditolak. Dapat disimpulkan bahwa terdapat efek yang signifikan dari strategi 'RIDER' terhadap kemampuan siswa tahun kedua SMPN 42 Pekanbaru dalam memahami teks deskriptif.

**Kata Kunci:** Membaca, Pemahaman Membaca, Strategi 'RIDER', Teks Deskriptif

## INTRODUCTION

Generally, reading skills have significant roles in language learning. The students are expected to understand what they read in any case of the subject matter study. Reading is one of the four essential skills that language learners need to acquire. It contributes to the success of language learning in general, or a foreign language in particular. Harmer (2007) supports this by saying that reading is beneficial not only for careers, study, and pleasure, but also for language acquisition. Moreover, Mikulecky and Jeffries (1996) state that reading can improve the students' general language skills in English. It can improve the vocabulary, the writing and the speaking skills, and find out the new ideas, facts and experiences.

Reading is one of the English language skills that should be learned and mastered in any level of education and students have to achieve certain competencies at the end of the learning process. For English subject at SMPN 42 Pekanbaru, it provides reading as one of the skills that must be taught and learned. In addition, based on the 2013 curriculum, there are some kinds of text that are taught including descriptive, procedure, recount, report, and narrative. In this case, the writer concerns descriptive text. Specifically, the writer chooses descriptive text as the reading material because of some reasons. First, descriptive text is contained on the syllabus of the second year students of Junior High School. Second, descriptive text is familiar to the students because they can find the text in their daily life such as in magazines, newspapers, short stories, diaries, etc. However, they still have problems in comprehending the text well. Third, descriptive text is one of the texts that students will face in daily test, mid-test, semester-test, and final examination.

Teaching reading is very complicated when the teacher does not prepare any technique in the teaching process. Based on the writer's observation at SMPN 42 Pekanbaru, the writer knew it was not effective for the students in learning reading because they still had difficulties to comprehend reading the text even though the teacher had given the learning strategy. The problem above might be caused by many factors, not only from the students but also come from the teachers. The teacher also had difficulties to find effective ways to make the students' enjoy reading comprehension. Therefore, many students got bored in learning English in the

classroom and got off on the same strategy. Based on the cases above, English teachers should pay attention to the strategy and the material of teaching reading. In addition, the teacher should be creative and innovative to make their students understand what they learn.

Regarding the situation above, it is needed to know some strategies for students to be more motivated and active in the learning process on reading comprehension. Especially on descriptive text because based on the school curriculum syllabus, the second year students of junior high school will learn descriptive text and recount text in that semester, but focus the writer on descriptive texts.

There is a strategy that can be used to make students be more active, interested and motivated in reading comprehension. The strategy is Read, Imagine, Describe, Evaluate, and Repeat 'RIDER'. According to Whitehead (1968), RIDER strategy is the use of imaging or creating pictures is to assist reading comprehension. Mc Cusker and Lee Oliver (2006) stated that this strategy is best suited to use with a small group or whole class as discussion to support enhanced text comprehension. In this case, the writer offers a strategy called 'RIDER' strategy, by using 'RIDER' Strategy the students have time to read and discuss the material first with their own group. Groups are given a time frame to respond to the question. It helps the students share their ideas in reading with a partner for a short time. Therefore, the students must use time effectively. It makes the students read the text seriously because each member of the group has his/her own responsibility to share his/her ideas. It shows that the students will be active in teaching learning through discussion with the others group. State the aims of your research here.

## **METHODOLOGY**

### **Time and Place of the Research**

This research data were collected from June 2019 to July 2020 at SMPN 42 Pekanbaru which is located on Jalan Datuk Tunggal, Sidomulyo Barat, Tampan Pekanbaru Riau Province. The researcher starts doing observation and write the proposal from March 2018, then continues by designing a research instrument in August

2019, furthermore the researcher doing research, collecting and analyzing the data in October until November, finally, the researcher gave the report based on the research in July 2020.

The population of this research was the second year students at SMPN 42 Pekanbaru, consisting of 258 students. Based on cluster random sampling that was conducted by the researcher, VIII.2 class consisting of 38 students was chosen as the sample of this research.

### **The Data Collection Technique**

The researcher collected the data from the result of the reading test in the pre-test and post-test. The researcher had 6 meetings through 3 activities to collect the data; 1 meeting for pre-test, 4 meetings for treatment and 1 meeting for post-test. The activities explained as follows:

#### **Pre-test**

A pre-test was given to the students before the treatment. The writer gave the pre-test at the first meeting. The pretest was aimed to know the effect of “using RIDER Strategy” on the ability in reading descriptive text before the treatment. The students were given pre-test to measure their starting ability in reading comprehension, which consisted of 40 questions from 5 descriptive texts. Each text consists of 8 questions.

#### **Treatment**

Treatment was given by explaining steps of “RIDER Strategy” and instruments were needed to test the students’ knowledge of reading comprehension. RIDER stands for Read, Imagine, Describe, Evaluate, and Repeat and it is clearly that the acronyms of RIDER strategy are shown its own steps in the implementation in the reading. Here is the procedure from RIDER strategy that can be implemented in the classroom.

- **Read:** (the students read the title of the text, the sentence in the first paragraph and stop reading the text)
- **Imagine:** (the students imagine the picture in their minds. They closed their eyes before telling the story about).
- **Describe:** (the students describe the picture that they have in their minds after reading and imagine. The students might change their images if they felt they did)
- **Evaluate:** (the students have to make sure about what the picture is in there. If they are sure, they have to write on a whiteboard individually).

- **Repeat:** (the students have to think about what is going to happen next. They have to repeat by using RIDER steps).

Then, the treatment was shared to the students by giving several materials about descriptive text. The writer used RIDER Strategy to help the students improve their ability in reading comprehension. The students were divided into groups and each group will have a different topic of descriptive text. They had a certain time to discuss and answer the question. Then, the time signal was given by the teacher that they had to pass the answer sheet to the group at the left. This activity is repeated until the students return to their original sheet and read through what others had added before reporting to the whole group.

### **Post-test**

A post-test was given at the last meeting. The post-test was given after six times of treatment. Post-test was conducted to know whether the treatment was successful or not. The questions were the same as the pre-test, which consisted of 40 questions.

### **The Data Analysis Technique**

In this research, the writer collected the data from the reading test in the form of multiple choices. The students' individual score obtained from the total number of each item to be evaluated. The writer classified students' scores in the pre-test and post-test to state the level of the ability of the students. After giving the pre-test, the writer had to test the normality and linearity of the score. Normality test was used to determine if a data set was well-modeled by normal distribution. If the sample data was normal then the sampling distribution also was normal. The test that was used is KolmogorovSmirnov (K-S) test and was analyzed in the SPSS 21.0 (Analyze > Nonparametric Tests > Legacy Dialogs > 1 – Sample K-S). If Asymp. Sig > 0.5, then the distribution was normal (Singh, 2006). Next, the scores were analyzed to test the linearity by using univariate analysis of variance. The objectives were to describe a phenomenon, direction to solve a problem and detail of a phenomenon. The data were analyzed by using SPSS 21.0 (Analyze > General linear model > univariate). If the value sig. < 0.05, then the variable is significant (Singh, 2006).

After analyzing the score, the writer continued to apply the treatment if the distribution was normal and significant. The treatment was applied in six meetings by using 'RIDER' Strategy in reading comprehension of descriptive text.

The last step was to test whether the hypothesis is accepted or rejected. In order to know the effect of 'RIDER' strategy on students' reading comprehension the writer analysed the data by checking their answer and counting their correct answer used Microsoft Excel 2010 and analysed by using SPSS 21.0 (Statistical Product and Service Solution) the writer used t-test to compare the differences between students' scores in pre-test and post-test. The writer found out the complete result in Statistical Product and Service Solution (SPSS) including the mean, standard error mean, standard deviation, and degree of freedom.

## **THE PRESENTATION OF RESEARCH FINDINGS**

### **The Presentation of the Research Data**

The objective of this research is to find out whether there is a significant effect of 'RIDER' strategy on the second year students' ability in reading comprehension at SMPN 42 Pekanbaru. The data were collected by giving a reading comprehension test to the students both in the pre-test and post-test in order to measure the students' ability in reading comprehension before and after the treatment. The material for the test was about descriptive texts and the test consisted of 40 items in multiple choice forms.

In conducting the research, the writer did some steps to collect the data. First, the writer gave the try out to make sure that the measuring instrument has such characteristics as validity and reliability. After that the writer gave the pretest to the students. Then, the writer treated the students through 'RIDER' Strategy which consisted of 6 meetings. After giving the treatment, the writer gave post-test to the students. The result was found out after applying the 'RIDER' Strategy. The students were assessed reading comprehension in eight aspects, they were: finding main idea, factual information, references, vocabulary, restatement, social function, language feature, and generic structure. After the data had been collected, the writer moved toward the steps of analyzing the data. The results of this research were collected from

the students' scores in reading comprehension. The following are the description of pre-test and post-test data.

### The Presentation of the Pre-Test Data

A pre-test was administered to the students in order to know their reading comprehension in descriptive text before the treatment applied. Therefore, the pre-test was given to the class VIII.2 as the sample of the research before 'RIDER' Strategy was applied in the learning process. After collecting the data and computing the students' score, the result of pre-test was presented in the following table:

**Table 4.1 the Students' Scores in Pre-test**

No	Range Score	Frequency	Percentage	Category	Mean Score
1	80-100	6	15	Very Good	61,84
2	66-79	8	21	Good	
3	56-65	6	15	Mediocre	
4	40-55	16	42	Poor	
5	30-39	2	7	Very Poor	
Total		38	100		

Table 4.1 shows that the mean score of the students in pre-test was 61.84. There were six students who achieved a *very good* level and only two students who achieved a *very poor* level. Meanwhile the rest of the students achieved *good*, *mediocre* and *poor* levels. There were eight students who achieved *good* level with percentage 21% and there were six students who achieved *mediocre* level with percentage 15% and last there were 16 students who achieved *poor* level with percentage 42%. This showed that the majority of students' reading ability was mediocre.

### The Presentation of the Post-test Data



After the treatment was applied for six meetings, a post-test was administered in order to measure the students' reading comprehension after being taught by using the 'RIDER' Strategy. The data of students' reading comprehension taught by using the 'RIDER' strategy were also taken from the sample of class VIII.2 which consisted of 38 students. The results of the post-test were presented in the following table.

**Table 4.6 The students' Scores in Post-Test**

No	Range Score	Frequency	Percentage	Category	Mean Score
1	80-100	12	31.8	Very	74,24
2	66-79	15	39.8	Good	
3	56-65	11	28.5	Good	
4	40-55	0	0	Mediocre	
5	30-39	0	0	Poor	
Total		38	100		

The Table of 4.6 showed that the mean score of the students in post-test were 74.24. The previous data in Table 4.9 showed that 12 students were in *very good* level with percentage 31.8% 15 students were in *good* level with percentage 39.8% and 11 students were in enough level with percentage 28.5%. There was no student who got poor and very poor level. . This showed that the majority of students' reading ability was *good*.

### The Presentation of Data Analysis

**Table 4.12 Paired Sample Test**

Paired Differences									
					95% Confidence		T	Df	Sig. (2-tailed)
		Std. Error	Interval of the						
Mean	Std. Deviation	Mean	Difference						
			Lower	Upper					

Posttest –	12.394	18.700	3.033	6.248	18.541	4.086	37	.000
Pretest								

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T-table = n-1:  $\alpha/2 = 2.062$

Based on the table 4.12 the results of t-test is 4.086, meanwhile t-table is 2.062. It showed that the score of t-test was higher than t-table ( $4.086 > 2.062$ ). Therefore, it could be concluded that there is a significant difference between the pre-test and post-test. So, the alternative hypothesis of this research is accepted and the null hypothesis is rejected. So, there is a significant effect of using the 'RIDER' strategy on the ability of the second year students of SMPN 42 Pekanbaru in comprehending descriptive texts.

## Discussion

Based on the procedure in the data collection technique, the teaching learning process was divided into three steps. The first step was giving students pre-test before doing the treatment in order to know their ability before the 'RIDER' Strategy was applied. Multiple choices test was designed as an instrument in order to collect the data. It was used for pre-test and post-test. The second step was giving the treatment. The treatment was applying 'RIDER' Strategy in teaching reading descriptive text. The writer applied the 'RIDER' Strategy to teach descriptive text for 6 meetings. The last step was giving a post-test for the students. It was conducted after treatments were applied in teaching descriptive texts. It was conducted in order to find out whether there is a significant effect of 'RIDER' Strategy on the second year students' ability in reading comprehension at SMPN 42 Pekanbaru.

According to the result, it was found there were significant differences in the students' achievement after being taught by using the 'RIDER' Strategy. The mean score of pre-test was 61.84 and the post-test was 74.24. The result showed that the mean score of post-test was higher than pre-test. There was an improvement of the mean score in the post-test. The difference of the mean score between the pre-test and the post-test was 12.04. Moreover, it showed that the lowest mean score of the aspects in the pre-test was 'Main Idea' (55.8) and in the post-test was 'Language Feature' (61.1). While the

highest score in the pre-test was 'Factual Information' (68.4) and in the post-test was 'Factual Information' (80.5).

The result showed that the mean score of post-test was higher than pre-test. ( $74.24 > 61.84$ ). Then, the data analysis showed that t-test was higher than t-table ( $4.086 > 1.480$ ). For that result, the writer concluded that there was a significant effect on students' reading comprehension of the second year students at SMPN 42 Pekanbaru before and after being taught by using 'RIDER' strategy.

Based on the result of the data which was taken from the observation sheet, it was found that the class ran effectively. The students paid attention to the teacher during the teaching learning process. They were also motivated and enjoyed the learning process. The data also showed the improvement of the teacher's and the students' activities during the teaching learning process where the use of RIDER Strategy could motivate the students to become more enthusiastic in learning reading in descriptive texts.

Based on explanations above, this research was related to research by Arisnata (2014) who focused on the effect of using RIDER Strategy in Reading Comprehension. The result showed that there was a significant effect of using RIDER Strategy on reading comprehension. The result of this research indicated that the null hypothesis was rejected and the alternative hypothesis was accepted

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

After conducting a research entitled The Effect of Using 'RIDER' Strategy on the Ability of the Second Year Students of SMPN 42 Pekanbaru in Comprehending Descriptive Texts, it can be concluded that based on the data analysis that the second year students of SMPN 42 Pekanbaru were in mediocre level with the mean score 61.84, before being taught using 'RIDER' strategy, and also it was found that after being taught using 'RIDER' strategy the ability of the second year students of SMPN 42 Pekanbaru in comprehending descriptive texts is classified into good level with the mean score 74.24. From the data analysis above it can be seen the students' score on

post-test was higher than pre-test it means that the use of 'RIDER' strategy gave significant effect in comprehending descriptive texts.

### **Suggestions**

Since the teaching reading by using the 'RIDER' strategy is good and effective for the second year students of SMPN 42 Pekanbaru in the academic year 2018/2019, therefore, the researcher would like to give some suggestions as follows:

1. The English teachers

The English teachers are suggested to use the 'RIDER' strategy as an alternative technique to help the students comprehend descriptive texts because this technique has proved effective in improving students' comprehension of descriptive texts

2. The Students

The students are suggested to use the 'RIDER' strategy to improve their comprehension of descriptive texts..

3. Other Researchers

Other researchers are suggested to use two groups, control group and experimental group as the sample. It will make it easy in analyzing the data. The writer hopes by using 'RIDER' Strategy can help the students in reading comprehension in descriptive texts and also can be given positive contribution for improving the teaching and learning process at SMPN 42 Pekanbaru especially in teaching English.

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