



**IMPROVING STUDENTS' READING COMPREHENSION BY USING
READ, IMAGINE, DESCRIBE, EVALUATE AND REPEAT (RIDER)
STRATEGY AT GRADE X SMA NEGERI 1 PANYABUNGAN**

A THESIS

*Submitted to the Institute For Islamic Studies Padangsidimpuan as a Partial
Fulfillment of the Requirements For the Degree of Education (S.Pd) in English*

Written by:

SITI KHODIJAH LBS
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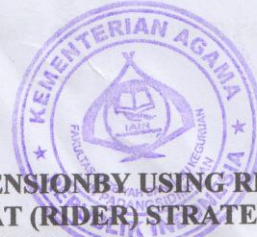
ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

2017



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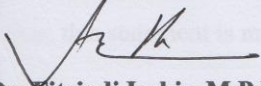
Assalamu'alaikumWr. Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **SITI KHODIJAH LBS**, entitled **“Improving Students’ Reading Comprehension by Using Read, Imagine, Describe, Evaluate and Repeat (RIDER) Strategy at Grade X SMA Negeri 1 Panyabungan”**. We assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd) in English, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

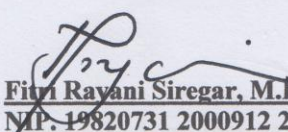
Therefore, we hopethat the thesis will soon be examined in front of the thesis examiner team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. That is all and thanks you for the selection.

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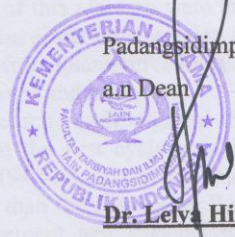
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I realize this thesis cannot be considered perfect without critiques and suggestions.

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ABSTRACT

This research discussed about improving students' reading comprehension by using Read, Imagine, Describe, Evaluate, and Repeat (RIDER) Strategy at Grade X SMA Negeri 1 Panyabungan. The problem of this research were students do not understand what they have read, they can not expression purpose of the text, they are not able to identify main idea, they can not identify the vocabulary and they can not get the conclusion of the text that they have read. So, it made students difficult to get high score in reading. The purpose of this research was to examine the extend of Read, Imagine, Describe, Evaluate, and Repeat (RIDER) Strategy whether it improves students' reading comprehension at grade X of SMA Negeri 1 Panyabungan or not.

In order to achieve the purpose of this research, the researcher conducted classroom action research, by implementing the Kemmis and Taggart design which consisted four steps; they were planning, acting, observing and reflecting. In this research, the researcher use two cycles and each cycle consisted of two meetings. In addition, the participants of this research were the class of X IPA-1 which consisted of 36 students and also there was collaboration of English Teacher. Meanwhile, the data were derived among from quantitative (mean score of students' reading test), and qualitative (observation notes and interview).

Based on the research result, showed the improvement mean score of the students. The first test in the first cycle was 69.44 (33%) and second test in the second cycle was 83.47(94.4%). It can be concluded that the mean score in the second cycle was higher than the first cycle. Based on observation notes stated that the students got improvement and students were more active and interested in learning reading comprehension. Related to the interview result, it could be known that students' reading comprehension had improved. It asserted that Read, Imagine, Describe, Evaluate, and Repeat (RIDER) Strategy can improve students' reading comprehension at grade X of SMA Negeri 1 Panyabungan.

Keywords: RIDER Strategy, Classroom Action Research, Reading

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the important subjects. Because, there are several reasons why must learn English. First, by speaking English everyone will be able communicate to international community in globalization era. Second, some people learn English because they realize that they will have a better chance for advancement in their future and get a better job more easily with two languages rather than one language. Third, people learn English because they want to continue their studies in an English speaking country where English is used as a national language and during formal classroom instruction. Thus, learning English is very important for many people.

In senior high school curriculum, English is one of the subjects that should be studied, there are four skills must be mastered by students: listening, speaking, reading and writing. The first is listening, which shows the ability to make sense of what we heard and connect it to other information already known. Listening is the first skill that is gotten by human in their lives. After that speaking is the ability to communicate orally and to express idea and feeling. The third is reading, it is the ability to get messages or information that comes from the author that can be understood and comprehended by reader easily. The fourth is writing, which express the ideas to the printed material.

In senior high school so many reading comprehension materials that they can learn from English subject. For example transactional text: opening exchange (talking about identity), (congratulating and complimenting), (talking about intentions) and descriptive text (identification, description).

Reading comprehension means that understanding what has been read. It is an active thinking process that depends not only on comprehension but also on the students experience and knowledge. Reading comprehension in understanding a written text means extracting the required information from it as efficiently as possible.

There are some essential of learning reading comprehension. First is to have knowledge and foundation skills of reading have been automatized. Second is to get information from the written materials. The last is students are able to decode efficiently and make meaningful from what they have read.

The efforts have government done to increase reading comprehension are teacher given intensify pay to make their life prosperous, so they have concentration in teaching students. Teacher also give efforts begin from use the good facilities for studying especially studying in English, manage the classroom be comfortable so students can be focus in learning English, and use the various media in teaching English for fun English class.

Based on information that teacher said to researcher that the ability of the students' reading comprehension at SMA Negeri 1 Panyabungan are still

poor.¹ The Minimum Mastery Criterium (KKM) English there is 75. But in fact some of students still have score under the KKM. Students do not understand what they have read, they can not expression purpose of the text, they are not able to identify main idea, they can not identify the vocabulary and they can not get the conclusion of the text that they have read.

There are some factors that influence of students' reading comprehension; students interested and intelligent, media and teacher strategy.

One of the factors that has big effect to students' reading comprehension is strategy. Strategy is a plan chosen to bring about a desired future. Strategy which effective can increase teaching reading comprehension but if the strategy do not effective can not increase reading comprehension.

There are many kinds of strategy that can be used in reading comprehension, there are; Know, Want, Learn (KWL) Strategy; Survey, Question, Read, and Write (SQRW) Strategy; Preview, Question, Read, Reflect, Recite and Review (PQ4R) Strategy; Language Experience Approach (LEA); Critical Reading Strategies and Read, Imagine, Describe, Evaluate, Repeat (RIDER) Strategy.

RIDER strategy is the use of imaging or creating pictures to assist in reading comprehension. This strategy is best suited to use with a small group

¹ Herlinawati Ritonga, English Teacher SMA Negeri 1 Panyabungan, *Private Interview*. (November 15, 2016 at 10.00 am).

or whole class as discussion to support enhanced text comprehension.² RIDER can be teach successfully by classroom teacher. This strategy can develop with visualize and let to improvement in their ability to spontaneously recall details of a text and their understanding of the text.

The roles of RIDER strategy in teaching reading comprehension; first is to make the students diligent in reading text. Second, they can imagine the picture what is the topic about and the purpose is to make easier to the next steps. Third, teacher can give evaluate to te students' what the think in their mind match with the teacher's picture. So, it is can make easier in teaching reading comprehension.

Based on the explanation above, the researcher is intrested in conducting classroom action research of which purpose to improve students' in reading comprehension by title "Improving Students' Reading Comprehension By Using Read, Imagine, Describe, Evaluate, And Repeat (RIDER) Strategy At Grade X SMA Negeri 1 Panyabungan".

B. Identification of the Problem

Reading comprehension means that understanding what has been read. It is an active thinking process that depends not only on comprehension but also on the students experience and knowledge.

² Mc Cusker and Lee Oliver (Lewis & Lewis) *DE&T Language Support Program 2006*.

Based on background of the problems above there are some factors that influence of students' reading comprehension; students interested and intelligent , media and teacher strategy.

The problems of this research are students do not understand what they have read, they can not express purpose of the text, they are not able to identify main idea they can not identify the vocabulary and they can not get the conclusion in the text.

C. Focus of the Research

Based on above explanation, the researcher focuses on improving reading comprehension by using Read, Imagine, Describe, Evaluate and Repeat (RIDER) strategy in Descriptive Text.

D. Research Question

Based on focus of the research, the research question can be formulated as follow: To what extent students' reading comprehension can be improved by using Read, Imagine, Describe, Evaluate and Repeat (RIDER) strategy at grade X of SMA Negeri 1 Panyabungan?

E. Purpose of the Research

The aim of this research is to find out the result of application of using read, imagine, describe, evaluate and repeat (RIDER) strategy whether it can improve students' reading comprehension or not.

F. Significances of the Research

The significances of the research are:

1. For headmaster, to develop and encourage English teacher to use the best strategy for improving students' reading comprehension at grade X of SMA egeri 1 Panyabungan.
2. For English teachers in teaching learning process especially learning reading comprehension.
3. For readers and the others researcher in conducting further research in the same topic.

G. Definition of Terminologies

1. Reading Comprehension

Reading comprehension means that understanding what has been read. It is an active thinking process that depends not only on comprehension but also on the students experience and knowledge.

2. RIDER Strategy

RIDER stands for Read, Imagine, Describe, Evaluate and Repeat. RIDER strategy strengthens the students' comprehension to recall information. This strategy help students in understanding stories, recalling and keeping track of ideas mentioned in a story.

H. The Indicator of Action

Class action research is a research initiated to solve an immediate problem or a reflective process of progressive problem solving led by individuals working with others in teams or as a part of a community practice to improve the way the address issues and solve problems. Action research is

a process in which individual or several teachers collect evidence and make decisions about their own knowledge, performance, beliefs, and effects in order to understand and improve them.³

The most useful from action research are those based on formal, tangible evidence about one's practice. The use of formal evidence about practice allows teachers to obtain tangible information that can be used to independently corroborate or validate their own views of practice.⁴ Action research can also undertaken by larger organization or institution, assisted or guided by professional researcher, with the aim of improving their strategies, practices, and knowledge of the environments within which they practice.

In this research, the researcher collaborated with teacher to become a team to work together to solve the students' problem in improving reading by using read, imagine, describe, evaluate and repeat (RIDER) strategy. The researcher prepared some text had been taught in the classroom. The first cycle researcher gives the text as a pre test, and then before the students read passage students read inference statement and determined whether students agree or disagree with the statement. The cycle second the researcher also gives the text and then students read the passage and respond it, then the researcher expected the students had been not be able to responded correctly to the inference statement before reading the passage. But after reading the

³ L.R Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application Sixth Edition*, (United States of America, Prentice-Hall, 2000), p. 593.

⁴ *Ibid*, p. 595

passage the researcher expected students had been able answer the statement correctly.

I. Outline of the Thesis

The researcher is going to organize this research paper in order to make the reader easier to understand:

In chapter I, it consist of; background of the problem, identification of problem, focus of the research, research question, purpose of the research, significances of the research, definition of terminologies, indicator of the action, and outline of thesis.

In chapter II, it consists of; theoretical description, which explains about definition of reading comprehension and RIDER strategy, the review of related finding, conceptual framework and hypothesis.

In chapter III, it consist of: research methodology described about place and time of the research, research design, the participants, instrument of collecting data, the procedure for classroom action research and technique of analyzing data.

In chapter IV, it consist of; the result of the research wich explain about findings, data discussion and threat of the research.

In chapter V, it consist of; conclusion and suggestion about the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension is the ability to understand information presented in written form. It is important for the students to become effective reader. Roebel states that “Reading comprehension is an ability to understand what the readers read where words have context and texts have meaning”.¹ The words or text that relate to the context, the reader interprets it firstly to get the factual interpretation or in reading. The readers’ background knowledge also helps the reader to get the comprehension in reading.

Goodman in Otto states that, ”Reading comprehension is an interaction between thought and language and bases evaluation of success in comprehension on the extent to which the readers’ reconstructed message agree with the writers’ intended message”.² It means that reading comprehension is not only understand the text, but also the reader must reconstruct message what the writer grafts in the text. Furthermore,

¹ K. M. Roebel, *Developing Reading Comprehension Skills in EFL University Level Students* (St. Jhon’s University: Taiwan, 2003), p. 177.

² Wayne Otto, et.al., *Op. Cit.* p. 151

reading is one of important skills in learning language besides listening, writing and speaking. The main goal of reading is comprehension.³

Next, reading comprehension is understanding, evaluating, and utilizing an ideas gained through and interaction between reader and author.⁴ Jeremy Harmer states that “reading comprehension is not stopping for every word, not analyzing everithing that the reader or speaker includes in the text, it means the readers are able to take in a stream of discourse and understand the gist of it without worrying too much about the details.”⁵

Based on explanation above, it can be concluded that reading comprehension is try to understanding what has been read in order to find the idea given by the writers.

³ David Nunan. *Op. Cit*, p. 68

⁴ Nil B. Smith and H Alan Robinson, *Reading Instruction for Today's Children* (Englewood Cliffs: 1980), p. 205.

⁵ Jeremy Harmer, *The Practice of English Language Teaching* (Malaysia: Longman, 2003), p. 202.

2. The Aims of Reading Comprehension

The aims of reading comprehension are to get and find information include content and meaning of the text based on the purpose. Henry Guntur Tarigan says that the aims of reading comprehension as follows:

- 1) Reading is for identifying important information
- 2) Reading is for main ideas
- 3) Reading is for finding the specific information
- 4) Reading is for underlining the important information
- 5) Reading is to classify the difficult word
- 6) Reading is to evaluate
- 7) Reading is to compare or contrast⁶

Besides that, William Grabe says that the aims of reading comprehension as follows:

- 1) Reading to search for information (scanning and skimming)
- 2) Reading for quick understanding (skimming)
- 3) Reading to learn
- 4) Reading to integrate information
- 5) Reading to evaluate, critique, and use information
- 6) Reading for general comprehension (in many cases, reading for interest or reading to entertain)⁷

Based on the quotations above, the aims of reading comprehension divided into seven importance, they are reading to search for information (scanning and skimming), reading is for main ideas, reading to learn, reading to evaluate, critique, and use information, reading is to classify the difficult word, reading is to compare or contrast and reading for general comprehension.

Meanwhile, in Curriculum of SMA Negeri 1 Panyabungan, the aims of reading comprehension are to identify important or specific information from the

⁶ Henry Guntur Tarigan, *Membaca Sebagai Keterampilan Berbahasa*, (Bandung: Aksara, 1990), p. 9-10.

⁷ William Grabe, *Reading in a Second Language*, (Cambridge: Cambridge University Press), p. 8.

text, main ideas of a text, reference to a word and word contextual meaning.⁸ So, the aims of teaching reading comprehension relates with students' learning activities where teaching reading comprehension increases the students' understanding of text or subject matter.

3. The Process of Reading Comprehension

Reading comprehension is an important skill in academic achievement. However, the readers also have to know what their purpose is in reading a text, the technique for accomplishing that purposes, and how to retain the information. So, before accomplishing the readers' purpose, they should to know how the process of reading comprehension. The process of reading comprehension can be divided into three categories, they are:

- a. Bottom-up models
- b. Top-down models
- c. Interactive models⁹

Besides that, William Grabe also says that the process of reading comprehension can be divided in to three categorized, they are:

- a. Bottomup models
- b. Top down models
- c. Interactive Models¹⁰

The quotations above show that there are three categorized as the process of reading comprehension, they are Bottom-up models, Top-down models, and Interactive models. Which is the Bottom-up models as the models traditionally depict reading as a mechanical process in which the

⁸ Syllabus of English, (Panyabungan: SMA Negeri 1 Panyabungan, 2016/ 2017 Academic Year).

⁹ David Nunan, *Op.Cit.*, p. 70-73.

¹⁰ William Grabe, *Op.Cit.*, p. 89.

reader decodes the on going text letter by letter, word by word, sentence by sentence. Top-down models as the models assume that the reader actively controls the comprehension process, directed by reader goals, expectations, and strategic processing. Then, Interactive models as the models are the typical compromise solution. The basic assumption is that useful elements from bottom up and top down views can be combined in some massively interactive set of processes.

So, it can be concluded that there are three categorized as the process of reading comprehension, they are Bottom-up models, Top-down models, and Interactive models. Which is the process of reading use some factors, such as; intelligence, skill in language, background knowledge, and others.

4. The Principles of Teaching Reading comprehension

Principle is one of hand grip for teacher to teach in the classroom. There are some principles in strategies in reading comprehension and teaching reading comprehension. Douglas Brown says that principles in reading comprehension as follows:

- a. Identify your purpose in reading text.
- b. Apply spelling rules and conventions for bottom-up decoding.
- c. Use lexical analysis (prefixes, roots, suffixes, etc.) when you aren't certain.
- d. Skim the text for the gist and for main ideas.
- e. Scan the text for specific information (name, dates, key words).
- f. Use silent reading technique for rapid processing.
- g. Use marginal notes, outlines, charts, or semantic maps for understanding and retaining information.
- h. Distinguishing between literal and implied meaning.
- i. Capitalize on discourse markers to process relationship.¹¹

¹¹ Douglas Brown, *Op. Cit.*, p. 188.

Besides that, David Nunan says that principles in teaching reading comprehension, they are stated in following:

- a. Exploit the reader's background knowledge
- b. Build a strong vocabulary base
- c. Teach for comprehension
- d. Work on increase reading rate
- e. Teach reading strategies
- f. Encourage readers to transform strategies into skills
- g. Build assessment and evaluation into your teaching
- h. Strive for continuous improvement as a reading teacher¹²

Based on explanation above, principles in teaching reading comprehension can be used by teacher in the classroom. Then, it can be applied in teaching reading comprehension.

5. Assessment of Reading Comprehension

Assessment is a tool to measure how far the students ability and comprehension of the material.¹³ According to Wadsworth, there are five types of assessment of reading comprehension. They are:

- 1) Literal comprehension, entails understanding the information that is explicit in the reading material.
- 2) Inferential comprehension, means interpreting, synthesizing, or extending the information that is explicit in the reading material.
- 3) Critical comprehension, requires analyzing, evaluating, and making judgments responses to the material read.
- 4) Affective comprehension, involves a reader's personal and emotional responses to the reading material.
- 5) Lexical comprehension, means knowing the meaning of key vocabulary words.¹⁴

¹² David Nunan, *Op. Cit.*, p. 74-77.

¹³ J. Michael O, Malley and Lorraine Valdez Pierce, *Autentic Assessment for English Language Learners*, (America: Addison-Wesley Publishing Company, 1996), p. 98.

¹⁴ Wadsworth, *Assessment: In Special and Inclusive Education, Eleventh Edition*, (USA: Cengage Learning Press, 2010), p. 196.

Besides that, Nuttal says that there are five aspects of reading which the students should understand to comprehend a text well, they are determining main idea, finding specific information, reference, inference, and vocabulary. Comprehension can be regarded as a condition where certainly exist. Beside a pleasure activity that can increase the reader's knowledge about the information from the text, in language class reading can also consolidate and extend the reader's knowledge and skill in language.¹⁵

Based on the explanation above, it can be inferred that when the reader is reading a text, he/she becomes the most important thing in reading activity. Comprehension will make the reader able to determine the essence of the sentence or text and receive the main purpose of reading process. It is necessary for the readers because by comprehension the readers can get the aim of reading text.

In addition, by comprehending the text the students will find the gist of the text such as an important message or information from the text. As defined by Djuharie, reading comprehension is understanding of written text meaning to get the information which is needed from the text as efficiently as possible.¹⁶ When the students find the difficulties in reading, the teacher should be able to solve this problems.

¹⁵ C. Nuttal, *Teaching Reading Skills in a Foreign Language*, (London: Heinemann Educational Books, 1982), p. 234.

¹⁶ O.S. Djuharie, *Intensive Reading Bottom-Up Reading*. (Bandung: Yrama Widya, 2008), p. 112.

So, in assessing reading comprehension, there are some indicators.

The indicators are students able to:

- 1) Identify the topic from the text
- 2) Identify the main ideas from the text
- 3) Identify information that needed from the text
- 4) Understand the vocabulary from the text
- 5) Give conclusion from the text

There are some kinds of testing reading comprehension, like; multiple choice, short answer questions, cloze task, fill-in-the-blank, and so on, to measure students' reading comprehension, but, in this research, it can be choosed the multiple choice question.

A multiple choice question test item is usually set out in such a way that candidate is required to select the answer from a number of given options, only one of which is correct. The marking process is totally objective because the marker is not permitted to exercise judgment when marking the candidate's answer, agreement has already been reached as to the correct answer to each item.¹⁷

So, in advantages of multiple choice test are the answer have a clear because just there is one the answer of the question, save a time to correct, and easy to give a score of students based on true or false answer, whereas the disadvantages difficult to make a multiple choice answering and generally students just make a guess to answer the question.

¹⁷ Cyril J. Weir, *Communicative Language Testing*, (New York: Prentice Hall, 1990), p. 43.

6. Material of Reading Comprehension

In senior high school they learn about Reading Comprehension but they don't have subject it derictly. They learn English, so all of material in English combine it. The materials of reading comprehension are:

- a. transactional text: opening exchange (talking about identity)
- b. transactional text: opening exchange (congratulating and complimenting)
- c. transactional text: opening exchange (talking about intentions)
- d. descriptive text¹⁸

There is of material reading comprehension in SMA Negeri 1

Panyabungan:

Descriptive text

Task 1:

Now, read the text 1 carrefuly what do you think about the place described below?

Tanjung Puting National Park

Tanjung Puting National Park is an internationally famous ecotourism destination, which is located in the southwest of Central Kaimantan peninsula. Visitors from foreign countries come to this park because of its amazing nature. This is called a park, but unlike any park that that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most interesting animal in the world: orang utans.

Though the park is home to many animals, seeing orangutans is usually the visitors' main reason to visit the park. Orangutans, which literally mean, the man of the forest, are the largest arboreal animal on the planet. Most of their lives are spent in trees where orangutans travel from branch to branch by climbing or swinging with their long arms.

¹⁸ Kementrian Pendidikan dan Kebudayaan Republik Indonesia 2014 Draft 5 Maret 2016, *Bahasa Inggris SMA/MA/SMK/MAK*, p. 1, 20, 38, 50.

To see orangutans, we should go to Camp Leaky, which is located in the heart of Tanjung Puting National Park. Camp Leaky is a rehabilitation place for ex-captive orangutans and also preservation site. It is also a famous center for research about orangutans which has been conducted by the famous primatologist Dr Birute Galdikas since 1971. Here visitors can see daily feedings to orangutans at jungle platforms as part of the rehabilitation process to their natural habitat. This event gives them opportunity to see orangutans up close.

To reach the place, we should take a boat down Sekonyer river. The boat is popularly called perahu klotok which is a boathouse that can accommodate four people. The trip by the boat to Camp Leaky takes three days and two nights. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle.

The travelling in the boat offers an unforgettable experience. In daylight, on your way to Camp Leaky, you can see trees filled with proboscis monkeys, monkeys that have enormous snout which can only be found in Kalimantan. The monkeys anxiously await klotok arrivals. A troop of 30 light-brown monkeys may plunge from branches 10 meters or higher into the river and cross directly in front of the boat. These monkeys know that the boat's engine noise and the threat of its propeller scare crocodiles, which find these chubby monkeys delicious. At night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.

With such exotic nature, no wonder many tourists from foreign countries who love ecotourism frequently visit Tanjung Puting National Park. What about you?

Task 2:

Comprehension Question

Answer the following question briefly.

1. Based on the text, can you guess what ecotourism is. Give some examples of other ecotourism destinations
2. As one of ecotourism destination, what does Tanjung Puting National Park offer to tourists?
3. How is the park different from the parks in cities?
4. How is Camp Leaky related to Tanjung Puting National Park?

5. What does the word ex-captive tell you about the orangutans in Camp Leaky, which is a rehabilitation site for orangutans?
6. How can people reach Camp Leaky?
7. What is special about the means of transportation to Camp Leaky?
8. What can tourist enjoy during their trip to Camp Leaky?
9. Which do you think is the most interesting scene in Tanjung Puting National Park?
10. How important is the research by Dr. Birute Galdikas ?
11. What is the author's purpose in writing this text?
12. How is each paragraph related to each other?
13. What is the most dominant tense used in this text?¹⁹

Based on the explanations above, reading comprehension are understanding the meaning of text, and consequence associated with the act of reading, students know that reading comprehension is very important, cause comprehension is the process by which a person understanding the meaning of written or spoken language. In conclusion, reading comprehension is the ability of the reader to understanding of the text and comprehend the meaning of the text.

B. Read, Imagine, Describe, Evaluate and Repeat (RIDER) Strategy

1. Definition of RIDER Strategy

RIDER stands for read, imagine, describe, evaluate, and repeat. 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

¹⁹ *Ibid*, p. 53-54

improve reading comprehension for students. According to the Clark, RIDER is read the sentences from the text, make an image or picture in your mind, describe how the new images is different from the last sentences, evaluate the image to make sure it contains everything necessary and repeta the steps to RIDE as you read the next sentences.²⁰

RIDER is a visual imagery strategy for reading comprehension, this strategy make the students comprehend the text and the students can share with partner.²¹ Then Cusker and Oliver says that use of the RIDER strategy streghtens the students' comprehension to recall information. Students can be think to apply this strategy when reading. The complexity of the pictured developed in the students' mind as well as the complexity of the description will improve students' language competence.

From the explanations above, RIDER strategy can be concluded that first, RIDER strategy can make students active and skillful in the reading class since it provider many challenging activities. It activates the student's background knowledge by doing imagination through the text. Second, by doing the activities, the students read more actively and enthusiastically because they are more interested in finding out what happened. Third, this

²⁰ F. Clark, D. Deshler, J. Schumaker, G. Alley, and M. Warmer, *Visual and Self Questioning: Strategies to Improve Comprehension of Written Material* (Journal of Learning Disabilities, 2001), <http://cehs01.unl.edu/csi/Pdfs/rider.pdf> access on 10th December 2016

²¹ C. D Mercer, and A.R Mercer, *Teaching Students with Learning Problems*, Englewood Cliffs, New Jersey: Prentice- Hall, Inc.

strategy can motivate the students to read by imagination, what is coming to the students' mind when the teacher is giving them a text.

2. The Advantages and Disadvantages of RIDER Strategy

Talking about advantages means that talking about the benefit and the important thing that is get from RIDER strategy. According to Mercer in Diana's article, there are some advantages of rider Strategy:

- a. Through RIDER strategy, the students can be motivated in reading a monologue text
- b. The students can improve their ability in understanding text
- c. RIDER strategy can train the students to do something in squence, because they have guidance when they read the text, they read for a purpose.
- d. The RIDER strategy will help students to be responsible with what they have done
- e. The strategy can make the students relax and enjoyable in reading text
- f. This strategy is easy to do for teacher. Teacher can applies without many teaching media, the teacher still do it manually.²²

Based on explanation above, the advantages of RIDER strategy is make the students easy to understand and to comprehen the text. Additionally the students relax in reading text because they can describe and guess the picture in the text. For the teacher, do not need to using media too much.

The disadvantages is something loss in using RIDER strategy. The disadvantages is students low in write a text because they usual just

²² Diana Novita entitled "The Use of Read, Imagie, Describe, Evaluate, and Repeat (RIDER) Strategy in Teaching Listening Descriptive Text at Junior High School. Padang.2013. *Published*. p. 48.

read a text, so they think that write it don't need in reading comprehension.²³

3. The Procedures of RIDER Strategy

Munro stated in DE and T Language Support Program, there are some procedures of using RIDER strategy are as follows:

- 1) Teacher teaches the students the steps involved in RIDER
- 2) The strategy stages are facilitated by the use of cue cards
- 3) Teacher tells them they will making pictures in their mind about the text
- 4) Teacher selects a text for the students to read
- 5) Teacher asks the students to read a short section of the text and cue them to develop a picture as they read in their mind
- 6) Teacher asks the students to describe their picture in words
- 7) Teacher asks the students to discuss within the group
- 8) Teacher asks the students about their "picture". Has it changed? How?
- 9) Teacher keep working through this sequence to the end of the text.²⁴

Thus, the procedures of RIDER strategy begins with ask the students to comprehend the text. Then, using cue cards in guess the picture in their mind. After the text chosen the students connect their picture in mind to the text. Because they got picture they will describe the picture in the words with their group.

C. Review of the Related Finding

There are some of the related findings to this research. Many people had done research about English. First, Eni Yulia Ningsih, Rahayu Apriliawati

²³ *Ibid*, p. 49.

²⁴ DE & T Language Support Program Lewis & Lewis, 2006.

and Zainal Arifin conducted a research which entitles “Improving Students’ Reading Comprehension on Recount Text by Using RIDER Strategy”. They had done two cycles in the class VIII which it had found some problems in the reading comprehension. The mean score of students in the first cycle was 60.14. The researcher continue to the second cycle. The mean score of students was 69.16. In the third cycle students achievement was increased. The mean score was 79.84. Students’ achievement in reading comprehension was categorize very well. By using RIDER strategy, the students reading comprehension achievement in the class VIII improved significantly.

The second, Sri Wahyu Harlina researched about “The Use of RIDER (Read, Imagine, Describe, Evaluate and Repeat) Strategy in Teaching Reading Narrative Text to the Eleventh Grade Students of SMA Nasional Pati in 2015/2016 Academic Year”. Before give the treatment the mean score of students enough (59.89) and the students reading comprehension after used RIDER strategy was 75.22.

The third, Windika Arisnata researched about “The Effect of Using Read, Imagine, Describe, Evaluate, and Repeat (RIDER) Strategy toward Reading Comprehension on Narrative Text of The Second Year Stydents at SMPN 2 Pekanbaru”. Based on the analysis of data, the result shows that the score of T-test is 5.394, which greater than t-table at the 5% level of significance (2.00), and at 1% level of significance (2.65). It can be stated that $2.00 < 5.394 > 2.65$. The writer found that the mean score of the students’ reading

comprehension of post-test in experimental class was categorized into good level, while the post-test in control class was categorized into enough level. While, the result of Kp was 19.97%. It means this strategy gave 19.97% effect. It could be concluded that there was a significant effect of using RIDER strategy toward reading comprehension on narrative text of the second year students at SMPN 20 Pekanbaru.

D. The Conceptual Framework

In reading, there is a process of interaction between the reader and the text. Reading is a process in which the reader tries to take the knowledge from the text to people mind, some ideas, and trying to understand the writer.

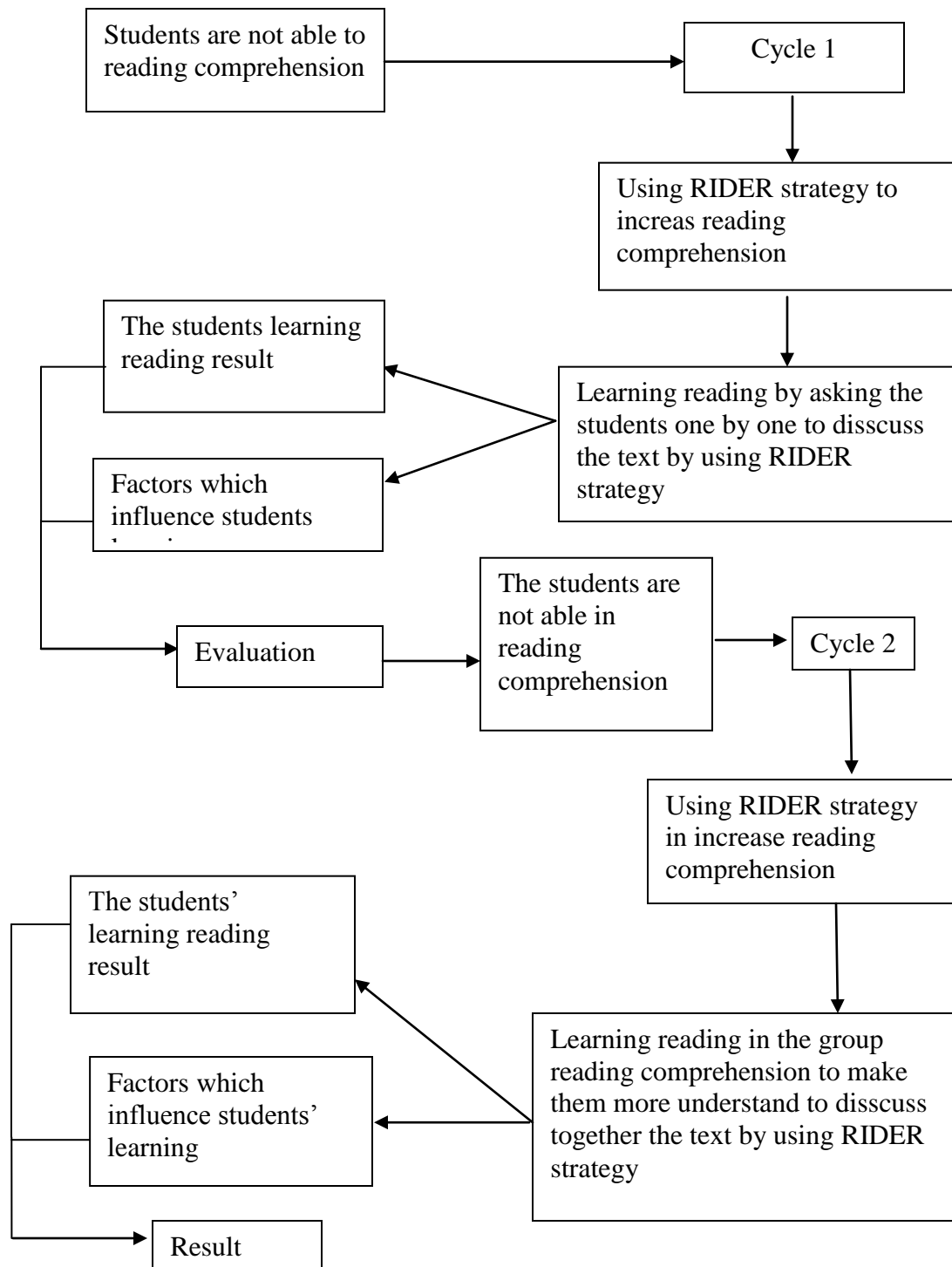
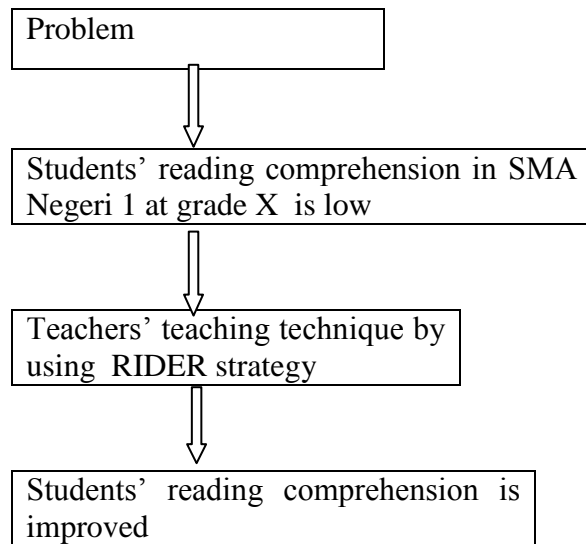


Figure 1: Conceptual Framework

RIDER strategy is one of many strategies in improving students' reading comprehension in reading strategy. RIDER strategy gives chance to the students faster to take meaning of the text. The relation of reading strategy on student's reading comprehension can be seen as follows



E. Hypothesis

The hypothesis is needed to show the writers thinking and expectation about outcomes of the research related to this study. The hypothesis of this research are:

1. RIDER (Read, Imagine, Describe, Evaluate, Repeat) strategy can improve the students' reading comprehension at grade X SMA Negeri 1 Panyabungan
2. RIDER (Read, Imagine, Describe, Evaluate, Repeat) strategy can not improve the students' reading comprehension at grade X SMA Negeri 1 Panyabungan

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research was conducted at SMA Negeri 1 Panyabungan. It was located at Jl. Sutan Soripada Mulia in the centre of the Panyabungan country.

This time of the research will start from September 2016 until finish. The grade X of students at SMA Negeri 1 Panyabugan.

B. Research Design

This research applied Classroom Actio Research (CAR). It is focused on individual or small group professional practice and it was not concern by makin general statement.¹ Anne Burn says that, classroom action research was part of a board movement that has been going on in education generally for some time, it involves taking a self reflective, critical, and systematic, approach to exploring your own teaching contexts.² Next, action research was any systematic inquiry conducted the teacher, researcher, principles, school counselor, or other stakeholder in the teaching learning environment to gather

¹ Michael J. Wallace, *Action Research for Language Teacher*, (USA: Cambridge University Press, 1998), p. 18.

² Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p. 2.

information about the ways that their particular schools operated; how they thought, and how their students learnt.³

So, it can be concluded that classroom action research that was known by CAR was done to improve aspect of teaching or to decide appropriates of certain activities or procedures or it is undertaken in a class or school setting and absolutely done by practitioners.

According to Kemmis and McTaggart in book *Doing Action Research in English Language Teaching* by Anne Burns, there are four phase:

- a. Planning
In this phase will identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context.
- b. Action
The plan is a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time
- c. Observation
This phase involves in observing systematically the effects of the action and documenting the contex, actions and opinions of those involved
- d. Reflection
At this point will reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue that have explored more clearly.⁴

³ Geoffrey E. Milss, *Action Research a guide for the teacher Research*, (New Jersey: Prentice, Hall, 2000), p. 6.

⁴ Anne Burns, *Op.Cit.*, p. 8.

The action and the observation can't be separated each other, because the teacher must the return observation while reading what is being done. Reflection is to propose what have done.

C. Subject of the Research

A self respective, systematic and critical approach to enquiry by participants who are the same time members of the research community.⁵ The participant of this research is the students at grade X-IPA 1, first semester in academic year 2017-2018 SMA Negeri 1 Panyabungan. The total of the students in X-IPA 1 is 36 students. It will be collaborated to teach learning process by applying RIDER strategy in the class.

D. The Instrument of Collecting Data

In conducting the research, it used three instruments for collecting data; test, observation, and interview as describe as follow paragraph:

a. Test

Test is used for determining the students'output from the lesson which is given. Brown defined test a method of measuring a

⁵ *Ibid*, p. 5.

person's ability, knowledge or performance in a given domain.⁶ It will used multiple choices tests. These test type can be scored objectively and measured learning measuring outcome directly.

In this research, the test consist of 40 items of multiple choices, with option (a, b, c or d) to examine students' reading ability in reading comprehension. It is devided into 20 for first cycle and 20 second cycle. The test given to the students to find out the ability of the students in reading comprehension, it will give 5 credit for the correct answer and 0 credit for incorrect answer. Thus, the maximum score of the test is 100 scores.

⁶ H. Douglas Brown, *Language Assessment, Principles and Classroom Practice*, (New York: Pearson Education, 2004), p. 3.

Table 1. Indicator of Reading Comprehension Test

| No | Indicators | Items | Number of Items | The value | Score | Total Score |
|--------------|--|-----------|-----------------|-----------|--------------------|-------------|
| 1 | Identify the topic from the text | 4 | 1,6,14,16 | 5 | 4 items x 5 scores | 20 |
| 2 | Identify the main idea from the text | 4 | 4,8,13,19 | 5 | | 20 |
| 3 | Identify information that needed from the text | 4 | 2,9,11,17 | 5 | | 20 |
| 4 | Understand the vocabulary from the text | 4 | 3,7,12,18 | 5 | | 20 |
| 5 | Give conclusion from the text | 4 | 5,10,15,20 | 5 | | 20 |
| Total | | 20 | | | | 100 |

Based on the above indicator, the scales are shown as follows:

Table 2. Score of the Result Test

| Range of Real Score | Category |
|---------------------|---------------------|
| 81-100 | Excellent/very good |
| 61-80 | Good |
| 41-60 | Enough |
| 21-40 | Poor |

Source: *Riduan, Belajar Mudah Penelitian untuk Guru- Karyawan dan Penelitian Pemula*

b. Observation

Observation is one of instruments to get information not only about person but also the environment. Anne Burn states that observation notes is a simple form and the data are not counted but

using note to describe what happen in the classroom.⁷ This seaseon the researcher as only an observer. The reseracher observed the students' activities and teacher activities during the teaching-learning process and the factors which influenced the teaching-learning process. As the explanation above, the observation in learning and teaching process as below:

- 1) Using RIDER strategy
- 2) Vocabulary mastery
- 3) Making conclusion
- 4) activity in the class
- 5) Permission during the class
- 6) Distrubing in the class
- 7) Absent
- 8) Doing the task

c. Interview

Interview is a technique of collecting the data by using oral communication or a media to be certain. According to Hornby states that interview is to talk somebody and ask his/her question at a formal meeting to find out if he/she is suitable for job or study.⁸ The interview

⁷ *Ibid*, p. 67.

⁸ A. S Hornby, *Op. Cit.*, p. 788.

is conducted to the English teacher and students of SMA Negeri 1 Panyabugan.

It will observed teachers' activity and students' activity in reading comprehension by using RIDER. It interviews the problem based on the indicator by using RIDER strategy in comprehend descriptive text, they were:

- 1) The students' problem in identifying the topic from the text
- 2) The students' problem in identifying the main ideas from the text
- 3) The students' problem in identifying information that needed from the text
- 4) The students' problem in understanding the vocabulary from the text
- 5) The students' problem in giving conclusion from the text

E. The Procedures For Classroom Action Research

This action research follow the model that is developed by Kemis and Robin. It is a famous representation of the action research "spiral" that contain four stages; planning, acting, observing and reflecting.

The model is described in the following figure, Action Research Spiral as follows:⁹

⁹ Ortrun Zuber-Skerrit, *New Direction in Action Research*, (London: The Falmer Press, 1996), p.14

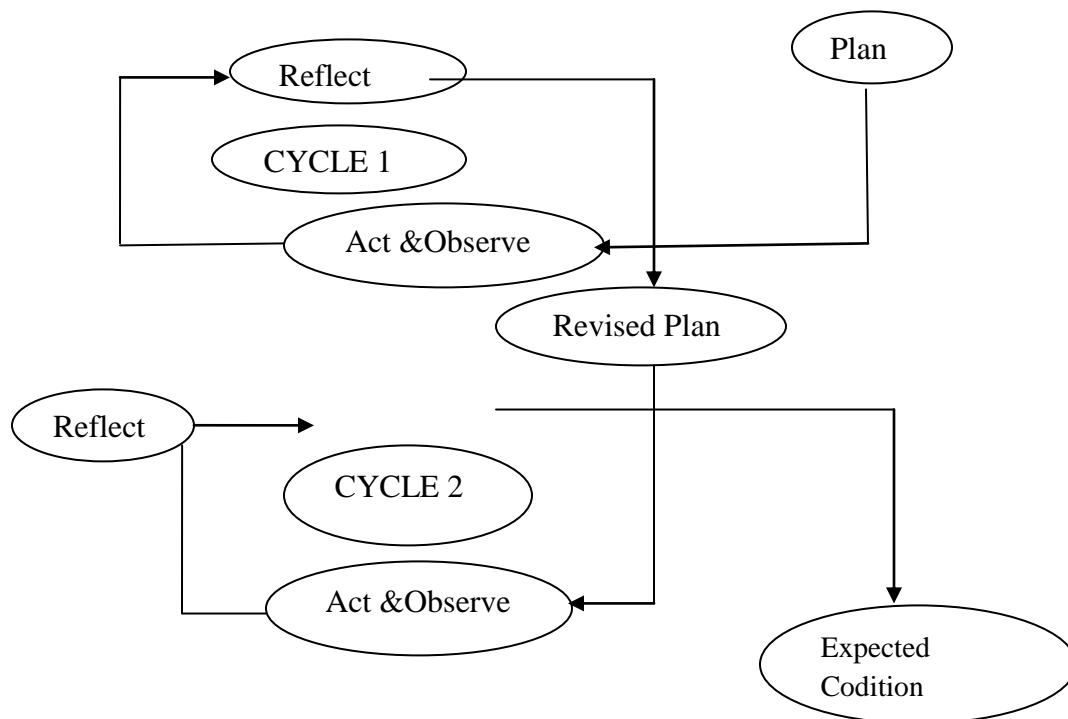


Figure 2: Action Research Spiral

In the research applied two cycles. Each cycle consisted of two meetings with 90 minutes for each meeting. So, there are four meetings during research process. Each cycle consisted of four steps; planning, action, observation and reflection. For the first cycle the students' reading comprehension is measure and their reading comprehension is analysis. The second cycle, the students' will be easy to understand, to get information and to comprehend English text in reading comprehension.

1. Cycle 1

a. Planning

Planning is arrangement of doing something. There is many activities that will plan, they are:

- 1) Making lesson plan that is consist of the step of the action
- 2) Preparing teaching material of reading comprehension by using RIDER strategy
- 3) Preparing the instrument for collecting data, observation and test

b. Action

Action is implemantion of planning. In this procedure, students think how to read the material and answer the question based on material using RIDER strategy. The procedures of action are:

- 1) Teacher explain about the research and its objectives to the students
- 2) Teacher introduces reading comprehension material
- 3) Teacher will explain about the material
- 4) Teacher will ask students to read the material
- 5) Teacher will ask students to answer the question
- 6) Teacher will ask the students to discuss and answer the question

- 7) Teacher collect the students answer
- 8) Teacher check the students answer
- 9) Teacher give some information about the next topic for the next meeting.

c. Observation

This research, the observation are:

- 1) Observing the execution of RIDER strategy
- 2) Observing students' reading comprehension
- 3) Evaluating students by taking the score of students' reading comprehension

d. Reflection

- 1) Discussing with collaborator about the action
- 2) Making some consideration the next action the students' problem in reading comprehension
- 3) Analyzing the finding data
- 4) Analyzing the weakness of learning process
- 5) Reflecting how is RIDER strategy done
- 6) Evaluating or interpreting the data gotten from the class and make decisions for the next meeting

2. Cycle 2

a. Planning

- 1) Arranging the lesson plan

- 2) Determining the lesson material
 - 3) Designing the procedures of teaching
 - 4) Preparing the instrument for students, teacher and observer
- b. Action
- 1) Analyzing the reflection result in the first meeting and expend to repair to be do in the next meeting
 - 2) Rearranging the classroom management
 - 3) Applying the RIDER strategy
 - 4) Giving the material to the students and apply RIDER strategy when they reading comprehension
 - 5) Explaining to the students to guess better than cycle 1
 - 6) Collecting the students' worksheet result
 - 7) Checking the students worksheet result
- c. Observation
- 1) Monitoring the teaching-learning by using RIDER strategy
 - 2) Discussing the problem in process learning and giving solution
 - 3) Observing students' reading comprehension by using instrument
- d. Reflection
- 1) Analyzing the weakness and teacher progress when RIDER strategy was done

- 2) Reflecting the teaching and learning result of the researcher and students by using RIDER strategy
- 3) Evaluating or interpreting the data that had got from the class

F. Technique of Analyzing Data

In technique of analyzing data, the researcher uses quantitatives and qualitative data. Quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of reading test. Qualitative data is used to describe the situation during the teaching process. The process of data analysis involves making sense out of text.

To know the means score of students' for each cycle, the researcher applies the following formula:

$$M = \frac{\sum fX}{N}$$

Explanation:

M : the mean of the students

$\sum fX$: the total score

N : the number of the students¹⁰

Moreover, to count the percentage of students through RIDER strategy, the researcher use the formula as follow:

¹⁰ Hatoni, *Statistik: Untuk Penelitian* (Yogyakarta: Pustaka Pelajar Offset, 2004), p. 30.

$$P = \frac{R}{T} \times 100\%$$

Explanation:

- P : the percentage of students who get the score 75
 R : the number of students who get the score up 75
 T : total number of students do test¹¹

After calculating and scoring students' answer sheets, then their score are consulted the classification quality on the table below:

Table 3: The Classification Quality of Students' Score

| NO | Percentage | Criteria |
|----|------------|----------------------|
| 1 | 0%- 20% | Very low |
| 2 | 21%- 40% | Low |
| 3 | 41%- 60% | Enough |
| 4 | 61%- 80% | Good |
| 5 | 81%- 100% | Excellent/ Very good |

Source: Zainal Aqib, et.al., *PTK Untuk Guru SMP, SMA, SMK*

After the researcher find the mean scores of all students, it is the consulted to the criteria as follows:

- a. If the value of the mean score 81-100%, it can be categorized into very high
- b. If the value of the mean score 61-80%, it can be categorized into high
- c. If the value of the mean score 41-60%, it can be categorized into enough
- d. If the value of the mean score 21-40%, it can be categorized into low
- e. If the value of the mean score 0-20%, it can be categorized into very low¹²

¹¹ Zainal Aqib, et.al., *PTK Untuk Guru SMP, SMA, SMK* (Bandung: CV.Yrama Widya, 2008), p. 205.

Qualitative data is used to describe the situation during the teaching process. In analyzing qualitative data, the researcher followed the technique that developed by Gay and Airasian which consist of five steps as follows:

- a. Data managing
This step involves creating and organizing the data collected during the research in a form that facilitate analysis. The purpose of data managing is to organize the data, to check for completeness and to start analyzing the data.
- b. Reading
This step concerns with reading the data recorded in the field notes, transcription of the interview data and observation sheets in order to get a explanation of the data.
- c. Description
This step devoted to address the issue on what happen in the field based on the collected data.
- d. Classifying
In this step concern with grouping every small pieces of data into the larger categories in order to make explanation and to find the connection among the data.
- e. Interpreting
In this step, data is interpreted based on the connections, common aspects, and relationship among the data pieces, categories and pattern.¹³

¹² Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Penelitian Pemula* (Bandung: Alfabeta, 2005), p. 89

¹³ L. R. Gray and Peter Airasian, *Op.Cit.*, p. 240-249.

CHAPTER IV

RESEARCH RESULT

After finished the research in SMA Negeri 1 Panyabungan, it discussed about the way to improve students' reading comprehension by using read, imagine, describe, evaluate and repeat (RIDER) strategy at grade X SMA Negeri 1 Panyabungan. Then, it is described about the data description from the test and observation result , the comparative result of the action, the discussion of the research finding and treats of the research.

A. Data Presentation

The data description in this research described about all of things that have been found in the class when

The teacher did the research with co-teacher. The data could be found from learning process in every cycle. It was based on the instrument: test, interview and observation. The researcher described that in cycle 1 and cycle 2.

1. Students' Achievement

a. Cycle 1

In the first cycle was done at 8th until 10th November 2017. In this case, the cycle was conduted for two meetings. In SMA Negeri 1 Panyabungan, the meeting was done 90 minutes. Every meeting was done for 2 x 45 minutes. So two meetings were done for 4 x 45 minutes or 180 minutes. This is the data description in the first cycle, as follows:

1) Learning Process in First cycle

First, the researcher and co-teacher came to the X IPA 1 class. The English teacher took a seat and gave the researcher a chance to handle the class. Step one researcher prepared lesson plan that was consist of the step of the action. After making the lesson plan, researcher preparing teaching material of reading comprehension by using RIDER strategy and also preparing the instrument for collecting data, observation and test.

Then, the researcher began by greeting. Explained about the research and its objectives to the students. After that, she introduced reading comprehension material. Then, researcher explained about material, the material about descriptive text. The researcher gave the text to the students. The text were Jakarta City and Istanbul an-old City. Here, students read text that had given to them. Next, researcher asked students to imagine the picture in their mind based on the text. Then, the reseacher asked students to describe the picture that they had in their mind after read and imagine. After that, the sudents had to make sure about what the picture in their imaginations. The last, student had to think about what is going to happen next, they had to repeat the process and ask students to read the material. The researcher asked the students if they still not understand the steps. Some of them still confused about the describe of picture. The researcher repeat again the steps

of RIDER strategy. After students done the steps, the researcher asked students to answer the question by picture that researcher given. The researcher showed the printed picture to the students and asked them, how is it? Is it appropriate with their picture that had saved in their mind?

After that, students asked to discuss and answer the question based on the text. Researcher give the test to the students. Every students had one paper. The last, researcher give some information about the topic for the next meeting.

Whereas, while the teaching and learning were applied, the researcher gave the observation sheets to the co-teacher that she should make the checklist about the students' activity in learning process and the teacher's activity in teaching activity. From the observation researcher decided that the students were in problem. Most of them did not read the text and they did not describe the picture that had imagine in their mind. So they could not get the point what the researcher asked them. Several of them did not follow the instrucion. They still made conversation with their friends, they just did what they wanted. Eventhough the researcher has prepared the lesson plan the explained the learning material, researcher monitored every step that has been planned in the lesson plan, made the time allocation effeciently as SMA Negeri 1

Panyabungan decided (90 minutes), but some students were uncontrolled.

In reflection, researcher discussed to the co-teacher to be better in next cycle. Researcher, making some consideration to the next action about the students' problem in reading comprehension. Next, analyzing the data of students and the weakness of learning process. After that, reflecting how was RIDER strategy done in the class. The last, evaluating and interpreting the data gotten from the class and make decisions for the next meeting.

There are 36 students in the class. There are some levels score of them. There were 8 students got 60 score, 8 students got 65 score, 8 students got 70 score, 7 students got 75 score, 3 students got 80 score, 1 students got 85 score and 1 students got 90 score.

From the scores of students, it could be concluded that there were 12 students passed the Minimum Mastery Criterion (KKM), that is 75 score. Meanwhile the others did not pass the KKM. There are 24 students who got score before 75 score. Two students categorized into very good criteria, twenty six students were categorized into good criteria and eight students were categorized into enough criteria. The result reading comprehension score was presented in the following table:

Table 4. Students' Reading Comprehension Score in First Test

| NO | Student's Initial | Reading Comprehension Score | | | | | Total | Score (Total x 5) |
|--------------------|-------------------|-----------------------------|------|------|------|------|-------|-------------------|
| | | 1 | 2 | 3 | 4 | 5 | | |
| 1 | AFH | 2 | 3 | 2 | 3 | 4 | 14 | 70 |
| 2 | AP | 3 | 2 | 4 | 3 | 2 | 14 | 70 |
| 3 | AI | 3 | 2 | 2 | 2 | 3 | 12 | 60 |
| 4 | DN | 2 | 4 | 2 | 3 | 2 | 13 | 65 |
| 5 | FA | 3 | 3 | 3 | 4 | 2 | 15 | 75 |
| 6 | FS | 4 | 3 | 2 | 4 | 3 | 16 | 80 |
| 7 | GF | 3 | 3 | 2 | 3 | 2 | 13 | 65 |
| 8 | HC | 3 | 3 | 2 | 3 | 1 | 12 | 60 |
| 9 | IGE | 4 | 2 | 3 | 3 | 3 | 15 | 75 |
| 10 | ILS | 3 | 3 | 4 | 3 | 1 | 14 | 70 |
| 11 | JRN | 3 | 3 | 3 | 3 | 2 | 14 | 70 |
| 12 | MAL | 3 | 3 | 2 | 3 | 2 | 13 | 65 |
| 13 | MH | 4 | 2 | 3 | 3 | 4 | 16 | 80 |
| 14 | MYP | 3 | 4 | 3 | 3 | 2 | 15 | 75 |
| 15 | NSD | 4 | 2 | 1 | 3 | 3 | 13 | 65 |
| 16 | NS | 2 | 2 | 3 | 2 | 3 | 12 | 60 |
| 17 | NA | 3 | 4 | 1 | 3 | 2 | 13 | 65 |
| 18 | NM | 4 | 4 | 3 | 3 | 3 | 17 | 85 |
| 19 | OA | 4 | 3 | 1 | 2 | 2 | 12 | 60 |
| 20 | RA | 3 | 3 | 2 | 3 | 4 | 15 | 75 |
| 21 | RS | 4 | 2 | 3 | 1 | 3 | 13 | 70 |
| 22 | RM | 2 | 3 | 2 | 2 | 3 | 12 | 60 |
| 23 | RSG | 4 | 2 | 3 | 3 | 3 | 15 | 75 |
| 24 | RPL | 3 | 2 | 2 | 3 | 3 | 13 | 65 |
| 25 | RA | 4 | 3 | 3 | 4 | 4 | 18 | 90 |
| 26 | RF | 3 | 2 | 2 | 3 | 2 | 12 | 60 |
| 27 | SS | 2 | 3 | 3 | 3 | 4 | 15 | 75 |
| 28 | SDS | 2 | 3 | 2 | 3 | 2 | 13 | 65 |
| 29 | SR | 3 | 2 | 3 | 3 | 2 | 13 | 65 |
| 30 | SNS | 3 | 4 | 1 | 3 | 3 | 14 | 70 |
| 31 | TWJ | 4 | 4 | 3 | 2 | 3 | 16 | 80 |
| 32 | WD | 4 | 3 | 1 | 3 | 3 | 14 | 70 |
| 33 | WA | 3 | 2 | 3 | 3 | 3 | 14 | 70 |
| 34 | WH | 3 | 3 | 3 | 1 | 2 | 12 | 60 |
| 35 | YP | 4 | 4 | 3 | 2 | 2 | 15 | 75 |
| 36 | ZN | 3 | 3 | 2 | 2 | 2 | 12 | 60 |
| Total Score | | 114 | 103 | 82 | 100 | 94 | 458 | 2500 |
| Mean | | 3.17 | 2.86 | 2.28 | 2.77 | 2.61 | 12.72 | 69.44 |
| Percentage | | | | | | | | 33% |

After getting students' reading scores in the first cycle, the researcher found the students achievement were categorized into good criteria. However, it was still unsatisfied, because there were 24 students who did not pass the test. It means that the first cycle was not satisfied. It caused students' reading comprehension still need improvement in the second cycle.

Researcher designed the data that could show students' difficulties to identify information that needed in the text. The students score showed that they were less to identify the information that needed in the text. It was based on the data indicator achievement from test in first cycle. The classification of students' score would describe as the following table.

Table 5 : The Classification Quality of Students' Score in the First Cycle

| NO | Classification | Criteria | Total of students | Percentage |
|--------------|----------------|----------------------|-------------------|-------------|
| 1 | 0% - 20% | Very low | - | - |
| 2 | 21% - 40% | Low | - | - |
| 3 | 41% - 60% | Enough | 8 | 22.22% |
| 4 | 61% - 80% | Good | 26 | 72.22% |
| 5 | 81% - 100% | Excellent/ Very good | 2 | 5.56% |
| Total | | | | 100% |

Rochiati said that, the result of collecting data from various technique of collecting data such the activity of observation, interview, the book of day, the result of coding and categorization, analysis and reflection as long as the cycles done and reported in this chapter.¹

¹ Rochiati Wiriaatmadja, *Metode Penelitian Tindakan Kelas*, (Bandung: PT Remaja Rosdakarya, 2006), p. 204.

b. Cycle 2

The second cycle was done at 18th until 20th November 2017. In this case, the cycle was conducted for two meetings. In SMA Negeri 1 Panyabungan, the meeting was done 90 minutes. Every meeting was done for 2 x 45 minutes. So two meetings were done for 4 x 45 minutes or 180 minutes. This is the data description in the first cycle, as follows:

1) Learning Process in Second Cycle

After calculating the result of students in reading descriptive text comprehension, the result did not achieve the target in KKM. Researcher and Co- teacher discussed the result in evaluation, the output observation, and also interview with students. Then we discussed again in reflecting. In fact, researcher should improve it in the second cycle. Researcher would give the solution in the second cycle.

Firstly, the researcher modified the previous lesson plan on the result in the first cycle test. Researcher re-arranged the lesson plan by making the RIDER strategy in group work. Researcher ordered the students to have full of motivation, be active, be enthusiastic for teaching by explaining again what the purpose of using RIDER strategy in reading comprehension. The researcher did not forget to ask them about their difficulties based on the interview in the first cycle.

Next, in action, researcher explained again about the purpose and advantages of RIDER strategy to read descriptive text. Researcher asked students to make 6 groups which 6 students for each group. The researcher used group to discuss the text. It used because to made students spirit in learning process. The researcher thought if they do it together they could follow the instruction. Furthermore, the researcher had picture as a media to show them after they imagine and describe the picture of the text.

The researcher explaining the RIDER strategy again. The researcher gave the text for each group. First, students read text that the researcher gave them. Next, researcher asked students to imagine the picture in their mind. Then, the reseacher asked students to describe the picture that they had in their mind after read and imagine. After that, the sudents had to make sure about what the picture in their mind. After they imagine the picture, the researcher showed them the picture that suitable to the text. Did it change? Some of students thought same to the picture that researcher showed. They were very enthusiasm to did the instruction. It could see from the researcher showed the picture, they said yes of course it was the picture. They also full spirit to did this.

Whereas, while the discussing about the text, the researsher observed, they had been change than before, they were very

enthusiasm, very spirit, more calmly and they did instruction. If they found something difficulties for them they asked the friend beside him/her. Their friend also gave the explanation but if the students could not answer, so they asked the researcher. The researcher did not tire to give solution as a motivation. The researcher said that RIDER strategy would be useful for them. It caused they could imagine the picture in their mind, it could make them easier to describe and to know well about the text. It could make reading was not boring.

The researcher gave students some question in 20 multiple choices test. Each question consist of topic, main idea, information that needed, vocabulary and conclusion in the text. The students answer the questions very enthusiastic. They was so relax and enjoy because they had imagine and describe of the text after they read. So they could connect to the questions.

As a reflection from the second test, after calculating students' reading comprehension, the researcher had known the result of the test. Actually, the result did improve in the second cycle. Most of students were able to identify topic, identify main idea, identify information that needed from the text, identify vocabulary and give the conclusion. The score of students' reading comprehension would be seen below:

The students' score were 2 students got 70 score, 4 students got 75 score, 11 students got 80 score, 10 students got 85 score, 4 students got 90 score and 5 students got 95 score.

From the scores of students, it could be concluded that there were 34 students passed the Minimum Mastery Criterion (KKM), that is 75 score. Meanwhile 2 student did not pass the KKM. Nineteen students categorized into very good criteria, seventeen students were categorized into good criteria. The classification of students' score would describe as the following table.

Table 7 : The Classification Quality of Students' Score in the Second Cycle

| NO | Classification | Criteria | Total of students | Percentage |
|--------------|-----------------------|----------------------|--------------------------|-------------------|
| 1 | 0% - 20% | Very low | - | - |
| 2 | 21% - 40% | Low | - | - |
| 3 | 41% - 60% | Enough | - | - |
| 4 | 61% - 80% | Good | 17 | 47.2% |
| 5 | 81% - 100% | Excellent/ Very good | 19 | 52.8% |
| Total | | | | 100% |

After getting students' reading scores in the second cycle, the researcher found the students achievement were categorized into very good criteria. Students' score in the second cycle was not only very good, but also satisfied. Furthermore, from 36 students in the class X IPA-1, just 2 student did not pass the KKM. It was 70 score. By using RIDER strategy, the students'

descriptive text comprehension achievement in class X IPA-1 improved significantly.

c. The Comparative Result of the Action

The students' reading comprehension score was improved from the first to the second cycle test. The researcher gave the test in each 2 lesson plans. After teaching them, the researcher give them test in the next meeting by using multiple choice test

Fistly, the evidence can be looked from the mean score of the students. There were 36 students in the class. There were some levels of them. The mean score in the class was 69.44 score. Actually, there were 12 students passed the Minimum Mastery Criterion (KKM), that is 75 score. Meanwhile the others did not pass the KKM. There are 24 students who got score before 75 score. There was the formula to calculate the mean score:

$$M = \frac{\sum fX}{N}$$

$$M = \frac{2500}{36}$$

$$M = 69.44$$

It can be concluded that mean score of students in the first cycle was 69.44 score. Based on the standard of the value in SMA Negeri 1 Panyabungan, it coul be categorized as a average.

Next, researcher need to calculate the percentage of students' score who passed the Minimum Mastery Criterion

(KKM). To know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) in the first cycle, researcher used formula below:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{12}{36} \times 100\%$$

$$P = 33\%$$

Secondly, the students' score were 2 students got 70 score, 4 students got 75 score, 11 students got 80 score, 10 students got 85 score, 4 students got 90 score and 5 students got 95 score.

From the scores of students, it could be concluded that there were 34 students passed the Minimum Mastery Criterion (KKM), that is 75 score. Meanwhile 2 student did not pass the Minimum Mastery Criterion (KKM). There was the formula to calculate the mean score:

$$M = \frac{\sum fX}{N}$$

$$M = \frac{3005}{36}$$

$$M = 83.47$$

It can be concluded that mean score of students in the first cycle was 83.47 score. Based on the standard of the value in SMA Negeri 1 Panyabungan, it could be categorized as a good category.

Next, researcher need to calculate the percentage of students' score who passed the Minimum Mastery Criterion

(KKM). To know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) in the first cycle, researcher used formula below:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{34}{36} \times 100\%$$

$$P = 94.4\%$$

There was the chart can show the differences of improvement of students' reading comprehension. It will show the comparison mean score between first cycle and second cycle.

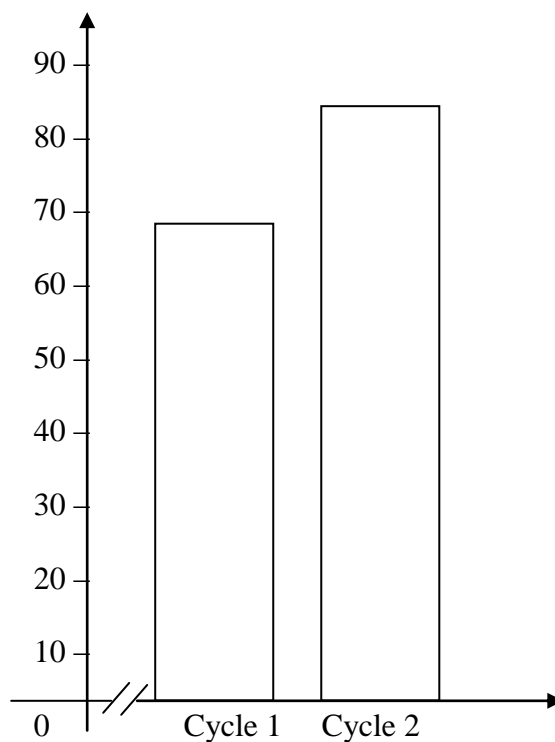


Figure 3: The Comparison Mean Score between First Test and Second Test (First Cycle and Second Cycle)

Based on the chart above, it can be concluded that the researcher's hypothesis was accepted. RIDER strategy could improve students' reading comprehension at grade X of SMA Negeri 1 Panyabungan.

There was the calculation of students' reading comprehension. It will show the improvement from first cycle to second cycle.

Finally, the RIDER strategy could improve students' reading comprehension in the X IPA-1 class. The students interested to read descriptive text. Then, it made the students focuses and active in the class. Students became interesting to find out topic, main idea, information, vocabulary, and conclusion in the descriptive text. It could be concluded from the significant improvement of score of students. It was 69.44 (33%) in the first cycle and 83.47 (94.4%) in the second cycle.

2. Influencing Factors

There were two influencing factors in this research that would be explained from the students achievement in doing the tests, observation notes and interview the students' mistake in teaching-learning process. The influencing factors were internal and external factors, as;

a. Internal Factor

Internal factors came from the indicator of reading comprehension directly. Researcher would identify students' events based on the indicators. So, researcher used the indicator as the internal factor in this research. Researcher

and co-teacher found that students had problem on each indicator such as identify the topic from text, identify the main idea from the text, identify the information that needed from the text, understand the vocabulary from the text and give conclusion from the text. Therefore, the researcher gave explanation below:

1. Identify the topic

There were 4 items of identify the topic in reading test. In cycle 1, from 36 students in the class, 12 students answered all the items correctly, 18 students answered 3 items correctly and 1 item wrong, 6 students answered 2 items correctly and 2 items wrong. So the average of their grade in this indicator was 3.17.

Researcher and co-teacher found some problem of students to identify the topic from the text (descriptive text). Mostly, students are right in answering this question, because it was simple, easy and comfortable. Beside that, base on the interview, MNA, MYP, and SDS, said that they were in confuse in answering the question² and DN, HC, and NA admitted their lack in identifying topic was caused by their lack of vocabulary.³

² M. Naodily Alfi'i Lbs, Mhd Yuga Pulungan and Sari Dewi Siswanto as students at grade X SMA N 1 Panyabungan, *Private Interview* at November 10th 2017

³ Dhea Nurfaizah, Hazwan Chaitami and Nur Azizah as students at grade X SMA N 1 Panyabungan, *Private Interview* at November 10th 2017

Some of students hurry in answering the question of test. They think that the test did not important for us so they did it so trivial. Some of them also did not know what is the instruction of test. They just did it with read the question derictly whithout read the instruction.

In summary, students' problem were difficult to identify the meaning of word that refers to topic sentences; confuse to find the topic whether it was in the first or last paragraph. These problrm occured because they argued the vocabularies in this text were unfamiliar for them; they got misunderstanding about the topic position. These problem data gathered from students in more different statement or had been saturated.

For solving the problem in identify the meaning of words that refers to the topic, researcher taught them to reconstruct the word they know in that refers to the topic be an interpreting as survey the meaning of he words in that sentence.

For find the topic that wether in the first or last paragraph, the researcher mention about some of topic located in the first paragraph. So, the students easier to find the topic. So, the students were not necessary for wasting time to answer those question.

As a result, students achievement in this indicator was improved. As the cycle 1 test, there were 4 items of identify the topic in reading test of cycle 2. From 36 students in the class, 21 students answered all of items correctly, 15 students answered 3 items correctly and 1 item wrong. So, the average of their grade in this indicator was 3.58.

2. Identify the main idea

There were 4 items of identify the main idea in reading test. In cycle 1, from 36 students in the class, 7 students answered all the items correctly, 17 students answered 3 items correctly and 1 item wrong, 12 students answer 2 items correctly and 2 items wrong. So, the average of their grade in this indicator was 2.86

Researcher and co-teacher had found some problem of students to identify the main idea from the text (descriptive text). Based on the interview, AI, OA, and WA.⁴ They said that identify the main idea from the text that they confuse to different of the main idea and topic, so it could make they confuse to identify it; they considered it was same between main idea with topic wich made them answered the question items. AF and

⁴ Atikah Ismail, Oktomi Ahmad Al Faridzi and Wahyu Aditya as students at grade X SMA N 1 Panyabungan, *Private Interview* at November 10th 2017

RP admitted their lack in identify the main idea from the text caused by their lack of understanding of main idea. It was almost same with the students before, they thought that main idea only in the first of sentences generally.⁵

The solution of this problem are the researcher explained again about main idea. The researcher also clarified to the students that finding main idea was not only in the first of the first sentence but also in the other sentences.

For students difficulty to different the main idea and the identify topic, researcher gave confirmation after that topic sentence placed in the first or the last paragraph and also the topic can find in the text directly, but the main idea did not find in the text directly, it can be abstract.

As a result, students achievement in this indicator was improved. As the cycle 1 test, there were 4 items of Identify the main idea in reading test of cycle 2. from 36 students in the class, 18 students answered all the items correctly, 15 students answered 3 items correctly and 1 item wrong, 3 students answered 2 items correctly

⁵ Ahmad Fauzan Hsb and Reza Pausi Lubis as students at grade X SMA N 1 Panyabungan, *Private Interview* at November 10th 2017

and 2 items wrong. So, the average of their grade in this indicator was 3.41.

3. Identify information that needed from the text

There were 4 items of identify information that needed from the text in reading test. In cycle 1, from 36 students in the class, 2 students answered all the items correctly, 16 students answered 3 items correctly and 1 item wrong, 13 students answered 2 items correctly and 2 items wrong, 5 students answered 1 item correctly and 3 items wrong. So, the average of their grade in this indicator was 2.28.

Problem faced by the students were difficult to interpret what they have been read in order to identify what is the information that needed in the text. The problem due to they were unable to connect their information from text because some of students did not know the meaning of the text.

Based on the interview, IG and RF, they said that they felt difficult in identify information that needed from the text because they did not know what the meaning of the text. They did not know what the meaning of the text, they lost meaning of the text because the lack in vocabularies. Based on their grade

of this item could look that to identifying the information needed from the text was the lowest and it needed to more improvement.

In conclusion, the students problem were difficult to make reationship between the text to their background knowledge, difficult to interpret what they have been read in order to identify the needed information in the text, their lack in vocabulary mastery.

For solving the problem in difficult to make relationship between text to their background knowledge, researcher gave them some preview question before they start reading the text and interrupted a story in the middle to make question about what would happen.

For interpreting what they have been read in order to identify the information needed in the text, researcher making relationship between the parts of story that teacher have said and what they read.

As a result, students achievement in this indicator was improved. As the cycle 1 test, there were 4 items of identify information that needed from the text in reading test of cycle 2. From 36 students in the class, 9 students answered all the items correctly, 19 students

answered 3 items correctly and 1 item wrong, 7 students answered 2 items correctly and 2 items wrong, 1 student answered 1 item correctly and 3 items wrong. So, the average of their grade in this indicator was 3.

4. Understand the vocabulary

There were 4 items of identify the topic in reading test. In cycle 1, from 36 students in the class, 3 students answered all items correctly, 24 students answered 3 items correctly and 1 item wrong, 7 students answered 2 items correctly and 2 items wrong, 2 students answered 1 item correctly and 3 items wrong. So, the average of their grade in this indicator was 2.77

Problem faced by the students were difficult to identify the unfamiliar vocabulary items, difficult to identify the meaning of word in the text. The problems occurred due to their lack of vocabulary mastery which made them difficult to find the meaning of underline words.

Based on the interview (saturation data), the students difficult to identify the unfamiliar vocabulary. They confuse in answer the question. So, they were difficult to identify the underline word in the text. They also lazy to open and look the dictionary.

The solution of this problem in understand the vocabulary items, researcher asked students to looking for the meaning of difficult word in dictionary. For difficult to interpret the meaning of the word, researcher conducted the action by asking them to see the sentence before the difficult word and ask them to make a connection with the meaning of the word.

As a result, students achievement in this indicator was improved. As the cycle 1 test, there were 4 items of understand the vocabulary in reading test of cycle 2. from 36 students in the class, 16 students answered all the items correctly, 18 students answered 3 items correctly and 1 item wrong, 4 students answered 2 items correctly and 2 items wrong. So, the average of their grade in this indicator was 3.38.

5. Give conclusion

There were 4 items of identify the topic in reading test. In cycle 1, from 36 students in the class, 5 students answered all of items correctly, 14 students answered 3 items correctly and 1 item wrong, 15 students answered 2 items correctly and 2 items wrong, 2 students answered 1 item correctly and 3 items wrong. So, the average of their grade in this indicator was 2.61

Problem faced by the students were difficult to conclude the story in the text; misunderstanding about the position of conclusion. The students' did not understand what is the text talking about which made them difficult to construct the meaning of the text or conclude the story. They considered the conclusion is always in the last paragraph or the ending of the text which made them had wrong answered in some questions.

Based on the interview, they said that they thought conclusion come from the last paragraph. Mostly, students still confused to conclude the text. They confused to choose the similiar answer. They also felt difficult to arranged the word to make a sentence.

The conclusion, students' problem were difficult to conclude the story in the text, misunderstanding about the conclusion' position, they did not understand what the text was talking. These problem data gathered from them and had been saturated.

The solution of this problem are explained again about conclusion of the text and also give example based on the text, researcher emphasized that the

conclusion of the text could be in the last paragraph and in the end of the text.

As a result, students achievement in this indicator was improved. As the cycle 1 test, there were 4 items of give the conclusion from the text in reading test of cycle 2. from 36 students in the class, 16 students answered all of the items correctly, 15 students answered 3 items correctly and 1 item wrong, 5 students answered 2 items correctly and 2 items wrong. So, the average of their grade in this indicator was 3.30.

b. External Factor

1. Motivation

The first, motivation did influence students reading comprehension. Motivation was the one external factors in the first cycle. Some of students at grade X of SMA Negeri 1 Panyabungan had a motivation when learning of them. However, there were 5 students (AF, HC, NS, RS and SS) who had not motivation in reading comprehension (descriptive text).⁶ It caused by the factor that they did not interest to English lesson. Furthermore, they did not know to read descriptive text because they

⁶ Ahmad Fauzan Hsb, Hazwan Chaitami, Nova Syahputri, Ramsih and Sofian Sori as students at grade X SMA N 1 Panyabungan, *Private Interview* at November 10th 2017.

did not understand English. Then, the students were passive in the class.

2. Disturbance

The second, the disturbance would annoy the learning process. It would annoy students' focusing for reading comprehension in descriptive text. The students who made disturbance in the class were also the one external factors in students' reading comprehension descriptive text. There were two students (HC and RS) who made disturbance in the class. So, the class was noisy. It had made the others students did not focus to read the text.

3. Asking permission

The third, asking permission annoyed the teacher and the other students. When the teacher explained the material there are two students that often asking permission. So, it annoyed the teacher's explanation and students' focusing. The students often asking permission were the external factors in students' reading comprehension in descriptive text. The students that always asking permission were OA and ZK. Based on the interview (saturation data) they said that they

wanted to go to the toilet and they must went there together.⁷

B. Discussion

RIDER strategy can make students active and skillful in the reading class since it provider many challenging activities. It activates the student's background knowledge by doing imagination through the text. By doing the activities, the students read more actively and enthusiastically because they are more interested in finding out what happened. This strategy can motivate the students to read by imagination, what is coming to the students' mind when the teacher is giving them a text.

There were three thesis that researcher used as related findings. Then, researcher would explain it. It caused the one purpose of this research is to describe students' achievement in reading descriptive text through Read, Imagine, Describe, Evaluate, and Repeat (RIDER) strategy at grade X SMA Negeri 1 Panyabungan. RIDER strategy could improve students' readingdescriptive text comprehension.

First, Eni Yulia Ningsih, Rahayu Apriliawati and Zainal Arifin conducted a research which entitles "Improving Students' Reading Comprehension on Recount Text by Using RIDER Strategy". They had done two cycles in the class VIII which it had found some problems in the reading comprehension. The mean score of students in the first cycle was

⁷ Oktomi Ahmad Alfaridzi and Zulkifli Nasution as students at grade X SMA N 1 Panyabungan, *Private Interview* at November 10th 2017.

60.14. The researcher continue to the second cycle. The mean score of students was 69.16. In the third cycle students achievement was increased. The mean score was 79.84. Students' achievement in reading comprehension was categorize very well. By using RIDER strategy, the students reading comprehension achievement in the class VIII improved significantly.

Second, Sri Wahyu Harlina researched about "The Use of RIDER (Read, Imagine, Describe, Evaluate and Repeat) Strategy in Teaching Reading Narrative Text to the Eleventh Grade Students of SMA Nasional Pati in 2015/2016 Academic Year". Before give the treatment the mean score of students enough (59.89) and the students reading comprehension after used RIDER strategy was 75.22.

Third, Windika Arisnata researched about "The Effect of Using Read, Imagine, Describe, Evaluate, and Repeat (RIDER) Strategy toward Reading Comprehension on Narrative Text of The Second Year Stydents at SMPN 2 Pekanbaru". Based on the analysis of data, the result shows that the score of T-test is 5.394, which greater than t-table at the 5% level of significance (2.00), and at 1% level of significance (2.65). It can be stated that $2.00 < 5.394 > 2.65$. The writer found that the mean score of the students' reading comprehension of post-test in experimental class was categorized into good level, while the post-test in control class was categorized into enough level. While, the result of Kp was 19.97%. It means this strategy gave 19.97% effect. It could be concluded that there

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

C. The Limitation of the Research

When doing the research, the researcher found that some threats in this research. The researcher found that some of students still low in English learning motivation. It could be seen from the observation sheet, most of students in first cycle didn't have full attention and looks confused when the teaching learning process. The researcher tried to always give high motivation which had relationship with their life and made it in amusing case, so that the students more interest, felt happy, and also enjoy in teaching English learning process without missing the lesson.

Then, when the action research was done, some students become trouble maker. It make another students did not have concentration because they didn't hear when the researcher explained the material, so it became most of students did not understand confused with the material. The researcher made solution. The students as trouble maker should be more pay attention.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of this research, the researcher conclude that the using of RIDER strategy in teaching reading comprehension can give positive effect on students' reading comprehension achievement, especially in reading descriptive text. RIDER strategy attracts or motivates the students to improve their reading comprehension. Based on the result on the classroom action research, it was concluded that RIDER strategy improved students' reading comprehension at grade X SMA Negeri 1 Panyabungan. It was based on the students' reading comprehension mean score in which was in first cycle test 69.44 become 94.4 test.

B. Suggestions

The researcher gave some suggestions of this research to give the good input for the next researcher who want to do the related action. These suggestions were:

1. For the teacher, it is very wise to use RIDER strategy in teaching reading comprehension because this strategy can enlarge and expand students' reading comprehension. Beside it, it can be improved students' less imagination to be get the suitable imagination in their mind based on the text.

2. For the students, it is hoped that by using RIDER strategy, the students more have motivation and be more active in studying reading comprehension in the context of descriptive text
3. For the other researchers, this research was focused on implementing activities in RIDER Strategy for teaching and learning process of reading comprehension. Specifically, this research concerns about the improving students' reading comprehension by using RIDER strategy. Therefore, the other researcher may conduct the action research through RIDER strategy also in the other aspects of study.

CHAPTER V

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2016.

CURRICULUM VITAE

A. Identity

Name : Siti Khodijah Lbs
Reg. No. : 13 340 0034
Place/Birth : Gunung Tua /December, 28th 1994
Sex : Female
Religion : Islam
Address : Gunung Tua - Panyabungan

B. Parents

Father's Name : Lahmuddin Lubis
Mother's Name : Maskana

C. Educational Background

1. Elementary School : SD Negeri 142600 (2001-2007)
2. Junior High School : SMP Negeri 3 Panyabungan (2007-2010)
3. Senior High School : SMA Negeri 1 Panyabungan (2010-2013)
4. Institute : IAIN Padangsidempuan (2013-2017)

APPENDIX I

SIKLUS 1 (CYCLE I)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

| | |
|-----------------------|---------------------------------------|
| Nama Sekolah | : SMAN 1 PANYABUNGAN |
| Mata Pelajaran | : Bahasa Inggris /Wajib |
| Kelas/Semester | : X / 1 |
| Materi Pokok | : Monolog Descriptive Text |
| Alokasi Waktu | : 4 x 45 menit (2 x pertemuan) |

A. Kompetensi Inti

Kompetensi Inti 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

Kompetensi Inti 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan

sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk

Descriptive text.

C. Indikator

- Mengidentifikasi kalimat topic dalam teks descriptive
- Mengidentifikasi ide utama dalam teks descriptive
- Mengidentifikasi informasi yang dibutuhkan dari teks descriptive
- Memahami kosakata dari teks descriptive
- Memberikan kesimpulan dari teks descriptive

D. Materi Pembelajaran

Text 1

Jakarta City

Jakarta is the capital city of Indonesia. It is centrally located within the country on the northwest coast of Java Island at the mouth of the Ciliwung river. Jakarta dominates Indonesia's administrative economy, cultural activities, and is a major commercial and transportation hub within Asia. The population about 9 million, Jakarta has more people than any other cities in Indonesia. The climate is hot and humid year-round. Rainfall occurs throughout the year, although it is the heaviest from November to May. The average annual precipitation in Jakarta is 1.790 mm. The city lies on a flat, low plain and is prone to flooding during periods of heavy rainfall.

Kota is the city's oldest commercial area. It is located south of the old Sunda Kelapa harbour. Glodok, the south of Kota is a banking, retail and residential neighborhood with a large Chinese population. Merdeka Square and with Monas (The National Monument) dominates the city's central district. Surrounding the square are Istana Merdeka, the presidential palace, the National Museum, and the Istiqlal Mosque.

Text 2

Istanbul- an Old City

Istanbul is beautiful to look at and great fun. It is noisy, with many people shouting as they sell things in the streets. Istanbul people love flowers and they are very friendly towards visitors.

Istanbul is a place full of contrasts, a mixture of old and new. There are lovely, quiet palaces and museums but there is a lot of noise inside the

famous Covered Bazaar and in the tiny crowded, busy alleys such as Flower Sellers' Alley.

The rush-hour traffic can be terrifying. Like so many modern cities, Istanbul is very polluted and has a lot of traffic problems. It is certainly a dirty city, but beautiful at the same time. When you look across the bridge to old Stamboul, you see an extraordinary skyline with mosque and minarets, and you know you are standing, in fact in the door-way to Asia. Things are happening, and the atmosphere is very exciting.

E. Strategi Pembelajaran

Read, Imagine, Describe, Evaluate, and Repeat (RIDER)

F. Kegiatan Pembelajaran

Pertemuan Pertama dan Kedua

| Aktivitas Guru | Aktivitas Siswa |
|--|--|
| <p>1. Kegiatan Awal</p> <ul style="list-style-type: none"> a. Guru membuka kelas dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca doa belajar sesuai dengan agama. b. Guru mengabsen siswa c. Guru bertanya kepada siswa tentang materi yang berkaitan d. Guru menjelaskan tujuan pembelajaran yang akan dicapai | <ul style="list-style-type: none"> a. Siswa memberikan salam dan berdoa sesuai kepercayaan masing-masing b. Siswa mendengarkan guru mengabsen c. Siswa menjawab pertanyaan dari guru tentang materi yang berkaitan d. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan guru |

| | |
|--|--|
| <p>2. Kegiatan Inti</p> <p>a. Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi/ teks yang akan di pelajari</p> <p>b. Guru mengaplikasikan strategy RIDER kepada siswa, yang meliputi:</p> <p>1) <i>Read</i></p> <p>Guru menyuruh siswa untuk membaca teks “Jakarta City dan Istanbul- an Old City” yang di berikan guru kepada siswa</p> <p>2) <i>Imagine</i></p> <p>Guru menyuruh siswa untuk membayangkan sebuah gambar tentang teks “Jakarta City dan Istanbul- an Old City”</p> <p>3) <i>Describe</i></p> <p>Guru menyuruh siswa untuk membayangkan apa yang ada di pikirannya setelah membaca teks “Jakarta City dan Istanbul- an</p> | <p>a. Siswa mendengarkan penjelasan guru</p> <p>b. Siswa mengaplikasikan strategy RIDER, yang meliputi:</p> <p>1) <i>Read</i></p> <p>Siswa membaca teks yang diberikan guru dengan judul “Jakarta City dan Istanbul- an Old City”</p> <p>2) <i>Imagine</i></p> <p>Siswa membayangkan gambar tentang teks “Jakarta City dan Istanbul- an Old City”</p> <p>3) <i>Describe</i></p> <p>Siswa membayangkan apa yang dipikirkannya tentang teks “Jakarta City dan Istanbul- an Old City”</p> |
|--|--|

| | |
|--|--|
| <p>Old City” tersebut</p> <p>4) <i>Evaluate</i></p> <p>Guru menyuruh siswa untuk mencocokkan apa yang telah di bayangkan dan di gambarkan oleh siswa sesuai dengan teks “Jakarta City dan Istanbul- an Old City”</p> <p>5) <i>Repeat</i></p> <p>Guru menyuruh siswa untuk mengulanginya dari awal langkah-langkah 1-4.</p> <p>c. Guru memberikan beberapa pertanyaan</p> <p>d. Guru memberikan tugas individu kepada siswa untuk membaca dengan menggunakan RIDER strategy</p> | <p>4) <i>Evaluate</i></p> <p>Siswa menyesuaikan gambar yang ada di pikirannya dengan teks “Jakarta City dan Istanbul- an Old City”</p> <p>5) <i>Repeat</i></p> <p>Siswa mengulangi langkah 1-4 ketika siswa tersebut belum mendapatkan poinnya</p> <p>c. Siswa menjawab pertanyaan yang diberikan guru</p> <p>d. Siswa membaca dengan menggunakan RIDER strategy</p> |
| <p>3. Kegiatan Penutup</p> <p>a. Guru dan siswa bersama-sama menyimpulkan pelajaran</p> <p>b. Guru mengumpulkan soal yang telah dikerjakan siswa</p> | <p>a. Siswa bersama guru menyimpulkan pelajaran</p> <p>b. Siswa mengumpulkan tugas kepada siswa</p> |

| | |
|---|---|
| c. Guru menanyakan kesulitan siswa ketika menjawab soal dengan menggunakan strategy RIDER | c. Siswa bertanya kepada guru tentang kesulitan menjawab soal (jika ada) d. Siswa memberikan salam kepada guru |
|---|---|

G. Media/alat, Bahan, dan Sumber Belajar

1. Media/alat : laptop, infocus.
2. Bahan: Handout powerpoint
3. Sumber Belajar: buku (Bahasa Inggris kls X, Kementerian Pendidikan dan kebudayaan Republik Indonesia, 2014)

H. Penilaian

| Indikator pencapaian kompetensi | Item | Number of item | The value | Score | Total score |
|--|------|----------------|-----------|--------------------|-------------|
| Mengidentifikasi kalimat topik dalam teks fungsional | 4 | 1,6,14, 18 | 5 | 4 items x 5 scores | 20 |
| Mengidentifikasi ide utama dalam teks fungsional | 4 | 4,8,13, 16 | 5 | | 20 |
| Mengidentifikasi informasi yang dibutuhkan dalam teks fungsional | 4 | 2,9,11, 17 | 5 | | 20 |
| Memahami vocabulary dalam teks fungsional | 4 | 3,7,12, 19 | 5 | | 20 |
| Memberikan kesimpulan dari teks fungsional | 4 | 5,10,15, 20 | 5 | | 20 |
| TOTAL | | | | | 100 |

I. Pedoman Penilaian

- a. Jawaban benar diberi skor 1 dan jawaban salah diberi skor 0.
- b. Jumlah skor maksimal x 5= 100
- c. Nilai maksimal 100
- d. Nilai siswa = $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$
- e. Menghitung nilai rata-rata siswa

$$M = \frac{\sum fX}{N}$$

Explanation:

M : the mean of the students

$\sum fX$: the total score

N : the number of the students

Panyabungan,

2017

**Mengetahui,
Validator**

Peneliti

Herlinawati Ritonga, S.Pd
NIP. 19800803 201001 2 008

Siti Khodijah Lbs
NIM: 13 340 0034

APPENDIX II

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

| | |
|-----------------------|---------------------------------------|
| Nama Sekolah | : SMAN 1 PANYABUNGAN |
| Mata Pelajaran | : Bahasa Inggris /Wajib |
| Kelas/Semester | : X / I |
| Materi Pokok | : Monolog Descriptive Text |
| Alokasi Waktu | : 4 x 45 menit (2 x pertemuan) |

A. Kompetensi Inti

- Kompetensi Inti 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- Kompetensi Inti 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *Descriptive text*.

C. Indikator

- Mengidentifikasi kalimat topic dalam teks descriptive
- Mengidentifikasi ide utama dalam teks descriptive
- Mengidentifikasi informasi yang dibutuhkan dari teks descriptive
- Memahami kosakata dari teks descriptive
- Memberikan kesimpulan dari teks descriptive

D. Materi Pembelajaran

Text 1

Monas (National Monument)

The National Monument is a 433 feet (132 meters) tower in the centre of Merdeka Square, Central Jakarta, it is symbolizing the fight for Indonesia's Independence. Its constructions began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil.

The Monument and the museum are opened daily from 08.00 – 15.00 Western Indonesia Time everyday throught the week, expect for the last Monday of each month. When the monumen closed. The main Sudirman-Thamrin avenues in Jakarta lead to the Merdeka Square, where in its center stands the National Monument also known as Monas, which houses the first red and white flag flown at the proclamation of independence on August 17th 1945. This flag has now become threadbare, and so nowadays on Independence Day ceremonies. The original flag is taken out but only to accompany the replica flag to be flown in front of the Merdeka Palace. The 137 meter tall National Monument is obelisk shaped, and is topped with a 14,5 meters bronze flame coated with 32 kilograms gold leaf. Within the pedestal is a museum depicting in diorama Indonesia's fight for Independence as well as the original text of the Proclamation of Independence.

Deer roam among the shady trees in the park. Merdeka square is the center of most important government buildings. During Dutch colonial days

here was the center of government, known as Koningsplein or the King's Square. The north side is dominated by the Merdeka Palace once the home of the Dutch Governor Generals, which now also houses the office of the president and the Cabinet. To the south is the office of Indonesia's Vice President, Jakarta's Governor and provincial parliament building, as also the American Embassy, while to the West is the National Museum, the Constitutional Court, the Ministry for Culture and Tourism and the Indosat building, Indonesia's first international telecommunications company.

Text 2

Kuta Beach

Kuta Beach is a beautiful beach in a southern Bali. Its *location* in Badung Regency, 9 km from Denpasar, the Capital of Bali exactly near Bali's Ngurah Rai Airport. Kuta is one of the first town with substantial tourist development and also remains one of Indonesia's major tourist destination. Its long sandy beach is known internationally, with its varied accommodation, many restaurant and bars and many renowned surfers.

It is also well-known as the right place for people to see scenic sunset in the afternoon. People who come to Bali will be very unlucky if they do not see the panoramic sunset in this town. It is real the tourists feel happy to be there. They can sunbathe, swim, surf, play soccer beach, kite flying, play football or just take a walk. For persons who like playing soccer, do not forget to try the game with some local. The local usually set up the goal posts between Hard Rock Cafe and Discovery Shopping Mall at 16.00.

Kuta with its beauty of the beach will make the tourists feel satisfied and hope to visit it back. Believed or not, though for 50 years ago Kuta is the village of fishermen nowadays it is called as the International City because this town is the place where tourists all over the world meet each other. Therefore, Kuta Beach is one of interesting places in Indonesia.

E. Strategi Pembelajaran

Read, Imagine, Describe, Evaluate, and Repeat (RIDER)

F. Kegiatan Pembelajaran

Pertemuan Ketiga dan Keempat

| Aktivitas Guru | Aktivitas Siswa |
|--|--------------------------------------|
| 1. Kegiatan Awal a. Guru membuka kelas dengan mengucapkan | a. Siswa memberikan salam dan berdoa |

| | |
|---|--|
| <p>salam, dan mempersilahkan siswa untuk membaca doa belajar sesuai dengan agama.</p> <p>b. Guru mengabsen siswa</p> <p>c. Guru bertanya kepada siswa tentang materi yang berkaitan</p> <p>d. Guru menjelaskan tujuan pembelajaran yang akan dicapai</p> | <p>sesuai kepercayaan masing-masing</p> <p>b. Siswa mendengarkan guru mengabsen</p> <p>c. Siswa menjawab pertanyaan dari guru tentang materi yang berkaitan</p> <p>d. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan guru</p> |
| <p>2. Kegiatan Inti</p> <p>a. Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi/ teks yang akan di pelajari</p> <p>b. Guru mengaplikasikan strategy RIDER kepada siswa, yang meliputi:</p> <p>1) <i>Read</i></p> <p>Guru menyuruh siswa untuk membaca teks “Monas (Na)” yang di berikan guru kepada siswa</p> <p>2) <i>Imagine</i></p> | <p>a. Siswa mendengarkan penjelasan guru</p> <p>b. Siswa mengaplikasikan strategy RIDER, yang meliputi:</p> <p>1) <i>Read</i></p> <p>Siswa membaca teks yang diberikan guru dengan judul “Jakarta City dan Istanbul- an Old City”</p> |

| | |
|---|--|
| <p>Guru menyuruh siswa untuk membayangkan sebuah gambar tentang teks “Jakarta City dan Istanbul- an Old City”</p> <p>3) <i>Describe</i></p> <p>Guru menyuruh siswa untuk membayangkan apa yang ada di pikirannya setelah membaca teks “Jakarta City dan Istanbul- an Old City” tersebut</p> <p>4) <i>Evaluate</i></p> <p>Guru menyuruh siswa untuk mencocokkan apa yang telah di bayangkan dan di gambarkan oleh siswa sesuai dengan teks “Jakarta City dan Istanbul- an Old City”</p> <p>5) <i>Repeat</i></p> <p>Guru menyuruh siswa untuk mengulanginya dari awal langkah- langkah 1-4.</p> <p>c. Guru memberikan beberapa pertanyaan</p> <p>d. Guru memberikan tugas individu kepada siswa untuk membaca dengan menggunakan RIDER strategy</p> | <p>2) <i>Imagine</i></p> <p>Siswa membayangkan gambar tentang teks “Jakarta City dan Istanbul- an Old City”</p> <p>3) <i>Describe</i></p> <p>Siswa membayangkan apa yang dipikirkannya tentang teks “Jakarta City dan Istanbul- an Old City”</p> <p>4) <i>Evaluate</i></p> <p>Siswa menyesuaikan gambar yang ada di pikirannya dengan teks “Jakarta City dan Istanbul- an Old City”</p> <p>5) <i>Repeat</i></p> <p>Siswa mengulangi langkah 1-4 ketika siswa tersebut belum mendapatkan poinnya</p> <p>c. Siswa menjawab pertanyaan yang</p> |
|---|--|

| | |
|--|---|
| | diberikan guru d. Siswa membaca dengan menggunakan RIDER strategy |
| 3. Kegiatan Penutup a. Guru dan siswa bersama-sama menyimpulkan pelajaran b. Guru mengumpulkan soal yang telah dikerjakan siswa c. Guru menanyakan kesulitan siswa ketika menjawab soal dengan menggunakan strategy RIDER | a. Siswa bersama guru menyimpulkan pelajaran b. Siswa mengumpulkan tugas kepada siswa c. Siswa bertanya kepada guru tentang kesulitan menjawab soal (jika ada) d. Siswa memberikan salam kepada guru |

G. Media/alat, Bahan, dan Sumber Belajar

1. Media/alat : laptop, infocus.
2. Bahan: Handout powerpoint
3. Sumber Belajar: buku (Bahasa Inggris kls X, Kementerian Pendidikan dan kebudayaan Republik Indonesia, 2014)

H. Penilaian

| Indikator pencapaian kompetensi | Item | Number of item | The value | Score | Total score |
|---|------|----------------|-----------|---------|-------------|
| Mengidentifikasi kalimat topik dalam teks fungsional | 4 | 1,6,14, 18 | 5 | 4 items | 20 |
| Mengidentifikasi ide utama dalam teks fungsional | 4 | 4,8,13, 16 | 5 | | 20 |
| Mengidentifikasi informasi yang dibutuhkan dalam teks | 4 | 2,9,11, 17 | 5 | | 20 |

| | | | | | |
|---|---|------------|---|---------------|-----|
| fungsiional | | | | x 5 scores | |
| Memahami vocabulary dalam teks fungsiional | 4 | 3,7,12,19 | 5 | | 20 |
| Memberikan kesimpulan dari teks fungsiional | 4 | 5,10,15,20 | 5 | | 20 |
| TOTAL | | | | | 100 |

I. Pedoman Penilaian

- a. Jawaban benar diberi skor 1 dan jawaban salah diberi skor 0.
- b. Jumlah skor maksimal x 5= 100
- c. Nilai maksimal 100
- d. Nilai siswa = $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$
- e. Menghitung nilai rata-rata siswa

$$M = \frac{\sum fX}{N}$$

Explanation:

M : the mean of the students

$\sum fX$: the total score

N : the number of the students

Panyabungan,

2017

**Mengetahui,
Validator**

Peneliti

**Herlinawati Ritonga, S.Pd
NIP. 19800803 201001 2 008**

**Siti Khodijah Lbs
NIM: 13 340 0034**

APPENDIX III

FIRST TEST

Name :

Class/ sem : X-IPA 1/ I

Petunjuk :

1. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
2. Jawablah pertanyaan-pertanyaan di bawah ini.
3. Bacalah dengan teliti petunjuk mengerjakan soal.
4. Pilihlah jawaban yang tepat dengan memberi tanda silang (X) pada salah satu jawaban.
5. Periksa pekerjaan anda kembali sebelum anda serahkan kepada pengawas.
6. Tes ini disertakan dengan teksnya secara langsung.
7. Tes ini hanya bertujuan untuk mengetahui data dari murid-murid tentang kemampuan dalam menguasai pemahaman membaca (reading comprehension).
8. Waktu yang tersedia 30 menit.

Read the text below! The question for number 1-5, choose the best answer on the text a, b, c, or d!

Jakarta City

Jakarta is the capital city of Indonesia. It is centrally located within the country on the northwest coast of Java Island at the mouth of the Ciliwung river. Jakarta dominates Indonesia's administrative economy, cultural activities, and is a major commercial and transportation hub within Asia. The population about 9 million, Jakarta has more people than any other cities in Indonesia. The climate is hot and humid year-round. Rainfall occurs throughout the year, although it is the heaviest from November to May. The average annual precipitation in Jakarta is 1.790 mm. The city lies on a flat, low plan and is prone to flooding during periods of heavy rainfall.

Kota is the city's oldest commercial area. It is located south of the old Sunda Kelapa harbour. Glodok, the south of Kota is a banking, retail and residential neighborhood with a large Chinese population. Merdeka Square and with Monas (The National Monument) dominates the city's central district. Surrounding the square are Istana Merdeka, the presidential palace, the National Museum, and the Istiqlal Mosque.

1. The topic of the text above.....
 - a. Jakarta located south of the old Sunda Kelapa harbour
 - b. Jakarta is the capital city of Indonesia
 - c. Jakarta has more people than any other cities
 - d. Jakarta dominates Indonesia's administrative economy

2. The average annual precipitation in Jakarta is

 - a. 1.787
 - b. 1.788
 - c. 1.789
 - d. 1.790

3.retail and residential...(the third line in paragraph 2)
 - a. place
 - b. move
 - c. abode

- d. silent
4. What is the main idea from the first paragraph?
 - a. The location of the Kota
 - b. The condition in Jakarta
 - c. The National museum in Jakarta
 - d. The old Sunda Kelapa Harbour
 5. What is the conclusion of the text above?
 - a. Jakarta has more people than any other cities in Indonesia
 - b. the presidential palace, the National Museum, and the Istiqlal Mosque
 - c. The city lies on a flat, low plain and is prone to flooding during periods of heavy rainfall
 - d. Jakarta is the capital city of Indonesia, there are so many people than any other cities in Indonesia and it has Kota as the city's oldest commercial area

For question number 6-10, read the text below!

Istanbul- an Old City

Istanbul is beautiful to look at and great fun. It is noisy, with many people shouting as they sell things in the streets. Istanbul people love flowers and they are very friendly towards visitors.

Istanbul is a place full of contrasts, a mixture of old and new. There are lovely, quiet palaces and museums but there is a lot of noise inside the famous Covered Bazaar and in the tiny crowded, busy alleys such as Flower Sellers' Alley.

The rush-hour traffic can be terrifying. Like so many modern cities, Istanbul is very polluted and has a lot of traffic problems. It is certainly a dirty city, but beautiful at the same time. When you look across the bridge to old Stamboul, you see an extraordinary skyline with mosque and minarets, and you know you are standing, in fact in the doorway to Asia. Things are happening, and the atmosphere is very exciting.

6. The topic of the text above.....
 - a. The city very dirty and noisy

- b. Istanbul is beautiful to look at and great fun
- c. Istanbul is polluted city
- d. The rush-hour traffic can be terrifying

7. The rush-hour-traffic can be terrifying. (paragraph 3)

What is the meaning of the underline word?

- a. Happiness
- b. Horrible
- c. Daring
- d. Rage

8. What is the main idea of the Third paragraph?

- a. The rush-hour traffic can be terrifying
- b. It is certainly a dirty city
- c. No people come there
- d. Istanbul people like flowers and are unfriendly to visitors

9. Which of the following statements is *false* based on the text above?

- a. Istanbul is a place full of contrasts, a mixture of old and new
- b. Istanbul people love flowers and they are unfriendly towards visitors
- c. It is certainly a dirty city, but beautiful at the same time
- d. It is certainly a dirty city

10. What is the conclusion of the text above?

- a. Istanbul is a place full of contrasts

- b. Istanbul is certainly dirty city, full of contrasts, a mixture of old and new, very populated and a lot of traffic problems but it is very beautiful city
- c. It is happen, and the atmospher is very exciting.
- d. So many people come there

For question number 11-15!

Taj Mahal

Taj Mahal is one of the seven wonders of the world. It impresses many people because it is the symbol of love from a husband to his wife.

Taj Mahal stands in the city of Agra, in the northern Indian state of Uttar Pradesh, on the banks of the Yamuna River. It was buildt in the memory of the beautiful Mumtaz Mahal, who won the heart of a Mughal Prince, Shah Jahar. Mumtaz Mahal died during the birth of their child, Gauhara Begum. The construction of Taj Mahal was begun soon after Muntaz's death.

The focus of Taj Mahal is the white marble tomb. Four minarets frameae the thomb. Meanwhile, the main chamber houses the cenotaphs of Mumtaz Mahal and her husband, with their graves located on lower level.

11. Why does Taj Mahal become so famous?
- a. Because Taj Mahal is one of the seven wonders in the world
 - b. Because Taj Mahal is the symbol of love from a husband to his wife
 - c. Because Taj Mahal stands in the city of Agra
 - d. Because Taj Mahal was built in the memory of the beautiful Mumtaz Mahal

12. "The focus of Taj Mahal is the white marble tomb" paragraph 3

The underline word has the same meaning as

- a. Grave

- b. Chamber
- c. House
- d. Marble

13. What is the main idea of the second paragraph?

- a. Taj Mahal was begun before Muntaz' s death
- b. Many people in the world are impressed by Taj Mahal
- c. Taj Mahal is located in the city of Agra
- d. Gauhara Begum was the wife of Shah Jahan

14. What is the text talking about?

- a. Taj Mahal
- b. Mumtaz Mahal
- c. The city of Agra
- d. Mughal prince

15. What is the conclusion of the text?

- a. The construction of Taj Mahal was begun soon after Mumtaz's death
- b. Taj Mahal located in the city of Agra
- c. Taj Mahal is one of the seven wonders of the world and it is a symbol of love
- d. It was buildt in the memory of the beautiful Mumtaz Mahal

For question number 16-20!

The Borobudur Temple

Borobudur is a Hindu- Buddhist temple. In the 9th century under the Syailendra dynasty of Java. It is located near Magelang, on the island of Java, Indonesia.

Abandoned in the 11th century and partially excavated by archaeologists in the early 20th century, Borobudur temple is well-known all over the world. Influenced by Gupta architecture of India, the temple constructed on a hill of 46 m (150 ft) high and consists of eight- step like stone terraces, one on top of other.

The first five terrace are square and surrounded by walls adorned with Buddhist sculpture in bas -relief; the upper three are circular, each with a circle of bell-shaped stupas (Buddhist shrines). The entire edifice is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4,8 km of passages and stairways.

The design of borobudur, a temple mountain, symbolizing the structure of the universe is similar to the temples built at Angkor, Cambodia. The Borobudur temple, rededicated as an Indonesian national monument in 1983 is a valuable treasure for Indonesian people.

16. What is the topic of the text?
- a. Indonesian Heritage
 - b. The Borobudur Temple
 - c. A Hindu- Buddhist Temple
 - d. The Gupta Architecture
17. When Borobudur temple rededicated as an Indonesian national monument?
- a. In 1981
 - b. In 1982
 - c. In 1983
 - d. In 1984
18. “The Borobudur temple is well-known all over the world”

The meaning of underline word is.

- a. Famous

- b. The biggest
- c. The most spectacular
- d. The oldest

19. What is the main idea of the text?

- a. Borobudur temple is well-known all over the world
- b. Borobudur temple is a Hindu- Buddhist temple and it is as a Indonesia national monument in 1983
- c. The way to the summit extends through some 4,8 km of passages and stairways
- d. The entire edifice is crowned by a large stupa at the center of the top circle

20. What is the conclusion of the text above?

- a. It is located near Magelang, on the island of Java, Indonesia.
- b. Borobudur is a Hindu- Buddhist temple and it is an Indonesian national monument in 1983
- c. The entire edifice is crowned by a large stupa at the center of the top circle
- d. the temple constructed on a hill of 46 m (150 ft) high

APPENDIX IV
KUNCI JAWABAN CYCLE 1

1. B
2. D
3. C
4. B
5. D
6. B
7. B
8. A
9. B
10. B
11. A
12. A
13. C
14. A
15. C
16. B
17. C
18. A
19. B
20. B

APPENDIX V

SECOND TEST

Name :

Class/ sem : X-IPA 1/ 1

Petunjuk :

9. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia.
10. Jawablah pertanyaan-pertanyaan di bawah ini.
11. Bacalah dengan teliti petunjuk mengerjakan soal.
12. Pilihlah jawaban yang tepat dengan memberi tanda silang (X) pada salah satu jawaban.
13. Periksa pekerjaan anda kembali sebelum anda serahkan kepada pengawas.
14. Tes ini disertakan dengan teksnya secara langsung.
15. Tes ini hanya bertujuan untuk mengetahui data dari murid-murid tentang kemampuan dalam menguasai pemahaman membaca (reading comprehension).
16. Waktu yang tersedia 30 menit.

Read the following text and answer the question number 1-5! Choose the best answer a, b, c, and d!

**Monas
(National Monument)**

The National Monument is a 433 feet (132 meters) tower in the centre of Merdeka Square, Central Jakarta, it is symbolizing the fight for Indonesia's Independence. Its constructions began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil.

The Monument and the museum are opened daily from 08.00 – 15.00 Western Indonesia Time everyday throught the week, expect for the last Monday of each month. When the monumen closed. The main Sudirman-Thamrin avenues in Jakarta lead to the Merdeka Square, where in its center stands the National Monument also known as Monas, which houses the first red and white flag flown at the proclamation of independence on August 17th 1945. This flag has now become threadbare, and so nowadays on Independence Day ceremonies. The original flag is taken out but only to accompany the replica flag to be flown in front of the Merdeka Palace. The 137 meter tall National Monument is obelisk shaped, and is topped with a 14,5 meters bronze flame coated with 32 kilograms gold leaf. Within the pedestal is a museum depicting in diorama Indonesia's fight for Independence as well as the original text of the Proclamation of Independence.

Deer roam among the shady trees in the park. Merdeka square is the center of most important government buildings. During Dutch colonial days here was the center of government, known as Koningsplein or the King's Square. The north side is dominated by the Merdeka Palace once the home of the Dutch Governor Generals, which now also houses the office of the president and the Cabinet. To the south is the office of Indonesia's Vice President, Jakarta's Governor and provincial parliament building, as also the American Embassy, while to the West is the National Museum, the Constitutional Court, the Ministry for Culture and Tourism and the Indosat building, Indonesia's first international telecommunications company.

1. What is the topic of the text above?
 - a. National Monument
 - b. Jakarta
 - c. Merdeka Square
 - d. Dutch Governor Generals

2. How is the physical National Monument?
 - a. The National Monument is a 434 feet (134 meters) tower
 - b. The 137 meter tall National Monument is obelisk shaped and is topped with a 14,5 meters bronze flame coated with 32 kilograms gold leaf
 - c. The 137 meters tall National Monument is obelisk shaped, and is topped with a 14,0 meters bronze flame coated with 32 kilograms gold leaf
 - d. The National Monument is a 433 feet (134 meters) tower
3. What is the underline word “its” means (in the first paragraph).....
 - a. Merdeka Square
 - b. The National Monument
 - c. President Soekarno
 - d. Indonesia’s independence
4. The suitable main idea of the third paragraph is.....
 - a. Merdeka square is the center of the most important government buildings around Monas
 - b. During Dutch colonial days here was the center of government, known as Koningsplein or the King’s Square
 - c. The north side is dominated by the Merdeka Palace once the home of the Dutch Governor Generals, which now also houses the office of the president and the Cabinet
 - d. Surrounding the Monument is now a park with a musical fountain, enjoyed by the Jakarta public on Sundays for sports and recreation
5. What is the conclusion of the text above?
 - a. The original flag is taken out but only to accompany the replica flag to be flown in front of the Merdeka Palace

- b. The north side is dominated by the Merdeka Palace once the home of the Dutch Governor Generals, which now also houses the office of the president and the Cabinet
- c. The Monument and the museum are opened daily from 08.00 – 15.00 Western Indonesia Time everyday through the week, except for the last Monday of each month
- d. The National Monument is a 433 feet (132 meters) tower in the centre of Merdeka Square, Central Jakarta, it is symbolizing the fight for Indonesia's Independence

For question number 6-10!

Kuta Beach

Kuta Beach is a beautiful beach in a southern Bali. Its *location* in Badung Regency, 9 km from Denpasar, the Capital of Bali exactly near Bali's Ngurah Rai Airport. Kuta is one of the first town with substantial tourist development and also remains one of Indonesia's major tourist destination. Its long sandy beach is known internationally, with its varied accommodation, many restaurant and bars and many renowned surfers.

It is also well-known as the right place for people to see scenic sunset in the afternoon. People who come to Bali will be very unlucky if they do not see the panoramic sunset in this town. It is real the tourists feel happy to be there. They can sunbathe, swim, surf, play soccer beach, kite flying, play football or just take a walk. For persons who like playing soccer, do not forget to try the game with some local. The local usually set up the goal posts between Hard Rock Cafe and Discovery Shopping Mall at 16.00.

Kuta with its beauty of the beach will make the tourists feel satisfied and hope to visit it back. Believed or not, though for 50 years ago Kuta is the village of fishermen nowadays it is called as the International City because this town is the place where tourists all over the world meet each other. Therefore, Kuta Beach is one of interesting places in Indonesia.

- 6. What is the topic of the text above?
 - a. Capital of Bali
 - b. Hard Rock Cafe
 - c. Kuta Beach

d. Discovery Shopping Mall

7. The word *location* in paragraph 1 line 1, the meaning is.....
- Placed
 - Home
 - Street
 - Building
8. What is the main idea from the third paragraph?
- Kuta with its beauty of the beach will make the tourists feel satisfied and hope to visit it back
 - For person who like playing soccer, do not forget to try the game with some locals
 - Therefore, Kuta Beach is one of interesting places in Indonesia
 - Its long sandy beach is known internationally, with is vared accomodation, many restaurants and bars, and many renowned surfers
9. According to the text, which statement is NOT TRUE?
- Kuta Beach is a bautiful beach in southern Bali
 - Kuta Beach is one of interesting place in Indonesia
 - Kuta Beach for 50 years ago is the village of fishermen
 - Kuta Beach is located in south Sumatera
10. What is the conclusion of the text above?
- Kuta Beach is a beautiful beach in a southern Bali an it is one of interesting places in Indonesia.
 - Kuta is the village of fishermen nowadays it is called as the International City
 - Its long sandy beach is known internationally

- d. The local usually set up the goal posts between Hard Rock Cafe and Discovery Shopping Mall at 16.00

For question number 11-15!

Eiffel Tower

Eiffel tower is one of the most famous buildings in the world. Every day, there are hundreds of tourists visiting to enjoy all the beauty in every side of it. The tower was built by an engineer named Gustave Eiffel and became an important monument to celebrate the 100th anniversary of the French revolution.

The French Government opened the tower on March 31, 1889 and since that time, the Eiffel Tower became an icon for city of Paris and France.

Eiffel reaches 984 and when completed, it became the highest monument passed the Washington Monument. Eiffel held the highest title after 1930 when the Chrysler Building built in New York. However, the Eiffel Tower remained the highest in Paris and until now, there are more than 200 million people have visited it since opened.

To built it, the French government had to use 18,000 pieces of iron and more than 2 million nails. Although it was very risky, but the development kept to be continued. Today, it has regarded as one of the most beautiful architectural works in the world. Besides it use as a tourist attraction, the building is also communication tool for sending signals to radio and television.

11. When the Government of French open the tower?

- a. On March 31, 1889
- b. On March 31, 1930
- c. On March 31, 1984
- d. On March 31, 1800

12. “.....beauty in every side of it” (second line paragraph 1), the underline word means.....

- a. Washington Monument
- b. Eiffel Tower
- c. Chrysler Building
- d. Gustave Eiffel

13. The main idea from the third paragraph.....
- a. Eiffel Tower is the highest monument in Paris
 - b. The Washington Monument is the highest monument in the world
 - c. Eiffel reaches 984 and when completed
 - d. Chrysler Building built in New York
14. What is the topic of the text above?
- a. Washington Monument
 - b. Guastave Eiffel
 - c. Eiffel Tower
 - d. Chrysler Building
15. What is the conclusion of the text ?
- a. Eiffel reaches 984 and when completed, it became the highest monument passed the Washington Monument
 - b. Eiffel tower is one of the most famous buildings in the world, it is passed the Washingto, icon of Paris and French and more than 200 million people have visited it since opened
 - c. To built it, the French government had to use 18,000 pieces of iron and more than 2 million nails
 - d. The French Government opened the tower on March 31, 1889 and since that tim

For question number 16-20!

Liberty Statue

The statue of Liberty Enlightening the world or mostly known as The Statue of Liberty is located in Liberty Island in New York Harbor, United

States. This national building is symbol of freedom. It was a gift from the French to United States to celebrate the centennial of the American Declaration of Independence.

Liberty Statue is made of 3,16 inch thick of copper sheets. The appearance of the statue is believed to be representing the Roman goddess of freedom. Its right hand is holding a torch, and the left hand is holding a book with the date of American Declaration of Independence written on it. The colour of the statue was rusty brown, but after 30 years of oxidation process, it turns into green as we can see now.

The height of the statue measured from its base is 46 meters, but when it is measured from the ground, it is 93 meters. The height of the head is 14 feet. The width of the eye is 28 inches. The length of the nose is 3 feet 9 inches. The length of the forefinger is 8 feet. The total weight of the statue is 440,000 pounds.

16. What is the topic of the text above?
 - a. American Declaration of Independence
 - b. The height of the Liberty Statue
 - c. The Liberty Statue
 - d. New York
17. Liberty Statue located in.....
 - a. French
 - b. Liberty Island in New York Harbor, United States
 - c. French to United States
 - d. America
18. “.....but when it is....” (the last paragraph), means....
 - a. The Liberty Statue
 - b. American Monument
 - c. The colour of Statue
 - d. Gift from the French
19. The main idea from the first paragraph.....
 - a. The liberty statue to be representing the Roman goddess of freedom

- b. The Statue of Liberty is located in Liberty Island in New York Harbor
- c. The length of the nose is 3 feet 9 inches
- d. The liberty statue is gift from Fench and symbol of freedom

20. What is the conclusion of the text above?

- a. The Liberty Statue is the national building as symbol of freedom, gift from French for American Declaration of Independence and it is highest in America
- b. The height of the statue measured from its base is 46 meters
- c. The appearance of the statue is believed to be representing the Roman goddess of freedom
- d. The length of the nose is 3 feet 9 inches. The length of the forefinger is 8 feet

APPENDIX VI
KUNCI JAWABAN CYCLE 2

1. A
2. B
3. B
4. A
5. D
6. C
7. A
8. A
9. D
10. A
11. A
12. B
13. A
14. C
15. B
16. C
17. B
18. A
19. B
20. A

APPENDIX VII

**Observation Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research**

Subject Matter : English
Class / semester : X IPA-1/ I
Days / Date Of : 09 November 2017
Cycles : I

| No | Activities | Yes | Total of Students | No | Total of Students |
|----|-----------------------------|-----|-------------------|----|-------------------|
| 1 | Using RIDER strategy | ✓ | 13 | ✓ | 23 |
| 2 | Vocabulary mastery | ✓ | 22 | ✓ | 14 |
| 3 | Making conclusion | ✓ | 15 | ✓ | 21 |
| 4 | Active in the class | ✓ | 12 | ✓ | 24 |
| 5 | Permission during the class | ✓ | 2 | ✓ | 34 |
| 6 | Absent | ✓ | - | ✓ | 36 |
| 7 | Doing the task | ✓ | 36 | ✓ | - |

Panyabungan, 2017
English Teacher of SMA Negeri 1 Panyabungan

Herlinawati Ritonga, S.Pd
NIP. 19800803 201001 2 008

Observation Sheet
Teacher Activity in Teaching Learning Process
Classroom Action Research

Subject Matter : English
Class / semester : X IPA-1/ I
Days / Date Of : November 2017
Cycles : I

| No | Activities | Yes | No | Notes |
|-----------|--|-----|----|-------|
| 1. | A. Opening | | | |
| | 1. doing the apprication | ✓ | | |
| | 2. giving the motivation to the studens | ✓ | | |
| | 3. explanation the purpose of the learning outcome | ✓ | | |
| 2. | B. Implementation | | | |
| | 1. connecting learning material to the students' experience by using RIDER strategy | ✓ | | |
| | 3. explanation reading comprehension by using RIDER strategy | ✓ | | |
| | 4. giving the example | ✓ | | |
| 3. | C. Evaluation | | | |
| | 1. asking the students to do the test and researcher looks after the students during the test time | ✓ | | |
| 4. | D. Closing | | | |
| | 1. making conclusion based on reading material | ✓ | | |
| | 2. asking the students' about resding material | | | |
| | 3. giving the information about reading material in the next morning. | ✓ | | |

Panyabungan, 2017
English Teacher of SMA Negeri 1 Panyabungan

Herlinawati Ritonga, S.Pd
NIP. 19800803 201001 2 008

APPENDIX IX

Observation Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

Subject Matter : English
Class / semester : X IPA-1/ I
Days / Date Of : 13 November 2017
Cycles : II

| No . | Activities | Yes | Total of Students | No | Total of Students |
|------|-----------------------------|-----|-------------------|----|-------------------|
| 1 | Using RIDER strategy | ✓ | 28 | ✓ | 8 |
| 2 | Vocabulary mastery | ✓ | 31 | ✓ | 5 |
| 3 | Making conclusion | ✓ | 22 | ✓ | 14 |
| 4 | Active in the class | ✓ | 25 | ✓ | 11 |
| 5 | Permission during the class | ✓ | 3 | ✓ | 33 |
| 6 | Absent | ✓ | - | ✓ | 36 |
| 7 | Doing the task | ✓ | 36 | ✓ | - |

Panyabungan, 2017
English Teacher of SMA Negeri 1 Panyabungan

Herlinawati Ritonga, S.Pd
NIP. 19800803 201001 2 008

APPENDIX X

Observation Sheet
Teacher Activity in Teaching Learning Process
Classroom Action Research

Subject Matter : English
Class / semester : X IPA-1/ I
Days / Date Of : 13 November 2017
Cycles : II

| No | Activities | Yes | No | Notes |
|-----------|--|-----|----|-------|
| 1. | E. Opening | | | |
| | 1. doing the apprication | ✓ | | |
| | 2. giving the motivation to the studens | ✓ | | |
| | 3. explanation the purpose of the learning outcome | ✓ | | |
| 2. | F. Implementation | | | |
| | 1. connecting learning material to the students' experience by using RIDER strategy | ✓ | | |
| | 3. explanation reading comprehension by using RIDER strategy | ✓ | | |
| | 4. giving the example | ✓ | | |
| 3. | G. Evaluation | | | |
| | 1. asking the students to do the test and researcher looks after the students during the test time | ✓ | | |
| 4. | H. Closing | | | |
| | 1. making conclusion based on reading material | ✓ | | |
| | 2. asking the students' about resding material | | | |
| | 3. giving the information about reading material in the next morning. | ✓ | | |

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APPENDIX XI

LIST OF INTERVIEW

Interview to students' in the cycle 1

1. Apakah kesulitan anda dalam mengidentifikasi kalimat topik?

(What is your difficulties in identifying topic sentences?)

Answer:

2. Apakah kesulitan anda dalam mengidentifikasi ide pokok dari teks?

(what is your difficulties in identifying main idea from the text?)

Answer:

3. Apakah kesulitan anda dalam mengidentifikasi informasi yang dibutuhkan dari teks?

(what is your difficulties in identifying information that needed from the text?)

Answer:

4. Apakah kesulitan anda dalam memahami kosakata dari teks?

(what is your difficulties in understand of vocabulary from the text?)

Answer:

5. Apakah kesulitan anda dalam memberikan kesimpulan dari teks?

(what is your difficulties in giving conclusion from the text?)

Answer:

APPENDIX XII

LIST OF INTERVIEW

Interview to students' in the cycle 2

1. Apakah kesulitan anda dalam mengidentifikasi kalimat topik?

(What is your difficulties in identifying topic sentences?)

Answer:

2. Apakah kesulitan anda dalam mengidentifikasi ide pokok dari teks?

(what is your difficulties in identifying main idea from the text?)

Answer:

3. Apakah kesulitan anda dalam mengidentifikasi informasi yang dibutuhkan dari teks?

(what is your difficulties in identifying information that needed from the text?)

Answer:

4. Apakah kesulitan anda dalam memahami kosakata dari teks?

(what is your difficulties in understand of vocabulary from the text?)

Answer:

5. Apakah kesulitan anda dalam memberikan kesimpulan dari teks?

(what is your difficulties in giving conclusion from the text?)

Answer:

APPENDIX XIII

Interview to Teacher in cycle 1

1. Bagaimana menurut Ibu kemampuan siswa dalam belajar bahasa Inggris?
(How are the students' ability in study English?)

Answer:

2. Kesulitan apa saja yang Ibu hadapi ketika mengajar siswa khususnya tentang membaca?
(What is your difficulties that you find when you teach the students especially in reading?)
3. Metode apa saja yang ibu gunakan dalam belajar bahasa Inggris?
(What is your method that you use in study English?)
4. Apakah ibu meminta pendapat guru bahasa Inggris lain ketika ibu menemukan kesulitan dalam mengajarkan materi khususnya membaca?
(What do you ask other English teacher's opinion when u find difficulties in teach material especially in reading?)
5. Bagaimana ibu menyelesaikan masalah-masalah dan kesulitan siswa?
(How do you solve the students' problems and student' difficulties?)













KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 1965 /In.14/E.4c/TL.00/11/2017
Hal : Izin Penelitian
Penyelesaian Skripsi.

07 November 2017

Yth. Kepala SMA Negeri 1 Panyabungan
Kabupaten Mandailing Natal

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpun menerangkan bahwa :

Nama : Siti Khodijah Lbs
NIM : 13 340 0034
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Sihitang

adalah benar Mahasiswa IAIN Padangsidimpun yang sedang menyelesaikan Skripsi dengan Judul "Improving Students' Reading Comprehension by Using Read, Imagine, Describe, Evaluate and Repeat (RIDER) Strategy at Grade X SMA Negeri 1 Panyabungan". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik





PEMERINTAH PROVINSI SUMATERA UTARA

DINAS PENDIDIKAN

SEKOLAH MENENGAH ATAS (SMA) NEGERI 1 PANYABUNGAN .

Jln. Sutan Soripada Mullia, Kode Pos:22919, Kec. Panyabungan, Kab. Mandailing Natal, Telp. (0636) 20131, email:
panyabungan_smansa@yahoo.co.id

SURAT KETERANGAN

No. 238/105.12/SMA.01/MN/2017

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Panyabungan Kabupaten Mandailing Natal,

Nama : **Drs. H. Muhammad Nuh Nasution**
NIP : 19680411 199801 1 002
Pangkat/ Gol. : Pembina TK I/ IV- b
Jabatan : Kepala SMA Negeri 1 Panyabungan

dengan ini menerangkan bahwa:

Nama : Siti Khodijah Lbs
NIM : 13 340 0034
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/ TBI
Alamat : Sihitang

Benar telah melaksanakan penelitian di SMA Negeri 1 Panyabungan dengan judul "Improving Students' Reading Comprehension by Using Read, Imagine, Describe, Evaluate and Repeat (RIDER) Strategy at Grade X SMA Negeri 1 Panyabungan" dari tanggal 07 November sampai dengan 20 November 2017.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Panyabungan, 20 November 2017

Kepala SMA Negeri 1 Panyabungan,



Drs. H. Muhammad Nuh Nasution
NIP. 196804111998011002