RIDER STRATEGY TO IMPROVE STUDENTS' READING SKILL

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ABSTRAK :

Penelitian ini bertujuan untuk mengetahui bagaimana strategy RIDER (Read, Image, Describe, Evaluate, & Repeat) diterapkan untuk meningkatkan ketrampilan membaca siswa kelas XI di MA Maarif Balong, Ponorogo. Penelitian ini adalah penelitian tindakan kelas dengan dua siklus. Criteria keberhasilan yang ditetapkan adalah bahwa 75% siswa mencapai nilai KKM Mapel Bahasa Inggris, yaitu score 68. Data diambil dengan tes (satu pre-test dan dua post-test di akhir masing-masing siklus) dan observasi kelas selama penerapan strategi. Hasil penelitian menunjukkan terdapat peningkatan yang signifikan pada prestasi siswa. Sebelum penerapan strategi, hasil pretest menunjukkan hanya ada 14,81% (4 siswa) yang mencapai nilai KKM. Hasil posttest siklus pertama menunjukkan bahwa terdapat 29,62% (8 siswa) yang mencapai KKM. Sementara itu, di posttest siklus kedua, seluruh siswa telah mencapai KKM. Demikian pula, hasil observasi menunjukkan angka partisipasi para siswa dalam proses belajar mengajar mengalami peningkatan. Di siklus pertama, hanya 33,33% yang mengajukan pertanyaan, 37,03% menjawab pertanyaan, dan 100% mencari kosakata baru. Di siklus kedua, angkanya secara berurutan menjadi 51,85%, 62,96%, dan 100%. Dengan demikian, melalui penerapan strategi RIDER, ketrampilan membaca para siswa meningkat dan demikian pula antusiasme mereka dalam belajar.

Kata kunci: *Membaca; Strategi RIDER.*

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ABSTRACT :

This research is aimed at finding how RIDER strategy is implemented to improve the students' reading skill at English class at grade XI of MA Ma'arif Balong, Ponorogo. This study is a two-cycle classroom actioIn research, the success-criteria of which is that 75% of the students reach the KKM of English subject, which is score 68. The data are taken from tests (the pretest and two posttests by the end of each cycle) and classroom observation during the implementation of the RIDER strategy. The result of the tests shows significant improvement of the students' achievement. In the pretests, which is conducted before the implementation of the strategy, only 14,81% (4 students) reach the KKM; in the posttest in the first cycle, 8 students (29,62%) reach the KKM; and lastly, in the posttest of the second cycle, all students (100%) are successful to achieve the criteria. Regarding the class participation of the students during the implementation of the strategy, the data from the observation shows as follows. In the cycle 1 the student' activeness in asking question is 33,33%, in answering question 37,03%, in finding new vocabulary 100%. In cycle 2, the students' activeness improves with the following details: in asking question 51,85%, in answering questions 62,96%, and in finding new vocabulary 100%. Thus, through the implementation of RIDER strategy, the students' reading skill improves and so does their enthusiasm in learning.

Keywords: *Reading Comprehension; RIDER Strategy.*

INTRODUCTION

Reading is essential to every aspect of learning, the purpose of which is to construct meaning from text (comprehension). Without comprehension, reading can be frustrating and sometimes even painful. Thus, as Nunan suggests, "Reading is a process of readers combining information from a text and their own background knowledge to build meaning".[1] Accordingly, a major goal of teaching reading comprehension is to help students develop the knowledge, skill, and experience they need to become independent readers and lifelong learners.

Despite the above importance of reading skill role in learning, the researchers' preliminary study (observation and interviews) shows that the

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[1] David Nunan, *Practical English Language Teaching: Reading* (America: Contemporary, 2003), 2.

teaching of reading comprehension at MA Ma'arif Balong grade XI still faces some problems. During reading activity in teaching and learning process, for instance, students often lost their focus on their task and consequently they talked to each other for other business. It is not surprising, therefore, that when the teacher asks them some questions related to the reading texts, most of them just keep silence.

Predictably, they perform badly in the preliminary test conducted. The average score is only 44.81. Twenty three of 27 students (85.1%) attain below the minimum score of 68, the KKM of English subject at the school. According to the students, while being interviewed, they have low motivation to read and their English vocabulary is very limited.

As an action research, this study proposes the RIDER (Read, Imagine, Describe, Evaluate, and Repeat) strategy to help solve the problems and improve the students reading skill. This strategy suggests the students do several steps in their reading activities: reading the sentences in the given texts, imagining what they have read, describing, in the written form, what they have imagined, evaluating evaluate their reading, and finally repeating process from the first step.

The use of RIDER strategy is believed to be able to help strengthen the students' ability to monitor their comprehension and to recall information. According to Whitehead, as cited by Yulianingsih *et al*, the use of imaging or creating pictures by the students is "to assist reading comprehension, to encourage students to imagine the whole picture, which may include locations, characters/people, facial expressions and environmental factors and cue them to describe what they see".[2]

In this reading comprehension strategy, the students make use of visual imagery when they learn new material by transforming what is to be learned into meaningful visual, auditory, or kinesthetic images of the information. In this regard, the students make images in their head to develop visualization skills in both literal and inferential comprehension. The RIDER strategy, then, as suggested by Clark, is "designed to improve the student's acquisition, storage, and recall of prose material". It, he states, "requires the students to imagine parts of written language recall and relate these images, then reorganizes and verbalize the concepts imaged".[3]

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[2] Eni Yulianingsih, Rahayu Apriliaswati, dan Zainal Arifin, "Improving Students'reading Comprehension On Recount Text by Using Rider Strategy," *Jurnal Pendidikan dan Pembelajaran* 3, no. 6 (t.t.).

[3] Frances L. Clark dkk., "Visual imagery and self-questioning: Strategies to improve comprehension of written material," *Journal of Learning Disabilities* 17, no. 3 (1984): 145–149.

Accordingly, this research is conducted to investigate how the implementation of RIDER strategy improves the students' reading skill at the eleventh grade of MA Ma'arif Balong.

DISCUSSION
Rider Strategy: An Overview
The acronym RIDER stands for READ, IMAGINE, DESCRIBE, EVALUATE, and REPEAT. In this regard, the strategy suggests the students firstly read a sentence from a given text, then make an image or a mental picture in their mind. After that, they are to describe the imaginative picture in a written form and then make some evaluation to make sure that the description has covered everything necessary. Lastly, they make repetitions for the following sentences.[4]

Clark, *et al.,* develop for students the procedure of how to do RIDER as follows:[5]

1 READ (Read the first sentence)
2 IMAGE (Try to make an image a picture in your mind)
3 DESCRIBE (Describe your image)
   a. If you cannot make an image, explain why you cannot and go on to the next sentence.
   b. If you can make an image, decide if it is the same as an old image (one held in memory from the most recent image), the old image changed somewhat, or an entirely new image (not at all similar to the most recent memory image). Make a changed image by adding or subtracting things from the picture you had in your mind.
   c. If you have an image, describe it
4 EVALUATE (Evaluate your image for its completeness).
   a. Check to make certain your image includes as much of the sentence content as possible. If the content is missing, adjust your image and continue.
   b. If your image is comprehensive, continue.
5 REPEAT (Read the next sentence and repeat steps 1 through 4)

The RIDER strategy, therefore, requires students to develop mental pictures about the text they read. The building of mental pictures is somewhat similar to taking a picture or making a movie in the student's memory. The images formed are more readily recalled from the short term memory.

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[4] Clark dkk.
[5] Clark dkk.

The RIDER strategy is designed to improve the student's acquisition, storage, and recall of prose material. It suggests the student make images out of a written language, recall and relate these images, then reorganize and verbalize the concepts imaged. This may develop both comprehension and critical thinking skills.[6] Furthermore, it can also strengthen the students' ability to monitor their comprehension and to recall information[7], activate their imagination or visualization through the texts.[8]

According to Mercer (cited by Diana & Sunaryo), there are some advantages of RIDER strategy:[9]

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

Research Design and The Subject of Study

This study is a classroom action research (CAR), intended to make some change and improvement at the local level.[10] It was conducted from 25th February until 4th Maret 2019, within two cycles. Cycle 1 was conducted in two meetings; and cycle II was conducted in one meeting. The subject of the research was the eleventh grade of MA Ma'arif Balong that consists of 27 students with 15 male students and 12 female students.

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[6] Clark dkk.

[7] Yulianingsih, Apriliaswati, dan Arifin, "Improving students' reading Comprehension on Recount Text by Using Rider Strategy."

[8] Dwi Anggreini Waskito Putri, "The Effect of Read-Imagine-Describe-Evaluate-Repeat (RIDER) Strategy and Reading Motivation Toward Students' reading COMPREHENSION AT GRADE VIII OF SMP PERTIWI 2 PADANG," *JURNAL ARBITRER* 3, no. 2 (2016): 113–121.

[9] Diana Novita dan Sunaryo Sunaryo, "The Use of Rider (Read or Listen, Image, Describe, Evaluate and Repeat) Strategy in Teaching Listening Descriptive Text at Junior High School," *Journal of English Language Teaching* 2, no. 1 (2013): 42–49.

[10] Cohen Louis, Morrison Keith, dan Manion Lawrence, *Research methods in education; 6th edition* (New York: Routledge Madison Avenue, 2000), 297.

The procedure in each cycle is the model suggested by Kemmis and MC Taggart: planning, acting, observing, and reflecting. Having done a preliminary study and found some problems in the teaching of reading comprehension at the class, the researchers plan RIDER-based learning activities. In MA Ma'arif Balong uses K13 Curriculum. The material for the eleventh grade of senior high school in the second semester is analytical exposition text. The lesson plans are designed by the researcher for teaching analytical exposition text equipped with clear standard competency, basic competence, indicator and purpose of learning, material, and strategy, learning activity and assessment.

Besides, the researchers also set up criteria of success. In this study, the research is considered successful if 75% of students achieve the minimum score of mastery (KKM). For reading comprehension, the school sets the KKM at score 68. Thus, the research is stopped only when this criteria is achieved. Otherwise, the research would be continued to the next cycle.

Meanwhile, the executor of the implementation of the action is the English teacher of the class. The main role of the researchers is to help provide the plans, observe the implementation, and give some reflection for the betterment of the teaching and learning process.

The techniques of data collection used in this study are test and observation. Test is conducted to measure the students' achievement in each cycle. Meanwhile, observation is carried out to record the condition of the students during the implementation of the action, especially their activeness and enthusiasm.

Research Findings
The following is the presentation on the research finding for each cycle.

Cycle 1
Cycle 1 consisted of two meetings. The following is the description of each meeting followed by the presentation of the result of the posttest and class observation.

Meeting 1 (First Cycle)
To begin with, the teacher explained to the students the idea of the RIDER strategy that would be used to facilitate students in understanding the text. After explaining the RIDER strategy and making sure that the students understand the concept, the teacher groups the students into 6 groups. This grouping was meant to make easier for the students to make peer-consulting dealing with the procedure of doing RIDER.

Afterward, the teacher distributed the reading texts (entitled "The Importance of Sleep") and had the students practice the RIDER: Reading, Imagining, Describing, Evaluating, and Repeating. The teacher gave the students around 3 minutes to conduct the RIDER for each sentence, and allowed them to open dictionary when they found unfamiliar words. After the students completed the task, the teacher asked the students to explain the content of the sentence or the main idea each paragraph to know students understanding after the implementation of the strategy, and then gave some review on the material being discussed.

Afterward, the teacher asked the students whether they have problems in understanding the reading text during the implementation of the strategy. Based on their responses, the students seemed to have difficulties in comprehending the text through RIDER activities.

Meeting 2 (First Cycle)

In the second meeting, the teacher made use of reading text entitled "TV is bad for children". The students redid the RIDER, with similar steps like before. However, this time, instead of grouping the students as the case in the previous meeting, the teacher had the students do the RIDER individually. They implemented the strategy with the help of dictionary. In this second meeting, the students began to get accustomed to the strategy.

Finally, the teacher asked the students to share their understanding on the content of each paragraph and invited them to ask questions. The students complained that the reading text was too long. The allocated time, according to them, was not enough.

Having done with the discussion, the teacher delivered a post test.

Result of Post-Test of Cycle 1

The test was conducted based on the reading material "TV is bad for children". It was an essay test consisting of 5 questions. Each question was graded 20 if answered correctly; 10-15 if answered half-to-almost correctly; and 5 if below that. To pass the KKM, as mentioned before, the students should score 68 or above.

The result of the posttest of the first cycle is as follows.

Table 1
The Result Students Achievement of Cycle I

No	Name (initials)	Aspect of Variable		Note
		KKM	Score	
1	A G R	68	50	Not Achieved
2	A N A A	68	70	Achieved

3	A I S	68	50	Not Achieved
4	B C P	68	50	Not Achieved
5	B A R P	68	55	Not Achieved
6	D R	68	70	Achieved
7	D M H	68	65	Not Achieved
8	D N N	68	80	Achieved
9	E S	68	65	Not Achieved
10	E W	68	65	Not Achieved
11	F TM	68	75	Achieved
12	H N K	68	70	Achieved
13	K N H	68	60	Not Achieved
14	L L A	68	60	Not Achieved
15	M. H Y	68	70	Achieved
16	M. W D K	68	60	Not Achieved
17	M P A	68	65	Not Achieved
18	M K R	68	55	Not Achieved
19	N R A	68	65	Not Achieved
20	N Al A	68	65	Not Achieved
21	R T H	68	45	Not Achieved
22	S K H	68	65	Not Achieved
23	S Z H	68	55	Not Achieved
24	T F A	68	80	Achieved
25	T T F.M	68	50	Not Achieved
26	W I Y	68	50	Not Achieved
27	Z AN	68	70	Achieved

The table above shows that there are only 8 students who achieved the passing grade while and 19 students did not. The following table presents the percentage of the students based on their classification of achievement. Only 07.40% was categorized as good; while others were fair (22.22%), low (40.74%), and extremely low (29.62%).

Table 2
Students progress record in cycle I

Score	Classification	Students	Percentage
90-100	Extremely good		
80-89	Good	2	07,40%
70-79	Fair	6	22,22%
60-69	Low	11	40,74%
60	Extremely low	8	29,62%

Class Observation of Cycle 1

During the teaching and learning process, the researcher paid attention on the activeness of students. Their activeness was recorded as follows.

Table 3
The Result of Students Observation Sheet In Cycle I

No	Name	Asking Question	Answering Question	Finding new Vocabs
1	A G R			✓
2	A N A A	✓		✓
3	A I S		✓	✓
4	B C P	✓	✓	✓
5	B A R P			✓
6	D R			✓
7	D M H			✓
8	D N N			✓
9	E S	✓	✓	✓
10	E W	✓		✓
11	F TM		✓	✓
12	H N K		✓	✓
13	K N H		✓	✓
14	L L A	✓		✓
15	M. H Y		✓	✓
16	M. W D K			✓
17	M P A	✓		✓
18	M K R			✓
19	N R A		✓	✓
20	N Al A	✓	✓	✓
21	R T H			✓
22	S K H			✓
23	S Z H	✓		✓
24	T F A		✓	✓
25	T T F.M			✓
26	W I Y			✓

27	Z AN	✓		✓
	Total	9	10	27

Based on the table above, it can be seen that only 9 students were active in asking question, 10 students in answering question. However, all of them were active in finding new vocabularies. This was actually much better than their previous condition, before the implementation of RIDER strategy. Nevertheless, the criteria of success had not been achieved and the research should be continued to the next cycle, in which the researcher planned to give the students more motivation to learn better.

Cycle 2
There was only one meeting in cycle 2, which would be presented below followed by the presentation of the result of the posttest and the result of class observation. Through this second cycle, the criteria of success of this action research are achieved. Therefore, the research is stopped and then reported.

Meeting 3 (Second Cycle)
Reflecting the implementation of the RIDER strategy in the previous cycle, the teacher decided to use a shorter reading text. It was an article entitled "Is smoking good for us". After he gave each student the copy of the material, he got the students to conduct the RIDER strategy. This time, the students seemed to have been accustomed to the strategy. They did the RIDER for each sentence for about 3 minutes. They seemed to be more enthusiastic and active than before.

Having done the RIDER, the students discussed the content of the text by opening question-answer session. The class was closed by the posttest.

Result of Post-Test of Cycle 2
The result of the second cycle posttest is as follows. It shows much improvement of the students' achievement.

Table 4
The Result of Students Achievement In Cycle II

No	Name	Aspect of Variable		Note
		KKM	Score	
1	A G R	68	70	Achieved
2	A N A A	68	85	Achieved
3	A I S	68	85	Achieved
4	B C P	68	70	Achieved

5	B A R P	68	70	Achieved
6	D R	68	85	Achieved
7	D M H	68	70	Achieved
8	D N N	68	95	Achieved
9	E S	68	80	Achieved
10	E W	68	70	Achieved
11	F TM	68	95	Achieved
12	H N K	68	70	Achieved
13	K N H	68	70	Achieved
14	L L A	68	75	Achieved
15	M. H Y	68	85	Achieved
16	M. W D K	68	70	Achieved
17	M P A	68	85	Achieved
18	M K R	68	70	Achieved
19	N R A	68	80	Achieved
20	N Al A	68	80	Achieved
21	R T H	68	70	Achieved
22	S K H	68	85	Achieved
23	S Z H	68	70	Achieved
24	T F A	68	95	Achieved
25	T T F.M	68	70	Achieved
26	W I Y	68	70	Achieved
27	Z AN	68	85	Achieved
TOTAL FINISH			2.105	27

The above data shows that students have reached beyond the criteria of success. Their score-classification is presented in table 5 below.

Table 5
Students Progress Record in Cycle I

Score	Classification	Students	Percentage
90-100	Extremely good	3	11.11%
80-89	Good	10	37.03%
70-79	Fair	14	51.85%
60-69	Low	0	0%
60	Extremely low	0	0%

Observation
The result of observation shows that the process of teaching-learning did not have serious problems. The teaching-learning process is more active than the first one. The students' activeness is portrayed in table 6 below.

Table 6
The Result of Students Observation Sheet in Cycle II

No	Name	Aspect of Activeness		
		Asking Question	Answering Question	Finding new vocabularies
1	A G R		✓	✓
2	A N A A	✓		✓
3	A I S		✓	✓
4	B C P	✓		✓
5	B A R P			✓
6	D R		✓	✓
7	D M H	✓		✓
8	D N N		✓	✓
9	E S	✓	✓	✓
10	E W	✓		✓
11	F TM	✓	✓	✓
12	H N K		✓	✓
13	K N H		✓	✓
14	L L A	✓		✓
15	M. H Y	✓	✓	✓
16	M. W D K		✓	✓
17	M P A	✓		✓
18	M K R			✓
19	N R A	✓	✓	✓
20	N Al A	✓	✓	✓
21	R T H			✓
22	S K H		✓	✓
23	S Z H	✓		✓
24	T F A	✓	✓	✓
25	T T F.M		✓	✓
26	W I Y			✓
27	Z AN	✓	✓	✓
	Total	14	17	27

From the data above, we know that the students' learning activities ran better than that of the first cycle. Most of the students were active in asking, answering questions. Moreover, all of them were also involved in trying to find new vocabularies to help them understand the reading text.

Analysis
The data presentation above shows that the implementation of RIDER strategy helps increase both the students' reading skill achievement and their activeness in the teaching and learning process.

As mentioned in the background of this study, before the implementation of RIDER strategy, most of the students did not reach the KKM. Only 4 out of 27 students (14,81%) (4 students) did. They also seemed to not enjoy the reading class. They seldom pay full attention to the teacher explanation, and were often busy with their own business during class.

After the implementation of RIDER strategy, the student achievement in reading skill increased. In the first cycle, 8 students (29.62%) reach above the KKM. The improvement is presented in the following table.

Table 7
Improvement of student achievement after action

Students	Result					
	Pretest		Cycle I		Cycle II	
	Number	%	number	%	number	%
Who get ≥ 68	4	14.81	8	29.62	27	100
Who get ≤ 68	23	85.18	19	70.37	0	0.0

Not only the achievement, the students involvement in the teaching and learning process also increases throughout the implementation of the strategy (see table 7). This involvement is indicated by their active participation in asking and answering question while discussing as well as in attempting to find out the meaning of difficult words. In cycle 1, there are 9 students or 33.33% of them raised their hands asking questions. This number increased into 51.85% (14 students) in cycle 2. The number of students who answered questions also improved from 10 (37.03%) to 17 (62.96). Meanwhile, their activeness in terms of finding the meaning of difficult words is already 100% since cycle 2.

Table 8
The student activeness during cycle I and II

No	The students' activeness	Number		Percentage	
		Cycle I	Cycle II	Cycle I	Cycle II
1	Asking question	9	14	33,33%	51,85%
2	Answering question	10	17	37,03%	62,96%
3	Finding new vocabulary	27	27	100%	100%

CONCLUSION

This research aims at finding how RIDER strategy is implemented to improve the students' reading skill. The RIDER (Read, Image, Describe, Evaluate, & Repeat) strategy has been used to help improve students' ability to visualize and led to an improvement in their ability to spontaneously recall details of a text and their understanding of the text. In this research, RIDER strategy is implemented at English class at grade XI of MA Ma'arif Balong Ponorogo as an action to solve the problems found in the class: low achievement and low activeness.

The result of the tests shows significant improvement of the students' achievement. In the pretests, which is conducted before the implementation of the strategy, only 14,81% (4 students) reach the KKM; in the posttest in the first cycle, 8 students (29,62%) reach the KKM; and lastly, in the posttest of the second cycle, all students (100%) are successful to achieve the criteria. Regarding the class participation of the students during the implementation of the strategy, the data from the observation shows as follows. In the cycle 1 the student' activeness in asking question is 33,33%, in answering question 37,03%, in finding new vocabulary 100%. In cycle 2, the students' activeness improves with the following details: in asking question 51,85%, in answering questions 62,96%, and in finding new vocabulary 100%.

Thus, through the implementation of RIDER strategy, the students' reading skill improves and so does their enthusiasm in learning.

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