

**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**

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Abstrak

Penelitian ini bertujuan untuk melihat pengaruh penggunaan RIDER strategi dan motivasi membaca guna memotivasi siswa dan meningkatkan kemampuan membaca siswa dalam memahami teks deskriptif pada satuan pendidikan Sekolah Menengah Pertama (SMP) di SMP PERTIWI 2 Padang. RIDER strategi diharapkan dapat memberikan kontribusi yang lebih baik dalam pengajaran membaca teks deskriptif bagi siswa di SMP. Jenis penelitian ini adalah penelitian eksperimen dengan populasinya yaitu kelas VIII SMP PERTIWI 2 Padang tahun pelajaran 2014-2015. Sampel penelitiannya yaitu kelas VIII-2 sebagai kelas kontrol dan kelas VIII-3 sebagai kelas eksperimen. Instrumen yang digunakan adalah test membaca dan kuesioner. Hasil dari penelitian ini menunjukkan tidak adanya efek yang signifikan pada siswa yang memiliki motivasi tinggi.

Key words: *Teaching reading, RIDER strategy, teks descriptive*

I. Introduction

Reading is a very important activity to get information, knowledge, technology, and pleasure. The importance of reading activities make reading becomes an important part of the language skills that is developed in school. Reading is a means for students to gather information and to get knowledge from printed material in which most of the knowledge and science are found. According to Bowman (2001) reading is an appropriate means to promote a life-long learning. By reading, one can obtain information, and improve knowledge about the world. Especially in educational aspect, the importance of reading has been claimed as one of the skills that can determine the students success in learning.

Basically, the main purpose of conducting reading activity at school is to get ideas and information. To achieve this purpose, it is necessary for the students to comprehend reading texts. Conducting reading activity with deep comprehension is not easy, because reading is a complex process in which many factors can be involved. As a matter of fact, the students often feel unable to comprehend their text. They frequently feel hard to figure out ideas in the text that they have just read.

From the interview with some students and observation conducted, there were several problems which caused the students' difficulties in comprehending the texts. The problems were the students' lack of motivation, lack of vocabulary and lack of imagination or prediction that make them got difficulties to identify the main idea of the text, determine topic sentence, and identify supporting detail. In addition, the teachers used the same teaching strategy almost all over teaching learning process.

Reading with deep comprehension is not easy because reading is a complex process in which many factors are involved. As a matter of fact, the students often feel unable to comprehend their text. They frequently feel hard to figure out ideas in the text that they have just read.

Reading comprehension is understanding a text that is read, or the process of constructing meaning from a text. Lenz (2005) defines "reading comprehension is the process of construction meaning from the text". Reading comprehension as a process not a state and it involves the meaningful construction of an author's message by the use of prior knowledge, especially knowledge of language".

The role of teacher is absolutely viewed necessary and required to guide the students and apply all techniques of reading toward the success of teaching reading. According to Nunan (2003:68), there are two aspects of teaching reading, they are: teaching reading can refer to learners who are learning to read for the first time, and teaching learners who already have reading skill in their first language. It means that when we teach on reading subject, we don't teach them to read but it is better to transfer the content of the text.

In teaching reading, teachers have to know how to teach students comprehend the text that they have read. It must be a good idea that teachers can apply some strategies which make reading easier for the students. O'Malley (1995:96) argues that in teaching reading must include at least five components. They are a large number of reading, time in class to read, the right material that encourages students to read, direct teaching reading strategies and teachers skilled in matching material and reading strategies to students' interests and level of language skills.

Based on the English syllabus of eighth grade of SMP PERTIWI 2 Padang, students are expected able to comprehend descriptive, narrative, and recount texts. In this syllabus, the basic competence that should be acquired by the students in this level is comprehending the purpose, generic structure, and language features of the text. It means that the students are able to understand and produce the texts. However, many students had problem in comprehending the text, especially occurred in class VIII of SMP Pertiwi 2 Padang. The students got difficulty particularly on descriptive text.

From the result of interview with the English teachers, it was found that many students did not pass minimum standard adequacy (SKM) on descriptive text. This is supported by pre-test given to students which indicated that the students had some problems in comprehending descriptive text, especially on main idea, supporting details, reference, and inference.

There were several problems which caused the students' difficulties in comprehending the texts that was found from interview with the English teachers and many students. The problems were the students' lack of motivation, lack of vocabulary, and lack of imagination or prediction that make them got difficulties to identify the main idea of the text, determine topic sentence, and identify supporting detail. In addition, the teachers used the same teaching strategy almost all over teaching learning process.

These problems need to solved immediately. Visual imagery or visualisation is one of the key comprehension strategy to teach the low ability readers who have difficulty with comprehension, R.I.D.E.R strategy should be used for teaching and can overcome those problems. RIDER

stands for Read- Image-Describe-Evaluate-Repeat.

According to Mercer (1993), there are some steps of using RIDER strategy. It is explained as follow: Read (reading the sentence), Image (Making an image or picture in your mind), Describe (how the new image is different from the last sentence), Evaluate (making sure that the image contains everything necessary), Repeat (the step to RIDER as you read the text sentence).

First, R.I.D.E.R strategy can make students active and skillful readers in the reading class since it provides many challenging activities. It activates the student's background knowledge by doing imagination or visualisation through the texts.

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

Third, a strategy can motivate students to read by imagination, what is coming to the students' mind when the teacher is giving them a text, the students predict what will happen in the text, then they want to know whether their imagination is true or not by reading then after reading they evaluate their imagination. It creates higher order thinking. The process of R.I.D.E.R strategy encourages students to be active and thoughtful readers, improving their comprehension.

Not only a strategy that is needed in reading comprehension but also reading motivation. The factors that influence students in reading comprehension is their motivation in reading, because reading is

an effortful activity that students often can choose to do or not to do.

Motivation is one of important factors that influence students' learning achievement. Every student needs motivation in accomplishing his/her study during teaching learning process. Brewster and Fager (2000) states that students who are not motivated to engage in learning are unlikely to succeed, with learning without getting bored and or giving up easily.

Motivation relies on reading comprehension, which fuels strategy development. Students do reading for a particular purpose. Reading by purpose provides motivation. Teacher should think what factors make students to read. As Harris (1990) states "there are two alternatives to make reading interesting. One is by employing material which is intrinsically capable of attracting and holding the readers interest. The other is by using the material that available in ways which foster interest. It means reading will become interesting if the teacher can combine these two alternatives. Finding and creating appropriate material and procedure to teach it.

Motivation gives a great effect to the succes of learning. Brown (2001:17) states that motivation is one of the most important factors in success in learning English. Motivation means having a real purpose in learning English or really wanting to learn English for a reason. So, it is obvious that one also needs motivation in order to get success in reading English as one of the language skills. If he does not have motivation in reading, he will not read anything. As Burnet (2001), state that motivation for reading is internalized reason for reading which active cognitive operation that enabled the individual such as acts as acquiring knowledge, enjoying aesthetic experiences,

performing tasks, and parti-cipating in social contexts.

The students should be motivated to read and reading itself can become their good habit. The students need internal and external motivational force. It may come from inside of individual himself or from the surrounding that can make reading becomes their habitual activity.

Therefore, the researcher implemented RIDER strategy and students' reading motivation toward students' reading comprehension in descriptive text. RIDER stands for Read-Image-Describe-Evaluate-Repeat.

Generally, the RIDER strategy helps the students to more easily understand the material given by the teacher, because this strategy uses imagination of students in thinking.

Considering the explanation above, the purpose of this research was to find out whether teaching reading a descriptive text to junior high school students by using RIDER strategy and reading motivation give significant result toward students' reading comprehension at grade VIII of the SMP PERTIWI 2 Padang.

II. Method of The Research

The design of this research was Experimental Research because it tested the effect of twi independent variables (RIDER strategy and reading motivation) toward one dependent variable (students' reading comprehension at grade VIII of SMP PERTIWI 2 Padang). It was Quasi-Experimental research, this design was used because if randomly assigns the students to classes, it would disrupt classroom learning.

This research used post-test only Design because this research only sees whether there is an effect of the treatment in experimental group or not, and the posttest score then compared with the control group to see the effect. The population of this research was the second grade students of VIII at SMP PERTIWI 2 Padang and the sample were 72 students who registered in two classes were VIII-2 as experimental class and VIII-3 as control class. The instrumentation of this research was reading comprehension test which consist of 30 items and questionnaire of reading motivation which consist of 40 items.

The validity of reading test and reading motivation questionnaire was measured in the basic of content validity, construct validity and item validity. For reading motivation questionnaire, the construct, content and item validity of this questionnaire has already validated by the experts. As this research adapted a ready-made questionnaire, the use of this questionnaire had been permitted by J.T. Guthrie.

For reading comprehension test, the test items were constructed by the researcher and it consult to the validator. The texts were are taken from an integrated course of English for SMP VIII (handbook).

The procedure of this research is the experimental class was taught by using RIDER strategy in whilst-teaching. Meanwhile, control class was taught by using conventional teaching.

III. Findings and Discussions

The recapitulation of the students' reading comprehension post-test scores in the experimental and control class.

	Experimental class	Control class
Number of students	36	36
Max	100	97
Min	47	40
Sum	2910	2566

Table 1. Recapitulation of the Students' Posttest Scores in Both Experimental and Control Class From the table above, it can be seen that the highest reading comprehension score of students in experimental class is 100 and the lowest 47, while the total score is 2910. In control class, the highest reading comprehension score of students is 97 and the lowest 40, while the total score is 2566.

Table 2. Recapitulation of Post-test Based on Students' High and Low Reading Motivation of Experimental and Control Group

Reading Motivation	Group	N	X max	X min	x	SD
High	Experimental	18	100	53.33	80.19	15.10
	Control	18	86.67	46.67	74.82	10.37
Low	Experimental	18	96.67	46.67	81.48	13.68
	Control	18	86.67	40.00	67.78	15.30

Reading Motivation Group N X
 max X
 min x SD
 High Experimental 1
 8 10
 0 53.
 33 80.

19	15.		
10			
	Control	1	
8	86.		
67	46.		
67	74.		
82	10.		
37			
Low	Experimental	1	
8	96.		
67	46.		
67	81.		
48	13.		
68			
	Control	1	
8	86.		
67	40.		
00	67.		
78	15.		
30			

Based on the table above, it can be seen that the highest score of students' with high reading motivation of experimental group was 100, the lowest score was 53.33 and the mean score was 80.19. on the other hand, the highest score of students' with high reading motivation of control group was 86.67, the lowest score was 46.67 and the mean score was 74.82.

Moreover, on the students with low reading motivation, it can be seen that the highest score of experimental group was 96.67, the lowest score was 46.67 and the mean score 81.48. On the other hand, the highest score of students' with low reading motivation of control group was 86.67, the lowest score was 40 and the mean score was 67.78.

a. Hypothesis 1

Classification	Group	
	Experimental	Control
N	36	36
x	80.83	71.30
Σx	1664	1437
t _{calculated}	2.935	

t _{table}	1.667
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Table 3. Result of Hypothesis 1

It can be caused by the teaching strategy which is used by the researcher, as Wang (2007:2) states that a good teaching strategy can motivate students and make them focus in the process of learning. It means that RIDER strategy can improve students' reading comprehension.

b. Hypothesis 2

Classification	Group	
	Experimental	Control
N	18	18
x	80.19	74.82
Σx	850	777
t _{calculated}	1.246	
t _{table}	1.691	

Table 4. Result of Hypothesis 2

The result of hypothesis testing shows that t-calculated is 2.935 which is 1.667 (df=70, α=0.05). Since tcalculated was higher than ttable (tcalculated > ttable), it means that the alternative hypothesis (H1) is accepted and H0 is rejected. It shows that the students' reading comprehension who was taught through RIDER strategy was better than students who was taught through conventional teaching.

The result of hypothesis testing shows that tcalculated is 1.246 and ttable is 1.691 with df=34, α=0.05. Since tcalculated was lower than ttable (tcalculated > ttable), it means that the alternative hypothesis (H1) is rejected and null hypothesis (H0) is accepted. The average score of the high students' reading motivation in the experimental group have the highest scores than students in the control group.

Furthermore, students with higher reading motivation payed more attention on text given by the teacher. They tended to be active in class and have more reading mo-

tivation because they have positive view toward reading activity. Reading motivation will create interesting in read-ing.

According to Guthrie et. Al (2006:284) interest in reading is a motivational construct that has been described as a personal investment. It means that, the students who have reading motivation, they will be interested in reading. So, the students who have reading motivation will want and willing to read and they will try to gain the meaning from the text that they read.

c. Hypothesis 3

Classification	Group	
	Experimental	Control
N	18	18
x	81.48	67.78
Σx	688	590
t _{calculated}	2.935	
t _{table}	1.691	

Table 5. Result of Hypothesis 3

2.935 and ttable is 1.691 with df=34 α=0.05. Since tcalculated was higher than ttable (tcalculated > ttable), it means that the alternative hypothesis (H1) is accepted and H0 is rejected. It shows that the students' reading comprehension who was taught through RIDER strategy was better than students who was taught through Conventional teaching.

It was influenced by some factors. First, students in the experimental group who were taught by RIDER strategy got more active to develop their imagine and thinking. This is in line with Scevak and Moore (1997:280) who state that "RIDER strategy will improve the comprehension of a whole class of students, as opposed to working with small intervention groups". Then they discussed their ideas and share. It was different by the control class.

Classification Group
Experimental Control

N	18	18
x	81.48	67.78
Σx	688	590
t _{calculated}	2.935	
t _{table}	1.691	

The result of hypothesis testing shows that tcalculated is

d. Hypothesis 4

Table 5. Result of Hypothesis 4

Source	Type III sum of Squares	Df	Mean Square	F _{calcu} lat	Sig.	F _{tab} le
Inter row (Strategy)	1637.255	1	1637.255	8.669	0.004	3.98
Inter column (Reading Motivation)	148.264	1	148.264	0.785	0.379	3.98
Interaction	312.500	1	312.500	1.655	0.203	3.98
Error	12842.852	68	188.865			
Total	43152.7578	72				

Table ANOVA above shows that score of Fcalculated for interaction of strategy and reading motivation is 1.655 and significant value is 0.203 with α (0.05). The value of Ftable is 3.98 , because of fcalculated < ftable and sig value is higher than α (0.05).

It means that there is no interaction between both strategies of teaching reading and reading motivation toward students' reading comprehension of descriptive text. It means that null hypothesis (H0) is accepted and the alternative hypothesis (H1) is rejected.

The unexpected result of this study was caused by the meeting in this research was fewer than 12 meetings, and the resear-

cher could not treat the students maximally. So, the result might not be as good as expected. Moreover, the students participated actively in experimental class, but in control class only few of students participated in teaching learning process. This is may be due to the fact that the researcher was not their real teacher. This is also could have affected the results.

In conclusion, RIDER strategy that used in experimental group more effective than conventional strategy. Moreover, the data showed that there was possibility for the students that have low motivation to improve their reading comprehension and get the high score of reading comprehension through RIDER strategy. And for the students that have high motivation, it is a change to maximalist their abiltiy in reading comprehension.

IV. Conclusions

Based on the results of the data analysis and findings of this research which was conducted at grade VIII of SMP PERTIWI 2 Padang, it can be conclude that the effect of using Read-Imagine-Describe-Evaluate-Repeat reading (RIDER) strategy and reading motivation give significant result toward students' reading comprehension at grade VIII of SMP PERTIWI 2 Padang.

From that result, it was caused by the students with low reading motivation who

were taught by Read-Imagine-Describe-Evaluate- Repeat reading (RIDER) strategy have significantly higher reading comprehension than the students with reading motivation who were taught by using conventional strategy.

Referring to the research findings and discussions of the research, some suggestions can be given. The suggestions are the teacher of SMP PERTIWI 2 Padang and other teachers to apply RIDER strategy as one of the alternative way to improve students' reading comprehension. It can help the teacher have various activities in the classroom.

It is suggested to other researcher to attempt to conduct a research about students' reading comprehension on other kinds of the texts like narrative, report, review, and so on. This research is only limited reading comprehension, it is suggested to other researchers to attempt conducting a research on other skills like listening, speaking, and writing. The moderator variable in this research is reading motivation. It is suggested to the other researcher to conduct a research on other moderator variable like learning motivation, self-efficacy, self- confident, participation, and so on.

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