

CHAPTER I

INTRODUCTION

This chapter presents an overview of research background that explains why this research is important to be studied relating to the topic in research fields. This chapter also explains several theories by the experts to understand the study of this research. Finally, this research provides useful data and information regarding to the topic that is researched.

A. Background

The aim of this study is to find out the use of RIDER (Read, Imagine, Describe, Evaluate, Repeat) strategy to improve students' reading comprehension in learning descriptive text at 8th grade students of SMP PGRI 10 Bandung. Chastain (1988) in Rohani (2015:1) considers reading as a receptive skill in which the reader is receiving a message from writer. Further, he asserts that "Good reading texts also provide good models for writing, and provide opportunities to introduce new topics, to stimulate discussion, and to study language" (Chastain, 1988 in Rohani, 2015).

Meanwhile, reading comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text (Gilakjani & Sabouri, 2016:230). According to Lo & Hsu (2014) in Ariawan & Pratiwi (2017:203), reading comprehension is very important to be mastered by students. It helps them to understand the matters that they read and they can implement these matters into daily life. However, in the present time, it has been found that many students display lack of interest toward reading activities especially the ones related to reading comprehension (Zare & Othman, 2013 cited in Ariawan & Pratiwi, 2017:203). As a result, the students' reading habit, critical thinking, and creative thinking might decrease and the students' literary culture might disappear.

Based on the researcher's personal experience in teaching practice at SMP PGRI 10 Bandung, there were some problems faced by 8th grade students in reading comprehension ability. First, some students did not understand what text they read about. For example, when they were given a task by the teacher to read the text in the textbook and they were asked to do assignments related to the text they read, they have difficulties in answering these questions because they did not understand what text they read about. Second, many students expected more fun learning. The researcher knows this based on the students' answer on the questionnaire sheets that were distributed to fulfill the researcher's assignment of English for Specific Purposes (ESP) subject. During the teaching practice, they were more enthusiastic to learn when the teacher taught the material using method or media that they don't commonly used. Usually, the teacher only explained and the students listened.

The problems faced by the researcher were also faced by several previous researchers. According to Ninsuwan (2015:1836), a great number of Thai students are lack of ability to analyze and understand reading texts. Thai students used English as a foreign language (EFL) and had a different background of learning English according to schools and primary or secondary curriculum. Undoubtedly, when teacher conducts a class by using English, some students may understand the context well but some may not, or to say that the way students perceive foreign language is not as good as native speakers or ESL speakers. According to Rofikasari (2016) in Ariawan & Pratiwi (2017:204), the causes of students' low reading comprehension skill in Massachussets are almost similar to those in Indonesia. The low students' reading comprehension skill has been caused by the lack of innovative reading comprehension learning and the less interesting reading materials for the students.

Based on the explanation, a strategy that can make students more interested in reading activities is needed. One of strategies that can be used to make students more interested in reading is RIDER (Read, Imagine, Describe, Evaluate, and Repeat). RIDER strategy can be used in reading material for example in learning a kind of genre that is descriptive text. By applying this strategy, the researcher

expects this strategy can help the students easily get the meanings from what they are reading to and the students more interested to read.

There are several research related to this research. First, a research conducted by Yulianingsih (2014:7) showed that the students' reading comprehension on recount text by using RIDER strategy was improved. Second, a research conducted by Diana and Sunaryo (2013) showed that RIDER strategy can guide students to listen well through step by step teaching procedure. The RIDER strategy helps the students easily get the meanings from what they are listening to, especially for descriptive text. Third, a research conducted by Putri (2016:118) showed that the effect of using RIDER strategy and reading motivation give significant result toward reading comprehension at grade VIII of SMP PERTIWI 2 Padang. The average score of the high students' reading motivation in the experimental group have the highest scores than students in the control group. The three researchers showed that there is an improvement in students' comprehension abilities with different skills and material used. In this research, the researcher conducted a research on the skill improvement, implementation process, and find out whether teaching reading descriptive text by using RIDER strategy has significant result toward students reading comprehension at 8th grade students of SMP PGRI 10 Bandung.

Thus, from the background explanation above, this research intends to find out the use of RIDER strategy to improve students reading comprehension in learning descriptive text. It is expected that the result of this research will give advantages for solving a problem of students who are less in reading comprehension especially in learning descriptive text.

B. Research Questions

According to the background of the research, the research questions can be formulated as follows:

1. How is the students' reading comprehension in learning descriptive text before being taught by using RIDER strategy?
2. How is the process of implementing RIDER strategy in learning descriptive text?
3. How is the students' reading comprehension in learning descriptive text after being taught by using RIDER strategy?
4. How significant is RIDER strategy in improving students reading comprehension in learning descriptive text?

C. Research Objectives

Base on the research questions, the research purposes are:

1. To find out the result of students reading comprehension in learning descriptive text before being taught by using RIDER strategy.
2. To find out the process of implementing RIDER strategy in learning descriptive text.
3. To find out the result of students reading comprehension in learning descriptive text after being taught by using RIDER strategy.
4. To find out the effectiveness of RIDER strategy in improving students reading comprehension in learning descriptive text.

D. Research Significances

The following are the significances of research that state the contribution of this research and the usefulness of this research in the society.

1. Theoretical significance

The findings of this research are expected to become a source information about the way to improve the students reading comprehension by using RIDER strategy.

2. Practical Significances

This research is expected to give information and contribution to the teacher, the students, and future researchers.

a. The teacher

This research can be used in learning activity. It is expected to improve students' reading comprehension by using RIDER strategy.

b. The Students

The students can improve their reading comprehension. For example to understand what the text they read about.

c. Future researchers

The result of this research can be information and it can be reference for future researchers.

E. Research Limitation

Based on the research questions, this research limits the use of RIDER (Read, Imagine, Describe, Evaluate, and Repeat) strategy to improve students' reading comprehension in learning descriptive text at 8th grade students of SMP PGRI 10 Bandung. The research focused on the research questions.

F. Research Framework

Reading is the process of identification, interpretation and perception of written or printed material (Torres & Constain, 2005:55). Chastain (1988) in Rohani (2015:1) considers reading as a receptive skill in which the reader is receiving a message from writer. According to Anderson (1985) in Gilakjani & Sabouri (2016:230), reading is the process of making meaning from written texts. Meanwhile according to Wixson, Peters, Weber, and Roeber (1987) in Gilakjani & Sabouri (2016:230), reading is the process of creating meaning that involves (a) the reader's existing knowledge; (b) the text information; and (c) the reading context. Based on those explanation, reading is the process of identifying and interpreting a written or a printed text to understand the message conveyed by the writer.

Comprehension is a process in which readers build meaning by communicating with text and information in the text (Pardo, 2004 in Rohani, 2015:1). Meanwhile according to Torres & Constain (2005:55), comprehension is the understanding of the meaning of written material and involves the conscious strategies that lead to understanding. Based on those explanation, comprehension is the process of building meaning carried out by the reader when the reader reads a text.

Meanwhile, reading comprehension is the process of creating meaning from text (Kintsch, 1998 and van Dijk and Kintsch, 1983 cited in Gilakjani & Sabouri, 2016:230). The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. According to Duke (2003) in Gilakjani & Sabouri (2016:230), reading comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text. Based on those explanation, reading comprehension is the process of making meaning or creating meaning from a text.

According to Lo & Hsu (2014) in Ariawan & Pratiwi (2017:203), reading comprehension is very important to be mastered by students. It helps them to understand the matters that they read and they can implement these matters into the daily life.

The classroom in the 21st century basically requires not only the sense of pedagogy but also strategy to effectuate students' skills and ability (Ninsuwan, 2015). Students reading a text at school often have difficulties to understand and comprehend its meaning. Therefore, 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 strategies which make reading easier for the students.

Based on the explanation, a strategy that can make students more interested and active in reading activities and can effectuate students' skills in reading is needed. One of strategies that can be used to make student more active in reading is RIDER strategy. RIDER stands for Read, Imagine, Describe, Evaluate, and Repeat. According to Collier (2005) in Yulianingsih (2014:2), there are five steps

in RIDER strategy. The first steps is READ. In this step, the students read the title of the text, the sentence in the first paragraph and stop reading the text. The second step is IMAGINE. In this step, the students imagine the picture in their minds. They can closed their eyes before tell the story about. The third step is DESCRIBE. In this step, the students describe the picture that they have in their minds after read and imagine. The students might change their images if they felt they need to. The fourth step is EVALUATE. In this step, the students have to make sure about what the picture in their imagination and described before. The fifth step is REPEAT. In this step, the students repeat or reread again the text.

G. Research Scheme

The following is a research scheme of this research.

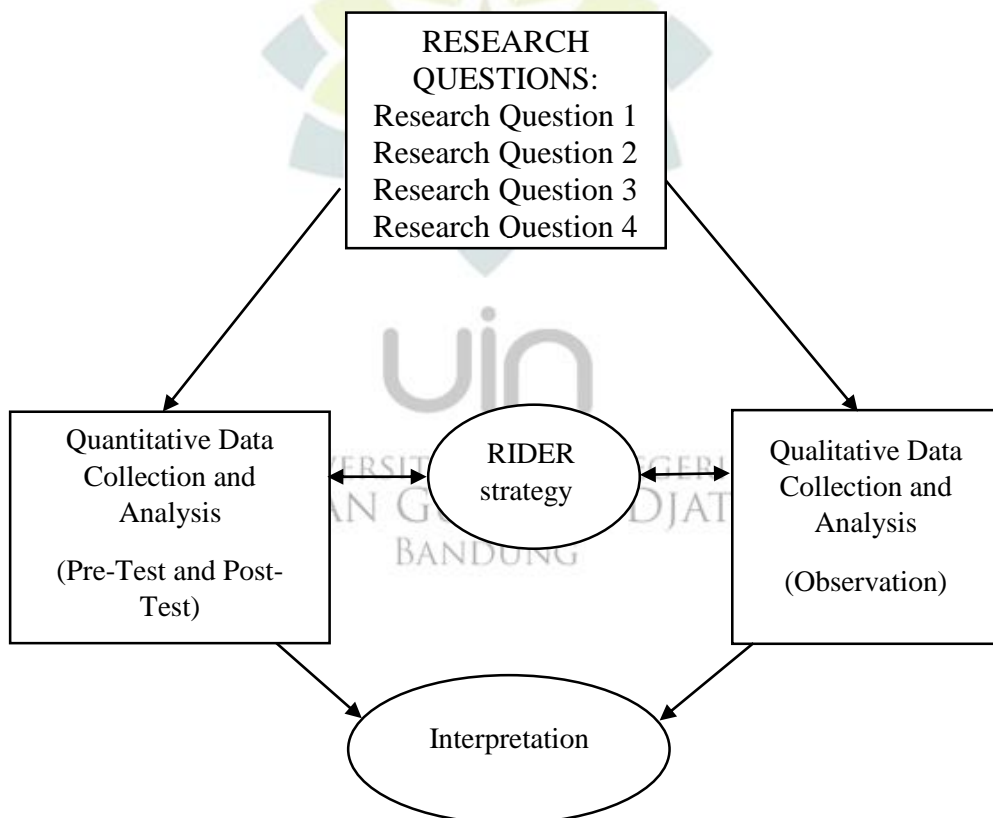


Figure 1.1 Research Scheme of the Research

There are four research questions in this research. The first is how is the students' reading comprehension in learning descriptive text before being taught by using RIDER strategy? The second is how is the process of implementing RIDER strategy in learning descriptive text? The third is how is the students' reading comprehension in learning descriptive text after being taught by using RIDER strategy? and the fourth is how significant is RIDER strategy in improving students reading comprehension in learning descriptive text?

In this research, the researcher uses a mixed method using explanatory sequential design analysis. A mixed method of research design is a procedure for collecting, analyzing, and mixing, both quantitative and qualitative methods in a series of studies to understand research problems (Creswell, 2012:535). Collecting and analyzing quantitative data is done to obtain answers the research questions number 1, 3, and 4. To obtain the data, the researcher gives a pre-test to students before giving them treatments and the researcher gives a post-test to the students after giving them the treatments. Furthermore, qualitative data collection and analysis is used to obtain answers to research question number 2. To obtain the data, the researcher did an observation during the learning process using the RIDER strategy. Subsequently, the data obtained by the researcher will be processed and interpreted.

H. Previous Research

There are several research related to this research. The first research conducted by Yulianingsih (2014) showed that the students' reading comprehension on recount text by using RIDER strategy was improved. On the first cycle, the writer used pictures and table as media and the students' mean score was 60.14. In the second cycle, the writer used RIDER strategy helped by the pictures and cue cards and the students' mean score was 69.16. The third cycle, the writer used movie to help the students in reading comprehension and the students' mean score was 79.84.

The second research conducted by Novita and Sunaryo (2013:48) showed that RIDER strategy can guide students to listen well through step by step. It helps

the students easily get the meanings from what they are listening to, especially for descriptive text. It also can make the students have much time to recall and keep track of ideas mentioned in a text.

The third research conducted by Putri (2016:118) showed that the effect of using RIDER strategy and reading motivation give significant result toward reading comprehension at grade VIII of SMP PERTIWI 2 Padang. The result of hypothesis testing shows that t-calculated is 2.935 and t-table is 1.667 (df=70, $\alpha=0.05$). Since t-calculated was higher than t-table (t-calculated > t-table), it means that the alternative hypothesis (H1) is accepted and null hypothesis 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 fourth research conducted by Dewi & Annisa (2018:1) showed that the implementation of RIDER strategy in reading comprehension especially in descriptive text was effective. The mean score of cycle 1 was 65.33 and categorized good. The mean score for cycle 2 was 78,66 and categorized very good. It was proved by the mean of the cycle 2 was better than 1.

The four researches showed that there is an improvement in students' comprehension abilities with different skills and material used. In this research, the researcher conducted a research on the skill improvement, implementation process, and find out whether teaching reading descriptive text by using RIDER strategy has significant result toward students reading comprehension at 8th grade students of SMP PGRI 10 Bandung.