IMPROVING READING COMPREHENSION IN NARRATIVE TEXT THROUGH READ, IMAGINE, DESCRIBE, THE EVALUATE AND REPEAT (RIDER) STRATEGY OF ELEVENTH GRADERS OF SMA N 1 JARAI: CLASSROOM ACTION RESEARCH

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ABSTRACT

This study is a classroom action research which aim at improving students' reading comprehension achievement in narrative text through RIDER strategy. The subject of this study were 28 students of XI. IPA 3 of Senior High School 1 of Jarai in academic year 2015/2016. The research was conducted in two cycles (1 and 2) and the preliminary stage was initiated before the study was done. Each cycle has four steps; (1) Planning ; (2) Action ; (3) Observation, and (4) Reflection. The last step of each cycle was administered to what to do to the next cycle. There are two data collections, namely quantitative and qualitative. Test are used as quantitative and observation is quantitative data. The mean and percentage are used to score the tests. Meanwhile, the qualitative data are interpreted by describing the result of observation form. The findings show that there are improvements on students' reading comprehension achievement in narrative text. From the mean score of students' reading test, the achievements score are 70.17 for cycle 1; 78.57 for cycle 2. The improvements of the study for reading tests are 60.01% in cycle 1, 50 % for cycle 2. The result of observation also shows the improvement of students' motivation in learning text. The observation is divided into two categories; active students and inactive students. In cycle 1, there were 11 students or 39.28 % for inactive students, in cycle 2 there was 4 or 14.28 % inactive students. Meanwhile, in cycle 1 there were 17 or 60.71% active students, and 24 or 85.71 % active students for cycle 2, From these data, therefore, the implementation of the RIDER (Read, Imagine, Describe, Evaluate and Repeat) strategy is appropriate strategy to improve students' reading comprehension achievement in narrative text. And the criteria of success has been reached successfully.

Key Words : Improving, Reading, Narrative Text, and RIDER Strategy

Introduction

Reading skill is able to help the learners find out the new idea by their critical thinking. Reading is the process by which people gain information and idea from books (Ogle & Blackhowics, 2008: 15).Through reading, the learners are able to observe the ideas given by writer, the learners will get information about things that

happen around them. Reading can support the learners to master the other language skills such speaking, listening, and writing. In addition, reading skill can entertain the learners because it is not only done for academic purpose, but it can help them to refresh their mind. Reading is not only in developing language intuition and determining academics success, but also complete certain task. Therefore, it is obligatory for students, especially those who study in colleges to have reading skills. They should acquire such as ability that they can easily handle any reference they need accomplishing every task

given to them. In addition, it is avoidable that they will deal with accomplishing writing academic paper which finally forced them to read various books and reference. In short, it is crucial for the students to acquire reading skill

Considering the important of reading skill in language learning discussed above, the Education Minister of Indonesia includes reading as one of the important skills in KTSP Curriculum of Senior High School 2006. Based on this curriculum, the basic competence of reading in high school is a skill to comprehend and understanding the meaning of the text. In Senior High School Syllabus, there are twelve genres of text that are learned by students: procedure text, descriptive text, recount text, report text, news item text, discussion text, exposition text, narrative text, hortatory Exposition text, explanation text, review text, argument text. According to the Senior High School Syllabus particularly for eleventh grade; students must be able to understand narrative text.

In fact, although all the students have learned English since they were at Junior High School, even some students who started studying English since at Elementary School. Unfortunately, they are still confused in reading comprehension. Up to the present time, many students of SMA getting difficulties in comprehending English text especially in narrative text.

Based on the research's experience in teaching and learning process in classroom, the researcher found that one of the texts that is difficult for the students to comprehend is narrative text. The problems sometimes arise when the learners were grasping the main idea of the written text, they do not understand the ideas that the writer gave, they do not know how to identify generic structure of the text: orientation, complication, resolution and re-orientation. They read all the text, but they can not reveal what the contains of the text, they were easy to forget all what they have read if they were asked to retell the main point of the text. In many situation, the writer repeatedly encounters students silent responses or reply such as," Sorry I have nothing to tell you," I don't remember, "or I have no idea about that. The complex problems are the difficulties learn comprehending the lesson happens not because the students do not understand the text presented but rather they do not get enough opportunities or training from the teacher.

From the researcher's experience in teaching at SMA Negeri Jarai, and the result of interview that had been given to the students, there are some factors that make the students have difficulties in comprehending the narrative text. They are vocabulary mastery, grammar mastery, low motivation in reading, the strategy used is not interesting or monotonous. But the most important one is the uninteresting strategy that is used by the teacher in SMA Negeri 1 Jarai. The uninteresting strategy was lecture or conventional strategy, the teacher justs ask the students read the text and asks them to answer the questions.

As consequence of the implementation of the uninteresting strategy, there are four problems emerged, they are, 1) students' reading score in comprehending the text is low, 2) he process of teaching and learning reading does not run effectively and tends to be monotonous, 3) students have low motivation in learning since the process is not interesting, 4) the students' reading achievement is far from satisfactory result because they do not reach the minimum passing grade (*KKM*), that is 75.

In researcher's opinion, RIDER strategy is appropriate strategy in improving the students' reading comprehension especially in narrative text. Because RIDER strategy is classified as an effective and efficient because it gives enough opportunities in teaching learning process . For example they get a lot practice and training and doing their home work as well.

According to Scevak and More (1999) in Marza (2013, P. 3) RIDER strategy will improve the comprehension of a whole class of students, as opposed to working with small intervention group. RIDER strategy can work as effectively as teaching a small group intervention group. The implication of this study is that comprehension strategies like RIDE ca be taught successfully by classroom teacher. It is taught during their literacy block, without the need for intervention teachers to remove groups of students for specialized teaching. This is developed to improve each student's ability to visualize and led to an improvement in their ability to spontaneously recall details of a text and their understanding of the text. RIDER strategy can be used to strengthens the students' ability to monitor their comprehension and to recall information, this strategy can be also applied both when listening to text or when reading (Lewis & Lewis, 2006).

Based on the discussion above, the writer is interested in applying Read Imagine Describe Evaluation and Repeat (RIDER) strategy to improve the students' reading comprehension achievement in narrative text to the eleven grades of SMA Negeri I Jarai.

RESEARCH METHODOLOGY

In the research writer used experimental method to complete this study. According to Fraenkel and Wallen (2012) experimental method is one of the most powerful research methodology researchers can use, of the many types of research, is has the best capability to establish cause and effect relationship between variable. In this study, the writer used quasi experimental design: pretest-posttest non equivalent comparison control

group design. (Fraenkel and Wallen, 2012) stated that a quasi experimental design to know cause and effect which engage 2 group which are experimental group and control group, and the study is conducted when random assignment is not possible.

The basic scheme was formulated below Cohen (2015).

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          O1      X       O2
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          03      C       04
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Where:
O1   : Pre test of Experimental Group
O2   : Post test o Experimental Group
X   : Treatment to Experimental Group
O3   : Pre test of Control Group
O4   : Post test of control Group
C   : Traditional Method (GTM)

There are two classes in this research. These classes were taken from the students of the eleventh classes of SMA Muhammadiyah Pagaralam. Those classes were experimental class where the writer would apply to teaching writing by quick writing strategy. The other class was control class the writer didn't use quick writing strategy.

The data of this research were collected by using test. Brown (2011) test is a method of measuring a person's ability, knowledge, or performance in a given domain. The test was in form of written test. Before the treatment or in pre-test, the students asked to write narrative paragraph that consist of 2 or 3 paragraph. Meanwhile, in post test the students were asked to write a narrative paragraph the same in pre-test but different topic.

- **Validity**

According to Frankle and Wallen (2012), validity refers to the appropriateness, meaningfulness, correctness and usefulness of the inferences researcher makes. Furthermore, validity is the most important idea to consider when preparing or selecting the instrument for use. In this study, the writer must decide whether the test is a repetitive sample of the content of whatever the test was designed to measure. In this study, the researcher would take the validity base on content validity, the writer would divide the test accordance with the purpose of the test. The writing test will be used in

this study will be designed based on teaching materials that are adjusted to the curriculum and syllabus used for the Eleventh graders as the sample of the study.

- **Reliability**

A good test or observation must be reliable " reliable refers to the consistency of the scores obtained hos consistent they are for each individual from one administration to an other and from one set of test to an other frangkel and wallen 1990. In this research, the researcher used inter-rater reliability. Furthermore, Creswell (2008), inter-rater reliability is a procedure used when making observation made by two or more individuals of an individual's or several individual's behavior. The criteria being the rater had been teaching, they have good knowledge and also they have experience in teaching.

In this study, there are two rater has choosen by the writer, the writer choose them bacesue they have a good skill in english specially in writing ability and they have taught english for some years. To determine the reliability of the instument, the writer use formula namely pearson product moment. The calculatiion was analyzed by using SPSS 22(statistical product and service solution).

- **Data Analyses**

The data in this study were analyzed by using Paired Sample t-test and Independent Sample t-test. Paired sample t-test was used to find out whether or not there was significant difference in writing ability of narrative text of the students in the experimental and control groups before and after treatment. In the other side, Independent sample t-test was used to know whether or not there was significant difference in writing ability of narrative text between students' post-test in the experimental and control group. The data of this study were analyzed by using SPSS 22.

RESULT

In teaching and learning process the students got some difficulties. In reading process, the students got difficulties in comprehending the text, it is hard for the students to concentrate, since the students read in group so the was so noisy . In imagine process, the students got difficulties in making imagination or remember the

information from the text that they read. In describe process, the students also got difficulties to describe what they have read in a picture, since they did not comprehend the text well.

In managing the classroom the teacher still find some inactive students. The inactive students can be seen in the collaborator's observation form as follows:

Table 1.1

Students' Observation Form in Cycle 1

No	Students' Bahavior	Number of students who are			Total
		Pre	Whilst	Post	
1	Chatting	0	2	0	2
2	Going out or in	0	2	0	2
3	Doing other activities	1	1	1	2
4	Sleepy or pay attention	0	2	0	2
5	Disturbing other classmate	1	1	0	2
Total Students doing activities number 1-5					11
6	Giving questions	2	2	1	5
7	Focus on the topic	0	3	0	3
8	Actively Participated	1	1	1	3
9	Responding questions	2	1	1	4
10	Helping other classmate	1	1	0	2
Total students doing activities number 6-10					17

Table 1.1 above shows that there were ten (10) students' activities were observed. They could be classified into two groups. Students' activities number 1 until five could be classified as inactive students. The students' activities number six until ten belong to the active students. In Cycle 1, there were teen (11) out of twenty eight students were in active. They were chatting, go out or in, reading or writing others subjects, disturbing their friends. Those were they doing shown that they have less attention to the classroom teaching material.

On other hand, there were seventeen (17) students who were active in the classroom activities, they focus on the classroom teaching materials, actively giving questions or responding their friends' or teachers' questions, helping their classmates who have difficulties in understanding the material. Their participation was clearly described in the collaborator's observation form.

1. Reflection of Cycle 1

In this phase, the researcher and his collaborator worked together to do the reflection in the teaching and the learning of this Cycle. The collaborator gave his opinion based on his list of note obtained from his observation. He assisted the researcher in stating the weaknesses and strengths that appeared in Cycle 1. The weaknesses or problems were discussed and the solutions were drawn. Meanwhile, the strength were developed for the next Cycle.

Based on the collaborator's observation and his note during teaching and learning process and also the researcher interviewed the students we found that the students got difficulties during RIDER strategy process. During READ process they couldn't concentrate because in reading phase they read the text in group, they got difficulties in finding the main idea, generic structure, language features, moral lesson, and hard for them to identify the pronoun reference. In Imagine process the students also got difficulties in remembering and in making imagination about the information from the text, since they did not comprehend the text.
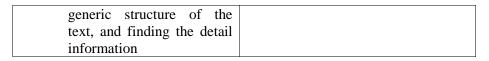
Moreover, the reflection was administrated based on some important findings. It was found that the students' reading comprehension achievement on narrative text was unsatisfactory yet. The classroom achievement was 57.14 % only. It was lower than the expected classroom achievement of 85 %. The number of the students who got more than 75 as the passing grade lower than expected. There were only 16 students or 57.14 % who got more than 75. Because the other students were not seriously in doing the test and they were not also serious in absorbing the material

given. And there were 12 students or 42.86 % who got lower than 75. The students failed in answering the question about getting main idea and getting the detail information.

From the problems faced by the students in Cycle 1, the researcher decided to have some revised plans based on the weaknesses and the strengths found during the implementation of Cycle 1 (see table bellow).

Table 4.7
Cycle 1 Revised Plans

The Problems	The Revised Plans
- The students still got difficulties in interpreting the text . - The reading material was so difficult for students to understand - The students could not concentrate during reading process - The students got difficulties in remembering and making imagination about the information from the text	- Helping the students to interpret the text by explaining the meaning of the difficult words that found in the text. - Select the interesting reading text material - Asking the students to read the text individually - Helping the students to remember the information by asking questions - Asking the students to describe their picture in front of the class
Still found inactive students in teaching and learning process	- Giving more attention for inactive students - Give the motivation for inactive students
- There was not interaction between the teacher and students - The students got difficulties in finding the main idea, the purpose of the text,	- Giving a lot of chances for the students to ask questions related to the material give - Giving more explanation about the generic structure, the purpose of the text, how to get the main idea

generic structure of the text, and finding the detail information	

Problems Faced by the Teacher and Students in Cycle 2

The students' reading comprehension achievement on narrative text through RIDER strategy showed great improvement. RIDER strategy developed their reading skill well. The result of the test in cycle 2 showed satisfactory where students' classical achievement was 85.71 %. This classical achievement was higher than 85 % as the expected criteria of success. There were 24 students who got over than 75. It means that there were more than 85 % students have already got passing grade. The teacher and his collaborator found little problems in the classroom during teaching and learning activities. Some inactive students still found in the classroom interaction. They were chatting, doing other activities, sleepy, and disturb other students.

Reflection of Cycle 2

The process of implementation of Cycle 2 had given a satisfactory result for the writer and his collaborator. Students' reading achievement in this Cycle had successfully reached the target. They had done their best effort to be better in reading abilities. Although there were 4 students who did not reach the minimum passing grade in reading their scores had shown significant improvement.

Additionally, the development of students' activeness also reached the criteria of success. The result of the class students' observation gave a conducive learning process.

Based on the reflection above, the writer and his collaborator decided to stop the study until this phase. The result of reading as well as students' motivation in the last Cycle have shown the improvement of the students' ability in narrative text. Shortly, the criteria of success in this study has been successfully obtained.

A. Discussion

Firstly, this section discusses the students' improvement in reading comprehension achievement in narrative text through RIDER (Read, Imagine, Describe, Evaluate and Repeat) strategy. As it was described in the research findings, the improvement are found from Cycle 1 to Cycle 2.

The following table describes the students' achievement during the study

Table 4.13

The Summary Chart of Students' Reading Improvement

		Preliminary Stage	Reading Ability	
		Reading	Cycle 1	Cycle 2
N	Valid	28	28	28
	Missing	0	0	0
Mean		63.03	70.17	78.75
Median		60	65	80
Mode		75	75	80
Minimum		45	50	65
Maximum		75	85	90
Sum		318	345.17	393.75

Table 4.15 illustrates the process of students' improvement from the preliminary stage until Cycle 2. From the students' reading achievement in Cycle 1, the result shows that the mean of the test 70.17. Meanwhile, the class reading achievement in Cycle 1 is 57.14. This means that the improvement is 50 50 %. Then, the class reading l achievement also increased in Cycle 2 which the average is 70.17. The students' reading achievement also has good advance in Cycle 2. Being compared to Cycle 1, the mean in this Cycle 2 is excellently above the KKM i.e 78.75 or 12.23 %.

Table 4.14

The Improvement of the Study

Cycle 1	Cycle 2
60.01%	50 %

From the result of the study above, the writer had been satisfied with the students' reading comprehension achievement. In other words, the criteria of success in this study had been achieved. Therefore, he stopped his research until this Cycle (Cycle 2).

Secondly, To give an emphases on the success of using RIDER strategy in improving students' motivation, the writer had investigated their activeness and inactiveness through the observation during the research. The data below shows the improvement of students' motivation viewed their activities.

B. Conclusion

After analyzing the data from cycle 1 and cycle 2, the researcher concluded that RIDER strategy could improve the students' reading comprehension achievement in narrative text. As a proof is 85 % of the students gain the score more than passing grade (*KKM)* 75.

This strategy is applied through some processes. They are :

1. The teacher contributed the reading text

2. The teacher asked the students read, in this process the teacher asks the students to read the text,.

3. The teacher asks the students to find out difficult words and find the meaning in dictionary, find out the main idea, find out the generic structure of the text, find out the language feature, and find out the moral lesson in the story.

4. The teacher asked the students too make imagination**,** in this process the teacher asks the students to recall or imagine about the information in text, to help the students to remember the information in the text the teacher ask some questions related the text.

5. The teacher asked the students to **describe**, in the process the teacher asked the students to describe the information that they got in the text and draw it on the carton.

6. The teacher asked the students to describe it with their friends in front of the class.

7. The teacher asks other students to give questions related to their picture.

8. The teacher asked the students   **ite**, in this process the teacher asked the students to compare their picture to t.... .....ds.

9. The teacher asked the students to **repeat**, in this process the teacher asked the students to recheck their picture in the text.

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