IMPROVING STUDENTS’ READING COMPREHENSION ON RECOUNT TEXT BY USING RIDER STRATEGY

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Abstract: This research is aimed to answer the problem about how does RIDER strategy improve reading comprehension in finding out detail information and understanding language features on recount text to the eighth grade students of SMP N 11 Pontianak. The research method used classroom action research. The tools of data collection used written test, field note and observation checklist. Through RIDER strategy, the students imagined something by looking at the text, described the picture in their mind and used 5W1H (who, what, where, when, why, how) formula to help them creating the questions. 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.

Key word: Reading comprehension, recount text, RIDER strategy

R eading is one of learning ways for students to get information and knowledge. According to Elizabeth S. Pang et al (2003) “reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension”
Reading comprehension is an integral part of English language evaluation because it is a largely accepted fact that the answers as given by the student on the reading comprehension test, best help the examiner evaluate the understanding of the students. So, reading comprehension seems to have become a mainstay in English language tests, it is important to learn all about the strategies to improve reading comprehension.

Recount text is chosen as the specific genre to teach reading because of its social function and its familiarity to students’ life. The purpose a recount text is to provide information about what happened, when it happened, where it happened and who was involved. According to Marta and Gandes cited in Yulinar (2008:4) “the social function of recount text is to retell past events of informing or entertaining. They also state that recount text has its characteristics; they are the format and the generic structure (orientation, events, and reorientation)”.

Before conducting the research, problem is found that the eighth grade students of SMP N 11 Pontianak got difficulty in understanding text, especially in finding out detail information of the orientation, events, reorientation and understanding language features including the structure and vocabularies in recount text. It could be seen when the teacher asked them about detail information of the recount text. The students just read but they could not understand what they read and could not remember the text. Because of that, the teacher should use appropriate strategy, method and media in teaching reading comprehension in order to help students comprehend the text.

RIDER stands for read, imagine, describe, evaluate, and repeat. RIDER strategy is one of the strategies that can be used to teach reading comprehension. In this research, the use of RIDER strategy developed students’ comprehension and their critical thinking skills. The use of RIDER strategy strengthened the students’ ability to monitor their comprehension and to recall information. According to Whitehead cited in Lewis (1986:2)” the use of imaging or creating pictures 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.

This reading comprehension strategy uses visual imagery. The students use visual imagery when learning new material by transforming what is to be learned into meaningful visual, auditory, or kinesthetic images of the information (Clark : 1984). In which, the students make images in their head to develop visualization skills using the RIDER strategy in both literal and inferential comprehension. The RIDER strategy is designed to improve the student’s acquisition, storage and recall of prose material. It requires the students to imagine parts of written language recall and relate these images, then reorganize and verbalize the concepts imaged.

The students are expected to be able to comprehend the text, in this case the functional written text in the form of recount text by using sequence activities together with exercises through 5 steps (Collier : 2005).

a) READ (the students read the title of the text, the sentence in the first paragraph and stop reading the text).
b) IMAGINE (the students imagine the picture in their minds. They closed their eyes before tell the story about).

c) DESCRIBE (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).

d) EVALUATE (the students have to make sure about what the picture in their imaginations. If they are sure, they have to write on whiteboard individually).

e) REPEAT (the students have to think about what is going to happen next. They have to repeat by using RIDER steps).

RIDER strategy consists of five sub strategies, those are read, imagine, describe, evaluate and repeat. The application of RIDER strategy could improve the students’ understanding in finding out detail information on recount text. This strategy also could help students to develop their imagination in answering the questions. Besides, there are many benefits of RIDER strategy, this strategy is recalling, keeping track or ideas mentioned in a story.

In RIDER strategy, the students read the text especially recount. They begin from highlighting the title, and then reading the sentences in the first paragraph. At the reading stage, the students imagine the picture in their head about the story. The students close their eyes before knowing what the story about. In their imagination, the students make questions in their minds to develop their picture. After imagining the picture, the students continue with describing. In this step, the students describe what the picture in their minds. For example, the students imagine the cat and then make the sentence about that picture in their minds (describing step). The forth step is the evaluation. In evaluation, the students make sure about the pictures that they imagine and describe before. End then, the students have to repeat or reread again the recount text. They follow the RIDER step above. In every step of RIDER, the students use 5W1H questions words in order to help the students get deeper understanding in their minds. For example:

1) What picture do I make in my head when I read the text? (imagine)
2) What details have I add to that picture? (imagine)
3) What do I see in my mind when I imagine the picture? (Describe)
4) What picture do I make about the story of the text? (Describe)
5) Do my pictures match what I have read in the text? (evaluate)
6) What do I think will happen next in the story? (evaluate)

The students begin to become comfortable working with the strategies in their reading groups. They discussed what the detail information in recount text by using RIDER strategy. With practice, students show improvement in their ability to understand the recount text.

After finishing discussion in a group, the students do the task individually and use prompt cue cards for retelling in which the teacher give the cue cards of the students and they have to answer it. Below is the sample of cue cards:

**METHOD**

By using classroom action research where the researcher paid more attention to improving students’ reading comprehension on recount text during teaching learning process. Classroom action research is a reflective process which helps
teachers to explore and examine aspects of teaching and learning and to take action to change and improve. According to Eileen Ferrance (2000) Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.

The tools of data collection needed by the researcher are written test, field note and observation checklist. Field note is made to record the important events that appear throughout the teaching learning process when the treatment is applied, including students’ interactions and activity during RIDER sessions and situation in the classroom during those times to support the data from the observation checklist. Observation checklist is used to observe the students and the teacher action in the classroom activity in the form of checklist table which consist of students’ activity during the implementation of RIDER strategy and the seriousness of the students during learning process.

The subject of this research is the eighth grade students of SMP N 11 Pontianak class E in academic year 2011/2012. There are 40 students in this class. In this class, the students get difficulties in understanding the text, especially in finding out the detail information of the orientation, events, reorientation and understanding language features on recount text.

FINDING AND DISCUSSION

In general, the use of RIDER strategy had improved students’ reading comprehension in finding out detail information and understanding language features on recount text. It can be seen from the result of every cycle that the students score improved in understanding recount text. In the first cycle, the students’ mean score was 60.14, the second cycle was 69.16 and the last cycle was 79.84.

In the first cycle, the teacher used RIDER and media to improve students’ comprehension in teaching learning process as follow:

a.) Picture

Firstly, the teacher showed the picture (beach) to the students. The teacher tried to get students basic knowledge by the picture. The teacher asked some questions related to the picture and explained about what they knew in those pictures. The students were so active and interested in answering the teachers’ questions about the picture because the picture is too familiar for them. After that, the teacher continued teaching recount text by giving the text in which the students had to read the text, found the generic structures and found the detail information in each generic structures (orientation, events, and reorientation).

b.) Table

After the teacher delivered the generic structure and language features (past tense and action verb) of recount text, the teacher divided the class into some groups; each group consisted of 3 or 4 students. The teacher gave the table as a media to the students and they had to read the text and found the detail information in orientation, events and reorientation from the story (activities in each generic structure). The students had to write the
information from the story in the table. Both the teacher and the students discussed the result of their answer about Grandpas’ Birthday.

The example of table:

<table>
<thead>
<tr>
<th>No.</th>
<th>Generic Structure</th>
<th>Detail information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Events 1 &amp; 2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Reorientation</td>
<td></td>
</tr>
</tbody>
</table>

c.) RIDER strategy

Every cycle of this research used RIDER strategy to help the students comprehend the text. After the students read the text, the students tried to use RIDER in group (read, imagine, describe, evaluate, repeat). To know whether the students understood about the text, the teacher gave a text (camping) individually. The students did the exercise and then the students collected it. After collecting the students’ answer sheet, both the teacher and the collaborator work together to compute individual students’ score to obtain the students’ mean score of every part of generic structure of the text. The mean score of orientation was 18, event was 34.71 and reorientation was 6.57.

The students score in the first cycle were categorized poor to average with the qualification was 60.14. It indicated that the students’ comprehension in recount text was low. The students’ score could not reach the standard of success point because the standard of success point in that school was 70. That was why the teacher and the researcher as the collaborator had to think better preparation for the second cycle.

In the second cycle, the teacher also used RIDER and media in teaching learning process to improve students’ reading comprehension as follows:

a.) Picture

In the second cycle, the teacher used picture again as the media to help RIDER strategy improve students’ comprehension. The teacher showed the pictures (swimming pool) and the students had to answer the teachers’ questions.

b.) Cue cards

In comprehending the recount text by using RIDER strategy, the teacher used prompt cue cards to help students understand in whilst activity. The students were given the recount text (going to Parangeritis beach) and then they imagined, described and evaluated the picture in their mind. Each group discuss about their imagination and what they understood in recount text. And then, the teacher asked each group to discuss the result of their imagination in which they had to give opinion. And then, they had to make the picture what they imagined that was related the recount text. Here, the teacher and the collaborator wanted to see the students if they could develop their idea in group discussion. The teacher asked each student to retell what the text was about. In this task, the teacher used prompt cue cards for the students to make them easier in retelling the story. The teacher showed cue card and gave to the students, and then the students told again about recount
text with the RIDER cue cards that the teacher showed. The example of prompt cue cards:

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who  what  where  when  how  why  feelings
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c.) RIDER strategy

After retelling the story by using cue cards, the students tried to do the task individually. The teacher hoped that the students could get detail information in orientation, events, and reorientation of the text.

From the students’ score in the second cycle, the teacher was satisfied because the students’ mean score of orientation, events and reorientation had improved. The students’ mean score of orientation in this cycle was 20, events 40.83 and reorientation was 6.94. In this part, most of the students could answer the question in events (4-9), although their answer was not complete in the structure of sentences. The reorientation part was answered by them correctly. But events and orientation part still needed to be improved.

The students in this cycle were categorized poor to average with the qualification 69.16. It indicated that the students’ comprehension had progress. So, the teacher had to make better preparation for the next cycle. In the next cycle, the teacher used picture, movie and key words to make students more understand in teaching learning process.

In the third cycle, the teacher needed to make the change in order to improve the students’ reading comprehension. That was why; the teacher used movie as the appropriate media in RIDER strategy. The objective of the third cycle was that the students were able to find the detail information and understand the language features.

a.) Movie (The Goldilock & three bears)

In the third cycle, the teacher tried to cluster the RIDER strategy with the media of movie. The teacher asked the students to make a group consisting of 3 or 4 students. In the third cycle, the teacher showed the movie and the students had to read and comprehend the text in that movie. The teacher showed the movie for 3 times. At the moment of the students watched the movie (first movie), the students read slowly and comprehend the text. In second movie, the students were asked to answer the questions from the teacher based on the recount text in The Goldilock & three bears. In the last movie, they imagined and described the picture what they saw and read from the movie. And then, the students gave opinion with their group and made the pictures from the movie that they watched.

b.) Key words

After the teacher showed the movie about recount text (The Goldilocks and Three Bears) and then the teacher gave key words (10) and asked the students to write sentences in past tense in group work. So, it could be easier for students in comprehending and rewriting from that they comprehended in detail information and watched the movie (own word).

c.) RIDER strategy

After the teacher tried to cluster the RIDER strategy with the media of movie and key words in teaching learning process, the teacher gave the task
individually. The teacher wanted to know the improvement of the students. The teacher hoped that the students could get detail information in orientation, events, and reorientation.

In this last cycle, teaching learning process ran well and the students seemed more interested and enthusiastic. The teacher ended the class by concluding the material together with the students. The teacher also asked the students’ difficulty during teaching learning process.

From the students’ score in the third cycle, the teacher was satisfied because the students’ mean score of orientation, events, and reorientation had improved. The students’ mean score of orientation in this cycle was 23.63, event was 52.12 and reorientation was 7.57. In this part, most of the students could answer the question of orientation, events and reorientation correctly. The students in this cycle were categorized average to good with the qualification were 79.84. It indicated that the students’ comprehension had progress. The students’ score could reach the standard of succeed point because the standard of success point in that school was 70.

In this stage, the teacher and the collaborator concluded that the third cycle had been successful. The students’ mean score was improved. The important thing that the problems happened in the second cycle had been able to finish in the last cycle. Also the teaching learning process in the last cycle was better than the first and the second cycle. It meant that the cycle could be stopped.

The students’ improvement above showed that RIDER strategy could improve the students ‘comprehension in recount text. In implementing the RIDER strategy, there were some weaknesses in teaching learning process. Class management of the students showed as one of the weaknesses. Because there were many students, the teacher got a little difficulty to manage them. The teacher should control them to still focus during the learning process. Some students kept chatting with other friends in the class.

To see the students’ mean score in each cycle, it could be described in the diagram below:

THE IMPROVEMENT OF STUDENTS' COMPREHENSION ON RECOUNT TEXT IN THE FIRST, SECOND AND THIRD CYCLE
From the diagram, it is observable that the students’ reading comprehension is improved. It showed that the mean score in the last cycle increased. This point indicated that the students’ reading comprehension was getting better.

**CONCLUSION AND SUGGESTION**

**Conclusion**

Based on research finding and discussions, it could be concluded that the students’ reading comprehension on recount text by using RIDER strategy was improved. The improvement of the students could be seen from the first to the third cycle.

By using RIDER strategy, the students focused in their imagination in order to improve their idea in answering the question about recount text to get the detail information in orientation, events, and reorientation and tried the critical thinking in comprehending the text. The students used the 5W1H (what, who, where, when, why and how) to help them imagine the picture in their mind.

The mean score of orientation was 18, the event was 34.71 and reorientation was 6.57. The result of the first meeting on the first cycle was not good. Based on that result, field notes and observation checklist, teacher and writer as the collaborator used the media such as picture and cue cards and RIDER strategy to understand the text in the second cycle. The students’ mean score of orientation in this cycle was 20, event was 40.83, and reorientation was 6.94 and the students score in this cycle was 69.16. It was not satisfied because the standard of success point in that school was 70.

So, both the teacher and the collaborator still needed to have RIDER strategy that could help the students in answering the question in the third cycle. That was why they used the media (movie). In which, they watched the movie, read and comprehended the text. The students imagined and described the picture from they watched in movie. After using the movie and RIDER strategy, the students’ score increased and most of the students could answer the questions in recount (orientation, event, and reorientation). The students’ mean score of orientation was 23.63, event was 52.12, and reorientation was 7.57 and the students’ score in this cycle was 79.84. It was satisfied.

**Suggestion**

In this case, the researcher suggested something to improve teaching learning activity especially in teaching reading comprehension on recount text. The suggestions as follows: 1.) In order to have better result in teaching reading comprehension by using RIDER strategy, the teacher should use media to get all of the students’ attention. The media in RIDER strategy are movie, pictures and cue cards. 2.) The teachers should give more control and guidance to the students in discussing and giving opinion about the recount text, in order to improve their imagination and make the conclusions while they are working in group. It can help to make the instructions to be more effective for the students.
REFERENCES