



**THE USE OF R.I.D.E.R. (READ, IMAGE, DESCRIBE,
EVALUATE, AND REPEAT) STRATEGY IN TEACHING
READING NARRATIVE TEXT TO THE ELEVENTH GRADE
STUDENTS OF SMA NASIONAL PATI
IN 2015/2016 ACADEMIC YEAR**

By
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TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2015**



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MOTTO AND DEDICATION

Motto:

- ❖ *Failure occurs only when we give up.*
- ❖ *Start your day with a smile and positive thinking.*
- ❖ *Be a strong wall in the hard times and be smiling sun in the good times.*
- ❖ *Do pray and don't forget to act.*

This skripsi is dedicated to:

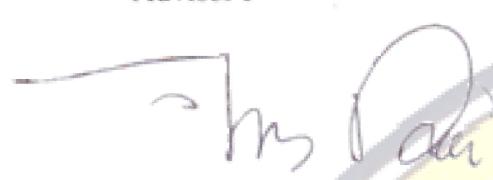
- *The writer beloved parents, thanks for the support and blessing.*
- *The writer lecturer in UMK for all their knowledge and supports.*
- *The writer best friends, Ririn, Riha, Kiki, Giani, and Warda.*
- *Everyone who knows and cares about the writer*

ADVISORS' APPROVAL

This is to certify that the skripsi of Sri Wahyu Harlina (NIM 2011-32-119) has been approved by the skripsi advisors for further approval by the Examining Committee.

Kudus, November 2015

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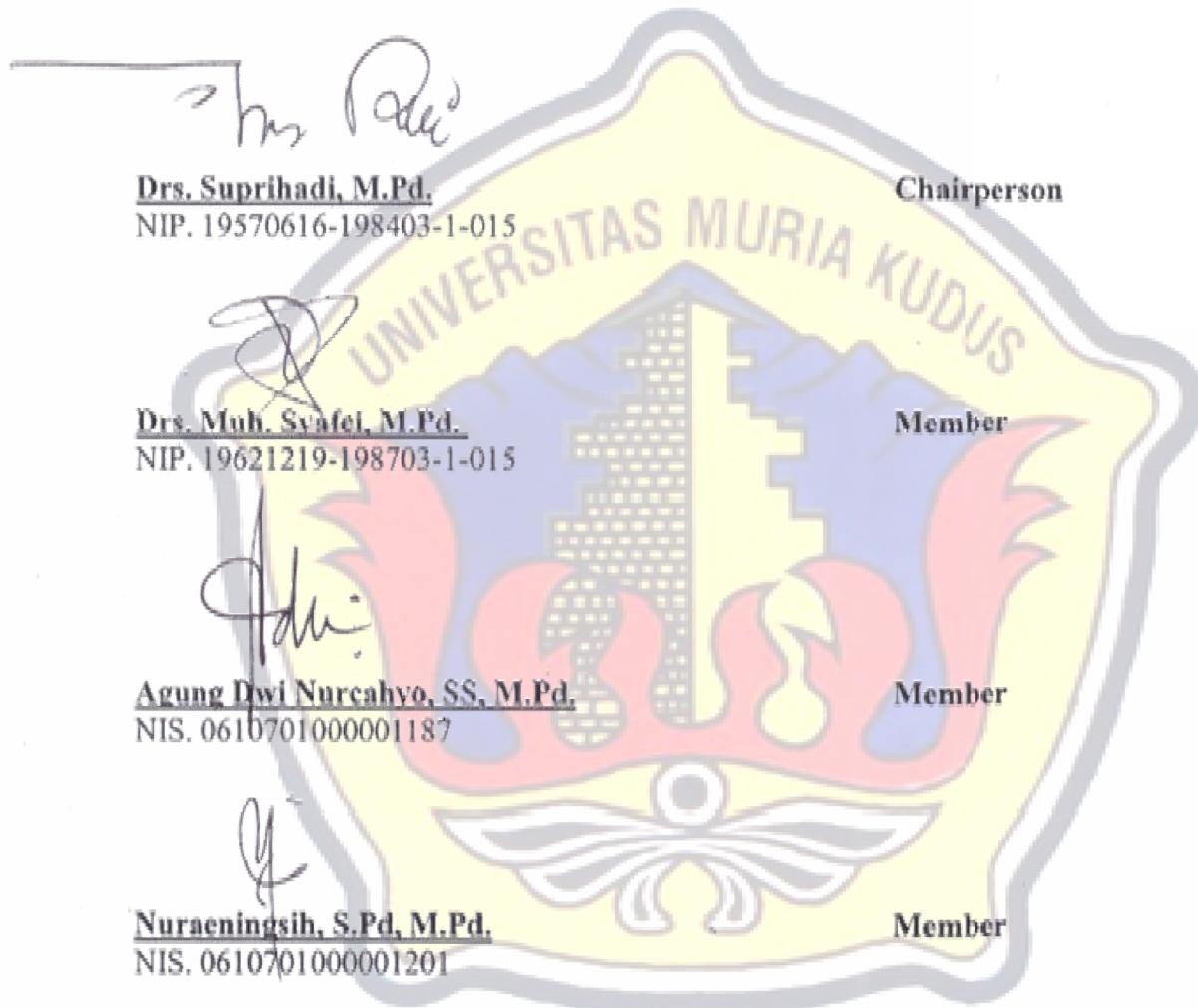
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Examiners' Approval

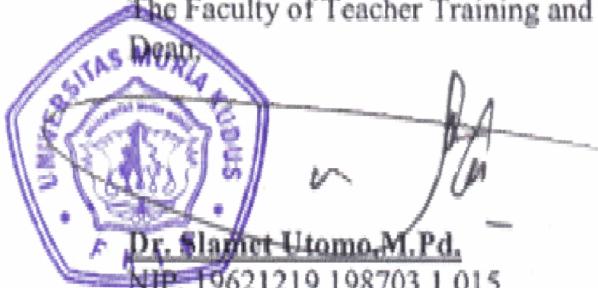
This is to certify that the Skripsi of Sri Wahyu Harlina (201132119) has been approved by the Examining Committee as a requirement for the Sarjana Degree of English Education

Kudus, December 2015

Skripsi Examining Committee



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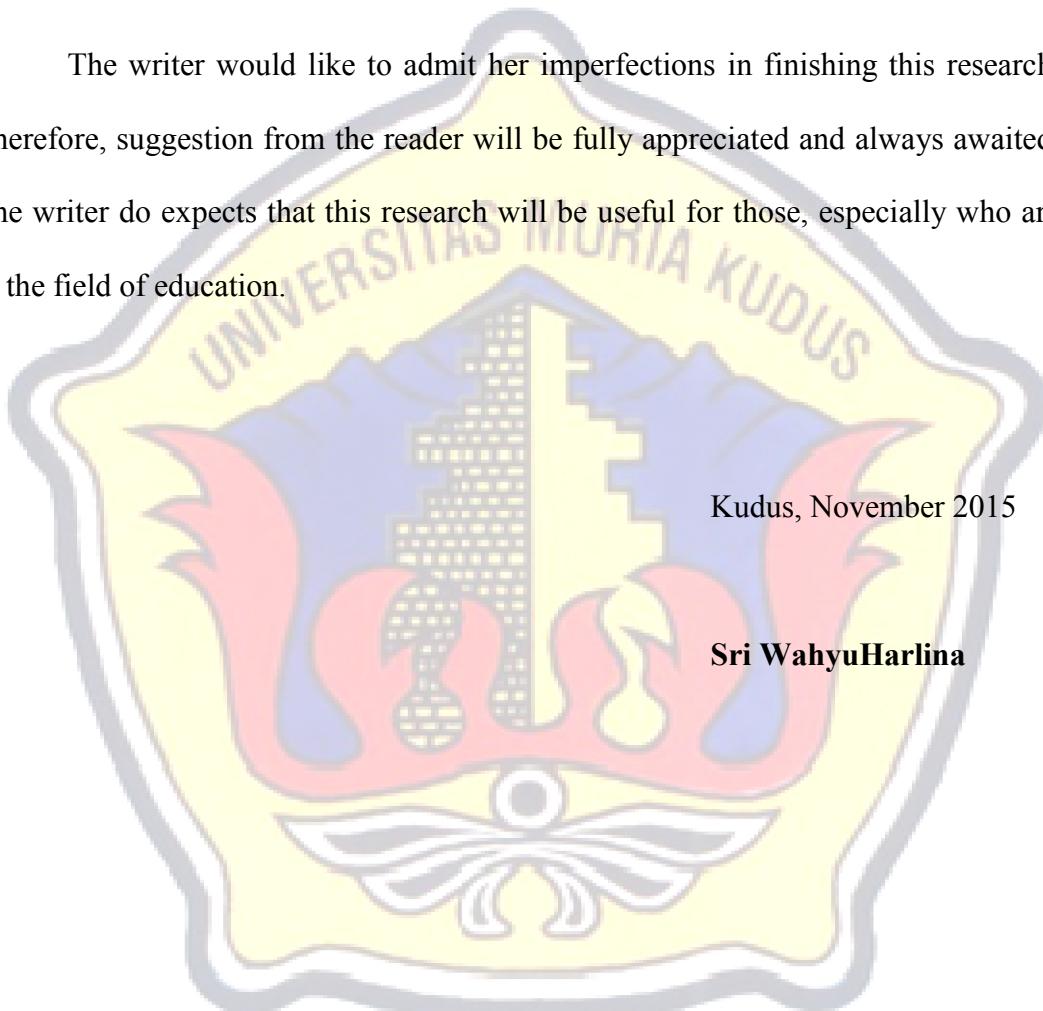
Alhamdulillahirobbil' alamin. There will never be another greatest thank except to Allah SWT for blessing and guidance, so the writer can finish her skripsi entitled "The Use of R.I.D.E.R. (Read, Image, Describe, Evaluate, and Repeat) Strategy in Teaching Reading Narrative Text to the Eleventh Grade Students of SMA Nasional Pati in 2015/2016 Academic Year".

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The writer would like to admit her imperfections in finishing this research. Therefore, suggestion from the reader will be fully appreciated and always awaited. The writer do expects that this research will be useful for those, especially who are in the field of education.



Kudus, November 2015

Sri WahyuHarlina

ABSTRACT

Harlina, Sri Wahyu. 2015. *The Use of R.I.D.E.R. (Read, Image, Describe, Evaluate, and Repeat) Strategy in Teaching Reading Narrative Text to the Eleventh Grade Students of SMA Nasional Pati in 2015/2016 Academic Year.* Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (1) Drs. Suprihadi, M.Pd. (2) Drs. Muh. Syafei, M.Pd.

Keyword: *Reading Comprehension and RIDER Strategy*

Reading is one of important things in daily activity. Reading is not only just to read. Reading is a process to get any information and knowledge in written form. People must understand the content from the text to get information. In teaching reading must be supported with appropriate strategy. In fact, most of the students still get difficulties to comprehend a text in reading. It was found that the students still do not paid attention to the content of the text and they confused in comprehending the content of English text. Based on this fact, the writer tried to solve the problem faced by the students by using an alternative strategy in reading by using RIDER strategy. RIDER strategy is one of strategy for teaching reading where stand for read, Imagine, Describe, Evaluate, and Repeat.

The purpose of this research is to find out whether there is a significant difference between the reading comprehension of the eleventh grade students at SMA Nasional Pati in 2015/2016 academic year before and after being taught by using RIDER strategy.

This research is an experimental research with one group design. The population used is the eleventh grade students of SMA Nasional Pati in 2015/2016 academic year. The writer got one class as sample of the research. The sample was chosen by using cluster random sampling technique. There is one class is chosen, it is XI IPA that consists of 36 students. The writer used a test as instrument of the research. The form of the test is multiple choices test that consists of 25 items.

The result of this research shows that the reading comprehension of the eleventh grade students at SMA Nasional Pati in 2015/2016 academic year before being taught by using RIDER strategy is sufficient (Mean = 59.89 and SD = 8.55). Besides that, the reading comprehension of the eleventh grade students at SMA Nasional Pati in 2015/2016 academic year after being taught by using RIDER strategy is good (Mean= 75.22 and SD = 6.85). In analyzed the data, the writer used t-test. In the level of significance 0.05 or 5% and degree of freedom (df) N-1= 35, there is a significant difference between the reading comprehension of the eleventh grade students at SMA Nasional Pati in 2015/2016 academic year before and after being taught by using RIDER strategy. It is shown from the calculation result t-observation (t_0) is 17.64 and the t table (t_t) 2.042. It means the null hypothesis is rejected and the alternative hypothesis is accepted ($t_0 = 17.64 > t_t = 2.042$).

After knowing the result of this research that the reading comprehension of the eleventh grade students at SMA Nasional Pati in 2015/2016 academic year after being taught by using RIDER strategy is higher than before being taught by using RIDER strategy. Thus, the writer suggests that the teacher should be able to create in teaching learning process more interesting and enjoyable. The teacher can use RIDER strategy in teaching reading.



ABSTRAK

Harlina, Sri Wahyu. 2015. *Penggunaan R.I.D.E.R. (Membaca, Membayangkan, Mendeskripsikan, Mengevaluasi, dan Mengulangi) Strategi dalam Pengajaran Membaca Naratif Teks untuk Siswa Kelas Sebelas SMA Nasional Pati di Tahun Ajaran 2015/2016.* Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Drs. Supriadi, M.Pd. (2) Drs. Muh. Syafei, M.Pd.

Kata Kunci: *Pemahaman Membaca dan RIDER Strategi*

Membaca adalah salah satu hal penting dalam aktivitas sehari-hari. Membaca tidak hanya hanya sekedarnya membaca. Membaca adalah proses untuk mendapatkan informasi dan pengetahuan dalam bentuk tertulis. Orang harus memahami isi dari teks untuk mendapatkan informasi. Dalam mengajar membaca harus didukung dengan strategi yang tepat. Faktanya, sebagian besar siswa masih mengalami kesulitan untuk memahami teks dalam membaca. Hal ini ditemukan ketika siswa masih tidak memperhatikan dan bingung dalam memahami isi teks bahasa Inggris. Berdasarkan fakta tersebut, penulis mencoba untuk memecahkan masalah yang dihadapi oleh siswa dengan menggunakan strategi alternatif dalam membaca dengan menggunakan RIDER strategi. RIDER strategi adalah salah satu strategi untuk mengajar membaca yang terdiri dari membaca, membayangkan, mendeskripsikan, mengevaluasi, dan mengulangi.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara pemahaman membaca siswa kelas XI di SMA Nasional Pati di tahun ajaran 2015/2016 sebelum dan sesudah diajarkan dengan menggunakan RIDER strategi.

Penelitian ini merupakan penelitian eksperimental dengan desain satu kelompok. Populasi yang digunakan adalah siswa kelas XI SMA Nasional Pati di tahun ajaran 2015/2016. Penulis memperoleh satu kelas sebagai sampel penelitian. Sampel dipilih dengan menggunakan teknik cluster random sampling. Ada satu kelas yang dipilih, yaitu kelas XI IPA yang terdiri dari 36 siswa. Penulis menggunakan tes sebagai instrumen penelitian. Bentuk dari tes ini adalah tes pilihan ganda yang terdiri dari 25 soal.

Hasil penelitian ini menunjukkan bahwa pemahaman membaca siswa kelas XI di SMA Nasional Pati di tahun ajaran 2015/2016 sebelum diajarkan dengan menggunakan strategi RIDER adalah cukup (Mean = 59,89 dan SD = 8.55). Selain itu, pemahaman membaca siswa kelas XI di SMA Nasional Pati di tahun ajaran 2015/2016 setelah diajarkan dengan menggunakan strategi RIDER adalah baik (Mean = 75,22 dan SD = 6.85). Dalam menganalisis data, penulis menggunakan t-test. Di tingkat signifikansi 0,05 atau 5% dan derajat kebebasan (df) N-1 = 35, ada perbedaan yang signifikan antara pemahaman membaca siswa kelas XI di SMA Nasional Pati di tahun ajaran 2015/2016 sebelum dan sesudah diajarkan dengan menggunakan RIDER strategi. Hal ini ditunjukkan dari hasil perhitungan t-observasi (t_0) adalah 17,64 dan tabel t (t_t) 2,042. Ini berarti hipotesis nol ditolak dan hipotesis alternatif diterima ($t_0 = 17,64 > tt = 2,042$).

Setelah mengetahui hasil penelitian bahwa pemahaman membaca siswa kelas XI di SMA Nasional Pati di tahun ajaran 2015/2016 sesudah diajarkan dengan menggunakan RIDER strategi lebih tinggi daripada sebelum diajarkan dengan menggunakan RIDER strategi. Dengan demikian, penulis menyarankan bahwa guru harus mampu menciptakan proses belajar mengajar yang lebih menarik dan menyenangkan. Guru dapat menggunakan RIDER strategi dalam mengajar membaca.



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