# CHAPTER II

LITERATURE RIVIEW

II.1. Reading

II.1.1.The Nature of Reading

Bernhardt (1991,p.17) defines that reading is regarded as cognitive process in which it demands a process to apprehend the meaning, to gain information, and to learn, in which those should be considered to the process of mind. It is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). Skill in decoding and reading comprehension continues to be related event when decoding has become more automat zed (Vellutino and Scanlon, 2004)

Similarly, Linse (2005, p.71) says that reading comprehension is an ability to understand a text by the readers. When the reading process is being done, the readers do not only read a   text but also understand what they read about. It needs their knowledge to provide the information so they know the message of the text itself. Further, reading comprehension is a complex skill; it requires the successful development and orchestration of a variety of lower and higher level process and skills (Rayner, 1990).

In addition, Paris and Hamilton (2009) state that reading comprehension can be broadly defined as the process of constructing meaning by coordinating a number of complex process that include language, word reading, word knowledge and fluency. Further, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction involvement with written language (RAND, 2002, p.11).

In reading comprehension, students also need to activate their prior knowledge. When successful the product of reading comprehension is a coherence mental representation of a
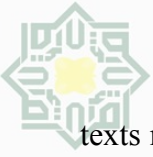
texts meaning that is integrate with the readers prior knowledge this product is often referred to as a mental model (Johnson-Lirad, 1983). There are a number of sources for potential conferential failure and those sources can vary depending on the skill level and age of the readers (Keenan, Betjeman & Olson, 2008). Theories and model of reading comprehension are necessary to make sense of this complicity.

II.1.2 Aspect of Reading Comprehension Process

King and Stanley (2004, p.8) explain that there are five aspects of processing of reading comprehension. They are; finding factual information, finding main idea, finding the meaning of vocabulary in context, identifying reference, and making inferences." The theory above can be described as follows:

A. Finding Main Idea

The main idea is the core of a text. To understand a text, a reader must also able to find the main ideas of the text effectively.

B. Finding Factual Information/ Details

Readers must be able to find the factual information by scanning the specific details. There are many types of question of factual information can be found in the text such as; question type of reason, purpose, result, comparison, means, identify, time, and amount.

C. Finding The Meaning of Vocabulary in Context

The readers should develop their ability in guessing some unfamiliar words. They also need to understand the context of the words or sentence.

D. Identifying References

Word references are known as pronouns, such as she, he, it, this, those. By knowing the main subject of the text, the questions are easily can be answered. Readers need to identify the word reference as a substitution of pronouns.

E. **Making an inference**

The result of reading is comprehends to what the writer wrote. The Reader is expected to get the messages of the text. In other words, a good reader is able to draw inference logically and make accurate predictions.

In addition, Zainil (2005) explained that to understand paragraph involves the process in identifying the paragraph elements such as; topic, main idea, details of paragraph and references, paragraph developments such as coherence and cohesion in between and among the paragraph. It can be concluded that reading comprehension is not a passive process, but it is an active process to understand whole of the meaning text.

II.1.3 The Nature of 3-2-1 Strategy

The 3-2-1 strategy is one of reading strategy proposed by Zygouris-Coe, Wiggin, and Smith (2005) as the strategy that requires students to participate in summarizing ideas from the text encourages them to think independently. Moreover Preszler (2006, p.9) defined that 3-2-1 strategy gives students the opportunity to pause and review. The strategy requires students to consider what they have learned and to process the information they have been exposed during the lesson. In addition, when they apply this strategy to their learning they automatically synthesize information and formulate question they still have regarding the topic of study.

II.1.4 Teaching Reading by Using 3-2-1 Strategy

According to Coe and Wiggins (2005, p.381) 3-2-1 strategy is an effective reading strategy that can help the readers to make sense on the text and become purposeful readers and active meaning maker. This strategy becomes effective because there are several easy steps to be implemented by teacher in reading process. Through the steps, the students are demanded to be active to find the good meaning and conclusion from the text. This strategy provides several guides that will help the students to make the definition from the text personally. Moreover, Regions (2006, p.20) have a nation that 3-2-1 strategy requires students to consider what they have been learned and to process the information that they have been exposed during a lesson. In addition, when students apply this strategy to their learning, they automatically synthesize information and formulate questions they still have regarding a topic of study.

Comprehension is a main purpose of reading. It cannot be separated each other because without comprehension a readers do not really read and does not understand what they read. If the readers want to have a good comprehension in reading, they should have abilities and comprehension skill to lead her/his to the total understanding of a text. According to Linse (2005, p.71), reading comprehension refers to reading for meaning, understanding and entertainment. It involves higher-order thinking skills and is much more complex than decoding specific word. Reading process can result new information from a text and comprehension can be delivered to others spoken or written.

II.1.5 The Procedure of 3-2-1 Strategy

Among the interactive strategy, the 3-2-1 strategy helps students to become personally engaged in the text. Student can use the 3-2-1 strategy either while or after reading a text book, a novel, an article, or order instructional text. Zygouris-Coe, Wiggin and Smith (2005) stated that 3-2-1 strategy consists of the following three steps, they are: First, the students must discover three (3) items in the text that he or she read. This is an effective way for

teacher to tackle the problem of passive participation from the students during the first step, students summarize and cite three different major point or details they found while reading the passage. In doing so, students are encourage to pay particular attention to what they read by identifying key facts and sharing their understanding of the text by writing and explaining meaning in their own words.

Second, Students are asked to share two (2) of the three interesting items that they have identified. The possibilities for items of interest in the text are endless. However, this step sets the limits at two items to teach and train students how to summarize and pick the most interesting things that they found in the text (Alsamadani: 2011, p.3).

Finally, Students have to write one question (1) about the text. Students can ask factual question, clarify their understanding of the sequence of events, and verify their general understanding of the reading. According to Beeck and McKeown (2002) cited in Alsamadani (2011) here students practice active questioning by becoming engaged in the class discussion, which serves to build mutual knowledge of the text.

II.1.6 The Benefit of 3-2-1 Strategy

Good strategy has to give significant advantage. Therefore the teacher can reach the goal of the strategy and get the best result as implementation from this strategy. Here are several benefits of the strategy:

A. Based from the purposes that 3-2-1 strategy develops students' critical thinking about the text that they read. In this strategy students demanded to read entire the text not only for the first sentence like the students read commonly

B. 3-2-1 strategy is a simple and easy process reading strategy to apply at young learner. In This strategy, the students are guided by some easy step to understand the text

C. Then it uses complete question to guide learners and improve what is the main problem. Some guiding questions are to cover the text that students read.

D. It helps the teacher determine whether or not the students understood the main point of lesson 3-2-1 strategy also serves informative assessment and a collection of ongoing data for the teacher. This is determines the beginning of the lesson for next day how much re-teaching the teacher have to do before move on (Zygouris-Coe and Wiggins, 2005, p.383).

II.2 Read, Imagine, Describe, Evaluate, Repeat (RIDER) Strategy

II.2.1 The Concept of Read, Imagine, Describe, Evaluate, Repeat (RIDER) Strategy

Read, Imagine, Describe, Evaluate, Repeat (RIDER) Strategy is one of strategy that can be used to encourage reading activities selected by the teacher to assist reading comprehension. RIDER strategy strengthens the students' comprehension to recall information (Lewis & Lewis: 2006). It means that, RIDER strategy helps students in understanding stories, recalling and keeping track of ideas mentioned in a story.

O'Connor (2011, p.242) states that Read, Imagine, Describe, Evaluate, Repeat (RIDER) strategy should be instructed not to attempt to read and to create the image at the same time. They should be taught to read a sentence, then stop and create an image. Similarly, the students should teach themselves into read a sentence and then try to create an image from the sentence or from the text. Besides, Read, Imagine, Describe, Evaluate, and Repeat (RIDER) strategy is useful for engaging students in reading narrative text for understanding. By using this strategy, the students learn to make their reading comprehension and motivation better. Collier (2005, p.3) Read, Imagine, Describe, Evaluate, Repeat (RIDER) strategy is the acronym as follows:

R   =   Read (read the title of the text, the sentence in the first paragraph and stop reading the text).

I   =   Imagine, (imagine the picture in your mind).

D   =   Describe, (describe the pictures and draw the pictures use a storyboard sheet and pencil after they had made an imagination in their minds).

E   =   Evaluate, (the students have to make sure about what the picture in their imaginations).

R   =   Repeat, (repeat the steps to RIDE as you read the next sentence).

The use of the RIDER acronym the students are able to remember the steps they needed to go through when they read a text. Munro (2006, p. 19) stated in DE and T Language Support Program, Read, Imagine, Describe, Evaluate, Repeat (RIDER) Strategies the use of imaging or creating pictures to assist in reading comprehension. The Read, Imagine, Describe, Evaluate, Repeat (RIDER) Strategy encourages the students in imaging the whole story, which may include locations, characters/people, environmental factors, cues them to describe what they see, and the self-questioning procedures of Who, What, Where, When and Why.

Hammond (2001) states that Read, Imagine, Describe, Evaluate, Repeat (RIDER) Strategy is a strategy to help the reader locate information to answer question. In the other words, this strategy can help students easily to comprehension and to get the information from the text to answer questions from the text. Read, Imagine, Describe, Evaluate, Repeat (RIDER) Strategy is one of strategy that can be used to encourage reading activities selected by the teacher to assist reading comprehension. It is used to improve reading comprehension for students at any grade level.

Mercer, Read, Imagine, Describe, Evaluate, Repeat (RIDER) Strategy is a visual imagery strategy for reading comprehension, this strategy makes the students comprehend the text and the students can share with a partner. Then, Cusker and Oliver (2006) say that the

use of the Read, Imagine, Describe, Evaluate, and Repeat (RIDER) Strategy strengthens the students' comprehension to recall information. Students can be taught to apply this strategy when reading. The complexity of the picture developed in the students' minds as well as the complexity of the description will improve students' language competences.

II.2.2 The Procedure of RIDER Strategy

Munro stated in DE and T Language Support Program, there are some procedures of using RIDER strategy are as follows:

1. Teacher teaches the students the steps involved in RIDER.

2. The strategy stages are facilitated by the use of cue cards.

3. Teacher tells them they will be making pictures in their mind about the text.

4. Teacher selects a text for the students to read.

5. Teacher asks the students to read a short section of the text and cue them to develop a picture as they read in their mind.

6. Teacher asks the students to describe their picture in words.

7. Teacher asks the students to discuss this within the group.

8. Teacher asks the students about their "picture". Has it changed? How?

9. Teacher keeps working through this sequence to the end of the text.

II.2.3 Teaching Reading by Using RIDER Strategy

The RIDER strategy is strategy can help students to comprehend the reading text. This strategy will also help to motivate students to read for understanding. Munro (2006, p.12) stated in DE and T Language Support Program, there are some procedures of using RIDER strategy are as follows:

1. Teach the students the steps involved in RIDER. Tell them they will be making pictures in their mind about the text.

2. Selects a text for the students to read.

3. Now, ask the students to read a short section of the text and cue them to develop a picture as they read.

4. Ask the students to imagine or make pictures in their mind.

5. Ask the students to describe the image using," *in my mind, I see"* and draw pictures on a story board sheet.

6. Discuss the within the group

7. Keep working through this sequence to the end of the text.

II.2.4 The Advantages of RIDER Strategy

Mercer on Diana's article, there are some advantages of RIDER strategy:

1. Through RIDER strategy, the students can be motivated in reading a monologue text.

2. With RIDER strategy the students can improve their ability in understanding the text.

3. RIDER strategy can train the students to do something in sequence. They know what they should do first, then and after that, because they have guidance. When they read the text, they read for a purpose.

4. The RIDER strategy will help the student to be responsible with what they have done.

5. The strategy can make the students relax and enjoy reading a text.

6. The strategy is easy to do for the teacher. The teacher can apply without many teaching media. If there is no media, the teacher still can do it manually.

II.2.5 The Nature of Narrative Text

There are various kinds of text learned by students. One of them is narrative text. Narrative text is a story that happened in our daily life that talk about a past event and it tells true story or fiction. Watkins (2005:238), states that narrative is one of the most commonly reading, though least understood all of the genres. Narratives embrace a variety of literacy genres. These include fairy, folk tales, fables, fantasy stories such as science fiction, horror

stories, realistic fiction, historical fiction, mysteries. It means that narrative can be imaginary, factual, or a combination of both.

Savage and Mayer (2005:5), explains that narrative text is a story; it has introduced that engages the reader's interest, a body that gives details about the main idea about the main event or action in the story, and a conclusion that describes the outcome. Narrative text consists of certain structures. Text structure refers to the way in which the ideas in the text are interrelated in order to convey a message to the reader. Hogue (2007:24) explains three generic structures of narrative text. They are as follows:

1. Orientation

It introduces the main characters and setting of time and place, usually answer questions who? When? Where?

2. Complication or problem

In this stage, the main characters get some problems and they find ways to solve the problems.

3. Resolution

It is the resolution of the complication/problem. The complication may be resolved for better or worse/happily or unhappily. These add and sustain interest and suspense for the reader.

Narrative text also has a certain language features. Language features, refer to the language characteristic and grammatical aspect in a spoken and written text. John Barwick (2013: 6) states that, narrative text past tense is commonly found. Noun groups create a detailed, accurate and atmospheric description. Adjectives give the characters, whether human, animal or things, an identifying appearance, mannerism or personality. Adverbs and

adverbial phrase indicate where, when, and how the particular events or incidents take place. Descriptive language creates word pictures or images. Verbs are action verb, telling the reader what was said, felt or thought.

Narrative text has five common components. Most test questions refer to one of these five story elements (narrative text strategies):

1. Setting: A story can be set in the present, past, or future. Some stories are set in faraway lands or imaginary places, others set in familiar places. Authors may tell the reader the exact time or place of the story, but often these must be inferred by the reader.

2. Characters: people or animals in the stories.

3. Plot: the plot of the stories and the sequence of events. The plot of the story takes the reader through events that build a climax or turning point in the story. The authors then bring the story to a resolution. At times, an author may allow the reader to draw his own conclusion about resolution.

4. Theme: the theme is the central idea of the story. A theme can be directly stated or through use of story elements.

5. Vocabulary: the authors use vocabulary to enhance the reader's understanding of the characters and events in the story. The author's choice of vocabulary produces the mood and tone of the story.

These five components can be used as the indicators of reading narrative text. Because the students will be given several questions such as setting questions, character questions, plot questions, theme questions, and vocabulary questions.

Narrative is the kind of text that has purposes to entertain the reader. Grace (2006:154) explains that narrative text is a type of the text functioning to entertain with a story that deals

with complications or problematic events which lead to a crisis and in turn finds a resolution. In other words, narrative text is a story writing, which the function is to amuse or to entertain the readers in order to make them enjoy reading. Besides, it also gives motivation and message or moral value for the readers.

Smith (2005:84) explains that narrative is genre, but it is also an important aspect of our social consciousness and interaction. It means that every genre of text has its own purpose, including narrative. Barwick (1999:4) explains that the purpose of narrative is to entertain, amuse, and interest the reader but simultaneously teacher, explain or inform.

Langan (2001: 195) states that narration is story telling whether we relate a single story of several related one. Through narration, we make a statement clear by relating to detail something that has happened to us. Moreover Barwick (1999:4) also states that narrative relates a real, imagined or fiction story. It can be concluded that narrative is a kind of written or oral account that happened in our daily life that talk about the past and may be real or just a fiction.

The basic purpose of narrative is to entertain, to gain and hold a readers' interest. However, according to English online of Ministry of Education (2013) narratives can also be written to teach or inform, to change attitudes/social opinions. In brief, narrative text has a specific purpose to tell or give information about a story to make readers entertained while reading.

In additional, Richards (2001:349) states that the social purpose of of narrative text is to entertain, create, stimulate emotions, motivate, guide, and teach the readers. It means that the narrative text wants to give entertainment to the reader with the events organized the way the story happen in time order.

II.2.6 Related studies

1. KusiskaRini, ClarrySada, And Urai Salam (2013) had conducted research about "Using 3-2-1 strategy in reading comprehension". It was classroom action research that aimed to reveal the problem of student reading comprehension and their involvement in learning activities. The research found out that the improvement from cycle to cycle did not only occur to teaching practice but also to the student' involvement and the student ability. 3-2-1 strategy facilitated students to be active learners to do inquiry and constructor of understanding the reading through teacher directed task and activities. Students did not only find information and engage their own interest and knowledge from the reading but also they constructed their understanding by linking their current knowledge with their background knowledge.

   The similarity of KusiskaRini, ClarrySada, And Urai Salam (2013), they conducted action research while this research was a quasi-experimental research. The aimed of their research was to improve students' involvement in active learning while this research aims to compare two strategies between 3-2-1 strategy and RIDER strategy. However, both of their research and this research used 3-2-1 strategy to enhance students' reading comprehension.

2. IkaNurAini (2005) also conducted research entitled "the use of 3-2-1 strategy in improving students' reading comprehension". This research aimed to reveal the problem of students reading comprehension on the third year students of SMK Saraswati Salatiga. The methodology of the research is classroom action research. The used of field notes, teacher observation sheet and students achievement test were instruments of data collection. Having conducted two cycles did not only occur to teaching practice but also to the students' involvement and the students' ability. The result of this research displayed that there was an improvement of students' reading comprehension skills by using 3-2-1 strategy. It could be examined from the mean of pretest and posttest whole the cycles.

The similarity of Aini's research, she applied action research while this research applied experimental research. This research and she applied action research while this research applied quasi experimental research. Her research and this research use 3-2-1 strategy to improve students' reading comprehension, but this research compared two strategies while her research only used one strategy.

3. Further, LiliMarlini (2013) also conducted research about "Teaching Reading Comprehension by Using 3-2-1 Strategy to the Tenth Grade Students of SMA Ethika Palembang". The objective of the study was to find out the whether or not the significant difference on reading comprehension achievement that are taught by using 3-2-1 strategy than those who were taught by using teacher strategy to the tenth grade student of SMA Ethika Palembang. The population of this study consisted 130 of tenth grade students of SMA Ethika Palembang in academic 2013/2014. The sample selected using convenience sampling. There were two groups, the class X1 as the experimental group and X2 as the control groups, each of groups which consisted of 30 students. The data were collected by using multiple choice reading tests. The data obtained were analyzed by using the match t-test. The t-obtained was 8.3 at significance level of 0.05 in two-tailed testing and df 58, the critical value 2.045. Since the value of t-obtained was higher than the t-table. So, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. In other words, the students in the experimental group got better scores than the students in control group. The result showed that 3-2-1 strategy gives a significant difference on students' reading achievement at tenth grade students of SMA Ethika Palembang. Therefore, the writer recommended that 3-2-1 strategy to be used by the teachers of English at SMA Ethika Palembang in teaching reading comprehension.

Her research only had two variables, 3-2-1 strategy was independent variable and reading comprehension was dependent variable. But this research had 3 variables that consist of 3-2-1 strategy and RIDER strategy as independent variables and reading comprehension as dependent variable. Both of her research and this research used experimental research that consist of two classes, one class experimental class and one class as control class.

4. In the other hand, Marie Clay also conducted a research entitled "Explicit teaching of the visualization strategy R.I.D.E.R., to two Year 2 students who are experiencing reading comprehension difficulties, will improve their spontaneous oral retell of a narrative text. The aim of this study is to trial whether explicit teaching of the R.I.D.E.R. (Read, Imagine, Describe, Evaluate and Repeat) strategy will improve Year 2 students' ability to spontaneously orally recall what they have read and also improve their comprehension skills. The aim of this study was to trial whether explicit teaching of the R.I.D.E.R. (Read, Imagine, Describe, Evaluate and Repeat) strategy will improve Year 2 students' ability to spontaneously orally recall what they have read and also improve their comprehension skills. This study used an XOX design – (assessment – teaching – assessment). 3 students from Year 2 were chosen for this study. 3 students were individually assessed with a Running Record, the Neale Analysis of Reading Ability and a Spontaneous Retell. Student 1 and Student 2 results show that by being taught explicitly the visualization strategy R.I.D.E.R., they have significantly improved their ability to spontaneously oral retell. The average improvement in recall of ideas was 106 %. While Student 3 (Control Group) with no intervention decreased his ability to orally retell by 50%.The results of this study support the hypothesis that the explicit teaching of the visualization strategy R.I.D.E.R. to Year 2 students with comprehension difficulties does improve their spontaneous oral retell.

Clay's research used an XOX design – (assessment – teaching – assessment) while this research will used quasi experimental design. Clay's research was done to a small group that consist of 3 students while this research consisted of two group in each group consisted of 30 students.

5. Further, the research was conducted by Zulrahman (2013), he carried out a research entitled" Teaching Reading by Combining Paired Summarizing Strategy and Read, Image, Describe, Evaluate, Repeat (RIDER) Strategy of the Second Year Students in Junior High School" This research was intended to Paired summarizing application which describes strategies and RIDER (Read, Image, Description, Evaluate, Repeat) in understanding a descriptive text that the main attraction for students in reading subtitles UK. The research method used causal comparative. Result appear to indicate support the hypothesis that combining the two strategies, namely Paired summarizing and RIDER strategy that improves students comprehension of the text and help students to find information focus about what the main problem and idea in the text.

Zulrahman's research was similar strategy with this research by using RIDER strategy. The differences of Zulrahman conducted teaching reading by combining paired summarizing strategy and RIDER strategy at junior high school. He used descriptive text that the main attraction for students in reading. Meanwhile, those researches conducted the comparative study between 3-2-1 strategies and read, imagine, describe, evaluate, repeat (RIDER) strategy for students reading comprehension.

6. Hashem Ahmed Alsamadani (2011) conducted a research entitled "The Effects of the 3-2-1 Reading strategy on EFL Reading Comprehension". This quasi-experimental study tested the effect of the 3-2-1 strategy on English as a foreign language (EFL) learners' reading

comprehension. A sample of Saudi EFL college-level students were randomly selected and divided into two groups: an experimental group (42 students) and a control group (43 students). Students of both groups took a reading comprehension test at the beginning of the 2010 academic year. He used the 3-2-1 strategy when teaching the experimental group for six weeks whereas the students in the control group were not trained on the strategy. Students were matched according to their reading proficiency, taught by the same teacher (the researcher), and were similar in age. After six weeks of instruction, both groups completed the same reading comprehension test again. Measures of the means, standard deviations, and ANCOVA were used to determine the differences between the two groups. The study revealed that at the end of the six-week instruction, there was a significant statistical difference in reading comprehension between the two groups that favored the experimental group.

Both of this research and hashem's research used 3-2-1 strategy in the research to know the effects of the strategy on reading comprehension. Further, Hashem's research and this research were quasi-experimental research. However, his research only consist one strategy while this research consisted two strategies; they are 3-2-1 strategy and RIDER strategy.

7. Aevan (2017) conducted a research entitled "The explicit teaching of visualizing to a whole Grade 2 class using the R.I.D.E.R strategy will improve their reading comprehension of fiction texts". This study used a naturalistic design that is based in the context of a 'real' classroom, to determine if the gain in reading comprehension can be improved by the explicit teaching of Visualizing. In this study, students were taught how to visualize using the R.I.D.E.R strategy (Read, Imagine, Describe, Evaluate and Repeat) to assist with the learning

of comprehension. Students were taught to use their knowledge prior to and during reading to create visual pictures in their minds. The learning was scaffold through each teaching sequence and was slowly phased out to equip the students with the necessary skills to independently visualize, verbalize and comprehend. This study was conducted using two groups of students, an Intervention group and a Control group. The post test scores in the Visualizing task and Neale Comprehension tests reflected improvement in the student's ability to recall specific information using the Visualizing strategy. The research findings also demonstrated the effect that restricted decoding skills has on a student's ability to read words accurately and automatically.

This research and Aevan's research used RIDER strategy to improve reading comprehension. Aevan' research used a naturalistic design but this research used quasi-experimental design. In his research, evan used fiction texts in reading comprehension but this research used non-fiction texts.

8. Dwi Anggreini Waskito Putri (2016) conducted a research entitled "The Effect Of Read-Imagine-Describe-Evaluate-Repeat (Rider) Strategy And Reading Motivation Toward Reading Comprehension At Grade Viii of SMP Pertiwi 2 Padang". The research was an experimental research design. The research aimed to know the effect of using RIDER strategy and reading motivation to motivate and to improve students' reading comprehension in descriptive texts. The result showed that there was no significant effect to students who have high motivation.

In Dwi's research, she involved reading comprehension and reading motivation on the research. So, her research consisted one independent variable, it is RIDER strategy and two dependents variable; they are reading comprehension and reading motivation. However, both

of her research and this research used quasi experimental research design. And our research aimed to know the effect of using RIDER strategy on students' reading comprehension.

9. Marza conducted a research entitled **"Teaching Reading Comprehension by Using Rider (Read, Image, Describe, Evaluate, And Repeat) Strategy Combined With Partner Reading Strategy At Junior High School"**. This research aimed to explain the application of RIDER strategy ((Read, Image, Describe, Evaluation, and Repeat*)* that combined to Partner Reading Strategy in teaching reading comprehension that correlate to informational texts. This research used narrative text. This research aimed to give positive effect to students' reading comprehension in narrative texts.

The similarity of Marza (2013) this strategy conducted a research by using RIDER strategy and Partner Reading Strategy to improve students' reading comprehension. The research was similar to this research whereas both used RIDER strategy as independent variable. Not only use Rider strategy as independent variable but also used narrative texts in improving students' reading comprehension.

10. The research was conducted by Dafik (2014) carried out a research entitled "teaching the reading of narrative text by combining two Column note with rider (read, image, describe, evaluate, repeat) strategies at junior high school" this research aims to assist teachers in addressing one of the problems that exist in the teaching of reading (Reading) the second years students at high school students (SMP). In addition, this paper is intended to explain the application of the strategy Two Column Note and RIDER (Read, Image, Description, Evaluate, Repeat) in understanding a narrative text in order to become the main attraction for students in reading English text. In this paper the author discusses how to teach reading by combining the two strategies, namely: Two Column Note and RIDER (Read, Image, Description, Evaluate, Repeat). The research method used causal-comparative. Results

appear to indicate support for the hypothesis that teaching reading in narrative text by combining two Column note with rider (read, image, describe, evaluate, Repeat) strategies, improved students reading comprehension of narrative text after this strategy were taught. So, the result of this research gave a positive effect for students reading comprehension of the second year at junior high school.

The similarity of Dafik's research is similar strategy with this research by using RIDER strategy to improve student's comprehension in narrative text. The difference of his research he conducted teaching reading on narrative text by combining two Column note with rider (read, image, describe, evaluate, Repeat) strategies but this research will conduct the effect of using read, imagine, describe, evaluate, repeat (RIDER) strategy on students reading comprehension and their motivation at state junior high school 40 Pekanbaru.

11. The research was conducted by Yulianingsih (2014) carried out a research entitled" improving students' reading comprehension of recount text by using rider strategy". This research aimed to answer the problem about how does RIDER strategy improve reading comprehension in finding out detailed information and understanding language features of recount text to the eighth grade students of SMP N 11 Pontianak. The research method used in classroom action research. The tool 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 create the questions. On the first cycle, the writer used pictures and table as the 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 similarity of Yulianingsih's research is similar strategy with this research by using RIDER strategy. RIDER strategy, aimed to answer the problem and to improve reading comprehension in finding out detailed information and understanding language features of a text at Junior High School. The difference of her research, she used recount text then she used pictures, table as media to junior high school level, meanwhile this research will use narrative text to the junior high school level.

12. The research was conducted by Arisnata (2013) carried out a research entitled" the effect of using read, imagine, describe, evaluate, repeat (rider) strategy towards reading comprehension on narrative text of the second year students at smpn 20 pekanbaru". The main focus of this research was to find out whether there is a significant effect of using RIDER strategy toward reading comprehension of narrative text of the second year students at SMPN 20 Pekanbaru. The writer formulated the problems that would be answered by using the quantitative research. The type of research was quasi-experimental research. In collecting the data, the writer used multiple choice test. In analyzing the data, the writer used independent t-test formula by using SPSS 17 version. Based on the analysis of data, the result shows that the score of T-test is 5.394, which greater than t-table at the 5% level of significance (2.00), and at the 1 % level of significance (2.65). It can be stated that $2.00 < 5.394 > 2.65$. The writer found that the mean score of the students' reading comprehension of post-test in experimental class was categorized into good level, while the post-test in control class was categorized into enough level. While, the result of K_p was 19.97%. It means this strategy gave 19.97% effective. It could be concluded that there was a significant effect of
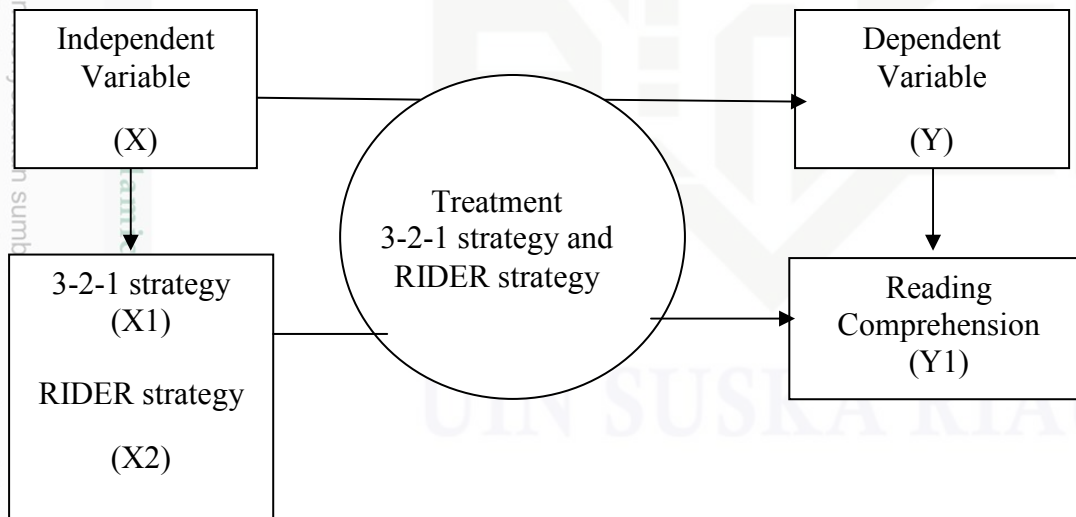
using RIDER strategy toward reading comprehension of narrative text of the second year students at SMPN 20 Pekanbaru.

The similarity of Arisnata's research is similar strategy with this research will use RIDER strategy to improve student's comprehension. He also used narrative text for reading. The difference of his research he used two variables (read, image, describe, evaluate, Repeat) RIDER strategy and Reading comprehension.

II.2.7 Operational Concepts and Indicators.

Operational concept is a main element to avoid misunderstanding and misinterpreting in a specific study. As a concept, it is still operate in an abstract from the research planning which should be interpret into particularly words in order to be easy to measure. The operational concept in this research can be seen on the table below:

```
┌──────────────┐                      ┌──────────────┐
│ Independent  │                      │  Dependent   │
│  Variable    │ ──────────────────►  │  Variable    │
│    (X)       │            ┌─────────┤     (Y)      │
└──────┬───────┘         ┌──┘         └──────────────┘
       │            ╱────────────╲            │
       ▼           (  Treatment    )          ▼
┌──────────────┐   ( 3-2-1 strategy )  ┌──────────────┐
│ 3-2-1 strategy│  (  and RIDER     )  │   Reading    │
│    (X1)      │   (   strategy     )  │Comprehension │
│              │    ╲──────────────╱──►│    (Y1)      │
│ RIDER strategy│                      └──────────────┘
│    (X2)      │
└──────────────┘
```

Indicators of 3-2-1 strategy (X1)

1. The teacher prepares a text and card

2. The teacher asks students to create a chart on the card

3. Teacher asks students to discover three (3) items in the text that he or she read and write on the card.

4. Teacher asks students to share two (2) of the three interesting items that they have identified on the card

5. Teacher asks students to write one question (1) about the text. Students can ask factual question, clarify their understanding of the sequence of events, and verify their general understanding of the reading on the card.

6. Teacher collects the students' card

7. The teacher uses the students' card for classroom discussion.

Indicators of RIDER Strategy (X2)

1. Teacher tells the students that they will make pictures in their mind about the text.

2. Teacher selects a text for the students to read.

3. Teacher asks the students to read a short section of the text and cue them to develop a picture as they read.

4. Teacher asks the students to imagine or make pictures in their mind.

5. Teacher asks the students to describe the image using," *in my mind, I see"* and draw pictures on a story board sheet.

6. Teacher asks students to discuss the within the group

7. Teacher asks students to keep working through this sequence to the end of the text.

Indicators of Reading Comprehension (Y)

Here are the indicators of reading comprehension. The students are able to:

1. Identify the detail information in narrative text

2. Identify the main idea

3. Identify Inference

4. Identify Reference

5. Identify the moral value in narrative text.

II.2.8 Assumption and Hypothesis

A. The Assumption

In teaching learning process, there are numerous strategies that can be used by the teacher in the class. It is assumed that using RIDER strategy and 3-2-1 strategy to teach reading comprehension can increase students' capability in Reading comprehension.

B. Hypothesis

Ho1:   There is no significant difference of the students' reading comprehension pretest mean score between an experimental group 1 and an experimental group 2 at Junior High School 1 Benai.

Ho2:   There is no significant difference of the students' reading comprehension pretest mean score between an experimental group 1 and a control group at Junior High School 1 Benai.

Ho3:   There is no significant difference of the students' reading comprehension pretest mean score between an experimental group 2 and an experimental group 2 at Junior High School 1 Benai.

Ha4:   There is significant difference of the students' reading comprehension post-test mean score between an experimental group 1 and an experimental group 2 at Junior High School 1 Benai.

Ha5:   There is significant difference of the students' reading comprehension post-test mean score between an experimental group 1 and a control group 2 at Junior High School 1 Benai.

Ha6:   There is significant difference of the students' reading comprehension post-test mean score between an experimental group 2 and a control group 2 at Junior High School 1 Benai.

Ha7:   There is significant difference of the students' reading comprehension between pretest and posttest mean score in the experimental group 1 at Junior High School 1 Benai.

Ha8:   There is significant difference of the students' reading comprehension between pretest and posttest mean score in the experimental group 2 at Junior High School 1 Benai.

Ha9:   There is significant difference of the students' reading comprehension between pretest and post test mean score in the control group 1 at Junior High School 1 Benai.