

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Reading

Reading is one of the most important skills besides listening, speaking, and writing. It plays an important role in guiding students to be successful in learning language, especially in learning foreign language. Reading can be enjoyable activity when it is carried out effectively. As we know, reading is an activity with a purpose. The goal of a reading activity is to get the important or very existing knowledge.

Reading is very important in our life. Many experts have given their definitions about reading. According to Harmer, “Reading is an exercise dominated by the eyes and the brain”.<sup>1</sup> Burnes also says, “Reading is a meaning-getting activity in which reader and writer interact.”<sup>2</sup> The interaction will be facilitated by strategy to reduce the gap between written and oral language models. It means that reading is an interactive process, a process in which the reader engages in an exchange idea with the writer via text.

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<sup>1</sup> Harmer, J. *The Practice English Language Teaching*. (London: Longman, 1991). P, 90

<sup>2</sup> D. Burnes and Page, G. *Insight and Strategies for Teaching Reading*. (New York: Harcourt Brace Jovanich Group. Pty Limited, 1985 ). P, 18

Kalayo stated that reading is an activity with a purpose.<sup>3</sup> Furthermore, Revers and Temperly (in Nunan 1991: 187) discuss that there are seven main purposes for reading:

1. To obtain information for some purposes or because we are curious about some topic
2. To obtain instruction on how to perform some tasks for our work or daily life
3. To act in a play, play a game, do a puzzle
4. To keep in touch with friends by correspondence or to understand business letter
5. To know when or where something takes place or what is available
6. To know what is happening or has happened (as reported, newspaper, magazines, reports)
7. For enjoyment or excitement

Besides in reading process, the reader uses knowledge, skills, and strategies to determine what the meaning of the texts that they read. Moreover, Kalayo said that readers' knowledge, skills, and strategies include:<sup>4</sup>

1. Linguistic competence: the ability to recognize the element of the writing system; knowledge of vocabulary; knowledge how words are structured into sentence
2. Sociolinguistics competence: knowledge about difficult type of text and their usual structure and content

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<sup>3</sup> Drs. Kalayo Hasibuan and Fauzan Ansari. *Teaching English as a Foreign Language (TEFL)*, (Pekanbaru, Alaf Riau Graha UNRI Press, 2007). P, 113

<sup>4</sup> *Ibid*,p. 115

3. Discourse competence: the ability to understand the cohesive such as pronouns, conjunctions, and transitional phrases to link meaning within and across sentence, as well as the ability to recognize how coherencies are used to maintain the messages' unity
4. Strategic competence: the ability to use a number of strategies

Reading is the process of recognition, interpretation, and perception of written or printed material.<sup>5</sup> It means that reading is a result of interaction between the perception of written or printed material that represents language and the reader's language skill, cognitive skills, and knowledge of the world, the reader tries to create meaning by writer.

Reading is one important way to improve your general skill in English. Reading helps you as follows:<sup>6</sup>

1. Reading helps you learn to think in English
2. Reading can enlarge you English vocabulary
3. Reading can help you improve your writing
4. Reading may be a good way to practice your English if you live in non-English-speaking country.
5. Reading is a good way to find out about new ideas, fact and experience.

Based on the explanation above, the writer concludes that reading is an interactive and a thinking process of transferring printed letters into meaning in order to communicate creation message between the writer and the reader. In

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<sup>5</sup> Ji Sheng He. *Cognitive Model of Teaching Reading Comprehension*, Art Pdf.p. 1

<sup>6</sup> Miculeky Jeffries. *More Reading Power*. New York: Longman, 1996. P. 8

reading activity, a reader brings her or his background knowledge, emotion, and experience to construct her or his idea in understanding the meaning of the text.

## 2. Reading Comprehension

The goal of reading is comprehension. Readers' ability to understand the authors' messages is influenced by their background knowledge. It is stated by Burnes and Page that comprehension is the process where background knowledge or the word knowledge of the reader interacts with the message encoded in the text to generate an understanding of an author's messages.<sup>7</sup> Then, He Ji Sheng stated that comprehension is the understanding of the meaning of the written material and covers the conscious strategies that lead to understanding.<sup>8</sup> It means that the reader will reconstruct her or his background knowledge in understanding the text.

Reading comprehension depends on three factors. The first factor is that the reader has command of the linguistic structures of the text. The second factor is that the reader is able to exercise metacognitive control over the content being read. This means that the reader is able to monitor and reflect on his or her own level of understanding while reading the material. The third and most important criterion influencing comprehension is that the reader has adequate background in the content and vocabulary being presented.<sup>9</sup>

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<sup>7</sup> Burnes, D and Page, G. loc cit, P, 46

<sup>8</sup> Ji Sheng He. Op. Cit.p. 1

<sup>9</sup> Tankersley Keren. *The Threads of Reading: Strategies for Literacy Development*. New York: Library of Congress Cataloging in Publication Data. 2003.p. 90

Reading comprehension means that understanding what has been read. It is an active thinking process that depends not only on comprehension but also on the students experience and knowledge. Reading comprehension in understanding a written text means extracting the required information from it as efficiently as possible. Comprehension is the central of reading.<sup>10</sup> It is important one in reading. Without comprehension the readers are not able to find out the meaning of the text. Reading comprehension means understanding what has been read.

Thus, Elizabeth stated that students can be instructed in strategies to improve text comprehension and information use. The practical applications are:

1. Instruction can improve comprehension by focusing on concepts and the vocabulary used to express them.
2. Comprehension can also be enhanced by building on students' background knowledge, e.g. by having a group discussion before reading.
3. Teachers can guide students by modeling the actions they can take to improve comprehension. These actions include: asking questions about a text while reading; identify main ideas; using prior knowledge to make predictions.
4. Teaching a combination of different strategies is better than focusing on one.

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<sup>10</sup> Dr. M. F. Patel and Praveen M. Jain. *English Language Teaching Methods, Tools and Technique*. Jaipur: Sunrise Publisher and Distributors. 2008. P. 113

5. Different methods have been found to be effective in teaching text comprehension.

Readers must use information already acquired to filter, interpret, organizer, reflect upon and establish relationships with the new incoming information on the page. In order to understand text, a reader must be able to combine units of meaning into a coherent message. Understanding of text results from an interaction between word identification, prior knowledge and the effective used of cognitive strategies.<sup>11</sup>

In reading process, the students need knowledge, skill, and strategies to increase their comprehension. Reading comprehension is a multi component, highly complex process that involves many interaction between readers and what they bring to the text (previous knowledge, strategy use) as well as variable related to the text itself (interest in text, understanding of text types).<sup>12</sup>

In order to understand text, a reader must be able to identify words rapidly, know the meaning of almost of the words and be able to combine units of meaning into a coherent message. Reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and

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<sup>11</sup> Lyon in Westwood Peter. *Reading Learning Difficulties ; Approaches to Teaching Assesment*. Australia Council for Education Research:Browm Prior Aderson. Publisher. 2001.p. 19

<sup>12</sup> Jannete Klingner, et al., *Teaching Reading Comprehension to Students with Learning Difficulties*, The Guilford Press, New York, 2007, p. 8

involvement with written language. Catherine Snow and Chair mentioned that comprehension entails three elements, such as:<sup>13</sup>

- a. The readers who is doing comprehension.
- b. The text is to be comprehended.
- c. The activity in which comprehension is a part.

In conclusion, reading comprehension is a process or activity of getting meaning from written texts. In this activity, there is interaction between the writer and the reader because the writer delivers her or his idea to the reader through the text, reading comprehension results when the reader knows which skills and strategies are appropriate for the type of the text, and understand how to apply them to accomplish the reading purpose.

#### **a. Teaching Reading Comprehension**

Reading is a communicative process. It is also an interactive process between the reader and the text. It is a means for communication between the reader and the writer. The process involves the reader, the text, and interaction between the reader and text. Considering the importance of reading in English language learning, teacher's role is important in improving the students' ability in reading. According to Harmer, there are some reasons why reading is taught. They are:<sup>14</sup>

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<sup>13</sup> Catherine Snow and Chair. *Reading for Understanding toward an Research and Development Program in Reading Comprehension*(Santa Monica, CA:RAND Reading Study Group), 2002, p. 11

<sup>14</sup> Harmer, Jeremy. *How to Teach English*. Addison Wesley: Longman. 2000. P. 68

1. Many of students want to be able to read texts in English either careers, for study purposes or simply for pleasure
2. Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students
3. Good models for English writing
4. Opportunities to study language: vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs, and texts
5. Lastly, good reading texts can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well-rounded, fascinating lessons.

In teaching reading we must know about the characteristics of efficient reading. According to Penny in (Rizka Yanti Mala 2012: 13), there are some characteristics of an efficient reading as follows:<sup>15</sup>

1. Language, the language of the text is comprehensible in the learners.
2. Content, the content of the text is accessible to the learners. They know enough about it where they are able to apply their own background knowledge.
3. Speed, the reading progresses fairly fast: mainly because the reader has automatic recognition of common combination, and does not waste the time working about each or group of new words.

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<sup>15</sup> Mala, Rizka Yanti." *The Effect of Using Theme Scheme Strategy toward Reading Narrative Text Comprehension of the Second Year Students of MTs Sawah Kampar*". Pekanbaru: UIN. 2012. Unpublisher. Thesis

4. Attention, the reader concentrates on the significant bits, and skim the rest, even skip parts he or she knows to be significant.
5. Incomprehensible vocabulary, the reader takes incomprehensible vocabulary in his or her stride: guesses its meaning from the surrounding text, or ignores it and manages without using a dictionary.
6. Prediction, the reader thinks ahead, hypothesizes and predict.
7. Background information, the reader has and uses background information to help understand the text.
8. Motivation, the reader is motivated to read by an interesting main idea or a challenging task.
9. Purpose, the reader is aware of a clear purpose in reading for example to find out some information or to get pleasure.
10. Strategies, the reader uses different strategies for a different kind of reading.

Additionally Pearson and Pressly in Graves recommended nine keys of reading comprehension strategies. They are as follows:<sup>16</sup>

1. Establishing a purpose for reading
2. Using prior knowledge
3. Asking and answering questions
4. Making inferences
5. Determining what is important
6. Summarizing

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<sup>16</sup> Graves, Michel F. *Teaching Reading in the 21<sup>st</sup> Century*. Botton: Allyn and Balcon Press. P. 310

7. Dealing with graphic information
8. Imaging and creating graphic representations
9. Monitoring comprehension

**b. The Assessment of Reading**

In assessing reading, Brown categorizes reading assessment in several types, such as; multiple-choice, short-answer, editing (longest texts), etc.<sup>17</sup> Besides, Hughes also explains about testing reading that will assess, such as; content, types of text, address and topic. In addition, Nation points out that comprehension test can use a variety of question forms, such as:<sup>18</sup>

a. Pronominal Question

These question require learners to make a written answer which can range in length form of single word to several paragraphs. Usually for comprehension, short answer are required and these forms of questions are called short answer questions.

b. Multiple choice

Multiple choice questions focus on details and more general aspects of the text. Multiple choices are useful when there are very large numbers of the test to be marked.

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<sup>17</sup> H, Douglas Brown. *Principle of Language Learning and Teaching*, Fourth Edition. New York: Addison Wesley Longman. Inc. 2000. p. 204

<sup>18</sup> J. S. P. Nation. *Teaching ESL/AFL Reading and Writing*. New York: Roudledge Publisher. 2009. p. 77

### c. Information Transfer

Incomplete information transfer diagrams can be used to measure comprehension of the text.

In this research, pre test and post test were given to the students. Actually, in assessing reading ability accurately is not easy. Kalayo and Fauzan stated that reading ability is very difficult to assess accurately.<sup>19</sup> But in teaching reading in School Based curriculum (KTSP), if the students are able to achieve the goal, it means that assessment of reading ability needs to be correlated with purpose of reading. According to Hughes, there are many techniques that can assess the students comprehension but the writer uses multiple choices.<sup>20</sup>

The writer just used multiple choices to assess the reading comprehension of the second year students at SMPN 20 Pekanbaru. This technique was designed by using four choices and the respondent choose one, it was based on the question. To assess students' reading comprehension this research needs indicators. The indicators also as the guidance for teacher and students what aspect should be reached. In this research, there are some indicators for reading comprehension, they are:<sup>21</sup>

- 1) The students are able to identify the main idea of narrative text.
- 2) The students are able to identify the generic structure of narrative text.

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<sup>19</sup> Kalayo Hasibuan, *Op cit*, p.54

<sup>20</sup> Arthur Huges. *Testing for Language Teacher*, 2<sup>nd</sup> edition. Cambridge: Cambridge University Press, 2003, p.54

<sup>21</sup> Barret, Taxonomy of Reading Comprehension: Remedial Instruction. Retrieved on August 12, 2012. [http://:google.com](http://google.com)

- 3) The students are able to analyze the meaning of certain words on narrative text.
- 4) The students are able to locate or identify facts such as the names of characters, the time of the story or the place of the story on narrative text.
- 5) The students are able to make reference of narrative text.

### **3. The Predictors of Students' Reading Comprehension on Narrative Text**

Many predictors of students' success in reading. In general, these predictors can be identified such as teacher, students, environment condition, subject matter and strategy to learn the lesson material. The success of teaching reading for the junior high school is determined by many aspects such as the material of reading, facility, teacher, the students themselves, methodologies and strategy. Several studies have indicated that one of the crucial aspects in teaching reading is the strategy used by the teacher in teaching. As the result of reading process, there are also some predictors of students reading comprehension.

The students' important predictors in reading comprehension are in the following:<sup>22</sup>

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<sup>22</sup> Karen tankersley, Literacy Strategies for grades 4-12: Reinforcing the Threads of Reading, Virginia: Association for Supervision and Curriculum Development Alexandria, 2005, p. 108-110

a. Command of the Linguistic Structure of the Text

Students need to know how to decode text quickly and easily so that cognitive energy is not drained from the task of drawing meaning from the text.

b. Adequate Vocabulary in the Content Area

A good vocabulary enables students to process words automatically while reading. Because they can hold no more than seven items in short-term memory at any one time, students must decode words rapidly.

c. Degree of Meta-cognitive Control of the Text

Students must know how to self-monitor and reflect on their level of understanding during the act of reading.

d. Adequate Domain Knowledge

Background knowledge helps students connect to the text that they are reading. Without the ability to connect and relate to the text, they will derive little meaning from it; without meaning, no comprehension can result.

In conclusion, the students' comprehension on reading text can be influenced by considering several factors that have been described above. So, the teacher should be aware of the factors that influence the students' reading comprehension and prepare a good strategy to teach them.

#### 4. The Nature of Narrative Text

Narrative text is story telling; it tells a true story or fiction.<sup>23</sup> Narrative means description of events, especially in a novel or process of skill of telling a story. It has clear sequential order that connects events in a meaningful way and offers insights about the world or people's experiences of it. The intended narrative text always occurs in education setting such as, legend, myths, etc. Reading comprehension of narrative text means a process or product of understanding narrative text in order to get information and the meaning from the text.

Narrative is one of the most commonly read, though least understood all of the genres.<sup>24</sup> 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, plas, biographies, and autobiographies.<sup>25</sup> Narrative is the kind of text that has purposes to entertain the reader.

According to Peter and Megan, the generic structure of narrative are as follows:<sup>26</sup>

- a) Orientation: it sets the scene and introduces the participants of the story such as the characters, time, and place. (it answers the question: who, when, what, and where) and introduce.

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<sup>23</sup> M. Syafi'i, M. Fauzan A. Op. Cit.p. 7

<sup>24</sup> Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for teaching and assessing writing*, (Australia: University of New South Wales Press Ltd, 2005), p. 238

<sup>25</sup> JoAnne Schudt Caldwell, *Reading Assessment, Second Edition: A Primer for Tescher and Coaches*, The Guilford Press, New York,2008, p. 117

<sup>26</sup> Peter and Megan, Loc cit, p. 238

- b) **Complication:** the problems that arise in the story. The complication divided into three types: physical conflict, social conflict, and internal or psychological conflict. Physical conflict is the description of man struggle to his physical world. Social conflict is the struggle of man against his society and internal. Psychological conflict is a conflict which happens inside the participant.
- c) **Resolution:** the character that finds out the solution of the problem happened.

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

- a. **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.
- b. **Characters :** people or animals in the stories.
- c. **Plot :** the plot of the stories and the sequence of events. The plot of the story takes the reader through events that build to 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.
- d. **Theme :** the theme is the central idea of the story. A theme can be directly stated or through use of story elements.

- e. Vocabulary : the authors uses vocabulary to enhance the reader's understanding of 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.

In linguistic characteristics of narrative text, the grammatical features of narrative are as follows:<sup>27</sup>

- a. Use simple past tense
- b. Use the particular nouns to refer to describe the particular poeple, animals, and thing that the story is about.
- c. Use the adjectives to build noun groups to describe the people, animals, or thing in the story.
- d. Use the conjunction and time connectives to sequence event throught time.
- e. Use the adverbial phrases to locate the particular incidents or events.
- f. Use of saying and thinking verb to indicate what characters are feeling, thinking, and saying.

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<sup>27</sup> *Ibid*, p. 17

In the result, the writer assumes that narrative text is a kind of writing that tells past events using several grammatical features to make the story alive and provides dialogues and sometime with humor.

## 5. The Concept of RIDER Strategy

RIDER 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.<sup>28</sup> By using this strategy, students are asked to focus more on the text that they are working with in order to better their reading comprehension skills.<sup>29</sup> The strategy can be done for multiple levels of reading.

RIDER is the acronym as follows:<sup>30</sup>

R= Read, read the sentence from a text.

I= Imagine, make an image or picture in your mind.

D= Describe, describe how the new image is different from the last sentence.

E= Evaluate, evaluate the image to make sure it contains everything necessary.

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

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<sup>28</sup> [Http://emilyspecialeducation.blogspot.com/2012/12/rider-learning-strategy.html](http://emilyspecialeducation.blogspot.com/2012/12/rider-learning-strategy.html)

<sup>29</sup> <http://mjbeducationblog.blogspot.com/2012/12/rider-strategy.html>

<sup>30</sup> Clark, F., Deshler, D., Schumaker, J., Alley, G., & Warner, M. *Visual Imagery and Self Questioning: Strategies to Improve Comprehension of Written Material*. Journal of Learning Disabilities, 2001

According to Mercer, RIDER is a visual imagery strategy for reading comprehension, this strategy make the students comprehend the text and the students can share with partner.<sup>31</sup> Then, Cusker and Oliver (2006) say that use of the 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 competence. Language observational profile indicators targeted:<sup>32</sup>

- a. Understanding stories that they read
- b. Recalling, keeping track of ideas mentioned in a story.

Whitehead stated in DE and T Language Support Program, RIDER strategy is the use of imaging or creating pictures to assist in reading comprehension. This strategy is best suited to use with a small group or whole class as discussion to support enhanced text comprehension. The 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.<sup>33</sup>

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<sup>31</sup> Mercer, C. D. and Mercer, A. R. *Teaching Students with Learning Problems*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

<sup>32</sup> Mc Cusker and Lee Oliver (Lewis & Lewis) *DE&T Language Support Program* 2006.

<sup>33</sup> [http://www.lewisandlewis.com.au/wp-content/uploads/2011/11/RIDER\\_Strategy.pdf](http://www.lewisandlewis.com.au/wp-content/uploads/2011/11/RIDER_Strategy.pdf)

## **6. Teaching RIDER Strategy toward Students' Reading Comprehension on Narrative Text**

### **a. Procedures of RIDER Strategy**

Munro stated in DE and T Language Support Program, there are some procedures of using RIDER strategy are as follows:<sup>34</sup>

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.

### **b. The Advantages of RIDER Strategy**

According to Mercer in Diana's article, there are some advantages of RIDER strategy:<sup>35</sup>

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

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<sup>34</sup> DE&T Language Support Program Lewis & Lewis 2006

<sup>35</sup> Diana Novita entitled "The Use of Read, Imagine, Describe, Evaluate, and Repeat (RIDER) Strategy in Teaching Listening Descriptive Text at Junior High School. Padang. 2013. Published. p.48

2. With RIDER strategy the students can improve their ability in understanding 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 enjoyable in reading a text.
6. The strategy is easy to do for the teacher. Teacher can applies without many teaching media. If there is no media, the teacher still can do it manually.

## **B. Relevant Research**

According to Syafi'i, relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to our research itself.<sup>36</sup> The writer has to analyze what the point that is focused on, and inform the design, finding and conclusion of the previous research, they are:

A research was done by Fina Wardani (2012) entitled, "The Effect of Using Imagine, Elaborate, Predict, and Confirm (IEPC) Strategy to Improve Students' Reading Comprehension at the Second Year of State Junior High School 14 Dumai".<sup>37</sup> In her research, the method of research was quasi experimental research. She found that IEPC strategy can be used to improve

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<sup>36</sup> Syafi'i. S. *From Paragraph to a Research Report: A Writing of English for Academic Purpose*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensif/LBSI, 2011), P. 122

<sup>37</sup> Fina Wardani entitled "The Effect of Using Imagine, Elaborate, Predict, and Confirm Strategy to Improve Students' Reading Comprehension at the Second Year of State Junior High School 14 Dumai. 2012. Unpublished. Thesis

students' reading comprehension. Meanwhile, she used test to collect the data. From the research, she found that the second hypothesis was accepted, because  $t$  obtained was higher than  $t$  table. It means that there was a significance effect of using IEPC strategy toward reading comprehension of the second year students at State Junior High School 14 Dumai.

A research was conducted by Muhammad Rais (2013). The title of his research was "The Effect of Using Read, Rate and Reread Strategy toward Reading Comprehension at the Second Year Students of SMAN 12 Pekanbaru".<sup>38</sup> In his research, the method of research was quasi experimental research that used pre-test and post-test design. He found that the mean score of experimental group which was taught by using Read Rate and Reread was categorized into good category while the mean score of control of group which was taught by using conventional strategy categorized into enough category. The score of  $t_0$  was higher than  $t_{table}$ . It means that there was significant effect of using Read, Rate and Reread Strategy toward students' reading comprehension.

### **C. Operational Concept**

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. The operational concept is the concept used to clarify the theories used in the research. There are two variables used in this research, they

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<sup>38</sup> Muhammad Rais, "The Effect of Using Read Rate and Reread Strategy toward Reading Comprehension at the Second Year Students of SMAN 12 Pekanbaru," (S1 Thesis, State Islamic University of SUSKA Riau, 2013), 20

are variable X and variable Y. RIDER strategy is as variable X that gives the effect toward students' reading comprehension as variable Y.

1. The procedures of using RIDER strategy (X) are as follow:<sup>39</sup>
  - a. Teacher teaches the students the steps involved in RIDER.
  - b. The strategy stages are facilitated by the use of cue cards.
  - c. Teacher tells them they will be making pictures in their mind about the text.
  - d. Teacher selects a text for the student to read.
  - e. 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.
  - f. Teacher asks the students to describe their picture in words.
  - g. Teacher asks the students to discuss this within the group.
  - h. Teacher asks the students about their "picture". Has it changed? How?
  - i. Teacher keeps working through this sequence to the end of the text.
2. The indicators of reading comprehension (Y) are as follow:<sup>40</sup>
  - a. The students are able to identify the main idea of narrative text.
  - b. The students are able to identify the generic structure of narrative text.
  - c. The students are able to analyze the meaning of certain words on narrative text.
  - d. The students are able to locate or identify facts such as the names of characters, the time of the story or the place of the story on narrative text.

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<sup>39</sup> [http://www.lewisandlewis.com.au/wp-content/uploads/2011/11/RIDER\\_Strategy.pdf](http://www.lewisandlewis.com.au/wp-content/uploads/2011/11/RIDER_Strategy.pdf)

<sup>40</sup> Barret, Taxonomy of Reading Comprehension: Remedial Instruction. Retrieved on August 12, 2012. <http://google.com>

e. The students are able to identify the reference of narrative text.

## **D. Assumption and hypothesis**

### **1. Assumption**

In this research, the writer assumes that the students who are taught by using RIDER strategy have better reading comprehension, especially reading comprehension on narrative text. Furthermore, the better implementation of RIDER strategy in reading subject, the better reading comprehension on narrative text.

### **2. Hypothesis**

Based on the assumption above, hypothesis of this study can be forwarded as follows:

#### **a. The Null Hypothesis ( $H_0$ )**

There is no significant effect of using RIDER strategy toward reading comprehension on narrative text of the second year students at SMPN 20 Pekanbaru

#### **b. The Alternative Hypothesis ( $H_a$ )**

There is a significant effect of using RIDER strategy toward reading comprehension on narrative text of the second year students at SMPN 20 Pekanbaru.