

**THE IMPLEMENTATION OF READ, IMAGINE, DESCRIBE, EVALUATE, AND
REPEAT (RIDER) STRATEGY ON THE STUDENTS' ABILITY TO COMPREHEND A
TEXT**

A PAPER

Submitted to the English Language Education Study Program, Faculty of Teacher Training and
Educational Sciences, Pakuan University as a partial fulfillment of the requirements for *Sarjana*
Pendidikan Examination.

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATIONAL SCIENCES
PAKUAN UNIVERSITY**

2022

APPROVAL SHEET

The Implementation of Read, Imagine, Describe, Evaluate, And Repeat (RIDER)
Strategy on The Students' Ability to Comprehend A Text

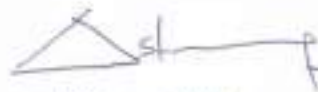
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DECLARATION

I, with this, declare that the paper entitled “The Implementation of Read, Imagine, Describe, Evaluate and Repeat (RIDER) Strategy on Students Ability to Comprehend a Text.” is entirely my work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are appropriately acknowledged in the text. Should there be any claim on the originality of this paper, I would be prepared to take any legal responsibility. Bogor,

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Nurul Fachriah

PREFACE

All praises and gratitude are dedicated to the almighty Allah SWT, who has given the researcher blessing, mercy, and healthy to finishing this paper entitled "The Implementation of Read, Imagine, Describe, Evaluate and Repeat (RIDER) Strategy on Students Ability to Comprehend a Text." The paper is written to fulfil one of the requirements of the Sarjana Pendidikan examination at the English Language Education Study Program Faculty of Teacher Training and Educational Sciences, Pakuan University. The researcher realizes that the paper is imperfect and has many weaknesses. Therefore, all comments, criticisms, and suggestions are expected to improve the paper. Appreciation and thanks are expressed to everyone who contributed to conducting the research. Finally, the researcher hopes this paper will be helpful for future researchers.

Bogor,

Nurul Fachriah

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ABSTRACT

The aim of this research is to determine the students' reading comprehension performance in learning descriptive text before using the RIDER strategy. RIDER strategy is one of collaborative learning that consisted of Read, Imagine, Describe, Evaluate, and Repeat. The Students should understand the process of implementing the RIDER Strategy in teaching learning, Teacher and students evaluate the effective of RIDER strategy in the teaching-learning process. In conducting this research, the researcher applied pre-experimental method and one group pre-test and post-test design. The writer conducted this research in the eight-grade students of *Mts Insan Cendikia Al-Um Bogor*. There were 28 students as the sample of this research by using random sampling. After conducting this research and calculating the data, it is concluded that RIDER Strategy affects students' reading comprehension. It is supported of result t-test score which is higher than t-table. The t-test score is 3,97 with the score of degree of freedom (df) is 27, and the table value of significant level of 0,05 is 2,048. The value of t-test is higher than t-table ($3,97 > 2,048$). Therefore, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. In conclusion, there is a significant improvement in students' reading comprehension of descriptive text when using the RIDER strategy consist of two methode pre-test and post-test activities. These stages are documented in the observation checklist.

Keyword: *Descriptive Text, Reading Comprehension, RIDER Strategy.*

DAFTAR ISI

Kata Pengantar

Daftar isi

BAB I PENDAHULUAN

- A. Latar Belakang
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- C. Strategi Pencapaian
- D. Program Kerja Mts Insan Cendikia Al-Um
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BAB II KEPENGURUSAN

- A. Struktur Organisasi

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- A. Kesimpulan
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CHAPTER I

INTRODUCTION

A. Background of Study

Reading comprehension is a multi-faceted system where the readers create meaning as they interact with the text. Reading has a close relationship with writing and speaking since the students gain the knowledge simply by reading and interpreting the text. Thus, it is believed that reading has a significant contribution to the development of students' knowledge. It is a process that involves the readers' ability to read and know of the reading text. Reading skill become one of the most important skills that need to practice by students. In order to have a good understanding of the text, students need to be trained, especially in genre text such as descriptive, narrative, and report text.

Unfortunately, the students have some difficulties to comprehend English text. In these cases, they cannot recognize the words and get the main idea of specific information from the text. The way students understand English varies. According to Nunan (2003), says that "reading is an essential skill for learners of English as a foreign language. Reading is the most important skill to be mastered in order to ensure success not only in learning English but also in learning any content were reading in English is required. With strengthened reading skills, learners will make greater progress and development in all other areas of learning". it means that the

students need to understand reading skills because the ability of each student is seen from how they read and it is proven in the ability of the students. Including in mastering vocabulary, the most basic thing in learning is learning vocabulary.

One of the strategies in teaching reading comprehension is RIDER strategy. RIDER stands for Read-Imagine-Describe-Evaluate-Repeat. According by Lewis & Lewis (2006) by using this strategy, the students' are asked to focus more on the text that they are working with in order to better their reading comprehension skills. It is mean that The RIDER strategy is a strategy that encourages interaction with a knowledgeable other, helping the students to use the comprehension strategies. Furthermore, the RIDER strategy is a strategy in reading comprehension. It can encourage students to image the whole picture, which may include locations, characters/people, facial expressions and environmental factors and cue them to describe what they see. The students followed these procedures; read (reading the first sentence), imagine (try to make an image, like a picture in reader's mind), describe (describe the image in reader's mind), evaluate (evaluate the image in reader's mind for its completeness), repeat (read the next sentence and repeat step 1-4).

B. Reason for choosing the topic

From the facts above, the researcher wants to know further about the use of RIDER strategy on reading comprehension. So, the title is "The

Implementation of Read, Imagine, Describe, Evaluate and Repeat (RIDER) strategy on the students' ability to comprehend a text"

The first reason for choosing the topic is the researcher can encourage students to image the whole picture, which may include locations, characters/people, facial expressions and environmental factors and cue them to describe what they see.

The second, many students have difficulties to comprehend the English text. They do not understand the words and do not like techniques when the teacher teaches them. These techniques can be a new innovation and help the students to get the knowledge easily.

C. Statement of the Problem

Based on the background of the study above, the researcher will investigate the implementation of Read, Imagine, Describe, Evaluate, and Repeat (RIDER) strategy on students' Reading Comprehension at Mts Insan Cendikia Al-Um. Thus, the statement problem of the study is "Is there any effect of the application of RIDER strategy for students' reading comprehension?"

D. The Aim of the Research

The aim of the research is to investigate the use of RIDER strategy in the teaching-learning process, whether there is an effect or not.

E. Hypothesis

Based on the problem, there is a hypothesis in conducting the research. The hypothesis of the research there is an effectiveness in reading comprehension of the students who are taught by using RIDER (read, imagine, describe, evaluate, repeat) strategy.

F. Limitation of the Problem

The researcher limits this research because there are many factors that improve students' reading skills. This research finds out the use of RIDER strategy in enhancing students' reading comprehension. The reading tests are limited to find the main idea and detail information on skimming and scanning skills, reference and the genre is a descriptive text about an animal.

G. Operational Definition

1. Reading, Imagine, Descriptive, Evaluation, Repeat (R.I.D.E.R)

The R.I.D.E.R. Strategy is a strategy that can assist the students in reading comprehension. It can encourage students to image the whole picture, which may include locations, characters/people, facial expressions and environmental factors and cue them to describe what they see.

2. Reading Comprehension

Reading Comprehension is a process to build understanding meaning from written from and get information of the text, Reading is

a passive or receptive skill. The purpose of reading activities are comprehension (Intensive Reading), enjoyment (Extensive Reading), Speed reading or accurate pronunciation (Reading Aloud).

I. Research Significance

For the Teacher, this research can help the teacher English to find out the alternative way of teaching reading comprehension in order to be able to empower student's reading comprehension skill.

For the further researcher who are interested in this research is expected to help the students to be more interested in reading skill and help the students to comprehend the text easily.

For the researcher, this research gives a hope that the new experience and knowledge especially in teaching English lesson. Some students feel bore when they learn English language and they get difficult comprehending the text. Therefore, the researcher needed this technique to enhance students' reading comprehension.

CHAPTER II

THEORETICAL FOUNDATION

A. RIDER (Read, Imagine, Describe, Evaluate, Repeat) Technique

1. Definition of RIDER

RIDER strategy is one of strategies for learning English. According to Clark (2008) RIDER can encourage students to image the whole picture, which may include locations, characters/people, facial expressions and environmental factors and cue them to describe what they see. The self-questioning procedures of Who, What, Where, When and Why would allow students to read a passage, create visual images and then form questions about the content of the passage as they read. In this way, they would maintain interest and enhance the recall of their students. RIDER stands for Read, Imagine, Describe, Evaluate, and Repeat and it was introduced by Clark.

According to Collier (2005), RIDER technique consists of five sub strategies. The “R” stands for “Read”, Here the students read the title of the text, the sentence in the first paragraph and stop reading the text. “I” is for “Imagine” the students imagine the picture in their minds. They closed their eyes before telling the story about. The “D” is for “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. The “E” stands for “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. The “R” stands for “Repeat” the students have to think about what is going to happen next. They have to repeat by using RIDER steps.

Based on the statement above, RIDER strategy is a technique that the students more effective in teaching learning process. It gives five approaches of our understanding speaking, listening, checking, and thinking. The advantages of RIDER strategies are; The students have much time to recall and keep track of the ideas mentioned in a text, They also can Constructing mental images which represent ideas in the text, and The students can Summarizing and analyzing stories read.

2. Procedure of RIDER Technique

According to RIDER Procedure suggested by Munro (2011), students are asked to read the text especially Descriptive. Following this initial stage, thus 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. 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.

- a. Teach the students the steps involved in RIDER. Tell them they will be making pictures in their mind about the text.
- b. Select a text for the student to listen to or to read. Get the student to listen to or read a short section of the text and cue them to develop a picture as they listen/read.
- c. Ask them to describe their picture. Discuss this within the group.
- d. Get the students to listen to or read the next section of the text. Ask them now about their “picture”. Has it changed? How?.
- e. Keep working through this sequence to the end of the text.

B. Reading Comprehension

1. Definition of Reading

Reading is about understanding written texts. Montgomery, Durant, Furniss and Mills (2007) mention that “Reading is the process of interpreting or analyzing a written the text”. It means that the reader can interpret and analyze the text while reading process occurs.

Reading is also an activity of understanding meaning of the language. As stated by Heileman (cited in Sinambela et al, 2015), reading deals with continuing process if interrelating and processing the language. By interrelating with the language, the reader will be

individually able to process the meaning. The meaning itself the reader can be easier to understand the reading process.

Reading also deals with process of obtaining and clarifying ideas from a text. In every process, there will be a result of the process itself. Alderson (2001) says that the process of reading deals with the reader and text. The result of reading cannot be defined generally as the reader have different perspective in understanding meaning.

In summary, reading can be defined as a process of assembling information from a text. The process itself is consisted with reader, text, and others social framework. So, the reader should be engaged with the social aspects that will facilitate them in understanding the text.

2. The purpose of Reading

The main purpose in reading is to seek and acquire the information involving the contents of reading and understanding the meaning of reading text.

Reading comprehension has five aspect actually concerned with reading comprehension as they elaborate the following:

a. Main Idea

Main Idea is called the topic sentence. According to Mc.Whother (1999) tells the content of the paragraph. the main idea is the important ideas that is developed by the writer throughout paragraph and sometimes are available in key words

and explicit or implicit message. For example: The topic is the story of “Cinderella”. From the topic the writer delivered his/her idea about the story by giving one main idea in one paragraph. Once upon a time, there was a girl called Cinderella. Cinderella lived happily with her mother and father until her mother died.

b. Specific Information

Specific Information or supporting idea is developed from the main idea by giving the specific definitions, examples, facts, comparison, cause and effect that is related to the topic sentence.

c. Reference

According to Lattulipe in Marsiyah (2009) reference is the words or phrases that is used either before or after the reference in the reading material. They are used to avoid unnecessary repetition of words or phrases. It means that such words are used to be a signal to the reader to find the meaning elsewhere in the text or sometimes is called pronoun.

d. Inference

When a reader adds information that he or she already knows to what is stated, the reader is making an inference (Beech, 2005). In other words, the readers can make conclusion after reading the text.

e. Vocabulary

Barnhart (2008: 697) states that stock of words are used by person, class of people, profession is called vocabulary.

Concerning with the statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterance for reading.

Based on the explanation, the writer concludes that there are so many purposes of reading. On the other hand, they try to teach their students just reading the activity or comprehension. According to Tansley (2003) The purpose of teaching activity is different which depends on the awareness of the teacher to be careful of the characteristics and objectives of each activity in the classroom.

3. Strategies of Reading

The strategies of reading which design to facilitate reading process by requiring students to read a passage and to create visual images representative of the content of the passage. According to Durknim (2000) there are five strategies that can help students to read more quickly and effectively. Those are:

- a. Previewing: reviewing titles, section headings, and photo captions to get a sense of the structure and content of a reading selection.
- b. Predicting: using knowledge of the subject matter to make predictions about content and vocabulary and check comprehension; using knowledge of the text type and purpose to make predictions about discourse structure; using knowledge

about the author to make predictions about writing style, vocabulary, and content.

- c. Skimming and scanning: using a quick survey of the text to get the main idea; identify text structure, confirm or question predictions XIII.
- d. Guessing from the context: using prior knowledge of the subject and the ideas in the text as clues to the meanings of unknown words, instead of stopping o look them up.
- e. Paraphrasing: stopping at the end a section to check comprehension by restarting the information and ideas in the text.

4. Reading Skill

According to Harmer (2006) there are three skills of reading with the following description for each skill.

- a. Skimming

Skimming is the reading skill in which the reader quickly running one's eyes over a text, to get the gist of it. the purpose of skimming is to find out the main idea of the text.

- b. Scanning

Scanning process is the reader quickly going through a text to find a particular piece of information without having to read every word. The purpose of scanning is to help the reader quickly find the information seeks.

c. Reading for detailed comprehension

The reader needs to look for particular information they got from the text. The reader should focus on the most important things for them to understand.

From the definition, the writer concludes that reading skill are needed to help students easy to comprehend the text. The students can use the three particular of reading skill in other not complicated them in learning activities.

5. Reading Comprehension

Comprehension is the process of making sense of words, sentences and connected text. The readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.

Reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002:11)

According to Lakshmi (2006:7), comprehension carries the understanding of a word or a phrase by reading and recognition of the meaning intended by the author. It requires knowledge, not only the meaning of words but the relationships in sentence, paragraph and longer passages.

Both research and classroom practices support the use of a balanced approach in instruction. Because reading depends on efficient word recognition and comprehension, instruction should develop reading skills and strategies, as well as build on learners' knowledge through the use of authentic texts.

6. Descriptive Text

a. Definition of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Description is about sensory experience how something looks, sounds and taste. Hogue (2007: 61) Descriptive writing appeals to the senses, so it tells how something looks, feels, tastes, and/or sounds. It means that students have to show the reader how the story appears, sounds, sounds, smells, and tastes in written form.

According to Gillie et.al (2001:80) cite "Descriptive text is organized according to how the person, place, or object, exists in the real world; for example, a description of a person might focus on different areas of body, moving from head down to the feet." Indeed, descriptive text is a kind of describe something.

The purpose of descriptive text is to describe and reveal a particular person, place, or thing in details. According to Langan (2001: 175), when you describe the subject, you give the readers a picture in world. It shows that describing something the writer

must be able to draw something what the pictures look like in the specific words.

b. Generic Structure of Descriptive Text

In descriptive text, there are some generic structures for complete the text. According to pardiyono (2009) there are two generic structure of descriptive text, namely: 1) Identification; it explains about a basic introduction about thing that is going to be described, and 2) Description; it consist of explanation about the things that is being described. It shows that descriptive text has two generic structures, there are:

- Identification : in this part introduces to subject of the description.
- Description : it describes details of characteristic features of the subject. It may describe parts, qualities, characteristic, size, physical appearance, ability, habit, daily live, etc.
- Conclusion : it is just optional.

c. Related Research

There are many researchers related to this research, those are: The first study is conducted by Diana Novita and Sunaryo from State University of Padang by the title “The Use of RIDER (Read, Imagine, Describe, Evaluate, Repeat) Strategy in

Teaching Listening Descriptive Text at Junior High School”. In this research, the researcher explained the use of the RIDER strategy to increase the students’ listening ability in descriptive text.

The results of their research are: the implementation of RIDER strategy is an activity in guiding students to listen well through step by step activity. There are to implementation of RIDER strategy. First, read or listen, the students listen to the text without allow doing any activities, except listening. Second, image, the students imagine or visualize the text by making picture in their mind. Third, describe, the students describe what is in their mind by using key features of their imagery or by making a picture in their mind. Fourth, evaluate, the students check that image is the same as the peer or teacher. Fifth, repeat, that is the students repeat again the process they are listening.

The second research was conducted by Windika Arisnata from State Islamic University of Sultan Syarif Kasim Riau Pekanbaru by the title “The Effect of Using Read, Imagine, Describe, Evaluate, and Repeat (RIDER) strategy toward Reading Comprehension on Narrative Text of the Second Year Students at SMPN 20 Pekanbaru”. The statement of the problem is “How is the students reading comprehension on narrative text taught without and taught by using RIDER strategy of the second year students at SMPN 20 Pekanbaru?”

The results of his research are: Showed that the students reading comprehension on narrative text that was taught without using RIDER strategy was categorized into enough level, while the students reading comprehension that was taught by using RIDER strategy was categorized into good level. It could be conclude that there was a significant effect of using RIDER strategy toward reading comprehension on narrative text of the second year students at SMPN 20 Pekanbaru.

The studies applied the RIDER Strategy to a single skill either listening or reading. There is a lack of research on the intregrated use of the RIDER strategy to enhance both skills simultaneously. By adressing these gaps, the writer aims to provide a more accurate, adaptable, and integrated analysis of the RIDER strategy's effectiveness in language learning. This will not only build on the findings of previous studies but also offer new insights and practical implications for educators and writer.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

In conducting the research, the writer used quantitative approach to investigate whether there had been an implementation of RIDER strategy. Pre-Experimental method and one group Pre-test and Post-test design were utilized. After understanding the pre-test results, the writer used RIDER strategy to teach the descriptive text. After treatments, the writer asked the student to do a post-test measure the effects of the treatment. The last, the writer used the t-test formula to compared the means of two groups, which result from the comparison between pre-test and post-test. The method and Design were adapted from Sugiono (2018:117) as follows:

$$O_1 \text{ X } O_2$$

Note:

O_1 : Reading comprehension test (pre-test)

X : Story mapping strategy (treatment)

O_2 : Reading comprehension test (post-test)

In this research, the writer used one class a sample. At the beginning of the research, the sample was given pre-test to know their ability in reading comprehension. O_1 is used as a symbol of result of the pre-test. Next, the students as the sample were given reading comprehension by using RIDER technique as the treatment (X) in teaching learning process in

the classroom. The treatment was conducted four times. At the end of teaching learning process, post-test was also given to find out the effect of RIDER technique in enhancing students' reading comprehension. The symbol O2 was used as the post-test result.

B. Population and Sample

For this research, the population of the research was the eight-grade students of Mts Insan Cendikia Al Um Pagentongan. It was located at Jl. Sirnagalih II No. 03 Rt. 001/Rw. 006 Loji, Bogor Barat. There were five classes of the Eight Grade namely 8-A, 8-B, 8-C, 8-D, and 8E. Each class consisted of 31-35 students, so there were 98 students in total number on eight Grade. In conducting the research, the writer used random sampling. The writer took one class. Here, 8E was chosen as a sample. Sample referred to a subgroup of the target population. To take the sample, the writer used a random sampling technique to determine the class that could be the sample. The random sampling technique referred to a technique in which sample members were selected by mixing the subjects without considering the level in the population. The total numbers of the sample were 35 students.

C. Research Instruments

To collect the data, the test was used as the instrument in conducting this research. The writer gave reading comprehension test by providing some questions related to the descriptive texts. The reading tests were

separated by pre-test and post-test. Fable text was chosen for reading comprehension test to identify the topic of the text and find detailed information. The reading test focused on skimming and scanning skills. In measuring students' reading test score, the writer used number right scoring in conventional scoring method. Multiple choice tests were scored using a conventional number right (NR) scoring method (Bereby-Meyer et al, 2002; Kurz, 1999). Correct answers were scored with a positive value, incorrect answers and absent or omitted answers with a value of zero. The sum of the scores for correct responses is the test score. A major concern about this scoring method was that students could answer correctly through guessing (Coppin, 1988).

The multiplied choice tests were scored using a conventional number right (NR) scoring method. The correct answers were scored with a positive score, incorrect answers and absent or omitted answers with a score of zero. The research instruments were validated by expert in teaching reading.

D. Data Collection Techniques

There were some steps in collecting data. First, the writer gave a pre-test to the sample assess their reading comprehension. The students had to answer 20 questions based on the descriptive text. Second, the writer provided treatment over four meetings using the RIDER technique. During the treatment, the students were given exercises involving factual descriptive text about animals in reading comprehension. Lastly, after the treatment, a post-test was administered to measure their reading

comprehension and to determine the effectiveness of the RIDER technique in enhancing students' reading comprehension. In the post-test, the students had to answer 20 questions based on the descriptive text about animals.

E. Data Analysis

To investigate the result after giving the treatment on students' reading comprehension, t-test is used to calculate it. T-test is used to find out the effect of the treatment on students' reading comprehension. Meanwhile, normality test is used before analyzing t-test. The calculation of normality test is needed to find the data from the sample has been normally distributed. Lilifers is used as normality test.

The researcher does some steps in analyzing the data. There are series of steps to analyse the data according to Sugiono (2018:321):

1. Scoring the students' reading comprehension test.
2. Calculating Normality Test
3. Calculating the mean of gain (Md)

Calculating Mean of Gain (Md) is to determine the average of the gain. The formula can be seen as follows:

$$\text{Md} = \frac{\sum d}{n}$$

Md = Means of different

$\sum d$ = Total score of difference

n = Number of students

4. Calculating Deviation of Difference (Xd)

The use of calculating deviation of gain (Xd) is to intend every gap score between Gain and mean of Gain. The score of deviation of Gain should be counted one by one based on the total number of samples, which is calculated as follows:

$$\mathbf{Xd: d-Md}$$

Xd = The deviation of the difference

d = The difference

Md = The mean difference

5. Calculating the t-test.

T-test is used to test the average comparative hypothesis of two samples when the data is in the form of interval or ratio. The formula can be seen as follows:

$$t = \frac{Md}{\frac{\sqrt{\sum Xd^2}}{n(n-1)}}$$

t = t-test

Md = The mean of difference

Xd = Deviation of difference

n = Number of students

6. Testing the hypothesis

Testing the hypothesis is done by first of all finding out the value of degree of freedom (df) as follows:

$$\mathbf{df = n - 1}$$

df = Degree freedom

n = Number of students

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

The writer was conducted at *Mts Insan Cendikia Al-Um*. It was started from June 24th until June 28th 2022. The population of this research was taken from the Eight-Grade students of *Mts Insan Cendikia Al-Um*. There was one class which had been researched, it was 8E. The Total of sample were 28 students. The research had been done in four meetings including Pre-test, two treatments and Post-test. The topic used in the meeting was about natural phenomenon beyond human's life and the question of the text was limited in determine main idea, specific information and building vocabulary from the text. The data was gained from pre-test and post-test where students answered 15 questions in the form of multiple-choice. Then, the results of pre-test and post-test were calculated by using t-test formula to find out the effect of using RIDER Strategy on students' reading comprehension. Here is the calculation of this research.

1. Description of Pre-Test Score

Before beginning the treatments, a pre-test was given to see how far the students could understand text for reading comprehension. Students responded to 15 questions of explanation text on the form during the pretest. The items were standardized test that adapted from

the students' workbook module for Junior High School Grade VIII and English book of *Media Pressindo Edisi Revisi Terbaru* Grade VIII. The test was validated to another class of *Mts Insan Cendikia Al-Um*. After they had responded to all the questions, Microsoft Excel was used to calculate the conclusion. It demonstrated that the instrument was suitable for use with the sample. The main focus of the exam was identifying the text's main idea, specific details, and vocabulary.

According to the pre-test results, the best score was 80 and the lowest was 13.

Class Interval	Class Boundary	Midpoint	f- Absolute	f-Relative
13-21	12.5-21.5	17	2	7%
22-30	21.5-30.5	26	0	0%
31-39	30.5-39.5	23.3	3	11%
40-48	39.5-48.5	44	11	39%
49-57	48.5-57.5	53	4	14%
58-66	57.5-66.5	62	3	11%
67-75	66.5-75.5	71	4	14%
76-84	75.5-84.5	80	1	4%
TOTAL			28	100%

Table 4.1

Frequency Distribution of Pre-Test Scores

Based on the data, it can be seen that the highest score of Pre-Test is 80 and the lowest score is 13. There are two students who get score at

range 13-21. At range score 22-30, there is no student. Furthermore, there are three students who get score at range 31-39, there are eleven students who get 40-48, there are four students who get 49-57, there are three students who get 58-66, there are four students who gets 67-75 and one student at range 76-84. The total of students who finished the pre-test was 28 students. Therefore, the histogram and polygon graph of pre-test scores can be seen in figure 4.1.

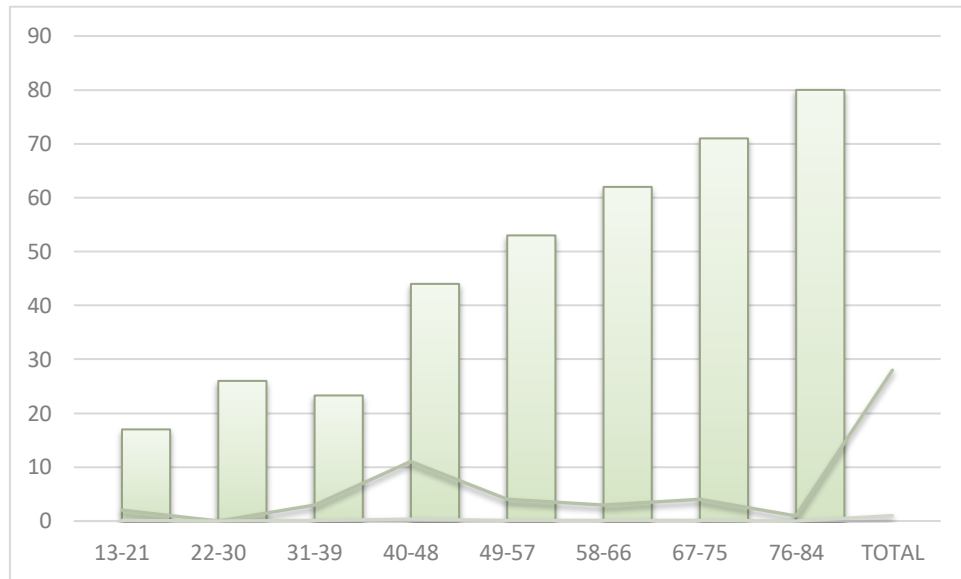


Figure 4.1

Histogram and Polygon Graph of Pre-Test Scores

Based on the figure 4.1, the data of posttest shows that the highest bar is in the range of 39,5-48,5 which consists of eleven students. Meanwhile, there are two students who got the lowest bar in the range of 12,5-21,5. Based on the result above, it can be concluded that RIDER Strategy is taking part in affecting students' reading comprehension.

2. Description of Post-Test score

After giving two treatments by using RIDER strategy with the topic used in the treatments was about natural phenomenon beyond human's life, the students were given the post-test. Students answered 15 question of explanation text in the form of multiple choice. The test only focused on determine main idea, specific information and building vocabularies from the text. The result of the post-test shows

that the highest score was 93. Meanwhile, the lowest score is 40. After that, post-test result is shown on the following distribution.

Class Interval	Class Boundary	Midpoint	f- Absolute	f- Relative
40-48	39.5-48.5	44	5	18%
49-57	48.5-57.5	53	13	46%
58-66	57.5-66.5	62	3	11%
67-75	66.5-75.5	71	4	14%
76-84	75.5-84.5	80	2	7%
85-93	84.5-93.5	89	1	4%
TOTAL			28	100%

Table 4.2

Frequency Distribution of Post-test Score

Based on the Table 4.2 of frequency distributor of Post-test score, it is shown that five students get the score range 40-48. Then, thirteen students get 49-57. Next, there are three students get 58-66. Next, there are four students get 67-75. After that, two students get 76-84 the last, only one student get 85-93. The average of post -test score is 58,55. Based on the data above, the histogram graph of the post-test score can be seen in the figure below.

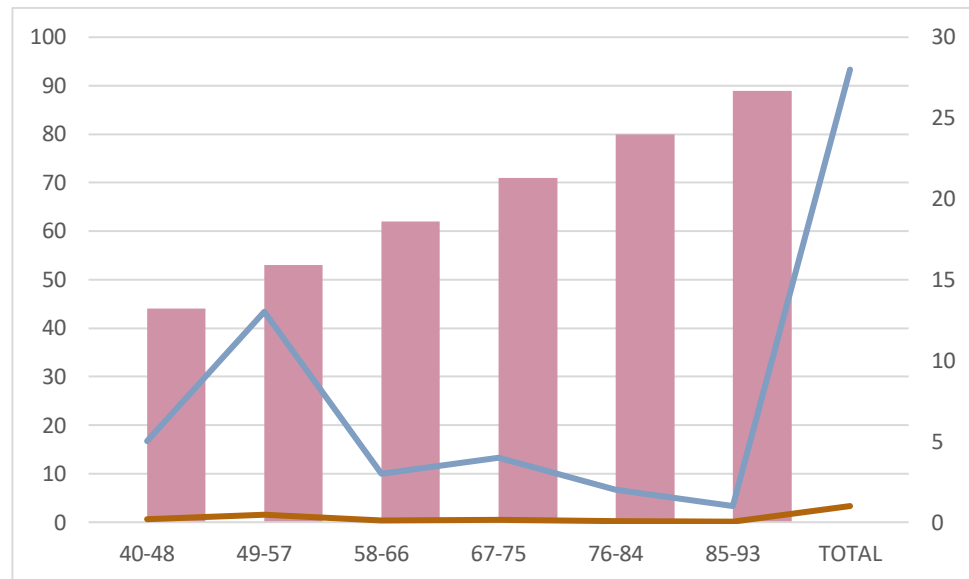


Figure 4.2

Histogram Graph of Post-test Result

Based on the figure 4.2, the data of posttest shows that the highest bar is in the range of 48,5-57,5 which consists of thirteen students. Meanwhile, there are five students who got the lowest bar in the range of 39,5-48,5 Based on the result above, it can be concluded that RIDER Strategy is taking part in affecting students' reading comprehension.

3. The Result of pre-test and post-test

In this research, the data were obtained by giving two tests. First, pre-test was given before treatment. The last, post-test was given after treatment. In the pre-test and post-test students answered 15 questions of analytical exposition text in the form of multiple-choice. The only main topics on the test were identifying the main idea, identifying details, and analyzing vocabulary. The results of the pre-test and post-test are displayed in the table below. Pre-test data are coded by X, and

post-test data are coded by Y. Here is where the pre-test and post-test results were described by the researcher:

No	Respondent	Average		d= (Y-X)	Xd	Xd2
		(X)	(Y)			
1	ARN	37	53	16	6.07	36.86
2	AAR	53	73	20	10.07	101.43
3	CCDRH	37	40	3	-6.93	48.01
4	EA	47	80	33	23.07	532.29
5	FN	20	47	27	17.07	291.43
6	HMF	60	93	33	23.07	532.29
7	IPR	40	53	13	3.07	9.43
8	JAB	40	53	13	3.07	9.43
9	LA	53	53	0	-9.93	98.58
10	NKP	60	53	-7	-16.93	286.58
11	NUH	33	47	14	4.07	16.58
12	NFO	40	47	7	-2.93	8.58
13	PSP	13	53	40	30.07	904.29
14	RG	53	53	0	-9.93	98.58
15	RNA	47	53	6	-3.93	15.43
16	RY	40	53	13	3.07	9.43
17	SMA	40	53	13	3.07	9.43
18	SR	47	53	6	-3.93	15.43
19	SH	80	73	-7	-16.93	286.58

20	SNH	73	83	10	0.07	0.01
21	SIR	53	60	7	-2.93	8.58
22	ST	67	73	6	-3.93	15.43
23	SHN	47	53	6	-3.93	15.43
24	SNNH	40	60	20	10.07	101.43
25	SSRK	47	60	13	3.07	9.43
26	SAS	73	73	0	-9.93	98.58
27	UNT	67	47	-20	-29.93	895.72
28	ZNA	60	53	-7	-16.93	286.58
Total	n=28	1367	1645	278	0.00	4,741.86

Table 4.3

Pre-test and Post-test Scores

Table 4.3 shows the result of pre-test and post-test scores. The total value of pre-test score is 1367 and the total value of post-test is 1645. Furthermore, the total of calculating gain between pre-test and post-test is 278 with the mean gain is 1506. The total of calculating gain is used for finding the value of X_d .

It is possible to identify from the results of the pre- and post-test scores that the score improved between the two tests. It shows that the application of the RIDER strategy had an impact or made progress on the proficiency of students in understanding explanatory texts. The calculation is then proceeded by computing the gain mean, gain deviation, t-test, and hypothesis testing.

3. Calculating Mean

The average is used to calculate the average pre-test and post-test scores after the results of the pre-test and post-test have been analyzed. By dividing the entire difference in scores by the total number of students, the mean is calculated. The value of reflects the overall score difference.

Meanwhile, n indicates the total number of students. The calculation is as follows.

$$\begin{aligned}M^d &= \sum \frac{d}{n} \\&= \frac{278}{28} \\&= 9.93\end{aligned}$$

Based on the calculating the mean (Md) shows the score is 278 by dividing total scores of differences with the total number of students. The mean score is a requirement to find the t-test.

4. Calculating Deviation of Gain

To determine the deviation of the difference, the gap score between gain and mean of difference is calculated by using deviation of difference. This is the example of calculating deviation of gain (Xd) from the first students as follow.

$$\begin{aligned}X^d &= d - Md \\&= 16 - 9.93 \\&= 6,07\end{aligned}$$

From the calculation the student gets the gain is 16 and the mean is 9,93. Therefore, the result of (Xd) is 6.07

5. Calculating Test

The t-test is calculated to determine the t-test value after the mean and deviation of difference were determined. Evaluating the impact of the RIDER Strategy on students' reading comprehension is the aim of the t-test assessment. The calculation is as follows :

$$t = md \sqrt{\frac{\sum x^2 d}{n(n-1)}}$$

$$t = \frac{9.93}{\sqrt{\frac{4741.1}{28(28-1)}}$$

$$t = 3.972$$

6. Finding Degree of Freedom and Testing Hypothesis

Before testing the hypotheses, the researcher looked for the degree of freedom (df) of the data. To calculate the degree of freedom, one value of the total of sample is reduced. The calculation is presented as follows:

$$df = n - 1$$

$$= 28 - 1$$

$$= 27$$

From the result above, it shows that the degree of freedom is 27. After that, the researcher looked for the degree of freedom from 28 in the t-table, the significant level of 0.05 is 2.048. However, the value is

3,97. From the comparison between the value of t-test and the table, it can be concluded that the value of t-test is higher than table (3,97>2.048) Thus, the alternative hypothesis of this research (H_a) is accepted. It means

B. Discussion

In Conducting the research, reading test was given to the students. They were given reading test in twice: before the treatment (pretest) and after the treatment (post-test).

The result of the research showed the mean of score on the test of students' achievement in reading comprehension of Descriptive Text that was gotten from the class VIII E of *Mts Insan Cendikia Al-Um* who were taught by RIDER Strategy.

This Research is conducted to find out the effect of RIDER Strategy in teaching learning process especially in reading comprehension. It has discussed that RIDER Strategy is one of effective strategy that can be applied in teaching learning process. The discussion of this research shows that the use of RIDER strategy in reading comprehension.

First, RIDER Strategy is an effective strategy that enable to recall information from a text and paraphrase this information is one way to monitor comprehension. Furthermore, The RIDER Strategy is a strategy in reading comprehension. it enables students to explain what they see by pushing them to imagine whole picture, which include locations, characters/people, facial expression and environmental factors and cue them to describe what they see.

Second, Read, Imagine, Describe, Evaluate, and Repeat (RIDER) Strategy made the students active and skillful readers in the reading class since it provides many challenging activities. By allowing students to use their imagination or their ability to comprehend the texts, Related by (Dwi Anggreini, 2016) the Researcher, the students read more actively and enthusiastically because they are more interested in finding out what happened. In addition, they often remember more information, even after much time has passed because of the students' curiosity.

Third, this strategy helps student's imagination. When a teacher assigns a material, the students using their mind to know higher order thinking is produced. According to Mercer (1993) RIDER Strategy is a visual imagery strategy for reading comprehension, this strategy made the students comprehend the text and the students' share with they partner. and RIDER Strategy strengthens the students' comprehension to recall information Students to apply this strategy when reading.

The last, in teaching reading comprehension the implementation of Read, Imagine, Describe, Evaluate and Repeat (RIDER) Strategy apparently improve the students' competence in reading comprehension. In teaching and learning process, generally the RIDER Strategy helps the students to easily understand the material that given by the teacher, because this strategy used imagination or visualization of students thinking.

CHAPTER V

Conclusion

The researcher conducted the research about “The Implementation of Read, Imagine, Describe, Evaluate, and Repeat (RIDER) Strategy on the Students’ Ability to Comprehend a Text.” Furthermore, this research was applied to the eight Grade of Mts Insan Cendikia Al-Um with the total sample 28 students. The research is aimed at finding the effect of using RIDER Strategy in reading comprehension.

After the conducting this research and calculating the data, it is concluded that RIDER Strategy affects students’ reading comprehension. it is supported by the result t-test value which is higher than table-t. The t-test value is 3,97 with the value of degree of freedom (df) is 27, and the table value of significant level of 0,05 is 2,048. The value of t-test is higher than t-table ($3,97 > 2,048$). Therefore, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected.

A. Suggestion

Based on the research finding and the t-test value which is higher than the table ($3,97 > 2,048$), it can be concluded that RIDER Strategy can affect for students and teacher, the researcher would give some suggestion:

1. For the Teachers

In Reading Comprehension Class the teacher should create the interesting learning process. So, the students can understand the materials in reading comprehension. Besides the teacher should know the certain strategy in teaching and learning process in order to make the effective learning process. The teacher hoped that the students' become more active and enthusiastic in reading comprehension class and easily to comprehend with the material. RIDER strategy is one of effective strategy that can be used in teaching reading comprehension. This strategy is an effective strategy that enable to recall information from a text and paraphrase this information is one way to monitor comprehension. English teachers are use suggested to use this strategy in teaching reading comprehension to make the students more enjoy and get high score.

2. For the Students

The students should be more active and enthusiastic at the classroom. The students read actively and enthusiastically because they are more interested in finding out what happened. This strategy can motivate the students' to read by imagine in their mind. It creates higher order thinking. The process RIDER strategy encourage students to be active become thoughtful readers and improving their comprehension. So, the students can get high score in reading comprehension.

3. For the Researchers

The researcher hope that this research will give the new experience and knowledge especially in teaching English Lesson and the researcher also expected that this strategy will give more various strategy to teach reading comprehension or other skill in English Lesson.

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APPENDICES

Lampiran 1 Instrument Penelitian

PRETEST EXPLANATION TEXT

Pre-test

Name :

Class :

1. Read the text very carefully before answering the question bellow!
2. Write your identity including your full name and class on the
3. Put the alphabet only as your answer on the paper!

The following text is for number 1-2!

I have a new backpack that I like very much. I received it from my uncle who had just returned from Singapore. He intentionally bought it for my birthday as he knew that I love traveling and a pack would be a perfect gift he was right.

My back pack is very special because it can be used as a cross body bag Backpack and clutch bag as well it is made of brown leather and quite high There are a big pocket at the front and small ones on its sides, there is also a small pocket inside for cell phone, I keep my backpack well and use it only for traveling.

1. How did the writer get the backpack?
 - a. The writer bought it for herself
 - b. The writer's mother bought it for her
 - c. The writer's uncle gave it to her as a gift
 - d. The writer's father bought it when he was in Singapore
2. What is the special of the backpack?
 - a. It used for school daily activity
 - b. It used for bring the clothes
 - c. It used for traveling
 - d. It cannot use for traveling

The following text is for number 3-5!

Most people in the world have a pet. I also have it. My pet is a dog, named Dimo. Its color is brown. It has brown eyes, too. I got this pet from my friend at the beginning of 2009. He bought it from a pet shop in this country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbor's dog. I love him very much because he can be my friend, too.

3. Dimo's eyes are...
 - a. Black
 - b. White
 - c. Brown
 - d. Dark brown
4. The writer got the pet from...
 - a. His neighbor
 - b. A pet shop
 - c. His friend
 - d. His mother
5. What is the text about?
 - a. My lovely dog
 - b. My best friend
 - c. My Pet Shop
 - d. His mother

This Text is for number 6-9!

I have a pet. it is a dog and I call it Snowy. Snowy is a Chinese breed. It is small, fluffy and cute. It has thick white fur. When I cuddle it, the fur feels soft. Snowy does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Snowy plays with my cat. They get along well and never fight; maybe because Snowy does not bark a lot. It treats the other animals in our house gently, and it never bites shoes.

We always spend time together at home. We do many activities: playing balls, hide and seek, or racing in the backyard. In the afternoon, I usually take him for a walk. People love to see Snowy. Snowy is really a sweet and friendly pet.

6. What is the topic of the story?
 - a. A friendship between a cat and a dog
 - b. Spending time with a pet inside and outside the house
 - c. A friendly and sweet dog
 - d. A friendship between a pet its owner
7. The main topic of the paragraph two is....
 - a. The writer's activities with his/her pet
 - b. Everybody loves to walk with snowy
 - c. Snowy is a cute and friendly dog
 - d. Snowy always plays with the cat
8. Where does the writer usually spend the time with his pet?
 - a. In the neighborhood
 - b. On the street
 - c. At school
 - d. At home
9. What activity does the writer do after school with his pet?
 - a. Cuddle it softly
 - b. Take it for a walk
 - c. Give it milk
 - d. Let it play with the cat

This text is for number 10!

I'm used to having pets at home because my family is pet lovers. I have kept two turtles since February 2003. I put them all in one tank in my room. The name of the male turtle is Donatello and the female one is called Kafeel It is quite easy to keep them. They can survive without food for about two months. However, they need a comfortable place to live. They have to live with imported soil and plants, good water circulation and apiece of dry trunk in the aquarium. Inadequate conditions can cause not only stress but also affect their growth. The worst thing is they may even end in their death!

The weapon of an adult turtle lies in its edge of the shell. He will use this weapon when he is disturbed while he is taking a nap.

10. Why is it dangerous to touch the edge of the turtle's shell when he is having his nap?
- a. because the turtle might infect you with a certain disease
 - b. because it is the location of a turtle's weapon
 - c. because it can cause stress to the turtle
 - d. because it will kill the turtle
11. "Inadequate conditions can cause not only stress but also affect their growth." (paragraph 2) The word "Inadequate" can be best replaced by...
- a. Insufficient
 - b. Indiscipline
 - c. Ineffective
 - d. Inedible
12. What is the purpose of the text above?
- a. To tell the readers that the writer's family is pet lovers
 - b. To describe the writer's turtles to the readers
 - c. To persuade the readers to keep turtles to the readers
 - d. To show the advantages of keeping turtles

Read the text! The question is for number 13-15!

I have some pets. However, my favorite pet is Timmy.

Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when I come home, he usually give me a kiss.

Timmy is a nice playmate. I'm so happy to spend my time with him. Most of the time, he's a good cat. It's almost impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quietly by my bedside until I wake up.

13. When does Timmy usually give a kiss to the writer? When the writer

- a. Feels hungry
- b. Goes to sleep
- c. Comes home
- d. Wakes up

14. Why is the writer almost impossible to be angry at his cat? Because

- a. It has innocent round eyes
- b. Most of time, it is a good cat
- c. It gives the writer kiss
- d. It always wakes up early

15. The second paragraph tell about...

- a. Characteristic
- b. Habitat
- c. Food
- d. Behavior

Post-test

Name:

Class:

1. Read the text very carefully before answering the question bellow!
2. Write your identity including your full name and class on the paper!
3. Put the alphabet only as your answer on the paper!

The following text is for number 1-3!

Mr. John is my math teacher at school. He teaches us at class VIII. He is smart teacher. He can teach us very well. He is a strict teacher. He does not like students came late at class. He will be very angry. Besides that he does not like us cheating in the test. He always tells us to be honest. His students must pay attention to his explanation

Besides that Mr. John always does the same things every day. Entering the classroom, he will wash his hand in the basin the corner class. After that he will walk over to his desk. Sitting in his desk, he will look at and greet us formally. Then he will put on his glasses, open his textbook and ask us what lesson we discussed the previous meeting. And then he starts teaching. I was really amazed by his habit.

1. The writer describes Mr. John as a
 - a. Serious man
 - b. Humorous man
 - c. Easy going man
 - d. Friendly man
2. The writer can tell Mr. John habit precisely because....
 - a. He always come to school early
 - b. He admires Mr. John character
 - c. He sees Mr. John does the same thing everyday
 - d. He pays attention to Mr. John's explanation
3. "I was really amazed by his habit..."
The underline word is closet in meaning to...
 - a. Scared

- b. Surprised
- c. Ashamed
- d. Nervous

This question is for number 4 and 5!

(1) Lemon basil is a hybrid between basil (*Ocimum basilicum*) and American basil (*Ocimum americanum*). The herb is grown primarily in northeastern Africa and southern Asia and is used in cooking. It is popular in Arabic, Indonesia, Philippines, Lao, Malay, Persian, and Thai cuisine.

(5) Lemon basil stems can grow to 20-40 cm (8-20 in) tall. It has white flowers in late summer to early fall. The leaves are similar to basil leaves, but tend to be narrower... slightly serrated edges. Seeds form on the plant after flowering and dry on the plant. It has fragrant lemon scent.

(Taken from https://en.wikipedia.org/wiki/Lemon_basil with editing)

4. What is the appropriate title for the text?
- a. Lemon Basil
 - b. Hybrid of Basils
 - c. Herb of Asian Cuisine
 - d. Scent of Lemon Basil
5. "The leaves are similar to basil leaves, but tend to be narrower... slightly serrated edges."

What is the correct word to fill the blank?

- a. With
- b. To
- c. By
- d. Of

The following text is for number 6-8!

I'm so happy to have a close friend. She is my beloved classmate, Fafa. We've known each other since we were in grade 8. We were in the same class and we still are in grade 9 until now.

Fafa is a very kind and friendly girl. She is always ready to help other people. Although she comes from rich family, she never looks down on other people. She is very sociable and has a lot of friends. She can interact easily with people from different ages. Therefore, she is popular among teachers and parents. Taken by soal Ujian Nasional SMP Tahun 2016.

6. What is the text tells about?
 - a. The writer's sister
 - b. The writer's family
 - c. The writer's desk mate
 - d. The writer's best friend
7. What is the main idea of paragraph two?
 - a. Fafa has good characters
 - b. Fafa comes from a rich family
 - c. Fafa is an Eight Grader Student
 - d. Fafa is popular among teachers and parents
8. The underlined word in "she can interact easily with people..." is closest in meaning to...
 - a. React
 - b. Introduce
 - c. Influence
 - d. Communicate

This text is for number 9 and 10!

Jellyfish are not really fish. They are invertebrate animals. This means that unlike fish or people, they have no backbones. In fact, they have no bones at all. Jellyfish have stomachs and mouths, but no heads. They have nervous systems for sensing the world around them, but no brains. Some jellyfish can glow in darkness. The light is made by a

chemical reaction inside the jellyfish. Scientists believe jellyfish glow for several reasons. For example, they may glow to scare away predators or to attract animals they like to eat.

Most jellyfish live in salt water, apart from a few types that live in fresh water. Jellyfish are found in oceans and seas all over the world. They live in warm, tropical seas and in icy waters near the North and South poles. Choose the correct answer based on the text above.

9. Which one creates jellyfish's light?
- a. White blood
 - b. Nervous System
 - c. Chemical reaction
 - d. Salt Water
10. Based on the text, we know that...
- a. They belong to invertebrate
 - b. Their brain helps them find the food
 - c. They cannot live in fresh water
 - d. They belong to invertebrate
11. "Some Jellyfish can glow in darkness by making their own light.." (paragraph 3)
- The word "glow" in the sentence means....
- a. Move
 - b. Produce
 - c. Appear
 - d. Shine
12. Which one is TRUE about the jellyfish based on the text?
- a. They belong to invertebrate animals
 - b. Jelly fish are found in lake
 - c. They have 4 tentacles
 - d. The jellyfish like to eat other fish

This text is for number 13-15

Losari Beach is a beautiful beach located in the western part of Makassar, South Sulawesi. The beach has been an icon of Makassar for years and well known for its beautiful sunset scenery. Many people spend their afternoon and evening times enjoying the panorama when the reddish sun looks like to sink to the sea

Several years ago, Losari Beach was popular for its culinary providing traditional and modern cuisines. The culinary was located along the coast, approximately one mile length of the table and stalls selling various menus. For this reason, Losari Beach was also called as "the world's longest table" But, previously, the government of Makassar has moved and relocated it to the southern part of Losari Beach.

Located near the center of Makassar city, Losari Beach is easy to access. It only takes 10 minutes to drive from the harbor of Makassar and 30 minutes to drive from Sultan Hasanuddin Airport Residents in Makassar usually go to Losari Beach by car, motorcycle or on foot.

13. What is the main idea of the first paragraph?

- a. . Losari beach is a beautiful beach
- b. Losari beach is an icon of Makassar
- c. Losari beach is well-known for it's sunset
- d. Losari Beach is enjoyed by Many people

14. "...beach located in the western part..." (paragraph 1).

The underlined word has a same meaning as.

- a. Stayed
- b. Positioned
- c. Placed
- d. Situated

15. Why is Losari Beach easy to access? Because....

- a. it only takes 10 minutes to drive from the harbor of Makassar.
- b. it only takes 30 minutes to drive from Sultan Hasanuddin Airport.
- c. it can only be reached by car and motorcycle.
- d. it is located near the center of Makassar city.

Lampiran 2: RPP

RENCANA PELAKSANAAN DAN PEMBELAJARAN (RPP)

Sekolah	: Mts Insan Cedikia Al Um
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII / Genap
Materi Pokok	: Descriptive Text
Alokasi Waktu	: 90 Menit

A. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:
Mendengarkan dan membaca ungkapan atau ungkapan yang digunakan untuk
untuk menyatakan dan menanyakan binatang sesuai dengan konteks
penggunaannya serta siswa mampu Mengidentifikasi nama binatang dan
karakteristiknya.

B. Kegiatan Pembelajaran

Media & Alat	❖ Laptop	Sumber	❖ Buku Guru & Siswa
	❖ Proyektor		❖ LKS
	❖ Kertas Karton & Alat Tulis		❖ Youtube

C. Langkah-Langkah Pembelajaran

Kegiatan Pendahuluan (15 menit)
Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin
Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.

Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan&manfaat) dengan mempelajari materi : <i>Teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari binatang.</i>	
Menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta metode belajar yang akan ditempuh,	
Kegiatan Inti (90 Menit)	
Kegiatan Literasi (Read)	Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi komponen elektronika dengan cara melihat, mengamati, membaca melalui tayangan yang di tampilkan.
Critical Thinking (Imagine and Describe)	Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar khususnya pada materi <i>Teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari binatang.. (Descriptive Text)</i>
Collaboration (Describe)	Peserta didik diminta untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari binatang.</i>
Communication (Imagine and Describe)	Peserta didik menjelaskan melalui lisan dan guru mengkomunikasikan serta bertanya lebih rinci mengemukakan pendapat atas presentasi yang dilakukan kemudian ditanggapi kembali oleh kelompok atau individu yang mempresentasikan
Creativity (Evaluate)	Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari binatang.</i> . Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami

Kegiatan Penutup (15 Menit)

1. Guru Memberikan penghargaan(misalnya Pujian atau bentuk penghargaan lain yang Relevan kepada kelompok yang kinerjanya Baik.
2. Menugaskan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari.
3. Guru menyampaikan materi pembelajaran berikutnya.
4. Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.
(Repeat)

C. Penilaian Hasil Pembelajaran

1. Penilaian Sikap: Observasi dalam proses pembelajaran
2. Penilaian Pengetahuan: Tes lisan dan tes tulis bentuk uraian
3. Penilaian Keterampilan: Praktek

Kepala Sekolah

Mengetahui,
Bogor, Februari 2022
Mahasiswa Praktikum

Deden Munawar Saleh, A.Md
NIP. -

Nurul Fachriah
NPM.031115075

(Lampiran 3 RPP):

TREATMENT 1 (PETS)

Choose the best answer by crossing a, b, c, or d!

Most people in the world have a pet. I also have it. My pet is a dog, named Dimo. Its color is brown. It has brown eyes, too. I got this pet from my friend at the beginning of 2009. He bought it from a pet shop in this country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbor's dog. I love him very much because he can be my friend, too.

1. Dimo's eyes are
 - A. Black
 - B. White
 - C. Brown
 - D. Dark brown
2. The writer got the pet from
 - A. His neighbor
 - B. A pet shop
 - C. His friend
 - D. His mother
3. What is the text about?
 - A. My lovely dog
 - B. My best friend
 - C. My pet shop
 - D. His mother

This question is for number 4-7!

I have a pet. It is a dog and I call it Snowy. Snowy is a Chinese breed. It is small, fluffy and cute. It has thick white fur. When I cuddle it, the fur feels soft. Snowy does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Snowy plays with my cat. They get along well and never fight; maybe because Snowy does not bark a lot. It treats the other animals in our house gently, and it never bites shoes. We always spend time together at home. We do many activities: playing balls, hide and seek, or racing in the backyard. In the afternoon, I usually take him for a walk. People love to see Snowy. Snowy is really a sweet and friendly pet.

4. What is the topic of the story?
 - A. A friendship between a cat and a dog
 - B. Spending time with a pet inside and outside the house
 - C. A friendly and sweet dog
 - D. A friendship between a pet and its owner
5. The main topic of paragraph two is
 - A. The writer's activities with his/her pet
 - B. Everybody loves to walk with Snowy
 - C. Snowy is a cute and friendly dog
 - D. Snowy always plays with the cat
6. Where does the writer usually spend the time with his pet?
 - A. In the neighborhood
 - B. On the street
 - C. At school
 - D. At home

7. What activity does the writer do after school with his pet?

- A. Cuddle it softly
- B. Take it for a walk
- C. Give it milk
- D. Let it play with the cat

This question is for number 8-10!

I'm used to having pets at home because my family is pet lovers. I have kept two turtles since February 2003. I put them all in one tank in my room.

The name of the male turtle is Donatello and the female one is called Rafael. It is quite easy to keep them. They can survive without food for about two months.

However, they need a comfortable place to live. They have to live with imported soil and plants, good water circulation and a piece of dry trunk in the aquarium. Inadequate conditions can cause not only stress but also affect their growth. The worst thing is they may even end in their death!

The weapon of an adult turtle lies in its edge of the shell. He will use this weapon when he is disturbed while he is taking a nap.

8. Why is it dangerous to touch the edge of the turtle's shell when he is having his nap?

- A. because the turtle might infect you with a certain disease
- B. because it is the location of a turtle's weapon
- C. because it can cause stress to the turtle
- D. because it will kill the turtle

9. "Inadequate conditions can cause not only stress but also affect their growth." (paragraph 2) The word "Inadequate" can be best replaced by ...
- A. insufficient
 - B. indiscipline
 - C. ineffective
 - D. inedible
10. What is the purpose of the text above ?
- A. To tell the readers that the writer's family is pet lovers
 - B. To describe the writer's turtles to the readers
 - C. To persuade the readers to keep turtles as a pet
 - D. To show the advantages of keeping turtles

This question is for number 10-14!

I have some pets. However, my favourite pet is Timmy.

Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when I come home, he usually give me a kiss.

Timmy is a nice playmate. I'm so happy to spend my time with him. Most of the time, he's a good cat. It's almost impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quality by my bedside until I wake up.

11. When does Timmy usually give a kiss to the writer? When the writer ...
- A. feels hungry
 - B. goes to sleep

- C. comes home
 - D. wakes up
12. Why is the writer almost impossible to be angry at his cat? Because ...
- A. It has innocent round eyes
 - B. Most of the time, it is a good cat
 - C. It gives the writer kiss
 - D. It always wakes up early
13. The second paragraph tell about ...
- A. Characteristic
 - B. Habitat
 - C. Food
 - D. Behavior
14. What is the purpose of the text about?
- A. To entertain the reader
 - B. To describe something
 - C. To tell how to make something
 - D. To tell how to care for cats

This giraffe is the tallest animal, I saw in Ragunan zoo. It is a male. It is about six meter tall. It has big brown eyes. It has brown spots on its skin. It also has two short horns on its head. Its tail is long with thick hair on the top of the tail. It likes eating leaves of tree.

15. The purpose of the text above is....
- A. to describe about giraffe
 - B. to tell about tall animal

C. to describe Ragunan zoo

D. to tell about tall animals

ANSWER (TREATMENT 1)

1. C

2. C

3. A

4. D

5. A

6. D

7. B

8. B

9. A

10. B

11. C

12. B

13. D

14. B

15. A

TREATMENT 2 (PANDA)



Look at the picture!

Panda is a bear native to south central China. It is easily recognized by the large, distinctive black patches around its eyes, over the ears, and across its round body. Though it belongs to the order Carnivora, Panda's diet is over 99% bamboo.

Panda has luxuriant black-and-white fur. Adults measure around 1.2 to 1.9 m long, including a tail of about 10–15 cm, and 60 to 90 cm tall at the shoulder. Males can weigh up to 160 kg, and Females (generally 10–20% smaller than males) can weigh as little as 70 kg, but can also weigh up to 125 kg. Average adult weight is 100 to 115 kg.

Panda has a body shape typical of bears. It has black fur on its ears, eye patches, muzzle, legs, arms and shoulders. The rest of the animal's coat is white. Although scientists do not know why these unusual bears are black and white, speculation suggests that the bold coloring provides effective camouflage in their shade-

dappled snowy and rocky habitat. Panda's thick, wooly coat keeps it warm in the cool forests of its habitat.

Choose the best answer by crossing a, b, c, or d!

1. Panda is ... animal.
 - a. Wild
 - b. Kind
 - c. Pet
 - d. Tame
2. A panda has ...
 - a. Black eyes
 - b. Long ears
 - c. Big eyes
 - d. Long neck
3. Where does panda come from?
 - a. India
 - b. Pakistan
 - c. China
 - d. Africa
4. Panda eat ...
 - a. Fruits
 - b. Bamboo
 - c. Meat
 - d. Fishes
5. How long panda's tail?

- a. 1.2-1.4 m
 - b. 11-12 m
 - c. 1.2-19 m
 - d. 1.2-1.9 m
6. "It has black fur on its ears, eye patches... (on paragraph 3)
The underline word refers to...
- a. Panda's ear
 - b. Panda's eye patches
 - c. Panda's body colour
 - d. Panda
7. Panda like to eat ...
- a. Banana
 - b. Grass
 - c. Bamboo
 - d. Meat
8. Panda has ...
- a. Big body, white and brown eyes
 - b. Black fur on ears, muzzle and 2 legs
 - c. 2 legs, 2 arm and black tails
 - d. Long ears, sharp teeth and black fur
9. "A panda can produce milk. "
It is TRUE or FALSE?
- a. Yes, it is
 - b. Yes, it does

c. No, it is

d. No, it does

10. What is the similar of "suggest"?

a. Mean

b. Medium

c. Mead

d. Mealtime

FORMAT PERBAIKAN SKRIPSI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS PAKUAN

Nama : Nurul Fachriah

NPM : 031115075

Juduk Skripsi : *The Implementation of Read, Imagine, Describe, Evaluate, And Repeat (Rider) Strategy on The Students' Ability to Comprehend A Text.*

CATATAN PERBAIKAN

- Abstract (Font, Single Space, Title)
Hasil – Kesimpulan – Suggestion
- Typo
- References (Menambahkan referensi dan Single space)
- Chapter 3 (Simple Past Tense)

Ketua/Sekretaris Prodi,  Dr. Istiqbalah Nurul H, M.Pd. NIK. 1.0212008570	Telah dikonsultasikan kepada penguji pada tanggal 24-7-2024  Asih Wahyuni, M.Pd. NIK. 1.0212008571	Bogor, 24-7-2024 Penguji,  Asih Wahyuni, M.Pd. NIK. 1.0212008571
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FORMAT PERBAIKAN SKRIPSI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS PAKUAN

Nama : Nurul Fachriah

NPM : 031115075

Judul Skripsi : **THE IMPLEMENTATION OF READ, IMAGINE, DESCRIBE, EVALUATE, AND REPEAT (RIDER) STRATEGY ON THE STUDENTS' ABILITY TO COMPREHEND A TEXT**

CATATAN PERBAIKAN

- Revisi Abstract
- Chapter 1 (Background should be supported by previous study)
- Chapter 1 (Statement of the problem)
- Chapter 1 (The aim of the Research)
- Chapter 2 (split to paragraph)
- Chapter 3 (Population and Sample)
- Pretest Explanation become Pretest
- References

Ketua/Sekretaris Prodi,	Telah dikonsultasikan kepada penguji pada tanggal	Bagor, 20 Juli 2024 Penguji,
		
Dr. Istiqbalah Nurul H., M.Pd. NIK. 1.0212008570	Tina Priyandini, M.Pd. NIK. 1.0110005508	Tina Priyandini, M.Pd. NIK. 1.0110005508

FORMAT PERBAIKAN SKRIPSI
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS PAKUAN

Nama : Nurul Fachriah

NPM : 031115075

Juduk Skripsi : The Implementation of Read, Imagine, Describe, Evaluate, And Repeat (Rider) Strategy on The Students' Ability to Comprehend A Text.

CATATAN PERBAIKAN

- Abstract
- Typo
- Chapter 1 (The Aim of The Research)
- Chapter 2 (Mention between the gap between the previous studies and yours)
- Chapter 3 (Past Tense)

Ketua/Sekretaris Prodi,  Dr. Istiqlaliah Nurul H, M.Pd. NIK. 1.0212008570	Telah dikonsultasikan kepada penguji pada tanggal  Abdul Rosyid, M.Pd. NIK. 1.0416032743	Bogor, 25 - July - 2024 Penguji,  Abdul Rosyid, M.Pd. NIK. 1.0416032743
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Lampiran 4: Data Penelitian

No	Responden	Average		d= (Y-X)	Xd	Xd2
		(X)	(Y)			
1	ARN	37	73	36	26.07	679.72
2	AAR	53	73	20	10.07	101.43
3	CCDRH	37	40	3	-6.93	48.01
4	EA	47	80	33	23.07	532.29
5	FN	20	47	27	17.07	291.43
6	HMF	60	93	33	23.07	532.29
7	IPR	40	53	13	3.07	9.43
8	JAB	40	53	13	3.07	9.43
9	LA	53	53	0	-9.93	98.58
10	NKP	60	53	-7	-16.93	286.58
11	NUH	33	47	14	4.07	16.58
12	NFO	40	47	7	-2.93	8.58
13	PSP	13	53	40	30.07	904.29
14	RG	53	53	0	-9.93	98.58
15	RNA	47	53	6	-3.93	15.43
16	RY	40	53	13	3.07	9.43
17	SMA	40	53	13	3.07	9.43
18	SR	47	53	6	-3.93	15.43
19	SH	80	73	-7	-16.93	286.58
20	SNH	73	83	10	0.07	0.01
21	SIR	53	60	7	-2.93	8.58
22	ST	67	73	6	-3.93	15.43
23	SHN	47	53	6	-3.93	15.43
24	SNNH	40	60	20	10.07	101.43
25	SSRK	47	60	13	3.07	9.43
26	SAS	73	73	0	-9.93	98.58
27	UNT	67	47	-20	-29.93	895.72
28	ZNA	60	53	-7	-16.93	286.58
Total	n=28	1367	1665	298	20.00	5,384.71

FREQUENCY DISTRIBUTION OF PRE-TEST

No	Responden	Average
		(X)
1	ARN	37
2	AAR	53
3	CCDRH	37
4	EA	47
5	FN	20
6	HMF	60
7	IPR	40
8	JAB	40
9	LA	53
10	NKP	60
11	NUH	33
12	NFO	40
13	PSP	13
14	RG	53
15	RNA	47
16	RY	40
17	SMA	40
18	SR	47
19	SH	80
20	SNH	73
21	SIR	53
22	ST	67
23	SHN	47
24	SNNH	40
25	SSRK	47
26	SAS	73
27	UNT	67
28	ZNA	60

MAX	
MIN	
RANGE	
K	
I	
Log 29	
Mean	
Median	

Class Interval	Class Boundary	Midpoint	f- Absolute	f-Relative
13-21	12.5-21.5	17	2	7%
22-30	21.5-30.5	26	0	0%
31-39	30.5-39.5	23.3	3	11%
40-48	39.5-48.5	44	11	39%
49-57	48.5-57.5	53	4	14%
58-66	57.5-66.5	62	3	11%
67-75	66.5-75.5	71	4	14%
76-84	75.5-84.5	80	1	4%
TOTAL			28	100%

No	Responden	Average
		73
1	ARN	73
2	AAR	40
3	CCDRH	80
4	EA	47
5	FN	93
6	HMF	53
7	IPR	53
8	JAB	53
9	LA	53
10	NKP	47
11	NUH	47
12	NFO	53
13	PSP	53
14	RG	53
15	RNA	53
16	RY	53
17	SMA	53
18	SR	73
19	SH	83
20	SNH	60
21	SIR	73
22	ST	53
23	SHN	60
24	SNNH	60
25	SSRK	73
26	SAS	47
27	UNT	53
28	ZNA	73

MAX	
MIN	
RANGE	
K	
I	
Log 29	
Mean	
Median	

Class Interval	Class Boundary	Midpoint	f- Absolute	f-Relative
40-48	39.5-48.5	44	5	18%
49-57	48.5-57.5	53	13	46%
58-66	57.5-66.5	62	3	11%
67-75	66.5-75.5	71	4	14%
76-84	75.5-84.5	80	2	7%
85-93	84.5-93.5	89	1	4%
TOTAL			28	100%

Informasi Publikasi Kertas: P-2023-012, E-mail: info@ejournal.uns.ac.id, Telp: (021) 82970000

TENTAMO

DEKAN FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

1. Dalam dan, kepentingan pemerintahan kabupaten, perlu adanya penyalahgunaan terhadap mahasiswa dalam menyia-nyiakan biaya untuk dengan prosedur yang berlaku
2. Dalam perlu memastikan pengembalian penyalahgunaan biaya yang mahasiswa berikan melalui Badan Usaha Inggris Palanca Rempun dan lain
3. Dalam berwujud, upaya untuk bagi mahasiswa untuk memperoleh jalan
4. Untuk sarana hukum berdasarkan anggaran

1. Undang-Undang Nomor 20 Tahun 2008 tentang Sistem Pendidikan Nasional
2. Peraturan Pemerintah Nomor 13 Tahun 2013 tentang Pelaksanaan Peraturan Daerah Kabupaten Ponorogo Nomor 10 Tahun 2008, tentang Standar Nasional Pendidikan
3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan
4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi
5. Keputusan Menteri Pendidikan dan Kebudayaan Nomor 10/KP/PP/2013, tentang Penyelenggaraan dan Pengembangan Jarak Jauh, Dekat, dan Kombinasi Regenerasi dan Gaya Pendidikan Universitas Padjadjaran Masa Depan 2025-2025

Laporan dan pembahasan Kerja Program Studi Pendidikan Bahasa Inggris dalam mata kuliah pengantar Pendidikan Ingggris dan Ilmu Pendidikan Universitas Pankajene

Merganingrat, Susanto	
IsaGholi Nurd Indarini, M.Pd.	Pembimbing Utama
Auli Watiyuni, M.Pd	Pembimbing Pendamping

Keputus yang bersangkutan ditandatangani oleh dua tanggung jawab serta terdapat stempel dengan tercantum nama instansi yang berkekuatan Pakatan.

Referensi: ini terlihat sudah terdapat di bagian lain, dan apabila di masukkan, baru terlihat terdapat beberapa data penting ini akan diabaikan jika tidak terdapat.

Dr. Elia N. Harrell
M.D. - 1, 2019-0021

Dr. Elie M. Haddad, M.D.
916-336-9021/2026

Lampiran 6: Surat Izin Penelitian Kampus



YAYASAN AL-UM
PONDOK PESANTREN SALAFIYAH TERPADU AL-UM
MTs INSAN CENDIKIA AL-UM

NOSS 12122710047 NPSN 7630060
Jl. Saragatik II No. 03 Rt. 001 Rv. 006, Pajadjaruga, Laj, Bogor Barat
Kode Pos 16117-007600000000



SURAT KETERANGAN
No. 020/SK.MTS.R.A.PPST.AL-UM/VI/2022

Yang bertanda tangan di bawah ini:

Nama	Deden Munawar S., A.Md
Jabatan	Kepala Madrasah
Unit Organisasi	MTs Insan Cendekia Al-Umm

Menyampaikan bahwa yang bersangkutan di bawah ini:

Nama	Nurul Fathrah
NPM	091115071
Program Studi	Pendidikan Bahasa Inggris
Universitas	Universitas Paksi
Judul Skripsi	The Implementation of Read, Imagine, Describe, Evaluate, and Repeat (RIDER) Strategy on The Student's Ability to Comprehend a Text.

adalah benar telah melakukan penelitian di Madrasah Tsanawiyah (MTs) Insan Cendekia Al-Umm, Pondok Pesantren Salafiyah Terpadu (PPST) Al-Umm, yang bernaung di Jl. Saragatik II No. 03 Rt.001 Rv. 006, Kel. Laj, Kec. Bogor Barat, Kota Bogor.

Demikian surat keterangan ini, dibuat dengan sebenar-benarnya dan agar dipergunakan sebagaimana mestinya.

Bogor, 24 Juni 2022

Mengatakan,

Deden Munawar Saleh, A.Md
Kepala MTs Insan Cendekia Al-Umm

Lampiran 7: Buku Bimbingan

Tanggal	Bab	Catatan Bimbingan	Paraf
Friday, July 01 st 2022	IV	<ol style="list-style-type: none"> 1. Margin: rata kanan dan kiri 2. Spasi seharusnya 2 3. Tense di Bab III: Past Tense 4. Chapter IV: pada data deskripsi sertakan chart 5. Ch 4: pada data analisis sertakan teori rujukan pada setiap point penting (Daring by Email) 	
Monday, 18 th July 2022	IV&V	<ol style="list-style-type: none"> 1. Tense di Bab III: Past Tense (Masih ada perbaikan) 2. Chapter IV: Perbaikan Chart 3. Ch 4: pada data analisis sertakan teori rujukan pada setiap point penting (Masih ada perbaikan) 4. Tenses Pada setiap Chapter 5. Ch 5: Pr 1 Deskripsi (Daring by Zoom) 	
Friday, 01 st July 2022	IV	<ol style="list-style-type: none"> 1. Perbaikan Chapter 4 sudah cukup bagus, namun pada Tenses harus lebih diperhatikan. (Daring by 	

		Email	
Monday, 18 th July 2022	V	1. Perbaiki kata pada Chapter 5 (Luring)	

Bogor, July 25th 2022

country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbor's dog. I love him very much because he can be my friend, too.

3. Dimo's eyes are...
 - a. Black
 - b. White
 - c. Brown
 - d. Dark brown
4. The writer got the pet from...
 - a. His neighbor
 - b. A pet shop
 - c. His friend
 - d. His mother
5. What is the text about?
 - a. My lovely dog
 - b. My best friend
 - c. My Pet Shop
 - d. His mother

This Text is for number 6-9!

I have a pet. it is a dog and I call it Snowy. Snowy is a Chinese breed. It is small, fluffy and cute. It has thick white fur. When I cuddle it, the fur feels soft. Snowy does not like bones. Everyday it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Snowy plays with my cat. They get along well and never fight, maybe because Snowy does not bark a lot. It treats the other animals in our house gently, and it never bites shoes.

We always spend time together at home. We do many activities: playing balls, hide and seek, or racing in the backyard. In the afternoon, I usually take him for a walk. People love to see Snowy. Snowy is really a sweet and friendly pet.

6. What is the topic of the story?
 - a. A friendship between a cat and a dog
 - b. Spending time with a pet inside and outside the house
 - c. A friendly and sweet dog

- ☒ d. A friendship between a pet its owner
7. The main topic of the paragraph two is...
- a. The writer's activities with his/her pet
 - b. Everybody loves to walk with snowy
 - c. Snowy is a cute and friendly dog
 - d. Snowy always plays with the cat
8. Where does the writer usually spend the time with his pet?
- a. In the neighborhood
 - b. On the street
 - c. At school
 - d. At home
9. What activity does the writer do after school with his pet?
- a. Cuddle it softly
 - b. Take it for a walk
 - c. Give it milk
 - d. Let it play with the cat

This text is for number 10!

I'm used to having pets at home because my family is pet lovers. I have kept two turtles since February 2003. I put them all in one tank in my room. The name of the male turtle is Donatello and the female one is called Kafaël It is quite easy to keep them. They can survive without food for about two months. However, they need a comfortable place to live. They have to live with imported soil and plants, good water circulation and a piece of dry trunk in the aquarium. Inadequate conditions can cause not only stress but also affect their growth. The worst thing is they may even end in their death!

The weapon of an adult turtle lies in its edge of the shell. He will use this weapon when he is disturbed while he is taking a nap.

10. Why is it dangerous to touch the edge of the turtle's shell when he is having his nap?
- ☐ a. because the turtle might infect you with a certain disease
 - ☒ b. because it is the location of a turtle's weapon
 - c. because it can cause stress to the turtle
 - d. because it will kill the turtle

11. "Inadequate conditions can cause not only stress but also affect their growth." (paragraph 2) The word "Inadequate" can be best replaced by ...

☒ a. Insufficient
b. Indiscipline
c. Ineffective
d. Inedible

12. What is the purpose of the text above?

☒ a. To tell the readers that the writer's family is pet lovers
b. To describe the writer's turtles to the readers
c. To persuade the readers to keep turtles to the readers
d. To show the advantages of keeping turtles

Read the text! The question is for number 13-15!

I have some pets. However, my favorite pet is Timmy.

Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when I come home, he usually give me a kiss.

Timmy is a nice playmate. I'm so happy to spend my time with him. Most of the time, he's a good cat. It's almost impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quality by my bedside until I wake up.

13. When does Timmy usually give a kiss to the writer? When the writer

☒ a. Feels hungry
b. Goes to sleep
c. Comes home
d. Wakes up

14. Why is the writer almost impossible to be angry at his cat? Because

☒ a. It has innocent round eyes
b. Most of time, it is a good cat
c. It gives the writer kiss
d. It always wakes up early

15. The second paragraph tell about...

- a. Characteristic
- ☒ b. Habitat
- c. Food
- d. Behavior

Post-test

Name: Amrullah A

Class: 8

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1. Read the text very carefully before answering the question below!
2. Write your identity including your full name and class on the paper!
3. Put the alphabet only as your answer on the paper!

The following text is for number 1-3!

Mr. John is my math teacher at school. He teaches us at class VIII. He is smart teacher. He can teach us very well. He is a strict teacher. He does not like students come late at class. He will be very angry. Besides that he does not like us cheating in the test. He always tells us to be honest. His students must pay attention to his explanation

Besides that Mr. John always does the same things every day. Entering the classroom, he will wash his hand in the basin the corner class. After that he will walk over to his desk. Sitting in his desk, he will look at and greet us formally. Then he will put on his glasses, open his textbook and ask us what lesson we discussed the previous meeting. And then he starts teaching. I was really amazed by his habit.

1. The writer describes Mr. John as a
 - a. Serious man
 - b. Humorous man
 - c. Easy going man
 - d. Friendly man
2. The writer can tell Mr. John habit precisely because...
 - a. He always come to school early
 - b. He admires Mr. John character
 - c. He sees Mr. John does the same thing everyday
 - d. He pays attention to Mr. John's explanation
3. "I was really amazed by his habit..."
The underline word is closet in meaning to...
 - a. Scared
 - b. Surprised

- c. Ashamed
- d. Nervous

This question is for number 4 and 5!

(1) Lemon basil is a hybrid between basil (*Ocimum basilicum*) and American basil (*Ocimum americanum*). The herb is grown primarily in northeastern Africa and southern Asia and is used in cooking. It is popular in Arabic, Indonesia, Philippines, Lao, Malay, Persian, and Thai cuisine.

(5) Lemon basil stems can grow to 20-40 cm (8-20 in) tall. It has white flowers in late summer to early fall. The leaves are similar to basil leaves, but tend to be narrower... slightly serrated edges. Seeds form on the plant after flowering and dry on the plant. It has fragrant lemon scent.

(Taken from https://en.wikipedia.org/wiki/Lemon_basil with editing)

4. What is the appropriate title for the text?

- a. Lemon Basil
- b. Hybrid of Basil
- c. Herb of Asian Cuisine
- d. Scent of Lemon Basil

5. "The leaves are similar to basil leaves, but tend to be narrower... slightly serrated edges."

What is the correct word to fill the blank?

- a. With
- b. To
- c. By
- d. Of

The following text is for number 6-8!

I'm so happy to have a close friend. She is my beloved classmate, Fafa. We've known each other since we were in grade 8. We were in the same class and we still are in grade 9 until now.

Fafa is a very kind and friendly girl. She is always ready to help other people. Although she comes from rich family, she never looks down on other people. She is very sociable and has a lot of friends. She can interact easily with people from different ages. Therefore, she is popular among teachers and parents. Taken by soal Ujian Nasional SMP Tahun 2016.

6. What is the text tells about?
- a. The writer's sister
 - b. The writer's family
 - c. The writer's desk mate
 - d. The writer's best friend
7. What is the main idea of paragraph two?
- a. Fafa has good characters
 - b. Fafa comes from a rich family
 - c. Fafa is an Eight Gender Student
 - d. Fafa is popular among teachers and parents
8. The underlined word in "she can interact easily with people..." is closest in meaning to...
- a. React
 - b. Introduce
 - c. Influence
 - d. Communicate

This text is for number 9 and 10!

Jellyfish are not really fish. They are invertebrate animals. This means that unlike fish or people, they have no backbones. In fact, they have no bones at all. Jellyfish have stomachs and mouths, but no heads. They have nervous systems for sensing the world around them, but no brains. Some jellyfish can glow in darkness. The light is made by a chemical reaction inside the jellyfish. Scientists believe jellyfish glow for several reasons. For example, they may glow to scare away predators or to attract animals they like to eat.

Most jellyfish live in salt water, apart from a few types that live in fresh water. Jellyfish are found in oceans and seas all over the world. They live in warm, tropical seas and in icy waters near the North and South poles. Choose the correct answer based on the text above.

9. Which one creates jellyfish's light?

- a. White blood
 - b. Nervous System
 - c. Chemical reaction
 - d. Salt Water
10. Based on the text, we know that...
- ☒ a. They belong to invertebrate
 - b. Their brain helps them find the food
 - c. They cannot live in fresh water
 - d. They belong to invertebrate
11. "Some Jellyfish can glow in darkness by making their own light." (paragraph 3)
The word "glow" in the sentence means...
- ☒ a. Move
 - b. Produce
 - c. Appear
 - d. Shine
12. Which one is TRUE about the jellyfish based on the text?
- ☒ a. They belong to invertebrate animals
 - b. Jelly fish are found in lake
 - c. They have 4 tentacles
 - d. The jellyfish like to eat other fish

This text is for number 13-15

Losari Beach is a beautiful beach located in the western part of Makassar, South Sulawesi. The beach has been an icon of Makassar for years and well known for its beautiful sunset scenery. Many people spend their afternoon and evening times enjoying the panorama when the reddish sun looks like to sink to the sea.

Several years ago, Losari Beach was popular for its culinary providing traditional and modern cuisines. The culinary was located along the coast, approximately one mile length of the table and stalls selling various menus. For this reason, Losari Beach was also called as "the world's longest table". But, previously, the government of Makassar has moved and relocated it to the southern part of Losari Beach.

Located near the center of Makassar city, Losari Beach is easy to access. It only takes 10 minutes to drive from the harbor of Makassar and 30 minutes to drive from Sultan Hasanuddin Airport. Residents in Makassar usually go to Losari Beach by car, motorcycle or on foot.

13. What is the main idea of the first paragraph?

- a. Losari beach is a beautiful beach
- b. Losari beach is an icon of Makassar
- c. Losari beach is well-known for its sunset
- d. Losari Beach is enjoyed by Many people

14. "...beach located in the western part..." (paragraph 1).
The underlined word has a same meaning as.

- a. Stayed
- b. Positioned
- c. Placed
- d. Situated

15. Why is Losari Beach easy to access? Because...

- a. it only takes 10 minutes to drive from the harbor of Makassar.
- b. it only takes 30 minutes to drive from Sultan Hasanuddin Airport.
- c. it can only be reached by car and motorcycle.
- d. it is located near the center of Makassar city.