

THE USE OF RIDER (READ OR LISTEN, IMAGE, DESCRIBE, EVALUATE AND REPEAT) STRATEGY IN TEACHING LISTENING DESCRIPTIVE TEXT AT JUNIOR HIGH SCHOOL

Diana Novita¹, Sunaryo.²

English Department

FBS State University of Padang

email: Diananovita556@ymail.com

Abstrak

Tujuan penulisan makalah ini adalah untuk menjelaskan penerapan RIDER strategi guna memotivasi siswa dan meningkatkan kemampuan mendengar siswa dalam belajar mendengarkan teks descriptive pada satuan pendidikan Sekolah Menengah Pertama (SMP). RIDER (Read or listen, Image, Describe, Evaluate and Repeat) strategi merupakan salah satu strategi alternatif yang bisa digunakan oleh guru dalam meningkatkan keterampilan mendengarkan teks descriptive. Strategi ini terdiri dari beberapa langkah. Pertama, *Read or Listen*, yakni siswa mendengarkan teks descriptive tersebut. Kedua *Image*, yakni para siswa membayangkan apa yang sudah didengarnya. Ketiga, *Describe*, siswa menuangkan apa yang sudah dibayangkannya pada langkah sebelumnya dalam bentuk kata kata dan gambar. Keempat, *Evaluate*, siswa mengevaluasi apa yang telah dibuatnya dan juga didengarnya. Kelima, *Repeat*, siswa melakukan pengulangan kembali, dimulai dari langkah awal hingga langkah keempat. Dengan demikian, RIDER strategy diharapkan dapat memberikan kontribusi yang lebih baik dalam pengajaran mendengarkan teks descriptive bagi siswa di SMP.

Key words: *RIDER strategy, teks descriptive*

A. Introduction

As a global language, English has been used and taught in almost every country in the world, including Indonesia. It is important to teach because English is often used as a means of an international communication; it is widely used in

¹ Student of English Language Teaching Program of FBS UNP graduated on September 2013

² Advisor, Lecturer in Faculty of Languages and Arts, State University of Padang

any kind of activities all over the world. In Indonesia, English has been taught from elementary school up to senior high school, also at university. English has four major skills that are should be mastered by the student in learning English; they are listening, speaking, reading and writing.

Based on the writer's field experience, there are many problems in teaching English, especially in teaching listening. Most of student, particularly the junior high school students have many problems in listening. The problems come from 2 sides; teacher side and students' side. From the teacher's side, the teacher does not teach listening descriptive text effectively because in teaching listening descriptive text, the teacher just explain the generic structure and the characteristic of descriptive text; for example, the teacher just explain about the use of simple present tense and the generic structure of descriptive text, after that the teacher directly ask the student to do the exercise. While, when the student listen to the text, the teacher does not give a good strategy to help the student, the teacher just ask the student to listen carefully and the text will be heard for some times. For instance, the student is asked to fill the blank in the descriptive text and answer the question based on what they have heard. As a result, the students do not know how to listen effectively, how to improve their listening ability and also how to understand the lesson easily. The teacher's effective teaching should be to assist the students in understanding the material as the objective of the lesson. The teachers need a really effective way to assist the student in listening a descriptive text.

From the student's side, listening a monologue text is a big problem for the students. Most students of junior high school feel that they are not good in listening a, monologue text, including descriptive text. Sometimes, many of junior high school students get problems in listening the teacher's pronunciations (If the teacher does not use the cassette or a video), because the teacher's pronunciations is not clear so that it is difficult to identify and to understand what he/she says. If the teacher uses the cassette or video, the student also will find difficulties in understanding what the native says. The students have a trouble in catching the actual sounds of the foreign language. It is logically happen because as stated by Brown in Ilyas (1997) the student are more successful in interpreting the written form of language that identifying which words the speaker utters.

Furthermore, Most of the students have a problem in a lack of vocabulary; however the teacher often does not teach about the vocabulary first, before teach the listening. In a fact, vocabulary and grammar are much needed in understanding conversation and also monolog text in listening. It is because listening makes special demand on grammar as well vocabulary. It means that, if the student has limited vocabulary and lack of grammar knowledge, they will get difficulty in understanding what the speaker says. Besides, when the students find difficulties in understanding the meaning of one word or if they miss something, they fell they are falling and get worried and stressed all of the time until the listening process ends, so it will make the listening activity became useless.

For Efl (English as a foreign language) students, listening in English is a significant challenge so that they feel difficult to listen any kind of spoken

language, not only listen a dialogue form, but also listen a monologue form. Especially for monologue text, most of the students fell boring when listening, because the text goes on a long time, so they will get tired in understanding it. Most of the students also find difficulties to concentrate in a long time, they often fell asleep and tend to do other activity while listening. If it happens, it can be assumed that the students cannot get the information from the text well.

From the phenomenon above, it motivates the writer to discuss a strategy to teach listening descriptive text for junior high school students, in order to make the listening activity became interesting and easy to understand for the students. Through this paper, it is expected to give the advantage thing to the teachers in teaching students to listen. In addition, by using *RIDER strategy*, it is hoped that it can be an alternative way to increase the ability of students of senior high school in listening.

listening is a basic skill that is very important to be mastered in order to support the others activity such as, speaking, reading and writing became easy to understand in learning language. Based on Underwood (1990:1) Listening is also a complex activity that we have to do many activities on it, such as, gain information, try to understand it, process it, making an inference of it and get the meaning from it. So, we can get information from the speaker easily.

Furthermore, Priyanto (2009) states that descriptive text is a text that tells the reader what the thing is, or what the thing does. So, it can be concluded that by read a descriptive text, all different reader will be able to show the same thing being describe in the text, they can imagine it in their mind and they have a same perception about what the thing is, what the details and also what the thing does.

There are many kinds of descriptive text, such as descriptive text that describe person, place and also things. Based on Collin (1990) descriptive text is to describe specific of place, things and person.

a. Person

This text usually describes shape of body, attitude, habit, age, activity, family and so on.

b. Place

This text usually describe about location, size, old, content and others characteristics.

c. Things

This text usually describes shape, location, density, contents, size, height, weight and etc.

B. Discussion

The use of *RIDER strategy* in teaching listening descriptive text is divided into two parts, teaching preparation and classroom procedure. This chapter discusses them as follows:

A. Teaching Preparation

Before teaching, there are two things that should be prepared by teacher, they are: lesson plan and media.

1. Lesson Plan

One of the most important things that should be prepared by teacher is the lesson plan. It is a guide for teacher in order to make teaching and learning process run systematically.

2. Media

Media that will be used in teaching listening can be variety; it can use multimedia, such as using recorder, laptop and speaker. This media will help the student to understand the lesson that the teacher given, especially when they heard the story. It is better to use the media in order to avoid the mispronounced that often did by the teacher. If there is no media that can be used, the teacher also can be a model in a read a descriptive text that will be given, but she/he should be careful in read the text, in order to give a good pronunciations that can be understood by the student easily.

B. Teaching Procedure

1. Pre-Teaching Activity

In this phase, the teacher plays role to prepare the students physically and mentally for the learning process. Firstly, the teacher greets and checks the students' attendance. The teacher notices the students at the time. If the students are lack of motivation for the learning process, the teacher should motivate the students in order to encourage them for the learning process later on. The teacher may give the warm up activities.

After the students are ready to study, the teacher introduces the lesson to the students. The teacher tells the topic or writes it down in the board. When the students are regarded understand about the topic, the teacher conveys the lesson objective for that meeting; at the end of the class, the students are expected to understand the descriptive text that they have heard and they expected to be able to retell it again orally.

2. Whilst-Teaching Activity

Whilst teaching activity is divided onto three sub stages: exploration, elaboration, and confirmation.

a. Exploration

In this phase, teacher explores the student's background knowledge, in order to leads the students into the topic. It can be done by asking the students about the previous lesson, or review the previous materials in order to make the reactivate the students background knowledge.

Then, teacher shows a media, it can be a picture about the topic or the text that will be given. For example, the teacher shows a picture about a beautiful house because the text that will be heard is 'my beautiful house' (see

appendix 1). It is done in order to introduce the topic to the students and to make the students interest with the lesson that will be learned.

Next, the teacher starts to introduce the RIDER strategy. This strategy consists of five steps; those are *Read or Listen*, *Image*, *Describe*, *Evaluate* and *Repeat*. First, the teacher will apply ***Read or Listen***; because this is listening lesson, so the students listen a descriptive text from a recorder or a teacher's story (see the appendix 1). Before that, the teacher tells to the students that they will make pictures in their mind about the text (see the appendix 1). So, the students know what they will do next after they listen the story. In this step, the students do not allow to do anything, except listening, because it will disturb their concentrate in understanding the text.

After the students finish in listen the descriptive text, the teacher apply the second step of the strategy, that is ***Image***; the students making an image in their mind about what they have heard before, the students try to remember and recall again about the information that they have gotten based on the text. In this case, the teacher gives students time to be concentrate to imagine the text about. The students do not allow writing anything in their book; they also do not allow speaking with other students, because it will disturb their concentrate in imagine the picture.

Next, the teacher turns in the third steps that are ***Describe***; the students describe what they have thought before in words and picture in their book. The students just have a limited time to describe it completely, so, the teacher has to warn them to make a simple picture and just write the key words. If students cannot describe it or draw to the picture, tell them to make a draft or key word as a cue of the text about. So, it will help them to keep remember what they have heard before. In this step, the students is trained to remember what they have heard, they have to show their ability in understanding the text. If the students have a good understanding, they will draw a correct picture and a correct key, on the other hand, if the students do not understand with what they have heard they will draw a wrong picture.

Then, the teacher applies the fourth step, which is ***Evaluate***. In this phase, the students are given an opportunity to discuss their picture with their friends. The students evaluate the picture that they have made with their friends picture, they can compare each other. If there is a distinction between them, they can discuss it and share it, tell their reason why they make it and try to solve it. If there is no a solution, they can make a mark on it to be checked after that, if the text play it again. In this phase, the teacher should give a limited time for the students to discuss each other, in order to avoid them to discuss another problem outside the lesson.

Finally, the teacher applies the last steps, ***Repeat***. In this phase, the students are given a chance to check again their picture based on the text that will be played again. The teacher plays again the text and asks the student to revise what they have made, in order to check, revise their mistake and to complete the part that the students miss before. The teacher lead the students to keep working through the sequence of the steps, begin from the first step until the last steps.

After that, the teacher appreciates the students' work; the students have success in follow the RIDER procedure in listen a descriptive text (see appendix 1). "Right, we will check the descriptive text that you have heard before together." Then, the teacher plays the text again, and they discuss it together, the teacher also explains the characteristic of the descriptive text while they are discussing. First, the teacher introduces the purpose of descriptive text. The teacher explains that the main purpose of descriptive text is to describe particular things, person or place. In this case, the teacher explains that the descriptive text that they have heard before is to describe a particular place, which is "My Family's House".

Next, the teacher tells the students that the Generic structure of Descriptive Text consist of *Identification* and *Description*. The teacher explains each stages of the generic structure. The *Identification* is to identify the place to be described, and *Description* is to describe part or place to be described. The teacher explains that the Identification in this text is "we have a big house", and the Description is the rest of the text.

b. Elaboration

The teacher divides students into groups. Each group consists of 3 students. The teacher tells the students that they will do exercise in group. The exercise is, answer the questions based on the text that will be played (see the appendix 2). This exercise aimed to see the students' understanding the descriptive text that has been learned. The teacher plays another text to be heard by the students (see the appendix 2). Every student should do the RIDER strategy like before, the teachers' role is to lead and monitor the process that the students do.

All member of each group should do itself first, and then in evaluation steps they can discuss it together. After that, when they repeat the process, they can check it together and make a correct one. After finish listen to the text (see appendix 2), the teacher distribute the questions that should be done. All member of each group should discuss the best answer for the questions based on the text that they have heard before.

After finishing the discussion, the teacher discusses the exercise done together with the students by using RIDER strategy. In this phase, each of group should report their result in written form. While discussing the best answer, the students can check their mistake and revise it together. So, they know their mistake and do not repeat it again.

c. Confirmation

Teacher asks a member of the group to tell the story orally. In this case, the teacher detects whether they get the whole information of the text or not. If the teacher find mismatch information, the teacher ask the others group perception, and then they discuss it together. Then, the teacher gives whole information about the text to the students. At the end, the teacher appreciates the groups' works.

3. Post-Teaching Activity

Before class is ended, the teacher evaluates what they have learned. He/she gives a conclusion about descriptive text and then gives homework before closes the class.

C. The Advantages of Using RIDER Strategy in Teaching Listening a Descriptive Text

The use of RIDER strategy in teaching listening a descriptive text in Junior High School provides advantages. Some of them are:

1. Through RIDER strategy, the students can be motivated in listen a monologue text, because in the *Describe* activity, the students can express what they have imagined before in a picture as they like.
2. With RIDER strategy the students can improve their ability in understanding a text, because they can recalling, and keeping track of ideas mentioned in a text (*Imagine and Describe*)
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. So, when they listen a descriptive text, they listen for a purpose.
4. The RIDER strategy will help the student to be responsible with what they have done, because there is an *Evaluate* phase that the gives time for them to evaluate their work and share it to their friends. They should have a good reason to tell to their friends, and if it different from other, they have a time to discuss it together.
5. The Strategy can make the students relax and enjoyable in listening a descriptive text, because they have enough time to listen first, then image and describe it. All of them have a same time, so they do not worry if they are slower than other.
6. The strategy is easy to do for the teacher. Teacher can applies without using many teaching media. If there is no media, the teacher still can do it manually.

C. Conclusion and Suggestion

Based on the discussion above, it can be concluded that RIDER strategy is an activity in guiding students to listen well through step by step activity. This has five steps; First, *Read or Listen*, that is student listen to the text, without allow doing any activities, except listening. Second, *Image*, that is, students imagine or visualize the text by making picture in their mind. Third, *Describe*, that is, the student describe what is in their mind by using key features of their imagery or by making a picture or key word in their notebook. Fourth, *Evaluate*, that is, 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. By applying this strategy in the classroom, it expects to help the students easy in getting meaning from what they are listening to, especially for

descriptive text. It also can make the students have much time to recall and keep track of ideas mentioned in a text.

In order to be successful in teaching listening a descriptive text at Junior High School, the writer suggests the following points:

1. The teacher should be creative in selecting and using an effective and appropriate strategy in classroom. The teacher is suggested to use RIDER strategy in teaching listening a descriptive text in order to achieve the effectiveness of the learning.
2. Before teaching, teacher should prepare an effective lesson plan. A well-organized lesson plan will support the class and the teaching and learning process run well, especially in implement the RIDER procedure.
3. It is important for the teacher to select a shorter descriptive text when she/he introduces the RIDER procedure in the classroom, for the first time, because, it will help the students to keep their concentrate. If the text is too long, it is suggested for the teacher to divide the text into several parts, in order to make the text easy to understand by the students.
4. It is suggested to the teacher to use a media (tape recorder or a laptop) when use the RIDER strategy in the classroom, in order to minimization misspell and mispronounce that the teacher does when read the text.

Note: This article is written based on the writer's paper whose advisor is Drs. Sunaryo.

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