

**IMPROVING STUDENTS' ABILITY IN READING COMPREHENSION
THROUGH READ, ORDER, DISCUSSION, AND EXPRESS
(RODE) TECHNIQUE
(A Collaborative Classroom Action Research to
The Second Year Students of SMA Negeri 2 Lhokseumawe)**

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ABSTRAK

This thesis entitled "Improving Students Reading Comprehension by Using Read, Order, Discussion and Express (RODE) Technique (A Collaborative Classroom Action Research to The Second Year Students of SMA Negeri 2 Lhokseumawe)". From the observation done, the researcher put two problems of this research with the questions; first, how effective does Read, Order, Discussion and Express (RODE) technique improve students' reading comprehension in hortatory exposition text? Second, how do the students respond toward Read, Order, Discussion and Express (RODE) Technique in the teaching-learning process of reading at the second year students of SMA Negeri 2 Lhokseumawe? The purposes of this research are; To figure out the effectiveness of RODE technique the students ability in reading comprehension and to find out the effect of RODE technique to the reading comprehension ability of the second year students of SMA Negeri 2 Lhokseumawe. The researcher used collaborative classroom action research in doing the research. In this case, qualitative and quantitative research methodology were combined by the researcher. Based on qualitative research methodology, the researcher used test, observation sheet, questionnaires, and field notes as the instrument of the research to observe, learn, write down the important things from teachers' and students' activities in the classroom. Based on quantitative research methodology, the researcher and teacher gave test to the students. Test in cycle 1 and test in cycle 2 were given to know how far the RODE technique improve students' reading comprehension. The researcher and teacher got that the mean score of students test in cycle 1 was 56.05, and test in cycle 2 was 67. Then the result of the observation sheet for teacher shown that in the cycle 1, the teacher score was 69% and in the cycle 2 was 84.6%. and for the students' activities in the cycle 1 was 62%, while in the cycle 2 was 80.6%. and for the questionnaire result score was 3.27. And also the students had positive response toward the implementation of RODE technique. Therefore, the researcher concluded that RODE technique could improve students reading comprehension, this technique can solve the students problem in learning reading comprehension in the classroom, and also brought the new situation for the students to be active in reading comprehension in the classroom.

Keywords : Reading Comprehension, Read, Order, Discussion and Express (RODE) Technique

INTRODUCTION

Reading comprehension is the ability of the readers in understanding a written text and to get the important information from reading text. Reading comprehension is one of the most important things in learning English and it also helps to improve one's ability in communication. Because English is a means by

which understanding among the nations all over the world, it should be learned by the students at junior high school level. The goal of learning reading for students is to understand or comprehend the content of a text just like a bridge between the writer and the reader. So, in learning reading comprehension the students should practice the reading techniques such as guessing, predicting, and deep comprehending

of the reading text to improve their ability to get the information from a text.

Based on school curriculum (K-13) of SMA Negeri 2 Lhokseumawe, the students not only are expected to understand a written text or to get the important information from a reading text, but also they are to be able to comprehend a given text. For example descriptive text, hortatory exposition text, recount text, narrative text, etc. It is hoped that the teacher can improve the students ability in reading comprehension by applying good technique in teaching- learning process.

Based on the observation done by the researcher at the second year students of SMA Negeri 2 Lhokseumawe, she found that there were some problems faced by the students and the teacher in the teaching-learning process of reading comprehension in the classroom. From the teachers' perspective, there were problems which were caused by the teachers, such as; the teacher had difficulty in preparing a good reading material for students; the teacher had difficulty in engaging the students to read the material because there is no effective media to support the teaching-learning process of reading in the classroom; the teacher still uses the konvensional ways of teaching English in the classroom. These problems made the students have low score on the reading achievement; the reading lesson becomes monotonous and boring, and the students have low motivation in learning reading.

Meanwhile, the researcher also found some problems faced by the students in learning reading comprehension in the classroom. The problems include the fact that the students had difficulty in grasping the important information or a gist from a reading text; the students had difficulty in identifying the element of hortatory exposition in the text including the generic structure of it, the thesis, arguments, and recommendation; the students also had low motivation in learning reading because the teacher rarely implemented an effective technique in teaching reading comprehension in the classroom.

Based on the problem in learning reading comprehension the researcher has chosen the title of this study; that is "Improving students reading comprehension by using Read, Order, Discussion, and Express (RODE) technique (A collaborative classroom action research to the second year students of SMA Negeri 2 Lhokseumawe)".

The background of research above, indicates that there are at least two problems to be addressed by this research:

1. How effective does Read, Order, Discussion, and Express (RODE) technique improve students' reading comprehension in hortatory exposition text ?
2. How do the students respond toward Read, Order, Discussion, and Express (RODE) technique in the teaching-learning process of reading at the second year students of SMA Negeri 2 Lhokseumawe ?

Based on the research problem, the purpose of this study can be formulated as follows :

1. To figure out the effectiveness of RODE technique to improve the students ability in reading comprehension.
2. To find out the effect of Read, Order, Discussion, and Express technique to the reading comprehension ability of the second year students of SMA Negeri 2

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Oakhill, Jane 2009:10). The words *extracting* and *constructing* are to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Reading comprehension is widely agreed to be not only involved one language aspect, but also several other aspect as well. It entails cognitive processes that operate on many different kinds of knowledge to achieve through many kinds of reading tasks. Emerging from the apparent complexity, however, is a central idea : Comprehension occurs as the reader builds one or more mental representations of a text message (Kintsch & Rawson, 2005:19). Among these representations, an accurate model of the situation described by the text (Van Dijk & Kinstch, 1983:87), reading comprehension is the product of successful deep comprehension.

The other definition of reading comprehension stated by Kimberly (2014:14) gives eight definitions of reading comprehension :

1. Reading comprehension is a process in which information from the text and the knowledge possessed by the reader act together to construct meaning.

2. Reading comprehension is the ability to decode printed text and recognize and understand all the words in it. Word recognition is a foundation of reading.
3. Reading comprehension is the transacting with a text in order to create meaning from it.
4. Reading comprehension is the process of constructing meaning through the dynamic interaction resulting from : (1) the reader's existing knowledge; (2) the information suggested by the text being read; and (3) the context.
5. Reading comprehension is the act of constructing meaning through interaction and involvement with a written text. Comprehension involves an interaction between the reader, the text, and the activity.
6. Reading comprehension, as an interactive process, occurs largely within a socio-cultural context that shapes and is shaped by the reader's background knowledge and experience, purpose for reading, information available in the text, and the activity or context in which the reading occurs.
7. Reading comprehension is the thinking done before, during, and after reading.
8. Reading comprehension is the intentional thinking during which meaning is constructed through interactions between the text and the reader.

Lester (2006:25), it was found there were several elements that support reading comprehension, such as :

1. Reading for detail and fact is reading to know what is done by the subject of the story.
2. Reading for main ideas is reading to get the problem statement.
3. Reading for sequence of organization is reading to know each part of the story.
4. Reading for inference is reading to know what the writer means by the story.
5. Reading for classifying is reading to find unusual things.
6. Reading for evaluating is reading to know the value of the story.
7. Reading for comparing or contest is reading to compare the way of the life described the story with the way of life of the reader

The steps of Read, Order, Discussion, and Express (RODE) technique in teaching reading

comprehension in the classroom are: firstly, the teacher asks the students about the topic that will be discussed in order to get how much knowledge the students have about the topic. Then, teacher divides students into several learning groups. Next, the teacher gives the topics of texts to students in all groups. The teacher asks the students to read the text together in their respective groups. The students listen to the teacher's instruction what they should do with the texts after they have read. After that, the teacher asks the students to have a discussion in their groups and find important information from the texts. All the students must be active in reading activity, the teacher walks around the classroom to control it. After the discussion is done, then the teacher asks the students to stop working and present their works result in front of the class. The students should give their answers which are focused on the content of the texts and the important information that they found in the texts. After the students have presented their works, the teacher and students can correct their reading results together. Then the teacher asks the students to take the conclusion of the text. The teacher gives some motivations to the students before the teacher closes the teaching-learning process.

METHODOLOGY

In this research, the researcher was used Classroom Action Research (CAR). This research designed was Collaborative Action Research through Read, Order, Discussion, and Express Technique. Arikunto (2006:102) states that classroom action research is a form of self-reflective inquiry undertaken by participants in a social (including educational) situation in order to improve the rationally and justice of their own social or educational practices as well as their understanding of these practices and the situations in which these practices are carried out. It consists of planning, implementing, observing, and reflecting.

This research was conducted at SMA Negeri 2 Lhokseumawe which is located on Stadion Mongeudong, Banda Sakti subdistrict, Lhokseumawe city. The subject of this research is the second year students of the school. There are many parallel classes of the second year class at the school but the researcher only take one class as the subject of the research. The class is XI IPA 1 which was consisted of 20 students.

RESEARCH FINDING AND DISCUSSION

In the first meeting, the teacher also did three teaching phases as described namely: In pre-teaching activity, as usual, the teacher began the class by greeting and checking students' attendance list. Having done greeting the students and checking the attendance list, the teacher reviewed the previous lesson by asking the students some questions related to it.

In the main-teaching activity, **Read**, the teacher divided the students in groups and explained to the students that the Read, Order, Discussion and Express (RODE) technique was done as a collaborative activity. It means that in the learning of reading by using Read, Order, Discussion and Express (RODE) technique the students had to cooperate and help each other in doing their task that was given by teacher. After that, the teacher distributed the various topics of the text material to the students. Next, the teacher explained the description of the text to the students. Then, the teacher read the text and encouraged the students to focus their mind on trying to understand the information from the text.

Order and Discussion. In this step, the students read the text and then they were to take the most important information from text. Then, the teacher asked the students to understand the important information from the text. The teacher asked the students to identify all parts of texts. It was found that they described the important information from text, such as the important information, the thesis, the arguments, the recommendation and the conclusion. They discussed it with their learning group and they were able to look at the dictionary or asked to the teacher if they had difficulties in it. After that, the students wrote the conclusion after identifying all parts of hortatory exposition texts. During the teaching-learning process, the teacher controlled the students' reading activity in the classroom.

In the post-teaching activity, **Express**, the teacher corrected the mistakes done by the students during the reading activity and then the teacher and students closed the class by praying together.

In this meeting the activity, firstly, the teacher used five minutes to greet and check the students' attendance list. After greeting the students and checking the attendance list, the teacher reviewed the previous lesson and then continued to the teaching step.

In main activity, **Read**, the teacher divided the students in groups and explained to the students that Read, Order, Discussion and Express (RODE) technique is done as a collaborative activity. It means that in learning reading by the use of Read, Order, Discussion and Express (RODE) technique the students had to cooperate and help each other in doing their task that was given by teacher. After that, the teacher distributed the text teaching material to the students. In this meeting, the teacher used the various topic of hortatory exposition text. Next, the teacher explained the description of the text to the students.

Order and Discussion. In this step, the teacher asked the students to identify all parts of the text, it was found that the students were able to described the important information from a text, such as the thesis, the argument, the recommendation and the conclusion after they discussed it with their friends. Then the students were able to change their various opinion with their friends based on the text that they had. After that, the students wrote the conclusion after identifying all part about the text. During the teaching and learning process, the teacher controlled the students reading activity in the classroom.

In the post-teaching activity, **Express**, the teacher asked each student to answer questions based on the text and give their report to the teacher about the conclusion of the reading activity they had made, and then teacher closed the class by praying together.

In the last activity or teaching and learning process in the cycle 2, the researcher focused on giving a test and questionnaire to the students. The purpose of post-test was to know how far the students ability had been in reading comprehension. The students came forward one by one and got the turn to answer the question about narrative text. The students give their opinions about the teaching-learning process given in three previous meetings and filled up the questionnaire. The researcher recorded the students' activity and distributed the questionnaire. The post-test in cycle 2 was also held to find the mean score of the students' ability in reading comprehension by using Read, Order, Discussion and Express (RODE) technique.

Analysis of the Researcher Performance During the Action of Cycle 2

The Analysis of teaching and learning process consisted of the evaluation of the

researcher performance in teaching reading by using Read, Order, Discussion and Express (RODE) technique and the students' achievement in learning reading comprehension taught with Read, Order, Discussion and Express (RODE) technique. Based on the result of observation checklist of the teaching performance of the teacher, the score was in level 5 (very good) with score 84.6%. Furthermore the result of observation checklists of the students achievement in learning reading by the use of Read, Order, Discussion and Express (RODE) technique was also in level 5 (very good) with score 80.6%. It means that most of the students were actively involved in learning reading taught with Read, Order, Discussion and Express (RODE) technique.

Analysis of the Students Activities During Learning Process of Cycle 2

In the cycle 2, the students' average score in reading test was 67 in which 18 or 90,32% of the number of the students had reached the qualified score required in the criteria of success. Furthermore based on the result of questionnaire distributed to the students, it indicated that most of the student answered that they enjoyed and liked learning reading taught with Read, Order, Discussion and Express (RODE) technique and they were so eager in taking part in the teaching and learning process.

Furthermore, the result of questionnaire that were distributed to the students indicated that 16 students answered that they were motivated to learn reading taught with Read, Order, Discussion and Express (RODE) technique, while 4 students answered that they were not motivated to learn reading comprehension taught with Read, Order, Discussion and Express (RODE) technique.

Analysis of the Students Respond Toward the Implementation of Read, Order, Discussion and Express (Rode) Technique Questionnaire Interpretation

The researcher used questionnaire, besides testing the students, in order to see their achievement in reading comprehension. The reason why the researcher used questionnaires as one of the research instrument was that it could be used to collect information from the large number of students, and on the other side the students as respondents could complete and return it in certain period. Based on the result of the questionnaires was distributed to the students after cycle 2 was fully accomplished. It

was found that the students felt happy and were not burdened when they were assigned to discuss what they had learned from the hortatory exposition text, and also the students enjoyed taking part in the teaching-learning process using the Read, Order, Discussion and Express (RODE) technique as a new technique in the teaching of reading comprehension in the classroom. The questionnaire was in Bahasa Indonesia so that the students could understand the question well. The result of the questionnaire can be explained in the table below:

Table 4.5 The Result of the Students Respond on Questionnaires

No	Variable Measured	Questionnaire Number	Total Score	Mean Score
1.	Students show great motivation and active participation in reading activity	4, 12, 13	9.2	3.06
2.	The students were easy to understand the material and could improve their reading skill.	5, 6, 7, 10, 15	14.7	2.94
3.	The students were interested in the reading activity	1, 2, 3, 8, 9	16.75	4.18
4.	The students were able to find the information and to summarize the reading text.	11, 14	5.8	2.9
	Total Score		46.45	13.08
	Average Score		11.61	3.27

Based on the table it could be interpreted that the mean score for each variable from several items towards the maximum score had reached the following indicators:

1. Students showed great motivation and active participation in reading activity with the mean score of 3.06.
2. The students found it was easy for them to understand the given material and was significantly able to improve their reading skill with the mean score of 2.94.
3. The students were interested in the reading activity with the mean score of 4.18.
4. Total score on questionnaire was 13.08 with an average score of 3.27.

Based on the finding of this research, in the first cycle it was evident to require improving the students' ability in reading comprehension through Read, Order, Discussion and Express (RODE) technique. As the result, the students were actively involved in teaching-learning process by sharing, discussing, responding, and asking question. The students were highly motivated by showing their good behavior and attitude and they looked interest because the class atmosphere was not boring instead of exiting, further more Read, Order, Discussion and Express (RODE) technique were interested and help them in the classroom in teaching-learning process.

The students' score in cycle 1 was about 56.05. The students showed their interested and motivation in learning reading comprehension and help them to improve their ability about how the way they could comprehend the hortatory exposition text. It could be seen from the average score test in cycle 2 was 67 and it was bigger than the average score of test cycle 1. It means that the result of the cycle 2 has reached criteria of success. in the implementation of the action, it was founds that average of the teacher's performance in implementing RODE technique was about 69% in cycle 1 and 84.6 in cycle 2.

Then the students' achievement in the performance was actually improved and good. They got 62% in cycle 1 and 80.6% in cycle 2. It significantly improved and showed that the students were motivated and have a positive respond toward the implementation of Read, Order, Discussion and Express (RODE) technique. And looked to the result of the questionnaire, it also shown a good level of the students improvement skill in reading comprehension of hortatory exposition text

through Read, Order, Discussion and Express (RODE) technique, the score of questionnaire result was 3.27.

CONCLUSION AND SUGGESTION

Conclusion

After the research had been completely conducted and the data needed had been gained and processed, the researcher needs to apply the conclusion of whole research as follows:

The first, the improving of students' reading comprehension through RODE Technique in reading hortatory exposition text, it showed by increased of the first cycle was 56.05 but did not find the criteria of success, so the researcher continued to next cycle and the researcher found 67. It means the students score improve significantly.

The second, observation checklist shown that the teacher has a good performance in implementing RODE technique in teaching-reading comprehension carried out the procedure as previously plan in teaching-learning process in the classroom based on the lesson plan and was score 84.6.

The third, the students' motivation was good where the students had high motivation in learning reading by using RODE Technique, it showed by the result of students' observation in the cycle 2 was 80.6. The qualification of students given by the researcher was improved in every meeting.

And the last is the result of questionnaire also stood in level 3 by the range score 3.27. It means that the students had positive response toward RODE technique in improving reading ability. It found the criteria of success. So that, the researcher concluded that the students' reading comprehension were improved and the students learn happily in the classroom with RODE technique and their motivation improved.

Suggestion

Looking at the improved reading comprehension skill at the result of teaching by the use of Read, Order, Discussion and Express (RODE) technique, the researcher would like to give some regarding the teaching of reading comprehension with this technique as follows:

1. The teacher should choose the materials that are appropriate, but not too difficult, for the students to understand before

implementing Read, Order, Discussion and Express (RODE) technique in teaching and use it as an alternative strategy in teaching reading to SMA students.

2. In order for the students not to be shy in practicing the teaching material given at the teaching-learning process of reading by the use Read, Order, Discussion and Express (RODE) technique, they should be familiarized to the texts before hand should be encouraged to use English wherever they are especially when they are in English class, though it is hard for them, they have to try their best.
3. The researcher suggest that the next researchers should continue the research about reading by using another technique or strategy, or should use Read, Order, Discussion, and Express (RODE) technique to solve the problem toward another skill including reading.

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