

**IMPROVING STUDENTS' READING COMPREHENSION
USING RALLY COACH STRATEGY AT SMPN 01
KEDUNG JAJANG LUMAJANG
EAST JAVA INDONESIA**

Siti Halima Sa'diyah

University of Muhammadiyah Jember
Faculty of Teacher Training and Education
English Language Department
Jember, East Java Indonesia

ABSTRACT

Key Words: *Reading comprehension and Rally Coach Strategy.*

Reading is an activity to get information from the written text. It means that the readers have to understand the information stated implicitly and explicitly in the text. Related to the condition and situation right now, the students have difficulties to understand the written text because of lack of vocabularies, lack of motivation and unable to get the point or information of the written text. To solve these problems, the researcher choose Rally Coach Strategy to improve their reading comprehension.

In this research, the problem is "How can the use of Rally Coach Strategy improve students' reading comprehension at SMPN 01 Kedung Jajang". The purpose of the research is to know how Rally Coach Strategy can improve the students' reading comprehension at SMPN 01 Kedung Jajang. Based on the theory, the writer has hypothesis that the use of Rally Coach Strategy can improve students' reading comprehension at SMPN 01 Kedung Jajang.

The design of this research is classroom action research. The research subject is eight A class which consists of 26 students and to obtain the research data, the researcher used test and observation checklist.

The result of the score analysis, the percentage of students who got score ≥ 70 was 50% in the first cycle and the second cycle two, the percentage of students who got score ≥ 70 was 73.07%. Besides that, 42.30% were active in the class in cycle one and 76.93% were active in the class in cycle two.

Based on the results in both cycles, it can be concluded that the implementation of Rally Coach Strategy can improve students' reading comprehension at SMPN 01 Kedung Jajang in the academic year of 2015/2016 by asking them to solve the problems, coach and praise in pair first to maximize the simultaneous interaction and equitable participation, so, their interaction is increased and they coach and praise fairly. The way they praise and coach are in spoken and written way. It minimizes unimportant things that they talk. Spoken coach and praise optimize their understanding and written coach and praise strengthen their knowledge and their thinking skill.

ABSTRAK

Kata Kunci: *pemahaman membaca, strategy Rally Coach*

Membaca adalah suatu aktifitas untuk memperoleh informasi dari teks tertulis. Itu berarti pembaca harus memahami informasi yang tersirat dan tersurat dalam teks. Berkaitan dengan kondisi dan situasi sekarang, para siswa mempunyai kesulitan untuk memahami teks tertulis karena kurangnya kosakata, kurangnya motivasi dan tidak bisa memperoleh poin atau informasi dari teks tertulis. Untuk memecahkan masalah-masalah tersebut, peneliti memilih Rally Coach Strategy untuk meningkatkan pemahaman membaca mereka.

Masalah dalam penelitian ini adalah bagaimana penggunaan Rally Coach Strategy bisa meningkatkan pemahaman membaca para siswa di SMPN 01 Kedung Jajang. Berdasarkan teori, penulis atau peneliti mempunyai hipotesis bahwa penggunaan Rally Coach Strategy bisa meningkatkan pemahaman membaca siswa di SMPN 01 Kedung Jajang.

Desain dari penelitian ini adalah penelitian tindakan kelas. Subjek penelitiannya adalah kelas 8A yang terdiri dari 26 siswa dan untuk memperoleh data, peneliti menggunakan tes dan checklist observasi.

Dari hasil analisis nilai, persentase siswa yang mendapatkan nilai ≥ 70 adalah 50% dalam siklus pertama dan dalam siklus kedua, persentase siswa yang mendapatkan nilai ≥ 70 adalah 73.03%. Disamping itu, 42.30% siswa aktif dalam kelas di siklus pertama dan 76.93% siswa aktif dalam kelas di siklus kedua.

Berdasarkan hasil dari kedua siklus tersebut, itu bisa disimpulkan bahwa implementasi Rally Coach Strategy bisa meningkatkan pemahaman membaca siswa di SMPN 01 Kedung Jajang tahun ajaran 2015/2016 dengan meminta siswa untuk menjawab pertanyaan-pertanyaan, mengajari atau membantu teman mereka dan memuji mereka secara berpasangan dulu untuk memaksimalkan interaksi mereka dan partisipasi mereka, jadi interaksi mereka meningkat dan mereka saling mengajari dan memuji temannya. Cara mereka mengajari dan memuji yakni dengan lisan dan tulisan. Cara tersebut meminimalisir hal-hal tidak penting yang mereka bicarakan. Cara lisan dalam mengajari dan memuji mengoptimalkan cara berpikir mereka dan cara tulisan dalam hal tersebut juga menguatkan pengetahuan mereka dan kemampuan berpikir mereka.

INTRODUCTION

Reading ability plays a central role in teaching and learning success at all education stages (Addison in Riswanto et. al, 2014:225). It means that most of the materials of teaching and learning are in written forms. In connection with it, the students are demanded to be able to improve their reading skill in order to understand the teaching and learning materials and they can achieve the aim of teaching and learning process and reach other purposes by reading.

Comprehension is an active, constructive process in which the ultimate understanding of the text is determined by a combination of what is stated directly in the text and the reader's preexisting knowledge related to the topic of the text (Scanlon et. al, 2010:276). It means that the students have to comprehend what they read, know more about vocabularies and their spelling and determine the meaning of the words of it based on the context and relate it with their background knowledge based on their assumption, intuition and prediction.

Teaching reading can be implemented by using Rally Coach Strategy. This strategy can increase students' motivation because the students are taught how to praise each other and praise from others is more desirable than praise from a teacher (Kagan & Kagan, 2009:4.3). It can develop students' thinking skill and vocabularies as well because they work with the group and they automatically share what they know with others including the way they solve the problems and the meaning of difficult vocabularies.

Rally Coach Strategy is suitable with the theory that has been stated by Vygotsky that every child or student has their own zone of proximal development (ZPD) and he focuses more on the social development. He also did not neglect the individual cognitive development (Cameron, 2001:5). While the zone of proximal development (ZPD) is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers (Carroll & Wilson, 1993:317).

RESEARCH METHOD

Research design of this research is Classroom Action Research

The design of this action research is illustrated in the following diagram

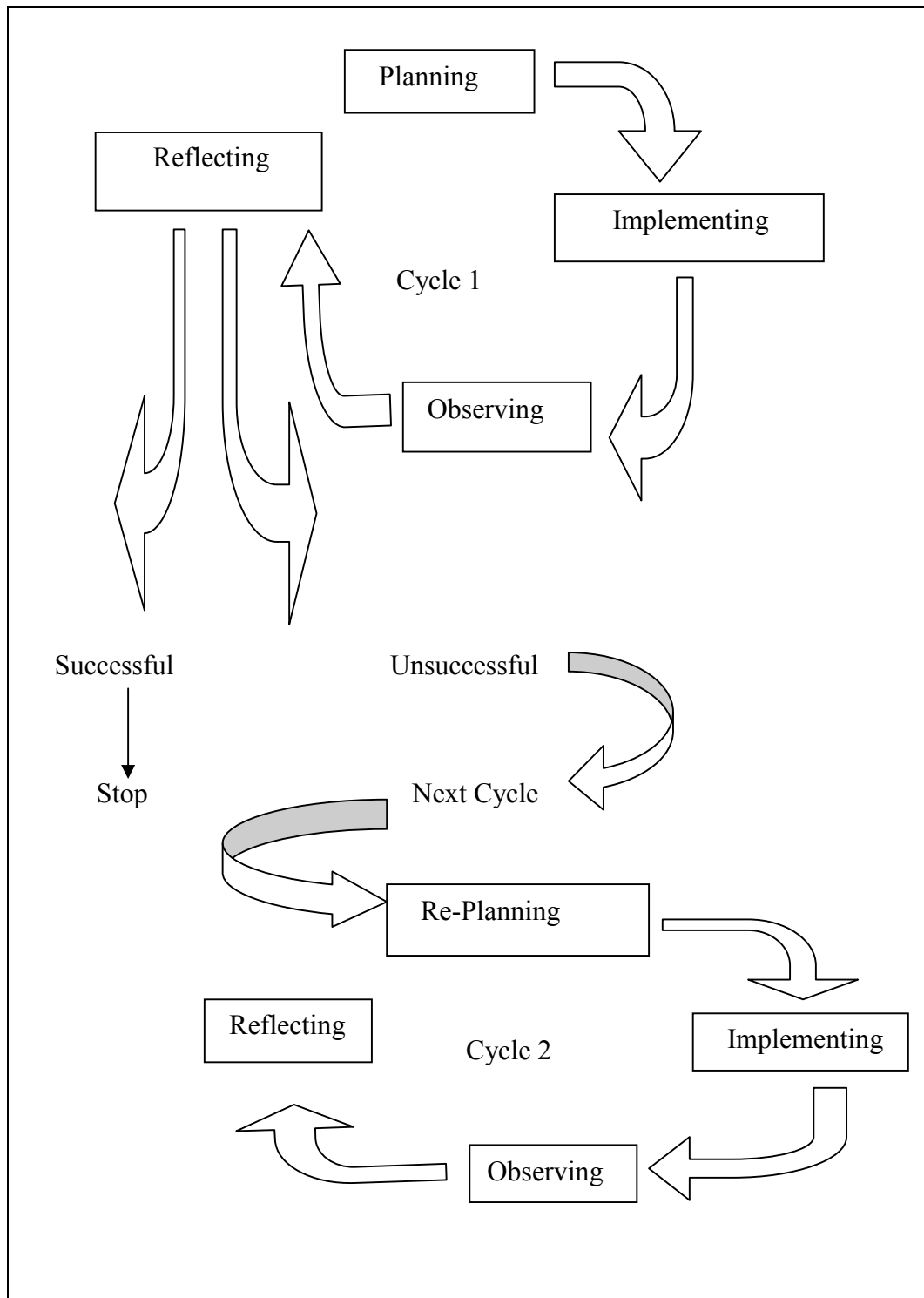


Figure of Design of Classroom Action Research

(Kemmis & Mc Taggart in Arikunto (2013:137))

Subject in this research is the students of 8A at SMPN 01 Kedung Jajang, Lumajang in the academic year of 2015/2016 by the number of 26 students consist of 14 male students and 12 female students. The eighth A students are used because they have difficulties in reading comprehension and low score.

The instrument used in this research were test and observation checklist. The form of the test was multiple choices consisted of 30 questions. Regarding with the validity, the researcher used content/logical validity which meant that the reseracher made the test based on School Based Curriculum 2006 for Junior High School. While the reliability of test was analyzed by using Carol Pearson Product moment and Spearman Brown. The research found that the reliabilty of the test was 0.604.

RESULT AND DISCUSSION

In general, administering test and observing the application of the action were done to collect the data of the research in both cycle, cycle 1 and cycle 2. The result of test and observation checklist can be described with the table below.

Table: the result of test and observation checklist in cycle 1 and cycle 2

Cycle	The percentage of students' reading comprehension test	The percentage of students' active participation
Cycle I	50%	42.30%
Cycle II	73.07%	76.90%

Concerning with the description above, the result showed that the percentage of students' reading comprehension was increased from 50% in cycle 1 to 73.07% in cycle 2. Besides that, students' active participation was increased as well from 42.30% in cycle 1 to 76.90% in cycle 2. It can be concluded that Rally Coach can improve students' reading comprehension at SMPN 01 Kedung Jajang.

The application of Rally Coach Strategy in cycle 1 was not unsatisfactory yet because the students were confused in applying Rally Coach Strategy because

it was new experience for them. They did not cooperate well with other members of the group in coaching and praising because they handed the responsibility to coach and praise over the other members of the group and the way they coached and praised was not effective because it just focused on oral way in which the students just gave a simple sentence and then talked unimportant things. They also did not understand the text because they lacked vocabularies.

Based on the result of cycle I, the teacher or researcher did some modifications/revisions to the way of teaching reading comprehension by applying Rally Coach Strategy to the students in cycle II. The teacher divided the groups that consist of four students and determined who were partner A and partner B. After that, the researcher or teacher gave narrative passage and worksheet for them and asked them to read it first. They solved the problems, coached and praise in pair first and continued solving the problems, coaching and praising in group. They also discussed the difficult vocabularies. The way they coached and praised were in two ways, spoken and written ways. The last, the teacher asked them to share partners' response.

Kagan & Kagan (2009: 4.7) state that Rally Coach, which focuses on coaching and helping, is suitable with Vygotsky's idea in which the student solves the problems by the help of others. By asking the students to apply Rally Coach Strategy in pair first. It can maximize simultaneous interaction (Kagan & Kagan, 2009:7.2) and combine with Rally Coach Strategy in group, it can increase variety to interact and work with shoulder partner and face partner (Kagan & Kagan, 2009:7.2). The way they coach and praise are in two ways, spoken and written. Spoken way optimalizes their thinking skill including understanding the text and minimalizes the unimportant things they talked. Written way strengthens their knowledge and their thinking skill. By that, the students' reading comprehension in the second cycle is much better than in the first cycle.

Based on the observation checklist, it could be seen that the students' active involvement in the second cycle was higher than the first cycle. Moreover, the result of the reflection of the teaching and learning process in terms of the students' participation during the teaching and learning process showed that the students' active participation during the teaching and learning process was

improved from Cycle I to Cycle II. They could give positive response during teaching learning process.

From the result of improvement from cycle I to cycle II, it was proven that Rally Coach Strategy could improve students' reading comprehension. Kagan & Kagan (2009:11.6) state that Rally Coach Strategy can improve social skill like listening, taking turns, speaking, coaching and teamwork skills and thinking skill like reading comprehension.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of the research and discussion, it can be concluded that the use of Rally Coach Strategy can improve the eighth A grade students' reading comprehension at SMPN 01 Kedung Jajang in the academic year of 2015/2016 by asking them to solve the problems, coach and praise in pair first to maximize the simultaneous interaction and equitable participation, so, their interaction is increased and they coach and praise fairly. The way they praise and coach are in spoken and written way. It minimizes unimportant things that they talk. Spoken coach and praise optimize their understanding and written coach and praise strengthen their knowledge and their thinking skill.

Suggestion

In order to improve students' reading comprehension. It is better for the teacher to apply Rally Coach Strategy in teaching and learning process. This research suggests the students to implement this strategy to improve their reading comprehension. For other researcher, this research can be valuable information in conducting further research by applying Rally Coach Strategy in other research, for example: "The Effect of Using Rally Coach Strategy on Students' Reading Achievement".

REFERENCES

- Akhyar, M. K & Sukestiyarno. 2015. *Development of Learning Device with Rally Coach Cooperative Model Based on React to Improve Mathematical Communication Ability*. Mathematic Education STKIP Islam Bumiayu, Brebes & Mathematic Education UNNES, Semarang, Indonesia, hlm. 38 – 43
(<http://iccb12015.unnes.ac.id>, accessed on March 11th, 2016 at 02.26 a.m).
- Anderson, M & Anderson K. 1998. *Text Types in English*. Australia: Mcmillan Education.
- Arikunto, S. 2013. *Prosedur Penelitian (Suatu Pendekatan Praktik)*. Jakarta: Rineka Cipta.
- Ary, D, Jacob. L. C, Sorensen. C & Razavieh. A. 2010. *Introduction to Research in Education*. America: Wadsworth Cengage Learning.
- Asti, Ina Purwita. 2014. *Improving Students' Grammar Mastery Using Group Investigation Method at SMPN 2 Jelbuk Jember in the 2014/2015 Academic Year*. Jember. Program Sarjana Universitas Muhammadiyah Jember.
- Brown, H. D. 2000. *Principles of Language Learning and Teaching* (Fourth Edition) New York: Pearson Education.
- Brown, H. D. 2003. *Language Assessment (Principles and Classroom Practices)*. California: Longman.
- Burns, A. 2010. *Doing Action Research in English Language Teaching (A Guide for Practitioners)*. New York: Routledge.
- Cameron, L. 2001. *Teaching Language to Young Children*. United Kingdom: Cambridge University Press.
- Carroll, A. J & Wilson, E. E. 1993 *Acts of Teaching (How to Teach Writing)*. Colorado: Teacher Idea Press.
- Clarke, P. J, Truelove, E, Hulme, C & Snowling, J. M. 2014. *Developing Reading Comprehension*. United Kingdom: John Wiley and sons, Ltd.
- Davoudi, A. M. H. 2012. *Kagan Cooperative Learning Model: The Bridge to Foreign Language Learning in the Third Millennium, Theory and Practice in Language Studies*, (Online) Vol. 2, No. 6, page 1134-1140, Academy Publisher Manufactured in Finland ([http:// www.academy publication.com](http://www.academypublication.com) , Vol. 2, No. 6, pp. 1134-1140, accessed on January 4th, 2016 at 09.33.a.m).

- Destri, N. W. 2015. *The Implementation of Genre Based Approach in Teaching Reading: A Case Study at SMPN 17 in Pekanbaru*, (Online). Vol 1, No.1, pp 1-7, Padang. State University of Padang, (<http://ejournal.unp.ac.id> Vol 1, No. 1, accessed on May 7th, 2016 at 02.31 p.m).
- Harmer, J. 1998. *How to Teach English: An Introduction to the Practice of English Language Teaching*. England : Pearson Education Limited.
- Harmer, J. 2007. *How to Teach English* (second ed.). England: Pearson Education Limited.
- Hock, M. F, Brasseur-Hock. I. F & Deshler, D. D. *Reading Comprehension Instruction for Middle and High School Students in English Language Arts: Reserach and Evidence- Based Practices*. in Santi, K. L & Reed, D. K. (Eds.). 2015. *Improving Reading Comprehension of Middle and High School Students* (hlm. 99-118). New York : Spinger.
- Hughes, A. 2003. *Testing for Language Teacher* (Second Edition). United Kingdom: Cambridge University Press.
- Kagan, S & Kagan, M. 2009. *Kagan Cooperative Learning*. Kagan Publishing.
- KTSP 2006 for junior high school.
- Linse, C. T. 2005. *Practical English Language Teaching Young Learners*. New York: McGraw-Hill ESL/ELT.
- Marlina, L, Seotjipto, B. E & Hady, S. 2016. *The Implementation of Rally Coach and Find Someone who Models to Enhance Social Skills and Social Studies Learning Outcomes* (Online) Vol 6, Issue 3 Version 1. Page 86-92. Malang: State University of Malang.
(<Http://iosrjournal.org>, Papers, Version 1 accessed on 18th of June 2016 at 07.00 a.m)
- OECD (2010), Pisa 2009 Result: Executive Summary, accessed on March 13th, 2016 at 06.53.A.M.
- Patel, F. M & Jain, M. P. 2008. *English Language Teaching (Methods, Tools and Techniques*. Jaipur : Sunrise Publisher and Distributors.
- Professional Testing Inc.2006. *Test Validity*. PTI, page 2 (Online), (<http://www.proftesting.com>, test_topics pdf, accessed on June 4th 2016 at 06.00a.m).
- Purwanto, N.1985. *Prinsip – Prinsip dan Tekhnik Evaluasi Pengajaran*. Bandung: PT. Remaja Rosda karya.
- Riswanto, Risnawati, Lismayanti. 2014. *The Effect of Using KWL (Know, Want, Learned) on EFL students' Reading Comprehension Achievement*,

(Online), Vol 4, No. 7(1), ([http:// www. ijhssnet.com](http://www.ijhssnet.com) journal, Vol. 4, No. 7(1), accessed on November 8th, 2015).

Scanlon, M. D, Anderson, L. K & Sweeney, M. J. 2010. *Early Intervention for Reading Difficulties: The Interactive Strategies Approach*. New York: The Guilford Press.

Scott, W.A & Ytreberg, L. H. 1990. *Teaching English to children*. London : Longman.

Shermis. M. K & Di Vesta. F. J. 2011. *Classroom Assessment in Action*. Maryland: Rowman & Littlefield Publisher, Inc.

Snow, C & RAND reading study group. 2002. *Toward an R&D Program in Reading Comprehension*. Santa Monica: RAND Education.

Tomal, D. R. 2003. *Action Research for Educator*. America: Scarecrow Press. Inc

Yuniarti Eko.2013. *Improving the Students' Reading Comprehension through Know Want Learn at the Eleventh Grade of SMA Negeri Sanden in the Academic Year of 2012/2013*. Yogyakarta: Department of English Education faculty of Languages and arts, State University of Yogyakarta.