

CHAPTER I

INTRODUCTION

This chapter presents the discussion of some issues related to the topics of the study. They are background of the research, problem of the research, objective of the research, the operational definition, significance of the research and scope of the research.

1.1 Background of the Research

Teaching and learning English in Indonesia based on School Based Curriculum aims at making the students achieve the functional level (School Based Curriculum 2006). It means that the students have to be able to acquire spoken and written communication which consist of four skills of English such as listening, speaking, reading and writing skill and apply them in their daily life.

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. It also becomes the main source of expanding and strengthening the language (Scott & Ytreberg.1990:49) because it provides opportunities to learn about vocabulary, grammar, punctuation and the way how to construct sentences, paragraphs and texts. It provides good models for english writing as well (Harmer, 1998:68). On other hand, the written text can be an example or model how to write sentences, paragraphs, and texts. 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). While Hock et. al (in Santi & Reed, 2015:100) stated that reading comprehension is a process in which the reader constructs meaning from text based information. Linse (2005:71) also states that reading comprehension refers to reading for meaning, comprehending and entertainment. It involves higher order thinking skill and it is much more complex than merely decoding spesific words. 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 knowlegde based on their assumption, intuition and prediction.

According to The International Association for the Evaluation of Educational Achievement, reading score of Indonesian students in East Asia is still low. Indonesian students are just capable of mastering 30% reading material, and find difficulty in reading items that are in the form of commentary requiring cognitive process (IAE for the Evaluation of Educational Achievement, 2003) in (Riswanto et. al, 2014:225). In addition, *PISA 2009* database shows that Indonesian students' score is below the OECD average and on the 57th of 65 countries (OECD, PISA 2009 Database).

According to the interview with the English teacher of eighth class of SMPN 01 Kedung Jajang and the students of 8A in which the research is conducted, the information showed that the students have difficulties in comprehending reading text because they lack vocabularies, they cannot get the point or information when they read the text/passage and they lack motivation to read and the minimum standart score is 70. Based on the result of students' reading comprehension test, it is shown that the precentage of students who got score ≥ 70 was 26,9% or only 7 students get score ≥ 70 . So, it needs an action to improve their reading comprehension.

To encourage students to develop effective reading skills, there are various teaching and learning strategies that can be used by the teachers in the classroom. Most of the teaching and learning strategies usually focus on a particular strategy or skill. One of them is Rally Coach Strategy.

Rally Coach Strategy is one of the cooperative learnings of Dr. Spencer Kagan, a famous American educational pyshologist. 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.

There are two ways to implement this strategy. The first way is by pairing the students and the second way is by grouping the students. This research uses the second way by grouping the students into some groups which consist of four students and they have to listen to other, praise and coach in a turn.

This strategy has similarity with round table strategy which is included on Kagan structure. Rally coach focuses more on coaching and revising other partner's job. It means that it focuses more on the process when producing the answer and how to solve it critically, all of the group members have the same roles in this activity, whereas round table just moves the paper in sequence in solving the problems.

In reference to the explanation above, it is hoped that Rally Coach Strategy can improve the students' reading comprehension especially for narrative text/passage.

1.2 Problem of the Research

Based on the background, the problem of the research is:
How can Rally Coach Strategy improve students' reading comprehension at SMPN 01 Kedung Jajang in the academic year of 2015/2016?

1.3 Objective of the Research

The research objective is intended to describe how Rally Coach Strategy is implemented to improve the eighth grade students' reading comprehension at SMPN 01 Kedung Jajang in the academic year of 2015/2016.

1.4 The Operational Definition

The operational definition will serve as guideline to grasp the concept and the indicator of the study. It is used to avoid misunderstanding and misinterpreting of the research. So, it is necessary to define Rally Coach Strategy and Reading Comprehension operationally.

1.4.1 Reading Comprehension

Reading comprehension refers to the students' understanding of narrative passage/text literally and inferentially.

1.4.2 Rally Coach Strategy

Rally coach strategy is one of the strategies in cooperative learning in which the students are grouped of four students consist of partner A an B to solve some problems relate to the material, coach and praise each other in a turn till the teacher calls time and they have to share partners' response.

1.5 Significance of the Research

The result of the research might hopefully give contribution for these following people.

a. For the English Teacher

This research is expected to give additional knowledge to the English teacher about teaching reading comprehension of narrative text by using Rally Coach Strategy

b. For the Students

Hopefully, it can motivate the students to learn English especially in reading comprehension because this strategy can improve their thinking skill and their social skill. It also makes them enjoy the learning process.

c. For the Other Researchers

It might be useful for other researcher as a reference or source of information to conduct a further research dealing with a similar problem in reading comprehension.

1.6 Scope of the Research

The scope of this research is about the implementation of Rally Coach Strategy to improve students' reading comprehension. To avoid misunderstanding and estimate what the researcher has explained, the researcher only focuses on Rally Coach Strategy as the activity for the students.

This research is implemented at eighth grade students of SMPN 01 Kedung Jajang in the academic year of 2015/2016.