

ABSTRACT

Sa'diyah, Halima Siti, 2016. *Improving Students' Reading Comprehension by Using Rally Coach Strategy at SMPN 01 Kedung Jajang in the Academic Year of 2015/2016*. Thesis, The English Language Education, Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Advisor: (1) Henri Fatkurochman, SS,M.Hum., (2) Yeni Mardiyana D, S.S, M.Pd

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%. Beside 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.