

**IMPROVING STUDENTS UNDERSTANDING OF FABLES TEXT BY THE
SECOND YEAR STUDENTS OF SMP KARTIKA 1-5 PEKANBARU BY USING
RALLY TABLE STRATEGY**

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The researcher found that students at second grade of SMP Kartika 1-5 pekanbaru had low ability in comprehending Fable. To improve students' reading comprehension of Fable, the researcher conducted classroom action research through the use of rally table strategy. The purpose of this research were to identify does rally table strategy can improve students' reading comprehension of fable at second grade of SMP Kartika 1-5 Pekanbaru and the aspects that influence the changes of students' reading comprehension of fable at second grade of SMP Kartika 1-5 Pekanbaru. The research was conducted in the academic year 2011/2012 at SMPN 1-5 Pekanbaru. It is located in JalanDr.Sutomo no 65, Pekanbaru. The research held on May 2012. The subject of this research is the second year students of SMP Kartika 1-5 Pekanbaru. For this research, the writer took one class as the sample. The writer took class VIII². The number of the students is 36. This classroom action research consisted of two cycles and five meetings of each cycle; four meetings for teaching reading comprehension of fable by using rally table strategy and another meeting for reading comprehension of fable test. In each cycle consist of plan, action, observation and reflection. In collecting the data, the researcher used reading comprehension of fable test, observation checklist, and field notes which were helped by a collaborator. The ability of the students was analyzed through five components: Event, setting, characters, factual information and moral value

Keywords : *Students' skill in reading narrative text, rally table strategy*

Introduction

In learning English, there are four skills that need to be acquired by foreign language learners as basic competence in English skill, such as; listening, writing, speaking, and reading. Reading is one of the language skills that must be learned by the students of English as a foreign language. The aim of teaching reading is to make students be able to read English text effectively and efficiently especially through descriptive texts. The students do not only can learn about social function, generic structure, and language feature of texts but also pleasure by describing someone or something.

According to the School-Based Curriculum (KTSP) for the second year students in Junior high school, students are required to be able to comprehend three kinds of genres, such us : descriptive, recount and narrative. The purpose of teaching reading in that level is the students have be able to read, to respond, and comprehend the texts.

Based on the writer's observation and information with the English teacher of SMP Kartika 1-5 Pekanbaru, the writer assumes that many students' English reading mastery is still low. The students still found it difficult to deal with four language skills, especially reading comprehension. The majority of the students were unable to comprehend or to interpret the ideas in each paragraph, especially in narrative text. Doris (1975)states that narrative is a text serves to expand the child's experiences through humor, adventure, biography, and description. Here Doris mainly focuses on the child's experiences which are written in different forms. Whether it is in the humor, adventure, or biography form etc.This event happened in the past time. Similarly, Wishon (1980:378)says that narrative is the form of writing used to relate the story of acts or events. In detal, Narrative text has generic structures that include:Orientation, Evaluation, Complication, Resolution, and Reorientation

Most of them got difficulties in finding information in the text. For example, when the teacher asked the students to answer question orally, only about five of them answered the questions. The difficulties may be caused by several factors. The lack of vocabulary is one of the problems for the students. The students tend to focus their attention on very unfamiliar words they found. Although they can answer the question, it spent a lot of

time because they have to look at dictionary to find the meaning. The other factor is the readers' background knowledge of the materials, there is no interest of students to read the materials. Beside that, students always do reading comprehension descriptive text individually. Their inability to comprehend the text affected their reading achievement. The minimum criteria (KKM) of the students at SMP Kartika 1-5 Pekanbaru is 64, but only few students or less than 40% can reach the minimum criteria. Most of their grades in reading were below the KKM.

Coping with those problems, the teacher should in a more appropriate reading strategy to increase the students' reading comprehension of narrative text especially fable. The strategy that he used in this research was rally table strategy. According to Kagan, Rally Table is one of the co-operative structures. This strategy organization may require team-building activities for home-groups and topic groups, long-term group involvement and rehearsal of presentation method. This method is very useful in the multi-level class, allowing for both homogeneous and heterogeneous grouping in terms of English proficiency..

In pairs students alternate generating written responses or solving problems: first, Cooperative teams are given one piece of paper and one pen or pencil. Then, teacher poses a problem or provides a task to which there are multiple possible answers, steps, or procedures. Third, the teacher provides an example and checks for understanding. A time limit is set. After that, the teacher selects a student to begin in each team. Next, students quickly write their word or phrase and pass their paper to the team member on the left. Sixth, the paper continues to go around and around the table as each student adds to the team's list. Then, the teacher calls time. All pencils/pens are placed on the team table. Next, the teams take turns sharing their responses with the rest of the class. And the last, students celebrate their success.

In addition, he also mentions that Rally table is a very versatile structure that can be used in any curriculum area. It is a simple way of bringing two pairs together to create a larger group with a common aim and purpose. Establishing prior knowledge of a subject at the beginning of a lesson is always useful as is having a definite starting point for a plenary. The simulation of Rally Table is All students have paper/pencil.

Students work with a partner to compare or contrast topics. Each student places a different heading at the top of the paper. Students write one thing about their topic and pass the paper to their partner. Partner then writes about the other topic. Continue passing papers back and forth until teacher says to stop. And the purpose of this strategy are Sharing information, developing ideas, helping simple recall.

In other hand, Engles (2010) also said about Rally Table strategy. She said that, in Rally Table strategy the students will be in group of two or four. The teacher will give each group a sheet of paper with a topic or question written on it. She also added the benefits of this strategy. The benefits are: we can use the strategy with any subject. Then, it's a great way to discuss answers that are both correct and incorrect. Third, the responses help the teacher to determine how much of an understanding the class has about topic. Last, it requires all students to participate.

Here, the writer applied rally table strategy proposed by Kagan (1998). This strategy helped students increased reading comprehension. So, this research is entitled "Improving Reading Comprehension of English Fable by the Second Year Students of SMP Kartika 1-5 Pekanbaru by Using Rally Table Strategy" to find out whether the technique could improve the students' reading comprehension of fable and what factors influence the improvement of the students' comprehension in reading the text through the strategy.

Method

This research is a classroom action research. Azhar (2006) stated, its purpose is to improve students' ability or as solution of problems in teaching learning process. This research was conducted in two cycles of eight meetings. Kemmis, (1998) stated that each cycle consisted of plan, action, observation and reflection. The participants of the research were the researcher, the collaborator and 36 students in class VIII-2 of SMP Kartika 1-5 Pekanbaru in 2011/2012 academic year. The data in the research were gather from: (1) observation checklist for students, teacher, and steps of teaching, (2) field notes, and (3) reading tests. The writer use scoring for measure students reading comprehension.

In this study, the data collected through the observation which will be done by the collaborator. The collaborator's or observer's job is to observe the teaching and learning activities in the classroom. Here the teacher and students is the subject of the observation. It is used to see the process by using Rally Table strategy. The result of the observation will discuss together with the researcher in order to solve some weaknesses that have been found during teaching and learning activities. In conducting her research, the researcher asked the English teacher in SMP Kartika 1-5 Pekanbaru as the collaborator or observer to observe the teaching and learning process.

In order to observe the teacher's and students' activities during teaching learning process, there are some aspects are observed by the writer and the collaborator. Beside observes the teacher's and students' activities in teaching and learning process, the collaborator also make field note about something that she found while teaching and learning process. It is hoped that the research could make an improvement when teaching at the next meeting, so that the research could reach the goal.

.Teacher will give the students pretest and pot-test. Pretest is used to know students' ability in comprehending the reading text before doing an action by using Rally Table strategy. The teacher prepared the test in multiple-choice item. The students will get 20 questions for reading comprehension test because of the consideration that the time of the test is around 80 minutes. Post-test is used to know students' comprehension after the action. It is used to know students' development in comprehending reading text by using Rally Table strategy. Time allocation uses in pre-test and post-test is the same. It can help the writer to identify how much the influence of Rally table strategy to the students' ability in comprehending reading texts

In order to analyze the data and to fine out the level of students mastery in application of Rally Table strategy in improving students reading comprehension ability at second year students of SMP Kartika 1-5 Pekanbaru, the students score are based on number of their correct answer dividing by the number of items, and then the result are multiplied by 100. The writer uses the following formula:

$$P = \frac{X}{N} \times 100$$

Where :

P = individual score

X = correct answer

N = number of items

(wayan and Sunartana 2007:19)

Then to categories the level of the ability into groups, the riter used scale of ability that was adapted by Haris (1974: 179) as in the table below:

Table 6

The Classification of Students' Score

No	Score	Level of Ability
1	80 – 100	Good to excellent
2	60 – 79	Average to good
3	50 – 59	Poor to average
4	0 – 49	Poor

Findings and Discussion

Findings of the research contain analysis of two different kinds of data; quantitative and qualitative data gathering in the research. The findings are important to answer questions of the research. The quantitative data gathered in the research is aimed to answer whether rally table strategy could improve the teaching and learning process in teaching reading fable at class VIII-2 of SMP Kartika 1-5 Pekanbaru. While the qualitative data answer the second question about factors influence the improvement of the students' reading comprehension in fable at class VIII-2 SMP Kartika 1-5 Pekanbaru

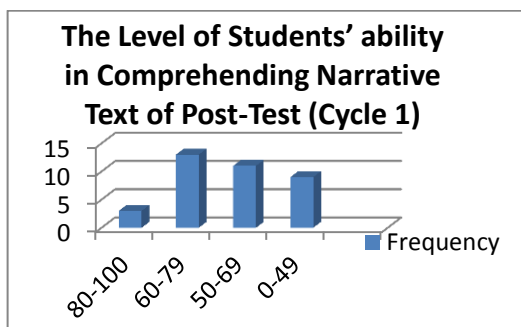
a. Cycle One

Before doing first cycle, the writer started the activity by giving students pre-test. It was done in order to know the general ability of students in comprehending narrative texts before apply Rally Table strategy. Then, the writer conducted the teaching reading by using Rally Table strategy to the students. There were fourth meeting at the first cycle. The last, the writer ended the research by giving post-test to the students. It had function to measure students' improvement after getting treatments.

This cycle is consisted of four meetings. A learning process was done in 8x40 minutes (a meeting). In this research, the writer presented the result of the students' activities during teaching and learning process were observed by the observer by using observation sheet

There were four aspects were observed during students activities in teaching learning process in the first cycle. such us; Students have own group. Then, students pay attention to the problem. Third, students write the word/phrase .last, Students share the work with the rest of the class.

Here, the diagram of the ability level of the students' ability in the post-test in the first cycle.



Based on the table and graph above, the level of the students ability at this post-test was better than pre-test. On the other words, there was improvement achieved by students after teaching by applying Rally Table strategy. It was proved that there were 3 students or 8,33% of the students could achieve the level of *Good to Excellent*. It means that there was improvement of the students' ability in comprehending narrative text after teaching by applying Rally Table strategy. There were 13 students or 36,11%

of the students could achieve the level of *Average to Good*. Then, there are 11 students or 30,6% achieved *Poor to Average level*, and there were 9 students at *Poor level*. It means that the students' ability increased after teaching by applying Rally Table strategy at the first cycle.

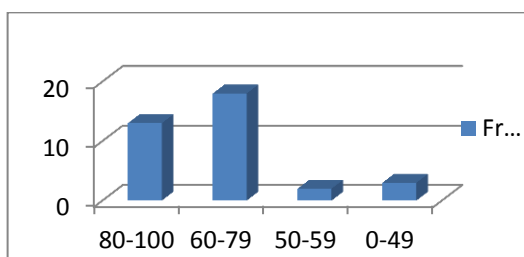
b. Cycle Two

In the second cycle, the teacher only review his explanation about rally table strategy. He directly gave another example of strategy.

This cycle also consisted of four meetings. A learning process was done in 8x40 minutes (a meeting). In this research, the writer presented the result of the students' activities during teaching and learning process were observed by the observer by using observation sheet

There were four aspects were observed during students activities in teaching learning process in the first cycle. such as; Students have own group. Then, students pay attention to the problem. Third, students write the word/phrase. Last, Students share the work with the rest of the class.

In this cycle, the result showed that the students more active in learning reading. It could be seen from the graph:



The level of students' ability in post-test of the second cycle was better than in post-test of the first cycle. On the other words, there was improvement achieved by students after teaching by applying Rally Table strategy. It was proved that there were 12 students or 57,14% of the students could achieve *good to excellent level*. It means that there was improvement of the students' ability in comprehending descriptive text after teaching by applying Rally Table strategy. There were 6 students or 28,57% of the students could achieve *average to good level*. Then, there were 2 students or 9,52% of

students achieve *poor to average level*, and only one students or 4,76% of the students at *poor level*. It means that the students' ability increased after teaching by applying Rally Table strategy. This fact showed that the researcher has succeeded to help the students to improve their ability in comprehending descriptive text by applying Rally Table strategy.

Overall, using rally table strategy brought positive effect on students' reading comprehension of fables. The use of rally table strategy is effective in improving the students' reading comprehension of fables. In conclusion, the result of the research is relevant to the theories. It is proven that the rally table could better improve the students' reading comprehension of fable at class VIII-2 of SMP Kartika 1-5 Pekanbaru.

Conclusion

Based on the result of the data analysis, it can be concluded that Rally Table strategy could improve the ability of the second year students of SMP Kartika 1-5 Pekanbaru in comprehending narrative text. The increasing of the students ability in comprehending narrative text by applying Rally Table strategy was 36,25 (Poor Level) in the pre-test, 56,66 (Poor to Average Level) in the post-test of first cycle, and 72,22 (Average to Good Level) in the post-test of the second cycle.

The factor which influence the improvement is the Carrying out the increased activity of students in group. Based on the observation sheet for the students, the writer concluded that carrying out the students more active in group discussion. This is caused by the strategy that the writer used made them early know what the materials is, easy to them to share with their friends in group. The students were enjoy in their class. Besides the writer has prepared everything and conducted the treatment based on the preparation while teaching and learning process.

Suggestions

After doing the research, the writer has some suggestion to the English teacher.

- Teacher can use Rally Table strategy in teaching reading because it can improve students' motivation and consequently their ability is also improved.
- Teacher also should be more creative in teaching learning process. For instance, the

teacher should recognize the students' problem in learning English and the teacher can implement strategy in order to solve the students' problem during teaching and learning process.

- For the Rally Table strategy to be effective, the teacher should stimulate students' thinking, engage them in discussing what they predict and lead them without dominating the group.
- The teacher also needs to create good atmosphere in the classroom so that the students will feel comfort and enjoy in studying the lesson