AN UNDERGRADUATE THESIS

THE INFLUENCE OF RALLY COACH STRATEGY TOWARDS THE STUDENTS' DESCRIPTIVE WRITING SKILL AT THE EIGHT GRADES OF SMP IT BINA INSANI METRO

By:
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Tarbiyah and Teacher Training Faculty
English Education Study Program

STATE ISLAMIC INSTITUTE OF METRO
1446 H/2024 M

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**THE INFLUENCE OF RALLY COACH STRATEGY
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AT THE EIGHT GRADES OF SMP IT BINA INSANI METRO**

Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

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Sponsor: Dr. Widhiya Ninsiana, M.Hum

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English Education Study Program

**STATE ISLAMIC INSTITUTE OF METRO
1446 H/2024 M**

APPROVAL PAGE

Title   : THE INFLUENCE OF RALLY COACH STRATEGY TOWARDS THE STUDENTS' DESCRIPTIVE WRITING SKILL AT THE EIGHT GRADES OF SMP IT BINA INSANI METRO

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To be examined in Munaqosyah in Tarbiyah Faculty and Teacher Training of State Islamic Institute (IAIN) of Metro.

Metro, November 25, 2024
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NOTIFICATION LETTER

Number   :
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Matter   : **In order to hold the Munaqosyah
of Ari Widya Wati**

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro
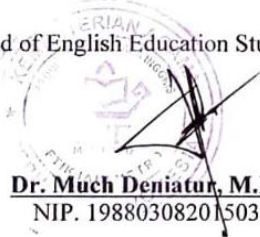
Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Ari Widya Wati
Student Number : 2101052005
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Faculty   : Tarbiyah and Teaching Training
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

Head of English Education Study Program

Dr. Much Deniatur, M.Pd.B.I.
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NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Mohon Dimunaqosyahkan Skripsi**
                   Saudari Ari Widya Wati

Kepada Yth.
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri Metro
di-
      Tempat

Assalamu'alaikumWr.Wb.

      Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : Ari Widya Wati
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Judul Skripsi   : THE INFLUENCE OF RALLY COACH STRATEGY TOWARDS THE STUDENTS' DESCRIPTIVE WRITING SKILL AT THE EIGHT GRADES OF SMP IT BINA INSANI METRO

      Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan.

      Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.

Mengetahui,
Ketua Program Studi TBI

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RATIFICATION PAGE

No. B- 5636/In.28-1/D/PP-00.9/12/2024

An undergraduate thesis entitled: THE INFLUENCE OF RALLY COACH STRATEGY TOWARDS THE STUDENTS' DESCRIPTIVE WRITING SKILL AT THE EIGHT GRADES OF SMP IT BINA INSANI METRO, Written by Ari Widya Wati, student number: 2101052005, English Education Study Program, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, December 04th, 2024 at 08.00-10.00 WIB.

BOARD OF EXAMINERS:

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THE INFLUENCE OF RALLY COACH STRATEGY
TOWARDS THE STUDENTS' DESCRIPTIVE WRITING SKILL
AT THE EIGHT GRADES OF SMP IT BINA INSANI METRO

ABSTRACT

By:
ARI WIDYA WATI

The aim of this research was to find out whether there is a positive and significant influence of Rally Coach Strategy towards the students' descriptive writing skill at the eight grades of SMP IT Bina Insani Metro. This researcher was conducted on the basis of problems in the low descriptive text writing skill of students, as identified during the pre-survey process. It is hoped that, through this research, the students' writing skill in descriptive text is better.

This study used quantitative research in the form of a quasi-experimental design, carried out at SMP IT Bina Insani Metro. The population of this research was the eight grades students. The sample of this research was 40 students at the eight grades of SMP IT Bina Insani Metro. In collecting research data, written test were used, specifically pre-test and post-test, along with documentation. Data analysis was carried out using an Independent Sample T-Test through SPSS version 25.

The results of this research showed the sig. 2-tailed is 0.030. It is clear that if probability or Sig. $<\alpha$ (0.05), the alternative hypothesis (Ha) is accepted and Ho is rejected. It means, there is a positive and significant influence of variable X on variable Y. Thus, the use of Rally Coach Strategy has been proven to have a positive and significant influence on students' descriptive writing skill at the eight grades of SMP IT Bina Insani Metro.

Keywords: Descriptive Writing Skill, Rally Coach Strategy, Writing Skill

PENGARUH PENGGUNAAN STRATEGI RALLY COACH TERHADAP KEMAMPUAN MENULIS DESKRIPTIF SISWA KELAS DELAPAN DI SMP IT BINA INSANI METRO

ABSTRAK

Oleh:
ARI WIDYA WATI

Tujuan dari penelitian ini adalah untuk mengetahui apakah Strategi Rally Coach mempengaruhi kemampuan siswa menulis teks descriptive di SMP IT Bina Insani Metro. Penelitian ini dilakukan atas dasar permasalahan rendahnya kemampuan siswa menulis teks deskriptif yang peneliti temukan pada proses pre-survei. Diharapkan melalui penelitian kemampuan menulis deskriptif teks siswa menjadi lebih baik.

Penelitian ini menggunakan penelitian kuantitatif berupa desain quasi-experimental yang dilakukan di SMP IT Bina Insani Metro. Populasi penelitian ini adalah siswa kelas delapan, sampel penelitian ini berjumlah 40 siswa. Dalam pengumpulan data penelitian, di gunakan tes tertulis yaitu pre-test dan post-test serta dokumentasi. Analisis data di lakukan dengan menggunakan uji Independent Sampel T-Test menggunakan SPSS versi 25.

Hasil penelitian menunjukkan bahwa hasil Sig. 2 tailed adalah 0.030. Jelas bahwa jika probabilitas atau Sig. $< \alpha$ (0.05), hipotesis alternative (Ha) diterima dan Ho ditolak. Ini berarti ada pengaruh positif dan signifikan variabel X pada variabel Y. Dengan demikian, penggunaan strategi rally coach terbukti memberikan pengaruh yang positif dan signifikan terhadap keterampilan menulis deskriptif siswa kelas delapan SMP IT Bina Insani Metro.

Kata Kunci: *Kemampuan Menulis, Kemampuan Menulis Descriptive, Strategi Rally Coach*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name   : Ari Widya Wati

Student Number   : 2101052005

Department   : English Education

Faculty   : Tarbiyah and Teachers Training

States that this undergraduate thesis is originally the result of the researcher`s research, in exception of the certain parts which are excerpted from the bibliography mentioned.

Metro, November 20th 2024
The Researcher,

Ari Widya Wati
St.ID. 2101052005

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama   : Ari Widya Wati

NPM   : 2101052005

Jurusan   : Tadris Bahasa Inggris

Fakultas   : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya

kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam

daftar pustaka.

Metro, November 20th 2024
The Researcher,

Ari Widya Wati
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MOTTO

لَا يُكَلِّفُ اللّٰهُ نَفْسًا اِلَّا وُسْعَهَآ

"Allah SWT does not charge a soul except with that within its capacity"

(Q.S Al- Baqarah:286)

DEDICATION PAGE

The researcher dedicates this undergraduate thesis to:

1. My wonderful family, especially my beloved father, Mr. Suparno, and my most comfortable home, Mrs. Yatmini, have given me endless love and selfless sacrifice. Thank you for all your efforts to fulfill my needs, guide me from childhood to adulthood, always pray for my well-being, and provide me with a love that can never be repaid.

2. My beloved younger siblings, Prima Dwi Nur Aryadi and Luthfia Kirana Arum, who are always my reason to keep striving. They are among the people who make me stronger and more motivated.

3. To Gilang Permadi, S.M who is no less important than his presence. Thank you for being the first person to listen to my complaints when I was facing life problems. Thank you for sacrificing so much time, energy, thoughts and money that can never be repaid. Thank you for always accompanying me in the preparation of this research.

4. To my supervisor (Dr. Widhiya Ninsiana, M.Hum) who have provided valuable guidance, direction, and input in the writing of this thesis.

5. To my classmate in IAIN Metro. Thank you for your company during my studies.

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The researcher would like to express her sincerest gratitude to Allah SWT for bestowing His grace and guidance, without which this thesis would not have been completed. Shalawat and salam are always given to our prophet Muhammad SAW, the leader of Muslims in the world, who led us from darkness to lightness.

The researcher realizes that many people who provided invaluable assistance and guidance during completing the thesis entitled, "The Influence of Rally Coach Strategy towards the Student's Descriptive Writing Skill at the Eight Grades SMP IT Bina Insani Metro."

The completion of this thesis would not have been possible without the assistance of all those who provided support and guidance along the way. In view of the above, The researcher would like to express her deepest gratitude, especially to:

1. Prof. Dr. Siti Nurjanah, M.Ag, as the Rector of IAIN Metro Lampung.

2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.

3. Dr. Much Deiniatur, M.Pd.B.I. as Chief of the English Education Department of IAIN Metro Lampung.

4. Dr. Widhiya Ninsiana, M.Hum as the supervisor who has spent a lot of time to give guidance, suggestions, and advice in the accomplishment of this research.

5. All lecturers of the English Education Study Program of IAIN Metro Lampung who have given their thought and shared their experiences with the researcher.

6. The Headmaster, Teachers, and Staff of SMP IT Bina Insani Metro who have permitted the researcher to conduct the research in this school.

Hopefully, this thesis will benefit for the researcher, especially for our campus and all readers generally.

Metro, November 20th 2024
The Researcher

ARI WIDYA WATI
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TABLE OF CONTENTS

LIST OF TABLES

LIST OF GRAPHS

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of Study

Language as communication has an important role in social relations between humans. People use it to exchange information, knowledge or to express their thoughts and ideas. Currently, English has become the most popular language used by millions of people around the world in various fields such as education, industry, health and others. In education there are four skills in English namely listening, speaking, reading and writing. Of these four skills, writing skill is the most essential skill for learning because it refers to learning, developing, and improving language skill.[1]

In addition, writing is one of the productive skills in English. Patricia Goodson defines writing as a productive skill allowing individuals to express complex ideas and engage in critical thinking.[2] In other words, writing is a critical language skill which involves putting knowledge into written form or communicating with others using words or symbols. However, writing not only require theories, such as grammar and punctuation, but also the skill to produce and develop ideas in writing. More specifically, in writing, one type of written text that students must learn is descriptive text.

Furthermore, to increase proficiency in teaching and learning process

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[1] Windi Astuti, Ana Maghfiroh, and Risqi Ekanti Ayuningtyas Palupi, "Enhancing Students' Writing Ability by Implementing Problem-Based Learning Method at the English Department students in Muhammadiyah University of Ponorogo in Academic Year 2019/2020", *Edupedia Journal Muhammadiyah University of Ponorogo*, 4(2), (2020): 155-161.

[2] Patricia Goodson, "*Becoming an Academic Writer:50 Exercises for Paced, Productive, and Powerful Writing"*,(U.S:Sage Publications, 2023).

of writing, it is important to use effective teaching strategy. An effective teaching strategy can help students easier to understand the writing process. The teacher have to choose strategy to motivate and encourage student engagement in learning writing. By encouraging students participation, students will not bored and more creative in the classroom. Additionally, teachers can apply the strategy of group collaboration to help students share and develop ideas more easily in writing.

One of the teaching strategy can be implemented by the teachers is rally coach strategy. Rally Coach is Spencer Kagan's cooperative teaching and learning strategy can help the students learn in a group and teach each other.[3] Likewise, rally coach strategy is useful for helping students write paragraphs effectively. By using rally coach strategy, students are encouraged to speak and listen to each other because the strategy provides an opportunity for students to exchange their ideas. After that, students must write ideas on a sheet of paper and give feedback on their friends' tasks. Basically, the use of rally coach will be effective in teaching writing, especially in descriptive text, when the students write down their answer and ideas. On the other hand, the rally coach strategy not only teaches students English writing skill but also involves them to participate in group activities, communication, and teamwork.

Moreover, the researcher administered a preliminary survey on July, 30th 2024 at the eight grades of SMP IT Bina Insani Metro. In the pre-survey

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[3] Spencer Kagan and Miguel Kagan, "*Cooperative Learning, Kagan Cooperative Learning* (San Clemente: Kagan Publishing, 2009). p. 5.3.

process, the researcher gathered an archive of writing assignments from the English teacher. The pre-survey results are provided in the following table below:

Table 1.1
The pre-survey of the Students' Writing Skill

No	Grade	Frequency	Percentage %	Criteria
1.	≥ 73	3 Students	15%	Complete
2.	≤ 73	17 Students	85%	Incomplete
	Total	20 Students	100%	-

Source: The archive of students writing assignment given by the English Teacher

Based on the data presented in the table above, it can be assumed the most of eight grades students have difficulties in their writing. The students` skill in composing a paragraph are still poor because their scores in writing test are under Minimum Mastery Criteria (MMC). There are 17 students or 85% who do not complete the MMC and 3 other students or 15% got complete score.

Furthermore, the researcher conducted interview with Ms. Anis Shofi Aulia as an English teacher. Based on the results of the interview indicated the students have lack writing skill. It is because they have difficulty organizing ideas in their writing process; they also have low english grammar and have limited vocabulary mastery.

Based on the phenomenon above, the researcher conducted research entitled "The Influence of Rally Coach Strategy Towards the Students' Writing Skill at The Eight Grades of SMP IT Bina Insani Metro". By using rally coach strategy, it is expected to help teacher in teaching and makes the students` writing skill well, especially in descriptive text.

B. Problem Identification

Based on the research background, the researcher has identified the problem as follows:

1. Students have lack writing skill.

2. Students have difficulty organizing ideas in their writing process.

3. Students have low English grammar.

4. Students have limited vocabulary mastery.

C. Problem Limitation

Based on the problems identified above, the researcher limits the problems focus on students` have difficulty organizing ideas. In this case, the researcher conducted quantitative research by applying Rally Coach Strategy.

D. Problem Formulation

The problem formulation of this research is constructed as: "Is there any positive and significant influence of using Rally Coach Strategy towards the Students' Descriptive Writing Skill at the Eight Grades of SMP IT Bina Insani Metro?"

E. Objective and Benefits of Study

1. Objective of the Study

The objective of this research is to find out whether there is any positive and significant influence of Rally Coach Strategy towards the students' Descriptive Writing Skill at the Eight Grades of SMP IT Bina Insani Metro.

2. Benefits of the Study

The benefits of the study in this research can be categorized as follows:

a. Theoretical benefits

    The results of this research can be useful in the English language learning process for teaching writing by using Rally Coach Strategy.

b. Practical benefits

    There are three kinds of practical benefits in this research namely:

1) For the Students

    This research is expected to benefit students by providing information about Rally Coach Strategy in their descriptive writing skill. Additionally, it is expected to help students enchance their descriptive writing skill. On the other hand, by applying Rally Coach Strategy in learning writing, it is hoped the students can participate fully in the class. Moreover, the students feel comfortable expressing their ideas in written form. Thus, students' descriptive writing skill will be better.

2) For the Teachers

    This research is beneficial for teachers, particularly English teachers, by providing information about the proficiency of English learners, especially those who struggle with descriptive writing. Additionally, this research is expected to provide benefit for teachers by providing information in teaching strategies, it can be

used in the English learning process, especially descriptive writing, namely rally coach strategy. It is hopes the teachers can innovate in learning process by applying various learning strategies.

3) For the other Researchers

This research will help future researchers by providing information regarding significant effects of rally coach strategy on students` descriptive writing skill. The research not only discusses theoretical impact of rally coach strategy on descriptive writing skill, but also provides concrete examples and evidence from research data on the applying of rally coach strategies on descriptive writing skill. The research might help other researchers by providing an alternative or a reference for them. It is hoped future researchers will develop their work in a different kind of research.

F. Prior Research

This research conducted with consideration of several related previous studies. The first relevant research was carried out by Syarifah Ulfiah, Samhudi, and Fadhlur Rahman titled "The Implementation of Rally Coach Strategy in Teaching Reading Comprehension: A Quasi Experimental Research."[4] The research was conducted in 2023 at the Institut Agama Islam Negeri Lhokseumawe. The result of the research is implementing Rally

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[4] Syarifah Ulfiah, Samhudi, and Fadhlur Rahman, "*The Implementation of Rally Coach Strategy Teaching Reading Comprehension: A Quasi Experimental Research,*" Journal of English Language and Pedagogy (JELPA), Vol. 2 No.1 (2023):12-23.

Coach Method in experimental classroom significantly improved the quality of reading comprehension.

In line with the first prior research above, the similarities between this research and the previous research are use cooperative learning and quantitative methods. In contrast, this research focus on descriptive writing skill, and the first prior research focus on reading comprehension. Additionally, the research locations are different: the first prior research was conducted at Institut Agama Islam Negeri Lhokseumawe, while this study conducted at SMP IT Bina Insani Metro.

Additionally, the second prior study was done by Doni Anggoro Ari Santoso, Agung Prasetyo, and Zumrotul Muniroh with the titled "The Influence of Rally Coach Model Towards Students' Speaking Skill of STMIK Pranata, Cileungsi"[5]. This research was conducted on October 8, 2020. This study aimed was to find out the effect of the Rally Coach model on the speaking skill of STMIK Pranata. The research results showed a positive and significant influence of using Rally learning model practice speaking skill on Student English STMIK Pranata, Cileungsi. By using the models involving groups, students are more confident, interested, and active in the process.

In accordance with the second prior research, this research is similar to the second prior research. Both of the research use rally coach strategy and a quantitative method. Meanwhile, the difference between this research and the second prior research is the research focus on students` descriptive writing

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[5] Doni Anggoro Ari Santoso, Agung Prasetyo, and Zumrotul Muniroh, *"The Influence of Rally Coach Model towards Students' Speaking Skill of STMIK Pranata, Cileungsi,"* Vol. 4 No. 23, (2020):33.

skill at school especially in SMP IT Bina Insani Metro and the second prior research focus on students` speaking skill at university STMIK Pranata, Cileungsi.

Moreover, the third prior study conducted by Fifi Andriani, Abd. Waris, and Mafulah, with the title "The Implementation of Rally-Coach strategy to Enhance Students' Speaking Skill"[6]. The objective of this study was to investigate the effect of implementing the Rally Coach Strategy on enhancing Speaking Skill. The research adopted a quasi-experimental method. The findings indicated the eight-grades students at SMP Negeri 2 Palu can enhance their speaking skill by implementing Rally Coach Strategy.

Based on the third prior research, it could be understood this research and the third prior research have similarity the using Rally Coach strategy. However, there are several differences between the two research. The first difference is number of participants. The second difference method of conducting the research. This research used quantitative research to know the influence of using Rally Coach on students` descriptive writing skill. In contrast, the prior research used classroom action research (CAR) method to help students improve their speaking skill, and the third research location was different.

Based on the previous research mentioned above, the researcher concludes the novelty of this research by applying rally coach strategy on the students` descriptive writing skill. This strategy provide students with the

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[6] Fifi Andriani, Abd. Waris, and Mafˈulah, *"The Implementation of Rally-Coach Model to Improve the Students' Speaking Skill"*, E-Journal of ELTS (English Language Teaching Society), Vol. 3 No. 1 (2019).

opportunity to teach each other and share ideas in process writing. Furthermore, this research used a quantitative method with control and experimental groups to find out The Influence of using Rally Coach Towards the Students' Descriptive Writing Skill at Eight Grades SMP IT Bina Insani Metro.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Writing

1. Definition of Writing

There are many definitions of writing from several experts. Hyland defines writing as a sociocognitive activity requires planning and composition skills, as well as knowledge language, context, and audience.[1] It is essential for writers to have planning skills which require strategies to organize information well. Furthermore, understanding the language, context, and audience are crucial for effective writing. Nunan describes writing as a process of generating ideas, contemplating their expression, and structuring them into coherent statements or paragraphs, easily understood by readers.[2] This indicates writing requires a deep understanding of how the message will be received by readers and the ability to effectively communicate it.

Additionally, Sanggam Siahaan asserts writing is a psychological process involving the language used to convey information in written form.[3] Similarly, Roslyn Petelin states writing is a process results in a communicative product that conforms to

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[1] Ken Hyland, *Second Language Writing,* (Cambridge:Cambridge University Press, 2003). 23
[2] David Nunan, *Practical English Language Teaching,* (New York: McGraw-Hill, 2003).
[3] Sanggam Siahaan, *"Issues in Linguistics",*Yogyakarta: Graha Ilmu, 2008, p. 114.

grammatical, syntactical, mechanical, and genre conventions.[4] In writing there are many elements that must be considered so that the purpose of the information can be conveyed properly, especially matters related to linguistic elements such as grammar, vocabulary, writing mechanics such as punctuation, periods and commas. By considering these important things, the quality of the writing is able to effectively convey an important message from the writer to the reader.

Meanwhile, Jonathan explained "skill is usually used to refer to the level of performance in terms of accuracy and speed in performing certain tasks (skill performance). Skilled performance has long been the focus of psychological studies that evaluate physical psychomotor, as well as emotional and cognitive skills.[5] Thus, skills are the mental and physical abilities to apply knowledge and use that knowledge to do tasks and solve issues. It indicates that writing competence is an ability to process ideas in order to convey useful information in written text in a simple language that the reader can understand.

Based on the explanation above, the researcher concludes writing skill can be interpreted as the ability to put words together, organize ideas, and convey messages effectively in written form. Writing is an essential component of language proficiency and plays a crucial role in communication, requiring the organization of cohesive

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[4] Roslyn Petelin, *How Writing Works: A Field Guide to Effective Writting* (New York: Routledge, 2022). 2.

[5] Jonathan Winterton, et. al, Typology of knowledge, skills and competences, (Luxembourg: Office for Official Publications of the European Communities, 2006), p. 7

and coherent paragraphs. In addition to mastery of vocabulary and grammar, the ability to generate and organize ideas is also very important, as mastery of language alone does not necessarily guarantee effective writing skill.

2. Process of Writing

Writing is the process of expressing ideas in a paragraph. According to Kathy Boylan, the writing process has five steps:[6]

1) Prewriting

The purpose of prewriting is to generate ideas. Ideas can be generated through listing, brainstorming, outlining, silent thinking, conversation, or power writing. It means the students must plan or generate ideas before starting to write on a topic.

2) Drafting

Drafting is the writer's first attempt putting ideas on paper. Most of writing process in the classroom require only the first steps. Only drafts that students find interesting or valuable should be taken to the next step. The writing process refers the writer's effort to convey his thoughts with organized language on paper.

3) Revising

This is the point of the writing process. Here, a piece is revised and reshaped many times. The draft step is like throwing a large blob of clay on the potter's wheel. Revising is where the

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[6] Kathy Boylan., "Let's Get Writing", (AS:Virginia Western Educational Foundation, Inc.,2018). p.4.4

students shape the blob, adding parts, removing parts, adding parts, and continually molding and changing. Here the students look for flow and structure. Students reread and reorganize paragraphs.[7]

4) Editing

This is the step where grammar, spelling, and punctuation errors are corrected. Addressing these aspects too soon can disrupt the flow of ideas and negatively impact the quality of writing, as it shifts the focus from developing ideas to focusing on mechanical details.

5) Publishing and sharing

This is where students' writing is shared with an audience. At this point, writing is real and alive. Publishing can include creating class books, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of the scriptures in the corridor or community. Writing experiences become even more powerful by having students read their work out loud in small groups, to another classmate, or in a large group setting.

3. Kinds of Writing

In general, writing is classified into three types: academic writing, personal writing, and creative writing. Oshima defines

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[7] *Ibid.*

academic writing as the type of writing used in school and college classes. Academic writing is not the same as personal or creative writing.[8] Various forms of writing, such as poems and stories, are included in the category of creative writing. Additionally, personal writing includes written communication such as emails and letters. Thus, creative and personal writing are informal, while academic writing is more formal.

Focus on academic writing, there are several types of writing assigment commonly used in school and college classes:[9]

a. Report

A report is a type of writing providing general information about a whole class of things. As a result, the purpose of the report text is to convey broad information about the object. It is not intended to convey narratives, procedures, or arguments.

b. Narrative

Narration involves describing prior events in a chronological order. Narration in writing is used to describe historical events in a systematic manner, referring to prior stories. For example, you may be presented with a narrative essay prompt which instructs you to "describe your most cherished childhood memory." Narrative essays follow a standard essay framework (introduction, body, and

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[8] Elise Algons, *"The effectiveness of creative writing in language learners' development and success"* (Malmö University:2023), p. 21.

[9] Abdulaziz Ahmed, *"Academic Writing: Types, Elements, and Strategies"* IJLHE: International Journal of Language, Humanities, and Education, Vol. 5   No.2, (2022).

conclusion) and focus on a primary theme. In addition, they also include characters and action.

c. Exposition

Expository paragraphs explain facts, ideas, and opinions. They include explanations, analyses, definitions, comparisons, and illustrations. Theyare the kinds of paragraphs we write in reports, term papers or tests. Expository writing aims to persuade readers by presenting facts about an object. Expository or exposition refers to the presentation of factual information about an object without the goal of influencing the reader to agree with the writer's opinion.

d. Argumentation

Argument is not only to convince the reader to believe or not believe something regarding the truth of the facts of an object, this also aims to persuade the reader to take something certain actions related to new truths they have learned. So, an argument is a text to expresses agreement or disagreement with an issue and uses reasons to support your position. The goal is to convince your readers which your point of view is correct. Argumentation used to make a case, prove or disprove a statement or idea.

e. Description

Description is about the sensory experience of how something looks, sound, taste. It's mostly about the visual experience, but also the description related to other types of

perception. It means the description has the principle aim of describing the visual appearance of objects that we can see, smell and feel.

There are five types of writing had been mentioned it, but the researcher focuses on writing Descriptive text.

4. **Descriptive Writing**
   a. **Definition of Descriptive Writing**

   According to Nurwanti, descriptive text is one type of text that is often studied by students, where the writer aims to give the reader a description of someone or something. This text describes people, animals, plants, sights, sounds, food, inanimate objects, and others through descriptions of the five senses. The purpose of descriptive text is to give the reader clear information about the object described by the writer.[10] Thus, descriptive text is a type of text which students often learn to give a clear picture of someone or something through descriptions of the five senses.

   Furthermore, Divarianti and Abbas argue descriptive text is used to describe a person, place, or thing based on visual experience. This text aims to explain, describe, or convey information about someone or something. Through descriptive sentences, readers can feel as if they see, hear, and experience directly what is conveyed in the text. This text allows readers to

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[10] Nurwanti, H. & Sultiani., *"An Error Analysis of Simple Present in Writing Descriptive Text through the Eleventh Grade Students," Uniqbu Journal of Social Sciences* 2, No. 2 (2021): 107–114.

deeply imagine the object or situation described, as if they were present at the scene.[11] In this way, descriptive text describes a person, place or thing so that the reader can feel and imagine the object or situation in depth.

Based on the statement above, the researcher concluded Descriptive writing has the principal objective of describing an object (person, thing, or place) from specific properties to general properties will be created. Readers are able to imagine the objects in their minds based on the author's descriptions in their writing. To find all characteristics of an object, the writer can see its appearance or gather factual data about it.

b. Structure of Descriptive Writing

Certainly, every text has a structure which can be described as a network of semantic relationships to connect sentences each other, give direction to the text, and unite it. It means the structure of the text as a guide in writing with a good sense of coherence or connection between meanings. There are two generic structures for descriptive text, namely: [12]

a) Identification

Identification is introducing the subject or thing to be described. Identification is very important to avoid statements

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[11] Ririn Divarianti and M. Fadhly, *"Students' Perception toward the Use of Pair Work Strategy in Writing Descriptive Text at Senior High School Level,"* Enlighted Journal 1, No. 2 (2024): 113–124.

[12] Sri R Siregar,. *Student's Ability in Writing Descriptive Text*. English Education English Journal for Teaching and Learning, 8(1), (2020). 81–90.

that are too general. The identification part serves to introduce or identify the object to be described. Therefore, if students are able to write the identification part clearly, they will find it easier to develop ideas in the description part in the following sentences.

b) Description

Description is the part of the paragraph detailing the characteristics of the object being described. In this section, students convey all information related to the topic. Students describe the object in a specific and unique way. Therefore, they must ensure each idea is well connected and organized so readers can easily understand the phenomenon, even if they do not directly interact with the writer.

Below is an example of descriptive text:

My Toy[13]

Identification	I have a toy. It is a doll, a bear doll, and I call it Teddy. Teddy bear is an American origin. My dad bought it as a present for my tenth birthday anniversary last year.
Description	The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy bear is a doll, I don't need to feed it. I wash it at laundry at least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy bear is really nice, adorable, and charming toy. I love my Teddy bear very much.

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[13] Imelda Wardani, et al, *"Improving The Ability in Writing Descriptive Text Through Guided-Questions Technique"* e-Journal of English Language Teaching Society (ELTS) Vol. 2 No. 1 2014 – ISSN 2331-1841, p. 2 Print.

c. Language Features

According to Peter Knapp and Megan Watkins language features are the elements that distinguish one text type from another.[14] Language features are the characteristics which should exist in a text so the readers can tell what type of text they are reading. Each genre of text has different language features. One of those genres is descriptive text. In descriptive text language features are follows: specific participant, adjective, auxiliary verb, action verbs and simple present tense.

1) Specific Participant

   Has a certain object, is not common and unique (only one), For example: "My Family, Bali Island, Pangi Beach"

2) Adjectives

   Adjective is describing noun. For example: "Pangi is a beautiful beach, my dress is gorgeous".

3) Auxiliary Verbs

   Auxiliary verbs contains of the ownerships has and have and tobe is, am, are. Has for subject (He, She, It) and have for subject (I, You, We, They). Meanwhile tobe is for subject (he, she, it), tobe are for subject (You, We, They) and tobe am for subject I. For example, "She has a doll", "I have a car", "I am diligent", "He is boy".

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[14] Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing, (*Australia: University of New South Wales, 2005).

4) Action Verbs

Verbs that indicates activity. For example, "walk, catch, cut, take, run, scratch, make etc."

5) Simple Present Tense

Descriptive text use simple present tense. Simple present is tense express simple sentences in our daily activity, habitual and facts.

5. Writing Assessment

Assessment is important for teachers. Writing assessment aims to determine how well students write and to measure their skill level. As guides and evaluators, teachers must have a clear understanding of writing assessment in order to evaluate students' written work accurately. Typically, writing skill scores are derived from writing test criteria. Heaton states that there are five aspects of writing in the scoring rubric of writing, namely:[15]

Table 2.1
Element Score of Writing

Scoring Element	Scale	Quality	Description
Content	30-27	Excellent to very good	Knowledge able, substantive, etc.
	26-22	Good to average	Some knowledge of subject, adequate, range, etc.
	21-17	Fair to poor	Does not show knowledge of subject, little substance, etc.
	16-13	Very poor.	Does not show knowledge of subject, non substantive, etc.

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[15] J.B Heaton, "*Writing English Language Test"*, London; longman.(2011).p.146

Organization	20-18	Excellent to very good	Fluent expression, ideas clearly, stated, etc.
	17-14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, etc.
	13-10	Fair to poor	Non-fluent, ideas confused or disconnected, etc.
	9-7	Very poor.	Does not communicate, no organization, etc.
Vocabulary	20-18	Excellent to very good	Sophisticated range, effective, word/idiom choice and usage, etc.
	17-14	Good to average	Adequate range, occasional errors of word/idiom, choice, usage but meaning not obscured.
	13-10	Fair to poor	Limited range, frequent errors of word/idiom form, choice, usage, etc.
	9-7	Very poor	Essentially translation, little knowledge of English vocabulary.
Grammar	25-22	Excellent to very good	Effective complex constructions, etc.
	21-19	Good to average	Effective but simple constructions, etc.
	17-11	Fair to poor	Major problems in simple complex constructions, etc.
	10-5	Very poor	Virtually, no mastery of sentence construction rule.
Mechanics	5	Excellent to very good	Demonstrates mastery of conventions Mechanics.
	4	Good to Average	Occasional errors of spelling, punctuation, etc.
	3	Fair to poor	Frequent errors of spelling punctuation, capitalization, etc.
	2	Very poor.	No mastery conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc.

Source : Heaton Writing English Language Tests New Edition

6. Teaching Writing

Communication skills such as writing, speaking, and listening are crucial in all academic areas.[16] Therefore, writing is an essential skill must be mastered by all students in schools. Automatically, the students can master writing skill is necessary teaching activities are guided by the teacher.

Teaching can be defined as "the act of someone teaching; the profession of a teacher", and "teaching is conveying knowledge or skills". Furthermore, teaching involves the act of guiding and facilitating the process of learning, enabling learners to learn, and setting the conditions for learning.[17] So, teaching refers to the professional skill of a teacher who can guide students in which class has the main goal so the students can be successful in learning the material. It is also considered as role of the teacher. David Riddell says, "Perhaps we should say 'role' because 'teaching' is only part of what a teacher is supposed to do inside – and outside – the classroom." [18]

Speaking and writing skills are both forms of productive communication, but there are no similarities.[19] They differ in terms of layout and teaching. Teacher-led speeches focus on pronunciation, accuracy, and fluency. Dialogue, monologue role-playing, and

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[16] Trudy Wallace, Winiefred E. Stariba, and Herbert Walberg, *"Teaching speaking, listening and writing*", (Geneva: The International Bureau of Education-IBE, 2004), EP14, p.7

[17] H. Douglas Brown, *"Principles of Language Language Learning and Teaching",* (The United States of New York: Longman, 2000), 4th edition, p.7

[18] David Riddel, *"Teaching English as a Foreign Language"*, (London: Hodder Education, 2010). p.31

[19] *Ibid*. p.15

speaking, are typical exercises. In contrast, the components are discussed in the context of writing instruction, include grammar, punctuation, and paragraph structure. Additionally, the teaching of writing involves the composition of basic sentences, paragraphs, or specific texts.

According to Jeremy Harmer, "writing has always been employed as a method to support the language has been taught." [20] It can be said that teachers can ask students to write sentences using their grammar. Then, students requested to compose longer paragraphs or compositions to practice certain aspects of language or paragraphs and text constructions that have recently been focused on. In this writing, reinforcement here will be able to guide students to improve their skill.

B. The Concept of Rally Coach

1. Definition of Rally Coach

According to Spencer Kagan Rally Coach is cooperative teaching and learning strategy can help the students learn in a group and teach each other. [21] Cooperative learning is a instructional strategy involving organizing students into small groups to work together to achieve learning objectives. [22] It is supported by Jefferson, Rally Coach is "tutoring" process can encourage these students to even become the

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[20] Jeremi Harmer, *"How to Teach Writing",* (England: Pearson Longman, 2004), p.32.
[21] Spencer Kagan, *"Cooperative Learning"* p. 5.3.
[22] Berns, R.G. Erickson, P.M., *"Contextual Teaching and Learning: Preparing Students for the New Economy".* Washington, DC: Office of Vocational, (2016).

"teachers" to their peers during a coaching session.[23] It means that rally coach putting the students as a teacher's role, students will take ownership of helping the partner to be succesful.

Furthermore, in rally coach strategy, each student takes turns solving the problems assigned by the teacher.[24] One students would tell other person how to solve the problem and the second person would write down the steps that the "coach" explaining. The students do one problem while the other coach and then reverse the roles. This strategy works well as the students are able to explain each other the process. The key of rally coach is the students' be able to explain material and how to solve the problem as well. On the other hand, Rally Coach focuss to enhance social skills, communication abilities, gaining knowledge, critical thinking, and problem-solving.[25]

Based on the explanation above, it can be concluded Rally Coach is collaborative learning strategy providing students as a teacher's role take turns coaching each other to solve problems during the completion of specific tasks. Thus, this strategy can be applied in teaching writing skills because it requires students to practice, revise and praise each other's work.

In addition, rally coach strategy has similarities with roundtable,

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[23] Jefferson, Lorna. "Using cooperative learning to engage English language learners" . (*LEA Institute III,* 2015). p.1-55.

[24] Spencer Kagan*," Cooperative Learning"* p. 7.10.

[25] Dian Kartika Sari, Mulyono, and Tri Sri Noor Asih, *"Mathematical Problem Solving Ability Viewed from Extrovert Introvert Personality Types on Cooperative Learning Models Type Rally Coach"* , ‖ Unnes Journal, December 23, (2019).

which is also included in Kagan's structure. However, round table strategy does not prioritize mentoring and revising the work of other partners. In round table only moves the paper sequentially in solving the problem. Meanwhile rally coach focuses more on the students' process of getting the solution and how to solve it critically. All group members should participate in every rule because this strategy also promotes connecting students' responses in written form. So, they must pay attention in every process to synchronous responses each other.

2. The Purpose of Rally Coach

Cooperative learning is a teaching model encouraging collaborative learning between students. The implementation of Rally Coach as a cooperative learning strategy in the educational process has several objectives, such as:[26]

a) To help students connect with others who have similar interests or experiences.

b) To make students feel welcome and help them overcome their initial fear of joining a group.

c) Motivate students to actively participate in the teaching and learning process.

d) To provide background knowledge students before starting writing.

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[26] Robert Slavin et al., *"Learning to Cooperate, Cooperating to Learn"* (1985), https://link.springer.com/book/10.1007/978-1-4899

3. The Principle of Rally Coach

Regarding the concept of cooperative learning. Van Dat Tran elaborated "cooperative learning comprises instructional methods in which teachers organize students into small groups, which then work together to help one another learn academic content". [27] Additionally, Damon and Phelps argued "three types of group learning may be distinguished: tutoring, cooperative learning, and collaborative learning. In cooperative learning, students are seated in groups and have a mutual goal. Typically, student assignments in a cooperative learning setting do not require students to work together: The assignments can also be completed individually".[28]

The relevant theory also comes from Jack C. Richard, "with cooperative learning, students work together in groups whose usual size is two to four members. However, cooperative learning is more than just putting students in groups and giving them something to do. Cooperative learning principles and techniques are tools which teachers use to encourage mutual helpfulness in the groups and the active participation of all members"[29]

Based on the elaborations about cooperative learning above, The principal purpose of cooperative learning is not only for students to

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[27] Van Dat Tran, *"The Effects of Cooperative Learning on the Academic Achievement and Knowledge Retention"*, InternationalJournal of Higher Education Vol. 3, No. 2; 2014, p.131.Print.
[28] EddaLuzzattoand Giordano DiMarco, *"Collaborative Learning Methodology Types of Interactions and Techniques",* (New York : Nova Science Publishers Inc., 2010), p.199
[29] Jack C. Richards and Willy A. Renandya, *"Methodology in Language Teaching"*, (New York: Cambridge University Press, 2002), p. 52

solve and finish a project together but also to enhance individual abilities through the contributions of all group members. So, it has character works in groups, and the evaluation in cooperative learning is allocated individually. Then, as an instructional method that promotes group work, cooperative learning can also be a solution to develop student's motivation in the learning process.

4. The Advantages and Disadvantages of Rally Coach[30]

    a. Rally Coach Advantages

    There are numerous benefits to using Rally Coach, such as:

      a) Encourage students to learn from each other.

      b) Motivates students naturally.

      c) To encourage more effective discussion.

      d) Students learn independently from teachers and work together cooperatively.

    b. The Disadvantages of Rally Coach

    The disadvantages of Rally Coach are as follows:

      a) It takes a lot of time.

      b) Some students cannot work well in groups.

      c) It requires a lot of preparation and energy from the teacher.

      d) Classroom management is quite difficult to handle.

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[30] Spencer Kagan, *"Cooperative Learning"* (San Clemente, CA: Kagan, 1994).

5. The Procedure of using Rally Coach Strategy on Writing Skill

The researcher created a teaching procedure of descriptive writing skill by using Rally Coach strategy as follows:

1) The teacher presents the material about descriptive text including definition, structure, language feature, and example.

2) The teacher creates groups of four students. Then the teacher instructs each group to take a seat around the table.

3) The teacher chooses which students will be Partner A and Partner B in each group.

4) The teacher gives a worksheet to the students.

5) After that, partner A write to solve the problem while partner B coaches and check the accuracy of the answer and praise.

6) The teacher checks and guides all groups to correct their worksheets.

7) Partner B solves the next problem, while Partner A coaches, correct answers, and praises.

8) Students coach each other in a group with different topics.

9) Partners take turns till the work is finished.

This is one of the teaching strategies providing students an opportunity to teach each other and sharing ideas with their partners.

C. Theoretical Framework and Paradigm

1. Theoretical Frameworks

This research applies a quantitative research methodology. The objective of this study is to determine the effect between independent and dependent variables. This research includes two types of variables: independent variable (X) and dependent variable (Y). Rally Coach Strategy is an independent variable (X), while dependent variable (Y) is writing skill focus on descriptive text. Scott W. describes the independent variable as "the variable is systematically controlled by the researcher to determine the effect of these variables." By systematically changing the independent variable and keeping all other variables constant. The researcher believes any change in dependent variable—the outcome the researchers are measuring is actually due to the effect of the independent variable".[31] It means the independent variable is a controlling variable that affects the dependent variable in research.

Writing is one of the four primary skills in the English subject. Many students consider writing a difficult skill to learn it because of its many aspects, including content, organization, grammar, vocabulary, and mechanics. In addition, writing is a productive skill in the English language because it not only requires knowledge and theories but also ideas in the process. The students' problem faced in

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[31] Scott W. Vanderstoep and Deirdre D. Johnston, *"Research Methods for Everyday Life"*, (San Francisco: Jossey-Bass, 2009), p. 35

class is they lack writing skill. It is because they have difficulty organizing ideas in their writing process; they also have low English grammar and have limited vocabulary mastery. More deeply, in writing, one type of written text the students must learn is descriptive text. Thus, teachers need to use the right strategy to solve it.

There are numerous strategies available for teaching writing. This research applies rally coach strategy to teach descriptive text at the eight grade of SMP IT Bina Insani Metro. The researcher assumes if a teacher uses the rally coach strategy, the students will be easier to develop their ideas and participate actively in the classroom.

If the rally coach strategy is effective in teaching descriptive writing, it can have a positive influence on the students' descriptive writing skill. However, if the rally coach strategy for teaching descriptive writing skill is ineffective, it can not influence students' descriptive writing skill.

2. Paradigm

Paradigm is the correlation pattern among the variables will be research. Furthermore, based on theoretical framework above, the researcher describes the paradigm as follows:

Figure 1

The Description of the Research Paradigm
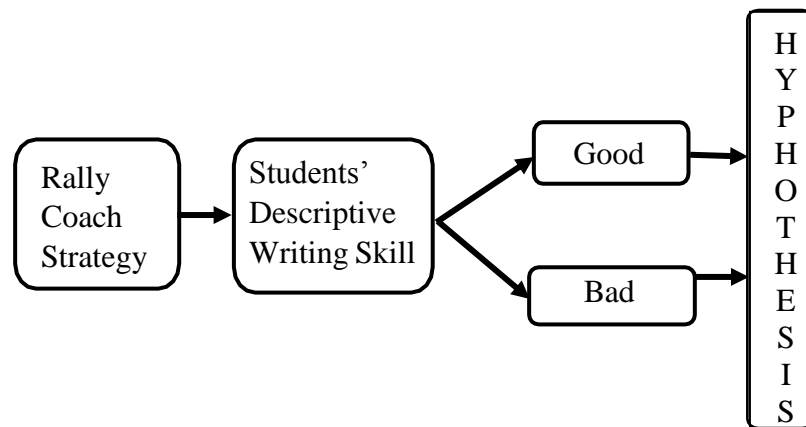
Based on the figure above, if the score students' descriptive writing skill and rally coach strategy are good. So, there is a positive and significant influence towards the students' descriptive writing skill. On the other hand, if the score students' descriptive writing skill and the use of rally coach strategy are bad. So, there is no positive and significant influence of using the rally coach strategy towards the students' descriptive writing skill.

D. Hypothesis

Hypothesis is a prediction made by researchers about an expected relationship between variables in quantitative research.[32] Based on theoritical framework and paradigm, there are two kinds of hypothesis of this research can be formulated as follows:

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[32] John W. Creswell, "*Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*", (The United States of America: Sage Publications, 2009), P. 132

1) Alternative Hypothesis (H_a)

   There is a positive and significant influence of using rally coach strategy towards the students' descriptive writing skill at the eight grades of SMP IT Bina Insani Metro.

2) Null Hypothesis (H_0)

   There is no positive and significant influence of using rally coach strategy towards the students' descriptive writing skill at the eight grades of SMP IT Bina Insani Metro.

CHAPTER III

RESEARCH METHOD

A. Research Design

According to Creswell, research design is a particular step in the research process, including writing reports, analyzing data, and collecting data.[1] The researcher used a quantitative research methodology to investigate whether there is any positive and significant influence of rally coach strategy on students` descriptive writing skill. Mujis states quantitative research is a type of research which functions to explain phenomena by collecting numerical and analyzing by using mathematically-based methodologies, particularly statistics.[2] The researcher decides this research using quantitative because it uses numerical data taken from the students.

Donal Ary identifies three types of experimental designs, namely pre-experimental, true-experimental, and quasi-experimental.[3] The design of this research is quasi-experimental. In quasi experiments, the researcher used control and experimental groups, but does not use a randomly allocate individuals to these groups.[4] A quasi-experiment is a category of research design that seeks to establish a cause-and-effect relationship.

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[1] John W. Creswell, *"Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research", (Lincoln: New York,2012) , p.20.*

[2] Daniel Mujis, *"Doing Quantitative Research in Education"* (London: Sage Publication, 2004) , p.1.

[3] Donald Ary. *"Introduction to Research In Education".* (USA: Wadsworth. Cengage Learning.2010), p.302

[4] John W. Creswell, *"Research Design Qualitative, Quantitative and Mixed Methods Approaches",* (Calivornia: SAGE Publications inc, 2014).

In this research, the researcher used a Quasi Experimental Design, a type of Non-equivalent Control Group Design. The non-equivalent group design is a commonly used experimental design in educational research. It involves an experimental group and a control group, both of which are given a pre-test and a post-test.[5] The researcher used two groups, namely the experimental group and the control group. The experimental group conducted a pre-test, followed by treatment using rally coach strategy, and finally completed a post-test. In contrast, the control group does not receive treatment using rally coach strategy. This research can be design as follows:

Table 3
Research Design Non-Equivalent Control Group Design[6]

Class	Pre-test	Treatment	Post-Test
Experimental Class	O_1	X	O_2
Control Class	O_1		O_2

Source from John W. Creswell in Research Design: Qualitative, Quantitative and Mixed Methods Approaches

O_1 : Pre-test

O_2 : Pos-test

X   : Treatment by using Rally Coach Strategy

Based on the design above, the researcher investigated whether there is a positive and significant influence of using rally coach strategy towards the students` descriptive writing skill of eight grades at SMP IT Bina Insani Metro.

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[5] Ranjit Kumar, "*Research Methodology: A Step-by-Step Guide for Beginners, 3th ed.*" (London: SAGE Publications. inc., 2011). 94.
[6] *Ibid.*p.150

B. Operational Definition of Variables

According to John W. Creswell, variables are attributes or characteristics of individuals or organization can be measured or observed and vary among the individuals or organization being studied.[7] Based on the statement above, this research involves two variables: Rally Coach as an independent variable and writing skill as a dependent variable.

The two variables above can be defined as follows:

1. Independent Variable

The independent variable is a variable probable to cause, influence, or affect the outcome. It is also known as the treatment, manipulated, antecedent, or predictor variable.[8] It indicates the variable has an effect on the dependent variable. The independent variable (X) in this research is Rally Coach Strategy. It can be measured by using observation with the following indicators:

a. Students are able to finish writing English descriptive text in rally coach strategy.

b. Students are able to express their idea in writing English descriptive text by using rally coach strategy.

2. Dependent Variable

The dependent variable refers to the variables are influenced or affected by the independent variable.

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[7] John W. Creswell, *"Research Design "*(Los Angles : Sage,2009) p.235.
[8] John W. Cresswell, *"Research Design: Qualitative, Quantitative, and Mixed Methods Approaches"*, (Sage Publication, USA Inc., 2003), p. 94

The dependent variable (Y) in this research is Writing Skill. This research focuses on writing descriptive text, which is evaluated by written test. Regarding the dependent variable in this research, the indicators that students should achieve in writing descriptive texts are as follows:

a. Students are able to write English descriptive text.

b. Students able to use content, organization, vocabulary, grammar, mechanics in English.

C. Population, Sample and Sampling Technique

1. Population

Creswell defines population as a group of persons who have the same characteristic.[9] The population of this research is all of eight grades of SMP IT Bina Insani Metro. There are 70 students divided into three classes. The classes are class VIII A, VIII B, and VIII C.

2. Sample

Sample is a small proportion of population selected for observation and analysis. The sample of this research was taken from two classes as experimental class and control class. The experimental class is VIII B class consist of 20 students and the control class is VIII A consist of 20 students.

3. Sampling Technique

The sampling technique is commonly used to obtain a representative sample. The researcher used Cluster Random Sampling. In cluster sampling, the sample unit contains groups of elements (clusters) and

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[9] John W. Creswell, "*Educational Research: Planning, Conducting*", p. 142.

not individual members or items in the population. In addition, This technique is used to determine a sample with the same characteristics. It means each member of the population has an opportunity to become a sample, the researcher used class VIII-A as experimental and class VIII-B as class control class.

D. Data Collection Technique

The data collection technique in this research involved two steps.

1. Test

The valid data can be obtained through several kinds of data collection methods, one of them is test. In general, the test is usually performed by using element of the survey and determining how it works. There were two tests used in this research, as follows:

1) Pre-test.

A pre-test was given to both the experimental and control classes before the treatment to measure students' descrptive writing skill. The experimental and control groups received the same pre-test. In this case, the researcher asked the students to take a written test.

2) Post-test.

After implementing treatment, the researcher give a post-test to both the experimental and control class to know significant different between experimental class and control class in the score.

So, it can indicate whether applying the rally coach strategy is effective on students` descriptive writing skill.

2. Observation

Observation is used in both quantitative and qualitative. In quantitative research, the purpose of observation is to determine the extent to which a particular behavior(s) is present.[10] It is used to get data about learning process, learning facilities, and students' activities such as students's writing skill, students's vocabulary mastery, and students's good participation. The students' s activities are observed by the observer. The observation in this research is used to observe the student's participation during the lesson when the researcher tries to apply Ray Coach Strategy.

3. Documentation

Documentation refers to gathering information from written sources, such as books, publications, regulations, meeting notes, and daily reports. The researcher gathers information:

1) The researcher used documentation to gather detailed information on students' writing skill at the VIII-A and VIII-B clasess of SMP IT Bina Insani Metro that obtained from the English Teacher.

2) The documentation of the conditions of the teachers, official staff, and students of SMP IT Bina Insani Metro.

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[10] Donal Ary, *Introduction to Research*, p. 216

E. Research Instrument

An instrument is a tool used in research methods. The research instrument in this research was in the form of a test, which is explained as follows:

Instrument Blueprint

To collect data related to the research topic, the researcher design the use of predetermined indicators. In addition, the researcher used Pre-test and Post-test instruments.

To find out students' writing skill, the researcher measured their writing skill by asking them to create descriptive text. The researcher asked the students to create a simple composition which is determined. Moreover, the researcher used a test instrument to take the scale of instrument which the standard of the score writing test as follows:

Table 3

The Instrument Blueprint

No.	Variables	Indicator	Measurement
1.	Variable X (Rally Coach Strategy)	- Student are able to finish writing English descriptive text in rally coach strategy. - Students are able to express their idea in writing English descriptive text by using rally coach strategy.	Observation
2.	Variable Y (Writing Skill)	- Students are able to write Engish descriptive text. - Students are able to use content, organization, vocabulary, grammar, mechanics in English.	Writing Test (Composing a Descriptive Text)

F. Data Analysis Technique

To investigate whether there is any significant influence of using rally coach strategy on students' descriptive writing skill at the eight grades of SMP IT Bina Insani Metro, the researcher used an Independent sample T-Test via SPSS to analyze the data from the control and experimental groups. Before employing the t-test, it is essential to find the homogeneity and normality values of the data. The normality is necessary to determine whether the data is normally distributed. After the normality test, the homogeneity test is required to determine whether the data are homogeneous.

1. **Normality Test**

Normality refers to calculating the probability that a sample is selected from the normal population. After collecting data, the researcher conducted a normality test. To conduct the normality test, the researcher used Shapiro-Wilk test. These test compare the scores in the sample to a normally distributed set of scores with the same mean and standard deviation.

2. **Homogeneity Test**

After the normality test, the researcher proceed with the homogeneity test. Homogeneity testing is a statistical technique used to assess whether two or more data samples are from populations with the same variance. The researcher will conduct homogeneity test by using Levene test in SPSS. The Levene test to evaluate the null hypothesis has the same variances between groups.

3. Hypothesis Test

Hypothesis is created to test the logical or empirical outcome of research. A hypothesis helps to explain the research problem and purpose, predicting the study's expected outcomes.[11] To test the hypothesis, the researcher used an independent sample t-test. The independent sample T-test is a statistical test in SPSS comparing the means of two groups to find out the influence of variables.

Independent Sample T – Test Guidelines:

a. If the probability or Sig. < α (0.05), then the null hypothesis (Ho) is rejected.

b. If the probability or Sig. > α (0.05), then the null hypothesis (Ho) is accepted.

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[11] Shanti B. Mishra and Shashi Alok, "*Handbook of Research Methodology*", (New Delhi: Educreation Publishing, 2017), p. 7.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The Brief History of SMP IT Bina Insani Metro

SMP IT Bina Insani Metro was established in Metro City on April 1, 2011. It is the first integrated Islamic junior school in Metro, founded by the Para Juara Lampung Foundation. The school has the motto, "The school of champions and hunters: students who become capable individuals in each field and bring benefits to people's lives." The first headmaster who led the school was Ismanto, S.Pd, and the current headmaster is Suwanda, S.E.Sy.

b. Vision and Mission of SMP IT Bina Insani Metro

1) Vision

To create human resources that are "Pious, Leaders, Professionals, and Lovers of the Qur'an."

The purpose of this vision is to develop students into a generation of faith and piety to Allah SWT, have good intelligence and master technology and information, noble morals in their interactions, and the ability to turn challenges into opportunities.

2) Mission

a) Providing a conducive, competitive and fun in condition in learning and memorizing Al-Qur'an.

b) Providing opportunities and facilities for school members to develop a habit of worship.

c) Providing training for teachers on a regular and continuous basis in teaching skill and deepening their understanding of various subjects.

d) Implementing active, innovative, creative, effective, and fun learning.

e) Nurturing a culture of healthy competition in the development of character, potential, and competence among all school members.

f) Training students to be confident in competing and to express their opinions in class and in public.

g) Fostering polite habits, manners, and morals in everyday life.

h) Encouraging every member of the school to produce work and appreciate each other's contributions.

i) Facilitating activities that can enhance the mental attitude and entrepreneurial skills of the entire school community.

c. School Identity of SMP IT Bina Insani Metro

Name of School : SMP IT Bina Insani
NPSN : 69787371
Address : Jl. Dr. Soetomo, Kel. Purwoasri, Kec. Metro Utara, Kota Metro, Lampung.
Postal Code : 34117
Website : mailto:smpit.binainsanikomet@yahoo.co.id
Status : Accredited

d. Quantity of SMP IT Bina Insani Metro

The number of students at SMP IT Bina Insani Metro is 197,

which can be identified as follows:

Table 4.2
Student data at SMP IT Bina Insani Metro 2024

No.	Class	Male	Female	Amount
1	VII	33	30	63
2	VIII	35	35	70
3	IX	39	24	63
Total			**197 students**	

Source: Documentation of SMP IT Bina Insani was taken on November, 2024

2. Description of Research Data

a. Pre-Test Result

The researcher conducted a pre-test on October 29th, 2024. The

pre-test aimed to measure the students' descriptive writing skill before

the treatment was given. The pre-test used in this research was a

written test. The researcher asked the students to write a descriptive

text about their chosen topic. The results of the pre-test can be

identified as follows:

Table 4.3
The Pre-Test Result Score of Experimental Class

No	Name	Score
1	ASR	49
2	AR	50
3	AAZ	54
4	ANN	58
5	BF	74
6	CSN	64
7	FNRA	57
8	LK	64
9	LAM	55
10	LAA	56
11	LMW	71
12	NAC	73

13	NYR	61
14	NA	53
15	NNK	56
16	QA	61
17	SZA	59
18	SAP	60
19	THA	50
20	WM	55
	Total	**1.180**
	The highest score	**74**
	The low score	**49**
	Average	**59**

The test was followed by 20 students. The highest score was 74 and the lowest score was 49 with the total score 1.180 and average 59. Below is the data results of pre-test experimental class:

Table 4. 4
The Pre-Test Result of Experimental Class

No	Score	Frequency	Percentage%
1	≥ 73	2 Students	10%
2	≤ 73	18 Students	90%
Total		20 Students	100%

Based on the table above, there were 2 students who passed from 73 as the Minimum Mastery Criteria (MMC). Therefore, it can be concluded the student's writing skill are low. The following is how the data would appear if this data were presented in a graph:

Graph 1
Frequency of Students Score in Pre-test (Experimental Class)
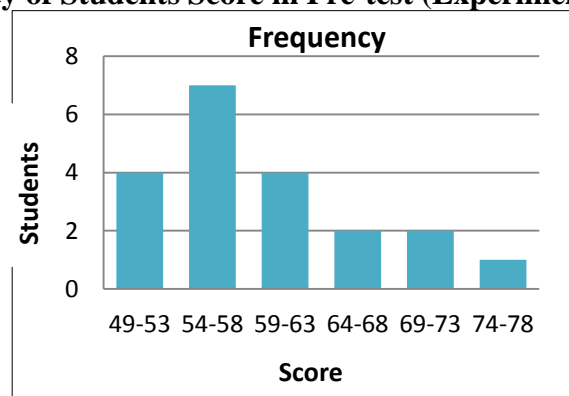
Referring to the frequency distribution graph above, the results of student scores on the pre-test (Experimental Class) showed 4 students achieved scores between 49-53. In addition, 7 students achieved scores between 54-58, 4 students with scores between 59-63. Moreover, 2 students who scored between 64-68, 2 students who scored between 69-73, and only 1 student achieved score 74-78. From these data, it can be seen the students' achievements in pre-test (Experimental Class) was classified as unsatisfactory.

Table 4.5
The Pre-Test Result Scores of Control Class

No.	Name	Score
1	AFW	73
2	ARR	59
3	AP	58
4	AHA	60
5	ARZ	53
6	AZT	63
7	AB	55
8	BSA	57
9	DSM	51
10	EAS	57
11	HSI	56
12	MAF	55
13	MFA	58
14	MNAS	56
15	MNA	77
16	MRA	57
17	MIF	72
18	PAW	52
19	PRTS	63
20	RFA	63
	Total	**1197**
	The highest score	**77**
	The low score	**51**
	Average	**59.85**

The test was followed by 20 students. The highest score was 77 and the lowest score was 51 with the total score 1.197 and average 59.85. Below is the data results of pre-test control class:

Table 4.6
The Pre-Test Result of Control Class

No	Score	Frequency	Percentage%
1	≥73	2 Students	10%
2	≤73	18 Students	90%
Total		20 Students	100%

Based on the table above, there were 2 students who passed from 73 as the Minimum Mastery Criteria (MMC). Therefore, it can be concluded the student's writing skill are low. The following is how the data would appear if this data were presented in a graph:

Graph 2
Frequency of Students Score in Pre-test (Control Class)
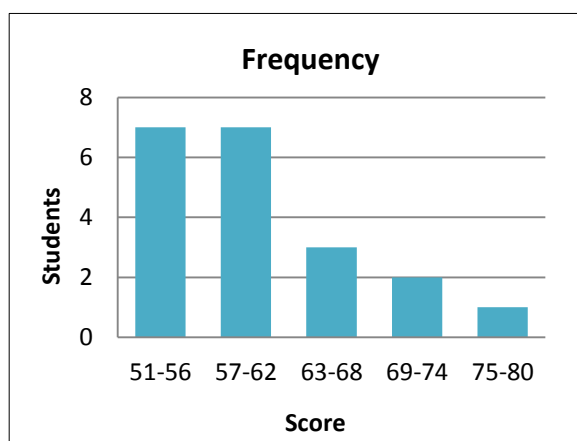
Referring to the frequency distribution graph above, the results of student scores on the pre-test (Control Class) showed 7 students achieved scores between 51-56. In addition, 7 students achieved scores between 57-62, 3 students with scores between 63-68, 2 students who scored between 69-74, and only 1 students achieved

scored between 75-80. From these data, it can be seen that students' achievements in the pre-test (Control Class) was classified as unsatisfactory.

b. Post-Test Result

The researcher conducted post-test on November 7th, 2024. The post-test was administered to measure the students' descriptive writing skill after treatment (rally coach strategy) had been given. The post-test used in this research was also a written test. The researcher asked the students to write a descriptive text about their chosen topic. The results of the post-test can be identified as follows:

Table 4.7
The Post-Test Result Score of Experimental Class

No	Name	Score
1	ASR	56
2	AR	58
3	AAZ	73
4	ANN	68
5	BF	85
6	CSN	74
7	FNRA	71
8	LK	75
9	LAM	79
10	LAA	68
11	LMW	80
12	NAC	83
13	NYR	87
14	NA	68
15	NNK	65
16	QA	74
17	SZA	77
18	SAP	61
19	THA	75
20	WM	64
	Total	1441
	The highest score	**87**

|	The low score	56
	Average	72.05

The test was followed by 20 students. The highest score was 87

and the lowest score was 56 with the total score 1.441 and average 72.05.

Below is the data results of post-test experimental class:

Table 4.8
The Post-Test Result of Experimental Class

No	Score	Frequency	Percentage%
1	≥ 73	11 Students	55%
2	≤ 73	9 Students	45%
Total		20 Students	100%

Based on the table above, there were 11 students who passed

from 73 as the Minimum Mastery Criteria (MMC). As a result, the

student's writing skill scores were classified as improved in the post-test.

The following is how the data would appear if this data were presented in

a graph:

Graph 3
Frequency of Students Score in Post-test (Experimental Class)
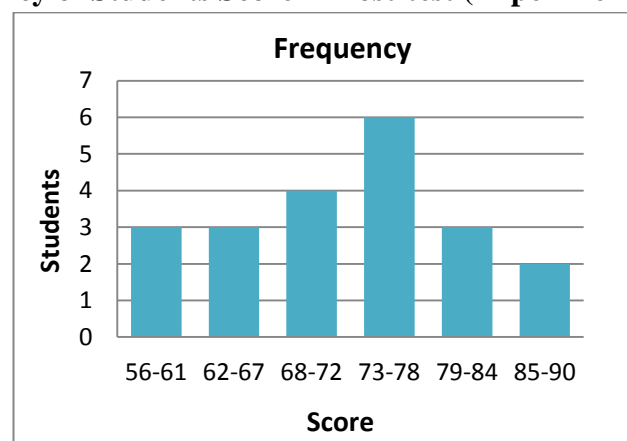
In accordance with the frequency distribution graph above, the

results of student scores on the post-test (Experimental Class) show

that 3 students achieved scores between 56-61. In addition, 3 students achieved scores between 62-67, 4 students with scores between 68-72. Moreover, 6 students scored between 73-78, 3 students scored betwen 79-84 and 2 students scored between 85-90. From these data, it can be seen the students' achievements in the post-test (Experimental Class) was classified as satisfactory.

Table 4.9
The Post-Test Results of Control Class Students' Writing Skill

| No	Name	Score
1	AFW	78
2	ARR	60
3	AP	58
4	AHA	75
5	ARZ	55
6	AZT	66
7	AB	68
8	BSA	68
9	DSM	57
10	EAS	53
11	HSI	58
12	MAF	63
13	MFA	73
14	MNAS	60
15	MNA	83
16	MRA	64
17	MIF	79
18	PAW	61
19	PRTS	71
20	RFA	69
	Total	**1319**
	The highest score	**83**
	The low score	**53**
	Average	**65.95**

The test was followed by 20 students. The highest score was 83 and the lowest score was 53 with the total score 1.319 and average 65.95. Below is the data results of post-test control class:

Table 4.10
The Post-Test Result of Control Class

No	Score	Frequency	Percentage%
1	≥73	5 Students	25%
2	≤73	15 Students	75%
Total		20 Students	100%

Based on the table above, there were 5 students who passed from 73 as the Minimum Mastery Criteria (MMC). As a result, the student's writing skill scores were classified as improved in the post-test. The following is how the data would appear if this data were presented in a graph:

Graph 4
Frequency of Students Score in Post-test (Control Class)
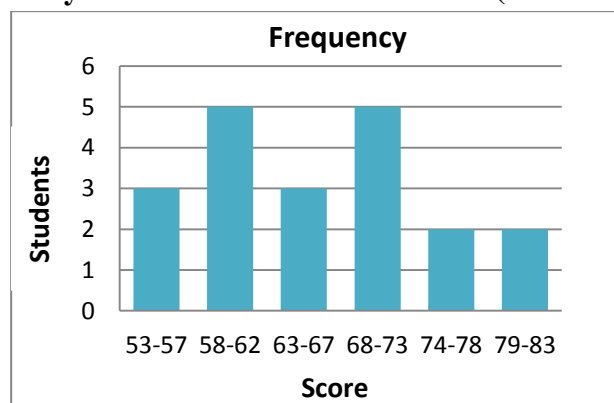
In accordance with the frequency distribution graph above, the results of student scores on the post-test (Control Class) shows that 3 students achieved scores between 53-57. In addition, 5 students achieved scores between 58-62, 3 students with scores between 63-67. Moreover, 5 students scored between 68-73, 2 students with score 74-78 and 2 students scored between 79-83. From these data, it can be

seen the students' achievements in the post-test (Control Class) is still

unsatisfactory.

c. **Normality Test**

Before processing data using the Independent Sample T-test,

the researcher tested students' scores with normality test. The

normality test determines whether a sample is representative of the

normal population. The results of normality test are presented in the

following table:

Table 4.11
The Normality Test Result

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Descriptive Text	Post-Test Experimental Class	.094	20	.200[*]	.980	20	.930
	Post-Test Control Class	.119	20	.200[*]	.962	20	.595
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Based on the table of normality test results, the Sig. values for

the Experimental and Control groups are greater than 0.05

(Experiment: 0.930 and Control: 0.595). In statistical concepts, data

can be considered normally distributed if the Sig. value >0.05.

Therefore, it can be concluded the data in this research is normally

distributed.

d. **Homogeneity Test**

After conducting the normality test, the next step involved

testing the data for homogeneity. The researcher conducted a

homogeneity test utilizing SPSS, applying the Levene test to check

the hypothesis which the variances in different groups are equal. The results of the homogeneity test are presented in the table below:

Table 4.12
The Homogeneity the Result

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
Descriptive Text	Based on Mean	.005	1	38	.944
	Based on Median	.016	1	38	.899
	Based on Median and with adjusted df	.016	1	37.455	.899
	Based on trimmed mean	.006	1	38	.941

The homogeneity test results reveal the Sig. values for all measures (mean, median, median with adjusted df, and trimmed mean) are above 0.05, specifically (0.944, 0.899, 0.899, and 0.941, respectively). According to statistical convention, if the significance value >0.05, then the data in this research can be regarded as homogeneous. Consequently, it can be inferred that the data in this research are homogeneous.

e. **Hypothesis Testing**

The findings from the normality and homogeneity tests show the data is both normal and homogeneous. Therefore, the process of hypothesis testing can proceed with the Independent Sample T-test utilizing SPSS 25.0. The subsequent results from the Independent Sample T-test conducted using SPSS are presented below:

Table 4.13
T-Test Group Statistics

Group Statistics		N	Mean	Std. Deviation	Std. Error Mean
	Class				
Descriptive Text	Post-Test Experimental Class	20	72.05	8.630	1.930
	Post-Test Control Class	20	65.95	8.532	1.908

ased on the data presented, the average post-test score of students in the experimental class was 72.05, while the average post-test score of students in the control class was 65.95.

Table 4.14
The SPSS Computation Result about the Influence
of Rally Coach Strategy Toward Students` Descriptive Writing Skill

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Descriptive Text	Equal variances assumed	.005	.944	2.248	38	.030	6.100	2.713	.607	11.593
	Equal variances not assumed			2.248	37.995	.030	6.100	2.713	.607	11.593

Referring to the table, it can be seen the Sig.(2-tailed) value is 0.030. This means Sig.(2-tailed) <0.05, so (Ha) is accepted and (Ho) is rejected. To put it another way, there is any a positive and significant influence of Rally Coach Strategy on the Students' Descriptive Writing Skill at the Eight Grades of SMP IT Bina Insani Metro.

B. **Discussion**

In this research, there are two variables consisting of independent variable and dependent variable. Independent variable (X) is Rally coach strategy and dependent variable (Y) is writing skill in descriptive text. The researcher found the problems on the students` writing skill. Writing skill is an ability to express an idea, opinion and feeling to others through writing.[1] In addition, writing is not only a matter of expressing ideas in written form but also concern with grammar mastery, vocabulary mastery, knowledge about punctuation and so on. In line with Heaton states writing skill is more complex and difficult to teach, requires mastery not only grammatical and rhetorical devices but also of conceptual and judgment.[2] The theory aligns with the research finding, which showed most of students feel difficult to organize their idea in writing process. Thus, based on the problem, the researcher used rally coach strategy on the students` descriptive writing skill, allowing student can be interaction and share information and ideas with their friends about the material.

The researcher found in the pre-test students had difficulty to create paragraphs that were coherent and relevant to the topic, but after implementation of rally coach strategy on students' writing skill, in the post-test. Students were better able to construct relevant paragraphs, demonstrating enhanced skills in organizing their thoughts and aligning them with the topic. This finding aligns with Ada Rigacci's assertion rally coach fosters "equal

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[1] Saleh Abbas, *Effective Indonesian Language Learning in Elementary Schools,* (Jakarta:Ministry of National Education. 2006).

[2] J.B Heaton, *Writing English Language Test*., 135

participation and simultaneous interaction."[3] By working collaboratively, students engaged in meaningful exchanges of ideas and feedback, which enabled them to refine their content and develop stronger writing skill.

Additionally, Melissa Kelly's findings rally coach encourages students to be more open to feedback from their friends.[4] This theory aligns the study's findings, which show students more comfortable share their ideas with friends than with the teacher. The comfort of peer interaction stems reduces the fear of judgment or criticism, making students more willing to express their thoughts, ask questions, and accept constructive feedback. Thus, the study reinforces the effectiveness of rally coach in creating a supportive learning environment, making it easier for students to share and refine their ideas collaboratively.

Based on the findings, there was a significant improvement in students' writing skill following the implementation of rally coach strategy. Before treatment, students' writing skill in the five key components of writing (content, organization, vocabulary, grammar, and mechanics) were lacking. Their work often demonstrated limited development of ideas, poor sentence structure, and frequent errors in grammar and mechanics. However, after the treatment, students showed progress. The improvement was particularly evident in "content", where students began to express clearer, more organized ideas with logical flow. In terms of "organization", their paragraphs exhibited

[3] Ada Rigacci, *Cooperative Learning:Five Strategies for Classroom*,(Berlin:K-Verlag. 2020).

[4] Melissa Kelly, "*The Essential 5: A Starting Point for Kagan Cooperative Learning*", International Journal of Teaching and Learning in Higher Education,Vol. 5 No. 9 (2017): 55-62.

better structure, including well-crafted introductions, cohesive body paragraphs, and clear conclusions. More deeply, students' "vocabulary" became more precise and appropriate, reflecting a deeper understanding of word choice in context. Most importantly, there was a notable enhancement in "grammar" and "mechanics", as students produced fewer errors in subject-verb agreement, punctuation, capitalization, and spelling. This result is in line with the study of Robyn Gillies and Asad Khan, this strategy allows students to improve their grammar, sentence fluency, organization, and overall writing quality in a supportive, engaging learning environment.[5] Through peer collaboration and active engagement, students were able to refine their grammar, achieve greater sentence fluency, and enhance the overall organization and quality of their writing. The supportive and engaging nature of the rally coach strategy created a safe space for students to experiment, make mistakes, and receive constructive feedback, fostering a deeper understanding of the writing process.

Moreover, this research is also relevant with Robert E. Slavin stated strategies like rally coach align with cooperative learning, fostering peer support and enhancing academic outcomes, especially for low-achieving students. [6] This can be seen in the pre-test results, where the average score in the experimental class was 59, while the control class scored an average of 59.85. After the treatment was applied, there was a significant difference

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[5] Robyn Gillies and Asad Khan,. "*Promoting reasoned argumentation, problem-solving, and learning during small-group work"*. Cambridge Journal of Education, 38(3), (2008). 377–393.
[6] Robert E. Slavin, *"Cooperative Learning",* Journal of Educational Psychology, Vol. 50, No. 2, (1980):315-342.

between the post-test scores of the experimental and control classes. The experimental class, which utilized the rally coach strategy, achieved an average score of 72.05. Conversely, the control class, which did not use rally coach strategy, achieved an average score of 65.95. This indicates that the descriptive writing skill of students in the experimental class improved significantly after give rally coach strategy. The results showed the Sig. (2-tailed) value was 0.030, which is < 0.05. Thus, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. This findings indicatad there is any influence of using rally coach strategy towards students` descriptive writing skill.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher's findings in this study demonstrate rally coach strategy is one of the strategies for writing skill, and it is one of the strategies for the students can write all their ideas and can improve the students' descriptive writing skill. It can be seen from the test result of Independent Samples Test with probability significant value (2-tailed) $< \alpha$ 0.05 (Ha) is accepted and (Ho) is rejection. If the significance value (2-tailed) >0.05 (Ha) is rejected and (Ho) is acceptance. The above test obtained Sig (2-tailed) value of 0.030. It is clear that if probability or Sig $< \alpha$ (0.05). Thus, the use of rally coach strategy significantly and positively influenced the students' descriptive writing skill of eight grades SMP IT Bina Insani Metro.

B. Suggestion

Based on the findings of the study, the researcher provides some suggestions for the students, the teacher, and the headmaster as follows:

1. For the Students

    Students should be more active participate in learning English by using rally coach strategy and pay more attention to the use of grammar and punctuation in their writing. If they do not understand the lesson delivered by their teacher, they can ask the teacher.

2. For the Teacher

It is suggested for the e English teacher to use Rally Coach because this strategy is effective strategy for teaching writing, especially in descriptive text, to ensure that students can participate more fully in class and better understand the material delivered.

3. For the Headmaster

It is recommended to headmaster observe and support the teacher in using rally coach strategy in the learning process because it could teach the students descriptive writing skill and the students to be more active in the class.

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APPENDICES

ALUR TUJUAN PEMBELAJARAN (ATP)
FASE D (KELAS VIII) SMP IT BINA INSANI METRO
MATA PELAJARAN : BAHASA INGGRIS

Mata Pelajaran	:	**BAHASA INGGRIS**
Satuan Pendidikan	:	**SMP IT BINA INSANI METRO**
Fase D, Kelas / Semester	:	**VIII (Delapan) / 1 & 2**
Tahun Pelajaran	:	**2024/2025**

CAPAIAN PEMBELAJARAN MATA PELAJARAN BAHASA INGGRIS
Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris.

Elemen Menyimak – Berbicara
Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.
By the end of Phase D, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses.

Elemen Membaca – Memirsa

Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.

By the end of Phase D, students independently read and respond to familiar and unfamiliar texts containing predictable structures and familiar vocabulary. They locate and evaluate main ideas and specific information in texts of different genres. These texts may be in the form of print or digital texts, including visual, multimodal or interactive texts. They identify the purpose of texts and begin to make inference to comprehend implicit information in the text.

Elemen Menulis – Mempresentasikan

Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.

By the end of Phase D, students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using models, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency.

No.	TUJUAN PEMBELAJARAN (TP)	MATERI	KEGIATAN	Alokasi Waktu	SUMBER BELAJAR
			SEMESTER 1		
1.	1.1 Talk about personal experiences in the past; 1.2 Identify speciic information about personal experiences; 1.3 Write the main events of personal experiences.	**Recount Text** Chapter 1. Celebrating Independence Day	**Unit 1. The Champion of Panjat Pinang** • Section 1: Listening • Section 2: Speaking **Unit 2. Going to a Parade** • Section 1: Reading • Section 2: Viewing **Unit 3. Congratulations! You Won the Game** • Section 1: Writing • Section 2: Presenting	4 JP	• Buku Panduan Guru dan Siswa English For Nusantara Kelas VIII Kemendikbud Pusat Kurikulum dan Perbukuan. • Sumber lain yang Relevan. • Internet (Google, Youtube). • Dan Lingkungan sekitar dan Lain-lain.
2	2.1 Students can identify the structure and language features of descriptive text. 2.2 Students can explain physical and character person's, place or things. 2.3 Students can create descriptive text in English.	**Descriptive Text** Chapter 2 Kindness Begins with Me	**Unit 3. Kindness and Friendship** • Section 1: Say What You Know • Section 2: Listening • Section 3: Speaking • Section 4: Writing • Section 5: Presenting	4 JP	• Buku Panduan Guru dan Siswa English For Nusantara Kelas VIII Kemendikbud Pusat Kurikulum dan Perbukuan. • Sumber lain yang Relevan

3	3.1 Connect and sequence events in an imaginative story; 3.2 Explain characters' actions, feelings, and behavior in an imaginative story; and 3.3 Retell and rewrite an imaginative story.	**Narrative Text** Chapter 2 Kindness Begins with Me	**Unit 1. Kindness towards Differences** • Section 2: Listening • Section 3: Speaking **Unit 2. Kindness and Happiness** • Section 1: Listening • Section 2: Retelling	4 JP	• Buku Panduan Guru dan Siswa English For Nusantara Kelas VIII Kemendikbud Pusat Kurikulum dan Perbukuan. • Sumber lain yang Relevan.
4	4.1 Ask and give opinion about familiar topics around the school; 4.2 Categorise actions based on a given situation; and 4.3 Write instructions on posters.	**Procedure Text** Chapter 3 Love Our World	**Unit 1. Look Around You** • Section 1: Say What You Know **Unit 2. This is the Way** • Section 1: Listening **Unit 3. Act Now** • Section 1: Making a Poster	4 JP	• Buku Panduan Guru dan Siswa English For Nusantara Kelas VIII Kemendikbud Pusat Kurikulum dan Perbukuan. • Sumber lain yang Relevan.

Mengetahui,
English Teacher

Metro, 30 September 2024
The Researcher

Anis Shofi Aulia, S.Pd
NIP.199611252019072035

Ari Widya Wati
NPM. 2101052005

MODUL AJAR 1 BAHASA INGGRIS SMP/MTS FASE D
DESCRIPTIVE TEXT
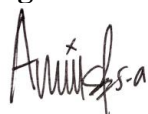
No.	INFORMASI UMUM	
1.	Nama Penyusun	Ari Widya Wati
	Nama Institusi	SMP IT Bina Insani Metro
	Tahun Penyusunan	2024
	Fase/Kelas/Semester	Fase D/VIII/1
	Elemen/Materi	Writing/Descriptive Text
	Alokasi Waktu	2 Jam Pelajaran (JP) = 2 x 40 menit = 80 menit
	Strategi Pembelajaran	Rally Coach Strategy
	Model Pembelajaran	Tatap Muka
	KOMPETENSI INTI	
1.	Fase Capaian Pembelajaran (CP)	Pada akhir fase D, siswa mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosa kata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.
2.	Profil Pelajar Pancasila yang berkaitan	1. Beriman, bertaqwa kepada Tuhan Yang Maha Esa dan berakhlak mulia. Berdo'a pada saat memulai dan mengakhiri pelajaran, serta santun dalam berdiskusi kelompok. 2. Bergotong royong. Kolaborasi: menerima dan melaksanakan tugas serta peran yang diberikan kelompok dalam membuat teks deskriptif dengan Strategi Rally Coach. 3. Kreatif. Menggabungkan beberapa gagasan menjadi ide atau gagasan imajinatif yang bermakna untuk mengekspresikan pikiran dan/atau perasaannya dalam menyusun kalimat.
3.	Tujuan Pembelajaran	1. Siswa dapat mengidentifikasi struktur dan unsur kebahasaan yang digunakan dalam teks deskriptif. 2. Siswa dapat memahami fitur bahasa yang digunakan dalam teks deskriptif seperti kata sifat (adjective) untuk menjelaskan karakter seseorang dan ciri-ciri fisik orang, tempat atau

		benda.
		3. Siswa mampu menulis descriptive text dan memahami teks deskriptif dengan benar.
4.	Pertanyaan Pemantik	1. Who is your favorite friends in the class?
		2. How does he look?
	SARANA DAN PRASARANA	
	Sarana dan Prasarana	1. Papan tulis, spidol, dan penghapus
		1. Buku ajar bahasa inggris
		2. Kamus bahasa inggris.
		3. Lembar kerja siswa.
		4. Instrumen penilaian.
	Model Pembelajaran	Pembelajaran berbasis proyek (Project-Based Learning) dengan strategi Rally Coach.
	LANGKAH - LANGKAH PEMBELAJARAN	

Apersepsi (10 menit)

- Guru membuka dengan salam, berdoa dan memeriksa absensi sebagai sikap disiplin.
- Guru mengajukan pertanyaan-pertanyaan pemantik yang berkaitan dengan materi yang akan dipelajari.
- Guru menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan dan manfaat) dari mempelajari descriptive text.
- Guru menjelaskan hal-hal yang akan dipelajari, kompetensi yang akan dicapai, serta strategi pembelajaran yang akan dilakukan.

Kegiatan Inti (55 menit)

- Guru menjelaskan tentang materi descriptive text meliputi struktur, contoh, dan language features.
- Guru membentuk siswa menjadi beberapa grup, setiap grup terdiri dari 4 siswa.
- Guru memilih siapa yang menjadi patner A dan siapa yang menjadi patner B.
- Guru memberikan Lembar Kerja Peserta Didik (LKPD) pada setiap grup.
- Patner A menulis dan patner B memandu serta memeriksa kekuratan jawaban.
- Guru mengecek hasil pekerjaan siswa dan membimbing mereka.
- Patner B bergantian menulis, kemudian patner A memandu serta memeriksa keakuratan jawaban.
- Guru memeriksa kembali hasil jawaban siswa dan membimbing mereka.

Penutup (15 Menit)

- Guru mereview ulang materi yang telah diberikan.
- Guru menutup pembelajaran dengan berdoa dan mengucapkan salam.

Penilaian Hasil Pembelajaran	
	1. Pengetahuan: Tes tertulis berbentuk soal terkait pemahaman deskriptif teks berdasarkan topik yang diberikan.
	2. Praktik: Siswa membuat teks deskriptif berdasarkan topik yang telah ditentukan.

BAHAN AJAR

Descriptive Text

Descriptive text is a text that describes a particular object (person, place or things) in detail.

Generic Structure

a. Identification: to identifiy phenomenon to be describe.

b. Description: to describes part, qualities, or characteristics of something.

Social Functions

To give information about particular entity by describing its features, history and special characteristics.

Language feature

a. The use of the adjective (an adjective) to clarify the noun, for example: a handsome man, a beautiful beach, the famous place in jepara.

b. The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.

c. Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc.

Example Descriptive Text

My Beloved Mom

Identification: My mom is a housewife. Her name is Yatmini. She was born in 1980. She is a native Javanese woman who was born and raised in Solo, Central Java. Now, she has three children.

Description: My mother is very beautiful, with dimples on her face. Furthermore, she has a good personality. She is very friendly and helpful. She also hard worker and cares about her family. Although my mother is not a person with high privileges, but for me, she is a very great person and the most meritorious in my life.

THE MEASUREMENT RUBRIC OF WRITING

Scoring Element	Scale	Quality	Description
Content	30-27	Excellent to very good	Knowledge able, substantive, etc.
	26-22	Good to average	Some knowledge of subject, adequate, range, etc.
	21-17	Fair to poor	Does not show knowledge of subject, little substance, etc.

	16-13	Very poor.	Does not show knowledge of subject, non substantive, etc.
Organization	20-18	Excellent to very good	Fluent expression, ideas clearly, stated, etc.
	17-14	Good to average	Somewhat choppy, loosely organized but main ideas stand out, etc.
	13-10	Fair to poor	Non-fluent, ideas confused or disconnected, etc.
	9-7	Very poor.	Does not communicate, no organization, etc.
Vocabulary	20-18	Excellent to very good	Sophisticated range, effective, word/idiom choice and usage, etc.
	17-14	Good to average	Adequate range, occasional errors of word/idiom, choice, usage but meaning not obscured.
	13-10	Fair to poor	Limited range, frequent errors of word/idiom form, choice, usage, etc.
	9-7	Very poor	Essentially translation, little knowledge of English vocabulary.
Grammar	25-22	Excellent to very good	Effective complex constructions, etc.
	21-19	Good to average	Effective but simple constructions, etc.
	17-11	Fair to poor	Major problems in simple complex constructions, etc.
	10-5	Very poor	Virtually, no mastery of sentence construction rule.
Mechanics	5	Excellent to very good	Demonstrates mastery of conventions Mechanics.
	4	Good to Average	Occasional errors of spelling, punctuation, etc.
	3	Fair to poor	Frequent errors of spelling punctuation, capitalization, etc.
	2	Very poor.	No mastery conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, etc.

Mengetahui,
English Teacher

Metro, 30 September 2024
The Researcher

Anis Shofi Aulia, S.Pd
NIP.199611252019072035

Ari Widya Wati
NPM. 2101052005

PRE-TEST

Name :

Class   :

Instructions: Write descriptive text based on the topic below:

1. Family
2. Friends

Answer:

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POST-TEST

Name :

Class :

Instructions: Write descriptive text based on the topic below:

1. Siblings
2. Favorite Person

Answer:

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The Result of the Students Pre-Test (Experimental Class) at the Eight Grades at SMP IT Bina Insani Metro

No.	Name	Writing Aspects					Grade
		CO	OR	VO	GR	MC	
1	ASR	13	9	13	11	3	49
2	AR	14	9	12	12	3	50
3	AAZ	17	10	11	12	4	54
4	ANN	16	13	14	11	4	58
5	BF	23	18	16	13	4	74
6	CSN	19	15	14	12	4	64
7	FNRA	14	12	16	12	3	57
8	LK	20	12	14	15	3	64
9	LAM	16	11	13	11	4	55
10	LAA	13	13	14	13	3	56
11	LMW	22	14	16	15	4	71
12	NAC	21	17	17	14	4	73
13	NYR	19	14	13	11	4	61
14	NA	13	12	13	11	4	53
15	NNK	16	11	14	13	2	56
16	QA	17	12	16	12	4	61
17	SZA	17	15	13	12	2	59
18	SAP	17	13	14	12	4	60
19	THA	14	10	11	12	3	50
20	WM	16	12	12	11	4	55
Total		337	252	276	245	70	1180
The highest score							74
The lowest score							49
Average							59

The Result of the Students Pre-Test (Control Class) at the Eight Grades at SMP IT Bina Insani Metro

No.	Name	Writing Aspects					Grade
		CO	OR	VO	GR	MC	
1	AFW	22	18	15	14	4	73
2	ARR	17	14	13	12	3	59
3	AP	13	13	15	13	4	58
4	AHA	17	15	13	11	4	60
5	ARZ	14	12	13	11	3	53
6	AZT	19	16	13	11	4	63
7	AB	14	12	14	12	3	55
8	BSA	17	12	13	12	3	57
9	DSM	13	11	12	11	4	51
10	EAS	16	14	11	12	4	57
11	HSI	17	13	12	11	3	56
12	MAF	13	14	13	11	4	55
13	MFA	17	13	14	12	2	58
14	MNAS	17	13	13	11	2	56
15	MNA	22	18	17	15	5	77
16	MRA	17	13	13	11	3	57
17	MIF	22	18	15	13	4	72
18	PAW	15	11	12	11	3	52
19	PRTS	19	15	13	12	4	63
20	RFA	17	13	16	13	4	63
	Total	**338**	**278**	**270**	**240**	**71**	**1197**
	The highest score						**77**
	The lowest score						**51**
	Average						**59.85**

The Result of the Students Post-Test (Experimental Class) at the Eight Grades at SMP IT Bina Insani Metro

No.	Name	Writing Aspects					Grade
		CO	OR	VO	GR	MC	
1	ASR	16	13	13	11	3	56
2	AR	16	12	14	12	4	58
3	AAZ	19	17	17	15	5	73
4	ANN	19	15	16	13	5	68
5	BF	25	19	18	19	4	85
6	CSN	21	18	17	13	5	74
7	FNRA	21	15	17	14	4	71
8	LK	22	17	17	15	4	75
9	LAM	22	19	18	15	5	79
10	LAA	17	15	17	15	4	68
11	LMW	22	17	18	19	4	80
12	NAC	25	17	18	19	4	83
13	NYR	25	20	20	17	5	87
14	NA	21	17	14	13	3	68
15	NNK	19	14	15	13	4	65
16	QA	22	17	17	14	4	74
17	SZA	22	17	18	15	5	77
18	SAP	17	14	14	12	4	61
19	THA	21	17	17	15	5	75
20	WM	17	13	17	13	4	64
Total		**409**	**323**	**332**	**292**	**85**	**1441**
The highest score							**87**
The lowest score							**56**
Average							**72,05**

The Result of the Students Post-Test (Control Class) at the Eight Grades at SMP IT Bina Insani Metro

No.	Name	Writing Aspects					Grade
		CO	OR	VO	GR	MC	
1	AFW	22	20	17	14	5	78
2	ARR	19	12	13	11	5	60
3	AP	15	13	15	11	4	58
4	AHA	22	18	16	14	5	75
5	ARZ	14	12	13	12	4	55
6	AZT	21	15	14	11	5	66
7	AB	22	17	14	12	3	68
8	BSA	21	17	13	12	5	68
9	DSM	16	14	12	11	4	57
10	EAS	14	12	11	12	4	53
11	HSI	17	14	12	12	3	58
12	MAF	17	14	14	13	5	63
13	MFA	21	17	17	13	5	73
14	MNAS	17	13	15	12	3	60
15	MNA	24	20	18	16	5	83
16	MRA	19	15	14	12	4	64
17	MIF	24	20	14	16	5	79
18	PAW	17	15	14	11	4	61
19	PRTS	21	17	15	13	5	71
20	RFA	21	17	14	13	4	69
Total		386	313	284	250	86	1319
The highest score							83
The lowest score							53
Average							65.95

PRE-TEST

Name   : Berliana fairus.

Class   : VIII A

Instructions: Write descriptive text based on the topic below:

1. Family ✓
2. Friends

Answer:

My father

My father's name is Juni. He ~~born~~ *was* born in Lampung He ~~date~~ ⊛ (in) 21ˢᵗ (Juny) *June*. He (have) *has* three childreen; two girl. and one boy. He ~~dont~~ have *doesn't/hasn't* father. since high school.

My father so handsome ~~boy~~ *man*. He is so kind and friendly, but not friendly in another girl !!! He is so gentleman and multitalent. My father likes joke. Sometimes, I am scared when (He) *h* *is* angry because (he) *his* voice *is loud* large. But, I love (he) *him* so much.

C : 23
O : 18
V : 16
L : 13
M : 4
_____ . t
74

80

POST-TEST

Name : Berliana farus.

Class : VIII A

Instructions: Write descriptive text based on the topic below:

1. Siblings
2. Favorite Person ✓

Answer:

My Young Sister

Hello, my name is Berliana. I have a young sister. Her name is Salma Zahirra Aya. I love call her Aya. She was born in Metro. on 21st September 2020. Now, she is 4 years old. She is third *(three)* child in my family.

Aya has *beautiful* (beattfull) brown eyes and ~~Cubby~~ Chubby cheeks. Her hair is blonde and straight. She is so funny and active girl. She always playing all day long. Ussually, she plays doll with her friends. She really loves to eat. Her favorite food is fried chicken. My mother always cook fried chicken for her. I love my (little) sister very much. Because, she is only one annoying cute girl in my ~~family~~ family.

C : 25
O : 19
V : 18
L : 19
M : 4

85

PRE-TEST

Name : M~ ALFAIAH

Class : VIII B

Instructions: Write descriptive text based on the topic below:

√ Family

2. Friends

Answer:

My Mother

My mother is so beautiful . My mother is very kind, to me. She was born in Marojototo. She has white skin, and long hair. My mom before me go to school she always gives me strong. My mother likes cook and like eat. She is 40 years old. she always gives me what I want because I am a child.

C : 13
O : 14
V : 13
L : 11
M : 4

SS

POST-TEST

Name : M. A'FALAH

Class : VIII B

Instructions: Write descriptive text based on the topic below:

1. Siblings
2. Favorite Person

Answer:

My brother friend

My friend is Raply. Raply someone unique. My friends house in Margototo. He is 13 th. He favorite food is fried Rice. Raply's hobby are playing football and running. He is my best friend in school in smp IT Bina Insani Metro.

my friend brother in school and play football. Me and friend always go holiday in Metro, me and my friend also together's whenaver. Me and rapty playing football together, holiday also always together, and go to school also, my friend is my brother.

C : 17
O : 14
V : 14
L : 13
M : 5

63

l

PRE-TEST

Name   : Fahira Nisa Ratu Andini

Class   : VIII. A

Instructions: Write descriptive text based on the topic below:

1. Family
2. Friends ✓

Answer:

ADILA

my friend so (beautiful). ~~she~~ (her) name is Adila. she is very likes cooking. she so cheerfull and my friend so smart. she very very good friends and she likes eat noodle, and she on the way 14 years old. ~~and~~ Sometimes. she ~~is~~ annaying but I still love you Adila. I hope we will always be best friend.

C · 14
O · 12
V · 16
L · 12
M · 3   +
57

POST-TEST

Name   : Fahira Nisa Ratu Andini

Class   : VIII . A

Instructions: Write descriptive text based on the topic below:

1. Siblings
2. Favorite Person ✓

My Beloved mom

Answer:

She name is Dini Setianingsih, her age 43 years old. She was born in 1981. *she* her live in metro, she has 3 children, She has I sibling, *she* her is one children in their family, and my mother is Javanese.

My mom is so beautiful. she is so smart. she likes cooking, and she likes cat. *she* her afraid snake, her is always amuse, and she is always ~~instruction~~ teach me

for be
~~for behave~~ good, she so ~~clear~~ loves children.
·person

C · 21
O · 15
V · 17
L · 14
M : 4
___
71 +

PRE-TEST

Name   : Achmad Fariesa Wijaya

Class   : VIIIB

Instructions: Write descriptive text based on the topic below:

1. Family
2. Friends

Answer:

My Friend

    I have a best Friend is Putu. He is my Classmate. He born in July 2010. He lives in Purwoasri. He hair little curly, and he is tall.

    Putu and I go to school together every day. We sit together. Putu is very dilligent. He is really good at Math. He like teach (T). He also likes playing football. Every Wonesday and Friday, we practice Fotball together. I am happy have Friend like Putu

C : 22
O : 18
V : 15
L : 14
M : 4

73

POST-TEST

Name : Achmad Fariesta Wijaya

Class : VIII B

Instructions: Write descriptive text based on the topic below:

1. Siblings
2. Favorite Person

Answer:

My Favorite teacher

I have a Favorite teacher at School, her name is Miss Anis Shofi Aaulia. People call her as Miss Anis. She is my English teacher. She is 32 years old. She is So beautiful with her glasses.

She is ~~the~~ the best teacher. ~~She is the greatest~~ She has the ability to make a subject interesting. She is a great motivator For the students. She is very disciplined. During (he) teaches us. (He) _she_ is very late or do not go to class. She is very dilligent to go to school. She also has a kind heart that makes the students love her.

C · 22
O : 20
V : 17
L : 14
M : 5

78

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4872/In.28/D.1/TL.00/10/2024
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP IT BINA INSANI
METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4871/In.28/D.1/TL.01/10/2024, tanggal 28 Oktober 2024 atas nama saudara:

Nama	:	**ARI WIDYA WATI**
NPM	:	2101052005
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KEPALA SMP IT BINA INSANI METRO bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP IT BINA INSANI METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF RALLY COACH STRATEGY TOWARDS THE STUDENTS` DESCRIPTIVE WRITING SKILL AT THE EIGHT GRADES OF SMP IT BINA INSANI METRO".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 28 Oktober 2024
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

JARINGAN SEKOLAH ISLAM TERPADU
SEKOLAH MENENGAH PERTAMA ISLAM TERPADU
SMP IT BINA INSANI METRO
"Sekolahnya Para Juara Pemburu Sukses Dunia Akhirat"
Alamat: Jl. Dr.Soetomo, Kel. Purwoasri, Kec. Metro Utara. Kota Metro
Email: smpit.binainsani_komet@yahoo.co.id / www.smpitbikomet.wordpress.com
NPSN : 69787371 / Telp (0725) 2202037

JSIT INDONESIA
Empowering Islamic Schools

No.   : 107/YPJL/SMPIT-BI/X/2024
Lamp. : -
Perihal : **Surat Balasan Penelitian**

Kepada Yth.
Wakil Dekan Akademik dan Kelembagaan
Institut Agama Islam Negeri (IAIN)
di
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Teriring salam dan do'a semoga Allah SWT senantiasa melimpahkan rahmat serta hidayah-Nya kepada kita semua dalam kehidupan ini. Amin. *Shalawat* dan salam semoga senantiasa dicurahkan atas teladan kita Rasulullah Muhammad SAW.

Berdasarkan surat nomor : B-4872/In.28/D.1/TL.00/10/2024 Wakil Dekan Akademin dan Kelembagaan Institut Agama Islam Negeri Metro tanggal 28 Oktober 2024, bahwa:

Nama   : **Ari Widya Wati**
NPM   : 2101052005
Program Studi   : Tadris Bahasa Inggris
Semester   : 7 (Tujuh)

Benar bahwa mahasiswa tersebut di atas telah mengajukan Izin Research di SMP IT Bina Insani Metro dengan Judul Skripsi **"THE INFLUENCE OF RALLY COACH STRATEGY TOWARDS THE STUDENTS' DESCRIPTIVE WRITING SKILL AT THE EIGHT GRADES OF SMP IT BINA INSANI METRO"**. Oleh karena itu, kami mengizinkan yang bersangkutan untuk melakukan Research di SMP IT Bina Insani Metro.

Demikian surat ini kami buat, untuk dipergunakan sebagaimana mestinya.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

Metro, 30 Oktober 2024
Kepala SMP IT Bina Insani

SUWANDA, S.E.Sy
NIY. 198806052020071050

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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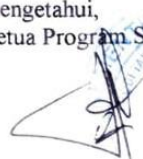
SURAT TUGAS

Nomor: B-4871/In.28/D.1/TL.01/10/2024

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama   : **ARI WIDYA WATI**
NPM   : 2101052005
Semester   : 7 (Tujuh)
Jurusan   : Tadris Bahasa Inggris

Untuk : 1. Mengadakan observasi/survey di SMP IT BINA INSANI METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF RALLY COACH STRATEGY TOWARDS THE STUDENTS' DESCRIPTIVE WRITING SKILL AT THE EIGHT GRADES OF SMP IT BINA INSANI METRO".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal   : 28 Oktober 2024

Mengetahui,
Pejabat Setempat

SUAVANDA, S.E. Sy
NIY. 198806052020071050

Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Ari Widya Wati   Program Studi : TBI
NPM : 2101052005   Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	$\frac{7}{8}$ /2024	Dr. Widhiya Ninsiana, M. Hum.	- Cover - Title Page Bab 1 - Background of Study (Grammar) - Problem Identification - Problem Limitation. Bab II - Paradigm (Grammar) - Statisches Hypothesis- "thak" Bab III - Independent Variable - Sampling Technique - Bibliography (1 spasi)	
2.	$\frac{9}{8}$ /2024	Dr. Widhiya Ninsiana, M. Hum.	- Table of Contents. Bab I - Background of Study - Problem Limitation - Prior Research (footnote)	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Ari Widya Wati
NPM : 2101052005

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
3.	13/8/2024	Dr. Widhiya Ninsiana M.Hum.	- Cover - Acknowledgement - Table of Contents Bab I - Background of Study - Problem Limitation - Theoritical Benefits	
4.	16/8/2024	Dr. Widhiya Ninsiana M.Hum.	Bab I, II, & III Penggunaan diksi kalimat.	
5.	23/8/2024	Dr. Widhiya Ninsiana M.Hum.	Bab I - Background of Study (ditambahkan descriptive text) - Prior Research. Bab II - Paradigm Bab III - Dependent Variable - Data collection technique	
6	30/8/2024	Dr. Widhiya Ninsiana, M.Hum	Acknowledgement Background of Study	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website* www.tarbiyah.metrouniv.ac.id; *e-mail* tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Ari Widya Wati   Program Studi : TBI
NPM   : 2101052005   Semester   : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
7	3/5/2024	A. Widhiya Ninsiana M. Hum.	- Instrument Blueprint	
8	6/5/24	—"—	Acc to revise	
9	25/10/24	—"—	Ace APD	
10	20/11/24	—"—	- Ditambahkan Orininahtar Penelitian - Abstrak - Acknowledgement - Data of Pre-Survey - Hyphothesis - Population and Sample.	
11	22/11/24	—"—	Acc munaqosah	

Mengetahui,
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I
NIP. 198803082015031006

Dosen Pembimbing

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001
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Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1190/In.28/S/U.1/OT.01/11/2024

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: ARI WIDYA WATI
NPM	: 2101052005
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2024/2025 dengan nomor anggota 2101052005

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 25 November 2024
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP 19750505 200112 1 002

94

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini Ketua Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan (FTIK), Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Ari Widya Wati
NPM   : 2101052005
Program Studi : Tadris Bahasa Inggris (TBI)

Tidak mampunyai peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.
Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 25 November 2024
Ketua Program Studi TBI

Dr. Much Deiniatur, M.Pd.B.I.
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Ari Widya Wati (2101052005) The Influence of Rally Coach Strategy Towards The Students' Descriptive Writing Skill at The Eight Grades of SMP IT Bina Insani Metro.docx

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The Documentation of Research Photos

➢ **Pre- Test**

➢ **Treatment**

➢ **Post-Test**

BIOGRAPHY

Ari Widya Wati, the researcher was born in Kotabumi, North Lampung, Lampung on Mei 15, 2001. She is the eldest daughter of Mr. Suparno and Mrs. Yatmini. She lives in Simpang Saprodi, Kotabumi, North Lampung.

She was enrolled her study in Kindergarten at TK Dharma Wanita in 2005 and graduated in 2007. She continued her studies at SDN 1 Abung Jayo in 2007 and graduated in 2013. In line with her focus on the studies, she continued her study at SMPN 1 Kotabumi, in 2013 and graduated in 2016. She decided to continue her study at SMKN 1 Kotabumi, and graduated 2019. In 2021, she furthered her studies in the English Education Department at the State Institute of Islamic Studies (IAIN) Metro.