A. Background of The Research

In Indonesia, English is the first foreign language to be taught in school and as a major subject for the students, starting from elementary to university students. Griffith (2004:2) states that since English becomes an international language, it has become increasingly necessary for international students to develop the language skills required to study in English, and to evolve strategies to assist this development. The government has put it in Indonesian curriculum even since 1994 (curriculum based competence) in order to achieve international standard education. It shows that English take an important role for educational sectors.

Students should master four basic English language skills; those are listening, reading, writing and speaking. Even if many students think that English is a difficult subject to be learnt. Despite the fact that English is included as one of national examination subjects. That is why the school has to know the quality of the learning of the school and how students achieve the lesson as well. Besides that, the quality of teachers, teaching technique, motivation and students’ interest also should be considered properly.
There are two kinds in delivering language that is usually used in some aspects those are spoken and written form. The writer is focusing on writing skill in this research because writing skill is more complex and difficult to teach. In the English language learning, writing takes an important part in daily life, it can be used as media to interact, sharing experience and to communicate each other.

According to Tarigan (2008:3), writing is a productive and expressive activity, where the learners must be able to produce and express some products in written form rather than listening and reading. The product of the writing scales in the school is usually adapted from the curriculum of Indonesian language learning. According to the 2006 English curriculum for junior high school, students should be able to learn writing text in terms of genre. The one of the text genre is recount text where the students are expected to share the last experiences in written form.

Based on the description above, it is better for the teacher using an appropriate strategy to modify teaching and learning process of recount text writing in the classroom, so that the students ability will get good achievement. There are some ways in modifying teaching recount text writing in the classroom, one of the ways is implementing rally coach strategy.

The strategy will be helpful is rally coach. Rally coach is a strategy of Dr. Spancer Kagan a famous American educational psychologist. This
strategy encourages the students to engage the steps of making recount text in written form independently. By grouping the students into some groups, students will get a rule to play the strategy, each group consists of four until six students. Then, they have to take turn to coach and revise theirs friends' job in composing a recount text in written form.

In addition, Mantooth (2010:17) states that rally coach is actives engagement strategy to promote students to speak and listen to another, because of the strategy gives a chance for them to share ideas and comment on the their friend's job serialy. After that, they have to write down ideas on piece of paper after revising.

In short, rally coach will be effective in teaching recount text writing, because by writing down the answer, students can organize their thoughts and access any necessary language to share orally with their partners.

Referring the explanation above, this research chooses the topic entitled “The Effectiveness of Using Rally Coach Strategy to Teach Recount text Writing At Second Grade Of SMP Ma’arif NU 1 Cilongok, in academic year 2014/2015”
B. Reasons for Choosing the Topic

There are some reasons for choosing the topic:

1. Writing is one of language skills, which is complex and difficult to the students.

2. Writing is a productive skill, students need a strategy which can modify teaching learning process in the class in learning recount text writing.

3. Rally coach is an appropriate strategy to lead the student access necessary language and coach their partner each other in writing based on student age, ability and level.

C. The Problem of the Research

In line with the research background above, the problem of the research is: “is rally coach strategy effective to teach recount text writing at eight grade students of SMP Ma’arif 1 Cilongok or not?”

D. The Aim of The Research

The aim of the study is to find out the effectiveness of using rally coach strategy in teaching recount text writing.
E. Clarification of Terms

To understand about the title easily, the essential definitions of the research are clarified as follows:

1. Effectiveness

According to Mulyasa (2010:173), Effectiveness is comparison between degrees of attainment goal with previous arranged planning, or the comparison of the real result with planned of result.

2. Rally Coach Strategy

Rally coach is a strategy of Spanser Kagan that is used by students to do an activity in the class repeatedly while other students coach.

3. Writing

According to Nunan (2003:88), writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader.

4. Recount Text

Pardiyono (2007:63) states that recount is the text telling the reader what happened. It begins by telling the reader who was involved, what happened, where the event took place and when it happened.

5. Recount Text Writing

According to Purwanti (2013:59) Recount text writing is a text retelling the real event that has happened in the past time and written the past experiences on the paper.
F. Contribution of the Research

By doing the research, it is expected that its result can give useful contribution for:

1. The Teacher

The teacher can take advantages from the research. Teacher will have more ideas about teaching learning strategy in the class.

2. The Institution

The result of the research can be used as references for those people who want to conduct the research about teaching learning process especially in writing.