Improving Senior High School Students' Reading Comprehension through Reading Strategies Derived from Genre Based Approach

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Abstrak: *Penelitian ini bertujuan untuk melihat penerapan strategi-stategi membaca berdasarkan Genre Based Approach guna menigkatkan pencapaian nilai membaca siswa. penulis melaksanakan penelitian tindakan kelas dengan menerapkan strategi membaca berdasarkan konsep Genre Based Approach yang terdiri dari empat langkah yaitu building context of the text, modeling the text, joint construct of the text, dan independent construction of the text. Strategi-strategi membaca berdasarkan genre based approach diterapkan melalui tiga fase membaca yaitu, pre-reading phase, whilst reading phase, dan post reading phase. Hasil penelitian menunjukkan bahwa penerapan strategi membaca bisa memperbaiki proses belajar dan mengajar membaca. Simpulan ini bisa dilihat dari hasil tes membaca siswa yang menunjukkan peningkatan dari 12, 5% di siklus 1 ke 70, 8% di siklus 2 dan terakhir di siklus 3 menjadi 83, 3%. Penulis juga melakukan pengamatan dengan menggunakan (contreng) checklist terhadap strategi pengajaran dan keaktifan siswa. Hasil pengamatan menunjukkan hampir semua siswa suka strategi pengajaran guru dan sebagian besar dari siswa sudah aktif. Hasil angket menunjukkan 90% dari siswa tertarik dengan cara pengajaran guru dan 88% dari siswa tersebut aktif dalam belajar. Data tersebut juga diperkuat oleh informasi dari wawancara yang direkam terhadap 15 siswa pada tiap siklusnya. Berdasarkan hasil wawancara diketahui bahwa sebagian besar siswa mengatakan mereka tertarik dengan cara guru mengajar dan termotivasi membaca teks berbahasa Inggris*

Key words: *Students' Reading Comprehension, Genre based approach, Reading Strategies Derived from Genre Based Approach*

INTRODUCTION

It is clearly stated in the 2004 English curriculum (*Pengembangan Silabus Berbasis kompetensi SMA, Depdiknas,* 2004*)* that the purpose of teaching English is to develop students' ability in term of the four skills (listening, speaking, reading, and writing). It is expected that by the end of the learning process, students will be able to perform English in both spoken and written effectively. Therefore, in speaking, they are able to communicate with other people in the certain context of situation. Meanwhile, in writing, they are able to convey their ideas or messages through various kinds of writing products. But in fact, many students still do not possess capability to perform those skills.

In term of understanding reading comprehension, many students had difficulty in understanding various text books. The researcher assumed that it was caused by several factors. The first factor was the students' lack of vocabulary mastery. If the students didn't have enough vocabulary, of course it would be difficult for them to comprehend the reading text. The next factor was the students' lack ability of recognizing the grammar because mastering grammar was also an important problem to understand the text, such as; sentence pattern, syntax, and others. The students must be familiar with those terms. Then, it was about students' passiveness toward reading. It could be identified from their attitude toward the text they read, such as they were not curious to read and explore more details information from the text.

Finally, the last problem was related to the teacher's method of teaching reading. Usually teachers asked the students to read the entire page by reading it loudly. Then teachers explained the difficult words if there was any. If not, they asked

the students to answer certain questions which were related to the text, this way of teaching was not interesting to the students. They easily felt bored with reading because the techniques or strategies of teaching reading were not following such kind of interesting reading techniques. In the other words, teachers couldn't attract the students' interest in reading. As a result, students felt reluctant to read even didn't understand the text optimally.

In conclusion, those problems above appeared because the teacher did not apply the effective reading strategies yet in order to motivate students become active and creative in learning reading. According to Anderson (2008), to make students become active and get involved in reading activities, it is needed to teach them the various reading strategies because reading with various strategies would create students to be critical and creative readers. To solve those reading problems, the writer applied the reading strategies derived from the theory of genre based approach which could encounter the reading issues.

Reading Comprehension

Basically, the main goal of reading is comprehension of what is being read. The comprehension is an interactive process. This statement is also supported by Troyka and Joseph Wayne Theweatt (2009) who say that reading comprehension is a complex, diverse process. This opinion is in the line with Anderson (2003). She says that reading comprehension is a process that involves meaningful construction of an author's message by the use of prior knowledge, especially the knowledge of language. It means that reading comprehension as a process of negotiating, understanding between the reader and the writer. In most of cases, especially in academic setting, a reader expects a text to make sense.

Furthermore, the readers who have good reading comprehension can grasp the meaning and the organization of the writer's idea. The readers bring their previous knowledge and experience into relation with their present reading; compare the facts and arguments presented by the authors. To support this idea, Harris (1969) explains reading comprehension can be gained from several skills. They are:

a. if the students have a large amount of vocabulary
b. if the students have skill in identifying unfamiliar words
c. if the students have a good eye-movement habits
d. if the students have proper habits of posture, holding books, etc
e. if the students have speed and fluency in silent reading
f. if the students can develop oral reading skill; phrasing, expression, pitch,

Related to reading strategy, the reader should have effective reading strategies to gain the better reading comprehension. Reading strategies can be defined as "plans for solving problems encountered in constructing meaning" (Duffy in Richard & Renandya, 2002). It means that the strategy is a tool to achieve the reading goal. In other words, the goal of teaching reading strategies is to create students become strategic readers. Being strategic reader is not easy; it takes time and needs a lot of practices.

The Concept of Genre

Genre refer's to a class of communicative events such as a seminar presentation, a university lecture, or an academic essay (Paltridge, 2001). In line with that, Richards, et al (in Paltridge, 2001) describe genre as a particular class of events that are considered by a discourse community to be the same type. Example given there are prayer, sermons, conversations, songs, and speeches. From the two definitions, it can be stated that genre belongs to communicative event and has a certain community. Different discourse community would have different genre.

Further, Swales (1990) describes genre as a class of communicative events with some shared set of communicative purposes. The communicative purpose of particular genre is recognized by members of the discourse community who establish the obstacles on what is generally acceptable in terms of content, positioning, and form for a particular genre. Genre based Approach in teaching reading can arise student's awareness of social contexts that shape their reading ability. Coe (1994:7) also describes that student's awareness can be gained by asking students to specify the purpose, audience, and circumstances or their reading text and then assess their texts in relation to these factors

Types of Genre

Gerot and Wignell (1995) compile kinds of genre in a different form namely, exposition (analytical), anecdote, report, exposition, narrative, discussion, news item, procedure, explanation, and description. Then they divide those types into technical and humanities. The technical texts such as argument: metalwork, report, and so on which related to technical work or workshop. The descriptions of each genre are as follows:

a. **Narrative.** The function of this text is to amuse, entertain and to deal with actual or vicarious experience in different ways or as a reconstruction of event (Gerot and Wignell, 1995:204).

Anecdotes. The social function of anecdotes is to share an account of an unusual or amusing incident (Gerot and Wignell, 1995:202).

b. **Descriptive.** The genre is aimed at describing a particular person, place or thing.

c. **Analytical exposition.** This kind of text is used to persuade the readers that something is an important matter (Gerot and Wignell, 1995:197).

d. **Hortatory exposition**

Gerot and Wignell (1995:209) argue that hortatory exposition is kind of text that is used to persuade the readers that something should or should not be the case.

Reading Strategies derived from Genre Based Approach

Pre-reading phase

This phase functions to tap students background knowledge and to provide students with new information that will help them comprehend the passage. There are some strategies that can be done in the classroom (Stoller, 2005:2-5). They are:

1) Creating a semantic map. Before even looking at the reading material, the teacher and students can create a semantic map on the blackboard that graphically displays information within categories related to a central concept and stimulates meaningful word associations. The teacher begins the process by introducing the major theme, a major concept, or the major issue of the text. .

2) Studying the layout of the reading text. Students can be asked to preview the text title, subheadings, and/or "visual" (e.g. photograph, picture, illustrations, charts, graphs) to see if they "reveal" the main idea of the text. Students can quickly examine the layout of the text, and try to predict the contents of the text

3) Skimming for the main idea. After examining the title and heading, students can be asked to read quickly the first paragraph and the last paragraph to determine the main idea of the text. If the text contains easily identifiable information that will help students to understand the content (e.g. names of countries, times and/or dates, name of people)

4) Examining the visuals. If the selected text has charts, graphs, or figures that are fairly easy to decipher without having read the text, students can be asked to examine those visuals in order to discover the main idea of the text.

5) If the article includes vocabulary words that are likely to be new to students, these terms can be introduced before students are asked to read the passage.

Whilst-reading phase

The primary purpose of whilst reading phase is to facilitate the actual reading of the selected passage. It provides more academically oriented students to practice in activities while reading for purposes (genre).Strategies in applying this phase are highlighting the text, take notes, predict the content of the text and determine what has happened. They are:

1) Read with the specific purposes

2) The teacher can ask the students to read with a highlighter (or pen) in hand, so they can highlight the main points of the text and the answer to set of questions posed to them before reading.

3) Then students can take abbreviated notes on a separate sheet paper about the text while they are reading.

4) Teacher can ask the students to work in groups or as a class to predict what will happen next in the text. In this way, students are exposed to diverse reactions and interpretation of the text. They can work together to hypothesize the content of the rest of the reading passage.

5) The last is determining what has happened in the text. It can be done by asking the students

to read the text in "chunk". That is, students can be asked to read the text section by section, stopping at the end of each section to discuss the main idea up to that point.

Post-reading phase

Post-reading phase gives the idea to the students about reviewing, synthesizing, summarizing and reacting to selected reading text they have read. Just as it is useful to prepare students for what they read through pre-reading phase, students need to follow up on what they have read through post-reading phase. The reading strategies are:

1) Students can discuss the text with their classmate. They can discuss the main idea or specific issue from the text with a classmate, in groups or as a class. Rather than asking students to summarize main points, teacher can pose questions that will create more communicative interchange among students.
2) Generating summarize or reactions. Students can be asked to present oral or written summarize and reactions to the article utilizing information from the text.
3) The last is that students can apply information from the text to an information gap activity, problem solving activity, debate, simulation, game, role-play, etc.

Research Method

This research was a classroom action research. The action research in the language classroom is a tool for teachers and curriculum development to improve the way of teaching. It aims at increasing teachers' understanding of classroom teaching and learning process (Kemis and Mc Taggert: 1982). In the line with that, the purpose of action research is to improve the quality of teaching and learning process. In this case, the researcher wanted to improve students' reading comprehension at senior high school of Diniyyah Puteri Padang Panjang.

This research was a collaborative one. In conducting the research at second years students of Diniyyah Puteri Padang Panjang, the researcher and another English teacher became a team who worked together to do the research in teaching reading skill. The action research was conducted in three cycles. Each cycle consisted of four to five meetings. Every meeting was similar to two

hours (2x40 minutes). So there were twelve-thirteen meetings during research process.

The procedures

The Cycles are dealing with these three steps:

1. Plan

In plan step, the researcher had known the problems of teaching reading. They were students' passiveness and teacher's teaching strategies. Based on these problems, the plan activities were:

a) Designing class room reading activities which might be done to complement the reading strategies derived from genre based approach
b) Making a copy of the narrative text to the students
c) Distributing the copy of narrative text entitled *The Golden Eggs* to the students

2. Action

The action activities in cycle 1 were:

a) Introduction. The teacher warmed up the class by greeting and attracting students' interest
b) The teacher distributed the copies of reading text to each students
c) The teacher implemented the reading strategies derived from genre based approach in three reading phases: pre-reading, whilst-reading and post reading
d) The teacher divided the students into groups of six. Each group was led by one student as a group leader
e) The teacher monitored the group discussion by walking around the class

3. Observation

a) Other teacher observed the researcher while she was implementing the reading strategies
b) Other teacher did the checklist to know how many students were active, what the students activities were, and how the students worked in the group
c) The team observed the students during the process of learning reading
d) The team observed the students during the discussion and presentation

4. Reflection

At the end of cycle 1, the researcher distributed the questioners. The questioners aimed at knowing how the reading strategies derived from genre based approach could improve students' reading comprehension. In other words,

the questioners were used as guidance to identify the improving of students' reading comprehension.

Later, the team analyzed the data collected from the observation checklist, questioners, and interview to make conclusion about any development from the students learning behavior. Finally, the team planned pattern of improving students' reading comprehension found in cycle 1 and made plan for cycle 2 to continue the progress achieved in cycle 1. In cycle 2 and 3, the activities were similar to those in cycle 1, but there were some different emphases due to the revised plan.

The Participants

The participants of this research were the students of second year of senior high school of Diniyyah Puteri Padang Panjang. The class consisted of 24 students.

The Instrument

The researcher used three kinds of instruments. They were reading comprehension test, observation, interview and questionnaire. The questionnaire was used to guide the interview and to know whether the students had actively involved (solving students' passiveness) in the class activities. To know whether the students were passive or active in learning, it needed to know the characteristics of motivated students since motivation was one of the major factors for the students to be activated in learning activities. Anderson, C.R and Faust, G.W (in Yumaslinda, 2006) suggested the characteristics of students who had interested in learning as follows:

1. having motivation in learning
2. being persistent in facing learning difficulties
3. having self confident in learning
4. not being easy to be satisfied with the learning result
5. wanting to get feedback and assessment on task
6. competing positively with themselves and others to get the best result
7. having high discipline in using time and learning activities
8. having willingness to work

To complete this, McManus (2001) pointed out the characteristics of active students and passive students as follows:

Active students	Passive students
Students learn to restructure the new information and their prior language into new knowledge about the content and practice to use it	Students are assumed to enter the course with empty mind vessels or sponges to be filled with knowledge
Students tend to retain and understand information best by doing something active with it by discussing or applying it or explaining it to others	Students prefer to think about information quietly
Students tend to like group work	Students prefer working alone
Teacher provides examples and illustration, processes and features	Teacher verbalizes information to passive – note taking students
Students look up definition and vocabulary before and after the class	Teacher reads definition to the class
Students tend to respond the teacher's questions	Students tend to keep silent

FINDING AND DISCUSSION

The researcher divided this action research into three cycles. Each cycles consisted of four stages: planning, action, observation, and reflection.

First Cycle

Plan

In this planning stage, the researcher had known the problems of teaching reading namely; teacher's teaching strategies and students' passiveness. Based on these problems, the plan activities were:

1) Designing class room reading activities which might be done to complement the reading strategies.
2) Making a copy of the narrative text for each students
3) Distributing the copy of narrative text entitled *The Golden Eggs* to the students
4) Asking students to sit in group for the discussion activities

The first cycle was done for 5 meetings. The first, second and third were done on 6th, 7th, and 8th of May. The fourth and fifth meetings were done on 9th and 16th of May 2007 It meant that there were five meetings a week. Every two meetings consisted of one reading topic. In other words, there were two reading topics discussed for one cycle the activities and result of cycle 1 could be seen in table 1 below.

Action

Table 1 the schedule of cycle 1

Mee-ting	Date	Activities
1	6 May 2007	Giving questioners to the students
2	7 May 2007	Giving the first text which entitles *"The Golden Egg"*, and building the context about the text by doing pre-reading phase. They strategies used in this phases are: 1. asking the students to create semantic mapping about the text 2. let the students read the text for about five minute (skimming and scanning the text) 3. find the difficult vocabulary from the text 4. ask the students to find the meaning of the difficult vocabulary 5. let them to retell the story based on the vocabulary
3	8 May 2007	Modeling the text and deconstructing the text by discussing the tense, the linguistic features and structural pattern of the text
4	9 May 2007	Whilst-reading phase. In whilst reading phase, the strategies are: 1. asking the students to read in the purpose of the text 2. asking the students to read with a highlighter (or pen) in hand, so they can highlight the main points of the text 3. asking the students to take abbreviated notes on a separate sheet paper about the text while they are reading
5	16 May 2007	Post-reading phase. The strategies used are: 1. asking students to discuss the text with their classmate 2. asking students to make summary of the reading text

Observation

The observation was done during the action. In the observation, the researcher used checklist which contained strategies in teaching reading.

1) Students' activities in reading (checklist)

Table 2 the Students' Activities

No	Items	Result
1	Interaction (dialogue) with teacher and friends	Some students interacted with a teacher by asking, answering the question and commenting their friends opinions
2	Being persistent in facing reading difficulties	Some students keep on reading event though they found some difficulties in comprehending the text
3	Having self confident in reading	Some students seemed to trust on their ability
4	Wanting to get feedback	Some students asked for feedback from the teacher about the assignment that they had done
5	Competing positively	Few students seemed to be very eager to compete among them
6	Having high discipline in using time	Some still late to enter class
7	Not being easy to be satisfied with reading result	Some students seemed to get satisfied easily event though they understood a little
8	Having willingness to work in group	Some students were eager to do the reading tasks and participate in discussion

2). Teachers' teaching activities

Table 3 the teacher's teaching strategies

No	Items	Result
1	Pre-reading phase	Most of the students paid fully attention to the teacher. They looked enthusiastic in listening to the information given by the teacher
2	Modeling	Some students were serious to practice the strategies while making a note. It seemed that they liked to use the strategies in reading
3	Whilst-reading phase	Most of the students still needed help in practicing the strategies. Some other still looked confused in implementing summary strategies.
4	Monitoring	Some of them were still unmotivated to apply the strategies
5	Post-reading phase	Group's interaction was still low. Some students tended to keep silent when participated in discussion

At the end of cycle 1, the researcher conducted the reading comprehension test to the students. The reading test was one instrument to measure the reading improvement. The result could be seen in the table below:

Table 4 students' reading comprehension test result in cycle 1(pre-test)

Students' code	Score	Criteria
1	64	Incomplete
2	62	Incomplete
3	78	Complete
4	62	Incomplete
5	52	Incomplete
6	60	Incomplete
7	40	Incomplete
8	48	Incomplete
9	32	Incomplete
10	44	Incomplete
11	60	Incomplete
12	21	Incomplete
13	62	Incomplete
14	94	Complete
15	60	Incomplete
16	48	Incomplete
17	32	Incomplete
18	32	Incomplete
19	65	Complete
20	42	Incomplete
21	28	Incomplete
22	44	Incomplete
23	36	Complete
24	32	Incomplete

Maximum score was 100. The average score in cycle 1 was 49.6. The highest score was 94 and the lowest score was 20. There were only 3 students who were able to complete or pass the test (12.5%)

Reflection

Based the result of reading test, observation and questionnaire, it could be concluded that the second problem almost could be solved since they were only some students who were not interested in teacher's strategies. While, the first problem was not solves yet since there were still many students who were not active in reading yet. After having the data from the observation and questioner, the team interviewed the students. The interview was focused on the students who were still passive in reading discussion. Having interview with the students, the team concluded that it was some problems faced by the students. These problems might influence their activeness and interest in reading.

The problems were as follows:

The reasons why the students were not active in reading

a) They did not really understand the concept of reading strategies derived from genre based approach. So they could not implement them in reading

b) They lack of vocabulary to comprehend the reading text and express ideas with their own friends

c) They lack of self confident to answer and ask the questions from the teacher and other students

d) They were afraid of making mistake. So they felt in doubt to participate in any reading activities

Second Cycle

There were two topics in the second cycle. The cycle was done in four meetings. The first and the second meeting were done on the 17th and 20th of May 2007. The third and the fourth meetings were held on 22nd and 23rd of May 2007. The time for each meeting was 80 minutes (2x40 minutes)

Plan

Based on the reflection in the previous cycle, there might be two focusing problems that should be solved (students' passiveness and teacher's teaching strategies). Therefore, it was necessary to set up the plans for the coming cycle.

Table 7 the schedule of cycle 2

Mee-ting	Date	Activities
1	17 May 2007	Giving the first text which entitles "Singapore" and building the context about the text by doing pre-reading phase. They strategies used in this phases are: 1. ask the students to create semantic mapping about the text 2. let the students read the text for about five minute (skimming and scanning the text) 3. find the difficult vocabulary from the text 4. ask the students to find the meaning of the difficult vocabulary
2	20 May 2007	Modeling the text and deconstructing the text by discussing the tense, the linguistic features and structural pattern of the text
3	22 May 2007	Whilst-reading phase. In whilst reading phase, the strategies are: 1. asking the students to read in the purpose of the text
		2. asking the students to read with a highlighter (or pen) in hand, so they can highlight the main points of the text 3. asking the students to take abbreviated notes on a separate sheet paper about the text while they are reading
4	23 May 2007	Post-reading phase. The strategies used are: 1. asking students to discuss the text with their classmate 2. asking students to make summary of the reading text

The following plans were set up as follows:
1) The team redesigned the activities in implementing the reading strategies derived from genre based approach to solve the reading problems
2) The team paid more attention to the students who had lack of self confident, less motivated and reluctant to study
3) The team rearranged the group members and also their seat as they could work cooperatively. It was known since they were not comfortable in working with the same level group
4) The teacher approached the students more closely and personally
5) The teacher provided more feedback to the students' reading activities

The plans above were then arranged into more specific activities that would be explained more detail in action. Those plans led the team for the better action in the future class activities, also it guided the team to be well prepared in teaching.

Action

This cycle was done in four meetings with two reading topics. The first reading topic was about descriptive text and the other was anecdote text. One topic was discussed in two meetings. This cycle was the same with the first cycle. At the first section, the teacher did building context. The researcher gave the students reading text entitled "Singapore". The meeting was started by doing reading activities as follows:

1) activate students' background knowledge by applying semantic map
2) ask students to skim and scan the text to find the new vocabulary
3) let the students to find the difficult vocabulary by consulting to dictionary
4) ask students to work in group to discuss the text

Observation

The items of observation in cycle 2 were similar with cycle 1. In this case there were two important things should be observed, they were:
1) teacher strategies in teaching reading
2) students' reading activities

Table 8 the teacher's teaching strategies

No	Items	Result
1	Pre-reading phase	Most of the students paid fully attention to the teacher. They looked enthusiastic in listening to the information given by the teacher
2	Modeling	Some students were serious to practice the strategies while making a note. It seemed that they liked to use the strategies in reading
3	Whilst-reading phase	Most of the students could practice the strategies well. However few students still looked confused in implementing summary strategies.
4	Monitoring	Teacher more focused on the monitoring class activities
5	Post-reading phase	Group's interaction had improved. Most of the students got involved in the discussion

As the previous cycle, the items in the questioner were about students' activeness in learning included the students' motivation, their feeling about the task, students' confidence in reading, teacher's feed back, and others. This table was used to measure how far the progress of teaching compared to the first cycle.

Table 9 students' reading activities (checklist)

No	Items	Result
1	Interaction (dialogue) with teacher and friends	There were many students wanted to interact with the teacher and other students. The number was increasing than in the first cycle.
2	Being persistent in facing reading difficulties	Only few students who still complained about the difficulties they found in reading
3	Having self confident in reading	Some students seemed to trust on their ability
4	Wanting to get feedback	Some students asked for feedback from the teacher about the assignment that they had done
5	Competing positively	Most of the students wanted to do the best. They took every opportunity to practice
6	Having high discipline in using time	Some were still late to enter class
7	Not being easy to be satisfied with reading result	Some students seemed to get satisfied easily event though they understood a little
8	Having willingness to work in group	Most of students were eager to do the reading tasks and participate in discussion

Table 8 indicates the students' interaction was getting better than in cycle 1. It could be seen from the number of students who asked and answered the questions during the reading activities. The improvement also could be seen from the students who wanted to get involved in the discussion.

Table 10 students' reading comprehension test result in cycle 2

Students' code	Score	Criteria
1	80	Complete
2	70	Complete
3	90	Complete
4	60	Incomplete
5	75	Complete
6	60	Incomplete
7	80	Complete
8	60	Incomplete
9	60	Incomplete
10	70	Complete
11	80	Complete
12	75	Complete
13	75	Complete
14	80	Complete
15	80	Complete
16	70	Complete
17	80	Complete
18	60	Incomplete
19	75	Complete
20	70	Complete
21	55	Incomplete
22	50	Incomplete
23	80	Complete
24	70	Complete

Maximum score was 100. The average score in cycle 2 was 71. The highest score was 90 and the lowest score was 50. There were 17 students who were complete or pass the test (70.8% of the students). Comparing from the first cycle, there was 58.3% average of the increasing of reading comprehension test. It meant there was improvement of students reading comprehension.

Reflection

After analyzing and evaluating the reading test, questioners and students' interview. It seemed that almost all problems (teacher's teaching strategies and students' passiveness) in this research were solved by doing action research. However, the team thought that it was still necessary to continue the research until cycle 3 to get better research result.

Related to the first problem, teacher teaching strategies in teaching reading, the problems were nearly solved because from the activities done by the teacher almost all students enjoyed and were motivated in learning. These could be seen in the following table.

Table 11 the result of students' interest toward teacher's teaching strategies

No	Items	Always	Often	Seldom	Never
1	Students' interest in teacher strategies	18 (75%)	4 (16.6%)	2 (8.3%)	-
2	The strategies helped the students in reading the text	17 (70.8%)	4 (16.6%)	3 (12.5%)	-
3	Students persistence in using the strategies	13 (54.1%)	9 (37.5%)	2 (16.6%)	-
4	The students' motivation in reading activity	15 (62.5%)	5 (20.8%)	2 (8.3%)	1 (4.16%)

The table indicated that most of the students were interested, felt helped, persistence and motivated by the teacher's teaching strategies.

Table 12 the result of students' reading activities

No	Items	Always (%)	Often (%)	Seldom (%)	Never (%)
1	Interaction with teacher and friends	14 (58.3%)	7 (29.1%)	3 (12.5%)	-
2	Being persistent in facing reading difficulties	8 (33.3%)	12 (50%)	2 (8.3%)	2 (8.3%)
3	Wanting to get feedback	6 (25%)	12 (50%)	4(16.6%)	2 (8.3%)
4	Having self confidence in reading	8 (41.6%)	10 (41.6%)	3 (12.5%)	2 (8.3%)
5	Competing positively	5 (20.8%)	15(62.5%)	3 (12.5%)	1 (4.16%)
6	Having high discipline in using time	7 (29.1%)	9 (37.5%)	5 (20.8%)	1 (4.16%)
7	Not easy to be satisfied with the reading result	7 (29.1%)	12 (50%)	2 (8.3%)	2 (4.16%)
8	Having willingness to work in group	14 (58.3%)	8 (33.3%)	2 (8.3%)	-

The reasons of the increasing were as follows:

1) The students felt comfortable in learning with the teacher and their friends
2) They didn't feel shy to speak and interact with the teacher and their friends
3) They enjoyed the learning atmosphere that had been built by the teacher.
4) The teacher gave more opportunities to the students to share their opinion

CONCLUSIONS

From all activities which were applied in the classroom through conducting action research by using reading strategies derived from genre based approach at second year students of Diniyyah Puteri Padang Panjang, it could be concluded that reading strategies derived from genre based approach could help the students to understand and comprehend the text easily. It was because the reading strategies derived from genre based approach provided the students with various reading activities which could increase their reading skill such as building vocabulary and grammar mastery. When the students possessed amount of vocabulary and understood the grammar of the reading text, it would help them to understand the paragraphs of the reading text easily. As the result, they would be easy to identify the message that the writer wanted to convey.

Furthermore, the reading strategies derived from genre based approach could create the various reading class activities which could make the students become critical and active readers in the learning activities. The students were accustomed to using various reading strategies and they were motivated to apply them in their reading activities.

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