Name   **: Nirwana Putri Tambunan**
Reg. No   **: 11 340 0117**
Faculty   **: Tarbiyah and Pedagogy**
Department   **: English Education (Tbi-3)**
Title of Thesis **: Improving Students' Reading Comprehension by Using GBA (Genre Based Approach) at the Second Grade of SMA N 1 Saipar Dolok Hole**

ABSTRACT

This research was focused about improving students' reading comprehension by using GBA (Genre Based Approach) at the second grade Of SMA N 1 Saipar Dolok Hole. Most of students were lack motivation in reading comprehension,the teacher did not good method in reading and most students had less vocabulary. This research purposed to examine the students' achievement in reading comprehension and to identify the factors which regardstudents' learning result at the second gradeof SMA N 1 Saipar Dolok Hole.

The method used in this research was classroom action research; by implementing the Kemmis design which consistent four steps. Those were planning, acting, observing, and reflecting.Moreover, to solve the reading problems the researcher applied GBA. In this research, the researcher usedtwo reading tests and two cycles. Moreover, the participants of this research werethe class of XI IPA consisted of 24 students and also there wascollaboration with an English teacher. Meanwhile, the data was derived among from reading tests, observation notes, and also interview.

Based on the research result, showed the improvement mean score of the students. The first test in the first cycle was 67 (25%), and second test in the second cycle was 78.5 (95.83%). It can be concluded that the mean score in the second cycle was higher than the first cycle. Based on observation notes stated that the students got improvement and the students were more active and interested in learning reading comprehension. Related to the interview result, it could be known that students' reading comprehension had improved. It asserted that by using GBA (Genre Based Approach) improve students' reading comprehension.

CURRICULUM VITAE
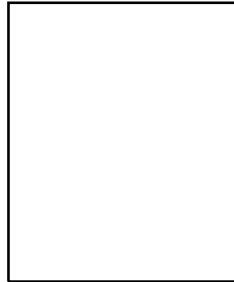
A. Identity

Name	:	Nirwana Putri Tambunan
Reg. No	:	11 340 0117
Place / Birthday	:	Batanggarut/ May, 24rd, 1992
Sex	:	Female
Religion	:	Islam
Address	:	Batanggarut, kec Saipar Dolok Hole, TAPSEL

B. Parents

Father's name	:	Jabbar Tambunan
Mother's name	:	Gokkon Pasaribu

C. Educational Background

1. Elementary School : SD N 101840 Batanggarut, TAPSEL (2005)

2. Junior High School : SMP N 2 Saipar Dolok Hole (2008)

3. Senior High School : SMA N 1 Saipar Dolok Hole (2011)

4. Institute : IAIN Padangsidimpuan (2015)

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APPENDIX IX

Indicator List of Teacher in Teaching Learning Process in Cycle 1

Physic appearance and written	Checklist	
.	Yes	No
1. Dressing cleanly and neatly.	✓	
2. Standing and writing face to students.	✓	
3. Energic and enthusiasm.	✓	
4. Writing and explaining integratedly.		✓
5. Writing is nice and readable.		✓
6. Writing is read from the all roomside.		✓
7. Having certain sequence system.	✓	

Sound and classroom management	Checklist	
	Yes	No
1. Audible sound.	✓	
2. Talking intelligibly.	✓	
3. Fluently: every word sounded clearly.	✓	
4. Rhythm : it is clear in the important part.	✓	
5. Neatness control.	✓	
6. Class noise control.	✓	
7. Class formation arrangemen.	✓	

Material	Checklist	
	Yes	No
1. Explaining the learning objectives.	✓	
2. Relating to students experience.	✓	
3. Explaining the learning benefit.	✓	
4. Relavant to objectives and procedure.	✓	
5. Brief presentation.	✓	
6. Detail and united explanation.	✓	

Procedure	Checklist	
	Yes	No
1. Explaining learning objectives that targetted.	✓	
2. Explaining language context that targetted.	✓	
3. Drawing seat formation.	✓	
4. Deviding students into some groups.	✓	
5. Giving worksheet of interview to the students.	✓	
6. Giving explanation about worksheet of interview that will be	✓	

	Yes	No
produced orally.		
7. Tasking the all students to do interview activity in the classroom.	✓	
8. Asking the students to tell the result of performance.	✓	
Reinforcement and interaction with students	**Checklist**	
	Yes	**No**
1. Individual performance reward.	✓	
2. Group performance reward.	✓	
3. Celebration.	✓	
4. Stimulating students' responses.	✓	
5. Stimulating students' questions.	✓	
6. Responding students' questions.	✓	

Padangsidimpuan,   2015

Knowing:
Validator   **Researcher**

Sojuangon Rambe, S.S., M.PdNirwana Putri Tambunan   **_____**
Nip. 19790815 200604 1 003   **Nim. 11 340 0117**

APPENDIX X

Indicator List of Teacher in Teaching Learning Process in Cycle 2

Physic appearance and written	Checklist	
.	Yes	No
1. Dressing cleanly and neatly.	✓	
2. Standing and writing face to students.	✓	
3. Energic and enthusiasm.	✓	
4. Writing and explaining integratedly.	✓	
5. Writing is nice and readable.	✓	
6. Writing is read from the all roomside.	✓	
7. Having certain sequence system.		

Sound and classroom management	Checklist	
	Yes	No
1. Audible sound.	✓	
2. Talking intelligibly.	✓	
3. Fluently: every word sounded clearly.	✓	
4. Rhythm : it is clear in the important part.	✓	
5. Neatness control.	✓	
6. Class noise control.	✓	
7. Class formation arrangemen.	✓	

Material	Checklist	
	Yes	No
1. Explaining the learning objectives.	✓	
2. Relating to students experience.	✓	
3. Explaining the learning benefit.	✓	
4. Relavant to objectives and procedure.	✓	
5. Brief presentation.	✓	
6. Detail and united explanation.	✓	

Procedure	Checklist	
	Yes	No
1. Explaining learning objectives that targetted.	✓	
2. Explaining language context that targetted.	✓	
3. Drawing seat formation.	✓	
4. Deviding students into some groups.	✓	
5. Giving worksheet of interview to the students.	✓	
6. Giving explanation about worksheet of interview that will be	✓	

Observed by: Co-teacher (Mr. Lihardo Dongoran).

	Yes	No
produced orally.		
7. Tasking the all students to do interview activity in the classroom.	✓	
8. Asking the students to tell the result of performance.	✓	

Reinforcement and interaction with students	**Checklist**	
	Yes	**No**
1. Individual performance reward.	✓	
2. Group performance reward.	✓	
3. Celebration.	✓	
4. Stimulating students' responses.	✓	
5. Stimulating students' questions.	✓	
6. Responding students' questions.	✓	

Padangsidimpuan,   2015

Knowing:
Validator   **Researcher**

Sojuangon Rambe, S.S., M.Pd   **Nurmadinah Hasibuan**
Nip. 19790815 200604 1 003   **Nim. 11 340 0026**

APPENDIX I

SIKLUS I (CYCLE I)
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMA N 1 Saipar Dolok Hole

Kelas/Semester   : XI/IPA

Subjek   : Bahasa Inggris

Jenis Teks   : Monolog *narrative text*

Aspek/Skill   : Membaca / *Reading*

Alokasi Waktu   : 4 x 45 menit (2x pertemuan)

A. Standar Kompetensi
   1. Memahami makna dalam esei pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar
   1.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar. dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *narrative*

C. Tujuan Pembelajaran
   Pada akhir pembelajaran, siswa dapat merespon makna dalam:
   a. Menjawab pertanyaan berdasarkan informasi dalam bacaan (topic kalimat, informasi yang penting dalam teks, pesan , kesimpulan, kosa kata/makna yang sulit di dalam teks dalam bentuk teks narrative .

   Karakter siswa yang diharapkan: Dapat dipercaya (*Trustworthiness*)
                                             Rasa hormat dan perhatian (*Respect*)
                                             Tekun (*Diligence*)

D. Materi Pembelajaran
1. Bacaan narrative teks
   Bacaan teks 1
   Teks tulis monolog/esei sederhana berbentuk *Teks*

E. Metode pembelajaran
- Genre Based Approach

F. Langkah-Langkah Kegiatan
Pertemuan Pertama dan Kedua

Aktivitas Guru	Aktivitas Siswa
1. Kegiatan Awal a. Guru membuka kelas dengan mengucapkan salam,dan mempersilahkan siswa untuk membaca doabelajar sesuai agama dan kepercayaannya masing-masing b. Guru mengabsen siswa c. Guru bertanya kepada siswa tentang materi yang berkaitan d. Guru menjelaskan tujuan pembelajaran yang akan dicapai	a. Siswa memberikan salam dan berdoa sesuai dengan kepercayaan masing-masing b. Siswa mendengarkan guru mengabsen c. Siswa menjawab pertanyaan dari guru tentang materi yang berkaitan d. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru
2. Kegiatan Inti a. Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi/teks yang akan dipelajari b. Guru mengaplikasikan metode genre based approach kepada siswa, yang meliputi: 1. *(building the context)* Guru memberikan penjelasan mengenai narrative teks, meliputi konteks social, ciri-ciri budaya dari narrative teks. 2. *(Modeling /deconstructing the text)* guru memberikan penjelasan mengenai teks *(Lutung Kasarung dan The*	a. Siswa mendengarkan penjelasan dari guru b. Siswa mengaplikasikan metode genre based aproach, yang meliputi: 1. *(building the context)*Siswa memahami penjelasan guru mengenai narrative teks, konteks social,ciri-ciri budaya dari dari narrative teks. 2. *(Modeling /deconstructing of the text)* siswa memahami penjelasan guru mengenai *Lutung*

Legend of Lake Toba) meliputi: structure teks (Orientation, complication, resolution), ciri kebahasan dan guru memberikan soal kepada murid.	*Kasarung dan Legend of Lake Toba* meliputi: structure teks, dan ciri kebahasaan dari teks dan siswa menjawab soal yang di berikan guru
3. *(Joint constructing of the text)* Guru mengarahkan siswa agar belajar mandiri untuk membuat teks yang baru sesuai dengan pola yang diajarkan.	3. (*Joint construction of the text*)Siswa belajar mandiri menulis sebuah teks yang baru sesuai dengan pola teks yang diajarkan.
4. *.Independent construction* Guru menyuruh siswa untuk menyampaikan isi teks yang mereka buat secara lisan dan mengawasinya.	4. (*Independent construction*) siswa menyampaikan isi teks yang di buat secara lisan lisan.
5. *Lingking to related texts* Guru mengajak siswa bersama-sama membandingkan teks yang mereka buat dengan teks yang lain yang ada di buku	5. (*Lingking to related texts*) Siswa bersama guru membandingkan teks yang mereka buat dengan teks yang lain yang ada di buku.

3. Kegiatan Penutup
   a. Guru dan siswa bersama-sama menyimpulkan pelajaran
   b. Guru mengumpulkan soal yang telah dikerjakan siswa
   c. Guru menanyakan kesulitan siswa ketika menjawab soal dengan menggunakan metode genre based approach
   d. Siswa memberi salam kepada guru

G. Sumber Belajar
   1. Buku   SMA
   2. Teks yang berkaitan dengan bahan ajar
   3. Kamus Bahasa Inggris
   4. Internet

H. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
• Topic sentence • Identifying important information • Identifying of the message • Identifying meaning of difficult word/idiom/phrase in the context • Identifying conclusion	Tes Tulis	Essay test	*Read the text Then answer the question!*

1. **Question**
   Choose the best answer based on text (a, b, c, or d)!

Indicator	Number of Question
Topic sentence	1 and 6
Important information	2 and 7
Content of the message	4 and 8
Meaning of difficult word/idiom/phrases in the context	3 and 9
Conclusion of the text	5and 10

1. **Pedoman Penilaian**

   Untuk tiap nomor, tiap jawaban benar skor 1

   Kategori Skor

   1) Tepat sekali = 1

   2) Mendekati = 0,5

   3) Tidak tepat = 0

   a) Jumlah skor maksimal x 5 = 100

b) Jumlah skor maksimal x 5 = 100

c) Nilai maksimal = 100

d) Nilai siswa = $\dfrac{SkorPerolehan}{SkorMaksimal} x100$

e) Menghitung nilai rata-rata siswa

$$M = \dfrac{\Sigma fX}{N}$$

Explanation:
M : the mean of the students
∑fX : the total score
N : the number of the students

Padangsidimpuan,   2015
Validator

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NIP. 19790815 200604 1 003

APPENDIX II

<p align="center">**FIRST TEST**</p>

Name:

Class:

This text below is for question number 1 until 5. Answer the questions carefully!

<p align="center">**A Wolf and a Dog**</p>

Once there was a wolf that was nearly dead with hunger. He was very thin, so that the outline of his bones could be seen clearly beneath his thinning coat of hair. With hardly enough energy to walk, the wolf had little hope of finding food. As he lay beneath a large tree, a dog out for a walk noticed him. Seeing how thin and hungry-looking the wolf was, the dog felt sorry for him and said, "You are in terrible shape! You look as if you haven't eaten for many days." "You're right," said the wolf. "I haven't eaten because you and your friends are doing such a good job of guarding the sheep. Now I am so weak that I have little hope of finding food. I think I will surely die." Then why not join us? Asked the dog. "I work regularly and I eat regularly. You could do the same. I will arrange it. You can help me and the other dogs guard the sheep. In that way, we won't have to worry about your stealing the sheep anymore and you won't have to worry about going hungry any more. It's a good deal for both of us."

The wolf thought it over for a few minutes and then decided that the dog was right. So they went off together toward the ranch house where the dog lived. But, as they were walking, the wolf noticed that the hair on a certain part of the dog's neck was very thin. He was curious about this, for the dog had such a beautiful coat everywhere else.

Finally, he asked the dog about it. "Oh, don't worry about that," said the dog. "It's the place where the collar rubs on my neck when my master chains me up at night." "Chained up!" cried the wolf, "Do you mean that you are chained up at night? If I come to live with you, will I be chained up at night too?" That's right," answered the dog. "But, You'll get used to it soon enough. I hardly think about it anymore." "But, if I am chained up, then I won't be able to walk when I want to take a walk or to run where I want to run," the wolf said. "If I come to live with you, I won't be free anymore." After saying this, the wolf turned and ran away.

1. What is the topic sentence of the first paragraph!
   A. A wolf was nearly dead with hunger
   B. A wolf had little hope finding food
   C. A wolf had terrible shape
   D. A wolf help dogs guard the sheep
   E. It is a good deal for both of us
2. What was the deal between the dog and wolf?
   A. They were deal to hungry together
   B. They were deal guard the sheep
   C. They were deal to won't have to worry about your stealing the sheep
   D. They arranged the planning
   E. They were deal to work and eat together
3. What is the content of the message from the text narrative above? 3
   A. Don't try to believe another person cause of you needed
   B. Think more before take a deal with another person
   C. A freedom is an important both of all
   D. Crying would not be back situation
   E. Don't decide everything easily
4. <u>You</u> can help me and the other dogs guard the sheep. (Paragraph 1)The underline word refers to?
   A. Wolf
   B. Sheep
   C. Dog
   D. thin
   E. friends
5. Where did the place of the in the story on third paragraph?
   A. At Ranch house
   B. At Flores
   C. At Walks
   D. At Wide
   E. At river

QUESTIONS!

Question 6-10: This text below is for question number 6 until 10. And then answer the questions below!

The Legend of Rawa Pening

Once upon a time, there was a little poor boy came into a little village. He was very hungry and weak. He knocked at every door and asked for some food, but nobody cared about him. Nobody wanted to help the little boy.

Finally, a generous woman helped him. She gave him shelter and a meal. When the boy wanted to leave, this old woman gave him a "lesung", a big wooden mortar for pounding rice. She reminded him, "Please remember, if there is a flood you must save yourself. Use this "lesung" as a boat". The "lesung" was happy and thanked the old woman. The little boy continued his journey. While he was passing through the village, he saw many people gathering on the field. The boy came closer and saw a stick stuck in the ground. People challenged each other to pull out that stick. Everybody tried, but nobody succeeded. "Can I try?" asked the little boy. The crowd laughed mockingly. The boy wanted to try his luck so he stepped forward and pulled out the stick. He could do it very easily. Everybody was dumbfounded.

Suddenly, from the hole left by stick, water spouted out. It did not stop until it flooded the village. And no one was saved from the water except the little boy and the generous old woman who gave him shelter and meal. As she told him, he used the "lesung" as a boat and picked up the old woman. The whole village became a huge lake. It is now known as Rawa Pening Lake in Salatiga, Central Java, Indonesia.

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6. What is the topic sentence of the third paragraph?

   A. Water spouted

   B. Water did not flooded the village

   C. A huge lake

   D. Shelter and meal

   E. Rawa pening lake in salatiga, centlral jave, Indonesia

7. What did happen when the boy passes the village?

   A. People challenged each other to pull out that stick.

   B. many people gathering on the field

   C. The village comes be river

   D. Water spouted touted

   E. The boat and picked up old woman

8. What is the content of message of the text?

   A. As a man must help each other

B. Don't try to help who wants need you are

C. Everything need process

D. Try to take care to your friends

E. Give yours to another person

9. The crowd laughed <u>mockingly</u> (paragraph 2 and line8). The underline word mean?

A. Hardly

B. Speed

C. Noise

D. Slowly

E. Belittle

10. How did the end of story?

A. The village comes be river

B. The boat and picked up old woman

C. Water spouted out

D. The village become a huge lake

E. A woman gave shelter

Question 11-15: This text below is for question number 11 up to 15. Answer the questions carefully!

A Fox and a Cat

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said.'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!''Well, maybe someday, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' said the cat. 'Which one of your hundred tricks are you going to use?'The fox sat silently under the tree, wondering which trick she should

use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

11. The fox, who was a conceited creature, <u>boasted</u> how clever she was. (Paragraph 1) The underline words mean?
    A. Clever
    B. honest
    C. Smart
    D. Lazy
    E. Liar

12. What the topic sentence of second paragraph?
    A. The trick I told you
    B. they heard the barking of a pack of dogs in the distance
    C. At once the cat ran to the nearest tree
    D. The fox sat silently under the tree
    E. They fell upon the fox and tore her to pieces

13. How was the character of the Fox?
    A. A conceited, creature, lazy, clever
    B. A conceited, creature, goodness, clever
    C. A conceited, creature, liar, clever
    D. A conceited, creature, boasted, stupid
    E. A conceited, arrogant, boasted, clever

14. What can we learn from the story above?
    A. A hundred planning is important
    B. There is one of hundred plans is better than speech more
    C. An important planning
    D. One of tricks is most important than speech more
    E. An important of liar

15. How is the ending of the story?
    A. The dog used to her mind before dogs arrived on his self.
    B. The fox used her mind before the dogs comes
    C. The fox tore his peaces cause of he could not use his mind until dogs come

D. they heard the barking of a pack of dogs in the distance

E. The fox sat silently under the tree

Question 16-20 : This text below is for question number 16 until 20. Answer the questions carefully!

The Goose and the Golden Eggs

Once a farmer went to the nest of his goose and found there an egg, all yellow and shiny. When he picked it up, it was heavy as a rock. He was about to throw it away because he thought that someone was playing a trick on him. But on second thought, he took it home, and discovered to his delight that it was an egg of pure gold!He sold the egg for a lot of money. Every morning the goose laid another golden egg, and the farmer soon became rich by selling the eggs.

As he grew rich, he also grew greedy. "Why should I have to wait to get only one egg a day?" he thought. "I will cut open the goose and take all the eggs out of her at once."When the goose heard the farmer's plan, she flew away to a nearby farm. So when the farmer came out the next day, do you know what he found in the goose's nest?Nothing.

16. What is the text talking about?

    A. A farmer

    B. Grew rich

    C. Golden eggs

    D. Pure gold

    E. The Goose and the Golden Eggs

17. What did the farmer find see in second paragraph?

    A. A goose

    B. Pure gold

    C. A lot of money

    D. Nothing

    E. Golden eggs

18. When he <u>picked it up</u>, it was heavy as a rock. (Paragraph 1) The underline words mean?

    A. Throwing

B. Making

C. Dropping

D. Taking

E. Seeing

19. What is the content of the message?

   A. Don't be greedy

   B. Taking all when you found much

   C. Use the opportunity to be greedy

   D. Rich is one of goal

   E. Be diligent

20. What is the conclusion about the text above

   A. When the farmer felt greedy all of eggs loosed

   B. He picked it up; it was heavy as a rock.

   C. I have to wait to get only one egg

   D. he found in the goose's nest

   E. the farmer soon became rich by selling the eggs

   F.

Question 20-25 : This text below is for question number 20 until 25 Answer the questions carefully!

Eliza and Athena

Once there was a young girl named Eliza. She was the daughter of a king and so she never had to work. She became very lazy. She had her servants do everything for her. "I am so very thirsty, and my glass is on the table. Please get it for me", she called. Immediately a servant picked the glass up from the table next to Eliza and held it up to her lips until Eliza was no longer thirsty.

The next day, Eliza was walking to dinner when her hat fell off, she called for a servant and a young man ran over, picked up the hat, dusted it off, and placed it back on Eliza's head. She continually called for her servants to do simple tasks for her. Her father noticed her laziness and decided to punish her. He set in her in a room with only a loom and some yarn. No servants were allowed in the room. "You will stay in this room, not eating or drinking until you have

woven a blanket for me. You have to do all of the work by yourself. Call for me when you are done". The king left Eliza all alone in her room.

Eliza called for her servants, but none appeared. Then, she remembered her father telling about Athena, the goodness of wisdom and handicrafts. She called for Athena over and over until finally, she fell asleep. While she was sleeping, she had a dream. Hermes spoke to her in her dream. He said, "Athena has heard your pleas for help. She is very angry with you. She will come to you and inform you of your punishment". Eliza awoke very frightened. She then saw that there was an owl on the edge of her window. The owl spoke to her. "I am Athena. You have called upon me to do your work. You must be punished for your laziness. You are a mortal of high importance; therefore you have no work to do. I am going to make you a lowly animal". "You will have to work constantly just to stay alive. People will look down at you in disgust. You will be killed just because you are insignificant. All of your children and their children and so on will have the same fate". Eliza worked for the rest of her life. All of her children have the same fate. They are doomed to be ants for the rest of their lives.

21. What is the text talking about?

A. Eliza   C. Servant

B. Athena   D. King   E.Eliza and Athena

22. What is the conclusion about the text above?

A. Eliza awoke very frightened.

B. Eliza worked for the rest of her life. All of her children have the same fate. They are doomed to be ants for the rest of their lives.

C. She will come to you and inform you of your punishment

D. she remembered her father telling about Athena, the goodness of wisdom and handicrafts

E. He set in her in a room with only a loom and some yarn. No servants were allowed in the room.

23. What is the content of the message?

A. Don't tell how much your father 's riches but see how much you have

B. Father's riches is the reason for you lazy one.

C. If your father is rich you don't need to work

D. Everything can pay with money

E.   The important one is riches

24. You will stay in this room, not eating or drinking until <u>you</u> have woven a blanket for me (paragraph2). Who is the mean of underlined word?

A. Eliza   C. The king

B. Athena King   D. Servant

E.People

25. What did the king give punishment his child?

A. The king killed his daughter

B. The king did not give eating

C. The king did not give money

D. His daughter set in her in a room with only a loom and some yarn. No servants were allowed in the room.

E. The king noticed his daughter did not his child

Padangsidimpuan,   2015
Validator

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APPENDIX III

	Table 3							
	Students' Reading Comprehension Scores in First Cycle							
N	**Students'**	**Reading score**					**Total**	**Score (Total X 4)**
O	**Initial**	**1**	**2**	**3**	**4**	**5**		
1	ASS	4	2	3	3	3	15	60
2	CIN	4	4	4	2	2	16	64
3	**DAM**	**5**	**4**	**4**	**3**	**3**	**19**	**76**
4	DJR	3	3	2	2	2	12	48
5	IAR	4	3	2	3	5	17	68
6	ILN	4	2	3	3	4	16	64
7	MRD	5	1	3	3	3	15	60
8	MRR	4	4	3	3	3	17	68
9	MD	4	4	3	3	3	17	68
10	MS	**4**	**4**	**4**	**2**	**4**	**18**	**72**
11	**NAR**	**4**	**2**	**4**	**3**	**5**	**18**	**72**
12	**NM**	**4**	**4**	**3**	**4**	**4**	**19**	**76**
13	NSP	4	2	4	4	3	17	68
14	PD	3	3	3	3	3	15	60
15	PMS	**5**	**4**	**3**	**4**	**3**	**19**	**76**
16	RAT	4	2	4	3	4	17	68
17	**RMA**	**5**	**4**	**4**	**4**	**3**	**20**	**80**
18	RRP	4	2	4	2	5	17	68
19	RS	5	1	4	4	3	17	68
20	SAS	4	2	3	3	2	14	56
21	SH	3	2	4	4	4	17	68
22	SS	3	3	3	2	4	15	60
23	**YRH**	**5**	**4**	**4**	**3**	**4**	**20**	**80**
24	ZAP	3	3	4	2	3	15	60
Total score		**97**	**69**	**82**	**72**	**82**	**402**	1608
Mean		**4.04**	**2.875**	**3.42**	**3**	**3.42**	**16.75**	67
Percentage								25%

*: *Bold name the students who passed the KKM (70) in first cycle*

APPENDIX IV

SIKLUS II (CYCLE II)
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMA N 1 Saipar Dolok Hole

Kelas/Semester : XI/IPA

Subjek : Bahasa Inggris

Jenis Teks : Monolog *narrative text*

Aspek/Skill : Membaca / *Reading*

Alokasi Waktu : 4 x 45 menit (2x pertemuan)

A. Standar Kompetensi
1. Memahami makna dalam esei pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar
1.1 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar. dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *narrative*

C. Tujuan Pembelajaran
Pada akhir pembelajaran, siswa dapat merespon makna dalam:
a. Menjawab pertanyaan berdasarkan informasi dalam bacaan (topic kalimat, informasi yang penting dalam teks, pesan , kesimpulan, kosa kata/makna yang sulit di dalam teks dalam bentuk teks narrative .

Karakter siswa yang diharapkan: Dapat dipercaya (*Trustworthiness*)
Rasa hormat dan perhatian (*Respect*)
Tekun (*Diligence*)

D. Materi Pembelajaran

1. Bacaan narrative teks

   Bacaan teks 1

   Teks tulis monolog/esei sederhana berbentuk *Teks*

E. Metode pembelajaran

- Genre Based Approach

F. Langkah-Langkah Kegiatan

Pertemuan Pertama dan Kedua

Aktivitas Guru	Aktivitas Siswa

1. Kegiatan Awal
   a. Guru membuka kelas dengan mengucapkan salam,dan mempersilahkan siswa untuk membaca doabelajar sesuai agama dan kepercayaannya masing-masing
   b. Guru mengabsen siswa
   c. Guru bertanya kepada siswa tentang materi yang berkaitan
   d. Guru menjelaskan tujuan pembelajaran yang akan dicapai
	a. Siswa memberikan salam dan berdoa sesuai dengan kepercayaan masing-masing
	b. Siswa mendengarkan guru mengabsen
	c. Siswa menjawab pertanyaan dari guru tentang materi yang berkaitan
	d. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru

2. Kegiatan Inti
   a. Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi/teks yang akan dipelajari
   b. Guru mengaplikasikan metode genre based approach kepada siswa, yang meliputi:
 	
   1. *(building the context)* Guru memberikan penjelasan mengenai narrative teks, meliputi konteks social, ciri-ciri budaya dari narrative teks.
 	
   2. *(Modeling /deconstructing the text)* guru memberikan penjelasan mengenai teks (*John and Tangkuban Perahu*)
	a. Siswa mendengarkan penjelasan dari guru
	b. Siswa mengaplikasikan metode genre based aproach, yang meliputi:
	
	   1. (*building the context)*Siswa memahami penjelasan guru mengenai narrative teks, konteks social,ciri-ciri budaya dari dari narrative teks.
	   2. (*Modeling /deconstructing of the text*) siswa memahami penjelasan guru mengenai *Johndan*

meliputi: structure teks (0rientation, complication, resolution), ciri kebahasan dan guru memberikan soal kepada murid. 3. *(Joint constructing of the text)* Guru mengarahkan siswa agar belajar mandiri untuk membuat teks yang baru sesuai dengan pola yang diajarkan. 4. *.Independent construction* Guru menyuruh siswa untuk menyampaikan isi teks yang mereka buat secara lisan dan mengawasinya. 5. *Lingking to related texts* Guru mengajak siswa bersama-sama membandingkan teks yang mereka buat dengan teks yang lain yang ada di buku	*Tangkuban Perahu* meliputi: structure teks, dan ciri kebahasaan dari teks dan siswa menjawab soal yang di berikan guru **3.** **(***Joint construction of the text*)Siswa belajar mandiri menulis sebuah teks yang baru sesuai dengan pola teks yang diajarkan. 4. *(Independent construction*) siswa menyampaikan isi teks yang di buat secara lisan lisan. 5. (*Lingking to related texts*) Siswa bersama guru membandingkan teks yang mereka buat dengan teks yang lain yang ada di buku.

3. Kegiatan Penutup
  a. Guru dan siswa bersama-sama menyimpulkan pelajaran
  b. Guru mengumpulkan soal yang telah dikerjakan siswa
  c. Guru menanyakan kesulitan siswa ketika menjawab soal dengan menggunakan metode genre based approach
  d. Siswa memberi salam kepada guru

G. Sumber Belajar
  1. Buku   SMA
  2. Teks yang berkaitan dengan bahan ajar
  3. Kamus Bahasa Inggris
  4. Internet

H. Penilaian

Indikator Pencapaian	Teknik	Bentuk	Instrumen Soal

Kompetensi	Penilaian	Instrumen	
• Topic sentence • Identifying important information • Identifying of the message • Identifying meaning of difficult word/idiom/phrase in the context • Identifying conclusion	Tes Tulis	Essay test	*Read the text Then answer the question!*

1. **Question**

   Choose the best answer based on text (a, b, c, or d)!

Indicator	Number of Question
Topic sentence	1 and 6
Important information	2 and 7
Content of the message	4 and 8
Meaning of difficult word/idiom/phrases in the context	3 and 9
Conclusion of the text	5and 10

1. **Pedoman Penilaian**

   Untuk tiap nomor, tiap jawaban benar skor 1

   Kategori Skor

   1) Tepat sekali = 1

   2) Mendekati = 0,5

   3) Tidak tepat = 0

   a) Jumlah skor maksimal x 5 = 100

   b) Jumlah skor maksimal x 5 = 100

c) Nilai maksimal = 100

d) Nilai siswa = $\dfrac{SkorPerolehan}{SkorMaksimal} x100$

e) Menghitung nilai rata-rata siswa

$$M = \frac{\Sigma fX}{N}$$

Explanation:
M : the mean of the students
∑fX : the total score
N : the number of the students

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APPENDIX V

<div align="center">

SECOND TEST

</div>

Class   : XI IPA

Petunjuk   :

1. Tulisnama, kelas, dannomorabsenpadalembarjawaban yang tersedia.
2. Jawablah pertanyaan-pertanyaan di bawah ini
3. Bacalah dengan teliti petunjuk mengerjakan soal.
4. Pilihlah jawaban yang tepat dengan member tanda silang (X) pada salah satu jawaban.
5. Periksalah pekerjaan anda sekalilagi sebeluma dan serahkan kepada pengawas.
6. Test ini disertakan dengan teksnya secara langsung.
7. Test ini hanya bertujuan untuk mengetahui data dari murid – murid tentang kemampuan murid – murid dalam menguasai pemahaman membaca (reading comprehension).
8. Waktu yang tersedia 40 menit.

Name:

Class:

A Mouse and A lion

Once, as a lion lay sleeping in his den, a naughty little mouse ran up his tail, onto his back, up his mane and danced and jumped on his head, so that the lion woke up.Lion angry grabbed the mouse and, holding him in his large claws, roared in anger. 'How dare you wake me up? Don't you know that I am King of the Beasts? Anyone who disturbs my rest deserves to die! I shall kill you and eat you!' The terrified mouse, shaking and trembling, begged the lion to let him go. 'Please don't eat me Your Majesty! I did not mean to wake you, it was a mistake. I was only playing. Please let me go - and I promise I will be your friend forever. Who knows but one day I could save your life?'The lion looked at the tiny mouse and laughed. 'You save my life? What an absurd idea!' he said scornfully. 'But you have made me laugh, and put me into a good mood again, so I shall let you go.' And the lion opened his claws and let the mouse go free. 'Oh thank you, your majesty,' squeaked the mouse, and scurried away as fast as he could.

1. What is the topic of the text?

    A. Lion lay and little mouse ran up in his tail

    B. Lion was angry to the mouse

    C. Lion woke up

    D. Lion will eat little mouse

    E. A little mouse danced in his head

2. Why was lion angry to little mouse?

    A. A naughty little mouse ran up his tail, onto his back, up his mane and danced and jumped on his head, so that the lion woke up

    B. Little mouse sleep on his head

    C. Because little mouse will eat his

    D. Because lion woke up

    E. Little mouse was angry to him

3. What is the problem in the story?

    A. Lion angry grabbed the mouse and, holding him in his large claws, roared in anger, because mouse make him woke up

    B. The lion looked at the tiny mouse and laughed

    C. Little mouse want go on

    D. They were best friend

    E. Little mouse want save his life

4. Squeaked the mouse (last paragraph and last line), and scurried away as fast as he could. The underline meaning is?

A. Sound of mouse

B. Sound of lion

C. Angry lion

D. Laugh of lion

E. Angry of little mouse

5. What is the conclusion of the story?

A. Lion was angry, and eat the little mouse

B. Little mouse ran

C. lion opened his claws and let the mouse go free

D. lion opened his claws and let the mouse go free and say thanks to little

    mouse because make him laugh

E. lion opened his claws and let the mouse go free and with angry

Question for number 6-10

Two ducks who lived in a big lake had a friend who was a turtle. One year there was a very little rain and the land began to dry up. One of the ducks said to the others, "Soon there'll be no water in this lake". "Yes, answered the second duck, but first let's say goodbye to our friend, the turtle".

When they told the turtle they were going to leave, he said, " I'll die here without any water and without any friends. Take me with you." The ducks answered, "We can't. We are going to fly, and you have no wings." The turtle thought for a minute and then said, "Please wait here." Then he went away and found a strong, straight stick. He bought it back to his friends, put the middle of it in his mouth and said, "Now if each of you takes me one end of the stick in his mouth, you can lift me up and carry me with you."

"There is one danger," said the ducks, " If you try to talk while we're carrying you through the air, you won't be able to hold the stick, so you'll fall down along way and break your shell." "All right, answered the turtle," I promise not to talk while we're in the air. So the duck took the stick and flew away, with the turle between them. All went well until they were flying over the town. Then some people saw them and shouted, "Look, those ducks are carrying a cat!" The turtle got very angry, "A cat? I'm not..." He said, but he didn't get any further,. Then, the turtle died

because he didn't do what the duck said to him for do not told while they're in the air.

6. What is the text tell about?

   A. Two ducks and a turtle

   B. Two ducks who lived in a big lake had a friend who was a turtle

   C. A turtle want to fly

   D. The duck was died

   E. The turtle was died

7. What was the problem in the story?

   A. The turtle want to fly but he hasn't wings

   B. The ducks will go, and leave turtle

   C. The ducks have not strong

   D. The turtle was died

   E. The ducks talked when they flied

8. Because when he opened his mouth and the poor turtle fell to the <u>ground</u> (third paragraph and last line), what is the meaning of ground in the story?

   A. Fell

   B. Intimidated

   C. Open

   D. Strong

   E. Leave

9. How did to solve the problem who faced by the turtle?

   A. He bought it back to his friends, put the middle of it in his mouth and said, "Now if each of you takes me one end of the stick in his mouth, you can lift me up and carry me with you."

   B. The ducks bring the turtle fly

   C. They told the turtle they were going to leave

   D. Turtle promise not to talk while we're in the air

   E. The turtle thought for a minute

10. What is conclusion of the story?

    A. The turtle died because he didn't do what the duck said to him for do not told while they're in the air.

    B. They will go together

    C. They can leave the lake

    D. The ducks bring him fly

    E. The turtle died because he do what the duck said

Text for question number 11-15!

Aladdin and the Magic Lamp

Once upon a time, there lived a handsome boy in Baghdad. The name was Aladdin. He was a clever boy, but he did not like to work. One day Aladdin's mother sent him to the market place to look for a job. In the market he met a magician. The magician asked him to work together with him. If Aladdin could do, he would get a lot of gold coins and jewelers. The magician asked Aladdin to go inside the cave and find a magical lamp there. He also gave a ring and said, "If you are in any trouble, rub this ring and a genie will come to your rescue!"Aladdin went into the cave. Inside the cave, Aladdin was surprised by what he saw. Every corner was full of gold and treasures. A few minutes later, he found the lamp and quickly returned to the

entrance of the cave. Aladdin called out, "Magician, I have found the lamp." "Excellent," answered the magician. "Quick, pass it to me!" Aladdin did not trust the magician so he said, "Not so fast Magician. You must help me out of this cave first."

The magician became very angry. When Aladdin was walking to the entrance; the magician pushed a huge rock over the entrance of the cave and left Aladdin and the lamp behind. Aladdin tried to move the rock all by himself, but it was too big and heavy, "Oh no! I am trapped in the cave!" he cried. Suddenly, he remembered the magic ring. He rubbed it with the palm of his hand. To his surprise, a genie appeared before him and in a powerful voice said, "Master, I am the Genie of the ring. How can I help you?" Aladdin was frightened, but he soon found the courage to ask, "Could you please send me back to my house?" In no time at all Aladdin was backing home.

Aladdin took out the lamp. He wondered what would happen if he rubbed it. As Aladdin was rubbing it, all of a sudden another enormous genie stood before him. The genie of the lamp said, "Master, your wish is my command." Aladdin was very excited and wished for an enormous palace and bags full of gold. One day, a beautiful princess was passing by Aladdin's palace. She stopped to talk to Aladdin and soon they became good friends. Before long, Aladdin and Jasmine fell in love each other. She married Aladdin and lived happily.

11. What is theme of the story?

    A. Aladdin's life and magic lamp

    B. A clever boy

    C. A handsome boy

    D. The magician

    E. Aladdin and Jasmine

12. Where was Aladdin live?

    A. In the market

    B. In Baghdad

    C. In the Europa

    D. In Indonesian

    E. In America

13. What is the problem in the story?

    A. Alladin met magician

    B. Alladin found the lamp Aladdin did not trust the magician

    C. The magician was very angry

D. Alladinwas frightened

E. Aladdin was very excited and wished for an enormous palace and bags full of gold

14. The magician pushed a huge rock over the <u>entrance</u> of the cave (second paragraph and first line), the underline has meaning……

A. Window

B. Door

C. Room

D. Build

E. Poor

15. How was the end of the story?

A. They was married and lived happily

B. Jasmine stopped to talk to Aladdin and soon they became good friends

C. Aladdin and Jasmine fell in love each other

D. Aladdin was very excited and wished for an enormous palace and bags full of gold

E. Jasmine and Alladin hate each other

Text for question number 11-15!

The Boy Who Cried Wolf

There was once a young shepherd boy who tended his sheep at the foot of a mountain near a dark forest. It was lonely for him watching the sheep all day. No one was near; except for three farmers he could sometimes see working in the fields in the valley below.

One day the boy thought of a plan that would help him get a little company and have some fun. He ran down toward the valley crying, "Wolf! Wolf!"The men ran to meet him, and after they found out there was no wolf after all, one man remained to talk with the boy awhile.The boy enjoyed the company so much that a few days later he tried the same prank again, and again the men ran to help him.

A few days later, a real wolf came from the forest and began to steal the sheep. The startled boy ran toward the valley, and more loudly than ever he cried, "Wolf!

Wolf!"But the men, who had been fooled twice before, thought that the boy was tricking them again. So no one came to help the boy save his sheep

16. What is the topic of the story?

    A. A falsehood boy

    B. A wolf

    C. Sheep

    D. The boy

    E. Three farmers

17. What did the boy do?

    A. He met a wolf

    B. He cried "wolf", but he just lie

    C. He met three farmers

    D. The boy went to the forest

    E. The boy go to the forest

18. What is the moral we find from the story?

    A. Don't worry

    B. Don't make mistake

    C. Don't lie

    D. Don't make people sad

    E. Don't be sad

19. The startled boy ran toward the valley (last paragraph and second line), the underline has meaning…..

    A. Young man

    B. Green boy

    C. Old man

    D. Old father

    E. Child boy

20. How did the end of the story?

    A. The boy was very fun

B. The boy enjoyed the company so much that a few days later he tried the same prank again

C. The boy cried "wolf" but no one come help him

D. The people did not promise him

E. The boy happily life

The text for question number 21-25

The Legend of MalinKundang

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were MalinKundang and her mother. Her mother was a single parent because MalinKundang's father had passed away when he was a baby. MalinKundang had to live hard with his mother

MalinKundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town. One day, when MalinKundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, MalinKundang defeated the pirates. The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, MalinKundang agreed. He left his mother alone. Many years later, MalinKundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here". An old woman ran to the beach to meet the new merchant. She was MalinKundang's mother. She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, MalinKundang who was in front of his well-dressed wife and his ship crews denied meeting that old lonely women. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her" enough, old women! I have never had mother like you, a dirty and ugly women!" after that he ordered his crewsto set sail. He would leave the old mother again in that time she was full of both sadness and angriness. Finally enraged, she cursed Malin Kundang that would turn into a stone if he did not apologize. Malin Kundang just laught and really in the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on an island. It was really too late for him to avoid his curse. Suddenly he turned into a stone.

21. What is the story tell about?
    A. Malinkundang's life

    B. A single parent

    C. Malinkundang and her mother

    D. Malinkundang and wife

    E. Malinkundang and her rich

22. What is the message we find from the story?

    A. Don't rebellious to your parents although they are poor

    B. Don't angry to your mother

    C. Don't make your mother sad

    D. Don't make angry

    E. Don't make your mother trouble

23. Where did Malinkundang's father?

    A. His father went to town

    B. His father was died

    C. His father divorce with his mother

    D. His father went and leave them

    E. His father was married with other women

24. He turned into a stone (last paragraph). What the meaning of turned……

    A. Change

    B. Closed

    C. Changed

D. Decided

E. Unchanged

25. What the conclusion of the story?

    A. He make his mother angry, and his mother pray and malingkundang turned into stone

    B. Malinkundang was very happy

    C. Malinkundang and his mother happy togher

    D. Malinkundang was very rich Malinkundang was very rich and has a beautiful wife

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15. A

16. B

17. A

18. C

19. B

20. C

21. C

22. A

23. B

24. C

25. A

APPENDIX VI

Table 4

Students reading comprehension scores in cycle 2

No	Name	Reading score					Total	score total X4
1	ASS	5	4	4	3	3	19	76
2	CIN	5	4	3	4	4	20	80
3	DAM	5	4	3	5	5	22	88
4	DJR	5	3	4	4	5	21	84
5	IAR	5	3	3	3	4	18	72
6	ILN	5	4	3	3	4	19	76
7	MRD	5	3	3	4	4	19	76
8	MRR	5	3	3	3	4	18	72
9	MD	5	4	3	3	5	20	80
10	MS	5	3	4	3	4	19	76
11	NAR	5	4	4	3	4	20	80
12	NM	5	4	3	4	3	19	76
13	NSP	5	4	3	4	4	20	80
14	PD	5	3	4	3	4	19	76
15	PMS	5	4	3	4	4	20	80
16	RAT	5	3	3	3	4	18	72
17	RMA	5	4	4	5	5	23	92
18	RRP	5	4	4	4	3	20	80
19	RS	5	4	4	4	5	22	88
20	**SAS**	**5**	**2**	**4**	**4**	**2**	**17**	**68**
21	SH	5	3	4	4	4	20	80
22	SS	5	3	3	3	4	18	72
23	YRH	5	4	4	5	4	22	88
24	ZAP	4	4	2	4	4	18	72
TOTAL SCORE		119	85	82	89	96	471	1884
MEAN		4.96	3.54	3.4	3.7	4	20	78.5

PERCENTAGE		95,83%

* Bold name that did not pass the KKM (70) in second cycle

Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

Subject Matter   : English
Class / Semester   : XI IPA/ 1
Days / Date Of   : October, 2015
Cycles   : I
Observant   :MrsLihardoSiregar, S. Pd as Co-Teacher

No	Activities	Students																								Total Students
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
1	Students did not have full attention when learning reading comprehension by using genre based approach		✓			✓		✓					✓		✓		✓				✓		✓	✓	✓	
2	Students did not finish all the task																									
3	Students did not collect the task appropriate the time																									
4	Students were noisy																							✓	✓	

5	Students who moved to another chair																						
6	Students who ask permission																				✓		
7	Students are absent																						
8	Condition of Class	- Students did not have full attention when learning reading comprehension by using genre based approach, there have 10 students did not full attention when teaching learning, they were(DAM, ILN, MRR, NSP, PMS, PD, RAT, ILN, ZAP,SAS). - There were two students were noisy in the class room, they were (ZAP, SAS) - Asked permission, one student(PD) who often asked permission to the bathroom.

Padangsidimpuan,   ,2015
Validator

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APPENDIX VIII

Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

Subject Matter : English
Class / Semester : XI IPA
Days / Date Of : 6 november, 2015
Cycles : II
Observant : Mrs. Lihardosirgar, S. Pd as Co-Teacher

No	Activities	Students																								Total Students
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
1	Students do not have full attention when learning reading comprehension by using Genre Based Approach																									
2	Students do not finish all the task																									
3	Students do not collect the task appropriate the time																									
4	Students are noisy																									
5	Students who move to another chair																									

6	Students who ask permission																						
7	Students are absent																						
8	Condition of Class	• The was a student (SAS) could not identify meaning of difficult, because the vocabulary of him was less and he did not interest to English language the researcher and co-teacher felt happy because the student reading comprehension was improve and could solve their problem in second cycle																					

Padangsidimpuan,6 November, 2015
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Sojuangon Rambe, S. S, M. Pd.,
NIP. 19790815 200604 1 003

APPENDIX XI

LIST OF INTERVIEW GUIDELINES

Interview to the students

1. ApakahkesulitanAndadalammengidentifikasikalimat topic?

   (What are you difficulties in identifying topic sentence?)

   Answer: sayatidakmengerti yang mana topic sentence didalam narrative text

2. Apakahkesulitanandadalammengidentifikasikalimatpendukung?

   (What are your difficulties in identifying supporting sentence?)

   Answer: karenasayakurangpahambagaimana yang dikatakandengankalimatpenukung,

   dansayakurangpahammembedakankalimatpendukungdenganinformasipenting

3. Apakahkesulitanandadalammengidentifikasiarti kata- kata sulitdidalamteks?

   (What are your difficult in identifying difficult word?

   Answer: sayatidaktahuarti kata- kata sulittersebutdansayatidakmembawakamus

4. Apakahkesulitanandadalammengidentifikasiinformasipentingdalamteks?

   (What are your difficulties in identifying important information?

   Answer:

   sayatidakmengertimaksuddariteksdantidaktahumembedakanmanakalimatpendukungdanm

   anainformasipenting

5. Apakahkesulitanandadalammengidentifikasikesimpulanutamadariteks?

   (What are your difficulties in identifying summarizing main point/conclusion?

   Answer: sayatidakmengertiteksnya.

6. Mengapaandamembuatkeributandikelas?

   (Why do you make disturbance in the classroom?

Answer: karenasayatidakmengertimateri yang

dijelaskandanmenanyakanpenjelasandanjawabandariteman

7. Mengapaandaseringpermisi?

(Why are you often permission?)

Answer: karenasayainginpergike toilet

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APPENDIX XIII

<div align="center">

Observation Note Sheet
Teachers' Activity in Teaching Learning Process
Classroom Action Research

</div>

Subject Matter : **English**
Class / Semester : **XI IPA**
Days / Date Of : **November, 6th 2015**
Cycles : **II**
Observant : **LihardoDongoran as Co-Teacher**

No.	Activities	Y	N	How	Application
I.	**A. Opening** 1. Doing the apperception.	✓		Adapting the enthusiasm, motivation, improving the way of the study: • Introducing the method • Modeling the use of the method, trying out ad solving the problem • Expand with new material	Teacher performance in teaching reading comprehension by using GBA was done well. However the researcher should connect the learning material (text) to the students experience so that they can more comprehend the text and also they are able to applying GBA as method in reading comprehension.
	2. Giving the motivation to the students.	✓		Giving the motivation with tell to students how important this strategy to help them in reading comprehension. They are: • To increases their comprehension • To develop the knowledge in reading comprehension. • To make them understand the target language. •	Teacher gives the motivation to students with given the positive comment by say "your opinion is good". With it can make them enthusiasm in learning process.
	3. Explaining the purpose	✓		Tell the students that this	Teacher explains to students that this method can make easy

		of the learning outcome.			method can make them develop the knowledge and skill especially reading comprehension.	to answer the question in reading comprehension.
		4. Explaining the steps teaching-learning reading process by using GBA	✓		Tell the students about: • Explain the strategy that will be used • Explain the steps that will be used • Practicing the using of the GBA • Ask the students to use the method to some example when learning process. • Ask the students to do the task	Teacher explains the Method and the steps of the method and then made example based on the method. So, that they can apply GBA clearly when they apply the method.
II	**B. Implementation of Learning Material** 1. Connecting learning material to the students' experience by using GBA.			Ask the students about the text that they have ever read	Teacher asks to students have they ever read the story about narrative text and it made them easier to understand about the material will be learned.
		2. Explaining reading material by using GBA.	✓		• Building the context are introduced to social context, building the knowledge of the social activity • Modeling and deconstructing the text. Investigate the structural pattern and language feature of the model and answer the question. • Joint construction of the text Student work	In *Building the context,* the researcher explain about narrative text, Introduced to social context and cultural, building the knowledge of social purpose activity of the text. In *Modeling/Deconstructing the Text*, the researchers explained of the text. Gave them some questions from the text using question and then explain about structural of the text (orientation, complication and resolution) and language features of the text. Ask the students to find the answer of the question. In *Joint Constructing of the Text*, the researcher gave direction of the students to able made the new text

				independently the new text.	appropriate text type. In *Independent construction*, the researcher asked the students to extend the content of the text by themselves with oral performance, and the last, in *Linking to Related texts*. The researcher asked the students to comparing of the text by themselves with other texts in the book
				• Independent construction of the text learner performance done the new text in oral performance.	
				• Linking to related texts.	
				• Comparing of the text in the same or similar contexts.	
	3. Giving the suitable example in reading material.	✓		Give the narrative text about *LutungKasarung and The Legend Of Lake Toba*	Teacher gave the text one by one to students as an example of the material.
	4. Motivating all students to participate in teaching process and sets down its result on paper that is provided.	✓		Tell the students to apply the GBA when they answer the reading and make a note to remind them about the material that have been explained by teacher.	Teacher asked students when they were reading and answered the question they must use GBA.
III	**C. Evaluation** 1. Asking the students to do test and researcher looks after the students during the test time.	✓		• Give the students worksheet test. • Monitor them when they are doing the test.	Teacher gives the test one by one to students and then teacher walk around in the class to monitor them when they answer the test.
	2. After students finish in answering the test, then the researcher will collect their answer to give the assessment that appropriate with lesson plan.	✓		• Collect the students' answer. • Give the assessment that appropriate with lesson plan.	After students were finished answer the test, teacher collects the students' answers and checks their answer.

IV	D. Closing 1. Asking the students about reading material.	✓		• Ask the students to give the opinion about the material that they get from the teachers' explanation. • Conclude the students' opinion.	Teacher asked to students gave their opinion about material, some of them was say that the material is interest and easy to understand and some of them was say that the material so hard to understand and the test is so hard. So, teacher would improve the teaching method in next meeting
	2. Making the conclusion based on reading material.	✓		Checking their comprehension about the material by giving some questions.	Teacher checks their comprehension by giving the test.
	3. Giving the motivation to the students in order to apply GBA method in reading comprehension.	✓		Ask the students to GBA in reading comprehension to make them can answer the question and understand a text easily and quickly.	Teacher asks students to use the GBA in answer the question.
	4. Giving the information about reading material in the next meeting.	✓		• Tell them the narrative text that will be read in the next meeting. • Tell them that they will do a test for reading comprehension.	Teacher tell to students that in the next meeting will give the narrative text but in different title and teacher tell to students will test them again
V	E. Management Class 1. Opening the Lesson a. Take students' attention	✓		• Using the tools in learning process to make students interest they are whiteboard, broad marker, and etc.	Teacher use whiteboard and broad marker in teaching reading comprehension.
	b. Give motivation	✓		• Show to students good attitude as, friendly, enthusiastic, and seriously. • Make students have to inquiring the lesson with	Teacher show to students a good attitude (friendly, smile). So, students motivate to study.

				give them game	
	2. Explain skill	✓		• Teacher explains the procedure of GBA. • Teacher asks students to read the text to find the answer of their question. • Teacher asks students to write their answer in task book.	Teachers explained the step of GBA and ask students to apply the method.
	3. Give reinforcement	✓		• Teacher gives reinforcement to students as "right", "your answer is true", • Give impression to students as "give applause" • Give reinforcement with give the positive comment in their task book, give the candy, stamp.	Teacher gives positive comment to students by say "right, your answer is true". With that they were enthusiasm in learning process.
	4. Physical appearance			• For researcher /teacher wearing shirt, black skirt, and veil with tidy, take stocking, shoes black high heels, and wearing makeup not too much.	Teacher wearing shirt, black skirt, and veil with tidy brown shock and black shoes in learning process.
	5. Management class	✓		• Students' make in group, and every group have four students • The windows are big enough so the sunrise and the air can enter into the classroom	Teacher makes the seat of students in rows and made group and open the window. So, the air can enter in to the classroom.

	6. Closing Make a review and evaluation		✓	• Teacher review the point of material they are, topic sentence, supporting idea, meaning of difficult word, important information, and summarizing main point/ conclusion. • Ask students to answer the multiple choice question.	After teacher was finish explain the material, teacher review again the material about topic sentence, supporting idea, meaning of difficult word, important information, and summarizing main point/conclusion to make them remind the material. Last, teacher asks students to answer the test.

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APPENDIX XII

<div align="center">

Observation Note Sheet
Teachers' Activity in Teaching Learning Process
Classroom Action Research

</div>

Subject Matter   **: English**
Class / Semester   **: XI IPA**
Days / Date Of   **: November, 6th 2015**
Cycles   **: I**
Observant   **: LihardoDongoran as Co-Teacher**

No.	Activities	Y	N	How	Application
I.	**A. Opening** 1. Doing the apperception.	✓		Adapting the enthusiasm, motivation, improving the way of the study: • Introducing the method • Modeling the use of the method, trying out ad solving the problem • Expand with new material	Teacher performance in teaching reading comprehension by using GBA was done well. However the researcher should connect the learning material (text) to the students experience so that they can more comprehend the text and also they are able to applying GBA as method in reading comprehension.
	2. Giving the motivation to the students.	✓		Giving the motivation with tell to students how important this strategy to help them in reading comprehension. They are: • To increases their comprehension • To develop the knowledge in reading comprehension. • To make them understand the target language. •	Teacher gives the motivation to students with given the positive comment by say "your opinion is good". With it can make them enthusiasm in learning process.

	5. Explaining the purpose of the learning outcome.	✓		Tell the students that this method can make them develop the knowledge and skill especially reading comprehension.	Teacher explains to students that this method can make easy to answer the question in reading comprehension.
	6. Explaining the steps teaching-learning reading process by using GBA	✓		Tell the students about: • Explain the strategy that will be used • Explain the steps that will be used • Practicing the using of the GBA • Ask the students to use the method to some example when learning process. • Ask the students to do the task	Teacher explains the Method and the steps of the method and then made example based on the method. So, that they can apply GBA clearly when they apply the method.
II	**B. Implementation of Learning Material** 1. Connecting learning material to the students' experience by using GBA.			Ask the students about the text that they have ever read	Teacher asks to students have they ever read the story about narrative text and it made them easier to understand about the material will be learned.
	2. Explaining reading material by using GBA.	✓		• Building the context are introduced to social context, building the knowledge of the social activity • Modeling and deconstructing the text. Investigate the structural pattern and language feature of the model and answer the question. • Joint construction of	In *Building the context,* the researcher explain about narrative text, Introduced to social context and cultural, building the knowledge of social purpose activity of the text. In *Modeling/Deconstructing the Text*, the researchers explained of the text*TangkubanPerahu and John*. Gave them some questions from the text using question and then explain about structural of the text (orientation, complication and resolution) and language features of the text. Ask the students to find the answer of the question. In *Joint*

				the text Student work independently the new text. • Independent construction of the text learner performance done the new text in oral performance. • Linking to related texts. • Comparing of the text in the same or similar contexts.	*Constructing of the Text*, the researcher gave direction of the students to able made the new text appropriate text type. In *Independent construction*, the researcher asked the students to extend the content of the text by themselves with oral performance, and the last, in *Linking to Related texts*. The researcher asked the students to comparing of the text by themselves with other texts in the book
		3. Giving the suitable example in reading material.	✓		Give the narrative text about *TangkubanPerahu and John*	Teacher gave the text one by one to students as an example of the material.
		4. Motivating all students to participate in teaching process and sets down its result on paper that is provided.	✓		Tell the students to apply the GBA when they answer the reading and make a note to remind them about the material that have been explained by teacher.	Teacher asked students when they were reading and answered the question they must use GBA.
III		**C. Evaluation** 1. Asking the students to do test and researcher looks after the students during the test time.	✓		• Give the students worksheet test. • Monitor them when they are doing the test.	Teacher gives the test one by one to students and then teacher walk around in the class to monitor them when they answer the test.
		2. After students finish in answering the test, then the researcher will collect their answer to give the	✓		• Collect the students' answer. • Give the assessment that appropriate with lesson plan.	After students were finished answer the test, teacher collects the students' answers and checks their answer.

				assessment that appropriate with lesson plan.	
IV		**D. Closing** 1. Asking the students about reading material.	✓	• Ask the students to give the opinion about the material that they get from the teachers' explanation. • Conclude the students' opinion.	Teacher asked to students gave their opinion about material, some of them was say that the material is interest and easy to understand and some of them was say that the material so hard to understand and the test is so hard. So, teacher would improve the teaching method in next meeting
		2. Making the conclusion based on reading material.	✓	Checking their comprehension about the material by giving some questions.	Teacher checks their comprehension by giving the test.
		3. Giving the motivation to the students in order to apply GBA method in reading comprehension.	✓	Ask the students to GBA in reading comprehension to make them can answer the question and understand a text easily and quickly.	Teacher asks students to use the GBA in answer the question.
		4. Giving the information about reading material in the next meeting.	✓	• Tell them the narrative text that will be read in the next meeting. • Tell them that they will do a test for reading comprehension.	Teacher tell to students that in the next meeting will give the narrative text but in different title and teacher tell to students will test them again
V		**E. Management Class** 1. Opening the Lesson a. Take students' attention	✓	• Using the tools in learning process to make students interest they are whiteboard, broad marker, and etc.	Teacher use whiteboard and broad marker in teaching reading comprehension.
		b. Give motivation	✓	• Show to students good attitude as, friendly,	Teacher show to students a good attitude (friendly, smile). So, students motivate to study.

			• enthusiastic, and seriously. • Make students have to inquiring the lesson with give them game	
	2. Explain skill	✓	• Teacher explains the procedure of GBA. • Teacher asks students to read the text to find the answer of their question. • Teacher asks students to write their answer in task book.	Teachers explained the step of GBA and ask students to apply the method.
	3. Give reinforcement	✓	• Teacher gives reinforcement to students as "right", "your answer is true", • Give impression to students as "give applause" • Give reinforcement with give the positive comment in their task book, give the candy, stamp.	Teacher gives positive comment to students by say "right, your answer is true". With that they were enthusiasm in learning process.
	4. Physical appearance		• For researcher /teacher wearing shirt, black skirt, and veil with tidy, take stocking, shoes black high heels, and wearing makeup not too much.	Teacher wearing shirt, black skirt, and veil with tidy brown shock and black shoes in learning process.
	5. Management class	✓	• Students' make in group, and every group have four students • The windows are big	Teacher makes the seat of students in rows and made group and open the window. So, the air can enter in to the classroom.

				enough so the sunrise and the air can enter into the classroom	
	6. Closing Make a review and evaluation	✓		• Teacher review the point of material they are, topic sentence, supporting idea, meaning of difficult word, important information, and summarizing main point/ conclusion. • Ask students to answer the multiple choice question.	After teacher was finish explain the material, teacher review again the material about topic sentence, supporting idea, meaning of difficult word, important information, and summarizing main point/conclusion to make them remind the material. Last, teacher asks students to answer the test.

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Documentation research in Cycle 1
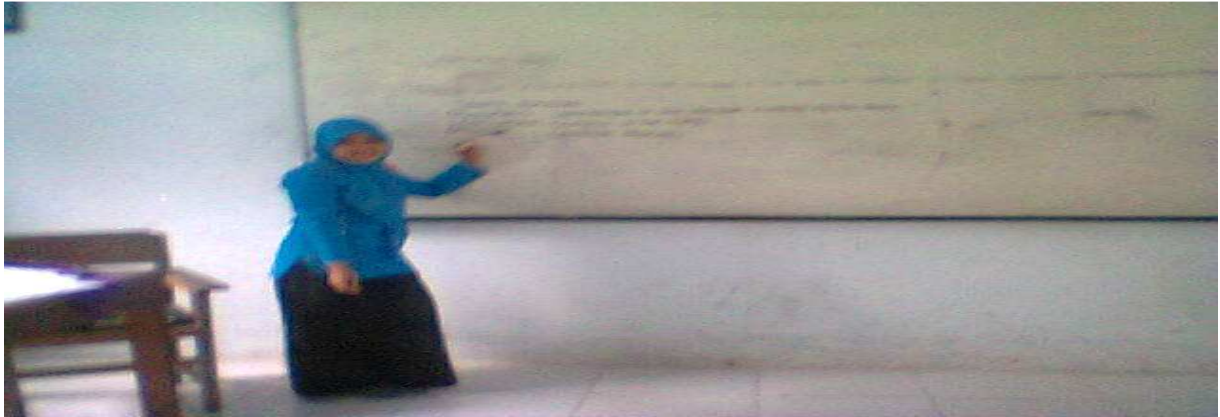
*when the researcher explained learning material

*when the students did the test

*when the researcher gave the response of students

CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is important in learning foreign language, to find new information; new things and new ways to solve problem and reading are aspect important for students, beside listening, writing, and speaking. So students must comprehend in reading.

Here are of utility of reading comprehending: the first, students can get knowledge through reading. When students read, they get much information presented from written, such as books, newspapers, magazines, tabloids, novels and journals. Students cannot get knowledge and information from sources if they do not read, if students read more they get knowledge and information more.

The second, reading develops the mind. Students begin to have a greater understanding on a topic that interest, for example: how students build self -confidence, how to make plan better before taking action, how to memorize things better and more. All of these self-improvements start from the reading; through reading, students create a structured path towards a better understanding and better actions to take in the future.

The third, reading is activity of students' brain for thinking and problem solving. When reading process, students' brain is activate to

remember, analyze of information, brain give images of the knowledge's applications and implications in the real life and related them to the prior knowledge that students have before reading the text. And also students' brain is facilitated to take information from text.

Finally is through reading Based on the illustration above, it is understandable that reading is necessary for everybody in variety purposes and needs. But reading comprehending is problematic at SMA N 1 SaiparDolok Hole either in the aspect of the test score and motivation. The actual problems are revealed in the following:

The first, the students were lack of reading motivation. Based on the writer observation from the librarians, it was found that students were lazy to visit the library from hundreds of them. They were interest to play game and chatting in that school, beside it the students felt boring and confuse when reading, especially English book.

The second problem was the teacher of SMA N 1 SaiparDolok Hole used teaching method in teaching reading text. The teacher taught reading comprehension by translating the text[1]. Therefore, the students opened the dictionary when they want to find out the main idea of the reading text. So when students final exam, they cannot use the dictionary. It makes the

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[1]LihardoDongoran as English Teacher in class XI/IPA, *Private Interview* (SMA Negeri 1 SaiparDolok Hole: November 12nd, 2014 at 10.30 am).

students' reading comprehension is low. However, the data found in SMA N 1 SaiparDolok Hole asserted the average of students' reading comprehension it is revealed the value of them are 65-69[2], Based on the constitution of National Education System (Sisdiknas) No. 20 in 2003, passing grade of English in senior high school is 70 for all subjects and skills includes reading skill. So the category students of this school are low.

Third, Most students had less vocabularies, as a result they do not know the meaning of sentence, and they do not know the idea of about their read, so when teacher explain of the text. They do not understand what their teacher explains. So it makes student lazy to reading and makes English subject is difficult. So, as English teacher should be creative to teach them, many have teaching method to help them problems and we can used it.

These alternatives are promoted under such titles as theSQ4R(Survey, Question, Read, Recite, Record, Review) Method is very practical to help students keep studying organized and efficient in reading, The steps to SQ4R are Survey, Question, Read, Recite, Record, Review; KWL method (Know, what the students Will/Want to know, and what the students Learned) is aimed to be an exercise for a study group or class that can direct the students in reading and understanding a text[3], and the last Genre

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[2]Buku Kumpulan Nilai SMA N 1 SaiparDolok Hole, *Private Document* (SMA N 1 SaiparDolok Hole: November 12, 2014 at 09.00 a.m).

[3]IkbalNurulAzhar, KWLReading Method, retrieved from*Http://www.kipling.org. uk/poems*serving.htm.(Accessed on December 6,)

Based Approach (GBA) Approaching language learning from the perspective of texts requires an accompanying methodology which can enable students to develop the knowledge and skill to deal with spoken and written texts in social contexts and here students develop reading skills[4]. Beside it Genre Based Approach method make students interest in learning English especially reading comprehension. So, the researcher used the last method. It is Genre Based Approach (GBA); it can improve the reading or writing skill of the students. Because it is has relationship between genre and text. Students can learn language by interacting with others in powerful social activities students begin to understand the target language is a source they can use to make meaning and can make them comprehension in reading. Students learn through language, as they learn the target language, students begin to interpret and organize reality in terms of that language.

The researcher was interest in conducting a Class Action Research (CAR), which purpose to improve reading comprehension by using Genre Based Approach. Therefore, from the explanation above the researcher conducted the title of the research is **"Improving Students' Reading Comprehension by Using Genre Based Approach at the Second Grade of SMA N 1 SaiparDolok Hole"**.

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[4]EndangFauziati, et. al,*English Language Teaching and Learning: Theory And Practice* PLPG Sertifikasi Guru 2013 Rayon 133 Universitas HKBP Nommensen, p. 51

B. Identification of the Problem

Reading comprehension is an important component of the language so they must comprehend and then the researcher used Genre Based approach to improve reading comprehension of the students. Before second grade of SMA N1 SaiparDolok Hole has problem as following: Students were lack of reading motivation, the teacher of SMA N 1 SaiparDolok Hole has used teaching method in teaching reading text but the students' achievement reading comprehension were still low and the last most students have less vocabularies as a result they do not know the meaning of sentence, and they do not know the idea of about their read, so when teacher explain of the text.

C. Limitation of the Problem

Based on the identification above, the researcher focused the problems in improving students' reading comprehension achievement that would be solved by doing GBA (Genre Based Approach), this research concerned into improving students' reading comprehension by using the narrative text at the second grade, first semester of IPA Class SMA N 1 SaiparDolok Hole.

D. Formulations of the Problem

There were two formulations of the problem in this research, as follow:

1. To what extents were the using Genre Based Approach method can improve students' reading comprehension at the second grade of SMA N1 SaiparDolok Hole?

2. What were factors which regard student's learning result at SMA N1 SaiparDolok Hole?

E. Purposes of the Research

Derived from the question of the research above, so the purposes of this research are:

1. To examine that the achievement of students' reading comprehension by using Genre Based Approach at the second grade of SMA N1 SaiparDolok Hole

2. To identify the factors which regard students' learning result at the second SMA N 1 SaiparDolokHole.

F. The Significants of the Research

This research is expected to useful at least in three domains, they are for the science of education, for research and for future researchers. The following illustration describes the significance for these parties.

Firstly, this research will give contribution enrich the science of language education in general and specially to the field of teaching reading.

Secondly this research is beneficial for teachers as source teaching. They can get learning material from the present in the class room of teaching reading and they can use this method in this research as reference in improving the process and the result of students' reading comprehension.

Finally, this research can be used by the future researcher as reference and standing point for studying the other objects in the field of language

teaching. By reading this research, they will be able to identify other subjects to investigate which is the continuity of this research.

G. Definition of the Terminologies

1. Improving as become or make something or somebody better.[56] It means, the situation last tries to be better than the first situation. It can be done by doing it practically or doing something to make the improving in the case of what we want to improve. The way of improving can be more exercises, training, or practice it more and more.

2. Genre Based Approach

   Genre Based Approach is which one teaching method used genre is base. The main goal to helps students to become aware of understand some aspects such as: the social purpose of the chosen genre, the contextual factors influencing the productions of the text and themselves, another important aim of the context exploration phase, from the teacher point of view, is to establish the learners actual development or starting point[7].

3. Student is a person who is studying at college or university, person is studying at secondary school or person who interested in a particular subject[8].Usually, it is formal which studying at school or education unit, for the non-formal and informal may be name as a student for private

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[5]*Ibid,* p. 36.
[6]Victoria Bull, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press Fourth Edition, 2008), p. 222.
[7]*Ibid,*
[8]*Ibid*, p. 441

lessons, extracurricular tutorial lessons, and the other places that suitable for doing a teaching and learning.

4. Reading comprehension

Reading comprehension is the ability to understand information presented in the text. Reading comprehension is process to understand information from the written, so the reader must connection their background knowledge.

H. Indicator of Action

Classroom action research is the process of studying a real school or classroom situation to understand and improve the quality of action or instruction.[9] It means that action research is a systematic way for teachers to observe their practice or to explore a problem and a possible course of action through planning, action, observation and reflection. Action research is any systematically inquiry conducted by teachers, researchers, principals, school counselors, or other stakeholders in the teaching learning environment to get the information about the ways how they teach, and how their students learn.

Action means the activity that is done by someone. The researcher made teaching program, lesson plan, and also using strategy in teaching reading comprehension in the classroom. Additionally, researcher collaborated with English teacher to become a teamwork who work together

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[9] Andrew P. Johnson, *A Short Guide to Action Research Second Edition* (America: Pearson Education, 2005), p. 21.

to solve the students' problem in improving reading comprehension by using GBA (Genre Based Approach) method at the second grade of SMA N1 SaiparDolok Hole. There are some the indicators of action in reading comprehension by using GBA method, they are:

1. Topic sentence

2. Identifying important information

3. Identifying of the message

4. Identifying meaning of difficult word/idiom/phrase in the context

5. Identifying conclusion

Researcher given reading test to know how far the students comprehend the text by using Genre Based Approach method at the second grade SMA Negeri 1SaiparDolok Hole, the researcher used observation notes and interview to support this research.

I. Thesis Outline

Chapter I introduction that consisted of background of the problem, identification of the problem, focus of the problem, formulation of the problem, definition of the key terms, purposes of the research and significances of the research.

Chapter II consisted of theoretical descriptions which explain about word square modeling, vocabulary mastery, vocabulary, countable noun, uncountable noun, concrete noun, abstract noun, conceptual framework and hypotheses of action.

Chapter III was research methodology, and it consisted of location and Schedule of the research, research design, participants of the research, instrument of collecting data, procedure of the classroom action research and technique of analyzing data.

Chapter IV consisted of the result of the research. The result of the research consisted of the findings, data presentation, discussion and threatening of the action.

Finally, Chapter V was consisted of conclusion and suggestion was the researcher close to end this research.

CHAPTER II

REVIEW OF RELATED LITERATURE

In conducting the research, some theories were needed to explain clearly some concepts or terms applied in the research, the terms are:

A. Reading Comprehension

a. Definition of Reading

Reading is one of the materials studied by students of Indonesia. It should be clear if they want to master English language well. It is impossible to be understand about the text without comprehend the reading. Reading is the activity to understand about the text. Because reading is a fluent process of readers combining information from the text and their own background knowledge to build meaning. According to David Nunan, the goal of reading is comprehension[1]. It is process recognition, interpretation and perception of a written. So they are getting some message or information from the material, it is the purpose of the reading.

Next, Douglas Brown said," reading is process negotiating meaning; the reader brings to text a set of schemata for understanding it, and it is take product of that interaction"[2]. According to Carrel "reading is receptive language process in

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[1]David Nunan, *Practical English Language Teaching* (New York:Mcgraw-Hill Companies,2003)

[2]Douglas Brown, *Language Assessment* (USA: Longman, 2004), p.189.

which the readers construct the meaning"[3]. It is the readers interpretations the text with processing their minds and it is happen in their mind. Thus reading is process to understand a text which means getting the needed information from the text.

Then, According to Aebersold and Field claimed that "learning to read stars by exploring what happens when readers read that it is conscious pay attention to think about elements in, or identify then interaction taking place in the reading process"[4]. It means the readers will active the background of knowledge, when they read. Then reader can interact with text and they can think about the matter by means of them knowledge.

Most definition of reading important issues that reading is the process of getting meaning from the text. Understanding the information from the text is the whole purpose of reading and a process in which reader can search for and make meaning from what they read to themselves it is a cognitive constructivist view of reading. Through reading people get a lot information, can active the background knowledge, enjoyment and even problem solving. So reading is an interactive process that people minds to reconstruct the meaning what they have read and they get the knowledge when they are comprehend.

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[3]Patricia L Carrel, et.al. *Interactive Approaches to Second Language Reading*(New York: Cambridge University Press, 1998), p.12.
[4]Jo AnnAebersold and Mary Lee Field, *From Reader to Reader Teacher*, (Cambridge: Cambridge University Press, 1997), p.95.

b. Definition of Comprehension

Comprehension is purpose of the read, it is very important for the reading process. It is considerable research showing that foundation skills in reading and there is the process involving the intentional interaction the reader and the text meaning. Reader does not only understand about the word but reader must know the purposes and content of the text so reader can get the message from the ext. and then comprehension is the ability to understand the meaning from the writer (text) or spoken language. According to Webster's dictionary, "comprehension is the act of grasping with the mind, understanding or knowledge that results from this capacity for understanding ideas, facts".[5] While according to Oxford's dictionary "comprehension is the power understands"[6]. So comprehension is understands of the written or spoken.

In addition, according RicardA.Renandya states that "comprehension is the process by which a person understanding the meaning of written or spoken language clearly"[7]. So comprehension or understanding is process how to understanding of written by oral, writing, or concrete presentations. Further David says: "comprehension is essential to succeed the reading, for

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[5]Victoria New Feldt, *Webster's New World Collage Dictionary*, (USA: Macmillan, 1991), p.286.
[6] A. S Hornby*, Oxford Advanced Learner's Dictionary of Current English*, (London: 2000), p. 235.
[7]Ricard A. Renandya, *Language Teaching Methodology*, (Cambridge University: 2006),p.54.

succeeding the comprehending, the reader must use cognitive and Meta cognitive skills"[8]. The researcher can conclude that, comprehension is process to understand of written and spoken and it can happen needed on reading or listening.

c. **Reading Comprehension**

Reading comprehension is the ability to understand message from written form. According to David Nunan, "reading comprehension is a fluent process of reader combining information from a text and their own background knowledge to build meaning"[9]. So reading comprehension is activity to build meaning, combining from the written and background knowledge of the reader so they can understand about written.

Next, according to "Paris and Hamilton reading comprehension is only a subset of an ill-defined larger set of knowledge that reflects the communicate interactions among the intentions of the reader/listener, the context/situation of the interaction"[10].

From the statement researcher can conclude reading comprehension is the ability of the reader to understand the written and can comprehend the meaning appropriate with the context and situation.

Actually, Catherine takes three elements entails to comprehend:

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[8] David Nunan, *Practical English…* p.67.
[9]*Ibid*, p.68.
[10]Acott G, Orlict*Strategies Acquired to Better Instruction*,(Bandung: Aksara, 2008), p.65.

1) The reader, it is who doing the comprehending. It can happen the reader must have strategies and capacities to comprehend.

2) The text, It is the object to be comprehend by reader

3) The activity, It is activity or done for a purpose, to achieve some end[11].

That is way; researcher can conclude reading comprehension is the ability to understand about the written and spoken, it can with conduction background knowledge of the reader. The elements of the comprehension are reader, text, activity it is must comprehend if the reader comprehends the written well.

d. **Characteristics of Reading Comprehension**

Reading comprehension has some characteristics, like identify of purpose of the text, how to take mean idea, and etc.According to Brown that characteristic of reading are[12]:

a. Identify your purpose of reading a text
b. Apply spelling rules and convention for bottom up decoding
c. Guess at meaning (prefixes, roots, and suffixes) to determine meaning
d. Guess at meaning (of words, idiom, etc.) when you not certain
e. Skim the text for the gist and for main ideas
f. Scan the text for specific information (name, date, key word)
g. Use silent reading technique for rapid processing

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[11]Catherine Snow, *Reading for Understanding*, (USA: Rand, 2002), p.11.
[12]H. Douglas Brown, *Language Assessment…* p, 94.

That is way, the researcher can conclude in reading comprehension has some characteristics, like to understand the purpose of the text how to get information from the text etc.

e. **Categories of Reading Comprehension**

Reading comprehension does not only know what text is about, but reading comprehension demands the students to have deep understanding about all of the text.

Wayne Otto suggested that reading comprehension may be divided into four categories:
   a. Literal comprehension
      Literal comprehension is getting the information from the reading material directly. Literal comprehension is called also comprehending written through word to word from the reading comprehension.
   b. Interpretation. It is the process of the reader tries to understand the text both explicit and implicit meaning. So it is to easy the reader to understand of the written
   c. Critical reading. Critical reading is process to evaluating what has been read by reader. It is making revising the information that has been gotten from the material.
   d. Creative reading. it is going beyond what the author has written applying ideas from the text to new situation and recombining the author ideas to ideas form new concepts something new idea, the solution to the problem, a new way of looking at something from ideas gleaned from the text. Creative reading is applying ideas read to new situation. It means reader apply the information from the reading material in new context.[13]

That is way, researcher can conclude efficient reading must the reader   make literal, critical, and creative reading, which the reader can get information with implicit and explicit meaning with apply their reading.

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[13]Wayne Otto, *How To Teach Reading*, (USA: Addison Wesley Publishing Company, 1978), p. 152-153.

f. Kinds of Reading

Reading is the activity to guide information from the text, so to take some information from the text; the reader can use some manner. The manner as follows:

a. Silent reading

According to Guntur Tarigan that" silent reading is process who done and be used by reader to get message from the text"[14]. In addition, Oxford dictionary "silent reading is condition of not speaking and a sound track"[15], and then David Nunan said" silent reading generally focus in the classroom should be getting the meaning from print when comparison is goal of reading"[16].

From the statement, the researcher can conclude silent reading is condition of not voice, without move of lip, and then silent reading is process who done and be used by reader to get information from the text without move of head, fact silent reading is faster than voice reading and it is used in reading faster.

b. Loud reading

Henry Guntur Tarigan states that loud reading is activity to read, using voice and saying the correct intonation, so the listener and the reader can get information like thinking, feeling, attitude,

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[14]Henry Guntur Tarigan, *MembacaSebagaiSuatuKeterampilanMembaca* (Bandung :Angkasa, 1990), p.58.
[15]H. Douglas Brown, *Language Assessment*… p.887.
[16]David Nunan, *Practical English*… p.58.

or writer's experience.[17] When the readers take aloud in reading they can give the information which they are reading to the listener. The listeners hear the information without read it again and it trains them in pronunciation or speaking ability.

Loud or oral reading is relatively uncommon in modern language process, this type of reading still important in improving learner's pronunciation.[18] In this modern era, the teachers still believe that oral reading is the best approach for teaching. It helps the reader either in pronunciation or understanding a text, they can do it in the same time.

In addition according to Douglas Brown, "loud reading is the test – taker separate letters, word or short sentence and read them loudly, one by one, in presence of an administrator since the easement in reading comprehension, any recognize able the oral approximation of the target response is considered correct"[19].

It conclude loud reading is process in reading to train the reader read with vocal, the target of reading is to make the students speak English well beside to get information and the listener can get information like thinking, feeling of the written.

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[17] Henry Guntur Tarigan, *Membaca Sebagai…* p. 22.
[18] Bambang Setiadi, *Teaching English as a foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 67.
[19]H .Douglas Brown, *Language Assessment…* p.90.

g. Aspect of Reading Comprehension

In Reading, we need some important to success in reading comprehension mastery, as: background knowledge, model of reading comprehension, instruction is similar for decoding and consist of the following elements,

Douglas Brown indicates that there are three aspects of reading comprehension are:[20]

1) Comprehension units
   The units of instruction in reading comprehension increase in complexity ranging from words, phrase, sentences, and paragraphs to passages and pages of texts.

2) Processing skills
   The skills for processing the increasingly complex comprehension units consist of rapid decoding, summarizing the main idea or gist of texts, drawing inferences, transforming complex syntactical structures into simple form, translating difficult vocabulary into more familiar words, simplifying critical reading and reasoning skills and so forth base the background knowledge and specific skills knowledge and specific skills knowledge important to understand and evaluate the message in a text (syntax), (semantic), (factual information), (logic), and ((schema).

3) Strategic knowledge
   The metacognitive strategies for evoking skills and knowledge designed to   monitor and check on going comprehension

Researcher can conclude, if we say comprehend, students must have skills knowledge, must know the function in the text and then student must know the element of comprehend, because it makes student success in reading comprehension.

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[20]*Ibid*, p. 187- 189.

h. Reading Evaluation

The skills and strategies for accomplishing reading emerge as a crucial consideration in the assessment ability. There are micro and macro skill in reading comprehension,

Micro skills are:
a. Discriminate among the distinctive graphemes and orthographic patterns of English
b. Retain chunks of language different lengths in short- term memory.
c. Process writing at an efficient rate suit the purpose
d. Recognize a core of words and interpret word order patterns and their significance
e. Recognize grammatical word classes, systems, patterns, and elliptical forms
f. Recognize that a particular meaning may be expressed in different grammatical forms
g. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Then Macro skills are:
a. Recognize the rhetorical forms of written discourse and their significance for interpretation
b. Recognize the communicative functions of written texts, according to from and purpose
c. Infer context that is not explicit by using background knowledge
d. From described events, ideas, infer, links and connections between events, deduce cause and affects, detects, such relation as main idea, supporting idea, new information, generalization, and exemplification.
e. Distinguish between literal meaning and implied meaning
f. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata
g. Develop and use a battery of reading strategies such us scanning
h. S-Run detecting is discourse markers, guessing the meaning of words from the context, and activating schemata for interpretation of the text.[21]

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[21]*Ibid*, p. ` 290.

The researcher can conclude in reading evaluation has two skill; there are micro skill and macro skill.

i. Reading Goals

The main goals of reading are to get and search information include content and meaning of the text. Here some goals of reading such as:

1. Reading is for identifying important information.

2. Reading is for main idea.

3. Reading is for finding the specific information.

4. Reading is for underlining the important information.

5. Reading is classifying the difficult word

6. Reading is to evaluate.

So, from the statement the researcher can conclude reading goals have six goals. The reader must know the goals of the reading, because it is easy to understand and comprehend about the text.

j.Level of Comprehension

Comprehension in reading specially for getting the content of message, the meaning of the words, inferring implied meaning or another has variety of skills. It must be had by the reader to comprehend it easily or may be quickly. Smith in Wayne Otto at, al book divides the level of reading comprehension into four categories, they are:

1) Level 1 – *Literal Comprehension* – getting the direct meaning that has been

2) Level 2 – *Interpretation* - identifying ideas not explicitly stated

3) Level 3 – *Critical Reading* – evaluating what is read

4) Level 4 – *Creative* Reading – applying ideas read to new situations.[22]

Based on the fourth levels above, it can be seen these levels refer to the kind of response required by the reader. It can be as what the readers do in reading a text. The reader infers interprets, critics, and be creative in reading the written form or printed material.

k. Indicator of Reading Comprehension

To know students comprehension, the research can test the student by making test in essay test form, and the indicators test of students' reading comprehension will be investigated, as follow:

a. Topic sentence

b. Identifying important information

c. Identifying of the message

d. Identifying meaning of difficult word/idiom/phrase in the context

e. Identifying conclusion

l. Principles for Teaching Reading

According to David Nunan that there are principles for teaching reading can be divided into eight[23]:

a. Exploit the reader's background knowledge

Background knowledge is all of the experiences that readers bring to a text: life experience, educational experience, knowledge how the text

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[22] Wayne Otto,*How to Teach…*p. 153.
[23]David Nunan,*Practical English…* p.69.

can be organized rhetorically, knowledge how one's first language work, knowledge. It can be active by setting goals, asking question, making prediction.

b. Build a strong Vocabulary Based

Vocabulary can be one of strongest assets or one of greatest abilities, so they recent research emphasize the importance of vocabulary.

c. Teach for comprehension

d. In many instruction program, more emphasize and time may be placed on testing reading comprehension then teach teaching how to reading comprehend.

e. Work on increasing reading rate

One great difficulty in the second language reading comprehension is that event when language learn be read, much of there is not fluent. The teacher must work towards finding a balance between assisting students to improve their reading and developing reading comprehension skills. Teach reading strategies

f. Strategies are the tools for active, self- directed involvement that in necessary for developing reading communicative ability.

g. Encourage readers to transform strategies into skills

An important distinction can be made between strategies and skills. Strategies can be defined as conscious action that learners to achieve desired goals or objectives. This characterization underscores the active role that readers play in strategic reading.

h. Strive for continuous improvement as reading teacher

The quality of individual teacher is integral to success of foreign language readers. Reading teacher need to be passionate about their work. They should view themselves as facilitators, helping reader discover what works best. The good reading teacher actively teaches students what to do.

As state above that reading is a crucial in learning, it is important to follow these principles in teaching reading. So, the teacher must pay attention what the students need to increase their skill in reading comprehension.

B. **Description of Genre Based Approach**

a. Definition of Genre Based Approach

Genre based approach is designed on constructivism, especially Vygotsky'sideas. According to Derewianka and Butt (in EndangFauziati2013)it was Derewianka and Butt et al designed this method[24]. This is a simple model for developing complete lesson units (cycles) around text types/genres to be taught, and has as its ultimate aims of helping learners to gain literacy independently through mastery of texts types[25].

Genre based approach is the effective methodology for implementing a text, approach language learning from the perspective of texts requires an accompanying this methodology can able students develop the knowledge and skill in social contexts.

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[24]EndangFauziati, et. al., *English Language Teaching and Learning: Theory And Practice* PLPG Sertifikasi Guru 2013 Rayon 133 Universitas HKBP Nommensen, p. 51.
[25]*Ibid*, p.51.

In 2006, the government applied School Based Curriculum (KTSP) that proposed the Genre Based Approach as teaching approach. According to Benedict Lin (in WahyuNingsih 2015), "in teaching Genre Based Approach, teaching and learning focuses understanding and production of selected of the texts"[26].

The genre based approach to language learning was first developing in Australia through the work of educational linguists and educators who have been working with disadvantages groups of students. The approach is now widely used all sector of education. Genre based approach is helps students to become aware of and understand some aspects such as: the social purpose of chosen genre, the contextual factors influencing the productions of the text and themselves, another important aim of the context exploration phase, from the teacher point of view, is to establish the learners actual development or starting point[27].

From the statement, the researcher conclude genre based approach is a teaching method, it used the text. It cans the students helpful to understand about the genre, because this strategy develops the knowledge and skill about the text in social context.

b. The teaching/Learning cycle

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[26]DestriWahyuNingsih," The Implementation of Genre Based Approach Teaching Reading : A Case Study At SMP N 17 in Pekanbaru, State University Padang EFL JOURNAL,Volume 1 Maret 2015. *http://www.asian-efl-journal*.com/maret.Accessed on 01 September 2015, retrieved on 15.00 pm.
[27]*Ibid*, p. 23.

The cycle of teaching and learning activities in genre approach consists of a number of stages which the teacher and students go through so that students gradually gain dependent control of particularly text type. When a text type and its context are being introduced for the first time, the teacher and students work through all these stages. The cycle of teaching and learning activities of genre based approach has five stages. The stages are outline bellow[28]:

1. Building the context

   The field –building activities: that is the aimed at immersing the learners in the context of culture and social purpose of the text, their temporal and spatial, the roles and relationship of the related components, and role of the language within the activity, as well as medium chosen.

2. Modeling and deconstruction of the text

   This involves analysis the structural pattern and language feature of the model. This stage focusing on cohesive such as: related lexical items, conjunction, modality, reference, etc.

3. Joint constructions of the text

   This stage student production of similar written text is carried out by the teachers and learners

4. Independent construction of the text

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[28]*Ibid*, p. 23.

In this stage Students work independently with the text after that Students performances are used for achievement assessment

5. Linking to related texts

This stages students investigate what they have learn in teaching/ learning cycle can be related to other texts in the same or similar contexts and Future or past cycles of teaching and learning

c. Cycles of teaching and learning activities:
First stage of the cycle:[29]
1. Activities build knowledge of a context language use which relates to learner
2. Activities involve visuals, real, excursions, discussions, field work and vocabulary building
3. Parallel activities build cross cultural strategies

Second stage of the cycle:
1. Involves a close investigation of the purpose and structure of model of the text type which occurs in the context
2. Students focus on the register and language features which are central to the text
3. Language features are studied at both whole text and clause level

Third stage of the cycle:
1. Initial activities provide students with opportunities to use the text type with support
2. Later activities gradually demand more independent performance

It concluded that learning cycles of Genre Based Approach has: the first building the context, modeling and deconstructing the text, joint construction the text, independent construction of the text and the last linking related texts. The cycle teaching and learning activities in Genre Based Approach consists of a number of stages.

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[29]*Ibid*, p. 27.

C. **Review of the Related Findings**

There are some related findings to this research. It focused on reading. First,FadhilahTanjung, she also had done research in State College for Islamic Students (STAIN) Padangsidimpuan about "The Effect of SQ3R (Survey, Question, Read, Recite, and Review) Strategy to Students' Reading Comprehension at Grade XI SMA N 3 Panyabungan".[30] The research design was experiment. She also said that SQ3R (Survey, Question, Read, Recite, and Review) Strategy gave effect on students' reading comprehension. It is based on analysis result and hypothesis testing showed that both these variables have the effect and hypothesis alternative (H_a) was accepted. It means that students' reading comprehension achievement by using SQ3R Strategy was better than conventional strategy ($\mu_1 > \mu_2$). The score between experimental class and control class was 74.3 > 72.8.

The second, Sri AfrianiSiregar had done research in State College for Islamic Students (STAIN) Padangsidimpuan about "Improving Students' Achievement in Reading Comprehension through Cooperative Learning Teams Games Tournament (TGT) SMA N 7 Padangsidimpuan (at Second Grade of IPA Class)".[31] The research design was classroom action research (CAR). She said that

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[30]FadhilahTanjung, "The Effect of SQ3R (Survey, Question, Read, Recite, and Review) Strategy to Students' Reading Comprehension at Grade XI SMA N 3 Panyabungan in 2013 Academic Year"(*Unpublished Thesis*), (Padangsidimpuan: STAIN, 2013), p. 50.

[31] Sri AfrianiSiregar, "Improving Students' Achievement in Reading Comprehension through Cooperative Learning Teams Games Tournament (TGT) SMA N 7 Padangsidimpuan (at Second Grade Of IPA Class) in 2013 Academic Year" (*Unpublished Thesis*), (Padangsidimpuan: STAIN, 2013), p. 55.

Cooperative Learning Teams Games Tournament (TGT) could improve the students' achievement in reading comprehension 16%. It is based on the mean score of students' reading comprehension in cycle 1 is 72% and become 88% in cycle 2.

The last, Fitrawati had done research the title is Improving Senior High School Students' Reading Comprehension through Reading Strategies Derived from Genre Based Approach"[32]. It based on the research, it was concluded that improved students reading comprehension at Senior High School DiniyyahPuteri Padang Panjang. It based on reading comprehension mean score in cycle 1were 12. 5% and 70.8% in cycle 2 and 83.3% in the cycle 3.

Based on these research presentations and suggestion, the researcher found there had not found yet a research for specially improving students' reading comprehension. Hopefully, this research will complete and contribute a finding in reading teaching focus to enrich knowledge in reading teaching text- type book for students.

D. The Conceptual Framework

Reading is a process of interaction between the reader and text, it process to take knowledge from the text to people obtain information, mind, some ideas and trying to understand the written writer. So we

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[32]Fitrawati, Improving Senior High School Students Reading Comprehension through Reading Strategies Derived from Genre Based Approach ofDiniyyahPuteriPanjang, (*Unpublished Thesis*)' Padang:Kampus FBS UNP, 2009.*(ipi25065.pdf)*Accessed on 01 September 2015,on 15.00 pm.

need to find a way in teaching reading in order to improve students'
reading comprehension in reading ability and purpose to get reading
text well. Having reading comprehension by using Genre Based
Approach method in reading, make students and teacher work together
in the class. Genre based approach is one method of many method to
improving students' reading comprehension. It is encouraged student to
act to the best way to take the information of the text. Therefore GBA
method gives chance students faster to comprehend of the text.

The below scheme illustrates the conceptual in doing this research, as:

Students' reading comprehension achievement is low	Difficult to get the important information	Difficult to comprehend the English text

Genre Based Approach method

Cycle 1

1. Planning
2. Action
3. Observation
4. Reflecting

Cycle 2

1. Planning
2. Action
3. Observation
4. Reflecting

1. Reading comprehension achievement is high or improves
2. Get the important information easily and quickly
3. Comprehend the English text easily and quickly

E. The Hypothesis of Action

Based on the discussion above the hypothesis of this research is stated that: "Genre Based Approach canimprove students' reading comprehension at the second grade of SMA Negeri1 SaiparDolok Hole".

CHAPTER III

RESEARCH METHODOLOGY

A. RESEARCH DESIGN

This research is designed by classroom action research (CAR). Based on Gay and Eurasian classroom action research is a type of practitioner research that is used to improve the practioner's practice: action implies doing or changing something[1]. This research is conducted which is used to improve the teacher's practice in the classroom for reading ability, teaching applies pictures or changing student's prior reading ability is low competence to the better competence by its criteria RochiatiWiratmaja explains that classroom action research is a research, which is, combined the procedure in substantive action, be inquiry discipline, or someone's effort to understand what was happening while include in the improving and changing.[2] According to Michael J. Wallace said that it is focused on individual or small group professional practice and it is not concerned by making general statement.[3] This

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[1] L.R. Gay& Peter Airasian, *Educational Research*, (New Jersey : Prentice Hall Inc,2000) , p.593

[2] RochiatiWiratmadja, *MetodePenelitianTindakanKelas*, (Bandung: Rosda, 2005), p. 11.

[3] Michael J. Wallace, *Action Reseach for Language Teacher*, (USA: Cambridge Univercity Press, 1998), p. 18.

research needs a good planning to improve the students' reading comprehension. There are four beliefs underline action research[4]:

a. Teacher should have opportunity to engage in professional growth.

b. Teacher wants to improve their practice and need data to do so.

c. Given the opportunity and resources (including time), teacher are able data to carry out action research studies that will inform their practice.

d. A justification for action research is that no matter how conclusive research findings are regarding a particular practice or innovation, it may not be applicable to certain classrooms. Thus, it is important for teacher to examine findings in their own context.

Action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stake holders in teaching learning environment to gather information about the ways that their particular school operates how they teach, and how well their students learn. This information is gathered with the goals of gaining insight.

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[4]*Ibid, p.593.*

B. The Place and Schedule of the research

The place of the research will be done in SMA N1 SaiparDolok Hole. The located in kelurahanSipagimbar,KecSaiparDolok Hole,KabupatenTapanuli Selatan. The time of the research is plan from May 2015 until finish. It is held at XI IPA-1 Class,SMA 1 SaiparDolok Hole by using a classroom action research.

C. The Participants

The subject of this research was second grade of XI/1 IPA class which consists of 24 students. The reason for choosing this class, because the researcher found the problems in reading comprehension in SMA N1 SaiparDolok Hole.

D. The Research Cycle

Classroom action research concerned to four steps; planning, action, observation, and reflection. Planning means the reflection of the action had done. Action means implementation about the content of action in the classroom. The action and the observation cannot be separated each other, because the teacher must do the return observation while writing what was being done. Reflection was to propose what have done. The teacher can apply a certain treatment in order to give comprehension and development of the students. The research design can be draw as follow:

. The model is described in the following figure:

Reflect   Plan

CYCLE I

Act and Observe

Revised Plan

Refle

CYCLE II

Act and Observe   Expected Condition
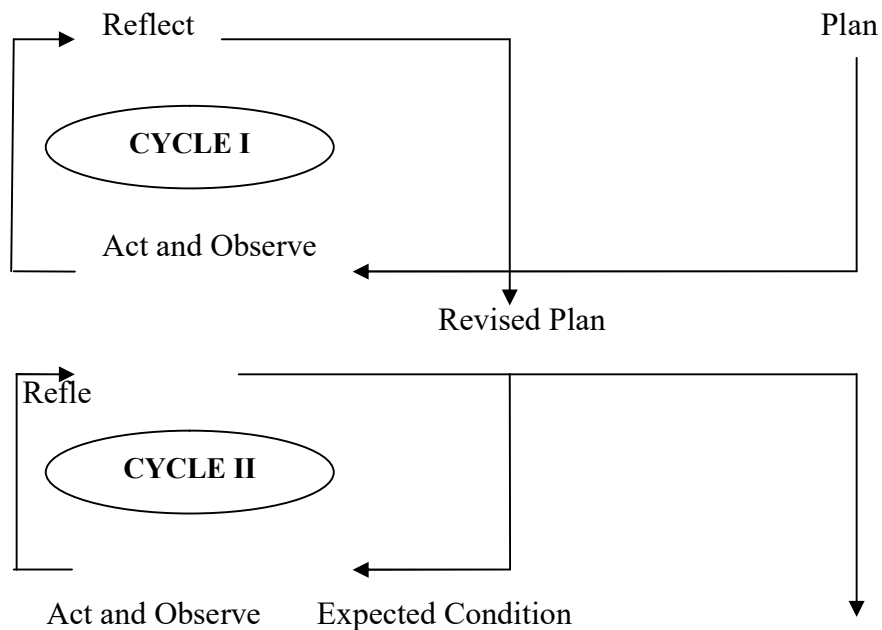
Figure 2: Action Research Spiral by Kemmis

E. The Instrumentation

In this research, the researcher used three instruments of collecting data as below:

1. Test

Test is used to know the ability of students where it is sequence of question or practice that used for surveying the skill, intelligence, knowledge or trail that is owned by individual or group. As Brown defines "test as a method of measuring a

person's ability; knowledge or performance in a given domain".[5]

The researcher will use reading test type multiple choices. The researcher has indicators reading comprehension by using genre based approach, as the table below:

Table 1: Indicator of Reading Comprehension

No.	Indicators	Items	Score	Mean Score
1	Topic sentence	5	5items X 4 score	20
2	Important information	5		20
3	Content of the message	5		20
4	Meaning of difficult word/ idiom/ phrases in context	5		20
5	Conclusion of the text	5		20
Total		25		100

2. Observation

The other instrument to get the data in this research is observation where it needs to get information about phenomenon that occurs in learning – teaching process, by doing observation and recording toward visible phenomenon systematically. There are some kinds of observation; they are behavior checklist, observation notes, reflective observation, observation, and narrative observation. But in this research, the researcher will used observation notes in aplication. As Anne Burn states that

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[5] H. Douglas Brown, *Language Assessment…* p, 3.

obbeservation notes is a simple form and the data are not counted but using note to describe what happened in the classroom[6]. The researcher observed students' activities and teachers' activities during the teaching-learning process and the factors which influence the teaching-learning process.

There are some data that would be taken in observation, as follow:

1. Students attention when learning reading comprehension by using genre based approach

2. Students do not finish all the task

3. Students do not collect the task appropriate the time

4. Students are noisy

5. Students move to another chair

6. Students ask permission

7. Students are absent

8. Condition of Class

3. Interview

The third instruments is interview where it is a technique of collecting the data by using oral communiication or a media to be certain. It can correct the data or information that got after

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[6]Anne Burns, *Doing Action Research in English Language Teaching* (New York: Routledge, 2010),p. 67.

doing test, conduction the strategy and the others activity. The data where have gotten can be larger. The interviwer can explain the confusing case during doing interview. But, the weakness is there will be influence of situation or condition in interview process.

According to Hornby states "interview is to talk somebody and ask his/her questions at a formal meeting to find out if he/she is suitable for job or study".[7] The researcher will interview the English teacher, students and the other informan that interlocked with this reserach to get the supporting data. There are some data that will be taken in interview, as follow:

a. Students' problem in identifying topic sentence.

b. The students' problem in identifying important information.

c. The students' problem in identifying the content of the message.

d. The students' problems in identifying meaning of difficult word/idiom/ phrases in the context.

e. The students' problem in identifying conclusion of the text.

F. Research Procedure

This research, the research will apply two cycles to improve students' reading comprehension by using Genre Based approach. There

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[7] A.S. Hornby, *Oxford Advanced…* p, 788.

is planning, acting, observation and reflecting steps in the research procedures.

Before doing the research procedure, the researcher will observation and got license research from the school and orientations identify the basic knowledge of students reading comprehension in the school. The procedure of data collection of the study is conduct within two cycles. Cycle one is two meetings, cycle two is two meetings, so there are four meetings in action research. This research, the research will collaborate with the teacher to become a team work that together to solve the students' problem in reading comprehension by using Genre Based Approach.

1. In the first cycle

Each cycle consists of two meetings. Every meeting consists of eighty minutes. The research observes all activities of students in the class room.

a. First cycle

This meeting the researcher prepares all the need in this meeting as below:

1) Planning

Planning is arrangement of doing something. There is many activities that will plan, they are:

a) Make lesson plan which cover the step of action

b) Prepare teaching material of reading comprehension

c) Prepare the instrument for collecting data, observation and test

2) Action

Action is implementation of planning. In this procedure, students are thought through how to read the text and answer the question based on the text using genre based approach. The procedures of action are:

a) Teacher introduced him/himself to the students

b) Teacher explained about the research and its objectives to the students

c) Teacher introduces reading material

d) Teacher will explain about the material

e) Teacher will ask students to read the material

f) Teacher will ask students to answer the question

g) Teacher will ask the students to discuss and answer the question

h) Teacher collect the students answer

i) Teacher cheek the students answer

j) Teacher give some information about the next topic for the next meeting

k)

3) Observation

This research, the observations are:

a) The researcher will discussion with English teacher to observation planning

b) Monitor the genre based approach will do.

c) Make note every activity and effect when use genre based approach in learning process will do.

d) Discussion with English teacher about the finding activity during observation will do.

4) Reflection

a) Analyze the finding during the observation will do

b) Analyze the weakness and the teacher progress that using the genre based approach determine the follow up of activity

c) Reflect on the genre based approach will use

d) Reflect on the students learning activity

e) Evaluate or interpret the data got from the class and make decision for next meeting.

2. The second cycle

The researcher evaluates all the activity in first cycle and repairing the problem. Conducted two meetings and every meeting done ninety minutes, as follow:

1) Planning

   a) Arranges the lesson plan

   b) Determines the lesson material

   c) Designs the procedures of teaching

   d) Prepares the instrument for students, teacher and observer

2) Action

   a) Analyze the reflection result in the first meeting and expend to repair to be do in the next meeting

   b) Rearranges the classroom management

   c) Apply the genre based approach to the students

   d) Gives the text to and students apply genre based approach when the reading text

   e) Explains to the student to guess better than in the cycle 1

   f) Collect the students' worksheet result

   g) Check the students worksheet result

3) Observation

   a) Monitors the teaching learning by using genre based approach

   b) Observe the different is being

   c) Discusses the problem in the process of teaching and learning and finds the solutions.

4) Reflecting

    a) Analyzes the weakness and the teacher progress when the genre based approach has conducted.

    b) Reflects the teaching and learning result of the researcher and students by using genre based approach.

    c) Evaluates and interprets the data that had got from the class.

G. Technique of Data Analysis

In this research the, the researcher does collecting data through test. To test the hypothesis is used qualitative data. The technique for analyzing data uses quantitative and qualitative data. Qualitative data is used to describe the situation during the teaching process. The process of data analysis involves making sense out of text[8]. It involves preparing the data analysis conducting different analysis, moving deeper into understanding of the larger meaning of the data. The qualitative data is used to analysis from the observation sheet. It is also used to analyze the score of students in every their worksheet by using reading comprehension test.

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[8] Alison Wray, et al, *Project in Linguistics: A Practical Guide to Researching Language* (London: Arnold, 1998), p. 187.

To know the means of students' score for each cycle, the researcher will apply the following formula[9], as:

$$X = \frac{\sum x}{N} X\ 100\ \%$$

Explanation:

X   : the mean of the students

$\sum x$: The total score

N   : the number of the students

The percentage of students' reading comprehension by using genre based approach method is calculated by using formula as follow[10]:

$$P = \frac{R}{T} X\ 100\ \%$$

P: The percentage of students who get the score 70

R: The number of students

T: Total numbers of students

After calculating and scoring students' answer sheets, their score are consulted based on the classification quality as the table below

[9]Sudjana ,*MetodeStatistika ed*. 6(Bandung:Tarsito,2000),p.67
[10]ZainalAqib, et .all.,*PTK Untuk Guru SMP, SMA,SMK* (Bandung:CV.Yrama Widiya,2008), p. 205.

Table 2, the Classification Quality of Students Score[11]

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very Good

Below the criteria of students' value in reading comprehension test. After the researcher found the mean scores of all students, it is consulted to the criteria as follows:

a. If the value of mean score 81 – 100%, it can be categorized into very high

b. If the value of mean score 61 – 80%, it can be categorized into high

c. If the value of mean score 41 - 60%, it can be categorized into enough

d. If the value of mean score 21 - 40%, it can be categorized into low

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[11]*Ibid.*

e. If the value of mean score 0 - 20%, it can be categorized into very low

The other technique as qualitative data is used to describe the situation during the teaching process. In analyzing qualitative data, the researcher followed the technique that developed by Gay and Airasian[12] which consists of five steps as follows:

1. Data managing

   In this step involves creating and organizing the data collected during the research in a form that facilitate analysis. The purpose of data managing is to organize the data and to check for completeness, and to start analyzing the data.

2. Reading

   In this step concerns with reading the data recorded in the field notes, transcription of the interview data and observation sheets in order to get explanation of the data.

3. Description

   In this step is devoted to address the issue on what happen in the field based on the collected data.

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[12] L. R. Gay and Peter Airasian, *Education Research Competencies for Analysis and Application* (USA: Prentice Hall, 2000), p. 240-249.

Classifying In this step concerns with grouping every small pieces of data into larger categories in order to make explanation or meaning and to find the connection among the data.

4. Classifying

In this step concerns with grouping every small pieces of data into larger categories in order to make explanation or meaning and to find the connection among the data.

5. Interpreting

In this step, data is interpreted based on the connections, common aspects, and relationship among the data pieces, categories and patterns.

CHAPTER IV

RESEARCH RESULT

This chapter presents research result. In this case, it discussed the way to improve students' reading comprehension by using GBA (Genre Based Approach) method at the second grade, first semester, and IPA-1 class of SMA N 1 SaiparDolok Hole in academy year 2015/2016.

A. **Findings/Data Presentation**

This chapter is concerned on the research result. The researcher divided research action in two cycles. It explains about the data from each cycle, doing the first cycle and second cycle. Moreover, the researcher described the research steps in cycle and findings.

1. **Students achievement**

   a. **Cycle 1**

   The first cycle was conducted for two meetings. It was carried out from October 30st up to 312015. The meeting was done for 90 minutes. Every meeting was done for 2×45 minutes. So, two meetings were done for 4×45 minutes or 180 minutes.There are some differences each cycle. Therefore, the researcher made the activities for the first cycle as follow:

   1) **Description of learning process**

In students' learning process in first cycle, the researcher came to the classroom.Teaching activity had some stages from opening the learning until closing the class. Every activity of teaching learning ran chronologically. Researcher would describe the learning process and activity of teacher in cycle 1. There were five criteria as of teaching learning process every cycle especially in cycle 1.They were the teacher's physic appearance, teacher's sound and classroom management, teacher's activity in explaining material, teacher's procedure, and teacher's reinforcement.

The first, Teacher's physical appearances were unperfected. Teacher dressed cleanly with usedshirt, black skirt,the second wearing veil with tidy, black shoes high hells, take stocking and wearing makeup not too much.

The second, Whiteboard writing, the first teacher stood and wrote face to students,teacher wrote and explained integrated. The second teacher's writing was nice and readable. The last, teacher had certain sequence system. But, the teacher's writing could not be read from the all room side because the teacher's writing was too small.

Explanation process, the researchers introduced myself to the students and explained the research importance. Then the research designing the class room, and then the researcher made the student to

make four groups. Then every group has 6 students. Teaching activity had some stages from opening the learning until closing the class. Every activity of teaching learning ran chronologically. Explanation process, the first Teacher's sound and classroom management have not been achieved; teacher's sound was big so student could hear from all side. The second, teacher talked the students could understand the teacher's explanation. The third, teacher talked fluently (it meant every word sounded clearly). The last, teacher controlled neatness. It meant before starting learning, the teacher checked the classroom condition and if there was noisy the teacher ordered the students threw it.

After did all stages, teacher explained material, Teacher's sound and classroom management have not been achieved. The teacher's sound was audible and talked intelligibly so that the students could understand the teacher's explanation. Teacher explained the material was good. The first the researcher started to explain the purpose of teaching learning process by using GBA (Genre Based Approach) method and the second gave motivation if GBA can improve student reading comprehension. This process was done by group. And the third apply the cycles of GBA, are: building the context, modeling/deconstructing the text, joint constructing of the text, independent construction, and linking to related texts.

The researcher started to explain the purpose of teaching learning process by using GBA (Genre Based Approach) method and gave motivation if GBA can improve student reading comprehension. The researcher gave narrative text to each students, and asking the students to read by applying GBA method. This process was done by group. The cycles of GBA are: building the context, modeling/deconstructing the text, joint constructing of the text, independent construction, and linking to related texts.

In*Building the context,* the researcher explain about narrative text, Introduced to social context and cultural, building the knowledge of social purpose activity of the text. In *Modeling/Deconstructing the Text*, the researchers explained of the text*LutungKasarung and The Legend of The Lake Toba*. Gave them some questions from the text using question and then explain about structural of the text (orientation, complication and resolution) and language features of the text. Ask the students to find the answer of the question. In *Joint Constructing of the Text*, the researcher gave direction of the students to able made the new text appropriate text type. In *Independent construction*, the researcher asked the students to extend the content of the text by themselves with oral performance, and the last, in *Linking to Related texts.* The researcher asked the students to comparing of the

text by themselves with other texts in the book. (It can be looked in Appendix I for Lesson Plan Cycle I).

Teachers gave reinforcement and interaction in the classroom, the first, teacher did individual performance reward. It meant when students gave responses to the teacher's questions in learning process so that the teacher gave reward to them, the second, teacher stimulated students' responses. When the teacher explained the learning material, the teacher gave some questions to the students about the material and also about their knowledge or their experience, the last, the teacher responded students' questions. It meant the teacher answered the students' question when the teaching learning was run teacher gave reinforcement to students said, "Good". But the teacher didn't do group performance reward or celebration. Reward was important to make students were motivated. It made them enthusiasm in following learning activity and it made them interested in learning material.

After done the steps, the researcher monitored every step that has been planned in the lesson plan and time allocation with all activity was done. The students were in manageable. Even though, there were some students made disturbance and also some students still had the difficulties to identify topic sentences, important information, content of massage in text, difficult word, and to identify conclusion of the narrative text. The researcher gave them motivation

and explanation so that they could study English well, especially in reading.

Then, the researcher gave them some questions in multiple choices form (25 questions) based on the text identify of topic sentence, important information, content of the message, meaning of difficult word and conclusion of the text. Moreover, the researcher asked about their difficulties along teaching learning process in reading comprehension by using GBA method. And the last the researcher collected their ta

2. **Students' achievement in reading comprehension**

In the first cycle, the researcher used all the quantitative data from all meetings. In every two meetings, the researcher conducted one reading test. In first test, most of the students were less in identifying of topic sentence, important information, content of the message, meaning if difficult word, and conclusion of the text. Based on the first test in the first cycle, it was found that the students' reading achievement was still low. It means that they were less in comprehending the text well. The result of students' reading comprehension scores was presented in the following table.

N O	Students' Initial	Reading score					Total	Score (Total X 4)
		1	2	3	4	5		
1	ASS	4	2	3	3	3	15	60
2	CIN	4	4	4	2	2	16	64
3	**DAM**	**5**	**4**	**4**	**3**	**3**	**19**	**76**
4	DJR	3	3	2	2	2	12	48
5	IAR	4	3	2	3	5	17	68
6	ILN	4	2	3	3	4	16	64
7	MRD	5	1	3	3	3	15	60
8	MRR	4	4	3	3	3	17	68
9	MD	4	4	3	3	3	17	68
10	MS	**4**	**4**	**4**	**2**	**4**	**18**	**72**
11	**NAR**	**4**	**2**	**4**	**3**	**5**	**18**	**72**
12	**NM**	**4**	**4**	**3**	**4**	**4**	**19**	**76**
13	NSP	4	2	4	4	3	17	68
14	PD	3	3	3	3	3	15	60
15	PMS	**5**	**4**	**3**	**4**	**3**	**19**	**76**
16	RAT	4	2	4	3	4	17	68
17	**RMA**	**5**	**4**	**4**	**4**	**3**	**20**	**80**
18	RRP	4	2	4	2	5	17	68
19	RS	5	1	4	4	3	17	68
20	SAS	4	2	3	3	2	14	56
21	SH	3	2	4	4	4	17	68
22	SS	3	3	3	2	4	15	60
23	**YRH**	**5**	**4**	**4**	**3**	**4**	**20**	**80**
24	ZAP	3	3	4	2	3	15	60
Total score		**97**	**69**	**82**	**72**	**82**	**402**	1608
Mean		**4.04**	**2.875**	**3.42**	**3**	**3.42**	**16.75**	67
Percentage								25%

Table 3
Students' Reading Comprehension Scores in First Cycle

*: *Bold name the students who passed the KKM (70) in first cycle*

Based on table above, the researcher could be concluded that there were 1 student got 56 score, 5students got 60 score, 4 student got 64 score, 8 students got 68 score, 2 student got 72 score, 3 student got 76 and 2 students got 80 score. Therefore, from 24 students in class IX- IPA, students passed the Minimum Mastery Criterion (KKM) 70 score. It mean just 6 students pass the Minimum Mastery Criterion (KKM) and 18 students did not pass the Minimum Mastery Criterion (KKM) 70 score. Based on the calculation, the mean score of the class in first test was 67. It showed that the students' reading comprehension by using GBA still into low categories.

b. **Second Cycle**

The second cycle was conducted for two meetings. The action of the second cycle was done November 6th and 7th 2015. The meeting was done for 90 minutes. Every meeting was done for 2 × 45 minutes. So, two meetings were done for 4 × 45 minutes or 180 minutes. The researcher made the activities for the second cycle as follow:

1) **Description of learning process in second cycle**

After finding the result of first cycle, students' reading comprehension did not reach the target in their score of first test. The

researcher modified the previous lesson plan based on the result in the first cycle.

The researcher opened the learning by greeting, and ordering the students to pray before teaching-learning process. Moreover, the researcher also asked their condition. The researcher started to explain purpose of teaching learning process by using GBA. The researcher gave narrative text with another topic to the students, and glancing over the text.

In cycle 2, teaching activity had also some stages from opening the learning until closing the class. Every activity of teaching learning also haschronologically. Researcher would describe the learning process and the activity of teacher of cycle 2. There were five criteria of teaching learning process in cycle 2. They were the teacher's physic appearance and written, teacher's sound and classroom management, teacher's activity in explaining material, teacher's procedure, and teacher's reinforcement and interaction with students.

In cycle 2, teaching activity had also some stages from opening the learning until closing the class. The researchercould monitory the problem in cycle 1.Every activity of teaching learning also has chronologically. Researcher would describe the learning process and the activity of teacher of cycle 2. There were five criteria of teaching learning process in cycle 2. They were the teacher's physic appearance

and written, teacher's sound and classroom management, teacher's activity in explaining material, teacher's procedure, and teacher's reinforcement and interaction with students.

The first, Teacher's physical appearance,Teacher dressed cleanly with usedshirt, black skirt,the second wearing veil with tidy, black shoes high hells, take stocking and wearing makeup not too much.

The second, teacher stood and wrote face with tidy to students. Teacher wrote and explained interestedly. The teacher's writing was nice and readable. Then the teacher's writing was read from the all roomside. The teacher has written by the large letter so that the all students could read the teacher writing from the all roomside. The last, teacher had certain sequence system.

The third, teacher explained the learning material energetically and enthusiastically. The researcher opened the learning by greeting, and ordering the students to pray before teaching-learning process. Moreover, the researcher also asked their condition. The researcher started to explain purpose of teaching learning process by using GBA. The researcher gave narrative text with another topic to the students, and glancing over the text. Teacher has written by the large letter so all of student could read the material from all side and teacher had certain sequence system and explained the

material with clearly and seriously. Teacher gave the question about material so the students did not passive when learning process and gave motivation to students to learn seriously.

Teacher's sound and classroom management have been achieved by the teacher. The first, teacher's sound was audible and big so students could hear the sound. The second, teacher gave motivation so students seriously in learning process teacher talked intelligibly so that the students could understand the teacher's explanation. The third, teacher talked fluently (it meant every word sounded clearly). The fourth, teacher controlled neatness. It meant before starting learning, the teacher checked the classroom condition and if there was rubbish the teacher ordered the students threw it. The last, teacher has controlled noisy of class and arrangement of class formation has been less effective.

Teacher did the all activities of procedures well. Teacher explained learning objectives that targeted and could improve reading achievement of students. It meant the teacher explained the objectives of learning by using GBA, The First, in *Building the context,* the researcher explained about narrative text, then building knowledge of the topic of the model text and knowledge of social activity in the text however the researcher made *TangkubanPerahu and John*as learning material. In *Modeling/Deconstructing the Text*,

the researchers explained of the text *TangkubanPerahu and John*. Gave them some questions from the text using question and then explain about structural of the text (orientation, complication and resolution) and language features of the text. Ask the students to find the answer of the question. In *Joint Constructing of the Text*, the researcher gave direction of the students to able made the new text appropriate text type. In *Independent construction*, the researcher asked the students to extend the content of the text by themselves with oral performance, and the last, in *Linking to Related texts*. The researcher asked the students to comparing of the text by themselves with other texts in the book.

Teacher's reinforcement and interaction with students has been perfect. The first, teacher did individual performance reward. The second, the teacher did group performance reward or celebration, every group have 4 students. Teacher gave stimulated students' questions. When student gave question, or response the teacher's question the teacher reinforcement said," good""nice", and gave positive comment in their task book with gave the stamp, When learning process ask the students related the learning material. The last gave response student's question with the teacher answered students' question.

Then, the researcher gave them some questions in multiple choices form (25 questions) based on the text identify of topic sentence, important information, content of the message, meaning of difficult word and conclusion of the text. Class condition in learning process was better than the first cycle. It could be seen from students who were able to concentration and pay attention on teacher explanation and most of them were interesting and more active to answer the question by using GBA method.

2) **Students' achievement in reading comprehension**

In the second test for second cycle, the researcher calculated the result of second test to know the students' score improvement from first test result. In second test, most of the students were able in identifying topic sentence, important information, content of the message, and meaning of difficult word and conclusion of the texts. It means that they had a progress to improve their reading score previously. The result of students' reading comprehension scores was presented in the following table.

Table 4

Students reading comprehension scores in cycle 2

No	Name	Reading score					Total	score total X4
1	ASS	5	4	4	3	3	19	76
2	CIN	5	4	3	4	4	20	80
3	DAM	5	4	3	5	5	22	88
4	DJR	5	3	4	4	5	21	84
5	IAR	5	3	3	3	4	18	72
6	ILN	5	4	3	3	4	19	76
7	MRD	5	3	3	4	4	19	76
8	MRR	5	3	3	3	4	18	72
9	MD	5	4	3	3	5	20	80
10	MS	5	3	4	3	4	19	76
11	NAR	5	4	4	3	4	20	80
12	NM	5	4	3	4	3	19	76
13	NSP	5	4	3	4	4	20	80
14	PD	5	3	4	3	4	19	76
15	PMS	5	4	3	4	4	20	80
16	RAT	5	3	3	3	4	18	72
17	RMA	5	4	4	5	5	23	92
18	RRP	5	4	4	4	3	20	80
19	RS	5	4	4	4	5	22	88
20	**SAS**	**5**	**2**	**4**	**4**	**2**	**17**	**68**
21	SH	5	3	4	4	4	20	80
22	SS	5	3	3	3	4	18	72
23	YRH	5	4	4	5	4	22	88
24	ZAP	4	4	2	4	4	18	72
TOTAL SCORE		**119**	**85**	**82**	**89**	**96**	**471**	1884
MEAN		4.96	3.54	3.4	3.7	4	20	78.5
PERCENT AGE								95. 83%

Bold name that did not pass the KKM (70) in second cycle

Based on table above, it could be concluded that There were 1 student got 68 score, 5 students got 72 score, 7 student got 76 score, 5 students got 80 score, 1 student got 84 score, 2students got 88 score, and 1 student got 92. Therefore, from 24 students in class XI IPA, 23 students passed the Minimum Mastery Criterion (KKM) 70 score. Meanwhile, there was one student who did not pass the Minimum Mastery Criterion (KKM) 70 score. The mean score in second cycles was 1884, mean 78.5 (95.83%). It showed that the students' reading comprehension by using GBA still into very good categories. The students' reading comprehension achievement by using GBA in class XI IPAimproved significantly.

c. **Comparison of achievement of cycle 1 and cycle 2**

Table 5

NO	INITIAL	SCORE CYCLE 1	SCORE CYCLE 2	
1	ASS	60	76	**Improved**
2	CIN	64	80	**Improved**
3	DAM	**76**	88	**Improved**
4	DJR	48	84	**Improved**
5	IAR	68	72	**Improved**
6	ILN	64	76	**Improved**
7	MRD	60	76	**Improved**
8	MRR	68	72	**Improved**
9	MD	68	80	**Improved**
10	MS	**72**	76	**Improved**
11	NAR	**72**	80	**Improved**
12	NM	**76**	76	**Improved**
13	NSP	68	80	**Improved**
14	PD	60	76	**Improved**

15	PMS	**76**	80	**Improved**
16	RAT	68	72	**Improved**
17	RMA	**80**	92	**Improved**
18	RRP	68	80	**Improved**
19	RS	68	88	**Improved**
20	**SAS**	56	**68**	Constant
21	SH	68	80	**Improved**
22	SS	60	72	**Improved**
23	YRH	**80**	88	**Improved**
24	ZAP	60	72	**Improved**
	Total score	1608	1884	
	Mean	67	78.5	
	Percentage	25%	**95.83%**	

*: *The students who passed the KKM (70) in first cycle*
*: *Bold name that did not pass the KKM (70) in second cycle*

Based on the above table, the researcher made conclusion; students got improvement on their score. From the students' mean score; the first cycle students' mean score were 67 and the second cycle students' mean score were 78.5

And from the students Percentage; the first cycle, there were sixstudents got score 70 points (25%). The second cycle,there were thirty six students got score 70 (95. 83 %).

Table 6

The Result Difference score between cycle 1 and Cycle 2

NO	INITIAL	SCORE CYCLE 1	SCORE CYCLE 2	D= X - Y	$\sum D$= D - MD	$\sum D$
1	ASS	60	76	**16**	4.5	20.25
2	CIN	64	80	**16**	4.5	20.25

3	DAM	**76**	88	**12**	0.5	0.25
4	DJR	48	84	**36**	24.5	600.25
5	IAR	68	72	**4**	-7.5	56.25
6	ILN	64	76	**12**	0.5	0.25
7	MRD	60	76	**16**	4.5	20.25
8	MRR	68	72	**4**	-7.5	56.25
9	MD	68	80	**12**	0.5	0.25
10	MS	**72**	76	**4**	-7.5	56.25
11	NAR	**72**	80	**8**	-3.5	12.25
12	NM	**76**	76	**0**	-11.5	132.25
13	NSP	68	80	**12**	0.5	0.25
14	PD	60	76	**16**	4.5	20.25
15	PMS	**76**	80	**4**	-7.5	56.25
16	RAT	68	72	**4**	-7.5	56.25
17	RMA	**80**	92	**12**	0.5	0.25
18	RRP	68	80	**12**	0.5	0.25
19	RS	68	88	**20**	8.5	72.25
20	**SAS**	56	**68**	**12**	0.5	0.25
21	SH	68	80	**12**	0.5	0.25
22	SS	60	72	**12**	0.5	0.25
23	YRH	**80**	88	**8**	-3.5	12.25
24	ZAP	60	72	**12**	0.5	0.25
	Total score	1608	1884	**276**	0	11.45/24
	Mean	67	78.5			
	Percentage	25%	**95.83%**	**1.5**	0	49.75

To prove the significances, the researcher used t-test for samples less

with 24 students,the procedures of interpreting the data were

M_D = Mean of difference

$$M_D = \frac{\Sigma D}{N}$$

$$= \frac{0}{24} = 0$$

ΣD = Number of difference score between second cycle and first cycle, D = X – Y

N = 24 Students

SD_D = Standard Deviation from the difference score between first test and second test.

$$SD_D = \sqrt{\frac{\Sigma D^2}{N} - \left[\frac{\Sigma D}{N}\right]^2}$$

$$SD_D = \sqrt{\frac{49.75}{24} - \left[\frac{0^2}{24}\right]}$$

$$SD_D = \sqrt{2.0625 - 0}$$

$$SD_D = \sqrt{2.0625}$$

$$SD_D = 2.83$$

SE_{MD} = Standar Error from mean of difference

$$SE_{MD} = \frac{2.83}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{2}{\sqrt{24-1}}$$

$$SE_{MD} = \frac{2.83}{\sqrt{23}}$$

$$SE_{MD} = \frac{2.83}{4.33}$$

$$SE_{MD} = 0.65$$

$$t_o = \frac{M_D}{SE_{MD}}$$

$$t_o = \frac{1.5}{0.65}$$

$$t_o = 2.30$$

Degrees of freedom (df) = N -1 = 24-1 = 23

The calculation result of t_o = 2.30, t_{table} with df =23, level of significance in t table 5 % is 2.086 it can be known that the result of t_0 is bigger than t_t, it is 43,46> 2.08. Based on the result, it means that there is a significant

improvement between students' learning vocabulary process result in the first cycle and second cycle.

From analysis above the researcher concludes that the mean of first cycle and second cycle is a significantly difference, where mean of second cycle (95.83%) is greater than first cycle (25%). It shows that "Genre Based Approach improved students' reading comprehension at the second grade of SMA Negeri 1SaiparDolok Hole".

2. Influencing factors

Description of problem-solving process

a. Internal Factors in First Cycle

Internal factors mean indicators of reading comprehension that was used by researcher in this research. The indicators were topic sentence, important information, content of the message, meaning of difficult word and conclusion of the text. Generally, the students did not find problem in identify of topic sentences from the text. Furthermore, the researcher and co-teacher found some students' problems in important information, content of the message, meaning of difficult word and conclusion of the text by using GBA method. Therefore, the researcher gave the explanation below.

a. Topic Sentence

Based on observation notes and interview, the researcher and co-teacher as observer had a duty to monitor all activities by using GBA method in the classroom. The researcher and co-teacher foundstudents' problem in identifying topic sentence from narrative text in the first cycle. Based on interview, they said that they did not understand about topic sentence from text by using GBA. To problem solve the researcher explain if topic sentence always in beginner of the texts.

b. **Important Information**

Second, there were just 10 students who could identify important information, others students could not identify important information there were (ASS, ILN, MRD, NAR, NSP, RAT, RPP, RS, SAS, SH) students who had problems in identifying supporting sentences from descriptive text. Based on interview (saturation data) the factors were influenced by they did not understand how important information they said "they did not understand of text becausethey know the meaning of text. They only got the score about 60 up to 68. Based on explanation above, it could be concluded that there wasfactors in identifying important information in the text.They did not understand the meaning of. The researcher gave explanation what important information especially in narrative text.Next, and then the researcher asked to the students to bring the dictionary in next meetings.

c. **Content of Message**

Third, there were 11 students who could identify content of message. However, there were 13(CIN, DAM, ILN, MRD, MRR, MD, NM, NPS, PMS, RAT, ZAP) students who had problems in identifying content of message of the texts from narrative texts. According to reading test result in the first cycle they did not pass Minimum Mastery Criterion (KKM). They only got the score about 60 up to 68. Based on interview (saturation data), the factor was they thought content of message and conclusion was same. Therefore, they felt confuse when identifying between content of message and conclusion. Therefore, to solve the students' problem in identifying content of message, the researcher gave explanation where content of message and gave example by using GBA.

d. **Meaning of Difficult word**

Fourth, there were 10 students who could identify exclude facts from the text. However, there were 14 (ASS, ILN, NAR, DAM, PSP, RPP, RS, MD, NMP,RAT, SAS, PMS, ZAP) students who had problems in identifying meaning of difficult word from narrative texts. According to reading test result in the first cycle they did not pass Minimum Mastery Criterion (KKM). They only got the score about 60 up to 68. Based on interview (saturation data), the factor was they did not understand the meaning of the word. To solve the problem the researcher asked to student to bring the dictionary and explain how to identify the meaning of difficult

word. Moreover, the researcher also used GBA.They only had deep concentration in reading text, and connecting with building knowledge.

e. **Conclusion of The Text**

Fifth, there were 11students who could identify vocabulary in context from the text. However, there were 13 (ASS, CIN, DAM, DRR, MD, MRR, NSP, PD, PMS, RRP, ZAP EM, ED, NM, RD, RW, RS) students who had problems in identifying conclusion of the text from narrative texts. According to reading test result in the first cycle they did not pass Minimum Mastery Criterion (KKM). They only got the score about 60 up to 68. Based on interview (saturation data), the factor was they did not know what the meaning from the word because they were lack of vocabulary until they had difficulty when identifying vocabulary in context. Additionally, they also forgot to bring dictionary. Therefore, to solve the students' problem in identifying vocabulary in context, the researcher ordered the students to bring the dictionary and explain if conclusion of the text always in the end of paragraph.To make the explanation above clearer, look the table below!

Table 7
Problems of Internal Factors in First Cycle

No	Internal Factors	Problems	Solution
1.	Topic sentence	a. The did not know where the topic sentence in the texts	a. Gave explanation if the topic sentence in beginner of the paragraph.
2.	Important information	a. The students did not understand the meaning of texts	a. Gave explanation what important information and ask to the student to bring dictionary for next Gave information if important information to answer question where,when,who.
3.	Content of message	They thought content of message and conclusion was same	gave the explanation where content of message Gave the example based on text how to identify content of message
4.	Meaning of difficult word	The did not understand the meaning of the word	Asked to student to open the dictionary and explain how to identify the meaning of difficult word.
5.	Conclusion of the texts	They did not know what the meaning is from the word They did know where the conclusion	Ordered the students to bring the dictionary in the second cycle Explained where conclusion always the end of the texts.

Based on table above, it could be concluded that the students had some problems in identifying topic sentence, important information, content of message, meaning of difficult word and conclusion of thetexts from narrative

texts. Therefore, the researcher should make the improvement in teaching-learning process in the second cycle, especially in reading by using GBA.

2. **External Factors in First Cycle**

Based on observation notes, the researcher and co-teacher as observer had duty to monitor all activities by using GBA. It was about class situation, students' activity and teachers' activity in teaching learning process in the classroom. There were some external factors that influenced students' reading comprehension beside internal factors. It could be concluded that there were other factors that influenced students' problem that happened in the classroom.

a. **Motivation**

First, the students' motivation was one of external factors in the first cycle. There were 14 students who had motivation when teaching-learning process in the classroom. However, there were 10 (DAM, ILN, MRR, NSP, PMS, RPP, PD, RAT, ILN, ZAP) who did not have motivation in learning reading. It was caused by the factor that they did not understand well about English, especially reading. Therefore, they were to be passive in the classroom. The researcher should solve this problem. The researcher motivated them to have passion or to be active in reading comprehension by using GBA and made the learning interest.

b. Disturbance

Second, the students who made disturbance in the classroom were also one of external factors in students' reading comprehension in class XI IPA There were two students (ZAP and SAS) who made disturbance in this class. Based on interview (saturation data), they said that nobody borrowed the dictionary for them; so, they disturbed their friend and it made the classroom was noisy so that the other students pitted to the researcher that ZAP and SAS took their dictionary. The researcher asked to them to bring the dictionary and did not make disturbance.

c. Asking Permission

Third, the students who often asked permission to the bathroom were also external factors in students' reading comprehension. Here, there was also one student (PD) who often asked permission to the bathroom. When the researcher explained in front of the class, he raised hand and asked permission to the bathroom, not only one times but until three times. So, it very bothered the researcher. Based on interview (saturation data), the factor was heonly wanted to the bathroom. Therefore, the researcher should solve this problem by limiting them to ask permission to the bathroom only one times.

To make the explanation above clearer, look the table below!

Table 8
Problems of External Factors in First Cycle

No	Internal Factors	Problems	Solution
1.	Motivation	Most of students lack of motivation in learning reading comprehension	Motivated them to have passion or to be active in reading comprehension by using GBA and make the learning process was interest
2.	Disturbance	Two students made disturbance because nobody gave them the dictionary. So, they disturb their friends	Ordered them to bring the dictionary
3.	Asking Permission	One student often asked permission to the bathroom until three times.	Limited them to ask permission to the bathroom only one times

Based on table above, there were some external factors that influenced students' reading comprehension in class XI IPA, SMA N 1 Saipar Dolok Hole. The researcher would solve the problems in the second cycle in order to improve their passion in learning reading comprehension in the classroom.

1. **Internal Factors in Second Cycle**

After finding the result of cycle 1, the researcher modified the previous lesson plan based on the result internal and external factors in the first cycle.

Related to the researcher as the teacher in this research, she showed some progresses in teaching reading comprehension. The students could improve their score in reading comprehension. Based on observation notes and interview, the researcher and co-teacher as observer had a duty to monitor all activities by using GBA at in the classroom. Furthermore, the researcher and co-teacher found all of students could identify topic sentence, important information, content of message, meaning of difficult word, and conclusion of the text by GBA was well.

a. **Topic sentence**

First, based on observation notes the researcher and co-teacher found students were to be better in identifying topic sentence from narrative text. Even though, they did not have difficulty in identifying main idea in the first cycle. All of them could identify main idea from text well. Furthermore, based on interview, they said that they did not find problem in identifying main idea. It means the students could identify topic sentence from narrative text successfully.

b. **Identifying important information**

Second, there were 10 (DJR, IAR, MRD, MRR, MS, PD, RAT, SAS, SH, SS) students who had problems in identifying important

information from narrative text in the first cycle. However, they could solve their problems after the researcher gave explanation what important information and ask to the student to bring dictionary for next and gave explanation if important information to answer question where, when, who.Identifying important information was in the text clearly in second cycle. Based on statement was from their mean score improved in second cycle.

c. **Content of message**

Third, there were 11 students who could identify content of message. However, there were 13 (CIN, DAM, ILN, MRD, MRR, MD, NM, NPS, PMS, RAT, ZAP) students who had problems in identifying content of message of the texts from narrative texts.The researcher gave explanation where content of message and gave the example based on text how to identify content of message. The students could understand to identify content of message and their problem had solved. The students score 70 up to 84.

d. **Meaning of difficult word**

Actually, there were 14 (ASS, ILN, NAR, DAM, PSP, RPP, RS, MD, NMP, RAT, SAS, PMS, ZAP) students who had problems in identifying meaning of difficult word from narrative texts. The researcher asked to students to open the dictionary and explained how to identify the meaning

of difficult word. The teacher also used GBA to solve their problem. So, the students could to identify the meaning of difficult word. They showed the good process. It was the students score was 70 up to 84.but SAS could not identify the meaning of difficult word because him vocabulary was low and he was not interest English language, so the researcher gave motivation to him and also the researcher helped him to research the difficult word

e. **Conclusion of the text**

There were 11 students who could identify vocabulary in context from the text. However, there were 13 (ASS, CIN, DAM, DRR, MD, MRR, NSP, PD, PMS, RRP, ZAP EM, ED, NM, RD, RW, RS) students who had problems in identifying conclusion of the text from narrative texts. It caused they did not know meaning from the word and they did know where the conclusion. So, the researcher asked to student to bring the dictionary in the second cycle and explained where conclusion always the end of the texts. They showed the teacher asked and made them could identify conclusion of the text.

To make the explanation clearer, look the table below!

Table 9
Problems of Internal Factors in Second Cycle

No.	Internal Factors	Problems	Solution
1.	Topic sentence	-	-
2.	Important information	-	-
3.	Content of message	-	-
4.	Meaning of difficult word	The was a student (SAS) could not identify meaning of difficult, because the vocabulary of him was less and he did not interest to English language	The researcher gave him motivation and also the researcher helped him to research the meaning of difficult word.
5.	Conclusion of the text	-	-

Based on table above, the researcher could concluded that the students could solve the problems in identifying topic sentence, important information, content of message, meaning of difficult word and conclusion of the text by using GBA and there was a student (SAS) could not identify the meaning of difficult word, moreover the researcher and co-teacher felt happy because the student reading comprehension was improve and could solve their problem in second cycle

2   **External Factors in Second Cycle**

Related to the researcher as the teacher in this research, she showed some progresses in teaching reading comprehension based on external factors in the second cycle. The explanation as follow:

a. **Motivation**

First, the students' motivation was one of external factors in the first cycle. There were 14 students who had motivation when teaching-learning process in the classroom. However, there were 10 (DAM, ILN, MRR, NSP, PMS, RPP, PD, RAT, ILN, ZAP) who did not have motivation in learning reading. It was caused by the factor that they did not understand well about English, especially reading. In second cycle Motivated them to have passion or to be active in reading comprehension by using GBA and make the learning process was interest.

Therefore, the students' motivation and attitudes in the classroom were to be better. In teaching learning process, they felt interesting and enjoy because they could comprehend the text. Additionally, they were actively to participate in doing reading tasks with better and they got score in reading comprehension was 72 up to 84. It means the student reading comprehension could improve.

b. Disturbance

Second, the students who made disturbance in the classroom were also one of external factors in students' reading comprehension in class XI IPA There were two students (ZAP and SAS) who made disturbance in this class. Based on interview (saturation data), they said that nobody borrowed the dictionary for them; so, they disturbed their friend and it made the classroom was noisy so that the other students pitted to the researcher that ZAP and SAS took their dictionary. The researcher asked to them to bring the dictionary and did not make disturbance. However ZAP could improve her attitude, it could saw from her score. ZAP got score 72 from 60 and SAS got score 68 from 58, and SAS did not pass KKM, but he could be calm and seriously when learning process.

c. Asking Permission

Third, the students who often asked permission to the bathroom were also external factors in students' reading comprehension. Here, there was also one student (PD) who often asked permission to the bathroom. When the researcher explained in front of the class, he raised hand and asked permission to the bathroom, not only one times but until three times. So, it very bothered the researcher. Based on interview (saturation data), the factor was heonly wanted to the bathroom. Therefore, the researcher should solve this problem by limiting them to ask permission to the bathroom only one times. He could show the recommend of the

researcher. Not only attitude PD cold improve her reading comprehension, and her score 76 from 60.

Based on explanation above, about the external factors that influenced students' reading comprehension by using GBA in class XI IPA at SMA N 1 Saipar Dolok Hole, the researcher made the table to make it clearer. Look the table below!

Table 10
Problems of External Factors in Second Cycle

No	Internal Factors	Problems	Solution	Result	
				Solved	unsolved
1.	Motivation	-	-	All of student had motivation in learning reading comprehension by using GBA.	-
2.	Disturbance	-	-	They bring the dictionary and did not make disturbance again.	-
3.	Asking Permission	-	-	He asked permission to the bathroom only one times.	-

Therefore, the problems in the first cycle could be solved successfully by students and researcher in the second cycle in applying GBA in reading comprehension. Moreover, the co-teacher also helped the researcher to manage the classroom until the classroom could be more effective and conducive. Hopefully, the students could survive their behavior like in the second cycle in despite of this researcher had been finished in doing the research.

B. Data Discussion

1. Students achievement

The research findings had shown students' reading comprehension improved well. It can be proven by students' mean score and percentage. Based on the related findings of this research in chapter II, the students' achievements were: the first. Fadhilah Tanjung, she also had done research in State College for Islamic Students (STAIN) Padangsidimpuan about "The Effect of SQ3R (Survey, Question, Read, Recite, and Review) Strategy to Students' Reading Comprehension at Grade XI SMA N 3 Panyabungan". The research design was experiment. She also said that SQ3R (Survey, Question, Read, Recite, and Review) Strategy gave effect on students' reading comprehension. It is based on analysis result and hypothesis testing showed that both these variables have the effect and hypothesis alternative (H_a) was accepted. It means that students' reading comprehension achievement by

using SQ3R Strategy was better than conventional strategy ($\mu_1 > \mu_2$). The score in experimental class 74.3 was and control class was 72.8. So, the comparison score between experimental class and control class was 74.3 > 72.8.

Moreover, Sri Afriani Siregar had done research in State College for Islamic Students (STAIN) Padangsidimpuan about "Improving Students' Achievement in Reading Comprehension through Cooperative Learning Teams Games Tournament (TGT) SMA Negeri 7 Padangsidimpuan (at Second Grade of IPA Class)". The research design was classroom action research (CAR). She said that Cooperative Learning Teams Games Tournament (TGT) could improve the students' achievement in reading comprehension 16%. It is based on the mean score of students' reading comprehension in cycle 1 is 72% and become 88% in cycle 2. The improvement of mean scores between first cycle and second cycle was 15 %.

The last, Fitrawati had done research the title is Improving Senior High School Students' Reading Comprehension through Reading Strategies Derived from Genre Based Approach". It based on the research, it was concluded that improved students reading comprehension at Senior High School Diniyyah Puteri Padang Panjang. It based on   reading comprehension mean score in cycle 1were 12.5% and 70.8% in cycle 2 and 83.3% in the cycle 3.

In this research, researcher also had found that the improvent of students' Reading comprehension, the title is "Improving Students' Reading Comprehension By Using Genre Based Approach At The Second Grade Of SMA N 1 Saipar Dolok Hole".in cycle 1 was 67 (25%) and in cycle 2 was 78.5 (95. 83 %).

To look the different of the result could be seen the following table:

Table 11

Comparison of Result in Relative Findings

	The Title of Research	Mean score	ercentage
	Fadhilah Tanjung,"The Effect of SQ3R (Survey, Question, Read, Recite, and Review) Strategy to Students' Reading Comprehension at Grade XI SMA N 3 Panyabungan".	4.3 > 72.8	
	Researcher,"Improving students' Reading Comprehension By Using Genre Based Approach at The Second Grade Of SMA N 1 Saipar Dolok Hole".	67-78.5	25% -95.83%
	Sri Afriani Siregar had done research in State College for Islamic Students (STAIN) Padangsidimpuan about "Improving Students' Achievement in Reading Comprehension through Cooperative Learning Teams Games Tournament (TGT) SMA Negeri 7 Padangsidimpuan (at Second Grade of IPA Class)"		72%-86%
	Fitrawati, "Improving Senior High School Students' Reading Comprehension through Reading		12.5 cycleand 70.8% in cycle 2, and

	Strategies Derived from Genre Based Approach"		83. 3%cycle3

Based on table above, it could be concluded that the problems of students' reading comprehension could be solved by using some method. Especially, using Genre Based Approach, It could be proven based on these researches above that SQ3R and PQ4R strategies could improve students' score in reading comprehension. Moreover, using Teams Games Tournament (TGT) was also proven that there was an improvement in students' reading comprehension achievement.

After discussed about score in each research, the researcher explanation about the problems in each research. Firstly, in this research the problems were influenced by internal factors and external factors. Internal factors consisted of the students' difficulty in identifying topic sentence, important information, content of message, meaning of difficult word and conclusion of the text. It was because they did not understand the meaning of the text, the thought content of message and conclusion of the text was same so they confused to identify it, they did know the meaning is from the word and they did know where the conclusion.

Then, external factors were influenced by students' motivation, disturbance, and asking permission. Here, the students' motivation was still low; it was caused by the factors that they did not understand well about English, especially reading. Their class was to be dark until they got the difficulty to read the text. Therefore,

they were to be passive in the classroom. Furthermore, two students made disturbance, it was caused by the factor that nobody gave them the dictionary. So, they disturbed their friends. Next, two students often asked permission to the bathroom until three times, it was caused by the factor that they only wanted to the bathroom. In second cycle, the students showed some progresses, it could be seen from all of student had motivation in learning reading comprehension by using GBA.

Furthermore, Sri Afriani Siregar had the problems only in internal factors because she only searched the improvement students' score in reading comprehension by using Teams Games Tournament (TGT). The problems were they did not understand to convey the meaning of words because they were very lazy to bring the dictionary. In addition, the students felt confuse in understanding long sentences in descriptive text. The result of those problems was low of students' achievement score in reading. Moreover, Fadhilah Tanjung had the problems in internal factors. The problems were the students sometimes forced to practice some tests as much as possible. They could not enjoy their activities, since,they could not satisfy themselves. Therefore, the students became stressful while learning.The last, Fifin Tyas Lifawati had the problems in student still found some difficulties to understand and remember reading text materials written in English because the teachers did not know the accuracy of learning strategy that could help them. Based on table above, it could be concluded that there were the similarity and the differences of each research based on problems that found

by the researcher, although all of researches described about students' achievement and students' problems in reading comprehension. It was caused by the research had been done in the different place and the grades of the research was also different. Moreover, the kind of research design was also different. Based on previous explanation first research design was Classroom Action Research (CAR); second research design was also Classroom Action Research (CAR); the third research design was experimental research. Therefore, all of researchers found the different problems in each research.

C. Threats of the Research

1. In teaching learning process by using Genre Based Approach needed long time, because it must apply to all subjects (speaking, writing, reading, and listening). so the researcher must creative to management time

2. In teaching learning process was not running well because the students were less serious and enthusiasm, some student do not understand when the researcher explaining the learning material so must mix language to do it.

Even though, GBA gave chance to the students to use target language. It means that the students could comprehension in reading text and also GBA can use to all subject in English.so the researcher hope GBA can be applied in teaching English..

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

From the result of this research, researcher can be concluded that:

1. GBA Method can improve students' reading comprehension at The Second Grade SMA N 1 SaiparDolok Hole. Based on analyzing of research data, the mean score of students' reading comprehension in cycle 1 is 67 (25%) and cycle 2 is 78.5 (95.83%). The students' improvement can be very good category.

2. Some factors that influence students' reading comprehension by using genre based approach are students' motivation, students' interest, students' enthusiasm in learning process, teacher's ways in teaching, teacher's ways in explaining learning material, teacher's ways in motivating students, and teacher's ways in controlling the classroom.

B. Suggestions

Based on the above conclusion, researcher has some suggestions as below:

1. Based on the first conclusion, students' reading achievement can improve by using GBA method at the second grade SMA Negeri 1 SaiparDolok Hole Padangsidimpuan, researcher suggests to the teacher to apply this method in learning English process specially reading comprehension. GBA method can give solutions to student's problem. Teaching process by using GBA can apply to all subjects in English like speaking, reading, writing, and listening.

To another researchers, the researcher suggeststo improve students' reading comprehension by using GBA until 100% and can do research in two or three cycles so it make improve students reading comprehension.

2. Based on the second conclusion, in improving students' reading comprehension, have some factor that the influence students reading comprehension by using GBA there are some factors so the researcher suggests to the teacher can control and must creative to makes student increase, interest, good motivation in learning process. Beside it, the teacher and the another researchers must be creative in designing teaching learning process, in explaining learning material, in motivating students, and in controlling the classroom so that students' reading comprehension by using GBA can improve with the very high improvement.

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A THESIS

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Written By:

NIRWANA PUTRI TAMBUNAN
Reg. Number. 11 340 0117

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PADANGSIDIMPUAN
2015

LETTER OF AGREEMENT

Term : Thesis   Padangsidimpuan, 15 December, 2015
       a.n. **Nirwana Putri TBN**   To:
Items : 7 (seven) exemplars   Dean Tarbiyah and Teacher Training Faculty
                                             in -
                                                 Padangsidimpuan

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revises on thesis belongs to **Nirwana Putri Tambunan**, entitle *"Improving Students' Reading Comprehension by Using Genre Based Approach at the Second Grade of SMA N 1 Saipar Dolok Hole"*, we assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Islamic Education (S.Pd.I) in English Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hoped that the thesis will soon be examined in front of thesis examiner team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.
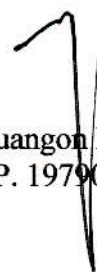
Wassalamu'alaikum Wr. Wb.

ADVISOR I   **ADVISOR II**

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DECLARATION OF SELF THESIS COMPLETION

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Title of Thesis: Improving Students' Reading Comprehension by Using Genre Based Approach at the Second Grade of SMA N 1 Saipar Dolok Hole.

I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from other except the guidance from advisor and without doing plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan article 14 verses 2.

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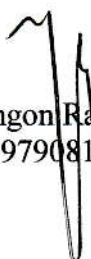
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The thesis has been accepted as a partial fulfillment of requirement for degree of Graduate of Islamic educational (S.Pd.i) in English

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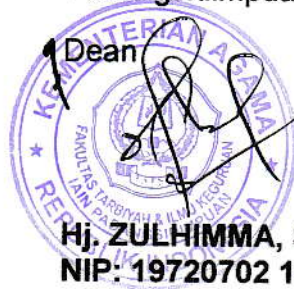
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Yours Truly

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