

## IMPROVING STUDENT'S READING COMPREHENSION BY IMPLEMENTING GROUP MAPPING ACTIVITY

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### Abstract

This research focused on improving reading comprehension by Using Group Mapping Activity. The research design was Classroom Action Research (CAR) of Kemmis and Taggard. The procedures of the research consist of four stages: planning, implementing, observing and reflecting. The cycle of this study consisted of one cycle. It consisted of 5 meetings. The criteria of individual success is equal to or higher than 70. While the criteria of classical success was achieved when 70% of the students got the good criteria. The subjects of this research were 14 students of class X Marketing Program SMK Al-Munawaroh. The result of this research revealed there was significant improvement of students test result. On preliminary study there were 35% (5 of students) who passed the test. However, in cycle 1 there were 85% (12 students) who passed the test. It means that the implementation of the GMA strategy could improve students' reading comprehension.

**Keywords:** GMA Strategy, Reading Comprehension

### 1. Introduction

Reading is one of four language skills (listening, speaking, reading and writing) that is important to be learned and mastered by every learner. By reading, we can be relax, interacting with the feelings and thoughts, obtain information, and improve the knowledge. According to Zuchadi in Bela research, "reading is a tool for transferring knowledge"

Rusmiati and Kamalina in Harmer (1991:153) conclude that reading is very complex process; it involves the cooperation between eyes and brain. The eyes receive message

and the brain then has to work out the significance of these messages. Reading can be a valuable activity because it can develop students' knowledge from information they get in printed materials. It is an essential that should be mastered by students especially in learning language.

According to Meniado, reading comprehension is a complex process that involves components, processes, and factors with the aim of finding better ways of improving it among learners. Meniado continued that reading comprehension is an interactive process of finding meanings from a text. According to Nuttal, there are five aspect of reading comprehension: Determining Main Idea, Locating Reference, Understanding Vocabulary, Making Inference, Detail Information

Based the Al-Qur'an Surah Al-'Alaq (96:1-5)

اِذْ نَسَّأَ بَاسٍ تُهْرَبُ اِذْ خَلَّ خَلَّ مَ ۞ ۞  
 عَلَّمَ قِيَ اِذْ اَنْزَلْنَا رُؤُوسَكَ ۞ اَلْكَرَّ ۞ اِذْ  
 عَلَّمَ بِالْقَلَمِ ۞ اَلْاِنْسَانَ ۞ اَلَّذِي عَلَّمَ  
 مَالًا ۞ اَلَّذِي عَلَّمَ

“Recite in the name of your Lord who created (1) Created man from a clinging substance (2) Recite, and your Lord is the most Generous - (3) Who taught by the pen (4) Taught man that which he knew not (5) “

God commands us to read because reading is an important part of human life. Reading can add much insight and also learning.

Reading comprehension problems have been a popular issue in EFL teaching-learning settings for a long time. Numerous studies have shown that most EFL students often have difficulties in comprehending English texts. Vogel as cited in Chen and Chen has said that about 52% of adults with L2 reading comprehension problems had difficulties in learning a foreign language. In this sense, there are a number of reading problems which may be encountered by EFL students. First, they are probably not keen on reading L2 literature because they have to work hard to comprehend it. Second, studies mention several common problems in the EFL reading classroom such as insufficient vocabulary, problems understanding linguistic complexity including lexical and syntactic knowledge, language inaccessibility, poor reading skills and lack of schemata.

Based on the interview in tenth class of Marketing Program SMK Al-Munawaroh, the researcher found students' problem in reading comprehension. First, the students have difficulties to identify main idea. They don't understand way to find main idea. Second, the students meet difficulties to identify detail information. They didn't understand about detail information before the teacher told about it. Third, the students

have problem to explain the meaning of word based on the context. They have limited vocabularies and they are lazy to open the dictionary. Fourth, the students have

difficulties to describe implicit information (about conclusion and purpose of the text). They are confused to find conclusion of the text.

Based on the problems the researcher wants to improve student's reading skill by using Group Mapping Activities (GMA) strategy. GMA is an instructional strategy that provides dynamic interaction through discussion. GMA strategy is a strategy to read text and then create a mapping of the text in groups on a worksheet without looking back readings. Ramlan suggests that the strategy of GMA is inviting students to create a graphical representation depicting their personal interpretations of the relationship between the various ideas and concepts in the text.

Based on the result of Bela Yusti Suryani's thesis shows that study comprehend text of description use strategy of GMA more effective than study which doesn't use strategy GMA. There was a significant difference between student's improvement before and after giving treatment.

The article written by Yusi Rahmawati's with the tittle "The Implementation of Mapping Activities in Improving Reading Skill" published in 2012. The result of the research show that teaching reading by using mapping could improve students' reading ability and increase students' motivation in learning reading.

This research intended to encountered the students difficulties in reading comprehension and all its phenomenon. The researcher solved that problems (difficulties) by implementing GMA with narrative text in senior high school. The previous research conducted at Junior High School. The previous research want to improve students' comprehend in descriptive text, the researcher want improve students' reading comprehension in narrative text using GMA strategy.

## **2. Method**

The design of this research was Classroom Action Research. It calls CAR because the research focuses on a problem from a group of students in a classroom. In this research, researcher used models from Stephen Kemmis and McTaggart. According to Kemmis and McTaggart, "Action research is an action which is conducted to inquire self-reflective and improve his or her instruction by evaluating his or her own practice".

In this research, the researcher use 1 cycle (5 meetings). The first meeting is pre-test. For the second, third and fourth meeting is implementing the strategy in the class. For the last meeting or the fifth meeting is post-test. The data collecting technique used in this research were primary data (test) and secondary data (observation and document review). The procedures of the research consist of four stages: planning, implementing, observing and reflecting.

### 3. Findings and Discussion

After conducting the research process and obtaining data in the field by procedures of the research: planning, implementing, observing and reflecting. , the results of the research are as follow:

#### Preliminary Study

The researcher interviewed some of students at first year of SMK Al-Munawaroh and the researcher found some problems in their learning process. The students said that they have limited vocabularies and the teacher applies a traditional method. For example, the teacher just explains the material and the story after that the student did the question in LKS, because of that the student felt bored.

Based on the interviews conducted by the researcher, the researcher gave preliminary test to students. Based on pre-test that has been done by the researcher, there were some problems which are faced by students in reading comprehension, such as; the student have difficulties to identify main idea, student met difficulties to identify detail information, the student have problem to explain the meaning of word based on the context. They have limited vocabularies, the student have difficulties to describe implicit information.

No	Student's Initial Name	Students' Reading Score					Total Score
		Determining Main Idea	Locating Reference	Understanding Vocabulary	Making Inference	Detail Information	
1.	DMK	10	15	10	15	5	55
2.	DRD	10	20	15	10	5	60
3.	ANA	15	10	15	15	25	80
4.	FA	10	15	15	20	15	75
5	PG	20	20	20	15	10	85
6.	RF	20	10	15	15	10	70
7.	HMM	5	15	15	15	15	65
8.	IP	10	15	10	15	15	65
9	SS	10	5	15	10	15	55
10.	MAS	10	15	15	15	15	70
11.	MS	15	10	10	15	15	65

12.	VR	15	15	5	15	15	65
13.	MG	10	15	10	15	15	65
14.	FLA	5	15	5	15	15	55
Total		165	195	175	205	190	930
Mean		11,7	13,9	12,5	14,6	13,5	66
Percentage							35 <sup>0</sup>

Table 4.1

The average students' score in pre-test :

$$X = \frac{\sum X}{n}$$

$$X = \frac{930}{14}$$

$$X = 66$$

$X$  = means of the students before use the strategy

$\sum x$  = total sore of students before use the

Based on the preliminary study that the researcher did in 22nd July 2021, the score average is 66. It can be concluded that; 1) the student have difficulties to identify main idea 2) student met difficulties to identify detail information 3) the student have problem to explain the meaning of word based on the context. They have limited vocabularies 4) the student have difficulties to describe implicit information. Besides, the researcher also observed in teaching and learning activities to know the condition in the classroom. After knowing about the condition of the classroom, the students' reading score and the problems faced by students at first year of SMK Al-Munawaroh, the researcher and the collaborator (English teacher) conducted the cycle one which

consisted of four steps, those were planning the action, implementing the action, observing, and reflecting.

## Car Circle

### 1. Planning the Action

Planning was the first step that should be taken in the Classroom Action Research (CAR). On Thursday, 01<sup>st</sup> of July 2021, the researcher discussed with the English teacher about the teaching and learning activities using Group Mapping Activities strategy. The researcher then prepared the lesson plan and gave the material based on the material that will be taught in first semester. The material was about narrative text, the researcher planned three meetings in this cycle. The researcher also prepared the media of teaching and assessment procedure.

### 2. Implementing the Action

In the implementing, the researcher taught reading in one cycle. This cycle consisted of five meetings. Three meetings were for teaching and one cycle for pre-test and one cycle for post-test. The steps of teaching reading were based on the lesson plan.

The researcher did her classroom action research on Thursday, 29<sup>th</sup> of July 2021 at 07.30 - 08.15. Then for the second meeting on Thursday, 5<sup>th</sup> of August 2021 at 07.30 - 08.15 and for the third meeting on Thursday, 12<sup>nd</sup> of August 2021. The last is for reading test or post-test on Thursday, 19<sup>th</sup> of August 2021. The finding of each meeting was as below:

In this first meeting, the teacher got into the lesson by asking the students about *Narrative Text (Legend)*. Then the researcher explained about the *Narrative Text (Legend)*. Then, the researcher told about GMA by using cycle concept map. It related to the rule and the instruction of GMA (cycle concept map) and the researcher gave example how to find detail information, determining main idea, locating reference and making inference by using GMA strategy. After that the researcher asked the student to divide into some groups. Next, students were trying to use GMA strategy by using cycle concept map to find detail information, determining main idea, locating reference and making inferences in narrative text based on the rules and instructions that have been told before. During the process of teaching and learning process, the collaborator observed all activities and students respond in the classroom.

In the second meeting, same as before the researcher asked student to divide into a group then told the student to find detail information, determining main idea, locating reference and making inferences in narrative text. But the difference is that researcher told students to look up the narrative text on their own. After student found story of narrative text (legend) then they must looked for detail information, determining main idea, locating reference and making inferences in narrative text by using GMA strategy (cycle concept map). Then, after they finish the mapping, one of person from each group comes forward to explain the mapping that they have created.

On the last meeting, the researcher asked student to divide into a group then told the student to find detail information, determining main idea, locating reference and making inferences in narrative text. Then researcher told students to look up the narrative text on their own. After student found story of narrative text (legend) then they must looked for detail information, determining main idea, locating reference and making inferences in narrative text by using GMA strategy (cycle concept map). Then, after they finish the mapping, one of person from each group comes forward to explain the mapping that they have created.

### 3. Observing

Observing is an aspect which can help the researcher to understand her research. During the classroom action research conducted in the first, second meeting and the third meeting, the researcher and collaborator observed all of activities in the classroom which consists of teaching activity, students' process and students' response.

In the first meeting, the researcher observed students behavior when they tried to describe about their result of narrative text through GMA. The data of observation as follows:

Based on the observation above, the teaching and learning process at the first meeting were still not optimal yet because the students were confused during the implementation of GMA. Most of them still confused, afraid of making mistakes, and didn't know what to write. For in the first meeting, the researcher still helped them or steered them about what should they do. It could be seen from the table above that there was only 40% of the students who were interested and enthusiastic in learning reading through GMA. So the researcher explained more about the steps of GMA.

In the second observation, researchers were still observing the same thing as in the first meeting. Because the researcher wanted to see if there are any developments happening to the students, because at the first meeting, the students are still very confused by what they should do. The data of observation as follow:

In this second observation, researchers noticed a slight development in students. Because they began to get attracted to the GMA strategy and began to understand what is aspect of reading. That way, it will be easier for students to make a mapping of what they read.

In the last observation, the researcher continues to observe the same as it did before, because what matters in this research is how much students understand reading and about GMA and how students interested to reading by using the GMA strategy. The data of observation as follow:

Based on the result of the last observation, it could be concluded that students were more interest, enjoyable, and more active than in the first meeting. Moreover, they paid better attention and they were braver to describe about their mapping, the students were more active in the class, also they had some good responses in the second meeting and third meeting. On the other hand, there was a competitive attitude among of students, they tried to described the mapping well.

In the last meeting, the researcher conducted a post test. In this stage, the researcher asked the students to divided into groups and make a mapping with the



story that has been determined by the researcher and must matched with the aspect of reading.

#### 4. Evaluating and Reflecting

After analysing the observation result in the cycle, the researcher and collaborator analysed the result of observation. It identified the criteria of success. Firstly, students can determine main idea, making inference, understanding vocabulary, finding detail information and locating reference.

Other criteria of success were the students' reading score. The students' reading score greatly improved compared to their reading score in the preliminary study. After the whole activities had been finished, the researcher gave the test to the students as the evaluation. The test was done after the third meeting of classroom action research. The result of the test in post-test was the students got average score 1.065, it means that the ability of reading **comprehension** in that school have passed the Standard Minimum Score (KKM), and the percentage of students passed KKM was 70%. 70% was the criteria of success in this research. So, it could be concluded that there was better improvement whether the students' average score in post- test.

**Table 4.6**  
**Students' Score from Pre-Test to Post- Test**

No.	Name	Preliminary Study	Test
1.	DMK	55	65
2.	DRD	60	75
3.	ANA	80	90
4.	FA	75	85
5.	PG	85	65
6.	RF	70	90
7.	HMM	65	75
8.	IP	65	75
9.	SS	55	75
10.	MAS	70	70
11.	MS	65	80
12.	VR	65	75

13.	MG	65	75
14.	FLA	55	70
<b>Mean</b>		<b>66</b>	<b>76</b>
<b>Percentage</b>		<b>35%</b>	<b>85%</b>

In the pre-test, the students' average score was 66 and the percentage of students who passed the pre-test was 35%. It means that there were 5 students who passed the criteria of success and 9 students did not pass the criteria of success. Besides, in the post-test, the students' average score was 76 and the percentage of students who passed the post-test was 85%, it means that there were 12 students who passed the criteria of success and 2 students did not pass the criteria of success. The result of **the comparison of students' scores in reading** from pre- test to the post-test was follows:

Table 4.7

#### The improvement of students' achievement in Pre - Test to Post Test

<b>Score Explanation</b>	<b>Pre - Test</b>	<b>Post - Test</b>
Sum of the score	930	1.065
The number of the students	14	14
Students mean score	66	76
Total of Students Who Got Score $\leq$ 70	9	2
Lowest score	55	65
High Score	85	90
Percentage	35%	85%

Based on those points above, the researcher as the teacher and collaborator concluded that the problem of reading comprehension at the first year of SMK Al-

Munawaroh Tempurejo Jember has been solved. Therefore, this research was ended in cycle one only. So, the researcher as the teacher and collaborator stated that learning narrative text through GMA strategy improved students' scores in reading comprehension.

After implementing GMA strategy, the result showed that the students' reading score was gradually improved. It means that there was an improvement of students' reading achievement after the implementation of GMA strategy in the class. From the result of the first data in pre-test that given by the researcher, the students' mean score was 66 and the percentage of the students who reached the Minimum Mastery Criterion (KKM 70) was 35%. It means that there were 5 students who passed the KKM, meanwhile the other 9 students were under the criterion.

Based on the result of students' reading test score in post-test, the result showed that the mean score was 76. There were 12 students or 85% of the students who got the score above the passing grade, meanwhile the other 2 students were below that criterion. This research was successful because the result of students' reading test score could achieve the criteria of success.

Based on the students' improvement score above, it was proven that GMA strategy improved the students' reading comprehension. GMA strategy could be an effective technique to teach reading class. For teaching reading, the researcher needed a technique that could make them be active and interactive in the class, so the researcher chose GMA strategy to teach reading in the class. Because to teaching reading, the researcher needed some of strategy that can be students more be enjoy but still focused.

In fact, improving students reading skill through GMA made the students got the some chance to answer questions. Not only to activate the students mind but also open their eyes they teaching reading is not always a boring activity, the students can explain the material to the other students and students more creative by using GMA Strategy in improve reading skill without boring.

Davidson said GMA is an instructional strategy that provides dynamic interaction through discussion. GMA strategy is a strategy to read text and then create a mapping of the text in groups on a worksheet without looking back readings.<sup>1</sup> GMA as a tool for students to organize information after reading. GMA help students manage and master the information from the text. This is one way teachers to assist students in learning and applying the core information. Discussion of the student is currently showing and

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<sup>1</sup> Jane L Davidson "The Group Mapping Activity for Instruction in Reading and Thinking", (*Journal of Reading* 1982), p.52.

explaining the maps that have been made allow students to elaborate and develop the knowledge that they are composed of readings.<sup>2</sup>

By the Group Mapping Activity (GMA), students are directed to map their perceptions of what the text is about, and allowed time to develop maps in whatever way they choose. Maps are then shared with the class and discussed regarding individual's views on materials and choices for representing the information in his or her map. This strategy is interesting for the students because from this strategy, the students can develop their own ideas and perform it in the front of the class.

In this research, the researcher asked student to divide into a group then that researcher told students to look up the narrative text on their own. After student found story of narrative text (legend) then they must looked for detail information, determining main idea, locating reference and making inferences in narrative text by using GMA strategy. Then, after they finish the mapping, one of person from each group comes forward to explain the mapping that they have created. There were 12 students who passed the test. They were succeeding in expressing their idea in mapping by using GMA strategy.

The research that had been done by the researcher indicated that GMA strategy was effective or could be used in teaching reading. It could be seen from the tables that showed us the increasing of students' score from pre-test to post-test . The increasing because of the researcher knew how to control the class and created the active and enjoyable class. Besides, the GMA strategy helped the students to understand the aspect of reading easily.

Based on the data could be seen the students' reading comprehension improved and became well in the first meeting to the next meeting and based on the qualitative data, it showed the increasing of teacher's and students' activity during in teaching-learning process. The data could be seen from observation sheet, interview sheet and photography evidence that indicated the students were more be active and paid attention the subject that the teacher taught. The students' also felt spirit, enjoyable and be more confident in reading English by using GMA strategy and they created the supportive situation during in teaching-learning process.

Based on the interviewed with the students and the teacher, related to the students' attitude or behaviour to the lesson, there were some positive progress that supported them in improving reading comprehension. The use of GMA strategy as a new method in reading English could create more comfortable and enjoyable atmosphere inside the

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<sup>2</sup> Martha Rapp Ruddell,. *Teaching Content Reading and Writing*. (United States of America:Hermitage Publishing Service,2005).p,111.

class. During the teaching learning process, the students were more active, enthusiastic and also interested to take a part in the lesson. Besides, it also can stimulate students' creativity in expressing the information obtained into a concept map and the process repeated discussions will make the students better understand the information derived from the text.

So, it could be concluded that the result of the research showed that the implementation of Group Mapping Activity strategy could improve the students' reading comprehension at the first year of SMK Al-Munawaroh Tempurejo Jember. It could be seen from the data by prove the students' score got better in the post-test. Another could be seen from the data that showed the students' were more be active, and enthusiastic but still enjoy in teaching learning process and is effective to teach the students' reading comprehension.

#### 4. Conclusion and suggestion

Based on the research, it was found the implementation of GMA strategy by using cycle concept map in teaching reading comprehension was successful. In addition, the mean score of reading test also increased. The data in preliminary test showed that the mean score of students' reading were low which was only 66. Furthermore, after applying GMA strategy by using cycle concept map the mean score were improved which was 76, with the percentage was 85%. Teaching reading became more effective and enjoyable, as it was relevant to the students need and interest. Based on the data the conclusion is there was improvement of students' reading comprehension.

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