IMPROVING STUDENTS' READING SKILL BY USING GROUP MAPPING ACTIVITIES (GMA) STRATEGY AT THE SECOND YEAR OF SMA NEGERI 5 LUWU

A THESIS

Submitted to the English Study Program of S1 Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in English Education

By

RIA SAFIRA

REG. NUM. 13.16.3.0071

ENGLISH STUDY PROGRAM TARBIYAH AND TEACHER TRAINING

FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES

(IAIN) PALOPO

2017

IMPROVING STUDENTS' READING SKILL BY USING GROUP MAPPING ACTIVITIES (GMA) STRATEGY AT THE SECOND YEAR OF SMA NEGERI 5 LUWU

A THESIS

Submitted to the English Study Program of S1 Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies of Palopo in Partial Fulfillment of Requirement for S.Pd Degree in English Education

By:

RIA SAFIRA

REG. NUM. 13.16.3.0071

Supervised By:

1. **Wahibah, S.Ag., M.Hum**
2. **Amalia Yahya, S.E., M.Hum**

ENGLISH STUDY PROGRAM TARBIYAH AND TEACHER TRAINING

FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES

(IAIN) PALOPO

TABLE OF CONTENT

CHAPTER III RESEARCH METHOD

CHAPTER VI FINDINGS AND DISCUSSIONS

.... CHAPTER V CONCLUSIONS AND SUGGESTIONS

ABSTRACT

RIA SAFIRA, 2017 *"Improving Students' Reading Skill By Using Group Mapping Activities (GMA) at Second year of SMA Negeri 5 Luwu".* **A thesis of English Study Program Tarbiyah and Teacher Training Faculty State Institute For Islamic Studies of Palopo. Pembimbing : (1) Wahibah, S.Ag., M.Hum (2) Amalia Yahya, S.E.,M.Hum**

Key Words: GMA Strategy, Reading Skill, Narrative Text.

This thesis studies on Improving speaking skill By Using Group Mapping Activities at theSecond Year Student of SMAN 5 Luwu in 2016/2017 academic year. This thesis focuses on one research question: Does the use of Group Mapping Activities Strategy effectively improve reading skill to the second year students of SMAN 5 Luwu?. Objective of the research is to find out whether or not Group Mapping Activities strategy improve students' reading skill.

This thesis used an exprimental method. The population of this research was 105 students at the second year students of SMAN 5 Luwu. The sample was taken from all population by using purposive sampling technique. The sample of the research took 25 students of class XI.IPS.1. The collected data by using test is used to determine the students to the use of GMA Strategy, observed the learning process in the classroom. Research using test pre-test was to determine the ability of students' prior, and post-test to determine the ability of the students after being given treatment.

The result of this research showed that the ability of students increased significantly after teaching reading skill by using GMA Strategy. The result of the data analysis showed that mean score in pre-test was (2.04) and post-test was (4.92). It was classified pre-test lower than post-test. The result of data analysis is acceptability because t_{count} is bigger than t_{table} with D_f 24 and standard significant 0.05 = 2,064. This is evidenced by result of calculation of the statistical t-test were $t_{count} > t_{table}$ that is $17.294 > 2.064$. The test result showed that H_I state where there are significant difference in reading skill of students before and after treatment.

CHAPTER I

INTRODUCTION

A. Background

Reading is one of skill that students have to obtain information and knowledge of the written text. According to Zuchadi in Bela research, "reading is a tool for transferring knowledge"[1]. It statement showing that the knowledge of many documented in writing and by reading a person can acquire the knowledge in the text. for example if a person wants to obtain information such as news, then he should read the newspapers, article, magazines, etc. and if a person wants to acquire knowledge, he has to read textbook, journals, etc. besides that by reading students can also improve their vocabularies, grammar, students understanding; increase our knowledge and some aspect. Reading, at first, may appear to be a routine activity in which individual words are combined to produce meaning. Consequently, many college students approach reading as a single-step process. They open the book, read,

---

[1] Bela Yusti Suryani "Keefekifan strategi *GMA (group mapping activity)* dalam pembelajaran memahami teks deskripsi pada siswa kelas vii smpn 15 yogyakarta". (Fakultas bahasa dan seni Universitas Negeri Yogyakarta 2016), p.2

and close the book. Research reveals that effective reading is not single-step process, but a complex set of skills involving activities before, during, and after reading.[2] So, reading is to understand the content, ideas or ideas either express or implied in the reading material. It is an important skill that must be understood in learning English.

Based on interview all students of class XI IPS 3 in SMAN 5 Luwu on 17th April 2016, the researcher finds out the students problem in reading. Students cannot understand the content of the texts, the lack of enthusiasm students to read and the teacher should be more creative and select in applying method or stategy in teaching and learning process. Before interview students the researcher asked to teacher English in IPS to know level reading in student class XI.IPS, and according teacher the level of students is still low.[3] while in the learning reading there are target to be achieved for example in scanning and skimming tehnique. Scanning is reading a text quickly in order locate a specific item of information. We simply have or eyes though the text until we find we are looking for, whether it is a name, or less of specific information. And Skimming is a form of repaid reading for finding the general ideas- or- gist- of passage or a book. It sowed students still far from the target to be achived so students should improve their skill in reading.

Basis on the problems the researcher wants to improve students' reading skill by using Group Mapping Activities (GMA) strategy. Group Mapping Activities

---

[2] Kathleen T. McWhorter, *Efficient and Flexibel Reading*, (United State of america: HarperCollinspPubliser, 1992), p. 23.

[3] Teacher english in class XI IPS SMA Negeri 5 Luwu

is a strategy 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. GMA Strategy water down student in comprehending reading content. Map which have been made to show how understanding of student to reading content. Activity of making a map can assist students' comprehension fundamental idea and groove from a reading. In research the researcher choose narrative text to teach because the research follow silabus in the school.

Beside the statement, researcher was interested to do the research about "**Improving Students' Reading Skill by Using Group Mapping Activities (GMA) Strategy at the Second Year Students of SMA Negeri 5 Luwu".**

B. Problem Statement

Based on the previous background the researcher formulates the research question as follow; does the use of Group Mapping Activities (GMA) strategy effectively improve students' reading skill at the second year students of SMA Negeri 5 Luwu?

C. Objectives of the Research

Based on the problem statement above, the researcher focuses on the objective the study namely to find out whether or not the Group Mapping Activities (GMA) strategy improve students' reading comprehension.

D. Significance of the Research

This research will be expected to be useful information for many people in learning process, such as;

1. For the teacher, this research is expected to add information about teaching strategy in reading.

2. For the students, this research is expected to give benefit for the student specially in improving ability to comprehend text and give motivation to learn.

3. For other researcher, this research is expected information or contribution to other researcher who wants to conduct more research especially in reading skill.

E. Scope of the Research

The scope of the research builds knowledge reading skill to the second year students at SMA Negeri 5 Luwu by using Group Mapping Activities (GMA) strategy. The material is narrative text focus on scanning and skimming technique.

F. Operational Definition

Based on the title is "Improving Students' Reading Skill by Using Group Mapping Activities (GMA) Strategy at Second year of SMA Negeri 5 Luwu", the researcher gives definition as follows:

- Group Mapping Activities is a strategy which stimulate students' creativity in expressing the information obtained into a concept map.

- Reading Skill is the ability to understand written text or a way to get information from text.

- Narrative is a story with complication or problematic events and tries to ffind the resolutions to solve the problem.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

In writing this thesis, the researcher found some researcher related to this research as follows;

1. Ramlan. in his teses under the title" Model *Group Mapping Activity (GMA)* dalam Pembelajaran Membaca (*Studi Eksperimen pada Mahasaiswa Program Studi Pendidikan Bahasa Sunda FPBS Universitas Pendidikan Indonesia Tahun Akademik* 2006-2007*)*".He shows that GMA strategy is very effective way to increase students' reading skill.[4]

2. Bela Yusti Suryani in her thesis Keefekifan Strategi GMA (Group Mapping Activity) Dalam Pembelajaran Memahami Teks Deskripsi Pada Siswa Kelas

---

[4]Ramlan. "Model *Group Mapping Activity (GMA)* dalam Pembelajaran Membaca (*Studi Eksperimen pada Mahasaiswa Program Studi Pendidikan Bahasa Sunda FPBS Universitas Pendidikan Indonesia Tahun Akademik* 2006-2007*)*". *Jurnal Penelitian.* Bandung: Portal Jurnal UPI., p.6.

VII SMPN 15 Yogyakarta. Result of her research show difference of increase of score of mean that is 1,30 at group control and 2,33 at group test. The result indicate that study comprehend text of description use strategy of GMA more effective than study which do not use strategy GMA[5].

Based on previous study, the researcher concluded that there are some differences and similarities of those previous studies.

1. The similarity of the researcher Ramlan is improving students' reading skill and its differences Ramlan using GMA strategy in sunda language.

2. The similarity of the researcher with Bela Yusti Suryani is the use of GMA strategy for improving students' reading skill. And its difference is Bela want to improve students' comprehend in description text Indonesian language while the researcher want improve students' reading skill in narrative text English language.

B. Theory of Reading

1. Definition of Reading

Reading is one of the most important skill in learning language besides listening, speaking, and writing. The fundamental goal of any reading activity knows the language. There some statements about reading. Nurfadilla in Minati according state reading is an active attempt on the part of readers to understand writer message.

---

[5] Bela Yusti Suryani, Keefekifan Strategi *GMA (Group Mapping Activities)* dalam Pembelajaran Memahami Teks Deskripsi pada Siswa kelas VII SMPN 15 Yogyakarta, Thesis, Yogyakarta: Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta 2016.

The readers interact with a tries to reconstruct what the writer wisher to communicative.[6]

In oxford learne's pocket Dictionary explain that reading is act of reading sometimes and way in which something is understood.[7] Besides, Mark sheppel in Minati according also says that reading is highly complex, purposeful, thinking process engaged in by the enter organism while acquiring knowledge, evolving new idea, solving problems or relaxing and recuperating through the interpretation of pointed symbols.

Harmer also states that reading is useful for other purposes to provided understand it more less is good thing for language students.[8] Hornby on Oxford Advanced Learners' Dictionary defining that "Reading comes from "read" which is mean that to look at understanding the meaning of written or printed words of symbols".[9] Reading is a way of getting the meaning or knowledge form the printed page such as textbooks, newspaper, magazine, and novels and also from media by using internet.[10] So, the researher conclude that reading is a process the do as well as used to obtain the messages.

2. *Definition of Reading Skill*

---

[6]Minati, *increasing The Student's Reading skill at the second year of SMA Negeri 1 Baebunta Through Anecdots*, (Palopo : 2009) p. 4

[7] Oxford learner's Pocket Dictionary. P. 357

[8] Jeremy Harmer, *The practice of English Langue Teaching*, (New York: Logman, 1991) p. 19

[9] Hornby, *Oxford Advanced Learners Dictionary of Current English. Oxford University Press.* 1974

[10] Time of Five*, Improving Reading Skill in English for University Student, Book 3 + Workbook 3,* (Jakarta: Kencana, 2006) p.51.

Reading is basic life skill. It is a cornerstone for a child's success in school, and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost. Reading is one of the important skills to get much information like about education, culture, and economics, political, etc.

They are many opinions the definition of reading and have found different each other. Reading is complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension), it is a meaning of language acquisition of communication, and sharing information and idea.[11]

Reading is one four language skill (listening, reading, speaking, and writing) is important to be every individual. By reading, one can relax, interact with feelings and thoughts, obtain information, and improve the science knowledge.[12] Reading is an appease means to promote a leveling learning (lifelong learning). By teaching the children how to read means giving these children a future which provides a technique to explore how "the word" wherever he chose, and provide the opportunity to get a goal in life.[13]

---

[11]Wahyuni, *Using Pictured- Story in Teaching Reading Comprehension at the English Year Student of smpn 4 walenrang* . (2014), p. 8.

[12]Asri Wahyuni, *Teaching Reading Comprehension Though Pictured Article at the Eight Year Students of smpn 9 Palopo*, p. 5.

[13]Bowman, published:21/9/2012, atonlinehttp:id.wikipedia.org/wiki/Reading Comprehension.

Reading is not an easy learning activity. Many factors can affect student's success in reading. In general, the factor can be identified, such as teachers, students, environmental conditions, subject matter, and techniques to learn the lesson material.

According to Harmer, Reading is an exercise dominated by eyes and brain. The eyes receive massage and the brain then has to work out the significance of this message.[14]

Reading skill is a complex undertaking that involves many levels of processing. One of the most fundamental aspects of skill is the ability to deal with unfamiliar words encountered in text. Readers who struggle with word-level tasks use up valuable cognitive space that could be allotted to deeper levels of new words, since this strategy often result in erroneous or superficial understandings of key terms, especially in content area reading. Mature readers need to process a basic knowledge of "how words work" and a set of strategies for approaching new words encountered throughout the day.[15]

Skill the act of understands the meaning of printed or spoken language.[16]Though this definition we may understand that the differences between reading and skill lies on the forms of words to understand in which skill involves both

---

[14]Jeremi Harmer, *Practice English Language Teaching*, (London: Longman, 1991), p.190.

[15]Paynter, D., Bodrova, E., & Doty, J. (2005). *For the love of Words: Instruction That Works. San Francisco: Jossey-Bass*. p.13.

[16]Natalia. 2013. *The Students' Ability Reading Comprehension Through Anecdotes at The Second Year Students of SMA Kristen Palopo*. Unpublished thesis. Palopo, Departement of English Education FKIP-UNCP. p. 6.

oral and written language while reading is finding information from printed words only. Reading skill is a ability of an individual to perceive, process, and understand information.[17]

Definition component of reading skill which is stated by Perfetti is an individual's standing on some reading assessment. From the assessment result, the researcher will indicate and categorize the students into some categories. It will guide the researcher should do to them.[18]

he skill of reading is used by the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals. Every reader has their own way of reading to do that which is appropriate with them. The teacher should give some kills to the students to make them comprehend text easily. Using the skills, the students may increase the pleasure and effectiveness of reading activity.

---

[17] Collins and O'Brien.. *The Greenwood Dictionary of Education*, Second Edition. Greenwood Press: 2013, p. 70.

[18] Charlos A. Perfetti, *Reading Skills.* oxford: pergamon (2001), p.

3.   Kinds of Reading skill

Geoffrey Broughton, et.al, categorizes reading into some categories, which are:

a. Reading Aloud

Reading aloud involves understanding the black marks first and then production of the right noises. Most people, if they are asked to read something aloud, like have anx opportunity to 'glance over what it is they are being asked to read. In the actual process of reading aloud to they usually find that their eyes are several words if not lines ahead of their tongues.

It must be recognized that reading aloud is primarily an oral matter. For those who teach foreign languages it is closer to 'pronunciation' then it is to 'comprehension'. While it is perfectly proper to try to develop the skill of reading aloud it clearly cannot be done using an unfamiliar text the content and language are clearly understood, detailed explication and practice of special pronunciation problems in it, and small group techniques. It must also be admitted that the usefulness of the skill of reading aloud is limited. Few people are required to read aloud as a matter of daily routine, radio newscasters, clergymen, perhaps, actors, and that is all. To the huge majority its importance is minimal.

b. Extensive reading

Of these five kinds of reading activity the first three, survey reading, skimming, and superficial reading are sometimes grouped together and called extensive reading. The object of such treading is to cover the greatest, possible amount of text in the shortest possible time. A relatively low degree of understanding is perfectly adequate for this, either because that is all that is being sought in any case, or because the material itself is highly redundant – as the case for example with newspaper reports. The label indicates that those who use it are not concerned with the actual skills involved but with the effects which the employments of those skills produce, that is to say a familiarity, albeit not a very thorough familiarity, with a large body of reading material. It is by pursuing the activity of extensive reading that the volume of practice necessary to achieve rapid and efficient reading can be achieved. It is also one of the means by which a foreigner may be exposed to a substantial sample of the language; he my wish to learn without actually going to live in the country to which that language is native.

c. Intensive reading

The remaining two kinds of reading activity, content study together and linguistic study reading are also often grouped together and called *intensive reading*. Once again the term indicates that it is not the nature of the skills involved that is most interest but the result, in this case a deep and through understanding of the black

marks on the paper. The concern is for detailed comprehension is very short in length. The objective is to achieve full understanding of logical argument, the rhetorical arrangement or pattern of the text, of its symbolic, emotional and social overtones, of the attitudes and purposes of the author, and of the linguistic means that he employs to achieve his end.

d. Reading Speed

Closely related to degree of understanding is reading speed. Obviously the rate at which may be covered becomes slower as depth and detail of understanding increase, but there are number of other factors which enter in here. One of these may be the clarity of the text itself. Another factor is the extent to which the content of a text is already of similar to the reader. Nevertheless it is possible to develop reading speed, and efficient reading involves high reading speeds with high levels of comprehension.

Many people seem to belief that study and slow reading are the same, or at least that in order to study well one must read slowly. It is very important that this belief be undermined. Study involves several other sorts of skill besides reading and may well involve several different sorts of reading skill. The good student will probably want to make preliminary survey of what he is going to study, this will lead him to formulate a series questions about the subject he is studying, he will then read, perhaps partly skimming, partly reading intensively to find the answer to those

questions, and he was recorded the answers he will at some future time revise the material.

It should be the concern of every teacher to foster increased general reading speed in pupils, fluent silent reading speed in pupils. Fluent silent reading is specially necessary for anyone who purpose venture on to any kind of higher education, it is fairly easy to double and treble that speed, it is obvious that the effort to do this to be made.[19]

4. *Problem in reading skill*

There are many problems in reading skill as follows:

a. Problem of vocabulary

When we read book, we feel that the greater problems that is vocabulary. If we don't have enough vocabulary, it is sure that we are difficulty to understanding the content.

Some student quickly read few, if any difficulties. This teacher's rule is to help these students identify problems and try to provide exercise, and activities to help them overcome their weaknesses.

According to Nuttal, the student are generally not aware of, but it is important that they should make them self understand that possible vocabulary should make be taken in to consideration. Once they accept that is naturally to

---

[19]Geoffrey Broughton, et.al. *Teaching English as a Foreigh Language*, (London, 1985), p. 90-94.

have an active vocabulary (word we know well enough to use or levels, and receptive one word understand approximately when we meet them, but can't use) their attitude to know word may become more relaxed. On the other hand, new vocabulary can't found without reading.[20]

b. Problem of structure

Sentence structure is part sentence problems especially in understanding reading. Nuttal say that, we can make use of structural clues establish, not exactly the meaning, but at last the type of the grammatical category of words represented by the new items. This tells us kind of meaning of understanding.[21]

Based on the opinion above, we knell is a verb them the sequence. "The spooky rundle kneaded" would begin to make structural sense. We would know that either "spooky or rundle must be a noun, because a gap between "the" and a verb must be followed by a noun, he is a title nearer to understand the sentence. Of course, new words do not always occur in such straight forward surrounding as the sentence about the hurdle. But providing the neigh word which similar, or at last identify able as a verb, adjective, etc. it should be possible to work the part of speech of new word, and this is beginning of making sense of the text.

---

[20] Cristian Nuttal, *Teaching reading skill in Foreign Langguage (*London, Cristian Nuttal,1982);p.33

[21] Aulia Ihsani. "*Improving the students' reading comprehension through cooperative script method at eighth year students' of SMP Makassar Mulya* (a classroom action research). Thesis Universitas Muhammadiyah Makassar, 2012., p.26

Sentence structure is very important in language. If the students are not understanding about that, the students will be final difficulties in grammatical language. Of course, this is not enough for an accurate understanding of the word, but it maybe enables the reader to understand the text sufficiently for his propose. If not, when the reader look up the word in the world in the dictionary, he will be able to slot the meaning into its place.

c. Problem of semantic

As it learning situation, some students quickly learn to read a few if any difficulties. But not all word is difficult. Therefore, it the students find difficulties words, the teacher must help them to identify problems and provide exercises, and activities to help them overcome the problems. According nuttal there are some difficulties that readers have to deal with students difficulties in semantic.[22]

5. *Propose of Reading*

When we read a written text, exactly we have purpose whereas to obtain information or to entertain ourselves. The purpose use usually determines the appropriate type of reading and relevant reading skill to be use.

Grellet states the reading means extracting the required information written text as efficiently as possible, rejecting in relevant information and what we are looking

---

[22] Cristian Nuttal, *Teaching reading skill in Foreign Langguage (*London, Cristian Nuttal,1982);p.77

for quickly. She established that there are two main for as read; for pleasure and information.[23]

a. Reading For Pleasure

Reading for pleasure aims at giving the reader pleasure an imaginative experience and centers up in human concern such us love, ambition, was revenge, family, life, loyalty, self-reliance, heroism, word place, the god, life, etc. its propose is to able and enrich the reader by Deepings his emotional life and sharpening in sensitivity to life's values. Reading for pleasure we can read magazine, holiday, brochures, and letter from friends.[24]

According to Markhelffels, have four purposes of reading namely; 1) To acquire knowledge, 2) To involve ideas, 3) To solve problem, and 4) To relax.

Four purpose of reading state above indicate that reader must not only sees and identify the symbols, but must be also to interpret what reads, associate it with past experiences and project beyond the judgment the application and conclusion.[25]

---

[23] Francoise Grallet, *Developing Reading* (London : Combridge :1981)

[24] Farida Middin*, the difficulties of student in finding main idea and supporting detail text in reading comprehension of second years student of English department in STAIN Palopo* (palopo, 2007) p. 13

[25] Rachma Indriani, *Some Difficulties Faced by the second year student of SMA Negeri 4 Palopo in reading text.* (Palopo; STAIN, 2008).

b. Reading for information

Reading for general information is a skill that involves absorbing only the main points of the text.[26] The students are not curious to know information that is conveyed in reading text it is not interesting. Therefore, it is essential to choose reading text for student to learn. This type of reading includes material, generally, classified as nonfiction: science, social study, current, affairs, personal opinion, technical matters and arts.[27]

Wooding keith Johnson in Yasmir, we read in order to obtain information which is presented in the written from, but by nature of information so obtain require more explicit definition. He further "by referential (factual), affective or emotional, so then;

1). Answer we can give to our question, of why we read is that we read referential material in order to obtain factual information with operating on our environment, e.g. a set of instruction or how to use a piece of equipment.

2). We read material as a way of developing our own intellectual skill so that we can more effectively manipulate ideas, possibly with the aim of influencing the behavior of other of determining the outcomes of series of operations, e.g. making proposal for project.

---

[26] Jeremy Harmer, *The Practice Of English Language Teaching.* (New York : logman 1991) p,90

[27] Joseph Bellafiore, *English Language Art,* (Limuted states of America : Amsco school publication , Ine, 1969)p,318

3). We read for emotional gratification or spiritual enlightenment, e.g. for pleasure or self environment. [28] Reading to get information is to getting information which we need about something. We read something to know information what can us or give purpose.[29]

6. Tehnique of Reading Skill

The are tehnique for inproving reading skill:

 a. Skimming

Skimming is a from of repaid reading for finding the general ideas- or-gist- of passage or a book.[30] Skimming is helpful when you want to find out uckly about the writer. Skimming is reading a text superticially and rapidly in order to you may have a lot af to read, but not much time. For this kind of reading you usually do not want to know and remember everything it. Obtain the gist or main idea. It a skill that requires concentration.

There are basic aims in skimming, namely:

1. To get impression from a book of articles or short story.

2. To find specific casus from a reading material.

3. To look for material what we need in library.

---

[28] Jeremy Harmer, *The Practice Of English Language Teaching.* (New York : logman 1991) p.16

[29] Hutabarat. E.P. *Cara belajar* (Bandar Lampung ; PT, BPK Gunung Mulia. 1985)p.44

[30] Beatrics s. Milkulecy' /Linda Jeffries, advance reading power (Wesley publishing company: biston university)p.170

b. Scanning

Scanning is a way to read very fas. The students do not read all the words you need only the words you are looking for.

Scanning is raeding a text quickly in order locate a specific item of information. We simply have our eyes though the text until we find we are looking for, whether it is a name, a data or less of specific information. In addition there are some procedure for scanning, they are;

a. Keep in mind only the specific information to be located.

b. Read the section containing the clues to get information needed.

c. Looking for topic.

A topic tells what something is about. Good reader always looks for the topic when they read. Then they can understand and remember what they read.

d. Understanding and building sentences.

When you read english, you must understand english sentences. You can learn how to find the important parst of sentances. And you can learner the right words order.

e. Understanding paragraph

Paragraph is a group of sentence about one topic. There is usually one sentence that told the topic. And all the other sentences tell more about the topic.[31]

7. *Reading Strategy*

According to international and Pan-American Copyright Conventions, to understood and remember what you read, you need to be involved with what you are reading. In other words, you need to be an active reader. People often think of reading as a passive activity. After all, you're just siiting there, looking at word on a page. But when you read, you should actually be interacting with the text. Five specific strategies will help you become an active reader: skimming ahead and jumping back, highlighting or underlining key words and idea, looking up unfamiliar vocabulary words, recording your questions and comments and looking for clues troughout the text.[32] Danielle states that a succesful reader implements deliberate, conscious, effortful, time-consuming strategies to repair or circumvent a reading component that is not intact. Reading teachers and programs explicitly teach such reading strategies

---

[31] Ahmad Perdana Putra. *"the effectiveness of using Authentic Material in teaching reading comprehension to the second year students of english education study program is STAIN Palopo" A Thesis S1.* (Unpublished Thesis : STAIN Palopo. 2010),p.19

[32] International and Pan-American Copyright Conventions, 8th *Grade Reading Comprehension and Writing Skills*, (New York, Learning Express, 2009),p.19

to handle the challenges of reading obstacles.[33] Farther he also states that a reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension.

Strategies are an important part of comprehension. There are only a few strategies readers use in various combinations over and over again, with slight variation from one reading situation to another. These include: making prediction, monitoring and questioning what is happening, adjusting predictions as you go, creating images in the mind, removing blockages to meaning, and reflecting on the essence or the significance or the or the importance of what has been read. These strategies can be categorized as: before you begin reading, as you begin reading, during reading, and after reading.[34]

Everyone has different purpose in reading. To achieve one purpose of reading she/he can apply some reading technique:

a) Pre reading

Pre reading is a technique that reader uses before he begins to read the material which will improve his comprehension and recall. Pre reading involves looking only at those parts of the reading material that will tell you what it is about or

---

[33]Danielle S, *Reading Comprehension Strategy* (New York, Laurence Erlbaum Associates, 2006),p.3

[34] Duffy G.G., *Explaining Reading a Resource for teaching Concept, Skills and Strategies* (New York, The Guildford Press, 2009), p. 19

how it is organized. Further he explains, the portions to look at in reading a text book chapter are:

b) Read the title

Often the title functions as a label and tells us the material about. It establishes the overall topic or subject.

c) Read the introduction or Opening Paragraph

The first few paragraphs of a piece of writing are usually introductory. The author may expalain the subject, outline his or her ideas, or give some clues about his or her direction of through. If the introduction is long, read only the first two or three paragraphs.

d) Read each Bold Face Heading

Heading, like titles, serve as labels and identify the content of the material they head. Together, the headings will from a mini-outline of the important ideas.

e) Read the First Sentences Under each Heading

Although the heading often announces the topic that will be discussed, the first sentence following the heading frequently expalins the heading and states the central through of the passage. In the sample selection, notice that many of the first sentences further expalain the heading.

f) Notice Any Typographical Aids

The Any Typographical aids include all features of the page make facts or ideas outstanding or more understandable.

g) Notice Any Graph or Pictures

Graphs, charts, and pictures are used for two purposes. The easiest way to establish quickly what important element of the text is being further explained by the graph or picture is to read the caption.

h) Read the Last or Summary

The last paragraph of a chapter often serves as a conclusion or summary. In some chapters, more than one paragraph may be use for this purpose. In some textbooks, these last few paragraphs may be labeled "summary" or "conclusion". By reading the summary before reading the chapter we will learn the general focus and contents of the material.[35]

8. *Reading assesment.*

In 2002, the reading framework is update update to provide more explicit to details about the assessment design and content. During that process, some of the terms used to describe elements of the reading assessment were changed. The following describe elements of the reading framework in corporate these changes. It should be note, however, that revision in the framework does not represent a change in the design or content of the NAEP reading assessment that was first administers in 1992.

---

[35]Mc Whother, *Efficient and flexible Reading,* (New York, 1992),p.25

According to the framework, development by the national assessment Governing Board, NAEP assesses there context for reading: reading for literary experience, reading for information, and reading to perform a task.

a. There different contexts for reading were assessed:

1. Reading for literary experience: readers explorer events, characters, themes, plots, actions, and language of literary works by reading novels, short stories, poems, plays, legends, biographies, myths, and folktales.

2. Reading for information: readers can be information understanding word by reading the materials such as bus or train schedules, direction for repairs or mage, classroom procedures tax forms (grade 12), maps, and so on.

b. Students were assessed on four different aspects of reading.

1. Forming a general understanding: the readers must be consider the text as a whole and provide a global understanding of it.

2. Developing interpretation: the reader must be expending initial impressions to develop a more complete understanding of what had read.

3. Making reader/text connections: the reader must connect the information in the text with knowledge and experience.

4. Examining content and structure: this required critically evaluating, comparing and constricting.

The reading framework specifies to the test reading in the form essay test and the distribution of question for each context of reading and each aspect of

reading. Because reading draws on multiple types of knowledge, it can be taste in several different ways. Tests also vary depending on whether they are use to test children or adults. Standardized test are wormed to a large population of readers, allowing the tester determine what is typical for an individual of a given age. For example, the average reading readings ability of children aged 10 years, 0 months will be 10;0. However, a more advanced eight year old might also be able to read 10;0 level. Reading achievement is influence by multiple factors and is not limited to a child's general intelligence.

Multiple intelligences base methods, which draw upon the reader's diverse ways of thinking and knowing to enrich his or her appreciation of the text. Reading is fundamentally a linguistic activity: one can comprehend a text without resorting to other intelligence, such us the visual (e.g., considering "what if") scenarios predicting how to text will unfold based on context clues). However, most readers already used several intelligences while reading and making a habit of doing so in a more disciplined manner-i.e. constantly or after every paragraph-can result in more vivid, memorable, experience.[36]

---

[36]NAEP (National Assessment of Educational Progress), what does The NAEP Reading Assessment Measure?, Online; http://nces,ed.gov/nationsreportcard/reading/ whatmeansure. Aspx. Acessed on September 24th 2017.

C. Narrative text

Narrative is a text focusing participants which tells an interesteng story. Its social function is to tell stories or past events and entertain or amuse the readers.[37] The basic purpose of narrative is to intertain, to gain and hold a readers' interest. However narratives can also be written to teach or inform, to change attitudes/social opinions for example, soap operas and televisions dramas that are used to raise topical issues. Narratives sequences people/characthers in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

According to Pradiyono, narrative is an account of series or event or incident. Whether true or fiction story and it is a text which is created to entertain and hold readers' interest.[38] Mean while Savage and Masoud Shafiei state that in narrative writing, the writer tells a story that set the background for an event, describes the event, and often comments on the event.[39]

According to try Wahyuni in Anderson said the narrative text type tells a story, in doing so, entertains the audience, make the audience think about emotions.[40] In other words, it can be said that a narrative text is retelling a story that is told by the doer or other person's point of view.

---

[37]Fraida dobin, *Course Design Developing programs and Material for Language Learning,* (New York;1987),p152)

[38] Pradiyono, Teaching Genre Based Writing, (Yogyakarta,C.V.Andy Offest:2007),p.207

[39] Savage, Alice and Masoud Shafiei, Effective Academic Writing, (New York; Oxford University Press. Second Edition:2012),p.145

[40]Try Wahyuni Florist, Teaching Narrative Text, online, http://www. Google. Com/research Accessed on 20 October 2016

Narrative inquiry research, like only other research or methodology has advantage and limitation. According to Bell, the benefits of narrative inquiry include the following: (a) narrative provides the research with an understanding of an experience, (b) narrative gives the researcher access to stories or themes that the story may not even be conscious, (c) narrative highlight changing perspective and understanding of people and event as function of time in the evaluation of an exprience.

Narrative is a text focusing specific participants and. Its social function is to tell stories or events entetain the readers. It has generative structure as follows:

a. Orientation : introducing the participants and informing the time and the place.

b. Complication : describing the rising crises with the participants have to do with.

c. Resolutuion : showing the way of participant to solve the crises, better or worse.

Based on some definition of narrative above, the writer can conclude that narrative is group of sentences which put together to form paragraphs that tells a story; it tells about the series of event or action which are arranged based on the choronological order in order to entertain us, to us understand something and to change our attitide.

D. Concepts of Group Mapping Activities (GMA) Strategy.

1. *Definition of GMA Strategy*

GMA (Group Mapping Activities) strategy is introduced by Jane Davidson in 1982. 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.[41] 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 explaining the maps that have been made allow students to elaborate and develop the knowledge that they are composed of readings.[42]

According Hampf through Ruddell, reveals that the explanation of these maps is clear that the response to the text is more likely on personal opinion. So also the different backgrounds of students and does not violate any prior knowledge or deviate from the intent of the authors of the text.[43]

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. This representation can form a

---

[41] Jane L Davidson., *The Group Mapping Activity for Instruction in Reading and Thinking*. (*Journal of Reading 1982*) p, 52.

[42] Martha Rapp Ruddell., *Teaching Content Reading and Writing*. (United States of America: Hermitage Publishing Service, 2005).p,111.

[43] Jane L Davidson., *The Group Mapping Activity for Instruction in Reading and Thinking*. (*Journal of Reading 1982*) p,113.

map or diagram showing the shape or get up as circles, lines, rectangles or words that describe their understanding of the text. Learners can freely express ideas or concepts in the map. There is no special way to do it. After they finished making the map, they can show the map to small groups or to all learners, and that's when the ideas and concepts developed or expanded.[44]

Good learning process should make the students at the center of activities so that teachers do not dominate lessons. Teachers in this learning strategy are only obligated to provide questions that help students clarify their thoughts, reveal new understandings, and come to a deeper view. For example, even if the students do not come up with a good answer, then, in response to the teacher or the questions. This is okay, because when the question is not answered in full, students have something new to think about that often refers to an understanding. As explained Ruddell.

> *.... The teacher is responsible for asking questions that help students clarify their thinking, articulate new understanding, and arrive at deeper in sights. Recall when the teacher asked if the student had a reason for placing the jockey in the center of her map. The student was then able to say what she hadn't said before: "Yeah. He seemed to be central to all this peripheral stuff that was going on.... He seemed like peripheral figure, and yet he seemed central at the same time." That's a very sophisticated conclusion to draw from this story. In some instances, however, students don't come up with a nice, new, sparkling answer in response to teacher or peer questions. That's fine, too, because when questions are not fully answered, students do have something new to think about, which often leads to insights.*[45]

---

[44] Ramlan. "Model *Group Mapping Activity (GMA)* dalam Pembelajaran Membaca (*Studi Eksperimen pada Mahasaiswa Program Studi Pendidikan Bahasa Sunda FPBS Universitas Pendidikan Indonesia Tahun Akademik 2006-2007)*". *Jurnal Penelitian.* Bandung: Portal Jurnal UPI., p.6

[45] Martha Rapp Ruddell., *Teaching Content Reading and Writing*. (United States of America: Hermitage Publishing Service, 2005).p,115.

Ruddell explains in content learning, maps serve as useful learning tools. Not only do they help students organize information after reading but they are powerful study tools as well.[46]

The advantages of this strategy is to 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.

2. *Kinds of Mapping*

There are four kinds of mapping as follows;

(a) Network Tree

The main ideas created in the square, while a few other words connected by a hyphen. Words on the connecting lines give the relationship between the concepts. At the time of constructing a network tree, write the topic and a list of the main concepts related to that topic. Register and start to put ideas or concepts in an arrangement from general to specific. Make branch concepts relating that of the main concepts and give relationship on the lines. Trees suitable network used to visualize things; indicates information causality, a hierarchy, and the procedure is branched.

---

[46] *Ibid.,*p,117.

(b) Event Chain

Map concept event chain can be used to provide a sequence of events, or step in a process. For example in doing experiments. The chain of events suited to visualize things; describing the stages of the process, step by step in a procedure, and a sequence of events.
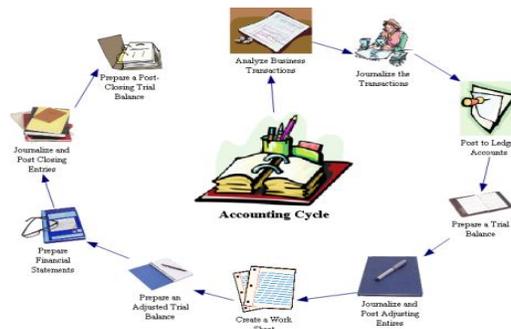
(c) Cycle Concept Mapping

In the map cycle concept, the sequence of events did not produce a final result. Recent events in the chain that connects back to the beginning of the cycle of events repeats itself and there is no end. Map cycle concept suitable to be applied to demonstrate the relationship of how a series of events interact to produce a group of results that repeatedly.
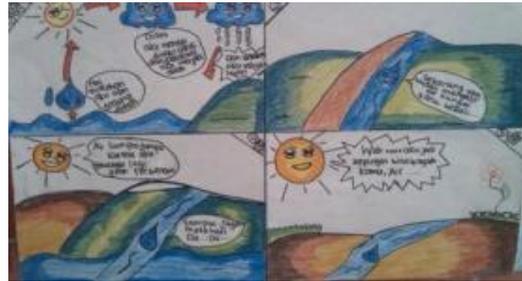
(d) Spider Concept Map

Spider concept maps can be used for brainstorming. In brainstorming ideas come from a central ideas, so as to obtain a large number of ideas are jumbled. Many of the ideas associated with the central idea but not necessarily clear relationship to each other. We can start by separating and grouping the terms according to a certain connection so that it becomes more useful term by writing out the main concepts. Map concept spider suited to visualize things: not according to the hierarchy (unless it is in a category), categories that are not parallel, and the results of brainstorming[47].

---

[47]http://www.eurekapendidikan.com/2015/10/macam-macam-peta-konsep-html
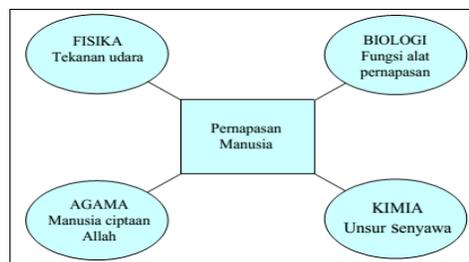
3. *Procedure of GMA Strategy*

According Ruddell the steps to implement the strategy of GMA in the learning process in the classroom are;[48]

1. The students read the text that has been prepared by the teacher.

2. The teacher shows some map models that had been prepared as a description for the students.

3. The teacher gives instructions to the students to form small groups and began to create a map.

4. The teacher calls the volunteers in each group to explain and give reasons as well as interpretations of views on the text. Anyone can leave any questions relating to the map or the information being shared. This is done alternately by each volunteer.

On GMA strategies, how to create a mapping freed. No special measures are provided to make the map. In contrast to other mapping strategies that is usually given steps to create a detailed map. [49] Explanation of maps created purely an individual student's response to the text so that the shape of any maps that the students nothing is false or true. In this case the provision of background and knowledge building different from the students is not a matter that violates the rules or violates the meaning of the objectives of the authors. Moreover, what distinguishes

[48] Martha Rapp Ruddell., *Teaching Content Reading and Writing*. (United States of America: Hermitage Publishing Service, 2005).p,111.

[49] Martha Rapp Ruddell., *Teaching Content Reading and Writing*. (United States of America: Hermitage Publishing Service, 2005).p,113.

GMA with other mapping strategy is on learning to use this mapping students tend to "create" meaning rather than "get" the meaning of the text is readable.[50] The role of teachers in this study is only a facilitating role and not become a dominant part in the learning process. In the process of discussion of the fundamental role of the teacher is to guide the discussions.[51]

E. Conceptual Framework

Reading is a complex process in which the reader uses mental content to acquire meaning from written material and comprehension skill ability to improve the quality of the reading process. There are several ways to develop students' motivation to read, one of them by using GMA (Group Mapping Activities) strategy.

Based on the statements above the researcher focuses on improving students' reading skill by using GMA (Group Mapping Activities) strategy. Learning through reading using GMA strategy 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. In this research, the students will be given pre-test by the researcher to know their basic ability in reading before giving the treatments. After know students' basic ability in reading, the researcher will be given some treatments as a process of learning reading by using GMA strategy. This process is expected to give improvement to the students'

---

[50] *Ibid.*

[51] Jane L Davidson., *The Group Mapping Activity for Instruction in Reading and Thinking.* (*Journal of Reading 1982*) p, 56.

knowledge. After concluding both items, the researcher come to the last item namely giving post-test to know whether any significance developments to the students or the output after giving treatments.

Chart framework

Students of SMAN 5 Luwu

Cannot understand the content of the texts, the lack of enthusiasm students to read

Pre test

Treatment

Teaching reading skill by using GMA strategy

Post test

Improve students' reading skill
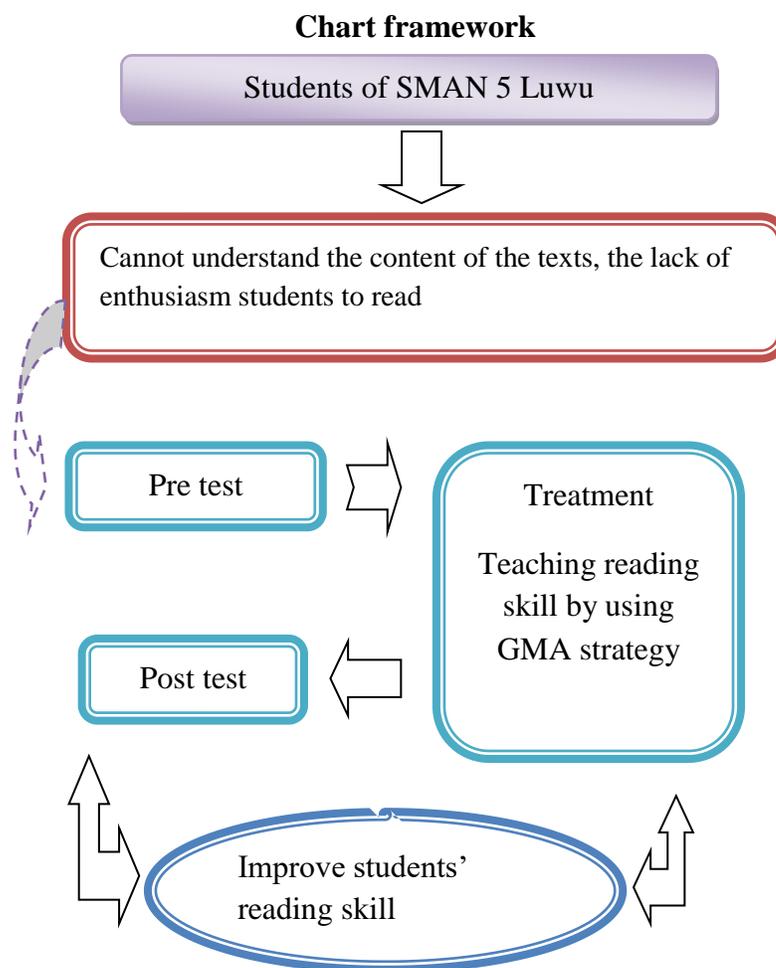
F. Hypothesis

In this research, the writer proposed the following hypothesis:

1. H_0 : There is no significance difference for students after teaching using GMA strategy in improving reading skill ability the second year students in SMAN 5 Luwu.

2. H_1 : There is significance difference for students after teaching using GMA strategy in improving reading skill ability the second year students in SMAN 5 Luwu.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Method

This research employed an experimental research method. The researcher aimes at finding out the improvement students' reading skill by using Group Mapping Activities (GMA) strategy of second year of SMAN 5 Luwu.

B. Research Design

This research employed pre-experimental method which applied one group pre-test, post-test. This design present as follow.

Experimental	Pre-test	Treatment	Post-test
Group	T1	X	T2

Where:

E = Experimental

T1 = Pre-test

X = Treatment

T2 = Post-test

C. Variables of the Research

This research had two variables, namely dependent variable and independent variable. According to Jaeger dependent variable is the factor which is observed and measured to determine the effect of the independent variable. It is the outcome; it may be what was caused or what changed as a result of the study, while independent variable is antecedent condition that is presumed to affect a dependent variable.[52]

1. Dependent variable

   The dependent variable is students' reading skill on the narrative text.

2. Independent Variable

   The independent variable is GMA (Group Mapping Activities) strategy.

D. Population and Sampling

According to Ary et.al. that population is all members of well defined class of people, events or objects.[53]

1. Population

   This research conducted at SMA Negeri 5 Luwu. The location at Bajo subdistrict, Luwu regency. The population is the students of SMAN 5 Luwu in 2016/2017 academic year. They are divided 3 classes each class (XI IPS 1, XI IPS 2, and XI IPS 3). The populations were IPS class that consists of 3 class and each class 35 students, so the population were 105 students.

---

[52] Hatch and Lazaration. *The Research Manual* (USA; Newbury House 1991),p.7.
[53] Sukardi, *Metodologi penelitian pendidikan*, (cet I; Jakarta: Bumi Aksara, 2003), p.53.

2. Sample

In this research, the researcher used purposive sampling technique. The researcher took one class from three classes, namely XI IPS.3, because base on the observation that the researcher did at the class XI IPS.3. In this class, there were 35 students registered but there were only 25 students actively attended the class during the research, so the sample were 25 students.

E. Instruments of Research

The instruments of data collection were reading test. The researcher used narrative test to measure the students' ability to understand the reading test before and after giving treatment. The students answer the questions from text, the questions as essay test with five questions. The instruments use in this research, namely narrative text.

F. Procedure of Collecting Data

The researcher uses two kinds of tests as instrument of collecting data. They are pre-test and pos-test. Pre-test is to find out the initial ability before conducting and giving treatment and the post test held to find out the students improvement on reading skill by using group mapping activities (GMA) strategy.

1. Pre-test

The researcher gave pre-test to the students by using narrative text (The Step Mother). This test is to measure the students reading skill before doing the strategy.

2. Treatment

   After giving pre-test, the treatment has been given in three meetings.

   a. The first meeting; the researcher gave text about "Snow White"

      1). Divided students into group of five people.

      2). The researcher gave students narrative text.

      3). The researcher showed some map models. That had been prepared as a description for the students.

      4). Every group made map from narrative text what they read.

      5). Appointed one student from each group as the leader and explain about their mapping.

      6). Another group asked to other group about their mapping.

      7). Gave some questions to students based on narrative text.

      8). Ask students about the new vocabulary that they find in narrative text.

   b. Second meeting ; the researcher gave text about "The Lion and the Mouse "

      1). Divided students into group of five people.

      2). Gave students narrative text

      3). The researcher showed some map models. That had been prepared as a description for the students.

      4). Every group made map from narrative text what they read.

      5). Appointed one student from each group as the leader and explain about their mapping.

      6). Another group asked to other group about their mapping.

7). Gave some questions to students based on narrative text.

8). Ask students about the new vocabulary that they find in narrative text.

c. The third meeting; the researcher give text about "The Donkey of Guizhou"

1). Divided students into group of five people.

2). Gave students narrative text

3). The researcher showed some map models. That had been prepared as a description for the students.

4). Every group made map from narrative text what they read.

5). Appointed one student from each group as the leader and explain about their mapping.

6). Another group asked to other group about their mapping.

7). Gave some questions to students based on narrative text.

8). Ask students about the new vocabulary that they find in narrative text.

d. The fourth meeting; the researcher gave text about "Goldilocks and the Three Bears"

1). Divided students into group of five people.

2). Gave students narrative text

3). The researcher showed some map models. That had been prepared as a description for the students.

4). Every group made map from narrative text what they read.

5). Appointed one student from each group as the leader and explain about their mapping.

6). Another group asked to other group about their mapping.

7). Gave some questions to students based on narrative text.

8). Ask students about the new vocabulary that they find in narrative text.

3. Post-test

After giving the treatment, the researcher gave post-test (The step mother) to know the result of students reading skill by using GMA (Group Mapping Activities). And the research evaluation the students with the same materials. The students asked to answer the questions which consist of essay by used scanning technique in reading text. The post-test procedure is the same as pre-test.

G. Technique of Data Analysis

The data analysis involves some steps that are elaborated as follows:

1.   Scoring the students from the test has been given

$$Score: \frac{Student\ Correct\ Answer}{Total\ item} \times 100.[54]$$

2. Classifying the students score into six levels, as follows:

To understand the level of classifying the students score into the following criteria:[55]

---

[54]L.R Gay, *Educational Research*, (USA, 1981), p. 225.

[55]*ibid*

No	Score	Classification
1	80-100	Excellent
2	66-79	Good
3	56-65	Average
4	40-55	Poor
5	0-39	Fairly Poor [56]

5 = the students answer the test items between 80-100

4 = the students answer the test items between 66-79

3 = the students answer the test items between 56-65

2 = the students answer the test items between 40-55

1 = the students answer the test items between 0-39

3. Classifying the students' scores by using percentage

$$P = \frac{F}{N} X\ 100\%$$

Where: P   = Percentage

                  F   = Frequency

                  N   = Number of sample.[57]

4. Calculating the result of students T test by using SPSS 16.

---

[56]Suharsimi Arikunto dan Cepi Safruddin Abdul Jabar, *Evaluasi Program Pendidikan*, (Jakarta: Bumi Aksara,2009), p.35.

[57]*Ibid*. p. 292.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The findings that the researcher reported in this chapter were based on the analysis of data collected and the application of the technique explained in the previous chapter. The finding was processed to find out whether or not the GMA improve students' reading skill. This part presented the result of the 5 items which contained essay test.

In collecting data, the researcher used tests, namely pre-test and post-test. The pre-test was given before treatment. It is intended so know the prior knowledge of the students and the post-test was given after treatment. It is intended to know the result of the research.

1. The Analysis Students' Reading in pre-test

   a. The mean score of the Student s in pre-test

   In this section, the researcher show the students' correct answer in pre-test, the mean score and standard deviation of students, and the rate percentage of students' reading score in pre-test. The researcher presented them in the tables and calculate the score by using SPSS 16. For more clearly, at first the researcher showed the students' correct answer score in pre-test. It was tabulated by following:

Table 4.1

Students' ability of raw score in identifying reading test in pre-test

Respondent	Correct Answer
R1	2
R2	2
R3	3
R4	3
R5	2
R6	2
R7	1
R8	2
R9	2
R10	3
R11	1
R12	2
R13	1
R14	2
R15	3
R16	1
R17	2
R18	2
R19	3
R20	3
R21	1
R22	3
R23	2
R24	2
R25	1

According to the students' correct answer and incorrect answer from the test of the result, concluded that the lowest score were 6 students got 1, 12 students got 2, 7 students got 3, and no students got 4 and 5.

To find out the mean score of students in pre-test, the researcher calculated by using SPSS 16. The result of the analysis can be seen in to be table descriptive statistic as follows:

Table 4.2

The Mean Score of Students' in pre-test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	25	2.00	1.00	3.00	51.00	2.0400	.73485
Valid N (listwise)	25						

From the table and the chart 4.2, it shows the highest score of students is 3 and the lowesxt is 1. Besaides, thet it also indicates thet the mean score of the students in pre-test is 2.04 and the standard deviation error is 0.73485.

b. The scoring clasifications and rate precentage of the students score in pre-test.

Table 4.3

The Mean Score of Students' in Pre-test

Respondent	Correct Answer	Score
R1	2	50
R2	2	55
R3	3	60
R4	3	60
R5	2	45
R6	2	50
R7	1	35
R8	2	50
R9	2	55
R10	3	60
R11	1	35
R12	2	40
R13	1	35
R14	2	45
R15	3	60
R16	1	35
R17	2	55
R18	2	55
R19	3	60
R20	3	60
R21	1	30
R22	3	60
R23	2	40
R24	2	55
R25	1	35

To find out the rate percentage of the students, the researcher took the scoring students of reading test on the criteria classifying the students score and then classification their score into table classification as follows:

Table 4.4

The Rate Percentages Students Scoring in Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86 – 100	5	-	0%
Good	56-70	4	-	0%
Average	41-55	3	7	28%
Poor	26-40	2	12	48%
Fairly Poor	0-39	1	6	24%
Total			25	100%

The table 4.4 indicates that students score in the frequency of pre-test. It shows that there was none of students (0%) classified excellent and good. The other showed that there was 7 respondents (28%) classified as average. It also shows that there was 12 respondents (48%) classified as poor. And there were 6 respondents (24%) classified as fairly poor. Based on the data above, it can be seen on the table above there is no one students got excellent and good that indicated the reading skill of the students still low.

2. The analysis students' reading score in post-test

a. The Mean score of the students in post-test

In this section, the researcher presents the students' correct answer in post-test, the mean score and standard deviation of students, and the rate precentage of students'

reading score in post-test. The researcher presents them in the tables and calculated
the score by using SPSS 16. For clearer, at first the researcher present the students'
answer score in post-test. It was tabulated by following:

Table 4.5

The Students Correct Answer in Post-test

Respondent	Correct Answer
R1	5
R2	4
R3	5
R4	5
R5	5
R6	5
R7	5
R8	5
R9	5
R10	5
R11	5
R12	5
R13	5
R14	5
R15	5
R16	5
R17	5
R18	5
R19	5
R20	4
R21	5
R22	5
R23	5
R24	5
R25	5

To find out the mean score of the students in post-test, the researcher calculated by using SPSS 16. The result of the analysis can be seen in to the table descriptive statistic as follows:

Table 4.6

The mean score of students' in post-test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Posttest	25	1.00	4.00	5.00	123.00	4.9200	.27689
Valid N (listwise)	25						

From the teble 4.6, it shows that the highest score of students is 5 and the lowest is 4. Besides, thet it also indicates that the mean score of the students in pos-test is 4.92 and the deviation error is 0,27689.

b. The Scoring classification and rate percentage of the students score in post-test.

Table 4.7

The Score of Students in the Post-test

Respondent	Correct Answer	Score
R1	5	100
R2	4	70
R3	5	100
R4	5	100
R5	5	100
R6	5	95
R7	5	95
R8	5	95
R9	5	100
R10	5	100
R11	5	100
R12	5	100
R13	5	100
R14	5	100
R15	5	100
R16	5	100
R17	5	90
R18	5	90
R19	5	95
R20	4	80
R21	5	95
R22	5	95
R23	5	100
R24	5	100
R25	5	95

To fine out the rate percentage of the students, the researcher took the scoring students of reading test on the criteria of classifying level the students score and classification their score into table classification as follows:

Table 4.8

The Rate Percentages Students Scoring in Post-test

Classification	Score	Rating	Frequency	Percentage
Exellent	86 – 100	5	23	92%
Good	56-70	4	2	8%
Average	41-55	3	-	0%
Poor	26-40	2	-	0%
Fairly Poor	0-39	1	-	0%
Total			25	100%

The table 4.8 indicates that students that students score in the frequency of post-test.

Based on the table classification above and the mean score of the respondent, the researcher found that none of them (0%) got average, poor, and fairly poor. There was 23 respondents (92%) classified as excellent, 2 respondents (8%) classified as good.

3. Analysis the Hypothesis of Acceptabilit.

To know whether the pre-test and post-test are significantly different, and also to know the acceptability of hypothesis, the researcher used t-test and calculated by using SPSS 16. The results can be seen in the following table:

Table 4.9

The Mean Score and Standard Deviation of Pre-test and Post-test

Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	25	2.00	1.00	3.00	51.00	2.0400	.14697	.73485
Posttest	25	1.00	4.00	5.00	123.00	4.9200	.05538	.27689
Valid N (listwise)	25							

The table 4.9 indicates that the standard deviation in pre-test is 0.73 and post-test is 0,27. It also shows that mean score of the students in pre-test is 2.04 and the mean score of the students in post-test is 4.92. The result of the table above shows that mean score of students in post-test is higher than the mean score of students in pre-test. So it can be concluded that GMA strategy can improve students reading skill.

To know whether the pre-test and pos-test is significance different, and also to know acceptability of the hypothesis of this research, the researcher used t_{tes} analysis and calculates it by using SPSS 16. The result could be show in the table of paired

sample statistics, paired sample correlations, and paired sample test. It presented in the following table:

Table 4.10

The Paired Samples Statistic of Pre-test and Post-tes

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	4.9200	25	.27689	.05538
	Pretest	2.0400	25	.73485	.14697

The table sample statistic of pre-test and post-test above shows that students mean score from pre test 2.04 before gave treatment and after gave treatment the researcher gave post-test, then students mean score increase post-test 4,92. Standard deviation from pre-test 0,73 to post-test 0,27, and mean standard error pre-test 0,14 to post-test 0,05.

Table 4.11

Ed sample The Paired Correlation of Pre-test and Post-test

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 posttest & pretest	25	-.188	.367

The table paired sample correlation of pre-test and post-test above shows that the correlation of the students ability before and after treatment is 0,188. It means that is a significant correlation of student's ability in reading skill through narrative text before and after treatment.

Table 4.12

The Paired Sample Test of Pre-test and Post-test

Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	Sig. (2-tailed)
Pair 1 posttest - pretest	2.88000	.83267	.16653	2.53629	3.22371	17.294	24	.000

From the table sample test, the researcher got the data that t_0 (t_{count}) =17.294 and df (degree of freedom)=24. Based on the table distribution, the t_t (t_{table}) is

2.064[58]. form the standard signification 0.05 with degree of freedom (df)=24. Based on the result, the researcher concluded that t0 (t_{count}) was higher than t_t (t_{table}), $t_0 > t_t$. It means, $H_1 \geq H_0$ because, standard signification 0.05 while H_1 above were 0.05, the research effective used GMA in improve students reading skill through Narrative.

$$17.294 > 2,064$$

Related to the result that ($t_0 > t_t$) the t_{count} was higher than t_{table}. It was concluded that there was a significant different in teaching reading before and after through Narrative text. Because of that, the researcher believed that the GMA Strategy can improve students reading skill at second year students of SMAN 5 luwu.

For more crearly, it shows in the followingtable:

Table 4.13

Distribution of t (M. Subana)

	P (Level of Significance One Tailed Test)

[58]M. Subana, et.al., Statistik Pendidikan. (Cet. 1: Bandung: CV Pustaka Setia, 2000), P.172

Df	0.01	0.05	0.01	0.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.533	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.934	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.960	2.306	3.355	5.041
9	1.833	2.262	3.250	5.781
10	1.812	2.228	3.169	5.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.221
13	1.771	2.160	3.012	4.318
14	1.761	2.143	2.977	4.221
15	1.753	2.131	2.947	4.410
16	1.746	2.120	2.921	4.140
17	1.740	2.110	2.989	4.073
18	1.734	2.101	2.878	4.015
19	1.734	2.093	2.861	3.883
20	1.729	2.086	2.856	3.850
21	1.752	2.080	2.831	3.819
22	1.721	2.074	2.819	3.792
23	1.717	2.069	2.807	3.767
24	1.714	**2.064**	2.797	3.745
25	1.711	2.060	2.787	3.725
26	1.708	2.056	2.779	3.707
27	1.706	2.052	2.771	3.690
28	1.703	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.670	2.042	2.750	3.646
40	1.640	2.021	2.704	3.551
60	1.571	2.000	2.660	3.460
120	1.558	1.980	2.617	3.373

B. Discussion

This section discussion the result of finding in accordance with the scope of the research. The discussion is about the use GMA Strategy is effective or not in improving students reading skill at the second year of SMA Negeri 5 Luwu. The result of data analysis based on the students test showed that t count (t_0) with the value (17.294) was higher than t table (t_t) with the value (2.064) on the level significance 0.05, so the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It means that there was significant difference between the result of pre-test and the result of post-test.

In pre-test, there researcher gave 5 questions that were to the students to get the score of students in reading skill. From the result showed that there was none of students (0%) classified excellent, and good. But, there was 7 respondents (28%) got average, 12 respondents (48%) got poor, and 6 respondents (24%) got fairly poor.

The last researcher gave post-test to know the respondents improvement in reading skill. In post-test there were 5 question of reading test where the text. Students answer the questions used skimming and scanning tehnique. It was found that there was 23 respondents (92%) got excellent, and there was 2 respondent (8%) got good. Students used skimming tehnique to answer questions number 1, 3 and 5 to find obout the general content from the text, and used scanning tehnique to answer questions number 2 and 4 to find specific information from the text.

Based on the analysis of classification and percentage rate of the students in post-test and the students mean score, the researcher makes conclusion that the students reading skill was higher than before they got the treatment, related to the respondents mean score in pre-test (2.04) and post-test (4,92), it showed that GMA Strategy is effective in improving students reading skill at the second year of SMAN 5 Luwu.

Skimming is a from of repaid reading for finding the general ideas- or-gist- of passage or a book.[59] Skimming is helpful when someone want to find out quckly about the writer. Skimming is reading a text supterticially and rapidly in order to you may have a lot af to read, but not much time. Scanning is raeding a text quickly in order locate a specific item of information. We simply have our eyes though the text until we find we are looking for, whether it is a name, a data or less of specific information. So in answer question we not need much time to answer question about text.

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.

---

[59] Beatrics s. Milkulecy' /Linda Jeffries, advance reading power (Wesley publishing company: biston university)p.170

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.[60] 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 explaining the maps that have been made allow students to elaborate and develop the knowledge that they are composed of readings.[61]

The advantages of this strategy is to 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.

Based on the result discussion above, the researcher concluded that GMA Strategy is affective to improve the students reading skill at the second year of SMAN 5 Luwu.

---

[60] Jane L Davidson., *The Group Mapping Activity for Instruction in Reading and Thinking*. (*Journal of Reading 1982*) p, 52.

[61] Martha Rapp Ruddell., *Teaching Content Reading and Writing*. (United States of America: Hermitage Publishing Service, 2005).p,111.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents about conclusions and some suggestions related to the findings and the application of the research.

A. CONCLUSIONS

The result of this research shows that the used of GMA strategy is effective in improving students reading skill at the eleventh year students of SMA Negeri 5 Luwu. It was proved by t_0 (t count) is higher than t_{at} (t table), $t_0 > t_{at}$, 17. 29 > 2.064. It mean that $H_0 > H_1$ hypothesis null receive and $H_0 < H_1$ hypothesis null reject, there was a significant difference between students improvement before and after giving treatments.

B. SUGGESTION

Having concluded the result of this research the researcher further suggested some points as follows:

An English teacher especially should give appropriate technique or method to improving the students reading skill, should be creative in choosing a good strategy in learning English. They need GMA strategy as new method in teaching reading. So that the teaching and learning process become enjoyable, fun and interesting. Teaching reading by using GMA could motivate students to read more, and it

improves students' reading skill. So the researcher suggests to the teacher to use strategy in reading class.

The students should improve and add your vocabulary and always read many texts in English because reading is the key to be success.

According to the result of this study the research suggests to anyone who want to teach English. Especially a teacher who wants to improve students reading skill can use GMA strategy which can be used to improve students' reading skill.

Finally, the researcher realizes that this thesis is far from being perfect and because of that, constructive critics and advice are really expected for the perfection of the thesis. The researcher hopes that the results of this research could be useful for the readers. This research could one of the references for the next researcher in conducting other researcher with more detailed information about GMA strategy to improve students' reading skill.