

THE USE OF GALLERY WALK TECHNIQUE TO ENHANCE STUDENTS READING COMPREHENSION

Aqif Zulfakar Bahtiar¹, Erwin Akib², Wildhan Burhanuddin³
^{1,2,3}Universitas Muhammadiyah Makassar, Indonesia
aqifzulfakar@gmail.com

ABSTRACT

The objective of this research was to find out whether or not the implementation of gallery walk technique enhance reading comprehension in terms main idea and whether or not the implementation of gallery walk technique enhance reading comprehension in terms supporting details. The method used was pre-experimental method that used pre-test and post-test as an instrument of the research. The population of the research was the tenth grade of MA Bontomarannu that consisted of 20 students. The number of samples was 20 students. The data collection consisted of pre-test, treatment, and post-test. Forms of pre-test and post-test were try out that contained 10 words. The findings of the research showed that the students' mean score of pre-test before treatment was 63.75%. While after treatment, the mean score of post-test was 97.5%. Therefore, the significant between pre-test and post-test was 52.94%. In order that, the researcher assumed that using gallery walk technique could enhance students reading comprehension.

Keywords: Gallery Walk, Pre- test, Post- test, Reading Comprehension.

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah penerapan teknik gallery walk baik atau tidak, dalam meningkatkan pemahaman membaca dalam hal ide pokok dan apakah penerapan teknik galeri berjalan atau tidak, dalam meningkatkan pemahaman membaca dalam hal ide pendukung. Metode yang digunakan adalah metode pre-eksperimental yang menggunakan pre-tes dan post-tes sebagai instrumen penelitian. Populasi penelitian adalah siswa kelas X MA Bontomarannu yang terdiri dari 20 siswa. Jumlah sampel adalah 20 siswa. Pengumpulan data terdiri dari pre-tes, perawatan, dan post-tes. Bentuk pre-tes dan post-tes dicoba yang berisi 10 kata. Temuan penelitian menunjukkan bahwa nilai rata-rata siswa dari pre-tes sebelum proses pembelajaran adalah 63,75%. Sementara setelah proses pembelajaran, skor rata-rata dari pos-tes adalah 97,5%. Oleh karena itu, signifikan antara pre-tes dan pos-tes adalah 52,94%. Untuk itu, peneliti berasumsi bahwa menggunakan teknik galeri dapat meningkatkan pemahaman membaca siswa.

Kata kunci; Gallery Walk, Pre-tes, Pos-tes. Pemahaman membaca

Introduction

English is an international language, used as a meaning of communication in many nations and has a great function in many aspects of life, such as in politics, business, commerce and diplomatic relations. In addition, English can not also be

separated from technological, scientific, economic and educational developments.

As a result, the Indonesian government has decided that, in Indonesia, English is a foreign language. It is also the first foreign language taught as a compulsory subject in Indonesia's junior high school, senior high school, vocational high school and university.

Reading is one of language skills that is very important to be learnt by students. Through this activity, students can develop their own language and experience. They were get information and ideas which they need to know. Moreover, they were be able to know what they do not know before.

Franck (2006) states that Gallery walk Technique is a student's centered learning technique which promotes active participation in synthesizing important science concepts, writing and public speaking. Teachers can use this technique for students to share their work with classmates or to examine learning materials prepared by the teacher in advance. This technique can be particularly engaging to kinesthetic learners, as they are required to physically move around in the classroom. Gallery walks provide a forum for active learning by promoting the involvement of the learners. So, by using gallery walk Technique to teaching has benefits for students and teachers. A Gallery Walk Technique is a good forum for using misconceptions as discussion topics.

Based on the researchers experience on Magang 3 program. I saw that students having lacked interest in reading so they were unable to understand text in reading. Moreover, the gallery walk technique can be used by teacher in the classroom as an alternative way to overcome students' difficulties in Reading. From the explanation above, the writer is interested to do a research about gallery walk technique. In hopes, this technique can help students to overcome their problems in reading. Researcher makes a research entitled "**The Use of Gallery Walk Technique to Enhance Students Reading Comprehension**"

Materials and Method

A. Materials

1. Reading Comprehension

Reading understanding Reading understanding is the building of the meaning of a written or spoken communication through a reciprocal, holistic exchange of ideas between the interpreter and the message.

(Harris & Hodges, 1995).

It means that the assumption here is that meaning lies in the interpreter's intentional problem-solving, thought processes, that the meaning content is influenced by the knowledge and experience of that person. Reading Understanding is a process of language and communication that gives readers the opportunity to interact and communicate with different ideas.

Reading understanding of what was read is an active thinking process that not only depends on comprehension includes knowing the language seeing the connection between words and meaning, arranging, analyzing, remembering the intent of the story, assessing, and evaluating.

(Dechant, 1982).

Depending on Kustaryo (1998) defines that reading comprehension is an active thinking process which not only depends on comprehension skills the state. "Reading comprehension understanding what has been read it is an active thinking process that depends not only on comprehension involves understanding the vocabulary seeing the relationship among words and concept, organizing, ideas, recognizing author's purpose, making judgment, and evaluating".

2. Gallery Walk Technique

Gallery Walk Technique The gallery walk is a cooperative learning technique in which the professor sorts out several questions / problems and posts the name gallery walk at a different table or at a different place on the walls. Students form as many groups as questions arise, and each group moves from question to question. The group rotates to the next location after writing the group's answer to the first issue, contributing to what's already in place. It is the group's responsibility, on the last question, to summarize and report to the class.

(Hosseinali, 2013)

Gallery walk is an engaging teaching method that takes students out of their seats and travels around the classroom to various learning stations that display objects related to the class. A stroll through the gallery is a good way of assessing what the students learned about the teaching material.

A gallery walk's artefacts can be anything from open-ended questions about the content being taught, to content-related photographs, or even demonstrations or completed projects. Often the students work in pairs or small groups through a gallery walk. Each group visits each display station, taking notes on what they learn, and then talking afterward to reflect upon their learning, (Malizia, 2015)

A Gallery Walk Technique normally involves posting butchers paper with a topic that needs defining, a text that needs discussing, questions that need answering or a student's work for feedback around the classroom. This technique allows students to engage actively while walking the whole classroom. They work together in small groups to share ideas and answer meaningful questions, documents, images, situation solving problems or texts.

Method

The researcher used pre-experimental design in this research, using a single-group pretest – posttest design. There is no control group within this research design. The researcher gave pretest to the student and then, using gallery walk technique, the researcher gave the students ' treatment for reading comprehension. After treatment, researcher gave the student post test

According to Sugiyono (2008: 80), the generalization area is composed of objects or subjects with certain qualities and characteristics as defined by the researcher. Sample is part of the number and characteristics possessed by the population (Sugiyono, 2013: 81). The population of this research was MA Bontomarannu's Tenth Grade students. This school was situated on the regency route Bontomarannu Takalar, South Sulawesi. Hence the population consisted of 43 students from two classes in this research. The sample was collected in this research using purposive sampling technique. The researcher identified class X MEA 1 consisting of 20 students.

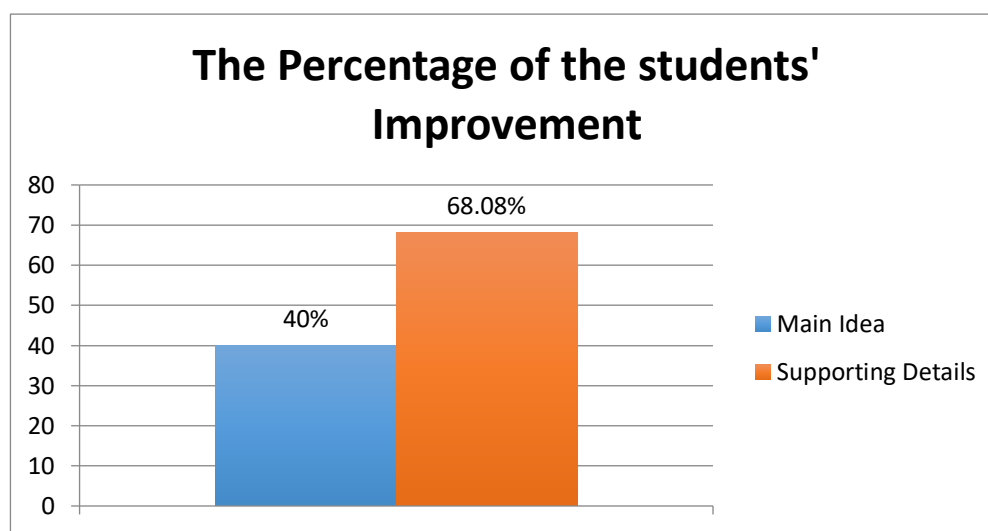
The researcher used writing test as a tool in this work. The researcher gave the students every single topic. This research employed two types of tests, pre-test and post-test Both of tests were same form but different topic. Pre-test was given before the students were given the treatment and post-test was given after the treatment. This test used to know the students' ability in reading after they were given the treatment.

Findings

The findings of the research deal with the effectiveness of The Gallery Walk Technique in teaching reading comprehension at the tenth grade students of MA Bontomarannu

Table 1. The Improvement of The Students Reading comprehension by using Gallery Walk technique in terms of main idea and supporting details:

No	Indicator	Mean Score		Improvement
		Pre-Test	Post-Test	
1.	Main Idea	2.75	3.85	40%
2.	Supporting Details	2.35	3.95	68.08%



Graphic of The Percentage of the Students' Improvement in Post Test

The result above showed that there was improvement of the students' achievement in literal comprehension in term of main idea was 40% and 68.08% in term of supporting details. It meant that the applying of The Gallery Walk Technique was good to improve the students' reading comprehension in terms of main idea and supporting details.

Hypothesis

The hypothesis was tested by using t-test in order to verify whether students' ability using The Gallery walk technique was different significantly from students' improved conventional approach. The hypothesis testing between pre-test and post test can be known by used t-test. The result of significant analysis of the level of

significance 0.05 with degree of freedom (df) = N-1 where N: number of the students was 20. It could be seen as follows:

$$\text{Degree of freedom (df)} = N-1 = 20-1 = 19$$

Based on the level of significance 0.05 and the degree of freedom (df) = 19 above, the value of the t-table = 2.09302. The result of t-test can be seen in the following table:

Table 2. The Significant of Students' Reading Comprehension

Value	t-test	t-table	Comparison	Classification
Post-Test	13.5	2.09302	t-test>t-table	Significantly Different

Table above showed that t-test value was greater than t-table value and in the t-table for $\alpha = 0.05$ and degree of freedom (df) = t ratio was 2.09302. Based on the calculation, the value of t-test was greater than the ratio on t-table $13.5 > 2.09302$. According to this result, it could be concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. There was a significant difference between students in pre-test and post tests.

Discussion

This research findings that the students' reading comprehension by applying The Gallery walk technique showed the improvement of the students' reading comprehension in teaching and learning process especially on the students' literal reading comprehension in terms of main idea and supporting details. From the improvement was supported by mean score and percentage of the students' pre-test and post-test result, it was relatively fair to state that the application of The Gallery Walk Technique in teaching reading comprehension at the tenth grade students of MA Bontomarannu The students' understanding of reading in a literal understanding of reading with some previous researches that also used galley walk technique as the result stated that a new approach help to maintain good working relationship with teachers and the student, making learning meaningful and a joyful experience, and it helped reduce their stress level, it was suitable with the previous research findings that impact of gallery walk and this technique can enhance students reading comprehension through dedicated time for students to practice discussing, organizing about the topic rather than just heard the ideas presented, this

technique also made the students active in learning process and misconceptions.
(Malizia, 2015)

This gallery walk technique allowed students to participate actively as they walk on the gallery, working together in small groups to share ideas and respond to meaningful questions, documents, photos, problem-solving situations or text. It can be showed in the post test, they are answer the post-test well after the gallery walk applied, the students also get high improvement after they used this gallery walk technique.

Conclusion

Based on the result of data analysis and As a result of the discussion in the previous chapter, the researcher concluded that the improvement in reading comprehension used by MA Bontomarannu's 10th grade students The Gallery Walk Approach was good, a t-test value that is 13.5 higher than the value of t-table 2.09302 is proved. The researcher also concluded that there was significant difference between the pre test and post test. The mean score of post-test was higher than the pre test. In the other words, The Gallery Walk Technique was effective the students' reading comprehension in terms of main idea and supporting details, and the students usually enjoy teaching and learning process by applying The Gallery Walk Technique.

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