THE EFFECT OF GALLERY WALK STRATEGY ON READING COMPREHENSION OF THE SECOND YEAR STUDENTS OF SMP MUHAMMADIYAH 1 PEKANBARU

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Abstrack*: The research was aimed to find out the effect of gallery walk strategy toward students reading comprehension of the second year students of SMP Muhammadiyah 1 Pekanbaru. The design of this research was quasi-experimental research with an experimental group and control group pre-test and post-test. These two groups were selected to be a sample by using cluster random sampling. The data were analyzed by using t-test formula. It was found that t-test score was 2.351 while the t-table was 2.001. Since t-test score was higher than t-table, it can be concluded that alternative hypothesis was accepted. It means that there is a significant effect of gallery walk strategy on reading comprehension of the second year students of SMP Muhammadiyah 1 Pekanbaru.*

Key Words*: Reading, Reading Comprehension, Gallery Walk*

DAMPAK PENGGUNAAN STRATEGI GALLERY WALK TERHADAP PEMAHAMAN MEMBACA SISWA KELAS DUA DI SMP MUHAMMADIYAH 1 PEKANBARU

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Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh strategi gallery walk terhadap pemahaman membaca siswa kelas dua SMP Muhammadiyah 1 Pekanbaru. Desain penelitian ini adalah quasi-eksperimental dengan pre-test dan post-test kelompok eksperimen dan kelompok kontrol. Kedua kelompok ini dipilih menjadi sampel dengan menggunakan cluster random sampling. Data dianalisis dengan menggunakan rumus uji-t. Ditemukan bahwa skor t-test adalah 2,351 sedangkan t-tabel adalah 2,001. Karena skor t-test lebih tinggi dari t-tabel, dapat disimpulkan bahwa hipotesis alternatif diterima. Ini berarti bahwa ada pengaruh yang signifikan dari strategi gallery walk pada pemahaman membaca siswa kelas dua SMP Muhammadiyah 1 Pekanbaru.

Kata Kunci: Membaca, Pemahaman Membaca, Gallery Walk

INTRODUCTION

Reading is a receptive skill on English teaching process. According to Leu and Kinzer (1987) reading is development, interactive, and global process involving learned skills. The purpose of reading is getting information from a reading text. Reading is a perceiving a written text in order to understand its contents (Richards & Schmidt, 2010). The result of the understanding is called reading comprehension.

The basic competences in reading comprehension for the students of junior high school based on Curriculum 2013 are responding the identified information of the functional text, responding the meaning and rhetorical steps in a simple short essay accurately, smoothly, associated with the environment in the form of the descriptive, recount, procedure, report, and narrative text. With the indicators, the students can identify the functional information of the texts and the students can answer the questions based on the text. One of the genres that should be learned by the second year students is descriptive text.

In relation to this, the researcher is interested to conduct a research by using gallery walk strategy to improve students reading comprehension. The gallery walk strategy is one of the most flexible innovative learning activities. According to Silberman (1996), the gallery walk allows students to participate actively as they walk through the class. In small groups, they work together to share ideas and to answer questions, images and situations or to solve meaningful texts. The gallery walk connects students to each other and students to teaching material in interesting and interactive ways. During the gallery walk, students explore many texts or images placed around the classroom.

RESEARCH METHODOLOGY

This research methodology is an experimental research. This research's design is quasi experimental research. Two classes are involved, an experimental group and a control group. The experimental group means the students who are treated with gallery walk strategy, while the control group is a group of students who are not treated with the strategy. The participants of the research were the second year students of SMP Muhammadiyah 1 Pekanbaru that consist of 30 students in each group. The population of the second year students of SMP Muhammadiyah 1 Pekanbaru is shown in Table 1 below:

Table 1. The Population of the Second Year Students of
SMP Muhammadiyah 1 Pekanbaru

No	Class	Number of Students
1	VIII 1	30
2	VIII 2	30
3	VIII 3	32
4	VIII 4	25
5	VIII 5	28
6	VIII 6	30
7	VIII 7	23
Total		198

Based on the table, the total population of the second year students of SMP Muhammadiyah 1 Pekanbaru was 198 students in seven classes. Cluster Random Sampling technique was used to get the sample. The researcher provided 7 pieces of paper into a bottle, one of the papers was written the word "experimental", one other was written the word "control", and the other papers are blank. The chairperson of each class chose one of the papers and who get the "sample" paper became the sample of the research. As the result, VIII 1 was chosen as experimental class and VIII 2 was chosen as control class.

RESEARCH FINDING

In this research, T-test formula was used to compare the pre-test and the post-test results in determining whether the hypothesis could be accepted and measuring whether the instruments in treatment could give an effect to the students or not.

The finding of this research shows that gallery walk strategy gives significant effect to students reading comprehension through the pre-test and post-test result. The comparison of the pre-test and post-test score between experimental class and control class can be seen in Table 2.

Table 2. The Descriptive Table of Students' Score

	Experimental Class		Control Class	
	Pretest	Posttest	Pretest	Posttest
Mean	61,67	80,22	60,56	74,67
Max Score	86,67	96,67	83,33	90,00
Min Score	36,67	63,33	40,00	56,67

Table 4 gives information the average students score received in the experimental class when given the pretest is 61.67 while the average value rises to 80.22 after treatment and given the posttest. Besides, the average value received in the control class when given the pretest is 60.56 and the average value received after the posttest is 74.67.

When given a pretest, the highest value acquired by student for the experimental class is 86.67 and the post-test is performed after receiving treatments, the highest value received by student is 96.67. The minimum value acquired at the pretest is 36.67 and the minimum value acquired after treatment by the student is 63.33. This information showed that the result of student learning has improvement after the treatment of gallery walk strategy has provided.

In giving a pretest, the highest value acquired by the student for the experimental class is 86.67 and the post-test is performed after receiving treatments, the highest value received by the student is 96.67. The minimum value acquired at the pretest is 36.67 and the minimum value acquired after treatment by the student is 63.33. This information showed that the result of student learning has improved after the treatment of the gallery walk strategy has provided.

Table 3. The Result of T-test

		t-test for Equality of Means				
		t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Posttest	Equal variances assumed	2.315	58	.024	1.66667	.72005

Based on calculations taken, the data acquired in the value of t_{obs} is higher than t_{table} ($t_{obs} > t_{table}$) which is 2.315 > 2.001. Therefore, it can be found that H0 is rejected or that there are significant differences between the learning results of the control class and the experimental class. So, there is a significant effect of using the gallery walk strategy on reading comprehension of the second year students of SMP Muhammadiyah 1 Pekanbaru.

DISCUSSION

This research was conducted to find out whether gallery walk strategy has a significant effect when it was used in teaching reading, especially in teaching descriptive texts. It involved three steps. The first step was administered a pre-test to measure the students' reading comprehension. Based on the findings, the mean score of the pre-test in experimental class was 61.67 and control class was 60.56.

Then, the next step was applying the treatment which is gallery walk strategy. The researcher taught the students by implementing gallery walk strategy in teaching reading on descriptive texts. The treatment was conducted in eight meetings.

The last step was administered a post-test to measure the students' reading comprehension after the treatment. The mean score of the post-test in experimental class was 80.22 and control class was 74.67. In line with the result, Francek (2006) explains the reason of using gallery walk in English teaching. First, the gallery walk gives students an opportunity to address interesting, open-ended scientific issues using the terminology and language of the discipline. Secondly, every gallery walk ends with oral reports and the teacher has the option to extend this activity with written tasks. Thirdly, team building skills are stressed, as groups need to organize comments from a variety of perspectives and reach consensus on the most compelling remarks. Next, a gallery walk is also flexible. This strategy can be arranged for a simple ice breaker of 15 minutes or a week-long project with graded oral and written reports. It can also be used with introductory or advanced materials and a variety of class sizes, although it is easier to carry out in less than 40 students in a class. By using this strategy, students can interact with peers to develop their reading comprehension by way of visual images through the gallery walk strategy.

CONCLUSION AND RECOMMENDATION

Conclusion

After conducting research entitled *The Effect of Gallery Walk Strategy on the Reading Comprehension of the Second Year Students of SMP Muhammadiyah 1 Pekanbaru,* the conclusion can be drawn. This particular study aimed to found out the achievement of students' reading comprehension of the second year students of SMP Muhammadiyah 1 Pekanbaru and the effects of gallery walk strategy toward students reading comprehension of the second year students of SMP Muhammadiyah 1 Pekanbaru.

Based on the research findings, gallery walk strategy has a significant effect on reading comprehension of the second year students of SMP Muhammadiyah 1 Pekanbaru. It showed an increase in reading comprehension results was better for the experimental class using the gallery walk strategy than the control class.

In addition, the results of the T-test using SPSS show the value of t_{obs} is higher than t_{table} ($t_{obs} > t_{table}$) which is $2.315 > 2.001$, so it can be concluded that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. It means that the results of reading comprehension of control class and experimental class have significant differences. In line with that, there is a significant effect of the gallery walk strategy on the results of students' reading comprehension.

Furthermore, the result of this study expected to be able to widen the skill of teachers in using gallery walk strategy in order to improve students' reading comprehension and be a reference to other researchers who want to study gallery walk strategy more intensively in teaching reading. The use of gallery walk strategy in reading can make the students are more enjoyable in doing their tasks associated with the reading materials.

The gallery walk strategy gave the classroom a favorable and pleasant teaching atmosphere. Students fully understood the text through kinesthetic learning, which helps learners actively engage in the teaching process. They also interact with peers to develop their reading comprehension by way of visual images through the strategy of a gallery walk.

Recommendation

The result of the research showed that there were differences on students reading comprehension between the pretest and posttest of the control and experimental class. There was an increase after students were taught by using gallery walk strategy.

Considering the effect of gallery walk strategy, the researcher would like to give some suggestions. The researcher suggests to using gallery walk strategy in teaching and learning process to improve students' reading comprehension. The teacher may use gallery walk as an alternative strategy to improve students' reading comprehension especially in descriptive texts. Before doing the activity, the teacher needs to prepare an effective lesson plan to make the learning process controlled well. The teachers also needs to prepare the interesting media especially poster in using gallery walk as the strategy. It will be better to prepare big posters, so that students can look easily. If there

is a limitation of prepare the posters, it is okay to use many small posters but the teacher should divide the students into small group consist of two or three of students, so they not have difficulties in look at the posters. It will be involve the students more actively participate in teaching and learning process.

It is recommended to give the English teachers the information about using gallery walk strategy can help both teachers and students in teaching and learning reading. In addition, gallery walk strategy is one of the teaching strategies that can help teacher to teach reading effectively and interestingly because it is the combination of kinesthetic learning and visual learning. The students have to be active in the class and pay more attention to the lesson that has been explained by the teacher in order to be able to comprehend the reading texts. Finally, the further researchers need to try the strategy to other levels of students in various contexts in order to discover the effectiveness in developing the students' reading comprehension.

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