

## Gallery Walk Strategy in Classroom : Pathway to Improve EFL Students' Reading Achievement

**Agnessia Dwi Elshinta<sup>1</sup>, and St. Shabibatul Rohmah<sup>2</sup>**

English Education Program, University of 17 Agustus 1945 Banyuwangi

E-mail: [Agnessiaelsyarip5@gmail.com](mailto:Agnessiaelsyarip5@gmail.com)

### Abstract

This classroom action research was intended to improve the first year students' reading achievement using gallery walk strategy at SMKN 1 KALIPURO Banyuwangi in the 2016/2017. The subjects of this research were class X NKN 1. This class was determined purposively because most of the students got low score of the reading process and could not achieve the students passing level. The classroom action research consisted of one cycle with four meetings. The data about the students reading achievement were collected through reading exercise, reading test and observation. Based on the observation in the first meetings, there were 60% or 19 out of 32 students who showed a positive attitude in teaching learning process through gallery walk strategy. Then, it increases to 87% or 28 students who showed a positive attitude in teaching learning process using gallery walk strategy in the last meeting. The result of reading exercise from first meeting until the last meeting also increase, from 50% or 16 students in the first meeting to 75% or 24 students in the last meeting. The result of reading test in cycle one showed that there were 26 students or 81% of the students achieved the target. To sum up, the use of gallery walk strategy is effective to improve students' reading achievement and students' participation in teaching and learning process

**Key Words:** Reading Achievement, Gallery Walk Strategy, SMKN 1 KALIPURO Banyuwangi

### INTRODUCTION

In English language teaching, there are four skills included: speaking, listening, reading, and writing. Among the four skills, reading becomes an important skill in learning English since reading gives many good contributions to the students as a reader. In the reading process, many students still have problems. One of them is students reading ability is still low. Causes of that problem are from students' side and teachers' side. Causes from student side are many students get difficulties when they read and comprehend the text because they do not understand what they read. From the teacher side, the teacher teaches reading mostly by using the reading text from the textbook. The teachers are very rarely using authentic reading material from other sources. As result, the reading texts are not interesting for the students.

Based on an interview with English teacher of tenth grade students at SMKN 1 Kalipuro Banyuwangi, the English teacher showed score of X NKN 1 class there were 40% or 13 students of 32 students do not reach the standard score of reading, The students get difficult to understand the text and they are not interested in learning English. One of the ways that can make the student enjoy and interested is using a certain technique.

The researchers is interested in teaching reading by using Gallery Walk as a teaching strategy in the classroom. Anwar (2015) states that Gallery walk is a presentation method in which individual learners or groups display their work products (often on posters) and then walk around the room viewing each other's work. By using gallery walk strategy, the students are able to involve the emotional power to find a new knowledge and motivate them to make inferences based on what they read.

The previous study investigated by Rantini (2014) indicated that students perceived gallery walk as significant. Classroom action research by using gallery walk was conducted at grade eight students of junior high school. This research focused on combining gallery walk strategy and text rendering strategy on reading comprehension. This research focused on finding three aspects of a text. They are word, phrase, and sentences on descriptive text.

The focus of this current research is to explore the use of gallery walk strategy to determine

the main idea of the text and analyze in detail to develop information about the text. By discussing with peers, students will gain new insights and understanding and will be able to apply what they have learned to their reading.

There are two problems to discuss this research, they are how can gallery walk strategy increase students' reading comprehension achievement and later how can gallery walk strategy to increase students' participation in the class. The objective of the research is to improve students' reading achievement using gallery walk strategy of the first year students NKN at SMKN I Kalipuro Banyuwangi in the 2016/2017 academic year and to improve students' participation. The findings of the research will enrich literature on the use of gallery walk strategy in teaching reading through the action research perspective. Additionally, the teaching scenario and the gallery that are developed in this research will serve as instructional input for teachers to teach reading to improve the students' reading comprehension achievement.

This research consists of some review of the literature. They are will be explained as follows:

### **Reading Comprehension**

"Reading is a process which requires successful operation of information in different aspects (Yeh et al., 2014)". First of all, readers physically recognize the words and decode them, realize the syntactic order of sentences and by combining their background information with them, they gain semantic awareness of the text (Balikclo & Efe, 2016). In other words, reading is one of the ways for readers to understand the meaning of the text and find about a new idea, fact, and new experience through the text.

Reading relates to comprehension. The primary objective of reading is to achieve comprehension (Balikclo & Efe, 2016). Husna et al., (2012) states that comprehension is a high level in learning after knowing and understanding. Even though a reader knows and understands about something, it is not guaranteed that he or she comprehends it. According to Baier (2005), it is when one comprehends a text when he or she understands the printed symbols in terms that have meaning for the individual. From the definition, it can be concluded that reading comprehension is an activity with which without comprehension the reader can not understand what they read and know the context meaning of the text.

Based on the explanation above, it can be defined that reading comprehension is the active process which involves the reader, the text, and the activity or purpose for reading in comprehending the text or passage, like decoding the writer's word and using background knowledge to understand the writer's message.

In senior high school, teaching English has to base on curriculum, K-13. Based on the curriculum, teaching reading process is using genre based approach. There are some genres that are taught in senior high school and one of them is narrative text. The researchers uses narrative text as a genre approach in this research. Narrative is one method of recapitulating past experience by matching a verbal sequence of clause to the sequence of events with (it inferred) actually occurred. It means that narrative text is text in which the writer tells a story about his past event in a chronological order. The writer uses a method of telling the story through creating, interesting and entertaining story. Narrative text is covered by some events that are arranged like retelling a past memory.

Teaching reading activity consists of three stages, pre-reading, while reading and post-reading. In pre-reading, students are introduced with the topic and make the prediction about the text with the teacher's guide. In while reading, the students read the text completely and increase their reading strategy. The last is post-reading; the students do exercise and re-check their prediction about the text.

### **Gallery Walk Strategy**

Gallery Walk is a strategy used in reading process that explore students' task especially in reading. It was introduced as a strategy for monitoring comprehension, reviewing and synthesizing

information asking and answering question, and taking steps to improve students' understanding (Klingner et al., 1988). It can be defined that gallery walk is best work with open and ended question when there is a problem to discuss.

Gallery walk is flexible and it has many benefits. Bowman (2005) states that the gallery walk connects learner to training topic in a number of interesting, interactive ways. Gallery walk also has additional advantages of promoting cooperative, reading skill, and team building. The gallery walk has been called by a lot of name and has many variations (Bowman, 2005). The researchers used poster and text to implement gallery walk. Use poster can allow for question-and answer sessions, and the exchange of ideas and all the information (O'neill & Jennings, 2012). According to Williams & Cullen (2016) "a poster is essentially a method of visual communication, used to tell a story, and highlight the pertinent findings of a project". Communication of that message will be enhanced and strengthened through the attention given to the following design components. Gundogan et al., (2016) state that successful posters can generate discussion amongst the students therefore it is important to have a clear plan of what to say when students stand in front of a poster.

In gallery walk, the student will make small group then the students discuss the text of poster in front of class. The students can share their group work projects as in literary responses to a text in a non-threatening way with the assurance of getting some feedback from their learning community (Delgado, 2006). This strategy will help the students get opportunity to visit other posters in the class to share their idea and opinion.

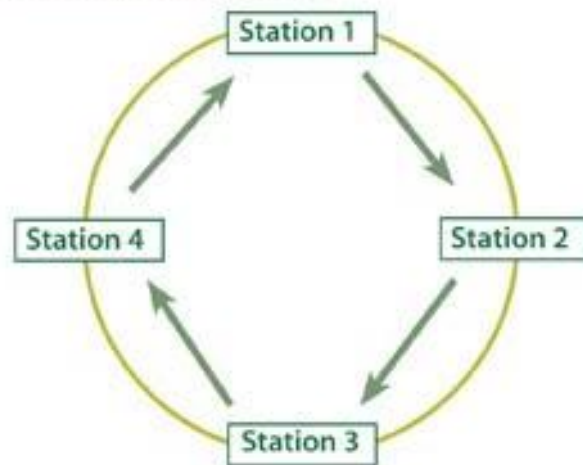
Gallery walk has several procedures. These procedure can be followed by the teacher who wants to apply this strategy in the classroom. Bowman (2005) explains that there are some procedure that involve in gallery walk strategy as follow: the teacher explains about the component of gallery walk and gives brainstorming related to the topic. After that the students are divided into groups, and then give time to show what they read and what they know on their poster. Students work together to show what they know about the posters and find some difficult word. Then the teacher give feedback related to the text on the poster. The last, the teacher presents result of discussion on their posters.

### **Teaching Reading Using Gallery Walk**

There are steps to apply gallery walk strategy, they are as follow:

- a. Prepare poster and text with question and post poster around the classroom.
- b. Assign each group a specific segment of the topic (example: transportation or environment)
- c. Divide participants into groups—divide the class into small groups. Group of three to five work well for gallery walks, but adjustments may be necessary depends on the size of the class. The smaller group, the more all students must engage; so each group should be as small as possible but still have enough members to broaden the knowledge base
- d. Gallery walk – each group move around the room reading. The facilitator
- e. keeps the groups moving so that all posters are viewed before discussion. Each group discuss with their member about each poster.
- f. Back to first station – after groups around in the class, groups will discuss to answer question on the paper teacher given.

Diagram for gallery-walk rotation scheme.



(source: Mark Francek, 2006)

## METHODOLOGY

The type of this research was Classroom Action Research (CAR). Classroom action research was a research which is done by the teacher in teaching learning process to understand the situation and to improve the teaching and learning activity which will eventually result in students' achievement. The classroom action research was conducted in SMKN 1 Kalipuro Banyuwangi. In this research, purposive method was used to determine the research area. SMKN 1 Kalipuro Banyuwangi is chosen due to several condition, they are that the researchers finds the problem in reading comprehension at class X NKN 1 and Gallery walk has never been used in teaching English in this school.

The subject of the research was class X NKN 1, which consist of 32 students. Based on the result of the preliminary study, it shown that students have the weaknesses in reading and they have difficulties comprehending the certain text. An instrument was used to collect data. Teaching scenario is the same of lesson plan, but the instruction in teaching scenario is more detail. Teaching scenario was the best practice instructional media and assessment to develop teaching learning process. The teacher must be learned well how to implementation teaching scenario in the classroom (Latief, 2013). The result of teaching scenario was known whether our teaching is suitable with the goals and objectives of our lesson.

In this research, the researchers divides the ways in collecting data into reading comprehension achievement test and observation. The reading comprehension achievement test was done at the fourth meeting. Meanwhile, observation was done in every meeting.

The data collected was analysed by using descriptive statistic (%) percentage. The data from the students' reading achievement test in each cycle are analysed quantitatively to find the percentage of students who achieve the target. The formula is as follow:

$$\sum = \frac{n}{N} \times 100$$

Notes:  $\sum$  = the percentage of students who achieve the target (KKM)  
 n = the number of students who achieve the target  
 N = the total number of students

## RESULT AND DISCUSSION

The research was conducted at SMKN 1 Kalipuro class X NKN 1. The first cycle was done in four meetings. The first meeting was held on 12<sup>th</sup> May, 2017. The second meeting was held on 15<sup>th</sup> May, 2017. The third meeting was done on 19<sup>th</sup> May, 2017. And the last meeting was done on 22<sup>th</sup> May, 2017. The reading test was done on 23<sup>th</sup> May, 2017. The steps of the research are as follows:

### 1. Planning in Action

The first stage in action research design was planning. The researchers constructed the lesson plans for meeting one and meeting two with the English teacher. This cycle was held four meetings and the researchers give assessment in each meeting. In planning the action, the researchers prepared some things before doing the action. Such as: looking the syllabus and curriculum, arrange the teaching scenario, creating suitable material, developing test, and prepared the observation field note. The researchers applied Gallery Walk strategy to teach reading comprehension in the lesson. Based on syllabus, the researchers used fairy-tale in meeting one and meeting two. In meeting three and meeting four, the researchers used folktale. The implementation of each meeting was done in 90 minutes.

### 2. Implementation

The implementation of actions was based on the lesson plans that had been created by the researchers. The time allocation of each meeting was 2x45 minutes or 90 minutes. In this cycle, the researchers used two different ways of applying gallery walk in the class. In meeting one and meeting two the researchers hang the poster on the wall and the students walked around class to observe the poster. In meeting three and meeting four the students stayed in their chairs. The researchers gave the poster to each group, one of the member hold the poster and other member observed. After they finished observing, they exchanged the poster to other group. In the last activity in each meeting, the researchers gave reading assessment to measure how far they understood the material.

## Findings of Observation and Reading Exercise

### a. Finding in Meeting One

In this meeting, 19 students showed positive attitude. Most of students paid attention but do not follow the instruction. It was because they still confuse when they must walk while observing.

Table 2 shows that the percentage of reading exercise is still low. It shows that there were only 16 students who achieved the passing grade target  $\geq 75$ . The higher score that was achieved by the students was 100, and the lowest score was 20. The mean score was 66.

Table 2  
 The Summary of Reading Exercise in Meeting One

Highest score	100
Mean	66
Lowest score	20
% of students achieve KKM	50%

In this meeting, it was still difficult for the students to apply gallery walk because the students need much time to apply the steps in gallery walk when reading and understanding the text. Most students were still shy to ask question related with the material.

### b. Finding in Meeting Two

The researchers found improvement on the students attitude in meeting 2. It was because improvement shown from 19 students who positive attitude in meeting one increased to

23 students in meeting two. Most of student paid attention and follow the instruction but still difficult to build cooperative learning. It was because some of them rely on someone else in the group.

Table 3 shows that the score of reading exercise was increase. It shows that there were only 19 students who achieved the passing grade target  $\geq 75$ . The higher score that was achieved by the students was 100, and the lowest score was 40. The mean score was 70.

Table 3  
The Summary of Reading Exercise in Meeting Two

Highest score	100
Mean	70
Lowest score	40
% of students achieve KKM	60%

The researchers found some problem in this meeting. Firstly some students got difficulty to understand content of the text. It can be known from their answer in the exercise. Then some students were crowded while they walked around in the class. So the researchers decided to change the style in applying gallery walk in the next meeting.

### c. Finding in Meeting Three

The interest of student also improved in meeting three, 25 students showed positive attitude. The researchers found that the student paid attention during the learning process, and followed the instruction but some problems arise while they begin to discuss. Some student confused while they found difficult words and they did not bring dictionary.

Table 4 shows that the percentages of student achieve KKM were increase. It shows that there were only 22 students who achieved the passing grade target  $\geq 75$ . The higher score that was achieved by the students was 100, and the lowest score was 60. The mean score was 75.

Table 4  
The Summary of Reading Exercise in Meeting Three

Highest score	100
Mean	75
Lowest score	60
% of students achieve KKM	69%

In this meeting, no student got score  $\leq 60$ . 2 students who were not interested before, changing their attitude after the researchers used different way of gallery walk.

### d. Finding in Meeting Four

The results of observation field note in meeting four show students' positive attitude was better than that previous meeting. 28 students showed positive attitude and 4 students showed negative attitude.

Table 5 shows that the percentages of students achieve KKM increase. It shows that there were only 24 students who achieved the passing grade target  $\geq 75$ . The higher score that was achieved by the students was 100, and the lowest score was 60. The mean score was 81.

Table 5  
The Summary of Reading Exercise in Meeting Four

Highest score	100
Mean	81
Lowest score	60
% of students achieve KKM	75%

The result of this meeting was better than the result of the previous meetings. It was

because the researchers used different ways to apply gallery walk strategy in meeting three and four. The researchers found that the students showed interest in the reading teaching and learning process through gallery walk. Most students paid much attention to the teacher's explanation and instruction along the reading process and it influenced the score of reading exercise.

**e. Finding of All meetings**

As shown in table 6 that every meeting the percentage of students who achieve KKM increased and the score of reading exercise in every meeting showed improvement. It means that the research was successful.

Table 6  
 Reading Exercise of All Meeting

Category	Meeting 1	Meeting 2	Meeting 3	Meeting 4
Highest score	100	100	100	100
Mean	66	70	75	81
Lowest score	20	40	60	60
% of students achieve KKM	50%	60%	69%	75%

**The Result of Reading Test**

The test of reading comprehension was conducted at the end of the cycle one, which was on 23<sup>th</sup> May, 2017. In this test, the researchers gave 25 multiple choice items for finding general information and specific information. The students were given 90 minutes to answer all the items. The result showed that there were 81% or 26 students who got score  $\geq 75$ . In other word, the research was successful can be seen in table 7.

Table 7  
 Score of Reading Test in Cycle 1

No	Induk	Name	23th May, 2017 SCORE
1	0508/264.098	A.S	76
2	0509/265.098	A.B	64
3	0510/266.098	A.T.F	76
4	0511/267.098	A.M.P	76
5	0512/268.098	A.A.P	72
6	0513/269.098	A.F.A.P	76
7	0514/270.098	A.P	76
No	Induk	Name	23th May, 2017 SCORE
8	0515/271.098	A.I	80
9	0516/272.098	A.C.W.S	84
10	0517/273.098	B.P	60
11	0518/274.098	C.A	72
12	0519/275.098	D.R	68
13	0520/276.098	D.K.P	76
14	0521/277.098	D.C.W	76
15	0522/278.098	D.T.I	80
16	0523/279.098	D.R.A	80
17	0524/280.098	D.A.S.S	84
18	0525/281.098	D.E.S	80
19	0526/282.098	D.M.P	76

### The Reflection

The reflection was done by the researcher after the result of observation and reading test was known. Based on the observation field note as the process evaluation, there were 60% or 19 out of 32 students who showed positive attitude in teaching learning process through gallery walk strategy in the first meetings. It increased to 87% or 28 students who showed positive attitude in teaching learning process using gallery walk strategy in the last meeting.

The result of reading assessment from first meeting until last meeting also increased, from 50% or 16 student in meeting one to 75% or 24 students in meeting four. The result of reading comprehension test in cycle one showed that there were 26 students or 81% of the student achieved the target. It can be said that the research was successful; it was because most students comprehend the text sentence by sentence, and then they can found the meaning of difficult words.

### Discussion

In this research, the researcher used poster to apply gallery walk. Poster can be used as a communication tool to tell a story easily (Williams & Cullen, 2016). In additional, Gundogan et al., (2016) states that poster can make presentations generally more relaxed than oral presentations. So, the student can comprehend the text more easily through the poster.

The purpose of this research is to describe the effective way of using gallery walk strategy to increase reading comprehension achievement of first year's student. The research was support by observation field note in each meeting, reading exercise in every meeting, and reading test. During 4 meetings the students were taught and given strategy to comprehend content of the text more while they read using gallery walk strategy.

The result of the research showed that students who showed positive attitude increased from 60% to 87%. Through observation field note the researcher found that using gallery walk as strategy to teach reading is effective to increase the interest of the student to read. From the data it can be seen that the percentage of student achieve KKM also increased, from 50% in meeting one to 75% in meeting two. The result of reading test showed that there were 81% of students who get score  $\geq 75$ . In other words, gallery walk strategy could increase reading comprehension achievement of the students. Using gallery walk for reading help students be efficient at cooperative learning. Anna et al., (1991) states that cooperative learning developed more effective and efficient instruction.

The researcher found some problem while applying gallery walk in meeting one and meeting two. The problem was when the students walk around the class to observe the gallery. Some students were talking about other subject and other students went to other groups. Consequently, the class became noisy. In meeting three and meeting four, the researcher used different ways because gallery walk has many ways to apply. Ridwan (2015) states that gallery walk has one original gallery walk and 3 modification. 1) Original gallery walk like applied in meeting one and two, the student walked around the class to observe the poster. 2) Gallery walk 2 like applied in meeting three and meeting four. The poster not posted on the wall but rotated around the students sitting in each group. One of the members held the paper enabling other members to observe it clearly. 3) Gallery walk 3 is not much different from gallery walk 1. However, each group will appoint a member who is academically strong to respond other group feedback or question given during the visit. The member chosen stood up and become the host as well as ready for the guests coming. 4) Gallery walk 4, the facilitator numbered each student and referred to these number for question and answer. After the students walked around the flipchart posted on the wall, they went back to their flipchart and found feedbacks, comments, questions, etc. To address the questions, the facilitator invited one number to come forward to the flipchart. The targeted number answered the question without being helped for his/her group mates. This led to a tension moment as the student did not have any help and had to answer him/herself. The researcher used gallery walk 1 in meeting one and meeting two and gallery walk 2 in meeting three and four. It was because this modification was simple and easy for students so not too much time to apply.



## CONCLUSION

Based on data of the result of the research using gallery walk as strategy was done in cycle 1, it can be concluded that the use of gallery walk strategy could increase the students reading comprehension achievement and students' attitude in teaching learning process. The target of reading test if the student who got score  $\geq 75$  its means success. From the data can be seen that there were 81% or 26 student were success achieve the target. As we know that students need the study skills which they should be used because it applies while reading the class. The researcher suggests that gallery walk strategy can help students to see relationship between the information on the text. They could understand the text more easily and focus on the text. The teacher also can monitor the students' reading. The improvements of student increase because student follow steps in gallery walk very well. Furthermore, the gallery walk techniques make the students enjoy the learning more because the atmosphere of the learning process was not too formal.

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