CHAPTER I

INTRODUCTION

This chapter provides a brief description of the whole contents of the research. In detail, this chapter presents a background of the research, research questions, research objectives, significant of research, research framework, hypothesis, and research methodology.

A. Background of the Research

Nowadays being able to read English is a valuable attribute in the development of science and technology. In education field, English has been chosen as one of the subjects that must mastered by students from Junior high school till university. In Indonesia, English learning focuses on four basic skills; Listening, Reading, Speaking, and Writing. There are many ways which is used to master English, for example attending language school or course. In indonesia many educational institution offers their program to study English easily.

According to Patel and Jain (2008:113), "Reading means to understand the meaning printed words example written symbols. Reading is an active process which consist of recognition and comprehension skill. Reading is one of four language skills and is not easy task to be done. Therefore, reading is also considered an important aspect for students because it is beneficial for developing knowledge, especially academic contents. We know that people read the literary work from beginning until the end and they have to comprehend or understand the information fom the text.

Actually the students still have difficulty in understanding the text that they read. Comprehending a text is not easy because they must think critically and needs a reading skill and the most important thing is the motivation in learning. Based on the preliminary research by interviewing one of English teachers of the eighth grade students in SMPN 1 Rengasdengklok on 8 December 2015. He said that there are 3 students' difficulties in reading comprehension skill. The first is the students had the difficulties at comprehending the text that makes them hard to answer the related questions. The second is they have the difficulties in summarizing the text with their own language. And the last difficulties is the teacher found they had low motivation in reading and understanding the text. It can be proved by the students' scores for reading skill were still low, the score 75 is minimum passing score (KKM) in SMPN 1 Rengasdengklok but shows there is 25% of the students who get score more than 75 and there is 75% of the students who get score less than 75. Therefore, the teacher as the facilitator has the important role in teaching this skill and helping them to solve this problem so that they can understand the English text better.

There are several teaching strategies in English especially in reading comprehension and one of them is Gallery Walk Strategy. Gallery walk is a strategy that can be used in exploring students' task especially in reading. Francek in *Journal of College Science Teaching* (2006:27), "Gallery Walk is a discussion strategy that gets students out of their chairs and actively involved in synthesizing important science concepts, writing, reading and public speaking. It can conclude that Gallery Walk is a strategy that allows the students to share their ideas with

others and it can make the students to explore their own thinking becomes the better one.

Based on phenomenon above, this research is intended to improve students' reading comprehension skill by using gallery walk strategy. The researcher is currious to how whether that Gallery Walk Strategy is effective to improve students' reading comprehension skill. So, in this study is conducted a research with the title "The Influence of Gallery Walk Strategy to Improve Students' Reading Comprehension Skill"

B. Research Questions

Related on the study entitled "The Influence of Gallery Walk Strategy to Improve Students' Reading Comprehension Skill", the following statements of the problem are stated as follows :

1. What is students' reading comprehension skill with Gallery Walk Strategy?

2. What is students' reading comprehension skill with lecturing method?

3. How significant is the difference between students' reading comprehension with gallery walk strategy and lecturing method?

C. Research Objectives

The objectives of this research can be stated as follows :

1. to identify students' ability in reading comprehension skill with using Gallery Walk Strategy;

2. to identify students' ability in reading comprehension skill with lecturing method;

3. to know a significance difference between students' reading comprehension with Gallery Walk Strategy and lecturing method.

D. Significant of Research

This research is expected to provide theoritical and practical significances.

a. Theoretically

This research gives contribution to development knowledge, especially action in teaching and learning process of reading class by using a spesific method. The teacher can find out that there is influence between the usage of gallery walk strategy and reading comprehension.

b. Practically

It can analyze the influence that strategy of improving students' skill in reading comprehension. This research can become information source to improve the quality of teacher in teaching reading to his/her students.
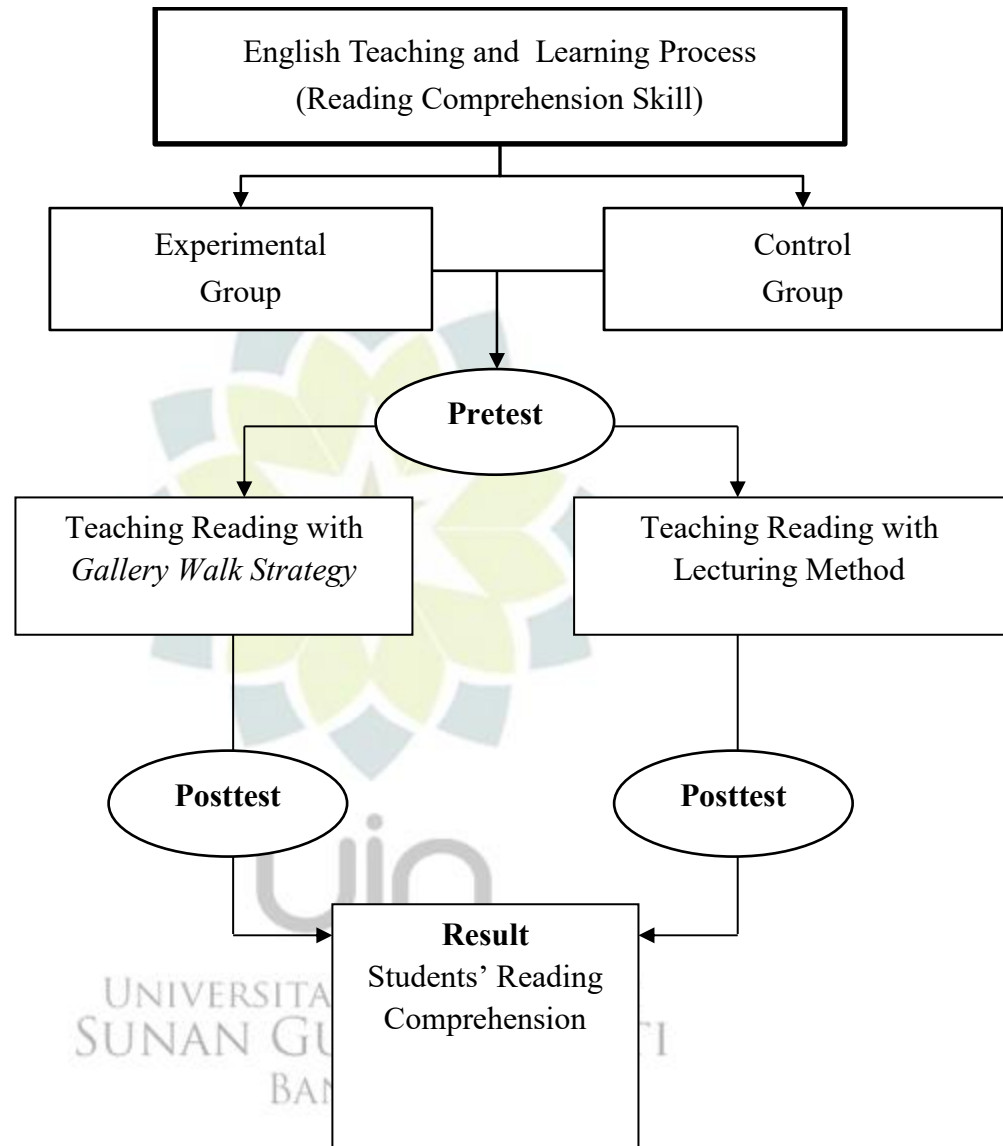
E. Research Framework

Reading is one of many bridges that can be used to improve person's knowledge. In this case, understanding the meaning of reading is an important thing of people to know. Some experts offer their definition of reading. According to Brown (1994:210), reading is an understanding of the author of a printed reading passage. Understanding is not only about understanding how to read but also how to comprehend the reading passage. From this definition, it can be concluded that reading is an activity in which the reader can understand what the text is all about.

According to Wainwright (2007:37), Reading comprehension is process in which the reader has to decide linguistic symbol and reconstruct them up to meaningful whole intended by the writer. Comprehension includes recognizing and understanding a main idea and related details. Wainwright (2007:37) said that when we read, we should be able to recall information afterwards. A good recognized that many ideas are implied and he must read between the lines to get the full meaning.

Gallery walk is a strategy that can be used in exploring students' task especially in reading. The students can view other's thinking and works. Coelho (1998:85) defines that gallery walk is a strategy where work is displayed in an art gallery and participants or students walk around the gallery gathering ideas, making notes, and/or discussing what they see. Meanwhile, Francek in *Journal of College Science Teaching* (2006:27), "Gallery walk is a discussion strategy that gets students out of their chairs and actively involved in synthesizing important science concepts, writing, reading and public speaking. In this study focused on students' reading comprehension skill. It can conclude that gallery walk is a strategy that allows the students to share their ideas with others and it can make the students to explore their own thinking becomes the better one.

Figure 1.1 Steps of Research

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                    ┌─────────────────────────────────────┐
                    │  English Teaching and Learning Process│
                    │    (Reading Comprehension Skill)      │
                    └─────────────────────────────────────┘
                        │                        │
              ┌──────────────────┐      ┌──────────────────┐
              │   Experimental   │      │     Control      │
              │      Group       │      │      Group       │
              └──────────────────┘      └──────────────────┘
                            ┌─────────────┐
                            │   Pretest   │
                            └─────────────┘
              ┌──────────────────┐      ┌──────────────────┐
              │ Teaching Reading │      │ Teaching Reading │
              │ with Gallery     │      │ with Lecturing   │
              │ Walk Strategy    │      │ Method           │
              └──────────────────┘      └──────────────────┘
              ┌─────────────┐            ┌─────────────┐
              │  Posttest   │            │  Posttest   │
              └─────────────┘            └─────────────┘
                        ┌─────────────────────┐
                        │       Result        │
                        │  Students' Reading  │
                        │    Comprehension    │
                        └─────────────────────┘
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Based on the research framework presented in the figure above, the process of this research consists of three key steps that are firstly giving pretest, secondly teaching reading, and lastly giving posttest. The results of those steps will provide the answer for question of significant difference between students' reading comprehension with Gallery Walk Strategy and with lecturing method as conventional strategy.

F. Hypothesis

A hypothesis is a tentative assumption of the result of the study. The investigation will divide into two variables. The first variable are the class implemented the usage of Gallery Walk Strategy (variable X) and the second variable are the class without implemented the usage of Gallery Walk Strategy (variable Y). According to Arikunto (2010:110) "Hypothesis is a tentative statement toward problem of research, until it is through the data competed". The hypothesis of this research can be formulated as follows:

1. Null Hypothesis (Ho) is accepted if $t_{count} < t_{table}$ to mean there is no significant difference between students' reading comprehension improvement with gallery walk strategy and lecturing method.

2. Alternative Hypothesis (Ha) is accepted if $t_{count} > t_{table}$ to mean there is significant difference between students' reading comprehension improvement with gallery walk strategy and lecturing method.

G. Research Methodology

This research is a quantitative research since it aims to explain how one variable affects another. In this case, Gallery Walk Strategy affects students' reading comprehension. As mentioned by Creswell (2012:13), several major characteristics of quantitative research are investigating research problems by explaining a relation among variables, collecting numeric data from a large number of people using instruments with fixed questions and responses, and

analyzing data using statistical analysis. Thus, to accomplish this quantitative research, this research takes several steps which are explained below.

1. Research Method

A quasi-experimental design is carried out in this quantitative research. Nunan (1992:41) explains that quasi-experiment consists of both pretests and posttests and experimental group and control group but no random assignment of subjects. The quasi-experiment is taken in this research since the circumstances in school setting do not support the arrangement of groups at random. Consequently, two available classes will be taken as intact; one class is for experimental group that will receive a treatment using Gallery Walk Strategy while another is for control group that will not receive any treatment. According to Sugiyono (2015:116), the formula of quasi-experimental design is illustrated as follows.

A (intact) O_1 $\longrightarrow$ X $\longrightarrow$ O_2

B (intact) O_3 $\longrightarrow$ O_4

Note: A = Non-randomized experimental group

B = Non-randomized control group

X = Treatment

O1, O3 = pretest

O2, O4 = posttest

2. Research Procedure

This research involves several organized steps. As stated by Creswell (2012:170), there are five key steps in the process of quantitative data collection.

1) Selecting subject for the research. In this case, the eighth grade students of SMPN 1 Rengasedengklok will be taken as the research subjects. They are divided into two groups; experimental group and control group.

2) Obtaining permission from the important parties of SMPN 1 Rengasedngklok such as the headmaster, curriculum staff and English teacher.

3) Administering pretest to both experimental group and control group.

4) Teaching and Learning Reading Comprehension to both experimental and control group. But, giving treatment to experimental group by teaching and learning reading comprehension with gallery walk strategy.

5) Finally, the last step is administering posttest to the two groups.

3. Research Subject

a. Population

Arikunto (2006:130) states the population is the overall subject of the research. The research will be held in SMPN 1 Rengasdengklok that is located at Jalan Raya Proklamasi No. 62, Rengasdengklok-Karawang, this school is regarded suitable with the problem of the research because based on preliminary research by interviewing one of English teacher of the eighth grade students in SMPN 1 Rengasedengklok, there is 75% of the students had low motivation and less comprehending in reading kind of the text. The population of this research is

the second semester of the eighth grade students at SMPN 1 Rengasdengklok. There are fourteen classes; VIII A until VIII N with 574 students in total.

b. Sample

Based on Arikunto (2006:131), sample is partly or representative the studied population. To determine the amount of sample, if the subject less than 100, it is better to take all the subject of the population and when the subject is greater, it may be taken between 10-15% or 15%-25%. Because the population is 574 students in total. The sample taken in this research is 14,3% of the total number of population, there are two class; VIII A and VIII C with 83 students in total.

4. Research Technique

The technique used in this research for collecting data are through :

a. Pretest

The implementation of pretest will be done in the class. This is used to know the students' abilities in reading comprehension skill before they are are given treatment research with Gallery Walk Strategy.

b. Treatments

Treatments were held after being given a pretest to the students. The treatment in this research will be conducted in three times meetings. This research will treat the experimental group with Gallery Walk as strategy in teaching learning English in reading comprehension.

c. Posttest

The implementation of posttest is done in the classroom after given the treatment of teaching and learning process. Beside, posttest is used to know the

final result of the student that has been given treatment and also to know how far students' reading comprehension after they studied reading by using Gallery Walk Strategy.

d. Data Analysis

   This research uses the pre-test and posttest to analyze the the influence of gallery walk strategy to improve students' in reading comprehension skill before and after using Gallery Walk as strategy.

Process of analysis data is conducted after all research data is collected which involve several statistical processes, as follows :

1) Determining the range of data (R), by using the formula :

R = (Highest score – Lowest score)

(Sudjana. 2005 : 47)

2) Determining the class interval (K), by using the formula :

K = 1 + 3.3 x log n

(Sudjana. 2005 : 47)

3) Determining the length of class (P), by using the formula :

$P = \dfrac{R}{K}$

(Sudjana. 2005 : 47)

4) Determining mean, by using the formula :

$\overline{x} = \dfrac{\Sigma fixi}{\Sigma fi}$

(Sudjana. 2005 : 67)

5) Making the table of distribution frequency :

Table 1.1

Distribution of Frequency

Score	f_i	x_i	$f_i x_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$f_i(x_i - \bar{x})^2$
1	2	3	4	5	6	7

6) Determining the derivation standard, by using the formula :

$$S^2 = \frac{n\Sigma f_i x_i^2 - (\Sigma f_i x_i)^2}{n(n-1)}$$

(Sudjana. 2005 : 67)

7) Arranging the distribution of observation and expectation frequency use the table as follows :

Table 1.2

Arranging the distribution and explanation frequency

Score	(oi)	Class limit	Z_{count}	Z_{table}	L_1	E_1	x^2
1	2	3	4	5	6	7	8

8) Determining Chi square (x^2), by using formula :

$$x^2 = \Sigma \frac{(oi - E)^2}{Ei}$$

(Sudjana, 2005:273)

9) Determining the degree freedom, by using formula :

$$Df = K - 3$$

(Sudjana, 2005:273)

10) Determining Chi square table on significance 5% or ($\alpha = 0.05$)

$x^2{}_{\text{table}} = (1-\alpha)(df)$

11)   Interpreting the normality distribution by the criteria as follows :

Ho : $x^2{}_{\text{count}} < x^2{}_{\text{table}}$ (Normal)

Hi : $x^2{}_{\text{count}} > x^2{}_{\text{table}}$ (Abnormal)

12)   Testing the homogeneity of two variances by conducting the following

steps :

a) Determining score F by using the formula :

$F = \dfrac{s_{11}^2}{s_2^2}$

(Sudjana, 2005:250)

b) Determining the degree of freedom :

$DF_1 = n_1\text{-}1$

$DF_2 = n_2\text{-}1$

(Sudjana, 2005 : 146)

c) Determining score of F fromthe table with the value of significance of 5 % or

($\alpha = 0.05$)

d) Determining homogeneity of data with criteria :

If $F_{\text{count}} < F_{\text{table}}$, it means the two variances are homogeneity

If $F_{\text{count}} > F_{\text{table}}$, it means the two variances are not homogeneity

13)   Testing the differences between two interrelated averages score, by using

t-Test formula :

a) Testing the differences between two interrelated averages of pre-test score by

using formula :

$$t = \frac{x_1 - x_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

where,

$$S^2 = \frac{(n_1-1)s_1^2 - (n_1-1)s_2^2}{n_1 + n_2 - 2}$$

(Sudjana, 2005 : 147)

b) Looking t_{table} with the level of significant 5 % using interpolation

Ttable = t (α) (db)

c) Determining the Hypothesis

If $F_{count} \leq F_{table}$, it means there is no significance

If $F_{count} > F_{table}$, it means there is significance