Improving the Seventh Grade Students Reading Comprehension of Descriptive Text using the Gallery Walk Technique at SMP Negeri 6 Semarang YearS of 2022-2023

Anisa Nur Azizah[1], Titik Setyowati[2], Wiyaka [3]

[1,2]Universitas PGRI Semarang
[3]SMP Negeri 6 Semarang

E-mail:
anisanurazizah201@gmail.com

ABSTRAK

Penelitian ini bertujuan untuk meningkatkan pemahaman membaca siswa dalam teks deskriptif dengan menerapkan teknik gallery walk. Penelitian ini mengambil 32 siswa sebagai subjek di kelas 7G SMP Negeri 6 Semarang. Metode penelitian ini menggunakan penelitian tindakan kelas yang menerapkan 2 siklus dimana setiap siklus perencanaan meliputi tindakan, pelaksanaan tindakan, observasi, dan refleksi. Metode yang digunakan untuk analisis data dalam penelitian ini adalah pengumpulan data dan penyajian data. Pada penelitian ini menunjukkan adanya peningkatan kemampuan membaca teks deskriptif siswa dengan menggunakan teknik gallery walk. Pada pra siklus skor rata-rata 70 dengan ketuntasan 56%, pada siklus I 78 dengan ketuntasan 78%, dan pada siklus II 86 dengan ketuntasan 97%.

Kata kunci: Pemahaman Membaca, Gallery Walk, Teks Deskriptif.

ABSTRACT

This study aims to improve students' reading comprehension in descriptive text by applying the gallery walk technique. This study took 32 students as subjects in class 7G SMP Negeri 6 Semarang. This research method uses an action research class that applies 2 cycles where each planning cycle includes action, implementation of action, observation, and reflection. The method used for data analysis in this study is data collection and data presentation. In this study, it showed an increase in the ability to read descriptive texts of students using the gallery walk technique. In the pre-cycle the average score was 70 with a mastery proportion of 56%, in the first cycle it was 78 with a 78% mastery proportion, and in the second cycle it was 86 with an 97% mastery proportion.

Keywords: Reading Comprehension, Gallery Walk, Descriptive Text.

1. Introduction

In Indonesia, English as a foreign language and it is the first foreign language taught as a compulsary subject in junior high school, senior high school, vocational school and university. Harmer (2003) states that all of four basic language skills are listening, speaking, reading and writing. These four skills should be involved by teacher in process of teaching and learning in a classroom. Speaking and writing refers to productive skills while reading and listening refers to receptive skills. Mostly students easily bored when their teacher gives them a text to read aloud then answer some questions relate to the text. In this case, the teacher still uses the conventional method or is referred to as a teacher-centered. this does not support learning activities in the Merdeka curriculum which requires a

learning that must liberate students by carrying out student-centered learning activities.

In reading activity, the students should understand the text clearly. It means that, when students read a text, they should comprehend the text to understand it well. It supported by Celce Murcia (2001: 200), she states that reading is to learn which involves complex thinking skills in which students must comprehend the material from a text by using their own thought activities which can help them to analyze text, such as summarizing passages, determining main idea, and following the argument in the text. It means that in reading, the students not only read the text with a good pronunciation but they should comprehend the topic also. It indicates that the students should know and understand what a text about then, they should able to retell the content by using their own words. Therefore, in reading, the students should mastering vocabularies, pronunciation, translation and interpretation for comprehending the text.

Reading a text in foreign language is considered difficult and it might be due to the limited vocabularies, the difficulty for getting idea of the text, and failure in comprehending the text (Ismini, 2003). In the same line, some of students in 7G class of face the difficulties in comprehending the text such as most students did not know the meaning of many words found in the text. And, students were not able to determine the important information such as topic and the main ideas. Then, students were not taught some reading strategies to help them in comprehending the text effectively. In addition, the teacher still used a conventional teaching method. Finally, students will feel that English is boring and it is hard to be learned.

Reading comprehension is a process which is needs some instruction. The instruction can help the students to be good readers or active readers. The active readers should be able to have obvious objectives about the text and they should be able to evaluate the text. Then, good readers usually look over the text before they read the text. It means that they usually take a note and pay attention to the structure of the text, analize the sections of the text that are relevant to their goals. In addition, they usually able to make predictions and they can determine the meaning of unfamiliar words and compare it with their prior knowledge to get the meaning. Then, good readers usually read some kinds of texts. Furthermore, they are able to construct and summarize some kinds of texts differently.

In addition, the teachers should have the interest ways in teaching reading. The teacher does not enough to ask the students read the text and answer the questions based on the text but the teacher should provide the interesting ways in teaching reading such using various innovative teaching strategies to help the student in improving their reading comprehension. In this case, teachers can help their students in comprehending texts by applying some strategies. It will make the students interest and motivate in learning English that it will influences the students` reading comprehension.

There are some strategies in teaching reading comprehension. One of them is gallery walk technique. Franck (2006) state that Gallery walk 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 walk provides an opportunity for active learning by encouraging learners' participation. So, by using gallery walk Technique to teaching has benefits for students and teachers. A Gallery Walk is a good forum for using misconceptions as discussion topics.

In addition, Bower and Keisler (2011) state that gallery walk is a technique requires the students to visually represent their knowledge to unit of study. This technique allows students to explore

the usage of academic language in a low stress environment while receiving feedback from their peers. It means that gallery walk is one of teaching technique which can motivate students in learning English and make the learning process to be fun. It is also support the Merdeka curriculum activity which prefer to create the learning process that focus on students needs or students-centered learning.

On the other hands, the gallery walk is a flexible discussion technique which keeps students active in the classroom. By using the gallery walk in the classroom, students are not allowed to sit as usual because they have to go around the class, view the ideas of each group, create ideas, and present them in class. This technique can be collaborated with various media, such as computer, carton, paper, or graph. Moreover, this technique can be run for fifteen minutes for several class periods. Gallery walk is a technique which can make the students identify the concepts or issues about significant learning from the topic under consideration.

Based on the theories above, it can be synthesized that gallery walk techniques can encourage students to be active in the classroom. Students can share their ideas, they also interact and communicate with their friends, and they can be as free as possible to ask questions and answers to a related topic. Based on the researchers experience on Teaching Pratice or PPL 2 program, I saw that students in 7G class having lacked interest in reading so they were unable to understand text especially in decsriptive text. Moreover, the gallery walk technique can be used by teacher in the classroom as an alternative way to overcome students' difficulties in reading activity. From the explanation above, the researcher 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 Improve the Seventh Grade Students` Reading Comprehension of Descriptive Text at SMP Negeri 6 Semarang".

2. Research Methodology

This research uses classroom action research (CAR). At first, research action (action research) is developed with a purpose to find solutions to social problems (including education). Action research begins by a study of a problem in detail systematically (Kemmis and Taggart, 1997). The results of this study used as the basis for preparing a work plan (action) as an effort to solve the problem the. The next activity is implementation action followed by observation and evaluation. The results of observation and evaluation are used as enter to reflect on what happened at the time of execution of the action. reflection results then used as the basis for determining further improvements and improvements. In addition, McNeiff (2002: 87) stated that action research is a term which refer to a practical way of looking at your own work to sheck that it is you would like it to be. Because action research is done by you, the practitioner, it is often referred to as practitioner based research; and because it involves. According to Sanjaya (2016:11) classroom action research (CAR) is one of the efforts that teachers can do to improve the quality of teacher roles and responsibilities, especially in management learning. The classroom action research process starts from the stages of planning, action, observation, and reflection to solve problems and try new things to improve quality learning (Susilo et al., 2022: 2). This research was conducted in the even semester of the 2022/2023 academic year, namely in March. The subjects of this study were class VIIG students at SMP Negeri 6 Semarang which consisted of 32 students. The object of research is students' reading comprehension. Reading test was aimed to collect the data of students` reading comprehension. The test material was consisted of certain material that have been studied by the students, it was descriptive text. To measure students reading comprehension, in this study used multiple choices. The test consist of four reading text and 15 questions. Each question has four options with one possible right answer among the distracter. In addition, to measure the students` reading comprehension, the

"Optimalisasi Pengembangan Keprofesian Berkelanjutan Melalui PTK"

researcher use indicators of reading test that which adopted from Wregman (1985) and Blass (2007).

No.	Indicators of Reading Comprehension	Sub-Indicators
1	General Information	- Topic - Main Idea
2	Meanings of Word	- References - Synonym - Antonym
3	Language Features	- Tenses - Verbs - Linking Word

Table 1. The Indicators of Reading Test

The technique used to collect data on research includes observation, document review, and giving assignments/tests. The data analysis technique that the researchers used in this study was a descriptive analysis technique comparative and critical analysis techniques. According to Tampubolon (2014:33) deep data analysis classroom action research includes data collection and data presentation. Data analysis by comparing the value of reading inter-cycle descriptive text with indicators of achievement of predetermined competencies.

3. Findigns and Discussions

In two cycles, students are taught to read descriptive texts through gallery walk technique. Cycle I and cycle II were carried out in two meetings, each with time 2 x 45 minutes. Improving the ability to read descriptive texts of students is indicators of achievement of this research. The following is a description of each cycle in this study.

Pre-Cycle

In the pre-cycle activities, the researcher conducted a pre-test reading descriptive text to determine students' reading abilities. From the results of the pretest it can be understood that the average value of students' writing ability is 70.3. The average value is still below the set KKM, which is 74. There are 18 students who score above the KKM so that it is known that the achievement of classical completeness is only 56% which is still far from the predetermined indicator, which is 80%. Following are the details of the frequency distribution of the ability to write negotiating texts in the pre-cycle, which can be seen in Table 1 below.

Interval	f absolut	f relatif (%)
55-61	5	16
62-68	6	19
69-75	9	28
76-81	10	31
83-89	2	6
90-97	0	0
Total	32	100

Tabel 2. Score of reading Comprehension of Descriptive Text in Pre-Cycle

Based on Table 1 above, it can be seen that there were 5 students (16%) who scored 55-61; there were 6 students (19%) who scored 62-68; there were 9 students (28%) who scored 69-74; there were 10 students (31%) who scored 75-81; There were 2 students (6%) who scored 83-89; and there were no participants (0%) who scored 90-97. As for the grouping of the ability to read text descriptions in the pre-cycle, it can also be seen in Figure 1 below.
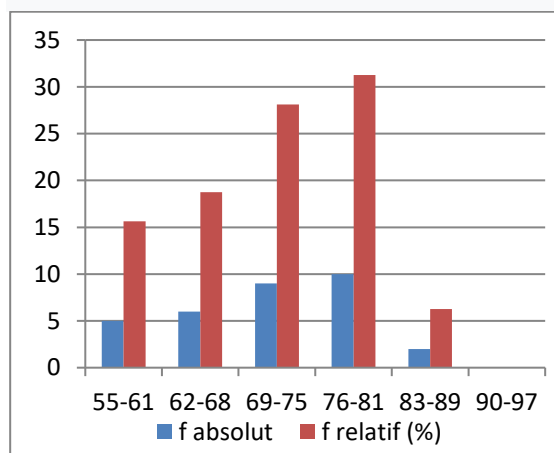

Figure 1. Score of reading Comprehension of Descriptive Text in Pre-Cycle

"Optimalisasi Pengembangan Keprofesian Berkelanjutan Melalui PTK"

Figure 1 above explains that the highest score for the ability to read descriptive texts obtained by students was 89 and the lowest was 55. Meanwhile, the average score for the ability to read descriptive texts in pre-cycle was 70.2. The score that most students get is 76. The classical completeness value of the ability to read descriptive text in pre-cycle can be seen in Figure 2 below.
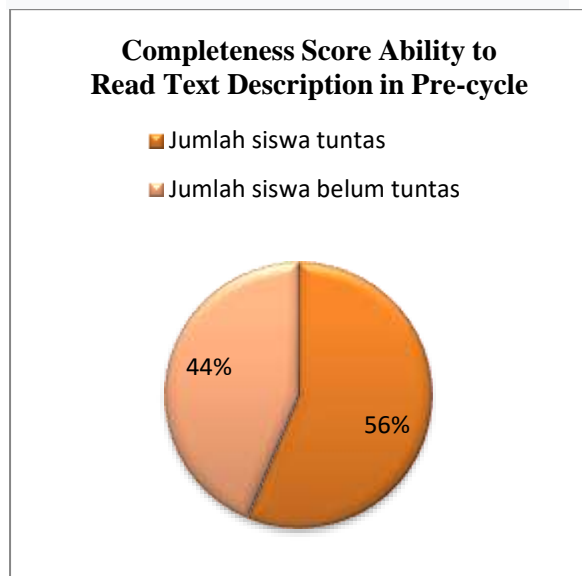

figure 2. Diagram of Pre-Cycle the Completeness Score Ability to Read Text Description

Based on the initial data on the value of reading descriptive text, it can be concluded that the ability to read descriptive text has not met the target. The indicator for the success of learning to read the descriptive text in this CAR is that 80% of the 20 class 7G students at SMP Negeri 6 Semarang or approximately 24 students got a score of ≥ 74. From Figure 2 it can be seen that only 56% or 18 students got a score greater than or equal to (≥) KKM (74). Meanwhile, there were still 44% or 14 students who scored less (<) than KKM 75. Therefore, based on these data, cycle I actions needed to be carried out so that students who scored below KKM (74) could be improved.
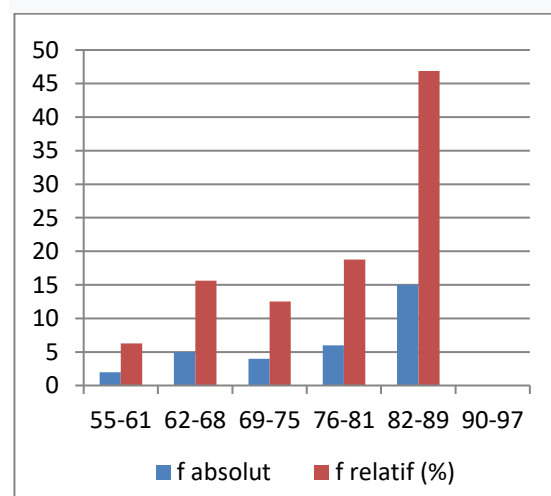
Cycle-1

The results of the actions of Cycle I Based on the results of the assessment of the ability to read

descriptive texts in cycle I, it can be understood that the average value of the ability to read descriptive texts of students is 78, with a completeness of 78%. The highest score in this cycle was 89 and the lowest score was 60. The results of the frequency distribution of the ability to write negotiating texts of students in cycle I can be seen in Table 2 below.

Interval	f absolut	f relatif (%)
55-61	2	6
62-68	5	16
69-75	4	13
76-81	6	19
82-89	15	47
90-97	0	0
Total	32	100

Table 3. Score of Students` Reading Comprehension of Descriptive Text in Cycle I

Based on the table above, it can be seen that there were 2 students (6%) who scored 55-61; there were 5 students (16%) who scored 62-68; there were 4 students (13%) who scored 69-75; there were 6 students (19%) who scored 76-81; there were 15 students (47%) who scored 82-89; and there were no students (0%) who scored 90-97. The following is the grouping of the ability to write negotiating text in cycle I.

Figure 3. Score of Students` Reading Comprehension of Descriptive Text in Cycle I

The figure 3 above showed that there is an increase compared to the scores of students' ability to write negotiating texts in pre-cycle. In the pre-cycle, there were 18 students who scored more than or equal to (≥) KKM (74), while in cycle I there were 25 students. From the data on the ability to read descriptive texts of cycle I students, it was obtained that the percentage of learning completeness was 78% with a total of 25 students completing, while the Ability to Read descriptive text Texts Cycle I f absolute f relative unfinished were 7 students with a percentage of 22 %. The classical mastery value of reading descriptive text in cycle I can be seen in Figure 4 below.
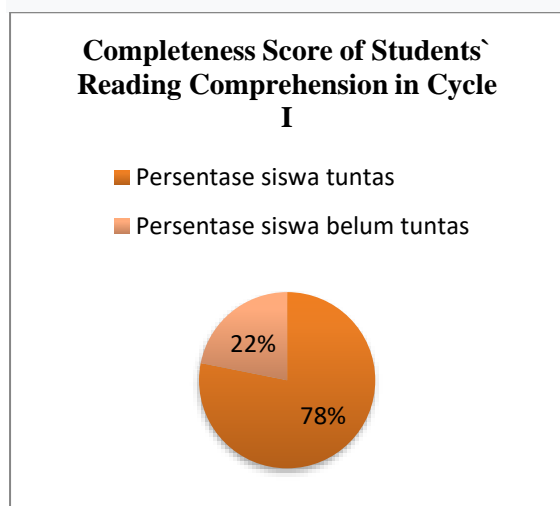

Figure 4. Completeness Score of Students` Reading Comprehension in Cycle I

Cycle II

Based on the results of figure 4, it showed that the average score of students' reading comprehension is 85, with a completeness of 97%. The highest score in this cycle is 97 and the lowest score is 75. The results of the frequency distribution of the ability to read descriptive texts of students in cycle II can be seen in Table 3 below.

Interval	f absolut	f relatif (%)
55-61	0	0
62-68	0	0
69-75	6	19
76-81	4	13
82-89	9	28
90-97	13	41
Total	32	100

Tabel 4. Score of Students` Reading Comprehension of Descriptive Text in Cycle II

Based on the table above, it can be seen that there were no students (0%) who scored 55-61; there is no student (0%) who gets a score of 62-68; there were 6 students (19%) who scored 69-75; there were 4 students (13%) who got a score of 76-81 there were 9 students (28%) who got a score of 82-89; and there were 13 students (41%) who scored 90-97. The following is the grouping of students` reading comprehension in descriptive text in cycle II.
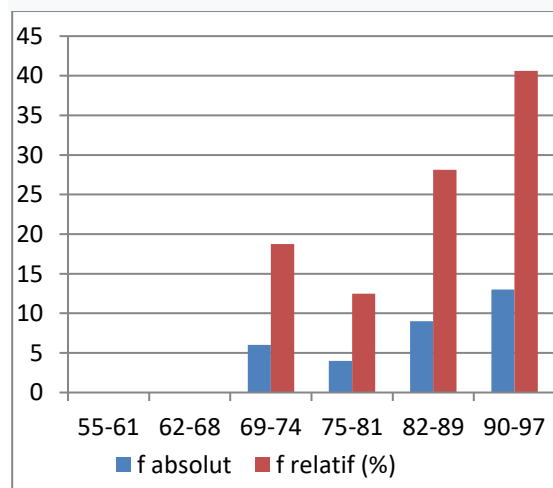

Figure 5. Score of Students` Reading Comprehension of Descriptive Text in Cycle II

The figure above showed that there is an increase compared to the score of students` reading comprehension of descriptive text in cycle I. In cycle I,

"Optimalisasi Pengembangan Keprofesian Berkelanjutan Melalui PTK"

students who have score more than or equal to (≥) KKM (74) were 25 students, while in cycle II there were 28 students. From the data on the ability to write negotiating texts of students in cycle II, it was obtained that the percentage of learning completeness was 97% with a total of 28 students completing, while 4 students had not completed with a percentage of 97%. The classical completeness value of the ability to read descriptive text in cycle II can be seen in Figure 6 below.

Kemampuan Membaca Teks Deskripsi Siklus II

■ Persentase siswa tuntas

■ Persentase siswa belum tuntas

Figure 6. Completeness Score of Students` Reading Comprehension in Cycle II

In this cycle, 32 students could reach the standard minimum score of the learning target, which was 74. The students` mean in cycle 2 which was categorized as very good with 86. It means that since the result of the learning process in cycle 2 had reached the performance indicators, the reascher decided not to countinue to the next cycle.

Assessment Aspect	Mean Score			Improvement	
	P	C1	C2	P-C1	C1-C2
Reading Comprehension	70	78	86	8	8
>Minimum Score	56%	78%	97%	22%	19%

Table 5. The Result of Students` Reading Comprehension in All Cycles

From the table above, it can be concluded that the implementation of gallery walk technique in cycle I was success in making some improvement. It could be seen from the improve mean from 70-78. Beside the mean, the number of students who got score above the minimun standard was also significantly improved from 56% to 78%, the improvement was 22% an it was shown by the improved students` involvement during the teaching and learning process.

In addition, based on the results of the analysis the score of students` reading comprehension in descrptive text in pre-cycle, cycle I, and cycle II, it can be argued that there is an increase in the ability to read descriptive text in class VII-G of SMP Negeri 6 Semarang. This is in line with the results of Bahtiar's research (2020) which states that by using gallery walk technique could enhance students reading comprehension for the tenth grade of MA Bontomarannu. Briefly, the comparison of the percentage scores on the ability to read descriptive text of students between cycles can be concluded thata In the pre-cycle, students who scored above or equal to the KKM were only 18 students with a percentage of 56%, then in cycle I it increased to 25 students with a percentage of 78%, and finally in cycle II to 28 students with a percentage of 97%. The application of the gallery walk technique in learning to read descriptive texts in class VII-G of SMP Negeri 6 Semarang always increases in each cycle. This can be seen from the increase in the average value and presentation of completeness in learning to read descriptive text. Based on the data described above, it can be concluded that the application of the gallery walk technique can improve the students` reading comprehension in read descriptive texts of students in class VII-G SMP Negeri 6 Semarang.

4. Conclusion

From the results of the study it can be seen that in the pre-cycle students

"Optimalisasi Pengembangan Keprofesian Berkelanjutan Melalui PTK"

who scored above or equal to the KKM were only 18 students with a percentage of 56%, then in cycle I it increased to 25 students with a percentage of 78%, and finally in cycle II it became 28 participants. students with a percentage of 97%. The application of the gallery walk technique in learning to read descriptive texts in class VII-G of SMP Negeri 6 Semarang always increases in each cycle. This can be seen from the increase in the average value and presentation of completeness in learning to read descriptive text. Based on the discussion above, it can be concluded that the application of the gallery walk technique can improve the ability to read technical descriptions of students in class VII-G. This can be proven by an increase in student learning outcomes in learning to read descriptive texts starting from pre-cycle to cycle II. The average value of students' reading ability in the pre-cycle was 70 with a mastery proportion of 56%, in the first cycle it was 78 with a 78% mastery proportion, and in the second cycle it was 86 with an 97% mastery proportion.

"Optimalisasi Pengembangan Keprofesian Berkelanjutan Melalui PTK"

References

Bahtiar, Aqif Zulkahfar. (2020). *The Use of gallery Walk Technique to Enhance Studnets`*
        Reading Comprehension. Thesis. Univeritas Muhamadiyah Makasar.

Bowers, Erica, and Laura Keisler. (2011). *Building Academic Language Through*
        Content Area Text. Huntingtong: Shell Education Publishing inc.

Blass, Laurie. (2007). *Skills and Strategies for Reading*. Oxford: Oxford University Press.

Celce-Murcia Marine. (2001). *Teaching English as a Second or Foreign Language*. United
        State of America: Inc. Thomson Learning.

Frank, C. (2006). *Toksikologi Dasar*. Universitas Indonesia. Jakarta.

Harmer, Jeremy. (2007). *How to Teach English*. Essex: Stenton associates.

Ismini, R. (2003). *The Effectiveness of Reading Strategy Training in Developing Students' Reading Ability. Elementary School* Journal, Vol.92(5), 513-555.

Kemmis, S., McTaggart, M. 1997 *The Action Research Planner (3rd ed)*. Victoria: Deakin
        University.

McNiff, J. (2002). *Action Research: Principles and Practice*. London: Routledge.

Sanjaya, D. H. W. (2016). *Penelitian tindakan kelas*. Jakarta: Prenada Media.

Susilo, H., Chotimah, H., & Sari, Y. D. (2022). *Penelitian tindakan kelas. Media Nusa*
        Creative (MNC Publishing).

Tampubolon, Saur M. (2014). *Penelitian Tindakan Kelas untuk Pengembangan Profesi*
        Pendidik dan Keilmuan. Jakarta: Penerbit Erlangga.