INCREASING THE STUDENTS' READING COMPREHENSION THROUGH GALLERY WALK STRATEGY AT SMPN 1 SABBANG

THESIS

Submitted to English Language Study Program of S1 Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo in Partial Fulfill of Requirement for S.Pd Degree of English Education

Written by

MESKO

REG. NUMBER 17 0202 0216

Supervised By:

1. Wahibah, S. Ag., M. Hum

2. Husnaini S. Pd. I, M.Pd

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

STATE ISLAMICINSTITUTE OF PALOPO

2022

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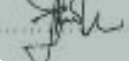**TARBIYAH AND TEACHER TRAINING FACULTY**
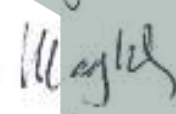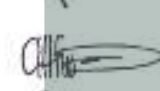
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2022

THESIS APPROVAL

This thesis entitled "**Increasing The Students Reading Comprehension Through Gallery Walk Strategy At SMPN 1 Sabbang**" Which is Written by **Mesko, Reg. Number. 17.0202.0216**, S1 English Language Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out **Wednesday, 27th of April 2022 M**, coincided with **26th Ramadan 1443 H,** it is authorized and acceptable as partial fulfillment for S.Pd degree in Englishlanguage teaching.

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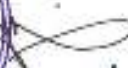
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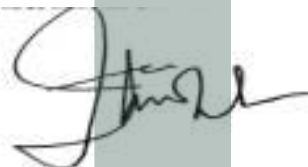
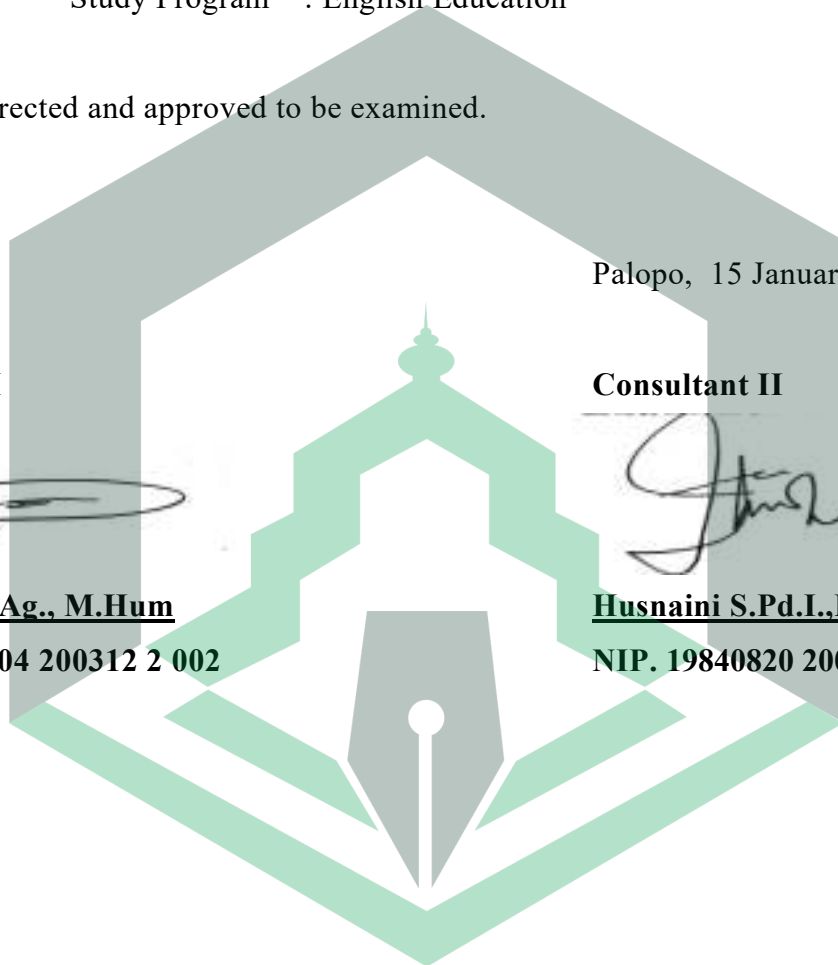Palopo, 15 January 2022

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EXAMINER APPROVAL

Thesis Entitled **Increasing The Students Reading Comprehension Through Gallery Walk Strategy At SMPN 1 Sabbang**

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    Name   : Mesko

    Reg. Number   : 17.0202.0216

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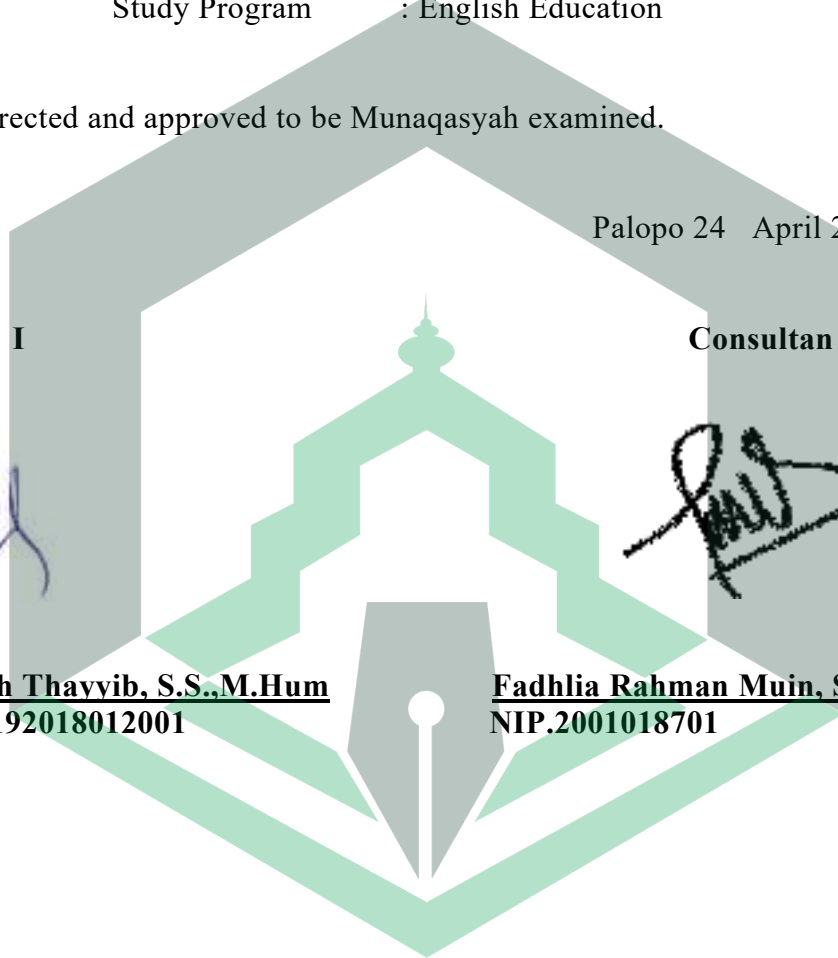Palopo 24 April 2022

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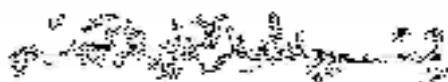
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Palopo,   2022

Researcher

Mesko

1702020216

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بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

The researcher expressed his appreciation to Allah Swt. By saying alhamdulillah rabbil 'Alamin. The Most Merciful, who has given guidance, blessings, and grace for this thesis of English Education Study Program Faculty of Tarbiyah and Teacher Training State Islamic Institute of Palopo on the title **" Increasing The Students Reading Comprehension Through Gallery Walk Strategy At SMPN 1 Sabbang**" to be completed. Sholawat and Taslim are just for our beloved prophet, the chosen one Muhammad saw. Safety and peace be upon him.

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11. For friends boarding house Jelsi, Nilka, Yones, Umi, Mita, thanks for your prayers and support.

The researcher anticipates that this thesis would be of great value to all readers. Therefore, it can be a charity.
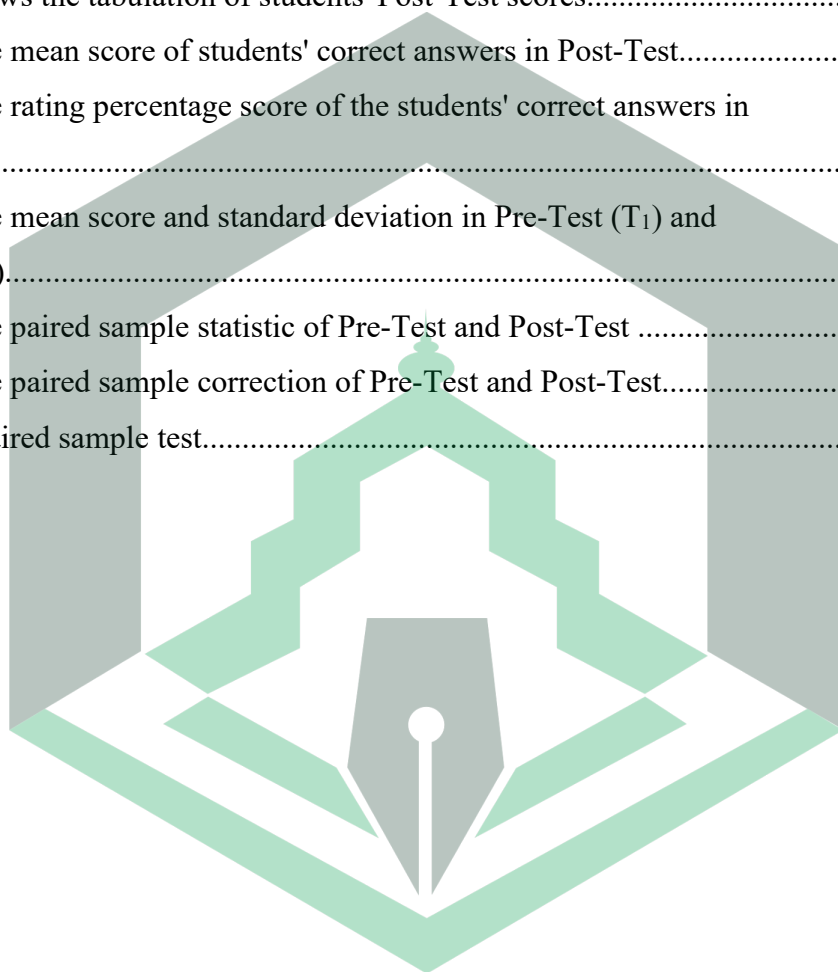
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ABSTRACT

MESKO 2022." Increasing the Students Reading Comprehension Through Gallery Walk Strategy at SMPN 1 Sabbang**". A thesis of the English Departement Study Program Faculty of Tarbiyah and Teacher Training State Islamic Institute of Palopo. Supervised By: Wahibah, S.Ag.,M.Hum and Husnaini, S.pd.I, M.pd.**

This research attempted to find out the students' increase in learning reading comprehension the problem statement of this research is does using the gallery walk strategy at the seventh-grade students of SMPN 1 Sabbang. This research applied pre-experimental research. The population of this research was the students of seventh-grade students of SMPN 1 Sabbang academic year 2022/2023 and the research used random sampling technique which was taken the sample was 15 students. The research gave the students a pre-test and post-test. The data analyzed by using SPSS 20 was used to measure and evaluate the outcomes of the pre-test and post-test. The study gathered data by introducing 15 items in both there is a pre-test and a post-test formulated in reading test items. Pre-test and post-test data were firstly tabulated and analyzed in percentage. The research shows the use of the gallery walk strategy was effective in increasing students reading comprehension. The result of mean score in the pre-test was 33,33. lower than the mean score in the post-test was 50.67. the value of to (tcount) was higher than tt (ttable) were 33.33>50.67. The research concludes that the use of the gallery walk strategy is effective for increasing students; reading comprehension.

Keywords: Gallery Walk Strategy, Reading Comprehension,

CHAPTER 1

INTRODUCTION

A. Background

Reading is an important skill in learning a language besides listening, speaking, and writing. It is an effort to increase our knowledge and achievement. Everyone should have the ability to read, especially in English because the fact shows that most scientific books are written in English. Speaking and writing, since they read much information previously through reading activity from many resources.[1]

The most important factor that can influence learning outcomes in reading. Reading is an interaction between the reader, the other, and the text. The technique of teaching reading is very important to influence the students in successful reading. A technique can help students in reading, so in teaching English a teacher teach to them.

Based on the first observation conducted in SMPN 1 Sabbang, The research found the difficulty face of s tudents, there are reading comprehension. But the research only one to increase students' reading comprehension because between their difficulties the level students' it is the lowest in the reading aloud. In teaching reading, the teacher should introduce another method as an alternative to give various situations to students' in the classroom process. The method can create a comfortable atmosphere so that it stimulates the students' motivation during the classroom process. On the other hand, most high motivations are needed to learn reading.[2] This is an interesting method and it can increase the students' reading comprehension namely the gallery walk method. This

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[1] Irmawati. 2015. *.Improving The Reading Comprehension Of The First Year Students Of Sma Negeri 1 Makassar Through Communicative Tasks*.Unpubliashed thesis.Makassar: Departement Of English Education UNM

[2] Sri, E.N. 2006. *Improving The Students' Reading Comprehension By Using Humorous Stories*. Unpublished Thesis. Maksssar: English DepartmentFaculty of Languages. UNM-Makassar.

method is to increase the students' reading comprehension.

Gallery walk is a learning method that requires students to make a list of either images or a scheme of what things are found or obtained during the discussion in each group to display in from of the class. Each is the group to assess the work of other groups that in the gallery, later questioned during group discussion and responded to. The work is done by the time the student has been doing his job.[3]

There have been many previous studies that are similar to this research, but in this study, the researcher wants to develop students' ability and understanding of reading comprehension in English through the application of a gallery walk to make it easier to understand and create more communicative learning in the classroom.

Based on the observation and interviews with some teachers and students, the research finds that the students have difficulty and are still low in the English language especially reading comprehension according to the explanation above, the study intends to conduct pre-experimental research entitled: **"Increasing The Students Reading Comprehension Through Gallery Walk Strategy at SMPN 1 Sabbang".**

B. Problem Statement

In this study, the researcher formulated the following problem statement: Does the use of gallery walk strategy significantly increase the students' reading comprehension to read at SMPN 1 Sabbang?

C. Objectives Of The Research

In connection with the problem formulation above, the purpose of this research is to find out whether or not the used of gallery walk strategy significantly

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[3] *Diyah Puspitasari, " Pengaruh Model Pembelajaran Gallery Walk Terhadap Hasil belajar Siswa Pada Materi Operasi Al-Jabar" pengaruh-model-pembelajaran-gallerywalkterhadap-hasil-belajar-siswa 15.html), pada tanggal 10 januari 2018 pukul 13.10*

increase the students' reading comprehension at SMPN 1Sabbang.

D. Significance of The Research

The significance of the research is expected to be useful to:

1. Theoretically

The result of the research expects to be useful information for the teacher to use gallery walk strategy in teaching reading comprehension

2. Practically

   a. To give solution for suggestion how to increase students' English reading comprehension skill

   b. To stimulate the researchers who wants to conduct further research.

   c. To make easy of the teacher's teaching especially in reading.

E. Scope of the Research

The scope of the research focuses on the narrative text by using the gallery walk strategy. The researcher focused on the narrative text as the material in teaching reading comprehension. This research applied to the seventh-grade students of SMPN 1 Sabbang.

F. Operational Definition

To get a general understanding of the research title, the research defines the same important terms associated with the title:

1. Gallery walk is a learning method that requires students to make a list of either

image or a scheme of what things are found or obtain during the discussion in each group to display in from of the class.

2. The narrative text is a type of text that tells a story, the purpose of this text is to entertain readers with real or imaginary experiences in different ways

CHAPTER 1I

REVIEW OF RELATED LITERATURE

A. Previous Studies

In writing this thesis, the researcher found some researcher related to this research as follows:

1. Anjani, Rara Whisnu (2016) in her thesis entitled" The influence of gallery walk strategy to improve students reading comprehension skill: an experimental study at eighth grade of SMPN 1 RENGASDENGKLOK.In the academic year 2015/2016. The research is used to meet the requirements of the English Education Department S1 Degree Program at the State Islam University of SunanGunungDjati Bandung. I reveal that this research has not been previously submitted to any other university or published.[4]

2. Nurhidayah (2017) in her thesis entitled "Using Directed Reading Strategy to improve Reading Comprehension of Eleventh Years Student Of MA Ma'Arif Darussalam Mappedeceng".[5] Directed reading is one of the effective teaching strategies in improving the students' English Competence. It was provided by the research that has been done at MA'arif Darussalam Mappedeceng. The research findingShows that there is an increase in the significance that must be obtained in the teaching The researcher above wrote about reading. In this study, this study focused on the speed reading ability of seventh-grade students of SMP.

3. Ni Wayan Dilla Anggrarine (2019) Studied About: The Use of the Wattad

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[4] *Anjani, Rara Whisnu (2016) in her thesis entitled" The influence of gallery walk strategy to improve students reading comprehension skill: an experimental study at eighth grade of SMPN 1 RENGASDENGKLOK.In the academic year 2015/2016.*

[5] *Nurhidayah (2017) in her thesis entitled "Using Directed Reading Strategy to improve Reading Comprehension of Eleventh Years Student Of MA Ma'Arif Darussalam Mappedeceng".*

Application Combined With Quizizz Trhough Jigsaw Technique To Improve Students Reading Comprehension at of SMAN 2 Amlapura. The studies layout used is quasi-have a look a look at targets to locate experimental, this a tremendous impact mixture with Quizizz of the usage of the jigsaw method the usage of the Wattpad software in on students' studying comprehension. It could be concluded that there may be a tremendous impact of the jigsaw method the usage of the wattpad software and blended with Quizizz on students's studying comprehension.[6]

4. Dewi Purnama Sari " 2017" Studied About. The Effects of Short Stories Through Gallery Walk on the Reading Comprehension of Non-English Majoring Student's at BimaDarma University. Research layout the usage of experimental studies on this observe is to interest to examine attract, discover student's greater tertimonies they commenting or expressing are involved in, cappotential technique using Gallery Walk to suppose seriously via way of means of success after being taught the usage of and practice their kind testimonies via gallery walk. The end result drastically affected student's reading comprehension success.[7]

1. Definition of Reading Comprehension

Richards(in Siti, 2016:5) States date reading as a cognitive process that includes serious academic reading, reading the comics, scanning the television listings for favorite programs, skimming magazine articles to find out whether it merits close attention settling into a new novel by a favorite author, absorbing the subtitles as watch the movie in a foreign language a glancing at notes a give speech.[8]

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[6] Ni Wayan Dilla Anggrarina "*The Effect of jigsaw technique on Students reading Comprehension by using Application Combined with Quizizz*" universitas pendidikan ganesha.(2019)

[7] Dewi Purnama Sari "*The effect of short story through wattpad on reading comprehension achievement of non- english major students of Bina Darma University*".(2017).

[8] Yuliana. "*Improving Students Reading Skills Through Short Story At The Eleventh Year Of SMA PMDS PUTRA Palopo,* 2016:11.

Anderson (in Siti, 2016:5) defines reading as an enjoyable intense, private activity, from which much pleasure can be derived, and which one can become totally absorbed.

Nunan(in Siti, 2016:5) states date reading is the fluent process of readers combining information from a text with their background knowledge to build meaning. However, reading always she as a purpose. It is something that we do every day, it is an integral part of our daily lives, taken very much for granted and generally assumed to be something that everyone can do.

Hill (in Siti,2016 :5) states that reading is what the reader does to get the meaning he needs from textual sources. Meanwhile, according to walker (2006:90), reading is an active process in which readers shift between the source in information (what they know and the revising when appropriate) the use context to focus their response.

Harmer (2010:190) says that reading is an experience dominated by the eyes and the brain. The eyes receive the message and the brain has to book out the significance of these messages.

Natalia (2013:8) states that reading comprehension is an active thinking process that not only depends on comprehension skill state. He also states that reading comprehension understanding what has been read active thinking that depends not only on comprehension involves understanding the vocabulary seeing relationship among words, concepts organizing, ideas, recognizing, author's purpose, making judgment and evaluating.[9]

Sitanpan (2013:24) states that reading comprehension is a complex

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[9] Natalia . 2013. *The Students; Ability Inunderstanding Reading Anecdotes At The Second Yesr Students Of SMA Kristen Palopo*. Unpublish Thesis.Palopo:Departement Of English Education. Cokroaminoto Palopo Univercity.

intellectual process improving several abilities. Sidik (2017:12)classifies reading comprehension as a part of life. They describe the brain which is busy making sense of what a person see, hear, smell, touch, or taste by interpreting, sorting, and saving them. The same process happens in the reading comprehension process. As the process happens, the brain tells the eyes what to look for in order, to make connections. Sometimes the connection seems to happen by itself.[10]

According to RAND Reading Study Group (2002), Comprehension skill is the process of eliciting and making meaning through interaction and involvement with written language. McNamara and Magliano (2009) emphasized that this process a task of both reader and text factors that happen within a larger social context. Duke (2003) stated that comprehension is a process in which reader make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text.

Kintch (1998) and van Dijk and Kintsch (1983) defined reading comprehension skill as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual word of sentences. The outcome of reading comprehension is the mental representation of a text meaning that combined with the readers' previous knowledge. This I called a mental model (Johnson –Laird, 1983) or a situation model (Kintsch, 1998). This model defines what has been learned (RAND Reading and Study Group, 2002). Keenan, Betjemann, and Olson (2008) expressed that reading comprehension needs the successful expansion and arrangement of a lot lower-and higher-level process and skills. Accordingly, there are many sources for possible comprehension break and

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[10] Sitanpan, E.2013 .*Motivation of the first year students at SMK Pelayaran samudera nusantara utama palopo in reading skill*.Unpublished Thesis.Palopo :FKIP.Cokroaminoto Palopo Univercity.

these sources are different based on the skill levels and age of readers.[11]

Based on the definitions above, the researcher concludes that reading is a process of making sense of written text between reader, text, structured activity. Whenever a student just reads loudly but cannot understand the content of the text, it means that it fails in comprehending the passage.

2. Gallery Walk Strategy

a. Definition of Gallery Walk[12]

Gallery walk is a learning method that requires students to make a list of either image or a scheme of what things are found or obtained during the discussions in each group to display in front of the class. Each group to assess the work of other groups that in gallery walk, later questioned during group discussions and responded to. The work is done by the time the student has been doing his job. After all the groups perform their duties, the teacher gives conclusions and clarification in case anyone needs to be clarified from the students'.

According to Francek, a walk is a discussion technique that gets students out of their chairs and into active engagement. The advantage of the method is its flexibility. A Gallery Walk holds a variety of benefits for students and teachers alike.

According to Asmani (2011) "Gallery walk method is with the term group circumference method. This method ha a goal so that each group members have the opportunity to contribute then and pay attention to the views and thoughts of other members'' (p.50). Gallery walk is a method the encourages students to learn from each

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[11] I made Astra, Hadi Nasbey, Aditiya Nungraha ''*eurasia journal of mathematics,Science and technology Education''* 11(15), 1081-1088,2015.

[12] *Ira Andestia, Wakidi dkk "Pengaruh Model Pembelajaran Gallery Walk (GW) Terhadap Hasil Belajar Kognitif Siswa" http://jurnal.fkip.ac.id*

small group discussion a case or problem.[13]

According to Macheasy and Mariyaningsig (2014). State that " learning galleries are a way of assessing and remembering what'' who have been students. So that students can learn more fun and the expected learning objectives can be achieved'' (p.59). From the various definitions above, it can be said that this method give students the opportunity to enjoy their work, students learn seeing examples and offering feedback.

Students will be more daring to show their achievements in the future class and give criticism and suggestion as well as to other groups. Learning with the type of gallery walk or exhibition can motivate students to compete to make the work as creative as possible and can be appreciated by the teacher or friends either individual or in groups.

b. Using Gallery Walk to Teach Reading

The idea of using the gallery walk technique is to make the student get actively involved in the class activity. As they feel excited about the technique, it will cause them to get into the subject and make them understand faster.

Before the teacher chooses a certain topic using this technique, the teacher must before instruction to ensure successful use of this strategy. Defining the purpose for the activity is important, whether it is to determine students' prior knowledge or to allow students to extend concepts learned previously to allow students an opportunity to summarize previous learning. By using gallery walk, students don't only rotate around the class, gathering the material of the topic, but they also have to answer the

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[13] *Deri Puspita Sari, " Pengaruh Model Pembelajaran Gallery Walk Melalui Media Gambar terhadap aktivitas dan hasil belajar siswa pada materi pencemaran lingkungan dikelas VII SMP Inshafuddin Banda Aceh" (Skripsi S1 Fakultas Ilmu Tarbiyah dan Keguruan dan Ilmu Pendidikan Biologi, Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh), h.28*

questions. To teach writing imposition text, the students have to compose a hortatory exposition text and then place their work on the whiteboard or on the table so that other students can give comments on the work.

As for the objectives that make students interested in learning gallery walk media, namely as follows.

a. Attract students into the topic to be learned,

b. Providing opportunities for students to show their knowledge and belief in the topic to be discussed/ correct or wrong understanding,

c. Inviting students to find things deeper than the knowledge they have obtained.

d. Allows students to develop their knowledge and skills (such as thinking, researching, communicating and working together) in collecting new information.

e. Give the opportunity for students to sort out, process and present the new information and understanding.

For examples about gallery walk:[14]

1.   Hobbies

[14] *Deri Puspita Sari, " Pengaruh Model Pembelajaran Gallery Walk Melalui Media Gambar terhadap aktivitas dan hasil belajar siswa pada materi pencemaran lingkungan dikelas VII SMP Inshafuddin Banda Aceh" (Skripsi S1 Fakultas Ilmu Tarbiyah dan Keguruan dan Ilmu Pendidikan Biologi, Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh), h.28*

2. Frozen Food

3. Steps method gallery walk

   a. Divide students into groups consisting of an office to five people.

   b. Give the paper to each group.

   c. Share the paper sticky no teaches group.

   d. Everyone is adding each group text narrative that tin shares.

   e. Each group of the answer questions in the text.

   f. Ordered them to spin observe the results of another group walk.

   g. Ask on presentation of the group to explain what is being asked by any other group.

   h. Helping students together to correct the work of other groups.

   i. Provide clarification and conclusions.

4. Excess the gallery walk

   a. The students used to build a culture of collaboration to solve problems in learning.

   b. Synergy copying forces learning objectives.

   c. Comprehension to familiarize students be respectful and appreciate the results of his study of physical and mental.

   d. Enable the students during the learning process.

e. Familiarize students give and receive criticism.

f. The students are not too dependent on the teacher but can help increase confidence in this ability to think for them, find formation from a variety of sources, and learn from other students.

5. The shortcoming so the gallery walk

a. When members of the group too much to expect some students hang out his work.

b. The teacher needs to be extra careful in monitoring and assessing the activity of individuals and the collective.

c. Classroom setting arrange mans more complicated.

d. In the development of group conscious quire a period a long enough.

e. If no effective peer teaching of teachers, there can be what should be studied and understood is never achieved by students.

3. Teaching Reading Comprehension Using a Gallery Walk

Pre-Teaching :

a. The teacher selects the text that will be used for the gallery

b. The strategy is introduced to the students, such as the strategy work

Whilst- Teaching:

f. The teacher should organize text around the classroom.

g. The text should display "gallery style" in a way that allows students to disperse themselves around the room, with several students clustering around a particular text. Text can be hung on walls or spread for enough space to reduce significant crowding.

h. The teacher divides students into groups each group 7-8 members.

i. The students with the group move around the room and read the text on the walls.

Implications and Application:

a. Students answer some questions

b. Students will post their group idea to the gallery.

c. Groups move around the room reading the gallery.

d. The teacher will play the role of facilitator to monitor all participants involved in this activity.

Post- Teaching

a. The teacher asked the group presentative to give a summary in front of the class.

b. The teacher gives comments and suggestions to the student

B. Narrative

Narrative is a text focus in participants which tells an interesting story. Its social function is to tell stories of past events and entertain or amuse the readers. The basic purpose of a narrative is to entertain, to gain, and hold a readers' interest. However, narratives can also be written to teach or inform, to change attitudes/social opinions, for example, soap operas and televisions dramas that are used to raise topicalison. Narrative sequences people's character into a mean place but is different from recounts in that through the sequencing, the stories setups on or more problems, which must even actually find a way to be resolved.

According to Pradiyono, the narrative is an account of series or into the residence. Whether furthermore fiction story and it is a text which is created to entertain and hold readers' interest. Meanwhile, Savage and Masoud Shafieistate that in narrative writing, the writer tells a story that sets the background for an event, describes the event, and often comments on the event.

According to try Wahyuni and Erson said the narrative text type tells a story, in doing so, entertains the audience, make the audience think about emotions. In other

words, it can be said that narrative text is a retelling story that is told from the doer or other person's point of view.

Narrative inquiry research, like only other research or methodology, has advantages and limitations. According to Bell, the benefits of narrative inquiry include the following: (a) narrative provides the research with an understanding of an experience, (b) narrative gives the researcher access to stories or themes that the story may not even be conscious, (c) narrative highlight changing perspective and understanding of people and event as a function of time in the evaluation of an experience.

The narrative is a text focusing on specific participants. Its social function is to tell stories or evens attention n the readers. It has generative structures follow:

a. Orientation: Introducing the participants and informing the time and the place.

b. Complication: describing the rising crises with the participants have to do with.

c. Revolution: showing the way of the participant to solve the crises, better or worse.

Based on some definition of the narrative above, the writer can conclude that narrative is a group of sentences which put together to form paragraphs that tell a story; it tells about the series of events or actions which are arranged based on the chronological order to entertain us, to understand something to change our attitude.

C. The Conceptual Framework

Reading is a complex process in which the reader uses mental content to acquire meaning from written material and reading comprehension ability to increase the quality of the reading process. The several ways to develop students' motivation to read, one of them by the gallery walk method.

Based on the statement above, the research focused on increasing students

reading skills by using the gallery walk method. Learning through reading using the gallery walk method can stimulate students' creativity in revealing the information obtained into concept maps and an iterative discussion process will make students better understand the information obtained from the text. In this study, students will be given a pre-test by the researcher to determine the students' basic reading skills before being given treatment. After knowing the students' basic ability in reading, the researcher will be given some treatment as a process of learning reading comprehension with the gallery walk method. This process is expected to increase students' knowledge. There is a significant development in students or result after being given treatment.

The conceptual framework in this research is as follows:

Students' of SMPN 1 Sabbang
(the seventh grade)
Class Experiment

Pre-test → Treatment (Gallery Walk) → Pos-test

Students Reading Improving
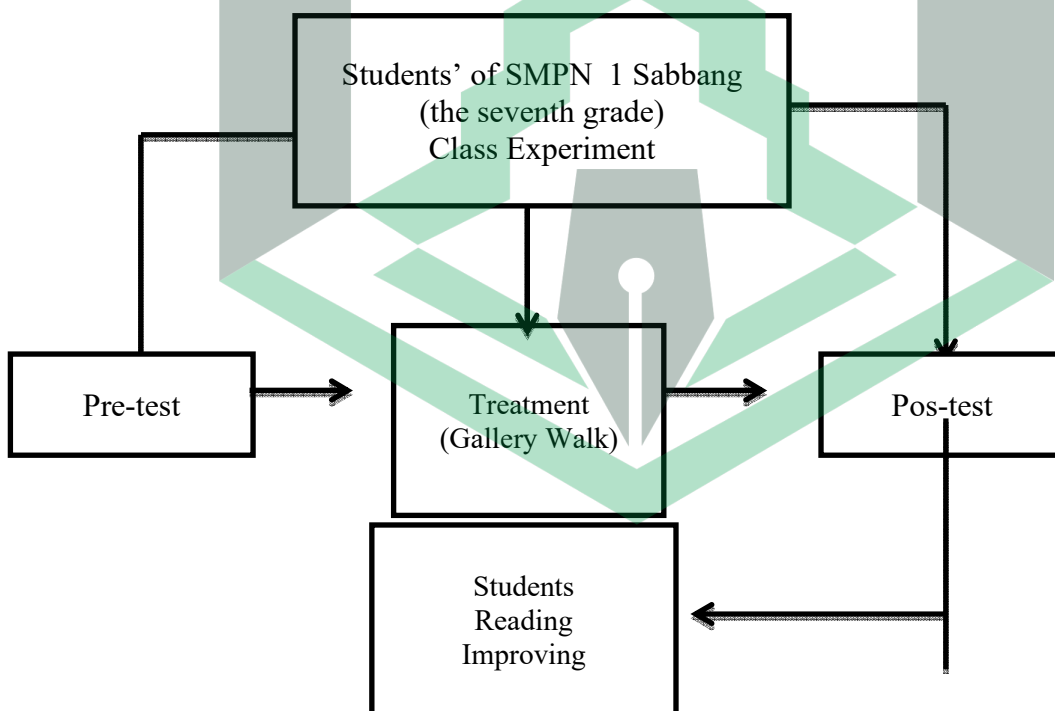
D. Hypotheses

Based on the literature that has been explained before, the researcher put forward the hypotheses of the research as follows:

1. Null Hypothesis (H$_0$): The use of the gallery walk strategy is not effectively improving the students' reading comprehension at SMPN 1 Sabbang

2. Alternative Hypothesis (H$_1$): The use of the gallery walk strategy is effectively improving the students' reading comprehension at SMPN 1 Sabbang

CHAPTER IIl
RESEARCH METHOD ANDDESIGN

A. Research Design

1. Method

This research applied a pre-experimental method design that is one-group at the experimental class, which aims to describe the improvement of reading text by using gallery walk at the seven-year students of SMPN 1 Sabbang.

2. Desing

This research involved one group of students with one group post-test design. The design of this research is described as follow:

$$E= O_1XO_2$$

Note;
E=Experiment   X=Treatment
O_1=Pre-test O_2=Post-test

B. Time and Place of Research

This research was conducted at SMPN 1 Sabbang, Sabbang District, North Luwu Regency. To obtain this data, the research subjects were used.

C. Population and Sample

1. Population

The population of this study was taken from grade VII Students of SMPN 1 Sabbang in the academic year 2020/2021. A total of 30 students.

2. Sample

The research used the purposive sampling technique. Selected class VII IPS as a sample. Because the students of this class have a low score in increasing reading comprehension. Researchers took a sample of 15 students.

D. Variables of the Research

1. The independent variable is the gallery walk method which is used in learning to increase reading comprehension in VII grade students of SMPN 1 Sabbang.

2. The dependent variable is the improvement of reading comprehension skill of VII grade students of SMPN 1 Sabbang.

E. Instruments of the Research

      The researcher used a pre-test for collecting data to measure the students' ability to understand the reading test before giving treatments after that giving post-test to measure the students' reading performance after treatment. The test was a narrative text which is contained ten items of multiple choice. It is given pre-test and post-test to know the students' competence before and after giving treatment.

F. Procedure of Collecting Data

1. Pre-test

      A pre-test was given before conducting the treatment in 60 minutes. This was intended to use another word to know and understand the students' reading aloud by using the gallery walk method. In collecting data, the researcher took the procedure of collecting as follow:

   a. The researcher gave a pre-test to the students. The test on narrative text consists of questions.

   b. The students answer the question   based on their adding narrative text about "Cinderella"

      It conducted to know the students' ability in reading aloud before the researcher giveing them treatment

2.   Treatment

      After giving pre-test, the treatment conducted in four meetings; all they will

there be added by using the gallery walk method. They were:

a. The first meeting; the research gave the narrative text to students, it emphasized on the material from the book with the topic" Pinocchio"

  1. The research shows some gallery walk models that had been prepared as a description for the students.

  2. Divided the students into groups of five people in group

  3. Gave students narrative text to students

  4. Every group answered the question from the narrative text what they read.

  5. Appointed one student from each group as the leader and explain about their gallery walk

  6. Ordered then to spin observe the result another group walk

  7. Helping students together o correct the work of other groups

  8. The research provides clarification and conclusions

b. The second meeting; the research give the narrative text to students, it emphasized on the material from the book with the topic "mouse deer and crocodile"

  1. Ask students about the new vocabulary that they find in narrative text

  2. Divided students into groups of five people

  3. Gave students narrative text

  4. Every group answering the question from the narrative text what they red

  5. Appointed one student from each group as the leader and explain about their gallery walk

  6. Ordered them to spin observe the result another group walk

  7. Helping students together to correct the work of other groups

  8. The researcher provide clarification and conclusions

c. The third meeting; the researcher gave the narrative text to students, item emphasized on the material from a book with the topic "The Chipmunk That Run Away"

    1.   Ask students about the new vocabulary that they find in narrative text

    2.   Divided students into groups office people

    3.   Gave students narrative text

    4.   Every group answering the question from the narrative text what they red

    5.   Appointed one student from each group as the leader and explain about their gallery walk

    6.   Ordered them to spin observe the results another group walk

    7.   Helping students together to correct the work other groups

    8.   The research provides clarification and conclusions.

d. The fourth meeting; the research gave the narrative text to students, it emphasized on the material from the book with the topic"The Lion and the Mouse"

    1.   Ask students about the new vocabulary that they find in narrative text

    2.   Divided students into groups office people

    3.   Gave students narrative text

    4.   Every group answering the question from the narrative text what they red

    5.   Appointed one student from each group as the leader and explain about their gallery walk

    6.   Ordered them to spin observe the results another group walk

    7.   Helping students to go the to correct the work office groups

    8.   The research provides clarification and conclusions.

3. Post-test

After doing treatments, the research gave a post-test to the students to know there.

Increase in reading comprehension after giving some treatment by using the gallery walk method .

G. Technique of Data Analysis

The analysis the data writer were collected and analyzed by calculating the pre-test and post-test scores. all data findings through this research will be analyzed by performing the following steps:

1. Scoring the Students'. Answer.

$$score = \frac{total\ correct\ answer}{total\ test\ item} \times 100$$

2. Computing frequency of the rate percentage, the researcher applies the bellow is the formula:

$$p = \frac{F}{N} x\ 100\%$$

Where:

P = Percentage

F = Frequency

N = The Number Of Sample (Total Respondents)[15]

No	Score	Classification
1	96 - 100	Excellent
2	86 - 95	Very Good
3	76 - 85	Good
4	66 - 75	Fairly
5	56 - 65	Fairly
6	36 – 55	Poor
7	0 – 35	Very Poor

To Understand The Level Of The Adolescent Score The Following Classification Used:

3. Using SPSS 20, measure the mean score and standard deviations of students

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[15] *Lusiana "improving the adolescent's reading comprehension by using team assisted individualization (TAI) method at mesa pararra kec. sabbang " 2021.*

CHAPTER IV

FINDING AND DISCUSSION

This chapter shows the findings and discusses the result of the research, the result on the student's score in pre-test and post-test, the gain the difference between pre-test and post test. And the research gave discussion from the result of the research.

A. Findings

This part shows that the effect of the information has been examined and classified insights. It comprises of understudy scores from pre-test and post-test, a grouping of understudy scores pre-test and post-test, the mean score and standard deviation of understudies' scores in pre-test and post-test.

1. Analysis of student's scores in the test

a. Pre-test

In this part, the specialist shows that the understudies' totally in pre-test understudies' scores inexactness, familiarity, and conceivability introduced in the tables, mean score and standard deviation, and rate level of understudies' scores were determined by utilizing SPSS 20. It was arranged by the accompanying table, as follows.

Table 4.1

The Score Of Student's In Pre-Test

Respondent	Correct Answer	Score
R1	1	10
R2	3	30
R3	3	30
R4	2	20
R5	2	20
R6	4	40
R7	5	50
R8	4	40
R9	5	50

R10	3	30
R11	4	40
R12	6	60
R13	3	30
R14	4	40
R15	1	10

Table 4.1 showed that two students lowest score (10) and one student got the highest score (60) the two students got two, four students got a task, four students got four, two students got five.

The researcher measured it using SPSS20 to measure the average score of 1 correct answer from students. These results can be seen in the descriptive statistical table, which will be shown in 4.2:

Table 4.2
The Mean Score Of Student's Correct Answer In Pre-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	15	10	60	33.33	14.475
Valid N (listwise)	15				

Table 4.2 shows the results. It was explained that the highest score for a student was 60 and the lowest was 10. It was also reported that the student's accuracy in the pre-test had a mean score of 33.33 and a standard deviation of 14.475.

On the other hand, the researcher had also written down the student's scores on the pre-test for the correct answer. The information is presented in the form of a score percentage table. Table 4.3 shows this.

Table 4.3

The Rating Percentage Score Of The Student's Correct Answer In Pre-Test

No	Classification	Score	Frequency	Percentage
1	Very good	86-100	-	0%
2	Good	76-85	-	0%
3	Fairly good	66-75	-	0%
4	Fairly	56-65	2	14%
5	Poor	36-55	5	33%
6	Very poor	0-35	8	53%
			15	100%

Students' scores on the frequency of the pre-test are shown in table 4.3. It was reported that there were no students (0%) who scored very well, good, or good, enough. Another revealed that two students (10%) were served equitably although four students (30%) became poor, four students (40%) and two students (50%) became very poor. The table above shows that, based on the data above, none of the students scored very well, good, or good enough, which indicates that students reading comprehension skills are still lacking.

b. Post – Test

In the post-test, the researcher presented the student's completeness scores in improving reading comprehension (students answered correctly), the mean standard deviation of students, and the percentage level of students reading comprehension scores. The data are presented in a table, and scores are calculated using SPSS 20. The researcher then presented the student's complete reading comprehension scores in the post-test. Table 4.4 shows the tabulation of students' post-test scores.

The Score Of Student's In Post- Test

Respondent	Correct Answer	Score
R1	5	50
R2	5	50
R3	3	30
R4	4	40
R5	4	40
R6	4	40
R7	8	80
R8	6	60
R9	6	60
R10	6	60
R11	5	50
R12	5	50
R13	6	60
R14	5	50
R15	4	40

Table 4.4 shows that one student got the lowest score (30) and one student got the highest score (80); however, four students received 40, five students received 50, four students received 60 and one students received 80.

The researcher used SPSS 20 to measure the average score of students' correct answers. The findings are summarized in table 4.5, namely students' descriptive statistics.

Table 4.5
The Mean Score Of Students' Correct Answer In Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	15	30	80	50.67	12.228
Valid N (listwise)	15				

Table 4.5 shows that adolescents have the highest score of 80 and the lowest score of 30. It was also reported that the average accuracy score of students in the post-test was 50.67 with a standard deviation of 12.228 students correct response scores after treatment using the gallery walk strategy (post-test), also written by the researcher and provided in the form of a percentage table score table 4.6 shows this.

Table 4.6

The Rating Percentage Score Of The Students' Correct Answer In Post-Test

No	Classification	Score	Frequency	Percentage
1	Very good	86-100	-	0%
2	Good	76-85	1	7%
3	Fairly good	66-75	-	0%
4	Fairly	56-65	4	26%
5	Poor	36-55	9	60%
6	Very poor	0-35	1	7%
			15	100%

Students in the post-test frequency scores, according to table 4.6 it was found that there were no students (0%) who got very bad scores and remained good. The other revealed that two students (7%) performed very well, also revealed that there were four students (26%) who excelled, nine students (60%) quiet. It can be seen from the data above that there are no students who earn very poorly and there are no students who earn quite well. It is recommended that students reading comprehension increase.

The research used SPSS 20 to measure the average score of students in the pre-test and post-test. The following is how the result was described in the table descriptive statistic:

Table 4.7
The Mean Score And Standard Deviation In Pre-TestAnd Post-Test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	15	10	60	33.33	14.475
Posttest	15	30	80	50.67	12.228
Valid N (listwise)	15				

The standard deviation of the pre-test was 14.47 and that of the post-test was 12.22 according to the table of 4.7 sample statistics. Also revealed that the average pre-test score of students was 33.33 and the average post-test score of students was 50.67 the table above

shows that the average score of students in the post-test is higher than the average score of students in the pre-test. The gallery walk reading comprehension strategy approach turns out to be a reading comprehension that can be taught effectively. This research uses analysis and measurement using SPSS 20 to determine whether the pretest is substantially different, as well as the acceptability of the research hypothesis. The results can be presented in the form table of paired sample statistics and correlations. In addition, there is a paired sample test. The knowledge is provided in the following tables:

Table 4.8

The Paired Sample Statistic Of Pre-Test And Post-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pai r 1	Pretest	33.33	15	14.475	3.737
	Posttest	50.67	15	12.228	3.157

The magnitude of deviation standard in the pre-test is 14.47 and the post-test was 12.22 according to table 4.8 of the pre-test and post-test sample statistics. Furthermore, the standard deviation of the pre-test error was 3.7 and the standard deviation of the post-test error was 3.15 the pre mean test value is 33.33 according to the table above. The post-test score was 50.67 the student's grades rose from 33.33 to 50.67 according to the report.

Table 4.9
The Paired Sample Correlation Of Pre-Test And Post-Test

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pretest & Posttest	15	.471	.077

Table 4.9 shows the known corrections for the pre-test and post-test paired sample corrections. Students achievement before and after therapy way 471. This shows that there is a substantial relationship between students reading comprehension capacity before and after treatment.

2. **The T-Test Value Of Student's Reading Comprehensions**

Inferential statistics were used to evaluate the hypothesis for a paired sample t-test, the research used a t-test (testing of significance). Which is a test to see whether the outcomes of students and scores in the pre-test and post-test are substantially different?

Assuming that the only thing needed is a level of significance 0 of 5% (0,05); the degree of freedom (df) N-1. In the case of N=15, the test is shown in the table below.

Table 4.10

Paired Samples Test

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
				Lower	Upper			
Pretest – Posttest	-17.333	13.870	3.581	-25.014	-9.652	-4.840	14	.000

3. Hypothesis Testing

The researcher concludes that with the help of the gallery walk process there is a substantial difference between pre-test and post-test in improving students reading comprehension. Based on statistical analysis at 0.05 degrees of independence and significance level (pdf) +N-1, where (N) = 15 and (df) = 14 (0.000.0.05) is expected to be more low value. It is determined that the alternative hypothesis HO is not accepted, which means that teaching reading skills with the gallery walk strategy are less effective in improving students reading comprehension.
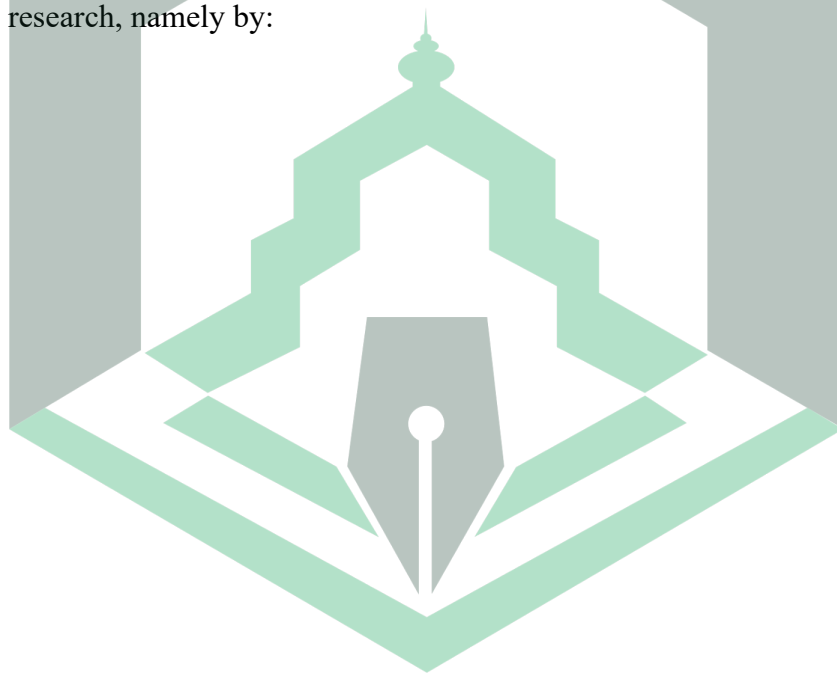
B. Discussion

The researcher found that teaching students to increase reading comprehension using the gallery walk strategy was effective. The students' pre-test scores had a standard deviation of 33,33 and the standard deviation of their post-test scores was 50,67.

The standard deviation before the pre-test is 14.47, and the post-test standard deviation is 12, 22. It means that by using the gallery walk strategy for teaching reading comprehension, the ability of students to read would increase.

After analyzing the data students in reading comprehension, it was discovered that count (t0) with a value of (-4.840) was higher than the table (tt) with a value of (2.262) with a degree of freedom (df) = 14, and a level significance of 0,05, indicating that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted, indicating that there was a significant difference between the result of the pre-test and post-test.

As a result, this research is the use gallery walk strategy effective in teaching reading comprehension, where there are several previous research that found the same result. As for the previous research, namely by:

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. CONCLUSIONS

Based on the findings and discussion in the previous chapter, the conclusions of the research are as follows: the use of the Gallery Walk strategy improves students reading comprehension and students better understand and can determine the meaning and content of reading through the Gallery Walk in addition to students being interested and motivated to learn English and has a very positive effect on increasing the reading comprehension ability of seventh-grade students of SMPN 1 Sabbang. The results of this report can show the relationship between the student's pre-test and post-test the average value is 33.33, the post-test average score of students is 50.67 so the HO hypothesis is not accepted and the HI hypothesis is automatically accepted. Therefore, it can be concluded that reading by using a Gallery Walk is teaching reading comprehension.

B. SUGGESTIONS

After finding the results of the research, the researcher would like to propose some suggestions as follows.

1. Teachers can apply the use of Gallery Walk in learning English, especially at SMPN 1 Sabbang in learning reading comprehension. A teacher must be able to control the class so it is not boring

2. It is recommended for students to improve their mastery of English, especially reading comprehension.

3. Further researchers are expected to conduct researcher to find other significant forms of using Gallery Walk in another English comprehension such as vocabulary, especially in reading comprehension.

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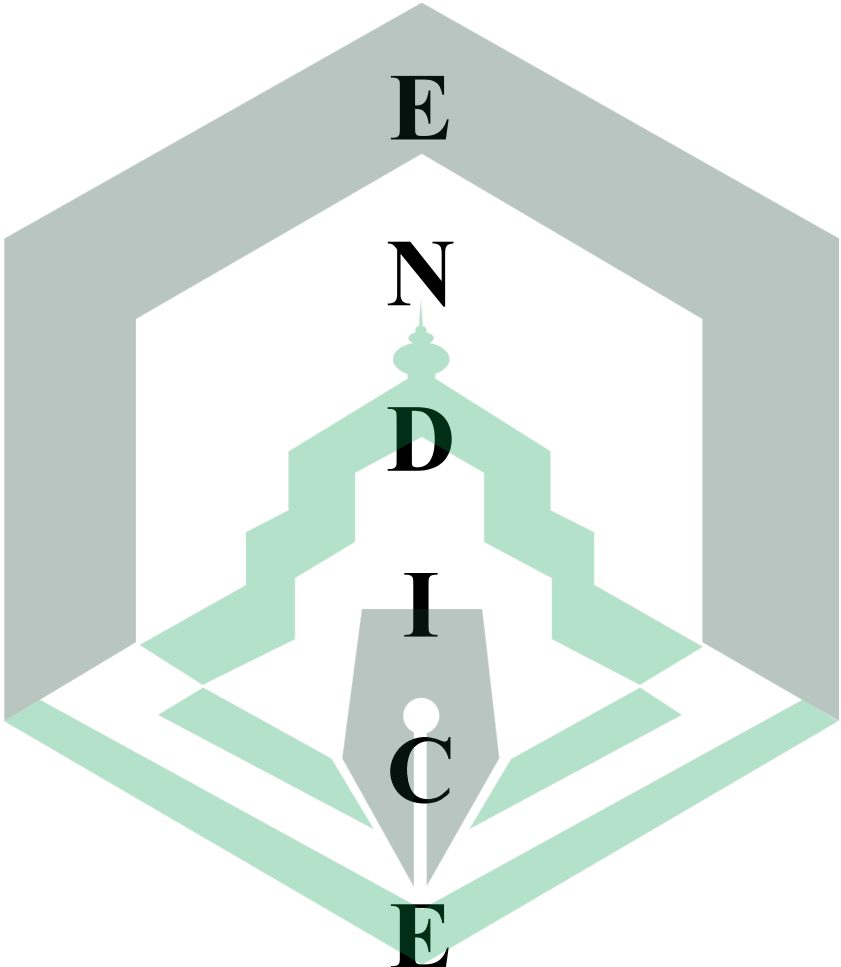*Ira Andestia, Wakidi dkk "Pengaruh Model Pembelajaran Gallery Walk (GW) Terhadap Hasil Belajar Kognitif Siswa" http://jurnal.fkip.ac.id*

APPENDICES

PRE-TEST

RESEARCH INSTRUMENT

PRE-TEST

Nama : Azzahra mayla faisal

Kelas : VII A

CHINDERELLA

Once upon a time there was a wife of a rich man fell sick, and soon she closed her eyes and departed. Everyday, Cinderella went out to her mother's grave, and wept, and she remained pious and good. When winter came, the snow spread a white sheet over the grave, and by the time the spring sun had drawn it off again, the man had taken another wife. The woman had brought with her into the house two daughters, who were beautiful and fairy of face but vile and black of heart. Since then a bad time for the poor step-child began.

One day the King gave orders for a festival and all the beautiful young girls in the country were invited, in order that his son might choose himself a bride. When the two step-sisters heard that they were to appear among the number, they were delighted, called Cinderella and made to help them grooming. Cinderella obeyed, but wept, because she too would have liked to go with them to dance, and begged her step-mother said" you cannot go with us, you have no clothes and cannot dance.

When the step-mother and her daughters had gone away, Cinderella went to her mother's grave and cried, Shiver and Quiver, My little tree, silver and gold throw down over me." Suddenly a bird threw down a magnificent gold and silver dress to her,and were golden too. At the party her step-sister and the step-mother however did not recognize her, and thought she must be a foreign princess, for she looked so beautiful in the golden dress.

1. The story above tells about:
   a. snow white
   b. Sleeping Beauty
   c. Dwarfs
   d. Cinderella
   e. Princess

2. The first paragraph is the............ of the story
   a. complication
   b. reorientation
   c. orientation
   d. resolution
   e. coda

3. Why does Cinderella's mother dead ? Because she..........
   a. feel sick
   b. fall injured
   c. fell disappointed
   d. fell ill
   e. fell wounded

4. The genre of the text is.......
   a. recount ✗
   b. procedure
   c. narrative
   d. legend
   e. news item

5. When the winter came, the snow.......
   a. spread a white sheet
   b. spread a white shout
   c. spread a shout
   b. spread a white sheets ✗
   e. spreading white sheet

6. Cinderella lived with her
   a. two step-mother
   b. her mother
   c. two step-sister and step-mother
   d. her sisters
   e. two step-sister

7. How did her step-mother treat Cinderella ?
   a. she allowed go any where
   b. she doesn't her to allow
   c. she allows goes every where
   d. she didn't go any where
   e. she didn't allow her go ✓

8. Why couldn't Cinderella go to the festival?
   a. she doesn't dance ✗
   b. she has dance
   c. she didn't dance
   d. she didn't have clothes and couldn't dance
   e. she couldn't dance

9. The last story called ...
   a. complication
   b. orientation ✓
   c. coda
   d. resolution
   e. twist

10. The step-mother however did not "recognize" her. The same meaning of the word "recognize" is...
    a. to see ✓
    b. to know
    c. to told
    d. to talk
    e. to tell

POST-TEST

Nama : Azzaura mayla Faisal

Kelas : VII A

Sometime in the distant past there was a delightful young lady, her name is Cinderella. She lived with her stride mother and her two stepsister. They were exceptionally bossy. Her mom was dead, so her dad had hitched the lady who she called as stepmother. Every one of the things about Cinderella was a slip-ups in her stepmother' eyes. Not just bossy lady, her stepmother was coldblooded and awful. She just gave all the decent things to her own little girls. No affection at all which Cinderella got.

Cinderella like a common hireling in her own home. No park up by any means. No decent rest and solace place by any means. It was similar to a domination. Cinderella just has a lovely feline. It was a clever and kind creatures. It like a companion for Cinderella.

"Cinderella, come here revolting!" Said her stepmother. "Yes mother!" addressed Cinderella. "Clean my room, and Bathroom, keep in mind cook for lunch, now!" "However mother, I'm wiped out!" said Cinderella. "I couldn't care less!" addressed her stepmother.

There was a welcome to every one of the young ladies in that town to go to the royal residence. What's more, the fortunate young lady would wed with ruler. Neither her stepsister was so glad nor her stepmother. They attempt to purchase an excellent new dresses, shoes, and all the delightful and extravagant stuffs. Cinderella even challenge ask to her stepmother, "Shouldn't something be said about me mother." And the answer would be "Hey, you stupid Cinderella, you simply staying at home to clean all the room, wash all the plate, scour the floor! You realize that Cinderella, you are monstrous, and ruler never take a gander at you even a chomp!"

Cinderella hurried to her room and cried. "Gracious God, why they are so merciless. Help me!" Suddenly the stunning transpired, there was a burst of light and after that the pixie showed up. "Try not to be pitiful wonderful, I will help you!" said pixie.

The pixie changed Cinderella, she got to be wonderful with her new princess dress wear on. With an enchantment wand. The pixie make a lovely shoes by her enchantment wand. It was similar to a glass shoes.

Cinderella went to the ball by taking a pumpkin truck. He that as it may, she must return before a midnight gone. Since the enchantment would be over then. At the point when Cinderella went to the dance floor at the lovely castle. The ruler so upbeat and affection at the initial introduction and said "she would be my wife" But Cinderella was utilizing a cover on that gathering. "Who are you excellence!" asked ruler.

In any case, all sudden, the clock sound that midnight would over. It implied she must go home. She hurried to her pumpkin. "Hold up... " asked sovereign. Cinderella lost her cleared out side of her glass shoes. Yet, Cinderella just went and run. "I would discover you!" said ruler. He after that gathering, would go to discover a young ladies whose foot fits to the glass shoe.

Nobody can be fit to the glass shoe. Until he went to Cinderella's home. Be that as it may, her stepmother didn't permit Cinderella out from room. Sovereign was deppressed that her stepsisters was not that young lady. Until ruler saw Cinderella startingly. "Hey you, please come!" So amazingly that Cinderella is the singular case out of many others who can fit to the glass shoe. "You are that young

lady. I accept!" After that minute, the sovereign had hitched to Cinderella. What's more, they live cheerfully until the end of life.

1. What is the tittle of that text?

   a. cinderella
   b. timun mas
   c. princess
   d . roro jonggrang

2. What is the character of cinderella's step mother?

   a. kind
   b. good
   c. cruel
   d. friendly

3. How many step sisters that cinderella has?

   a. two
   b. three
   c. five
   d. seven

4. What kind of work that cinderella's step mother wants?

   a. wash clothes
   b. sleeping
   c. watching tv
   d. shopping

5. What cinderella has to go to a party?

   a. expensive shoes
   b. cheap shoes
   c. glass shoes
   d. black shoes

6. why the prince asks cinderella to be his wife?

   a. because she can fit glass shoes
   b. because she is cruel
   c. because she is the only woman in the party
   d. because Cinderella is friendly woman

7. who changed cinderella?

   a. her step mother
   b. her step sister
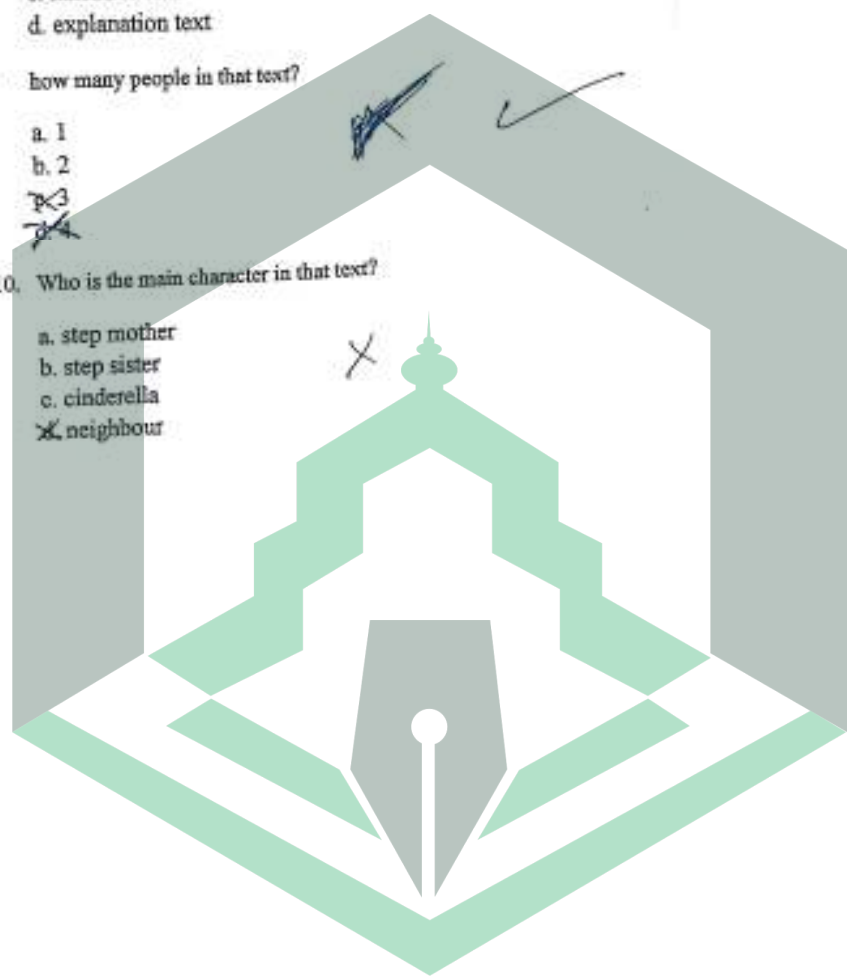
c. her pixie

d. her parents

8. What kind of text above?

    a. descriptive text

    b. recount text

    c. narrative text

    d. explanation text

9. how many people in that text?

    a. 1

    b. 2

    c. 3

    d. 4

10. Who is the main character in that text?

    a. step mother

    b. step sister

    c. cinderella

    d. neighbour

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Pertemuan 1

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	VII
TOPIC	**The story about "Pinocchio''**
OBJECTIVES	**Meningkatkan Pemahaman membaca siswa**
VOCABULARIES	
MATERIALS	**Smartphone**
TIME	**1x45 Menit**
POTENSIAL PROBLEM	

Present: Get SS ready to discuss the topic (activate background knowledge). Review language, if needed, teach a new language.

Present Activities	Interaction	Time
1.Guru melakukan salam pembuka dan berdoa sebelum memulai kegiatatan pembelajaran dan memperkenalkan diri kepada siswa 2.Guru memberikan absen kepada siswa 3.Guru menanyakan kabar kepada siswa "how are you students" 4.Guru memberikan dorongan dan motivasi pada siswa 5.Guru menjelaskan metode belajar kepada siswa 6.Guru menayakan tentang pembelajaran reading	1. Siswa menjawab mengucapkan salam dan berdoa kemudian Siswa mengikuti intruksi guru 2. Siswa mengisi absen dari guru 3. Siswa menjawab "we are fine mis" 4. Siswa memiliki semangat dan motivasi untuk belajar tentang materi yang	20 Menit

kepada siswa 7.Guru menjelaskan materi reading kepada siswa	akan di ajarkan 5. Siswa mendiskusikan metode yang akan digunakan oleh guru 6. Siswa menjawab guru 7. Siswa mendengarkan dan memperhatikan guru

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.
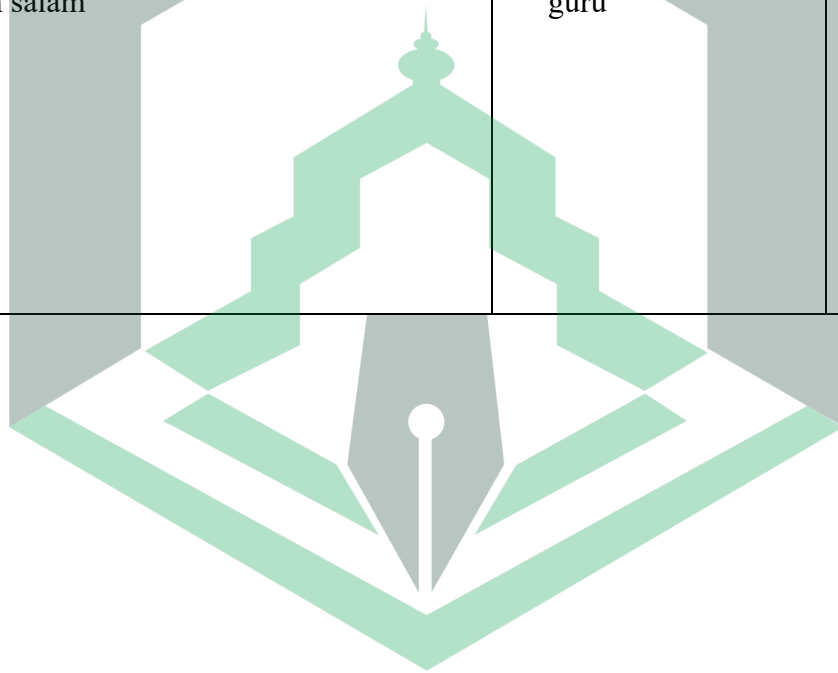
Practice Activities	Interaction	Time
1. Guru memperkenalkan tentang wattpad aplikasi kepada siswa 2.Guru menjelaskan cara menggunakan aplikasi wattpad kepada siswa 1. Guru memberikan contoh teks bacaan tentang "malin kundang" melalui aplikasi wattpad kepada siswa 2. Guru menjelaskan cara menetukan ide pokok yang ada pada teks bacaan kepada siswa 3. Guru membuat group untuk siswa,satu kelompok terdiri daro 3 orang 4. Guru meminta siswa untuk menentukan ide pokok pada bacaan yang diberikan 5. Guru memberikan pertanyaan kepada siswa "what is the main idea from the above reading"	1. Siswa memperhatikan penjelasan guru 2. Siswa mendengarkan penjelasan guru 3. Siswa membaca teks yang diberikan oleh guru 4. Guru memperhatikan siswa 5. Siswa membuat group 6. Siswa menetukan ide pokok pada bacaan yang diberikan oleh guru 7. Siswa menjawab	15menit

	''the main idea is..''	

Produce: Production activities allow the students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
1. Guru memberikan tugas kepada siswa untuk menentukan ide pokok pada teks bacaan 2. Guru menanyakan siswa apakah siswa memahami materi yang telah diberikan oleh guru 3. Guru menutup proses pembelajaran dengan berdoa dan salam	1. Siswa mengerjakan tugas yang diberikan oleh guru 2. Siswa merespon guru 3. Siswa merespon guru	10 menit

Pertemuan II

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	VII
TOPIC	**Story about "Mouse deer and Crocodille''**
OBJECTIVES	**Meningkatkan pemahaman membaca siswa**
VOCABULARIES	
Smaterials	**Smartphone**
TIME	**1x45 Menit**
POTENSIAL PROBLEM	

Present: Get SS ready to discuss the topic (activate background knowledge). Review language, if needed, teach a new language.

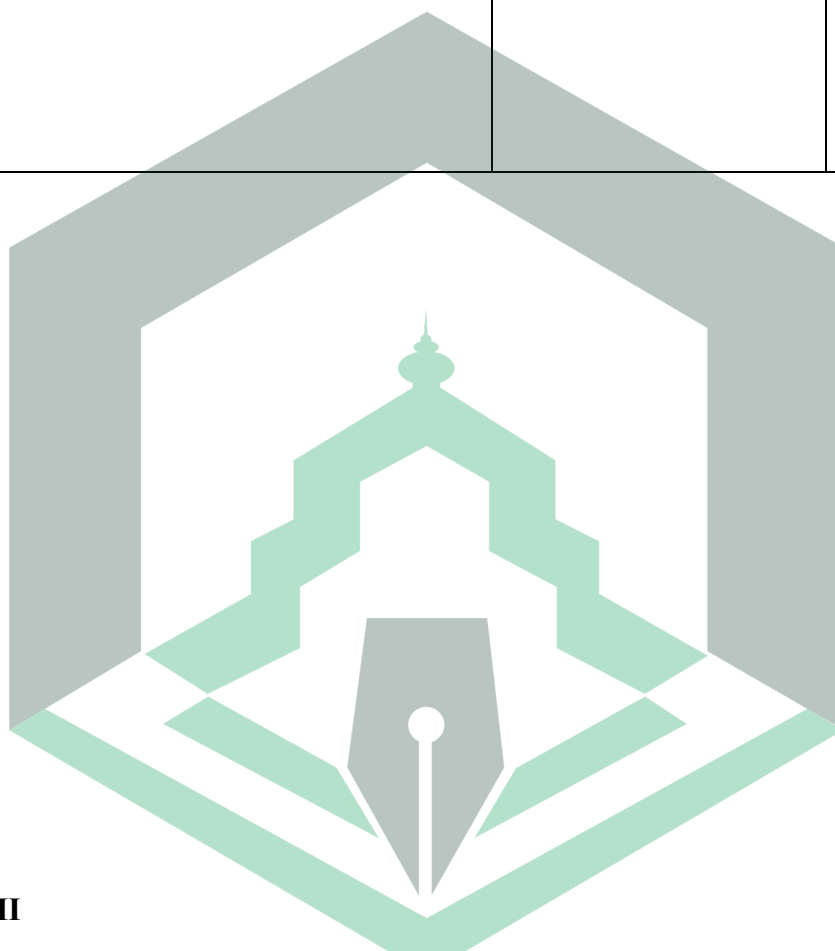| Present Activities	Interaction	Time
1. Guru melakukan salam pembuka dan berdoa sebelum memulai kegiatatan pembelajaran dan memperkenalkan diri kepada siswa 2. Guru memberikan absen kepada siswa 3. Guru menanyakan kabar kepada siswa "how are you students" 4. Guru memberikan dorongan dan motivasi pada siswa 5. Guru menjelaskan metode belajar kepada siswa 6. Guru menayakan tentang pembelajaran reading kepada siswa 7. Guru menjelaskan materi reading kepada siswa	1.Siswa menjawab mengucapkan salam dan berdoa kemudian Siswa mengikuti intruksi guru 2.Siswa mengisi absen dari guru 3.Siswa menjawab "we are fine mis" 4.Siswa memiliki semangat dan motivasi untuk belajar tentang materi yang akan di ajarkan 5.Siswa mendiskusikan metode yang akan digunakan oleh guru 6.Siswa menjawab guru 7.Siswa mendengarkan dan memperhatikan guru	20 Menit

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
1.Guru memperkenalkan tentang wattpad aplikasi kepada siswa 2.Guru menjelaskan cara menggunakan aplikasi wattpad kepada siswa 3.Guru memberikan contoh teks tentang "keong mas" bacaan melalui aplikasi wattpad kepada siswa 4.Guru menjelaskan cara menetukan ide pokok yang ada pada teks bacaan kepada siswa 5.Guru membuat group untuk siswa,satu kelompok terdiri daro 3 orang 6.Guru meminta siswa untuk menentukan ide pokok pada bacaan yang diberikan 7.Guru memberikan pertanyaan kepada siswa 　"what is the main idea from the above reading"	1. Siswa memperhatikan penjelasan guru 2. Siswa mendengarkan penjelasan guru 3. Siswa membaca teks yang diberikan oleh guru 4. Guru memperhatikan siswa 5. Siswa membuat group 6. Siswa menetukan ide pokok pada bacaan yang diberikan oleh guru 7. Siswa menjawab ''the main idea is..''	15menit

Produce: Production activities allow the students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time

1.Guru memberikan tugas kepada siswa untuk menentukan ide pokok pada teks bacaan 2.Guru menanyakan siswa apakah siswa memahami materi yang telah diberikan oleh guru 3.Guru menutup proses pembelajaran dengan berdoa dan salam	1. Siswa mengerjakan tugas yang diberikan oleh guru 2. Siswa merespon guru 3. Siswa merespon guru	10 menit

Pertemuan III

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	VII
TOPIC	The story about "The Chipmunk That Run Away"
OBJECTIVES	Meningkatkan pemahaman membaca siswa
VOCABULARIES	
MATERIALS	Smartphone
TIME	1x45 Menit
POTENSIAL PROBLEM	

Present: Get SS ready to discuss the topic (activate background knowledge). Review language, if needed, teach a new language.

Present Activities	Interaction	Time
1. Guru melakukan salam pembuka dan berdoa sebelum memulai kegiatatan pembelajaran dan memperkenalkan diri kepada siswa 2. Guru memberikan absen kepada siswa 3. Guru menanyakan kabar kepada siswa "how are you students" 4. Guru memberikan dorongan dan motivasi pada siswa 5. Guru menjelaskan metode belajar kepada siswa 6. Guru menayakan tentang pembelajaran reading kepada siswa 7. Guru menjelaskan materi reading kepada siswa	1. Siswa menjawab mengucapkan salam dan berdoa kemudian Siswa mengikuti intruksi guru 2. Siswa mengisi absen dari guru 3. Siswa menjawab "we are fine mis" 4. Siswa memiliki semangat dan motivasi untuk belajar tentang materi yang akan di ajarkan 5. Siswa mendiskusikan metode yang akan digunakan oleh guru 6. Siswa menjawab guru 7. Siswa mendengarkan dan memperhatikan guru	20 Menit

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.
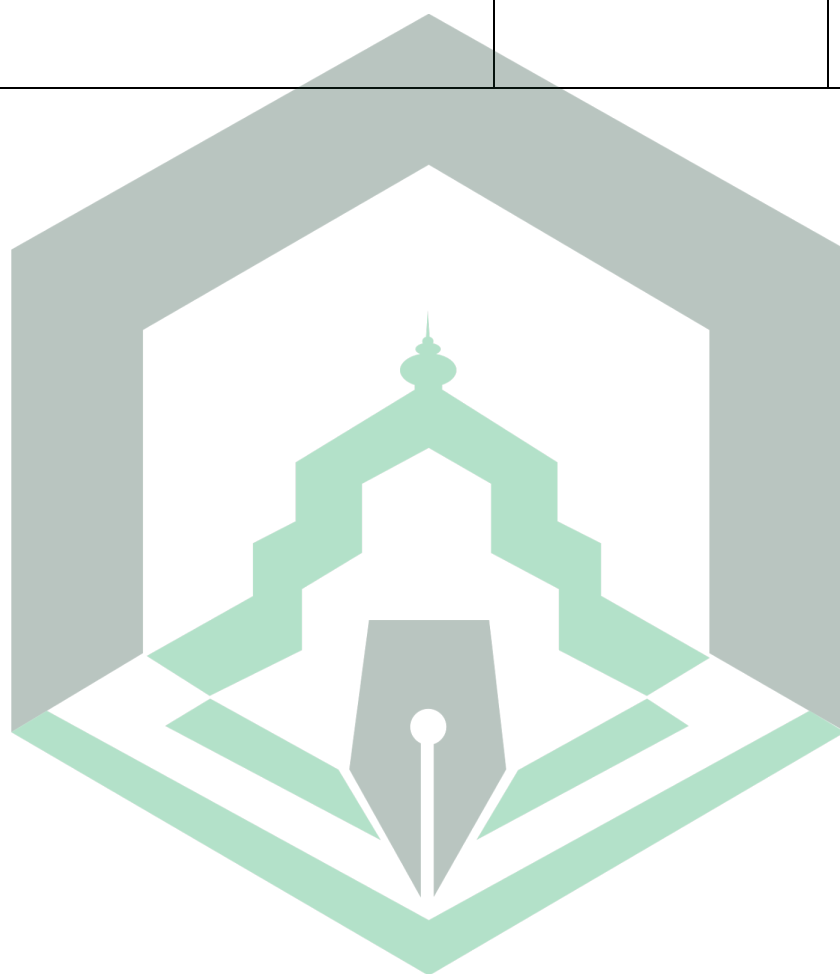
Practice Activities	Interaction	Time
1. Guru memperkenalkan tentang wattpad aplikasi kepada siswa 2. Guru menjelaskan cara menggunakan aplikasi wattpad	1. Siswa memperhatikan penjelasan guru	15menit

	Interaction	
kepada siswa	2. Siswa mendengarkan penjelasan guru	
3. Guru memberikan contoh teks bacaan tentang "danau toba"melalui aplikasi wattpad kepada siswa	3. Siswa membaca teks yang diberikan oleh guru	
4. Guru menjelaskan cara menetukan ide pokok yang ada pada teks bacaan kepada siswa	4. Guru memperhatikan siswa	
5. Guru membuat group untuk siswa,satu kelompok terdiri daro 3 orang	5. Siswa membuat group	
6. Guru meminta siswa untuk menentukan ide pokok pada bacaan yang diberikan	6. Siswa menetukan ide pokok pada bacaan yang diberikan oleh guru	
7. Guru memberikan pertanyaan kepada siswa "what is the main idea from the above reading"	7. Siswa menjawab ''the main ide is..''	

Produce: Production activities allow the students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time
1. Guru memberikan tugas kepada siswa untuk menentukan ide pokok pada teks bacaan	1. Siswa mengerjakan tugas yang diberikan oleh guru	
2. Guru menanyakan siswa apakah siswa memahami materi yang telah diberikan oleh guru	2. Siswa merespon guru	
3. Guru menutup proses pembelajaran dengan berdoa dan salam	3. Siswa merespon guru	10 menit

Pertemuan IV

PPP LESSON PLAN TEMPLATE

CLASS/LEVEL	VII
TOPIC	Story about "The Lion and Mouse "
OBJECTIVES	Meningkatkan pemahaman membaca siswa
VOCABULARIES	
MATERIALS	Smartphone
TIME	1x45 Menit
POTENSIAL PROBLEM	

Present: Get SS ready to discuss the topic (activate background knowledge). Review language, if needed, teach a new language.

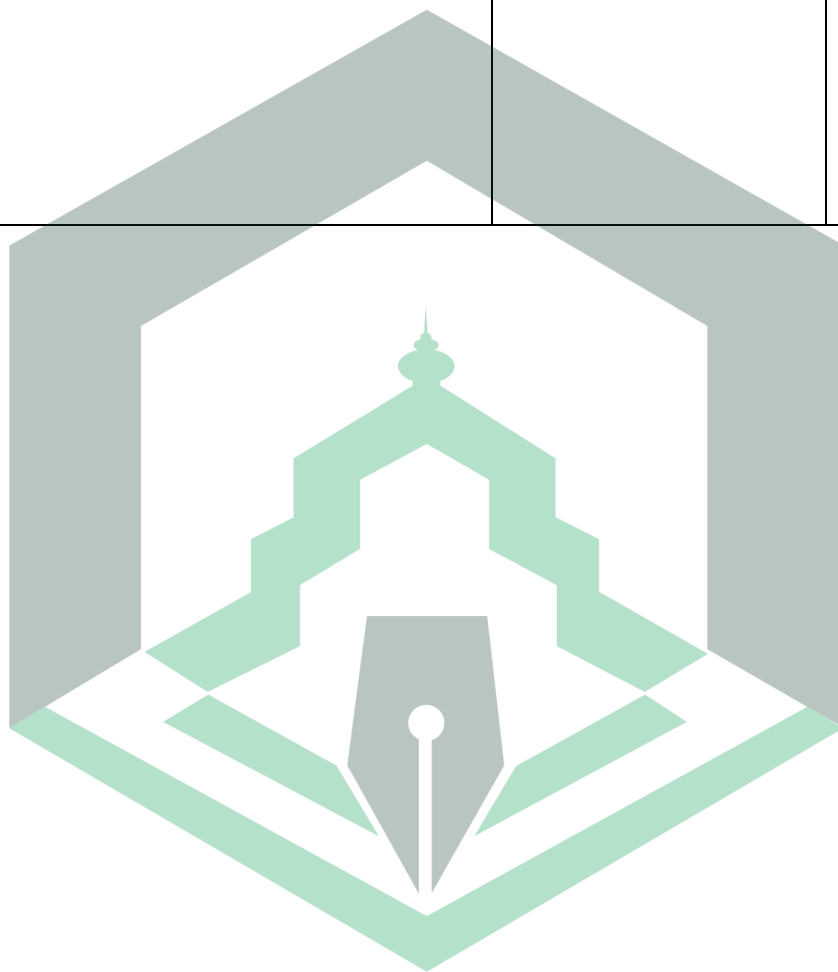| Present Activities	Interaction	Time
1. Guru melakukan salam pembuka dan berdoa sebelum memulai kegiatatan pembelajaran dan memperkenalkan diri kepada siswa 2. Guru memberikan absen kepada siswa 3. Guru menanyakan kabar kepada siswa "how are you students" 4. Guru memberikan dorongan dan motivasi pada siswa 5. Guru menjelaskan metode belajar kepada siswa 6. Guru menayakan tentang pembelajaran reading kepada siswa 7. Guru menjelaskan materi reading kepada siswa	1. Siswa menjawab mengucapkan salam dan berdoa kemudian Siswa mengikuti intruksi guru 2. Siswa mengisi absen dari guru 3. Siswa menjawab "we are fine mis" 4. Siswa memiliki semangat dan motivasi untuk belajar tentang materi yang akan di ajarkan 5. Siswa mendiskusikan metode yang akan digunakan oleh guru 6. Siswa menjawab guru 7. Siswa mendengarkan dan memperhatikan	20 Menit

	guru	

Practice: Create a few practice activities using the new language. Try to increase STT and decrease TTT. Remember S-S interaction is very important.

Practice Activities	Interaction	Time
1. Guru memperkenalkan tentang gallery walk kepada siswa 2. Guru menjelaskan cara menggunakan gallery walk kepada siswa 3. Guru memberikan contoh teks bacaan "Chinderella" melalui gallery walk kepada siswa 4. Guru menjelaskan cara menetukan ide pokok yang ada pada teks bacaan kepada siswa 5. Guru membuat group untuk siswa,satu kelompok terdiri daro 3 orang 6. Guru meminta siswa untuk menentukan ide pokok pada bacaan yang diberikan 7. Guru memberikan pertanyaan kepada siswa "what is the main idea from the above reading"	1.Siswa memperhatikan penjelasan guru 2.Siswa mendengarkan penjelasan guru 3.Siswa membaca teks yang diberikan oleh guru 4.Guru memperhatikan siswa 5.Siswa membuat group 6.Siswa menetukan ide pokok pada bacaan yang diberikan oleh guru 7.Siswa menjawab ''The main idea is..''	15menit

Produce: Production activities allow the students to use new vocabulary on their own to construct new dialogues and conversations.

Production Activities	Interaction	Time

1. Guru memberikan tugas kepada siswa untuk menentukan ide pokok pada teks bacaan 2. Guru menanyakan siswa apakah siswa memahami materi yang telah diberikan oleh guru 3. Guru menutup proses pembelajaran dengan berdoa dan salam	1. Siswa mengerjakan tugas yang diberikan oleh guru 2. Siswa merespon guru 3. Siswa merespon guru	10 menit

APPENDICES111(SCORE OF STUDENTS' PRE-TEST AND POST-TEST)

PRE-TEST

Table 4.1 The score students' vocabulary in pre-test

Respondents	Correct answer	Score
R1	1	10
R2	3	30
R3	3	30
R4	2	20
R5	2	20
R6	4	40
R7	5	50
R8	4	40
R9	5	50
R10	3	30
R11	4	40
R12	6	60
R13	3	30
R14	4	40
R15	1	10

POST-TEST

Table 4.4 Score of the students' vocabulary in the post-test

Respondents	Correct answer	Score
R1	5	50
R2	5	50
R3	3	30
R4	4	40
R5	4	40
R6	4	40
R7	8	80
R8	6	60
R9	6	60
R10	6	60
R11	5	50
R12	5	50
R13	6	60
R14	5	50
R15	4	40

APPENDICES IV

MEDIA OF GALLERY WALK
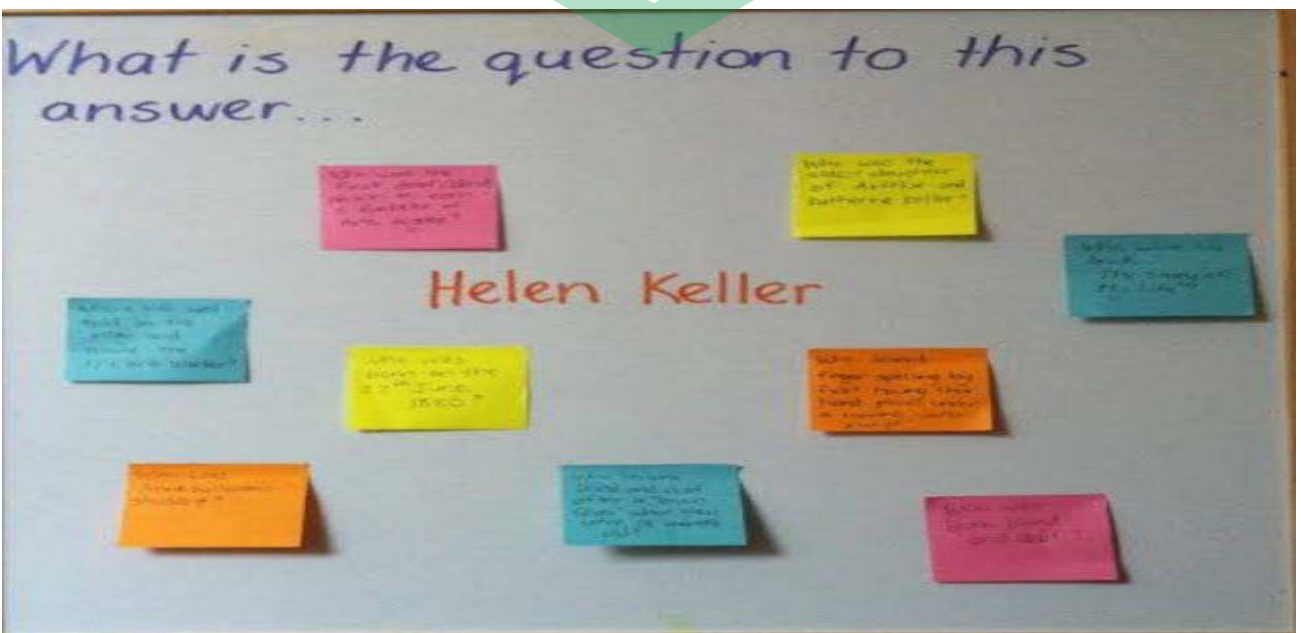
APPENDICES V

DOCUMENTATION

A. Pre-test

B. Treatment

C. Post-test

SURAT KETERANGAN MENELITI (KESBANG)

PEMERINTAH KABUPATEN LUWU UTARA
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU (DPMPTSP)

Jalan Simpurusiang Kantor Gabungan Dinas No.27 Telp/Fax 0473-21536 Kode Pos 92961 Masamba

SURAT KETERANGAN PENELITIAN
Nomor : 18880/01316/SKP/DPMPTSP/XI/2021

Membaca	: Permohonan Surat Keterangan Penelitian an. Mesko beserta lampirannya.
Menimbang	: Rekomendasi Badan Kesatuan Bangsa dan Politik Kabupaten Luwu Utara Nomor 070/373/XI/Bakesbangpol/2021 tanggal 29 November 2021
Mengingat	: 1. Undang-Undang Nomor 39 Tahun 2008 tentang Kementrian Negara;

2. Undang-Undang Nomor 23 Tahun 2014 tentang Pemerintahan Daerah;
3. Peraturan Pemerintah Nomor 12 Tahun 2007 tentang Pembinaan dan Pengawasan Penyelenggaraan Pemerintah Daerah;
4. Peraturan Presiden Nomor 97 Tahun 2014 tentang Penyelenggaraan Pelayanan Terpadu Satu Pintu;
5. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 3 tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
6. Peraturan Bupati Nomor 17 Tahun 2020 tentang Perubahan Kedua atas Peraturan Bupati Luwu Utara Nomor 11 Tahun 2018 tentang Pelimpahan Kewenangan Perizinan, Non Perizinan dan Penanaman Modal Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

MEMUTUSKAN

Menetapkan	: Memberikan Surat Keterangan Penelitian Kepada :
Nama	: Mesko
Nomor Telepon	: 085394455693
Alamat	: Dsn. Salutallang, Desa Limbong Kecamatan Rongkong, Kab. Luwu Utara Provinsi Sulawesi Selatan
Sekolah / Instansi	: Institut Agama Islam Negeri (IAIN) Palopo
Judul Penelitian	: Increasing The Students Reading Comprehension Through Gallery Walk Strategy at SMPN 1 Sabbang
Lokasi Penelitian	: SMPN 1 Sabbang, Kelurahan Manibo Kecamatan Sabbang, Kab. Luwu Utara Provinsi Sulawesi Selatan

Dengan ketentuan sebagai berikut :
1. Surat Keterangan Penelitian ini mulai berlaku pada tanggal 30 November s/d 03 Desember 2021.
2. Mematuhi semua peraturan Perundang-Undangan yang berlaku.
3. Surat Keterangan Penelitian ini dicabut kembali dan dinyatakan tidak berlaku apabila pemegang surat ini tidak mematuhi ketentuan peraturan perundang-undangan yang berlaku.

Surat Keterangan Penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya dan batal dengan sendirinya jika bertentangan dengan tujuan dan/atau ketentuan berlaku.

Diterbitkan di : Masamba
Pada Tanggal : 30 November 2021

KEPALA DINAS

AHMAD LANI, ST
NIP. 19650515199803 1007

Retribusi : Rp. 0,00
No. Seri : 18880

DPMPTSP
www.dpmptsp.luwuutara.go.id

SURAT KETERANGAN SELESAI MENELITI (SEKOLAH)

PEMERINTAH KABUPATEN LUWU UTARA
DINAS PENDIDIKAN DAN KEBUDAYAAN
UPT SMP NEGERI 1 SABBANG
Alamat : Jl.Pendidikan Kel.Marobo Kec. Sabbang kab. Luwu utara

SURAT KETERANGAN MELAKUKAN PENELITIAN
Nomor : 421.3/153/UPT SMPN.01/SBG/XII/2021

Yang bertanda tangan dibawah ini :

Nama : MARYUNI SAPPARI, SE
NIP : 197209292009042001
Pangkat/Golongan ruang : Penata Tk.I /III.d
Jabatan : Ka. UPT SMP Negeri 1 Sabbang

Menerangkan bahwa :
Nama : MESKO
Nomor Induk Mahasiswa : 1702020216
Tempat / Tanggal Lahir : Lowarang, 1 Agustus 1999
Jenis Kelamin : Laki – laki
Program Studi : Bahasa Inggris
Fakultas : Tarbiyah Dan Ilmu Keguruan
Waktu Penelitian : 01 Desember 2021 – 04 Desember 2021

Telah melakukan penelitian di UPT SMP NEGERI 1 SABBANG guna menyusun karya ilmiah (Skripsi) yang berjudul " Increasing the students reading comprehension through gallery walk strategy at SMPN 1 Sabbang".
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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ABSTRACT

MESKO 2022." Increasing the Students Reading Comprehension Through Gallery Walk Strategy at SMPN 1 Sabbang". A thesis of the English Departement Study Program Faculty of Tarbiyah and Teacher Training State Islamic Institute of Palopo. Supervised By: Wahibah, S.Ag.,M.Hum and Husnaini, S.pd.I, M.pd. This research attempted to find out the students' increase in learning reading comprehension skills using the gallery walk strategy at the seventh-grade students of SMPN 1 Sabbang. This research applied pre-experimental research. The population of this research was the students of seventh-grade students of SMPN 1 Sabbang academic year 2022/2023 and the research used purposive sampling technique which was taken the sample was 15 students. The research gave the students a pre-test and post-test. The data analyzed by using SPSS 20 was used to

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BIOGRAPHY

The researcher, Mesko was born on Agustus 01 1999 in Lowarang,Kecamatan Rongkong, Kabupaten Luwu Utara. He is four child from four sister's and two brother's. Her father's name is Suhartono and her mother's Kursiani. The researcher finished her study at SDN 071 Paranta he graduated in 2011 and his continued her study at SMPN 01 Rongkong.

His graduated in 2014. Next, his keep going to continue her education at SMAN 14 Luwu Utara, his graduated in 2017. His continue her study at the State for Islamic Studies (IAIN) Palopo and taking English Language Education Study Program. She finished his study in 2022.

In the end study at the State Institute for Islamic Studies (IAIN) Palopo wrote a thesis entitled **" Increasing the Students Reading Comprehension Though Gallery Walk Strategy at SMPN 1 Sabbang''.**