IMPROVING STUDENTS' READING ALOUD BY USING GALLERY WALK METHOD AT THE ELEVENTH YEAR STUDENTS' OF SMA PMDS PUTRI PALOPO

A THESIS

Submitted to the English Study language of S1 Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies of Palopo in Partian Fulfillment of Requirement for S.Pd Degree in English Education

By
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ENGLISH STUDY PROGRAM TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) PALOPO
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STATE INSTITUTE FOR ISLAMIC STUDIES

(IAIN) PALOPO 2017

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ABSTRACT

RAHMAWATI, 2017 *"Improving Students' Reading Aloud by Using Gallery Walk Method at the Eleventh Year Students' of SMA PMDS Putri Palopo".* A thesis of English Study Program Tarbiyah and Teacher Training Faculty State Institute for Islamic Studies of Palopo. Pembimbing : (1) Wisran, S.S.,M.Pd. (2) AmaliaYahya, S.E.,M. Hum.

Key Word: Gallery Walk Method, Reading Aloud, Narrative Text SMA PMDS Putri Palopo.

This thesis studies on improving students' Reading Aloud by Using Gallery Walk Method at the Elevenh Year Students of SMA PMDS Putri Palopo in 2017/2018 academic year. This thesis focused on two questions: Is the use of the Gallery Walk method effective to improve the students reading aloud at the eleventh year students SMA PMDS Putri Palopo? Objective of the research is to find out whether or not students reading aloud can be improved by using gallery walk method.

This thesis use experimental method. The population of this research was 93 students at the eleventh year students of SMA PMDS Putri Palopo. The sample was taken from all population by using cluster sampling technique. This case the research took 17 students of class XI IPS as a sample. The collected data by using test that is used to determine the students to the use gallery walk method, observed the learning process in the classroom. Research using test pre-test was to determine the ability of students prior to treatment, and post-test to determine the ability of the students after being given treatment.

The result of this research showed that the ability of students increased significantly after teaching reading aloud by using gallery walk method. This is evidenced by result of calculation of the statistical t-test were t count> t table that is 18.767>2.120. The test result showed that H_1 state where there are significant differences in reading aloud of students before and after treatment. Instead H_0 rejected where there was no significant difference in reading aloud of students before and after treatment.

CHAPTER I

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 of the scientific books are written in English. When someone has a good skill in reading, it will be very useful when she or he is listening, speaking and writing, since they read much information previously through reading activity from many resources.

The most important factors that can influence the learning outcomes are 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 success reading. A technique can help students in reading, so in teaching English a teacher must use technique or methods where can help the students to comprehends easy what the teacher teach to them.[1]

Based on the first observations conducted in PMDS Putri Palopo, the researcher found the difficulty face of students, there are: Reading Aloud, Skimming Skill, and Scanning Skill. But the researcher only one to improve students' reading aloud because between three difficulties the level students' it is the most low in the reading aloud. In teaching reading, teacher should introduce other method as an alternative to give various situations to student in classroom process. Method can create a comfortable atmosphere, so that it stimulates the students' motivation during the classroom process. In the other hand, most high motivations are needed to

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[1] Jack C Richards and Willy A. Renandya, *Methodology in Language Teaching*, New York (Cambridge: University Press,2002),P. 273.

learn reading. This is interesting method and it can improve the students' reading ability, namely gallery walk method. This method is to improve the students' reading aloud.

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 is groups to assess the work of other groups that in gallery, later questioned during group discussions and responded to. The work done by the time the students 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'

Based on descriptive above, the researcher interested in doing a research untitle **"Improving Students Reading Aloud by Using Gallery Walk Method at the Eleventh Year Students of SMA PMDS Putri Palopo".**

The researcher apllies his research in SMA PMDS Putri Palopo on 03th of April 2016, as the object of her research, because based on the observation and interview to some teachers and students, beside that some of students, especially the elevent year students of IPS are still low in English reading aloud.[2]

B. Problem Statements

Based on the background above, the problem statement can be formulated as follow: "Is the use of the gallery walk method effective to improve the students reading aloud at the eleventh year students SMA PMDS Putri Palopo?"

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[2]Observation and Interview to some teachers and students at SMA PMDS Putri Palopo at the 03rd april 2016.

C. Objectives of The Research

Based on the problem statement above, the researcher focuses on the objective the study: To find out the whether or not students reading aloud can be improved by using gallery walk method.

D. Significance of The Research

In this case the researcher the result of this researcher could solve difficulty reading aloud by using gallery walk eleventh year of SMA PMDS Putri Palopo

1. Theoretical

The result of the research expects to be useful information for teacher to using gallery walk for improving students' ability in reading aloud.

2. Practical

a. The give solution for suggestion how for improving students' English reading aloud.

b. To stimulate of the researcher who want to conduct the further researcher.

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

E. Scope of The Research

The scope of the research is limited to improve students' reading aloud by using Gallery Walk Method. Reading aloud was focused on narrative text.

F. Definition of Term

1. Reading is one of four language skill (listening, reading, speaking, writing) is important to be learned and mastered by every individual. By reading, one can relax, interact with feelings and thoughts, obtain information, and improve the science knowledge.

2. 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.

3. Reading aloud is one of the ways in which pronunciatin is practiced in the classroom. Also reading aloud is a simple technique in reading class which often used in class. Besides can improve students' ability in reading, this technique is also can improve students' pronunciation. Because the students must to read something loudly and it can make the teacher correct the students' pronounciation easier.

CHAPTER II

REVIEW OF RELATED LITERATURE

A.   Previous Research Findings

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

1. Adita in her thesis under the title "The of Reading Aloud Technique to Improve the VIII-A Grade Students' Pronunciation Achievement in Reading Narrative Text at SMPN 1 SITUBONDO". She was a students from jember University. She shows that reading aloud is very effective way to increase students' abilty in pronunciation.[3]

2. Farrah Zakiyah Anwar in her thesis under the title "Enhancing Students' Reading Skill Trough Gallery Walk Technique (A classroom action research at the first grade students of SMA MUHAMMADIYAH (PLUS) salatiga in academic year 2014/2015) a graduating paper.[4]Her stated the use of learn to read English through this method could enhance the students' reading skill.

Based on the previous findings above the first researcher wants to conduct students pronunciation technique reading aloud, especially to develop pronunciatin. And the second researcher want to conduct students reading skill trough gallery walk, especially to develop reading skill. So, the researcher want to improve pronunciation and reading skill students the use different method. whrere, the researcher would like to focus on the research dealing with

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[3]Adita, *The of Reading Aloud Technique to Improve the VIII-A Grade Students' Pronunciation Achievement in Reading Narrative Text at SMPN 1 SITUBONDO,* Thesis, Jember: University Jember, 2014.

[4]Farrah Zakiyah Anwar, *Enhancing Students' Reading Skill Trough Gallery Walk Technique (A classroom action research at the first grade students of SMA MUHAMMADIYAH,*Thesis, (PLUS) salatiga in academic year 2014/2015) a graduating paper.

improving students' reading aloud by using gallery walk at the eleventh years students' of SMA PMDS Putri Palopo.

B. Theory of Reading

1. Definition of Reading

Reading is one of four language skill (listening, reading, speaking and writing) is important to be learned and mastered by every individual. By reading, one can relax, interact whit feelings and thoughts, obtain information, and improve the science knowledge. According to bowman, reading is an appropriate means to promote a live long learning (life-long learning). By teaching the children how to read means these children a future which provides a technique to explore how "the world" wherever he chose, and provide the opportunity to get a goal.[5]There some statements about reading. Nurfadilah in Minati state reading is an active attempt on the part of reader to understand writer massage. The reader interact whit a tries to reconstruct what the writer wisher to communicative.[6]In oxford learner's pocket dictionary explains that reading is act of reading something and way in which something is understand.[7] Reading is a basic life skill. It is comer stone for a child success in school, and indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost.[8]

In foreign language learning, reading is likewise a skill that teachers simply expect learners to acquire. Reading arguably the most essential skill for success in all education contexts, remains, a skill of paramount importance as we create assessment of general language ability. Wallace states that in Hadiningsi: reading is interpreting means reacting to a written test, as a

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[5] "Bowman," *Definisi pengertian Blogspot Reading Definition Accessed*. http://en..Blogspot. Org/Blog/Bowman (19September 2014).

[6]Minati, *Icreasing The Students' Reading skill at the second year of SMA Negeri 1 Baebunta through anecdols*, (palopo; 2009).P.4

[7]Oxford learner's Pocket Dictionary. P.357

[8]A Muh Arifuddin, *Teaching Reading Comprehension Through Jigsaw at the Eleventh Year Students' of SMA NEG 2 Palopo*, Thesis, Palopo, STAIN Palopo, 2014.P.8.

piece of communicative intent in the writer's part which the reader has some purpose in attempting to understand.[9]

Samsuradi states that to develop the students' reading one must find out an effective way of teaching and learning process especially in reading skill. The teacher should use a good strategy to improve the students' achievement especially reading comprehension.[10]So that the researcher is interested in trying one strategy that can be used by teacher to improving their teaching strategy (in teaching English especially).

Reading is an active attempt on the part of readers to understand writer message. The reader interact whit and tries to reconstruct of what the writer the wisher to communicative.[11]

Based on the definition above, reading can be defined is activity to get understanding from written text, get information, and increase perception in written text.

2. Definition of Reading Aloud

Reading aloud is one of the ways in which pronunciatin is practiced in the classroom. Also reading aloud is a simple technique in reading class which often used in class. Besides can improve students' ability in reading, this technique is also can improve students' pronunciation. Because the students must to read something loudly and it can make the teacher correct the students' pronounciation easier. It is supported by Huang that reading aloud is used as the major and magic way to improve students' oral_English.

According Kailani states that reading aloud is characterized by the clear articulation of words, flexibility in stress, intonation, and rhythm, and the effective use of pauses. Therefore, by reading aloud, the students will be able to recognize how to produce the English sounds

[9] GustiniHadiningsi, *the Effectiveness of Using Authentic Material in Improving Students' Reading Comprehension of the Second Year of* SMP PGRI Marinding. (UkiToraja : 2011) P.6.

[10] Samsuradi.http:///*Effective way of teaching and learning process especially in reading skill.*html. Accessed on September 2014.

[11]Sugiartipa'tadungan, "*Developing Students' Skill Through Folktale*" (Thesis UncokroPalopo, 2007), P..

appropriately, and the researcher can easily know whether the sound that produced by the students is correct or not. Kelly also says that reading aloud is a classroom activity which has fallen in and out of favor with teachers at various time. Reading aloud offers opportunities for the study of the links between spelling and pronounciation, of stress and intonation, and of the linking of sounds between words in connected speech; all of these can be highlighted and investigated further in fun and interesting ways through reading aloud.

In short, the researcher concludes that reading aloud is very sample technique to practice in class and do not waste time preoare it. The teacher only enough prepares the text which appropriate the students' level, then give a model how to read the text corectly, and then asks the students one by one to imitate whaher's say.

3. Purpose of Reading Aloud

The purpose of reading aloud according to Huang: which are.

a.   Practice pronunciation; reading aloud is a kind of comprehensive practive of pronunciation. Reading aloud can help them correct their dialect effectively.

b.   Improve oral English; the students whit perfect oral English should pronounce properly and spek fluently. Most students learn English with a focus on reading and writing skill. For some students who don't have the confidence to practice spoken English, reading aloud can help them overcome the faults of disfluency, repeat, improper pause, and develop natural and good pronunciation habit.

c.   Get deeper understanding; in fact, reading aloud is reappearanfce of all the original content of idea, feeling, attitude and style in the form of voice.

d.   Strengthen the knowledge; we can strengthen what we have learned by listening, speaking, reading, and writing. Reading aloud, which has relevant to listening, speaking, reading,

is the practice of pronunciation, grammar and vocabulary. General oral English is an important method, but it has some restriction in vocabulary and structure. As a practice, reading aloud can make up with the lack of oral English, for its material has wide range in topic, vocabulary and grammar.

e.   Improve the classroom atmosphere; in class, especially in intensive class, students may feel tired and dull after some time. At that time reading aloud can help them back to the class. "during read-aloud, we share the excitement, the suspense, the emotion, and the sheer fun of a new book and its intriguing or annoying characters," said Nancy Lacedonia, who teaches in East Longmeadow, Massachusetts.

4.   The Advantages and Disadvantages of Reading Aloud

There were some advantages and disadvantages of reading aloud. Gibson as cited in Aditi states that there are four advantages of reading aloud, such as:

a.   Reading aloud can improve reading fluency.

b.   Reading aloud can monitor pronunciation.

c.   Reading aloud can reduce speaking anxiety as it controlled.

d.   Reading aloud can is indirectly connected to writng via intonation.

Kelly also says that reading aloud offers opportunities for the study of the links between spelling and pronunciation, of stress and intonation, and of the linking of sound between words in connected speech; all of these can be highlighted and investigated further in fun and interesting ways through reading aloud.

From these explanations above, it can be concluded that   reading aloud gives many benefits. Besides has many advantages, reading aloud are also has disadvantages. Huang stated that there are at least five disadvantages of reading aloud.

a. Reading aloud frequently will slow down our reading speed that we always emphasize to improve.

b. Reading aloud only can give a few students chance of practice while the others feel bored.

c. The students are easy to be embarrassed when reading. They will read worse when being corrected by teacher.

d. Fourth, compared to conversation and discussion, reading aloud skill has little practical value unless the students will be the announcer in the future.

e. This kind of reading is aimless. Every students has original material. As a results, only a few students can continue reading regardless of the embarrassed.

5. Kinds of Reading

Broughton categorizes reading into some categories, which are:

a. Reading aloud

Reading aloud involves understanding the black marks first and then production of the right noises. Most people, if they are asked to read something aloud, like have an opportunity to 'glance over' what it is they are being asked to read. In the actual process of reading aloud to they usually find that their eyes are several words if not lines ahead of their tongues. Aloud of unfamiliar material is however another question in many class it is common practice to demand this of the students, the reading than being followed by question on what is been read aloud in drawing coherent meaning from a text. The process is something like A-B-C. [12]

If reading involves only the first two of the components, A-B, the results is 'barking at print'. It is perfectly easy to learn to read an exotic language in this sense. One can learn to make

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[12]A-B-C is reading skill according to Geoffrey Broughton,et.al (A= *the recognition of the black marks*; B= *the correlation of these with formal linguistics elements*; C= *the further correlation of the result with meaning*).

the right noises to correspond with the squiggles on the page without having the slightest understanding of what the sense of it is.

It must be recognized that reading aloud is primarily an oral matter. For those who teach foreign languages it is closer to 'pronunciation' that it is to 'comprehension'. While it is perfectly proper to try to develop the skill of reading aloud it clearly cannot be done using an unfamiliar text the content and language are clearly understood, detailed explication and practice of special pronunciation problems in it, and small group techniques. It must also be admitted that the usefulness of the skill of reading aloud is limited. Few people are required to read aloud as a matter of daily routine, radio newscasters, clergymen, perhaps actors and that is all. To the huge majority its importance is minimal.

b.   Silent reading

Silent reading is the interpretations which is most likely for the reading term. This is perhaps the nearest approach to the essence of reading, the A-B-C of it. It is obvious that by far the greatest amount of reading that is done in world is silent;

A reading room is a silent room. But the nature of the silent reading skill is far from uniform. It varies according to the use to which it is being put. Some of the use are (i) to survey material which is to be studied, to look through indexes, chapter headings and outlines, (ii) to skim particularly when one item of information is being sought in a mass of other printed information, (iii) to gain superficial comprehension, as when reading for pleasure of preparing to read aloud, (iv) to study the content of what is read in some detail, (v) to study the language in which the material is written-this may involves textual study in the literary sense or it may need to do. The depth and detail understanding, of comprehension, increase as we through these ways of using reading, in sequence. The skilled reader has developed all of these ways of using

reading. It is common for the third, fourth, and sometimes the fifth of these to be encouraged in schools, though the first and second are almost completely neglected.

c.   Speed reading

Closely related to degree of understanding is reading speed. Obviously the rate at which may be converted becomes slower as depth and detail of understanding increase, but there are number of other factors which enter here. One of these may be the clarity of the text itself. Another factors it the extent to which the content of a text is already familiar to the reader. Nevertheless it is possible to develop reading speed, and efficient reading involves high reading speeds with high levels of comprehension.

Many people seem to belief that study and slow reading are the same, or at least that in order to study well one must read slowly. It is very important that this belief be undermined. Study involves several other sorts of skill besides reading and may well involve several different sorts of reading skill. The good students will probably want to make preliminary survey of what he is going to study, this will lead him to formulate a series questions about the subject he is studying, he will then read, perhaps partly skimming, partly reading intensively to find the answer to those questions, and he was recorder the answers he will at some future time revise the material. It should be the concern of every teacher to foster increased general reading speed in pupils, fluent silent reading speed in pupils. Fluent silent reading specially necessary for anyone who purpose venture on to any kind of higher education, it is fairly easy to double that speed, it is obvious that the effort to do this to be made.[13]

According Rosniati, there are three kinds of reading. They are reading aloud, silent reading, speed reading. In this kinds will be explain below.[14]

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[13]Geoffrey Broughton, et. All.“*Teaching English as aForeign Language*”, (London, 1985), P.90-94.
[14]According Rosniati, cited by AuliaIhsanlah. “there are three kinds of reading”.

a.   Reading aloud

Reading aloud is very important device. It cannot look in achievement or the goals because it is a great aid in developing our habits practice. In reading aloud, the students will get experience in producing sound that is practice as many times as possible.

b.   Silent reading

Silent reading tends to reinforce the readers to find out the meaning of the words. This kind of reading skill is it criticize what is written and to discuss something. Written means to drown inference of conclusion as well as to express a new idea on the bias of what is in reading.

c.   Speed reading

This kind of reading is used to increase speed and comprehension in reading. This skill of speed reading must with the main purpose of reading that is a comprehension. The rate of speed reading, however, depends on the kinds of reading text or material. The rate of speed reading of a story will be different than read a scientific material.

6.   Problem in Reading

There are many problems in reading as follows:

a. Problem of vocabulary

When we read book, we feel that the greatest problems that is vocabulary. If we do not have enough vocabulary, it is sure that we are difficult to understanding the content. Some student quickly read few, if any difficulties. The teacher's role is to help these students' identity problems and try to provide exercise, and activities to help them overcome their weaknesses.

According to Nuttal, the students are generally not aware of, but is important that they should make themselves understand that possible vocabulary should make be taken into consideration. Once day accept that it is naturally to have an active vocabulary (word we know well enough to

use or levels, and receptive one word understand approximately when we meet them, but can't use) their attitude to know word may become more relaxed. On the other hand, new vocabulary can't be found without reading.[15]

b.   Problem of structure

Sentence structure is part sentence problems especially in understanding reading. Nuttal says that "we can make use of structural clues establish, not exactly the meaning, but at last the type of the grammatical category of words represented by the new item. This tells us kind of meaning of understanding".[16]

c.   Problem of semantic

As it is learning situation, some students quickly learn to read few, if any difficulties. But not all word is difficult. Therefore, it the students find difficulties words, the teacher must help them overcome the problems. According to Nutgall there are some difficulties that readers have to deal with students' difficulties in semantic.[17]

7.   Type of Reading

There are several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks.

a.   Perceptive

In keeping with the set of categories specified for listening comprehension, similar specifications are offered here, except with some differing terminology to capture the uniqueness of reading. Perceptive reading tasks involve attending to the components of larger stretches of discourse; letters, words, punctuation, and other graph epic symbols.

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[15]CristianNuttal, *Teaching Reading Skill in Foreign Language*. (London. CristianNuttal, 1982). P.33
[16]*Ibid*, p.26
[17]*Ibid*, p.77

b. Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical are used: picture-cued tasks, matching, true/false, multiple-choice, etc. stimuli include sentences, brief paragraphs, and simple charts and graphs.

c. Interactive

Include among interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text. That is, reading is a process of negotiating meaning; the reader brings to the text a set of schemata for understanding it, and intake is the product of that interaction.

d. Extensive

Extensive reading applies to the texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books. The purposes of assessment usually are to tap into a learner's global understanding of a text, as opposed to asking test-takers to "zoom in" on small details. [18]

8. The Assessment of Reading

The assessment of reading ability does not and with measurement of comprehension. Strategic pathways to full understanding are often important factors to include in assessing learners, especially in the cast of most classroom assessments that are formative in nature. In inability to comprehend my thus be traced to a need to enhance a tats takers strategies for achieve ultimate comprehension. For example, an academic technical report may be

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[18]H. Douglas Brown, *Language Assessment Principal and Classroom Practices, (Longman: San Francisco State University; 2004), p. 189*

comprehensible to students at the sentence level, but if the learner has not exercised certain strategies for noting the discourse convention of the genre misunderstanding may occur.[19]

There are several reasons for assessing reading and the skills and knowledge that are involved in reading. They include assessing to encourage learning, assessing to monitor progress and provide feedback, assessing to diagnose problems, and assessing to measure proficiency. The same form of assessment may be used for a variety of goals. Table 1.1 lists these reasons and their applications.

Good assessment needs to be reliable, valid and practical. Reliability is helped by having a high number of points of measurement, by using a test format that the learners are familiar with, and by using consistent delivery and marking procedures. Validity is helped by using reliable measures, and by being clear about what is being measured and why. The practicality of a test can be helped by giving very careful thought to how the learners will answer the test and how it will be marked. The ease of making a test is also part of its practicality.[20]

C. Narrative text

Narrative is a text focusing participants which tells an interesteng story. Its social function is to tell stories or past events and entertain or amuse the readers.[21] The basic purpose of narrative is to intertain, 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 topical issues. Narratives sequences people/characthers

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[19] H. Douglas Brown, *Language Assessment "Principle and Classroom Practice" (San Francisco, California, Longman, 2003), P.190*

[20] I. S. P. Nation. Teaching ESL/EFL Reading and Writing (ESL & Applied Linguistics Professional Series Eli Hinkel, Series Editor 2009).p, 75-76

[21] Fraida dobin, *Course Design Developing programs and Material for Language Learning,* (New York;1987),p152)

in time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to be resolved.

According to Pradiyono, narrative is an account of series or event or incident. Whether true or fiction story and it is a text which is created to entertain and hold readers' interest.[22] Mean while Savage and Masoud Shafiei state that in narrative writing, the writer tells a story that set the background for an event, describes the event, and often comments on the event.[23]

According to try Wahyuni in Anderson said the narrative text type tells a story, in doing so, entertains the audience, make the audience think about emotions.[24] In other words, it can be said that a narrative text is retelling a story that is told by the doer or other person's point of view.

Narrative inquiry research, like only other research or methodology has advantage and limitation. 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 function of time in the evaluation of an exprience.

Narrative is a text focusing specific participants and. Its social function is to tell stories or events entetain the readers. It has generative structure as follows:

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

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[22]Pradiyono, Teaching Genre Based Writing, (Yogyakarta,C.V.Andy Offest:2007),p.207

[23]Savage, Alice and Masoud Shafiei, Effective Academic Writing, (New York; Oxford University Press. Second Edition:2012),p.145

[24]Try Wahyuni Florist, Teaching Narrative Text, online, http://www. Google. Com/research Accessed on 20 April 2012

Based on some definition of narrative above, the writer can conclude that narrative is group of sentences which put together to form paragraphs that tells a story; it tells about the series of event or action which are arranged based on the choronological order in order to entertain us, to us understand something and to change our attitide.

D.   Theory of Gallery Walk

1.   Definition of Gallery Walk

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 done by the time the students 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, that gallery 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.[25]

2.   Using Gallery Walk To Teach Reading

The idea of using Gallery Walk technique to teach reading is to make the students get actively involved in the class activity. As they feel excited to the technique, it will arouse them to get into the subject and make them understand faster.

Before the teacher chooses a certain topic using this technique, teacher must prior to instruction to ensure successful use of this strategy. Defining the purpose for the activity is

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[25]Francek, Mark. 2006. Promoting Discussion in the Science Classroom Using Gallery Walks. Journal of College Science Teaching, September. Page 27-

[31][online] available: http://blog.stetson.edu/jrseminars/wpcontent/ uploads/Gallery-Walk.pdf retrieved 18 November 2014.

important, whether it is to determine students' prior knowledge or to allow students extend concepts learned previously or to allow students an opportunity summarize previous learning.[26]

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 questions. In order to teach writing in hortatory exposition 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 comment on their work.

For examples about gallery walk:

1. Hobbies

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[26]CSCOPE (Texas Education Service Center Curriculum Collaborative) E- newsletter. Edited by ESC Region XIII

2. Frozen food

3. Steps method gallery walk

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

b. Give the paper each group.

c. Share the paper stiki note each group.

d. Every a reading each group text narrative that in share.

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

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

g. Ask one representative of the group to explain what is being asked by any another group.

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

i. Provide clarification and conclusions.

4. Excess method gallery walk

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

    b. Synergy copy reinforces 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 it is ability to think for them, find information from a variety of sources, and learn from other students.

5. The shortcomings of the gallery walk

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

    b. Teacher need to be extra careful in monitoring and assessing the activity of individual and collective.

    c. Classroom setting arrangements more complicated.

    d. In the development of group consciousness require a period of time long enough.

    e. If no effective peer teaching of teachers, there can be what should be studied and understood is never achieved by students.[27]

E. The Conceptual Frame Work

Reading is a complex process in which the reader uses mental content to acquire meaning from written material and reading aloud ability to improve the quality of the reading process.

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[27] www.wawasan-pendidikan.com/2004/09/*pengertian-langkah-langkah-dan-kelebihan-serta-kelemahan-metode-gallery-walk*.html?m=1

There are several ways to develop students' motivation to read, one of them by Gallery Walk Method.

Based on the statements above the researcher focuses on improving students' reading aloud by using Gallery Walk Method. Learning through reading aloud using Gallery Walk Method can stimulate students' creativity in expressing the information obtained into a concept map and the process repeated discussions will make the students better understand the information derived from the text. In this research, the students will be given pre-test by the researcher to know their basic ability in reading before giving the treatments. After know students' basic ability in reading, the researcher will be given some treatments as a process of learning reading aloud by Gallery Walk Method. This process is expected to give improvement to the students' knowledge. After concluding both items, the researcher come to the last item namely giving post-test to know whether any significance developments to the students or the output after giving treatment

The theoretical chart framework of this research can be seen as follows;

STUDENTS' READING ALOUD OF SMA PMDS Putri Palopo

PRE-TEST

TREATMENT, TEACHING READING ALOUD BY USING GALLERY WALK

POST-TEST

IMPROVING STUDENTS' READING ALOUD
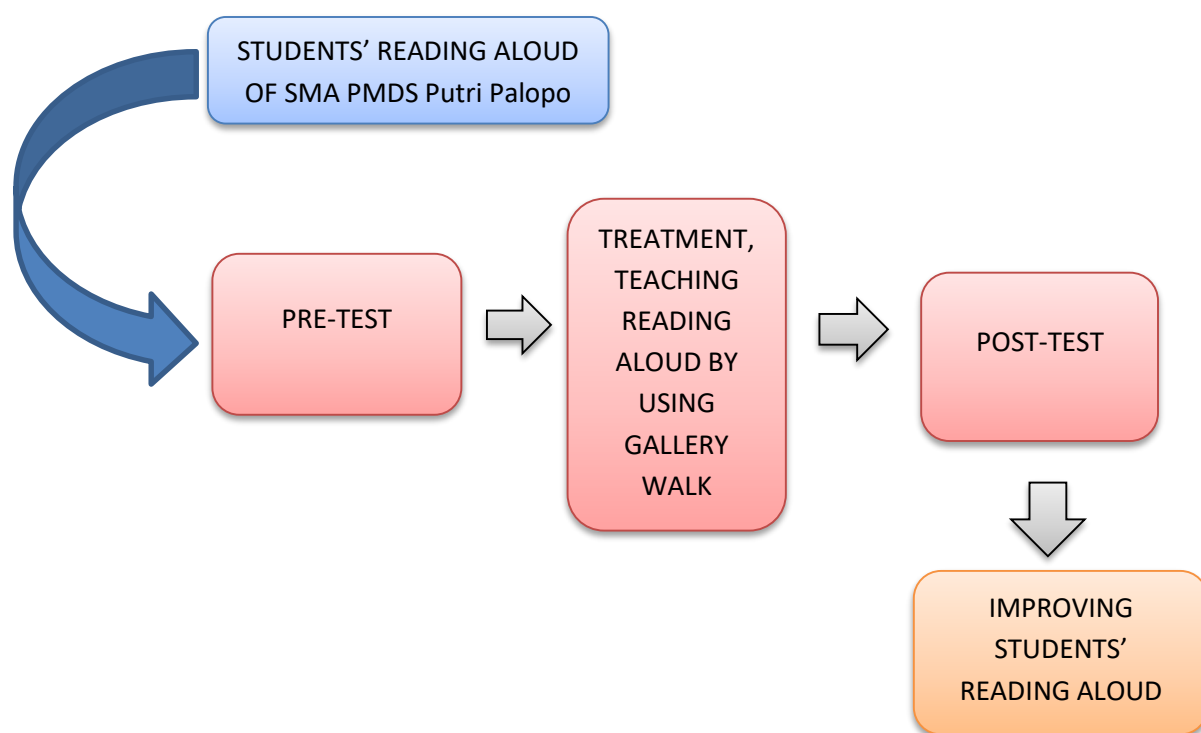
F.   Hypothesis

This research presented the null hypothesis (HO): there is no any significant difference between the test result of pre-test and post-test of the students' reading comprehension. The alternative hypothesis (HI): there is a significant difference between the test result of the pre-test and post-test of the students' reading comprehension.

CHAPTER III

RESEARCH METHOD

A. Method of the Research

1. Method

The type of researcher in this research applied 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 eleventh year students of SMA PMDS Putri Palopo.

2. Design

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

$$E = O_1XO_2$$

Note;

E = Experiment   X = Treatment

O_1 = Pre-test O_2 = Post-test[28]

B. Time and Place of the Research

The research conducted at SMA PMDS Putri Palopo, Dahlia street, wara timur regency kota Palopo. To obtain the data this is used as subject of the research. The research started from July 03ʳᵗ 2017 until August 07ᵗʰ.

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[28]E.R. Gay, Education Research: Competencies For Analysis and Application (Ohio:Charles E. Merrill Publishing Company and a Bell and Howell Company, 1981), p. 225

C. Population and Sample

1. Population

The population of the research was taken from the second year students' at SMA PMDS Putri Palopo in 2017/2018 academic year. The total number of students' was 93 students'.

2. Sample

In determining the sample of the research, the researcher use cluster sampling technique. It chose XI IPS classes as sample. Because the students of this are class have low score in reading aloud. The researcher take all of them as a sample, the number of sample were 17 students'.

D. Variables of the Research

1. Independent variable is the of gallery walk method using in teaching reading aloud to the eleventh year students of SMA PMDS Putri Palopo.

2. Dependent variable is the improving reading aloud of the eleventh year students at SMA PMDS Putri Palopo.

E. Instruments of the Research

The researcher use pre-test for collecting data to measure the students' ability to understand the reading test before giving treatments after that give post-test to measure the students' reading performance after treatment. The test as narrative text which is contained ten items of essay. It is given pre-test and post-test in order to know the students' competence before and after giving treatment.

F.   Procedure of collecting data

1. Pre-test

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

a. The researcher gives a pre-test to do students. The test on narrative text consists of ten questions.

f. The students answer the question based on the reading narrative text about "Cinderella"

g. It conducts to know the students' ability in reading aloud before the researcher gives them treatment.

2. Treatment

After giving pre-test, the treatment will be conducted four meetings; all they will the reading by using gallery walk method. They were:

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

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

   2. Divided students into groups of five people

   3. Gave students narrative text

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

   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 of other groups

8. The researcher provide clarification and conclusions

b. The second meeting; the researcher gave the narrative text to students, it emphasized on the material from 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 narrative text what they read

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 of other groups

8. The researcher provide clarification and conclusions

c. The third meeting; the researcher gave the narrative text to students, it emphasized on the material from 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 of five people

3. Gave students narrative text

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

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 of other groups

8. The researcher provide clarification and conclusions

d. The fourth meeting; the researcher gave the narrative text to students, it emphasized on the material from 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 of five people

3. Gave students narrative text

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

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 of other groups

8. The researcher provide clarification and conclusions

3. Post-test

After doing treatments, the researcher gave post-test to the students to know there. Improvements in reading aloud after giving some treatment by using gallery walk method.

G. Technique of Analysis Data

Table 3.1
The Assessmant of Reading Aloud

a. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.

Very Good	5	Pronunciation is lightly influenced by the mother-tongue . a few minor grammatical and lexical errors but most utterances are correct.
Good	4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.
Average	3	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	2	Pronunciation seriously influenced by the mother-tongue with errors causing a breakdown in communication many "basic" grammatical and lexical errors.
Very Poor	1	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

b. Prosody

Classification	Score	Criteria

Excelent	6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnatural.
Very Good	5	Has to make an effort at times to search for words. Nevertheles, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Althought he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of expression.
Average	3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary. Range of expression often limited.
Poor	2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.
Very Poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression.

c. Reading Rate

Classification	Score	Criteria
Excelent	6	Easy for the listener to understand the speaker's intention and general meaning. Very few interruptions or clarifications required.
Very Good	5	The speaker's intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary.
Good	4	Most of what the speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to convey the message or to seek clarification.
Average	3	The listener can undersand a lot of what is said, but he must constantly seek clarification cannot understand many of the speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker.
Very Poor	1	Hardly anything of what is said can be understood. Even where the listener makes a great effort or interrupst, the speaker is unable to clarify anything

		he seems to have said.

After collecting data by conducting the pre-test, treatments, and post-test which involve some instrument, the writer then focuse on the data analysis. The data which have been collected through pre-test and post-test will be analyzed by using SPSS 16.

To understand the level of classifying the student's score the following criteria:

No.	Score	Classification
1.	86 – 100	Excellent
2.	71 – 85	Very Good
3.	56 – 70	Good
4.	41 – 55	Average
5.	26– 40	Poor
6.	≤ 25	Very Poor[29]

Looking for mean score and standard deviation the researcher use SPSS 21. Criteria hypothesis of acceptability

t-test < t-table   : Receive null hypothesis

t-test > t-table   : Reject null hypothesis[30]

[29]L,R Gay, *Educational Research*, (USA,1981),P.225
[30] Suharsimi Arikunto, *Prosedur penelitian,(cet.IV ; R Cipta, 1997),p.156*

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with the description of findings and discussion of the researcher. The findings of the research deal with the result of the data analysis from the field and the discussion section deals with argument and further explanation of the findings.

A. Findings

The findings of the research are showed to describe the result of the data that analyzed statistically. It comprized of the students' score in pre-test, and post-test, classification percentage of students score and standard deviation of the students' pre-test and post-test, the mean score and standard deviation of the students' pre-test and post-test.

1. The Analysis Students' Reading Score in pre-test and post test

a. The Mean Score of the Students in pre-test

In this section, the researcher showed the students' correct answer in pre-test, the mean score and standard deviation of students, and the rate percentage of students' reading score in pre-test. The researcher presented them in the tables and calculated the score by using SPSS 16for more clearly, at first the researcher showed the students' correct answer score in pre-test. It was tabulated by following table:

Table 4.1

The Score of Students Reading Aloud in Pre-test

Respondents	The aspect of reading aloud			Total
	Accuracy	Prosody	Reading rate	
R1	2	2	2	6
R2	1	3	2	6
R3	3	2	1	6
R4	1	2	1	4
R5	2	1	1	4
R6	2	3	1	6
R7	2	3	2	7
R8	2	2	2	6
R9	1	2	2	5
R10	2	2	2	6
R11	3	1	3	7
R12	2	1	1	4
R13	1	2	1	4
R14	2	3	1	6
R15	1	3	2	6
R16	3	2	2	7
R17	2	2	2	6
N=17				$\sum X=96$

Reading aloud consists of three aspects: they were accuracy, prosody and reading rate. So in the section, the researcher would present and tabulates the mean score of the students' reading aloud one by one through the following tables.

1. Accuracy

Table 4.2

The Score of Students' Accuracy in Pre-test

Respondent	Accuracy
R1	2
R2	1
R3	3
R4	1
R5	2
R6	2
R7	2
R8	2
R9	1
R10	2
R11	3
R12	2
R13	1
R14	2
R15	1
R16	3
R17	2
N=17	

For looking in the mean score of students' accuracy in pre-test, the researcher calculates it by using SPSS 16. The result was presents into descriptive statistic table as follow:

Table 4.3

The mean score of students' accuracy in pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	17	1.00	3.00	1.8824	.69663
Valid N (listwise)	17				

From the table 4.3, it shows that the highest score of students were 3 and the lowest score was 1. Besides, it also indicates that the mean score of students' accuracy in pre-test were 1.88 and the standard deviation was 0,69663.

In other side, the researcher also had written the students' score of accuracy before give treatment by using gallery walkand it presents through the table rate percentage scores. The table is shows as follow:

Table 4.4

The Rate Percentage Score of the Students' Accuracy in Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Very Good	71-85	5	-	0%
Good	56-70	4	-	0%
Average	41-55	3	3	18%
Poor	26-40	2	9	53%
Very Poor	0-25	1	5	29%
Total			17	100%

Based on the table 4.3, that indicates the students' score in accuracy of pre-test. It shows that there was none of students got excellent (0%), very good (0%), and Good (0%). Besides, there were 3 students (18%) who got average. There were 9 students (53%) who got Poor and the last there were 5 of students (29%) who got very poor. It is means that the students reading aloud low.

2. Prosody

Table 4.5

The Score of Students' Prosody in Pre-test

Respondents	Prosody
R1	2
R2	3
R3	2
R4	2
R5	1
R6	3
R7	3
R8	2
R9	2
R10	2
R11	1
R12	1
R13	2
R14	3
R15	3
R16	2
R17	2
N=17	

Looking at the mean score of students' prosody in pre-test, the researcher calculates in by using SPSS 16. The result is presents into descriptive statistic table as follow:

Table 4.6
The mean score of students' prosody in pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	17	1.00	3.00	2.1176	.69663
Valid N (listwise)	17				

The table shows that the highest score of students were 3 and the lowest score was 1. Besides, it also indicates that the mean score of students' prosody in pre-test were 2.11 and the standard deviation was 0.69663.

In other side, the researcher also have written score of students' prosody before giving treatment by using gallery walk and it presents through the table rate percentage scores. The table is shows as follow:

Table 4.7
The Rate Percentage Score of Students Prosody in Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	(0%)
Very Good	71-85	5	-	(0%)
Good	56-70	4	-	(0%)
Average	41-55	3	5	29%
Poor	26-40	2	9	53%
Very Poor	0-25	1	3	18%
Total			17	100%

The table 4.7,that indicates the students' score in prosody of pre-test. It shows that were none of students good and there were got excellent (0%) and very good (0%). Besides, there were students (0%) who got good and there were 5 students (29%) who got average. There were 9 students (53%) who got poor and the last there were 3 of students (18%) who got very poor. It is means that the students reading aloud low.

3. Reading Rate

Table 4.8

The score of students reading rate in pre-test

Respondents	Reading rate
R1	2
R2	2
R3	1
R4	1
R5	1
R6	1
R7	2
R8	2
R9	2
R10	2
R11	3
R12	1
R13	1
R14	1
R15	2
R16	2
R17	2
N=17	

Looking at the mean score of reading rate students' in pre-test, the researcher calculates it by using SPSS 16. The result is presents into the table descriptive statistic as follows:

Table 4.9
The Mean Score of Students Reading Rate in Pre-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	17	1.00	3.00	1.6471	.60634
Valid N (listwise)	17				

The table shows that the highest score of students' is 3 and lowest score was 1. Besides, it also indicates that the mean score of students' reading rate in pre-test were 1.64 and standard deviation was 0.60634.

In addition, the researcher also had written score of the students reading rate before giving treatment by using gallery walk method and it presents through the table percentage scores. The table was showed as follows:

Table 4.10
The Rate Percentage Score of Students' Reading Rate in Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	(0%)
Very Good	71-85	5	-	(0%)
Good	56-70	4	-	(0%)
Average	41-55	3	1	5%
Poor	26-40	2	9	53%
Very Poor	0-25	1	7	42%
Total			17	100%

The table 4.10, that indicates that the students' score in reading rate of pre-test. Table shows that there was none of the students (0%) got excellent, very good and good. There was none 1 students (5%) got average. There were also 9 students (53%) got poor and 7 of students (42%) got very poor. The data shows that many students got poor and very poor in reading rate. It can be concluded that most students still had low reading aloud.

b.   The Mean Score of the Students in post-test

In this area, the researcher made the rate percentage of students score reading aloud in post-test. The results of the students' score in post-test were presented in the tables. The complete of the students' score reading aloud of accuracy, prosody, and reading rate in post-test were tabulates as follow:

Table 4.11
The Score of Students' Reading Aloud in the Post-test

Respondents	The Aspect of Reading aloud			Total
	Accuracy	Prosody	Reading Rate	
R1	3	4	4	11
R2	3	4	4	11
R3	4	3	4	11
R4	3	3	3	9
R5	3	4	4	11
R6	3	5	3	11
R7	4	4	3	11
R8	4	4	5	13
R9	4	4	4	12
R10	4	5	3	12
R11	4	4	5	13
R12	3	4	4	11
R13	4	4	3	11
R14	3	3	3	9
R15	4	3	5	12
R16	4	3	4	11
R17	5	4	4	12
N=17				$\sum X=191$

In the other side, the researcher had classified based on English and it was assessments that consisted of accuracy, prosody, reading rate and it was presented through the table distribution frequency and percentage. It shows as follow:

a. Accuracy

Table 4.12

The Score Students' Accuracy in post-test

Respondents	Accuracy
R1	3
R2	3
R3	4
R4	3
R5	3
R6	3
R7	4
R8	4
R9	4
R10	4
R11	4
R12	3
R13	4
R14	3
R15	4
R16	4
R17	5
N=17	

Looking at the score of students' accuracy in post-test, the researcher calculates it by using SPSS 16. The result presents into descriptive statistic table as follows:

Table 4.13
The Mean Score of Students' Accuracy in post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	17	3.00	5.00	3.6471	.60634
Valid N (listwise)	17				

The table shows that the highest score of students were 5 and the lowest score were 3. Besides, it also indicates that the mean score of students' accuracy in post-test were 3.64 and the standard deviation was 0.60634.

Besides, the researcher also had written score o the students' accuracy who had been given treatment by using gallery walk method and it presents through the table rate percentage score. The table was showed as follows:

Table 4.14
The Rate Percentage Score of Students' Accuracy in post-test

Classiication	Score	Rating	Frequency	Percentage
Exellent	86-100	6	-	(0%)
Very Good	71-85	5	1	5%
Good	56-70	4	9	53%
Average	41-55	3	7	42%
Poor	26-40	2	-	-
Very Poor	0-25	1	-	-
Total			17	100%

Based on the table above, the percentage o students' accuracy score in posttest indicates that there was none of the students (0%) got excellent. Besides, it also shows that there was 1 students (5%) got very good and there was 9 of students (53%) got good. There where 7 students (42%) got average and none students (0%) goot poor. And the last there was none of students (0%) got very poor. It means reading aloud improve after treatment.

b. Prosody

Table 4.15

The Score of Students' Prosody in post-test

Respondents	Prosody
R1	4
R2	4
R3	3
R4	3
R5	4
R6	5
R7	4
R8	4
R9	4
R10	5
R11	4
R12	4
R13	4
R14	3
R15	3
R16	3
R17	4
N=17	

Looking at the mean score of students' prosody in post-test, the researcher calculates it by using SPSS 16. The result presents into descriptive statistic table as follows:

Table 4.16
The Mean Score of Students' Prosody in post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
postest	17	3.00	5.00	3.8235	.63593
Valid N (listwise)	17				

The table shows that the highest score of students were 5 and the lowest score were 3. Besides, it also indicates that the mean score of students' prosody in post-test were 3.82 and the standard deviation was 0.63593.

The writer also has written score of the students' prosody who had been given treatment by using gallery walk method and it presents through the table rate percentage score. The table was showed as follows:

Table 4.17
The Rate Percentage Score of Students' Prosody in post-test

Classification	Score	Rating	Frequency	Percentage
Exellent	86-100	6	-	(0%)
Very Good	71-85	5	2	12%
Good	56-70	4	10	59%
Average	41-55	3	5	29%
Poor	26-40	2	-	(0%)
Very Poor	0-25	1	-	(0%)
Total			17	100%

Based on the table 4.17, the percentage o students' prosody score in posttest indicates that there was none of the students (0%) got excellent. But there were 2 students (12%) got very good, than were 10 students' (59%) got good, and 5 students (29%) got average. The last, it shows that was none of the students (0%)got poor and none of the students (0%) got very poor. It means the students reading aloud was improve after researcher give treatment.

c. Reading Rate

Table 4.18

The Score of Students' Reading Rate in post-test

Respondents	Reading Rate
R1	4
R2	4
R3	4
R4	3
R5	4
R6	3
R7	3
R8	5
R9	4
R10	5
R11	5
R12	4
R13	3
R14	3
R15	5
R16	4
R17	4
N=17	

Looking at the mean score of students' reading rate in post-test, the researcher calculates it by using SPSS 16. The result presents into descriptive statistic table as follows:

Table 4.19
The Mean Score of Students' Reading Rate in Post-test

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	17	3.00	5.00	3.9412	.74755
Valid N (listwise)	17				

The table shows that the highest score of students were 5 and the lowest score were 3. Besides, it also indicates that the mean score of students' prosody in post-test were 3.94 and the standard deviation was 0.74755.

Beside the researcher also had written score of the students' reading rate who had been given treatment by using gallery walk method and it presents through the table rate percentage score. The table was showed as follows:

Table 4.20
The Rate Percentage Score of Students' Reading Rate in post-test

Classification\	Score	Rating	Frequency	Percentage
Exellent	86-100	6	-	(0%)
Very Good	71-85	5	3	18%
Good	56-70	4	8	47%
Average	41-55	3	6	35%
Poor	26-40	2	-	-
Very Poor	0-25	1	-	-
Total			17	100%

The table 4.20 presents the percentage of students' reading rate score in post-test. The table shows that there was none of students' (0%) got excellent. But there were 3 students (18%) got very good and 8 students (47%) who got good. Besides, there were 6 students (35%) got average and there was none o students (0%) got poor and very poor. It means srudents reading aloud improve after the reseacher gave treatment to students.

Besides showing about the mean score mean each subject of reading aloud (accuracy, prosody, and reading rate.) one by one, this reseacher also would presents the total mean score

and standard deviation of pre-test and post-test, and the compare both of them. The result presents into descriptive statistic table as follows:

Table 4.21

The Mean Score and Standard Deviation of Pre-test and Post-test Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
pretest	17	4.00	7.00	96.00	5.6471	.25641	1.05719
posttest	17	9.00	13.00	191.00	11.2353	.26471	1.09141
Valid N (listwise)	17						

The table 4.21 indicates that the standard deviation in pre-test were 1.05 and in post-test 1.09. it also shows that mean score of the strudents in pre-test were 5.64 and the mean score of the students in post-test were 11.00. the result of the table above shows that mean score of students in post-test was higher that the mean score of students in pre-test. It concludes that using gallery walk method was effective in teaching reading aloud.

To know whether the pre-test and post-test were signiicantly different, and also to know acceptability of the hypotesis of this researcher, the researcher used Ttest analysis and calculates it by using SPSS 16. The result could be shown in the table of paired samples statistics, paired samples correlations, and paired sample test. It presents in the following tables.

Table 4.22
The Paired Samples Statistics of Pre-test and Post-test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	posttest	11.2353	17	1.09141	.26471
	pretest	5.6471	17	1.05719	.25641

The table 4.22 samples statistics of pre-test and post-test above indicates that the value of standard deviation in pre-test are 1.05 and 1.09 in post-test. Besides, the standard deviation error in pre-test 0.25 and 0.236in post-test. The table above also shows that mean score in pre-test were 5.64 and in post-test were 11.23. it concludes that the students' score improved from 5.64 to 11.23.

Table 4.23
The Paired Samples Correlation of Pre-test and Post-test

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	posttest & pretest	17	.347	.172

The table 4.23 paired samples correlation of pre-test and post-test above percented that the correlation of the students ability before and after treatment was 0.347. it means that there was significant correlation of students ability in teaching reading aloud by using gallery walk method before and after treatments.

Table 4.24

The Paired Samples Test of Pre-test and Post-test

Paired Samples Test

		Paired Differences							Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	posttest - pretest	5.58824	1.22774	.29777	4.95699	6.21948	18.767	16	.000

From the table sample test, the researcher got the data that t_o (conduct)= 18.767 and df (degree of freedom) =16. According M Subana value of t_t = 2,120. Based on the result, the researcher concluded that t_o ($t_{conduct}$) was higher than t_{table} ($t_{conduct}$), $t_0 > t_t$.

$$18.767 > 2.120$$

Related to the result that ($t_0 > t_t$) the $t_{conduct}$ was higher than t_{table} that there was a significance difference in teaching reading before and after using gallery walk method was effective to improve students' aloud in reading passages especially in narrative text at the eleventh class of SMA pesantren Datok Sulaiman Palopo.

For more clearly, it shows in the following table:

Table 4.25

Distribution of t (M. Subana)

Df	P (Level of Significance One Tailed Test)			
	0.01	0.05	0.01	0.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.533	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.934	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.960	2.306	3.355	5.041
9	1.833	2.262	3.250	5.781
10	1.812	2.228	3.169	5.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.221
13	1.771	2.160	3.012	4.318
14	1.761	2.143	2.977	4.221
15	1.753	2.131	2.947	4.410
16	1.746	**2.120**	2.921	4.140
17	1.740	2.110	2.989	4.073
18	1.734	2.101	2.878	4.015
19	1.734	2.093	2.861	3.883
20	1.729	2.086	2.856	3.850
21	1.752	2.080	2.831	3.819
22	1.721	2.074	2.819	3.792
23	1.717	2.069	2.807	3.767
24	1.714	2.064	2.797	3.745
25	1.711	2.060	2.787	3.725
26	1.708	2.056	2.779	3.707
27	1.706	2.052	2.771	3.690
28	1.703	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.670	2.042	2.750	3.646
40	1.640	2.021	2.704	3.551
60	1.571	2.000	2.660	3.460
120	1.558	1.980	2.617	3.373

B. Discussion

In this research, the reading test was given the eleventh year of SMA Pesantren Modern Datok Sulaiman Putri Palopo who have basic for reading. It means that they can read English but still have some problems when they want to read. Some of them still afraid and they were difficult to express what they want to talk about.

Based on the result of data analysis, the research find out that the uses of using gallery walk in improve students reading aloud at the eleventh year of SMA Peantren Modern Datok Sulaiman Putri Palopo is effective.

According Francek in journal of College of Science Teaching, "Gallery Walk is a discussion technique that gets students out of their chairs and actively involved in synthesizing the important science concepts, writing, and public speaking. The technique also cultivates listening and team building skills."

That using Gallery walk can improve the students' writing, because gallery walk has significant effect to increase the writing skill. In this research prove that using gallery walk not only can increase the writing skill but also the using gallery walk method can improve students' reading aloud. In improving students reading aloud by using gallery walk method make the eleventh year of SMA Pesantren Modern Datok Sulaiman Putri Palopo are confidence in practicing their reading aloud, enjoy getting the material in learning reading, easy to express their thoughts ideas, and creativity the results of their learning is improved.

One of the principles of teaching reading is using method that cover spectrum of learners' needs, from language based on focus on accuracy, prosody, and reading rate By this principle the teacher should have a method how to make it happen. Using gallery walk method is the answer of this problem, one of advantages of gallery walk is useful to improve students' creativity to expressing their ideas through gallery walk.

The significant difference between experimental class from the score of students of pre-test to post-test in accuracy, prosody, and reading rate. The experimental class had the significant improving after giving treatment, which was using gallery walk method. The score in post-test was higher than in pre-test.

In addition during the learning process in treatments, most of the students got their motivation when they tried to read in front of the class during the process learning. It occurs because they obtained their confidence to express their ideas in the class. It also made the students did not get many difficulties in communication by using English. The students were tough by using gallery walk method was easier to present their ideas.

In fact, by using gallery walk method that focused on making students are more active in learning process. The students can freely express and share their ideas about the problems that has been faced. According to penny, one of the characteristic of reading is high motivation. Gallery walk method facilitates the students to have more motivation to used English in comprehension about the reading. They were interested in learning reading by using gallery walk method and they were focus to given.

On the data of reading components of accuracy in pre-test, the mean score of pre-test related to the accuracy is 1,88 and the post-test is 3,64,. It shows significant increase after applying Gallery Walk method as technique about 1,76%.

Next, the component of prosody, the mean score of prosody in pre-test is 2,11 while the mean score in post-test is 3,82. It shows that the percentage of development is 1,71%.

Furthermore, the component of reading rate, the mean score of reading rate in pre-test is 1,64 while the mean score in post-test is 3,94. It means that there is significant development about 2,30%.

Overall, seeing the all components of reading in pre-test and post-test, not all the students have a development in reading narrative text through Gallery Walk method in comparing the result of t_{test} value and t_{table} value, the researcher finds that the value of t_{test} is higher than the value of t_{table} 18,767 > 2,120. It means that there is significance difference between the result of pre-test and post-test.

the researcher believes that the right choice of gallery walk in improve reading aloud, not only to activate the students mind but also open their eyes that teaching reading aloud is not always a boring activity, the students can explain the material to the other students by using gallery walk in improving reading aloud without boring. The teacher role is only as facilitator for building and developing the knowledge itself. Through gallery walk method in improving reading aloud. Students are supposed to have capability by applying to increase their own skill in improving reading aloud.

CHAPTER V

CONCLUSION AND SUGGESTIONS

The chapter presents about conclusions and some suggestions related to the findings and the application of the research.

A. Conclusion

Based on the findings, data analysis, and discussion in the previous chapter, the researcher gives conclusion as in following:

1. Using Gallery Walk method is effective to improve the students' ability in reading aloud at the eleventh IPS students of SMA Pesantren Modern Datok Sulaiman Putri Palopo. It is proved by calculating the difference of both test (pre-test and post-test) by using test. Analysis was the result of t-test (18,767) and t-table (2,120). It means that there is significant difference between students' ability before and after giving treatment. It could conclude that using Gallery Walk method can improve students to read.

2. Having analyzed the result of students' response toward this media applied by the researcher in this research, the data shows that many students chose positive choices in all statements. It shows that the students gave positive response to this media. Based on the data, the researcher concluded that the students at the eleventh IPS of SMA Pesantren Modern Datok Sulaiman Putri Palopo were interested in learning reading aloud through using Gallery Walk method.

B. Suggestions

The success in learning English does not depend on the lesson program only, but more important is how the teachers present the lesson and use various methods to manage the class more lively and enjoyable. This gallery walk method also helps the teachers to manage the class well and gives much opportunity for the students to be active in learning process. Regarding to

learning in writing narrative text by using gallery walk method, the researcher gives some suggestions as follow:

1. An English teacher should and technique in teaching process related to the target of the teacher or what skill she wants to develop.

2. The teacher must give motivation to the students in improving their reading aloud especially in improving skill by using gallery walk.

3. The teacher and the students should be active in classroom so that the teaching process can get a good result.

Finally, the research realized that was so far from being perfect thesis and because of that: constructive critics and advice was really expected for the perfection of the thesis. The researcher hoped that the results of this researcher could be useful for the readers. It was hoped that the readers have more information about using gallery walk method. This researcher could be one of the references for the next researcher activities to improve students reading aloud.

CURRICULUM VITAE

The researcher, Rahmawati was born on 10th of December 1994 in Lumaring. Her father's name is Rahim and Her mother's name is Juhari. She have five brothers and three sisters

She started her study Elementary School (SDN 08 lumaring) in 2000. She graduated in 2006 and continued her study at SMP Neg 1 Larompong, she graduated in 2009 and continued her study at SMA Neg 1 Larompong Kec. Larompong, she graduated in 2012. After that in 2013 she continued her study at state Institute for Islamic Studies (IAIN) Palopo and taking English Departemen. She finished her study in 2018.

In the end of her study at the State Institute for Islamic Studies (IAIN) Palopo, wrote a thesis entitled is *"Improving Students' Reading Aloud By Using Gallery Walk Method at the Eleventh Year Students' of SMA PMDS Putri Palopo."*