GALLERY WALK TECHNIQUE IN ENHANCING READING COMPREHENSION IN RECOUNT TEXT OF SENIOR HIGH SCHOOL STUDENTS IN MEDAN

Nadynne Athaya Harland
English Education Departement Study Program, Faculty of Tarbiyah and Teacher, Universitas Islam Negeri Sumatera Utara, Indonesia.
E-mail: nadynne0304202136@uinsu.ac.id

Maryati Salmiah
English Education Departement Study Program, Faculty of Tarbiyah and Teacher, Universitas Islam Negeri Sumatera Utara, Indonesia.
E-mail: maryatisalmiah@uinsu.ac.id

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Abstract: The purpose of this study is to evaluate how well senior high school students' reading comprehension is improved by the Gallery Walk approach. This study uses an experimental group design, control pretest and posttest, and quantitative quasi-experimental methodology. The sample size for this research consisted of a total of 60 high school students from two classes: 30 students in the experimental class (class X-1) and 30 students in the control class (class X-2). The final results of the experimental class that used the Gallery Walk strategy showed a higher level of reading comprehension, namely 53.33% compared to the control class, only 16.67% of students who succeeded in the test. Statistical analysis revealed significant improvements in post-test scores among students in the experimental group, indicating the efficacy of the Gallery Walk technique. Validity and reliability tests confirmed the robustness of the research instrument. The findings suggest that the Gallery Walk technique fosters active learning, develops critical thinking skills, and enhances reading comprehension abilities among high school students. This study contributes valuable insights into innovative teaching strategies for improving reading comprehension in English education. Beyond the intervention itself, any potential contributing variables to the observed differences between the experimental and control groups should be taken into account when interpreting the results.

Keywords: *Gallery Walk; Pre-test; Post-test; Reading Comprehension; SHS students.*

INTRODUCTION

In the dynamic of senior high school education, innovative teaching methodologies continue to emerge, each designed to engage and empower students in their learning process, the learning process requires teacher skills in managing the class and delivering learning materials using a certain learning approach that involves as many students' abilities as possible during the learning process and complete learning (Namaziandost et al., 2018). During learning activities, students are supposed to actively participate in their education so that they can understand the learning material well (Purfiyansyah et al., 2023).

English language learning has four skills that students must master, namely listening reading, speaking, and writing. Even though the characteristics of these four skills stand independen¸but in practice they cannot be separated, but must be taught in an integrated manner (Arzak & Prahani, 2023). One of the skills that will be discussed in this discussion is reading skills. One of the fundamental tools for learning is reading (JALA, 2020). Reading holds a pivotal position, serving as a gateway to understanding, analysis, and critical engagement with textual content. According to (Agustiani, 2017), Reading is a cognitive process that entails processing information from written sources and understanding it. When evaluating the truth of life, one should consider one's reading habit (Jayasudhaa, 2021). The language abilities that reading depends on, such as orthography, phonology, morphology, and syntax, are at the bottom and support reading comprehension and fluency at the top (McCarron & Kuperman, 2022). When evaluating the efficacy of reading strategy treatments in improving reading comprehension, it is important to include the entire spectrum of reading strategies available

(Yapp et al., 2023).

Reading comprehension encompasses the ability to understand, interpret, and critically analyze written texts, thereby extracting meaning and deriving insights from the information presented. The capacity of pupils to comprehend and analyze descriptive writings by applying cognitive techniques is known as reading comprehension, and it results in a development in their comprehension abilities (Etfita, 2018). Proficient readers not only decode words but also engage in higher order cognitive processes such as inference-making, synthesis of ideas, and evaluation of arguments. Mastery of these skills empowers individuals to nagivate complex academic texts, engage with diverse perspectives, and construct informed interpretations, a crucial foundation for academic achievement and intellectual growth. Effective reading comprehension involves not only understanding the text but also actively engaging with it to improve skills and outcomes (Astiantih et al., 2022). However, despite the important role of reading comprehension, a concerning proportion of students across educational levels struggle to attain proficiency in this domainNational and international assessments consistently reveal alarming trends, with a substantial portion of students failing to meet proficiency benchmarks in reading comprehension. These deficiencies manifest in various forms, including difficulty in understanding main ideas, identifying supporting details, making connections between concepts, and discerning authorial intent. In research (Saraswati et al., 2021), students' reading comprehension in a text has difficulty determining the main idea. This is the most difficult aspect experienced by students. The impact of inadequate reading comprehension extend far beyond the confines of the classroom, spreading nearly every aspect of individuals' academic, professional, and personal lives. Students who grapple with reading comprehension challenges often experience academic underachievement, hindering their ability to excel in other subjects, and limiting their educational opportunities.

Researchers have carried out teaching practices at high schools in Medan. Based on experience and information from English teachers, researchers found the problem that students had low understanding in reading a text. To solve this problem, teachers must find strategies or learning models that attract students' attention and does not make students bored with reading material, and students do not have to work and think alone. One promising technique that could be a solution is a gallery walk, in this research, students took a reading comprehension exam administered by the researcher.. The test was given in the form of a recount text by choosing the gallery walk technique as the learning technique. The Gallery Walk technique is tried to be applied to this learning so that it can improve student learning outcomes (Faisol Arifudin & Sayid Ma'rifatulloh, 2023).

In terms of material, there are various kinds of linguistic texts that students must master, such as narrative text, descriptive text, recount text, report text and so on. One of the ways in which learning English in high school is to equip students to be able to compose recount texts (Jimun et al., 2020). To be able to compose a recount text, students must first understand the structure that is part of the text as a whole. For this reason, this research emphasizes first understanding the correct parts of the text through reading. A recount narrative contains many generic structures, including orientation, events, and reorientation, according to Lancashire Council. Every generic structure serves a societal purpose (Aulia et al., 2023). They have already encountered the word orientation in narrative texts. So, the teacher's task is to make students understand the difference between text structure in narrative text and recount text (Puspitasari, 2019). The problem that arises is that students get bored and sleepy if they are presented with texts that do not necessarily interest students. Some are lazy to ask and some don't know what to ask (Suparno et al., 2023).

In order to promote engaging and successful learning, the gallery walk approach was used to update comprehension skills in reading recount texts. This allowed the learning objectives to be met. "Gallery Walk is a discussion technique that gets students out of their chairs and actively involved in writing, public speaking, and synthesizing important science concepts," says Mark Frencek (Insani & Sapriya, 2020). Gallery walk is an interactive and collaborative approach that has garnered attention for its potential in fostering enhanced reading comprehension skills among senior high school students. Despite its promosing attributes, the Gallery Walk Technique's efficacy in this particular context remains relatively underexplored within the academic sphere. Additionally, the method develops teamwork and listening skills. This method may be used in various studies in addition to being suitable for teaching language that

involves speaking, writing, listening, and reading. This study explores how important the Gallery Walk Technique is to improving language instruction for reading comprehension pupils,, with a specific focus on the senior high school level.(Maman & Rajab, 2016). The benefits of utilizing Gallery Walk, Hamalik said that understudies look for their possess coordinate involvement; acting alone will create all viewpoints of the student's personality, cultivating concordant participation among understudies, so that it'll encourage gather work; understudies learn and work based on their claim interface and capacities (Almira & Yanto, 2022), so it is exceptionally valuable to cater to person contrasts; develop teach (Lopez & Ortega-Dela Cruz, 2022). In the interim, walk implies strolling, taking steps. Steps of the Gallery Walk technique (Azizah, Nur, 2019). The steps for actualizing the Gallery Walk technique are as takes after:1) Members are separated into a few bunches. 2) Bunches are given plano/flip chart paper. 3) Decide the topic/theme of the lesson. 4) The comes about of the gather work are posted on the divider. 5) Each bunch pivots to watch the comes about of the work of other bunches. 6) One of the bunch agents answers each address inquired by the other bunches. 7) Adjust together. 8) Clarification and conclusion. Purpose of Gallery Walk, the Gallery Walk technique is called the bunch walk technique. This technique points to supply each bunch member with the opportunity to form their commitment and tune in to the sees and considerations of other individuals (NurAzlinda et al., 2023).

The gallery walk technique has been shown in numerous prior studies to have a positive effect on teaching and learning in the classroom (Abdillah, M., 2021). Students who use the gallery walk technique outperform those who receive instruction in small group discussions when it comes to understanding text reading. Then students who have high motivation taught using gallery walks have better results than students who are taught only using small group discussions. Research (Yeourng, 2021) states that the gallery walk technique helps students gain knowledge, involves them in learning, increases their level of self-confidence, improves speaking skills, and builds a learning community. However, research (Muawiah et al., 2021) states that the implementation of the gallery walk is less effective in its implementation so that the learning process is not achieved, this is because the tools, media, time used in group divisions are still not optimal because it takes a long time, and students also still in the stage of adjusting to learning methods that are relatively new for them. So, The implementation of the Gallery Walk technique in reading comprehension activities focused on recount texts among senior high school students in Medan will lead to significant improvements in both reading skills and reading comprehension abilities compared to traditional teaching methods.

The background information provided above indicates the authors' curiosity in learning more about the application of the gallery walk technique for reading comprehension in recount text student learning.. Therefore, this research discusses “Gallery Walk Technique in Enhanching Reading Comprehension in Recount Text of Senior High School Students in Medan”. The research aim to: How do students' reading skills improve after using the gallery walk technique during learning? What is the effect of the gallery walk technique on improving students' reading comprehension abilities?

METHOD

This study combines experimental research techniques with quantitative research. This study used a quasi-experimental research method to examine the direct impact of a single variable on other variables and to evaluate the hypothesis of a causal link. Valentelyte et al. (2022) state that... A quasi-experimental study design is one that examines causal hypotheses and is typically employed in situations when it is impractical to divide participants or groups into experimental and control groups at random. The control class receives no therapy at all, whereas the experimental class receives treatment in the form of teaching reading comprehension in a recall text through the use of the Gallery Walk Technique. Because teachers frequently employ full groups to prevent interfering with classroom learning, he frequently uses quasi-experimental approaches in his instruction. One may connect the pretest and posttest planning strategy to a quasi-experimental plan. (Gopalan et al., 2020).

The high school pupils of Medan High School are the subject of this study. All class X students made up the study's population. Thirty students from class X-1, which served as the experimental class, and thirty students from class X-2, which served as the control class, participated in total. Students in the control class received no strategy instruction, but those in the experimental class received instruction utilizing the gallery stroll

technique.

This research uses a gallery walk technique, because of the low level of students' reading comprehension, so this research aims to find out whether the use of the gallery walk technique in teaching reading comprehension has any effect significant influence.

In this study, researchers used recount text as students reading material by conducting test for the experimental and control class, learning was carried out utilizing pre-test and post-test (Andrade, 2021). The information collection strategy utilized to gather information from students is the pretest and posttest test strategy. This pretest and posttest were carried out by teachers and researchers to find out data on reading skills at Medan High School. Data analysis is an activity after data from all respondents or other sources has been collected. In this research, 2 (two) data analysis tests were carried out, namely validity and reliability tests within the exploratory gather and the control group. To carry out this legitimacy test utilizing the SPSS program. The testing strategy that analysts regularly utilize to test legitimacy is utilizing correlation Bivariate Pearson (Pearson Minute Items). This examination is done by connecting each item score with the full score. The overall score is the entirety of all things. Address things that connect essentially with the entire score show that these things are able to supply back in revealing what they need to uncover. à Substantial. In the event that r number ≥ r table (2-sided test with sig. 0.05) at that point the instrument or address things are essentially connected with the overall score (announced substantial). In investigate, unwavering quality is the degree to which the estimations of a test stay reliable after being carried out over and over, rehash the subject and beneath the same conditions. Investigate is considered solid on the off chance that it gives reliable comes about for the same estimations. It cannot be depended on in the event that rehashed estimations allow distinctive comes about. The level of unwavering quality is experimentally appeared by a number called the unwavering quality coefficient esteem. Tall unwavering quality is demonstrated by an rxx esteem near to 1. In common, unwavering quality is considered palatable on the off chance that it is ≥ 0.700. Testing the reliability of the instrument employments the Cronbach's Alpha equation since this inquire about instrument is within the frame of a survey and a multilevel scale (Ranganathan et al., 2024).

RESULTS AND DISCUSSION

The study was conducted in Sampali Village at a high school. All of the students in class X, namely classes X-1 and X-2, which served as the control and experimental groups, made up the study's population. Students' ability to successfully study a reading book and obtain high scores following experimentation is the research's outcome. This study's data is quantitative, with SPSS version 21 being used to evaluate data from test outcomes. By comparing the two groups' reading comprehension proficiency levels—the control class and the experimental class—based on pre- and post-test results, it is possible to ascertain whether the gallery walk method has improved students' learning outcomes at the senior high school level. The following figure displays the reading comprehension scores of the students on the pre-test.

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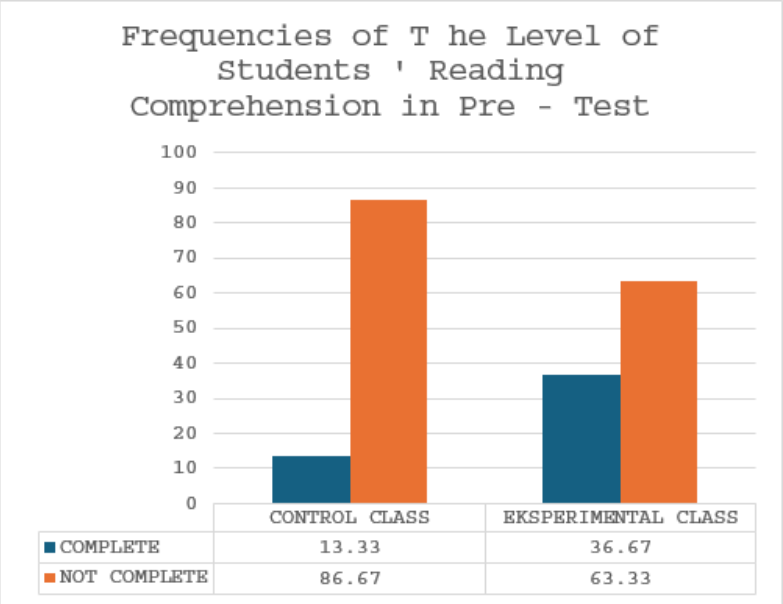

Figure 1. *Frequencies of the level of students' reading comprehension in pre-test*

From the data provided, there is a comparison of the percentage of students who managed to get a score above the KKM (84) (COMPLETE) and those who did not succeed in getting a score above the KKM (84) (NOT COMPLETE) between the two classes. In the control class, the percentage of students who succeeded in achieving a score above the KKM was 13.33%, while those who did not succeed in achieving a score above the KKM was 86.67%. In the experimental class, the percentage of students who successfully completed the assignment was higher, namely 36.67%, while those who were unsuccessful was 63.33%. The different levels of student learning outcomes depend on a number of factors that influence them, such as attitudes, needs, stimulus, affection, competence and reinforcement. (Akrim, 2021).

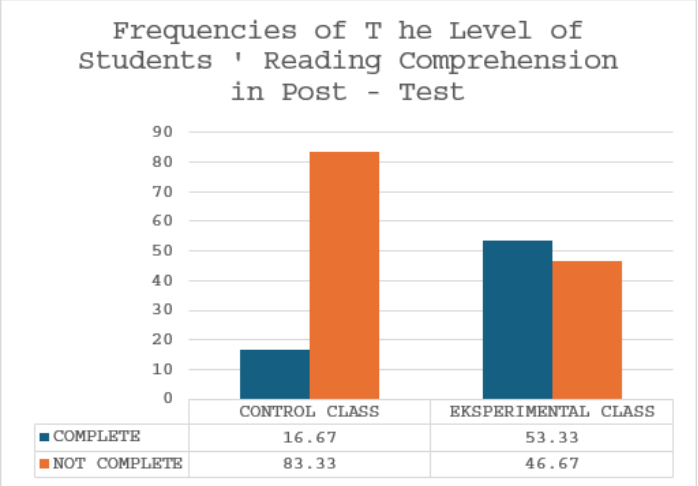

Figure 2. *Frequencies of the level of students' reading comprehension in post-test*

From the data provided, there is a comparison of the percentage of students who managed to get a score above the KKM (84) (COMPLETE) and those who did not succeed in getting a score above the KKM (84) (NOT COMPLETE) between the two classes. In the control class, the percentage of students who successfully completed the assignment was 16.67%, while those who were unsuccessful was 83.33%. In the experimental class, the percentage of students who successfully completed the assignment was higher, namely 53.33%, while those who were unsuccessful was 46.67%. In addition, the statistical results show that the average pre-test and post-test scores for both classes. The average pre-test score for the control class was 64.5667, while for the experimental class it was 70.0167. The two classes showed minor differences in student performance in terms of reading comprehension. Therefore, the Gallery Walk

technique can improve students' reading comprehension. The post-test results showed that 21 students out of 30 total students had achieved scores that met the minimum standards. This confirms that Gallery Walk has succeeded in providing significant achievements in improving reading comprehension. In implementing the Gallery Walk technique, questions are designed to involve thinking skills from low to high levels. This technique also integrates three important strategies for considering reading comprehension as interactive: metacognitive, cognitive, and socio-effective. Gallery Walk allows students to interact and learn together through a variety of assignments at each station, harnessing the power of social constructivism to enhance collaborative reading comprehension.

Table 1*Pre-test and post-test descriptive statistics*

Statistics			
		PreTest_Results	PostTest_Result
N	Valid	60	60
	Missing	0	0
Mean		64.5667	70.0167
Std. Error of Mean		2.93444	2.75799

From the statistical data provided, there were 60 valid data samples for both groups in the pre-test and post-test, without any missing data. The average pre-test score is 64.5667, with a mean standard error of 2.93444, while the average post-test score is 70.0167, with a mean standard error of 2.75799. This shows that there was an increase in the average score from pre-test to post-test between the two groups. A decrease in the standard error of the mean at the post-test indicates that the uncertainty in the sample mean decreases after the intervention or treatment is given. Therefore, it can be concluded that the implementation of the intervention or treatment has had a significant impact in increasing the average score from pre-test to post-test.

The statistical results showed a consistent increase in the post-test scores of both classes after the intervention. These results illustrate that despite improvements, there is still room for improvement in intervention effectiveness. This also supports the finding that the Gallery Walk method has a positive impact in improving students' reading comprehension, although further improvements are needed to reach the desired level of achievement. In terms of interpretation, these results are consistent with the previous explanation that the Gallery Walk technique can improve students' reading comprehension, with significant differences between the control and experimental classes. The pre-test and post-test results shown by the SPSS output confirm that there has been an increase. In the context of learning theory, the increase seen in post-test scores can be attributed to the basic concept of social constructivism in the Gallery Walk method. Interaction between students and student-based learning allows for more active and student-centered learning, which in turn can improve brand reading comprehension.

Table 2 *Validity test*

Question No	R count	R table	Information
1	0.690	0.361	Valid
2	0.510	0.361	Valid
3	0.934	0.361	Valid
4	0.512	0.361	Valid
5	0.630	0.361	Valid
6	0.732	0.361	Valid
7	0.550	0.361	Valid
8	0.656	0.361	Valid
9	0.627	0.361	Valid
10	0.584	0.361	Valid
11	0.563	0.361	Valid
12	0.686	0.361	Valid
13	0.934	0.361	Valid

14	0.959	0.361	Valid
15	0.959	0.361	Valid

The validity test results show that all calculated R values (from R=0.510 to R=0.959) are greater than the table R value (0.361) at the 0.05 significance level. This shows that the question instrument used in the research has strong validity, because the correlation values between each question item and the total question score (R) consistently exceed the specified threshold. Therefore, it can be concluded that the question instrument used in this research can be relied on to measure students' reading comprehension abilities at the high school level.

Table 3. *R reliability test*

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,908	,910	15

From the results of the reliability test using Cronbach's Alpha in this study, an alpha value of 0.908 was obtained. An alpha value that is close to or greater than 0.70 indicates a high level of reliability, which indicates that the question instrument used in the research has good consistency in measuring the construct being measured. These results indicate that the questions used to measure students' reading comprehension abilities at the high school level have good reliability. In addition, the alpha value based on standardized items is also high, namely 0.910, indicating consistent consistency in measurement. Thus, it can be concluded that the question instrument in this study can be relied on to measure students' reading comprehension abilities well and consistently.

Table 4 *Level of difficulty of questions*

Statistics															
	QUESTION NO 1	QUESTION NO 2	QUESTION NO 3	QUESTION NO 4	QUESTION NO 5	QUESTION NO 6	QUESTION NO 7	QUESTION NO 8	QUESTION NO 9	QUESTION NO 10	QUESTION NO 11	QUESTION NO 12	QUESTION NO 13	QUESTION NO 14	QUESTION NO 15
Valid	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Missing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mean	,6000	,7333	,7000	,7000	,5000	,5667	,8667	,6000	,8000	,6000	,7667	,8333	,7000	,6667	,6667

The following is a table of difficulty levels:

Difficulty Level	Interpretation
0.00 – 0.30	Easy
0.31 – 0.70	Currently
0.71 – 1.00	Hard

Source: (Arikunto, 2010, p.223)

Based on the criteria used, which describe the level of difficulty of the questions, we can interpret the output results. From the data provided, it seems that most of the questions have varying levels of difficulty. Questions 1, 8, 9, and 10 have an average difficulty of around 0.6, which is in the medium range. Questions number 2, 3, 4, 6, 11, 12, 13, and 14 have an average difficulty of around 0.7, which falls into the difficult category. Meanwhile, questions number 5 and 15 have an average difficulty of around 0.5, which is in the easy range. Question number 7 shows a high level of difficulty with an average of around 0.867, so it can be categorized as a very difficult question. Therefore, there are variations in the level of difficulty of the questions in the instrument, which indicates that students are tested with various levels of difficulty, ranging from easy to

difficult.

Table 5 *Da ya B ed a*

Question No	D
1	0.690
2	0.510
3	0.934
4	0.512
5	0.630
6	0.732
7	0.550
8	0.656
9	0.627
10	0.584
11	0.563
12	0.686
13	0.934
14	0.959
15	0.959

Based on the criteria given for interpreting the differential power of questions, we can interpret the differential power results for each question. Questions number 1, 3, 6, 8, 9, 12, 13, 14, and 15 have a differential power value above 0.394, which indicates that these questions fall into the "Good" to "Very Good" category. This means that these questions are able to differentiate between students who have high ability and those who have low ability. Questions number 2, 4, 5, 7, 10, and 11 have different power values between 0.195 and 0.394, so they fall into the "Fair" category. Even though the differentiation power is not as strong as in the "Good" to "Very Good" categories, it is still able to differentiate between students' abilities well. There are no questions that have a difference power value below 0.00, so none of them fall into the "Bad" or "Very Bad" category. Thus, it can be concluded that most of the questions have good to very good discrimination in differentiating between students with different abilities.

Table 6. *Normality test results*

Tests of Normality				
	Class	Kolmogorov-Smirnov[a]		
		Statistics	df	Sig.
Results	Pre Test [Control Class)	,151	30	,078
	Post Test [Control Class]	,143	30	,118
	Pre Test [Experimental Class]	,137	30	,160
	Post Test [Experimental Class]	,185	30	,060
a. Lilliefors Significance Correction				

Based on the results of the normality test using the Kolmogorov-Smirnov test, the significance value (Sig.) for each group shows a number above 0.05 (0.078, 0.118, 0.160, and 0.060). This indicates that there is not enough evidence to reject the assumption that the data is normally distributed for all groups and both stages of testing (Pre Test and Post Test). Therefore, it can be concluded that the data in this study can be considered normally distributed. The Lilliefors Significance Correction method is not needed because the results of the normality test have shown that the data sufficiently meets the assumptions of normality.

Hypothesis testing

Pre Test

Ho : There is no difference in scores between the experimental class and the control class

Ha : There is a difference in scores between the experimental class and the control class

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PreTest_Re	Equal	13,9	,00	-	58	,000	-	4.74665	-	-

sults	varianc es assume d	13	0	5,67 4			26.9333 3		36.434 78	17.43 189
	Equal varianc es not assume d			- 5,67 4	44,0 02	,000	- 26.9333 3	4.74665	- 36.499 56	- 17.36 711

The results of hypothesis testing for the independent samples t-test score comparison between the experimental and control classes are displayed statistically. The homogeneity of variance was first assessed using Levene's test, which revealed a very low significance (Sig.) value (0.000), suggesting that there was unequal variance across the two groups. The t-test was then run under the assumptions of equal and unequal variances. With 58 degrees of freedom (df) and a t-value of -5.674, the significance value (Sig.) is less than 0.05 (0.000), according to the results. This suggests that there is a noteworthy distinction between the experimental class's and the control class's Pre Test average scores. This indicates that there is a substantial difference in Pre Test results between the experimental and control groups, supporting the acceptance of the Alternative Hypothesis (Ha). Thus, these findings suggest that there are notable variations in Pre Test scores between the experimental and control groups.

Post test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
PostTest _Result	Equal varianc es assume d	10,5 31	,00 2	- 6,98 3	58	,000	- 28.6333 3	4.10060	- 36.841 57	- 20.425 09
	Equal varianc es not assume d			- 6,98 3	45,5 82	,000	- 28.6333 3	4.10060	- 36.889 45	- 20.377 21

The results of hypothesis testing for the independent samples t-test score comparison between the experimental and control classes are displayed statistically. First, the homogeneity of variance was examined using Levene's test, which revealed a relatively low significance value (Sig.) (0.002), suggesting that the variances in the two groups were not equal. The t-test was then run under the assumptions of equal and unequal variances. With 58 degrees of freedom (df) and a t-value of -6.983, the findings indicate that the significance value (Sig.) is less than 0.05 (0.000). This suggests that there is a noteworthy distinction between the experimental class's and the control class's Post Test average scores. This indicates that there is a substantial difference in Post Test results between the experimental and control groups, supporting the acceptance of the Alternative Hypothesis (Ha). Consequently, these findings suggest that there are notable variations in Post Test scores between the experimental and control groups. Based on the results of the data analysis obtained, the English learning process for high school classes in Medan using the Gallery Walk method in reading comprehension material can help students understand the meaning of a reading text. Gallery walks in the learning process also make students more active and develop thinking skills, thereby creating an effective learning process. This research was conducted in an experimental class with 30 students and a control class with 30 students. The total number is 60 students. Then, before entering the treatment such as pretest and posttest, the validity test of 15 questions in class X-1 was first tested. After that, the questions were distributed to students to find

out how many questions were valid, then after completing the testing, all 15 questions turned out to be valid.

For the data collection process, researchers used a pretest and posttest with 15 questions. After that, the questions were distributed to students in classes X-1 and X-2. In applying the gallery walk technique, researchers and collaborators divide students into several groups. Each group consists of 7 students to create a work or gallery based on English learning in class, namely a reading text. Students' reading comprehension in the pre-test before applying the gallery walk technique had low results. The results showed that there were no students who achieved an excellent level on the pre-test. However, in the post-test, students got very good grades and made progress. In line with Lopes & Ortega-Dela Cruz's previous research, the use of the Gallery Walk technique to improve students' reading comprehension produced positive results. Implementation of this technique resulted in a significant increase in students' post-test scores compared to conventional teaching methods.

These findings indicate that the Gallery Walk technique can effectively encourage active learning and develop low- and higher-order thinking skills among students. However, challenges such as language barriers and student concerns were also identified during the research. In the learning process, student learning outcomes can be seen from the final tests given in the pre-test and post-test, through these scores the teacher can determine the level of student ability in the material being taught. Based on the results of data analysis obtained by researchers using a gallery walk, the learning technique used in the experimental class shows that students' grades are good so that student learning outcomes can be said to be successful and achieved. Then in the control class using conventional learning there were moderate results.

Research used by Arif, Nike, and Andri, the application of twonik gallery walk, improves students' reading comprehension abilities. This is proven by the significant results of students' reading scores on the pre-test from 9.75 points to 10.54 points. In the gallery walk method, students are invited to be active, can create good cooperation and strengthen memory so that the lessons taught by the teacher are not forgotten unless they are remembered. Research conducted by Mariyaningsih also obtained learning results that were fun, motivated and able to stimulate more quickly so that learning using the gallery walk technique got increased learning results in the experimental class but in the control class the learning results were only at a medium level.

CONCLUSION

Based on the results of research using the gallery walk technique, during the pre-test, 13.33% of students in the control class successfully passed the test, while 36.67% of students in the experimental class successfully passed the test. In the posttest, 16.67% of control class students successfully passed the test, while 53.33% of experimental class students passed the test. Based on hypothesis testing where if the sig value is> 0.05 then Ho is accepted. Based on the results of this research, a sig value <0.05 is obtained, this indicates that Ho is rejected and Ha is accepted. This shows that there is a significant effect using the Gallery Walk learning method compared to learning that does not use the Gallery Walk learning method. Overall, this research contributes valuable insights into the potential of innovative teaching strategies like the Gallery Walk technique to address the challenges associated with reading comprehension in high school English education. By fostering active engagement and collaboration among students, educators can empower students to become proficient readers capable of navigating complex texts and deriving meaningful in sights from written materials. As a result, teachers can choose to teach reading comprehension skills to their students using this method, and they can provide a range of subjects to allow their students more possibilities to delve further into subjects that interest them. It is recommended that future studies investigate the use of gallery walk strategies to enhance students' abilities in other areas in order to provide additional empirical information concerning the utility of gallery walk approaches in engaging students in other circumstances.

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