THE EFFECT OF GALLERY WALK STRATEGY ON STUDENTS’ READING COMPREHENSION

Ira Khasturi, Ashari P swondo.
English Language Education Study Program Faculty of Social Science and Education
University of Potensi Utama.
E-mail: irakhasturi@gmail.com

ABSTRACT
The purpose of this research is to determine whether the application of the Gallery Walk Strategy can affect students’ reading abilities. This research was conducted by using Experimental method with quantitative form. The population of this study was students of MADRASAH TSANAWIYAH YASPILABUHAN class VIII. researcher used Purposive Sampling to the Fifth Class which can be seen from the midterm grades of students in each class. From their results, the researcher decided that students of class VIII-A consisted of 30 students as the Experimental class and Class VIII-B consisted of 30 students as Control Class. This research was conducted in 8 meetings. Experimental class was taught by using the Gallery Walk Strategy and control class was taught by not using conventional way. The researcher analyzed the data using the t-test, from the results of statistical calculations through SPSS, it was obtained the value of $t_{count}$ (2.990) and the $t_{table}$ value of df (58) at the 0.05 significance level was (2.002). It means that $t_{count}$ was higher than the value of $t_{table}$. Based on the results, the alternative hypothesis ($H_a$) was accepted and the null hypothesis ($H_o$) was rejected. Therefore, it can concluded that the Gallery Walk Strategy significantly affects students’ abilities in Reading Comprehension.

Keywords : Gallery Walk Strategy, Reading Comprehension.

1. INTRODUCTION
Reading is an important skill in learning foreign languages. Students are expected to be competent and develop reading skills in formal and informal situations. It needs to be supported by aspects of English, namely: vocabulary, grammar, and pronunciation in accordance with competency standards. Students are expected to be able to read, meaning they can share ideas and opinions with readers through English reading skills. Reading skills are seen as a measure of learning English. This was an important requirement for the success of Indonesian students was welcome to the
globalization era. Reading involves the process of building and sharing meaning through the use of language verbally and students will know how to express language communicatively to students.

Reading comprehension is one of the pillars of the act of reading. When a person reads a text, he engages in a complex array of cognitive processes. It was simultaneously used his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and the ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It can not occur of the other two elements of the process. At the same time, it is the most difficult and most important of the three.

There are two elements that make up the process of reading comprehension: vocabulary knowledge and text comprehension. In order to understand a text, the reader must be able to comprehend the vocabulary used in the piece of writing. If the individual words do not make the sense then the overall story had either. Children can draw on their prior knowledge of vocabulary, but they also need to continually be taught new words. The best vocabulary instruction occurs at the point of need. Parents and teachers should pre-teach new words that a child encounter in a text or aid her in understanding unfamiliar words as she comes upon them in the writing. In addition to being able to understand each distinct word in a text, the child also has to be able to put them together to develop an overall conception of what it was trying to say. This is text comprehension. Text comprehension is much more complex and varied that vocabulary knowledge. Readers use many different text comprehension strategies to develop reading comprehension. These include monitoring for understanding, answering and generating questions, summarizing and being aware of and using a text’s structure to aid comprehension.

**Reading Comprehension**

Alexander, (1977: 160) in Wilda. F (2013:15) states: There are many definitions of reading comprehension. A prevalent and current view was that comprehension is a special kind of reader comprehends by actively constructing meaning internally from interacting with the material that was readed.

Khoiriyah:2010:1) in Wilda. F (2013:15) states: Reading comprehension is the act of combining information in a passage with prior knowledge in order to construct meaning. In addition, reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it in relation to their own needs and purposes.

**Levels of Reading Comprehension**

Reading is the ability to comprehend, not simply to recognize, letters, forms, and symbol. Without comprehension, reading may prove to be almost useless. There are three levels of reading comprehension, these are:

1. **Literal reading** is the ability to follow directions and understand exact words, meanings, and characters.
2. **Aesthetic reading** is the ability to appreciate artistically the style and overall quality of what is being read.
3. **Critical reading** consists of making factual distinctions between common ideas, facts, and opinion. This capability is needed for valid interpretation and analysis.

Total comprehension requires reading at all of the above levels. This, to comprehend a chapter in a textbook well, one must have the ability to read at all levels (Mahmoud, 1992: 102-103).
In other hand, Dechant explains that learning to comprehend a complex of skills. Various writers have attempted to categorize these into three of four levels. Lanier and Davis in Dechant (1982:313) summarizing comprehension skills, categorize them as:

1. Literal skill (recognizing and recalling facts, details, sequence, main idea, directions, organization, and the like)
2. Interpretative skills (inferring, drawing conclusion, generalizing, deriving meaning from figurative language, predicting, anticipating, and summarizing)
3. Critical skills (judging, detecting propaganda, analyzing, checking validity, checking the author’s biases and purpose)
4. Creative skills (applying information, responding emotionally).

**Gallery Walk**

Gallery Walk consists of two words, Gallery and Walk. The gallery is an exhibition. The exhibition is an activity to introduce products, works or ideas to the general public. Whereas Walk means step.

According to Silberman (2006: 274) (Ismail: 2008), in Wawasan Pendidikan (2018) the Gallery Walk is a way to assess and remember what students have learned so far. Based on the description, the Gallery Walk is a learning method that is able to result in students' emotional power to discover new knowledge and can facilitate memory if something found is seen directly. Gallery Walk (walking exhibition) can also motivate student activity in the learning process because if something new is found to be different from one another, they can correct each other between students and groups between students themselves.

Gallery Walk Strategy is commonly referred to as a running gallery where all teachers can use images that are in accordance with the text provided as one of the media that can be used to help students understand the contents of the reading. This picture can be a series or installed sequentially like a painting exhibition. Teachers can also add cuts of text below the picture so that students not only see pictures but also can see stories related to the picture.

Wright (2006) in Proenglishteacher (2014) the benefits of this strategy are:

1. Stimulate student interest in reading texts.
2. Helping students focus on visual cues in reading texts.
3. Helping students to relate their personal experiences related to the text.
4. Provide a basis for discussion of language elements and related stories.
5. Increasing student understanding.
6. Build the skills needed to read independently.

According to the researcher, Gallery Walk Strategy is a strategy that uses picture tools to implement it and not only that the Gallery Walk Strategy will greatly help build students' interest in following the learning process.

**Relationship between Reading Comprehension and Gallery Walk Strategy**

Reading is something that involves many things, not just reciting writing but also involving visual activity, thinking, psycholinguistics, and metacognitive. As a visual process. Reading is the process of translating written symbols (letters) into verbal or verbal words. As a process of thinking, reading includes word recognition, literal understanding, interpretation, critical and creative reading. According to Klein, the understanding of reading includes three things, namely:

1. Reading as a process
2. Reading is strategy
3. Reading is interactive

The point is that reading was as a process is information obtained from the text and knowledge possessed by the reader becomes the main role in shaping meaning, while reading was said to be a strategy because the reader uses various strategies that are in accordance with the text.
and context in order to construct meaning. The strategies used by the reader vary according to the type of text and the goals to be achieved. Furthermore, reading is said to be interactive if there is an element of involvement between the reader and the text being read. The text that is read should be readable so that there is an interaction between the reader and the text.

In this case, the researcher had tried to implement one of the strategies in teaching reading will be an implementation for junior high school. The name for this strategy is Gallery Walk Strategy which one this implementation such as pictures to be displayed and displayed like an exhibition on the pictures that have been available, the teacher make the text pieces that will be placed on the picture to make it easier for students to know the contents of the story of the picture.

In this case, the writer had tried to implement one of the strategies in teaching reading have implementation for junior high school. The name for this strategy is Gallery Walk Strategy which one this implementation such as pictures to be displayed and displayed like an exhibition on the pictures that have been available, the teacher will make the text pieces that will be placed on the picture to make it easier for students to know the contents of the story of the picture.

As we already know, there are often many complaints from students in learning English such as reading texts containing full English. Students sometimes still have difficulty understanding what the text was about how the word is spoken and they have difficulty finding a description of the story in the book.

Therefore, they are easily bored and lazy to learn it, this case can eliminate students’ interest in learning. then with such complaints writer will try to teach reading English using the Gallery Walk Strategy

2. RESEARCH METHODOLOGY

Research Design
The type of this research was quantitative research and experimental design. The researcher used two classes for this research. The first class was the experimental class and the second class was the control class. The researcher implemented the Gallery Walk Strategy in the experimental class and the conventional way in the control class. The researcher conducted 8 meetings for this research. until the researcher finds a valid data during to do research.

Population and Sample of Study
The population is the whole sample which had been researched on class VIII at MADRASAH TSANAWIYAH YASPI LABUHAN. In conduct, the research, of course, needs the population as what Bambang Soepomo said that population all of the subjects that fact target of the searching. based on this quotation, then here, the population was taken from all students of MADRASAH TSANAWIYAH YASPI LABUHAN.

<table>
<thead>
<tr>
<th>No.</th>
<th>Class</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>VIII-A</td>
<td>30</td>
</tr>
<tr>
<td>2.</td>
<td>VIII-B</td>
<td>30</td>
</tr>
<tr>
<td>3.</td>
<td>VIII-C</td>
<td>30</td>
</tr>
<tr>
<td>4.</td>
<td>VIII-D</td>
<td>30</td>
</tr>
<tr>
<td>5.</td>
<td>VIII-E</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>162</td>
</tr>
</tbody>
</table>

The researcher took two classes, and at sample this class was an Experimental for VIII-A with a total of students 30 and a control class for VIII-B with a total of students 30. The sample is a part population that had been the object of research. sample referred to a delegation from the population in the research. the delegation was used to present the whole population.
Table 2. The Sample of Research

<table>
<thead>
<tr>
<th>No.</th>
<th>Class</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>VIII-A (Experimental Class)</td>
<td>X</td>
</tr>
<tr>
<td>2.</td>
<td>VIII-B (Control Class)</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

**Treatments**

The treatment was conducted after the administration of the pre-test. The experimental group and the control group were by using taught the same materials but different treatments. In the experimental group, the researcher used a Gallery Walk Strategy and the control group, the writer used conventional way of teaching reading.

**Steps in Applying Gallery Walk Strategy:**
1. The teacher makes introductions first to students in the control class and experimental class.
2. The teacher explains the topic to be discussed in the control class and experimental class.
3. The teacher makes several groups in the experimental class while in the control class the teacher only give lessons on what gallery walk strategy (only discussing material).
4. The teacher gives direction to students how to learn the gallery walk strategy in applying reading comprehension lessons in the experimental class and students immediately practice it while the control class is only a material explanation.

In this step, the writer found comparisons found in the two classes in the form of whether the application and practice directly given by the teacher is more effective than only by discuss Gallery Walk Strategy material on the application of reading comprehension lessons without practicing it can students experience improvement and easily understand the lesson.

**Research Instruments**

The instrument to collect data from the field of the research, the researcher uses some instruments to take the required information.
1. **Picture**
   A picture is a tool that the researcher use in applied this gallery walk strategy and the picture can be in the form of fable and story or narrative text.
2. **Narrative Text (fable, short story)**
   This narrative text is an explanation in applied the picture that shown in front of the class and this is to be an explanation in picture and narrative can also be in the form of fable story and a short story.
3. **Pre-test**
   A pre-test is an activity that a researcher do to students to test the level of students 'knowledge of the material to be delivered. And the pretest activity carried out before the teaching activities are given, and the benefits of this pre-test are to find out students' initial abilities about the lesson delivered.
4. **Post-test**
   Post-test is a form of a question that given to students after the material is taught to know the level of understanding that exists in students.

**Data**

This research was conducted quantitatively and this research aims to determine the difference between class VII-A using the Gallery Walk Strategy or the experimental class and class
VII-B as a comparison without applying strategy but the researcher only provides knowledge or explains what is meant by Gallery Walk Strategy which has been applied to reading comprehension lessons.

The Description of the Data
After the researcher conducted research at the MADRASAH TSANAWIYAH YASPI LABUHAN school, researcher had obtained students score data in the Experimental class and the control class obtained when implementing the pre-test and post-test.

The Data of Experiment Class
The researcher made the table of students scores in both Pre-test and Post-test. The table also shows the scores gained by the student.

<table>
<thead>
<tr>
<th>No.</th>
<th>Initial Name</th>
<th>Pre-Test Score</th>
<th>Post-test Score</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>ARH</td>
<td>55</td>
<td>75</td>
<td>20</td>
</tr>
<tr>
<td>2.</td>
<td>AS</td>
<td>50</td>
<td>75</td>
<td>20</td>
</tr>
<tr>
<td>3.</td>
<td>APS</td>
<td>40</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>4.</td>
<td>AD</td>
<td>55</td>
<td>60</td>
<td>25</td>
</tr>
<tr>
<td>5.</td>
<td>AAPUN</td>
<td>50</td>
<td>70</td>
<td>20</td>
</tr>
<tr>
<td>6.</td>
<td>ALS</td>
<td>40</td>
<td>75</td>
<td>35</td>
</tr>
<tr>
<td>7.</td>
<td>AZ</td>
<td>45</td>
<td>65</td>
<td>40</td>
</tr>
<tr>
<td>8.</td>
<td>AS</td>
<td>55</td>
<td>65</td>
<td>40</td>
</tr>
<tr>
<td>9.</td>
<td>AM</td>
<td>55</td>
<td>85</td>
<td>25</td>
</tr>
<tr>
<td>10.</td>
<td>AI</td>
<td>45</td>
<td>70</td>
<td>20</td>
</tr>
<tr>
<td>11.</td>
<td>AP</td>
<td>55</td>
<td>90</td>
<td>35</td>
</tr>
<tr>
<td>12.</td>
<td>ASP</td>
<td>60</td>
<td>65</td>
<td>40</td>
</tr>
<tr>
<td>13.</td>
<td>AA</td>
<td>50</td>
<td>80</td>
<td>35</td>
</tr>
<tr>
<td>14.</td>
<td>AS</td>
<td>60</td>
<td>70</td>
<td>35</td>
</tr>
<tr>
<td>15.</td>
<td>ANH</td>
<td>65</td>
<td>70</td>
<td>45</td>
</tr>
<tr>
<td>16.</td>
<td>AF</td>
<td>40</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>17.</td>
<td>BAK</td>
<td>65</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>18.</td>
<td>BKA</td>
<td>45</td>
<td>65</td>
<td>10</td>
</tr>
<tr>
<td>19.</td>
<td>CDY</td>
<td>45</td>
<td>65</td>
<td>25</td>
</tr>
<tr>
<td>20.</td>
<td>CD</td>
<td>40</td>
<td>60</td>
<td>25</td>
</tr>
<tr>
<td>21.</td>
<td>DPSM</td>
<td>45</td>
<td>70</td>
<td>15</td>
</tr>
<tr>
<td>22.</td>
<td>DAR</td>
<td>65</td>
<td>50</td>
<td>15</td>
</tr>
<tr>
<td>23.</td>
<td>DM</td>
<td>40</td>
<td>60</td>
<td>35</td>
</tr>
<tr>
<td>24.</td>
<td>DA</td>
<td>40</td>
<td>75</td>
<td>15</td>
</tr>
<tr>
<td>25.</td>
<td>DL</td>
<td>55</td>
<td>70</td>
<td>15</td>
</tr>
<tr>
<td>26.</td>
<td>DR</td>
<td>60</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>27.</td>
<td>EC</td>
<td>30</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>28.</td>
<td>HF</td>
<td>50</td>
<td>60</td>
<td>35</td>
</tr>
<tr>
<td>29.</td>
<td>MI</td>
<td>50</td>
<td>65</td>
<td>40</td>
</tr>
<tr>
<td>30.</td>
<td>JND</td>
<td>55</td>
<td>75</td>
<td>35</td>
</tr>
</tbody>
</table>

The experimental class table above had shown that each students score is based on the table that has been made, the minimum pre-test score was 30 which is owned by two students and the maximum score was 60 while the minimum post-test score was 70 and the maximum score of post-test 90 tables also has informed the total number of pre-test scores was 1505 and the total number of post-test scores was 2075.
The Data of Control Class

The researcher made the table of students scores in both Pre-test and Post-test. The table also shows the scores gained by the student.

Table 4. of Students’ Score of Control Class

<table>
<thead>
<tr>
<th>No.</th>
<th>Initial Name</th>
<th>Pre-Test Score</th>
<th>Post-Test Score</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>FRZ</td>
<td>60</td>
<td>65</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>FFH</td>
<td>50</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td>3.</td>
<td>GT</td>
<td>55</td>
<td>70</td>
<td>20</td>
</tr>
<tr>
<td>4.</td>
<td>HMR</td>
<td>50</td>
<td>65</td>
<td>15</td>
</tr>
<tr>
<td>5.</td>
<td>IS</td>
<td>55</td>
<td>70</td>
<td>15</td>
</tr>
<tr>
<td>6.</td>
<td>IH</td>
<td>50</td>
<td>65</td>
<td>15</td>
</tr>
<tr>
<td>7.</td>
<td>ISM</td>
<td>55</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>8.</td>
<td>IST</td>
<td>50</td>
<td>55</td>
<td>5</td>
</tr>
<tr>
<td>9.</td>
<td>IBR</td>
<td>30</td>
<td>65</td>
<td>35</td>
</tr>
<tr>
<td>10.</td>
<td>IA</td>
<td>35</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td>11.</td>
<td>IAY</td>
<td>45</td>
<td>65</td>
<td>20</td>
</tr>
<tr>
<td>12.</td>
<td>KR</td>
<td>45</td>
<td>65</td>
<td>20</td>
</tr>
<tr>
<td>13.</td>
<td>KNS</td>
<td>50</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>14.</td>
<td>KI</td>
<td>65</td>
<td>55</td>
<td>10</td>
</tr>
<tr>
<td>15.</td>
<td>LP</td>
<td>40</td>
<td>65</td>
<td>15</td>
</tr>
<tr>
<td>16.</td>
<td>MDS</td>
<td>55</td>
<td>65</td>
<td>10</td>
</tr>
<tr>
<td>17.</td>
<td>TAS</td>
<td>50</td>
<td>70</td>
<td>20</td>
</tr>
<tr>
<td>18.</td>
<td>UK</td>
<td>55</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td>19.</td>
<td>UN</td>
<td>50</td>
<td>65</td>
<td>15</td>
</tr>
<tr>
<td>20.</td>
<td>UZ</td>
<td>50</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>21.</td>
<td>VA</td>
<td>55</td>
<td>85</td>
<td>30</td>
</tr>
<tr>
<td>22.</td>
<td>WD</td>
<td>45</td>
<td>65</td>
<td>20</td>
</tr>
<tr>
<td>23.</td>
<td>WH</td>
<td>45</td>
<td>80</td>
<td>35</td>
</tr>
<tr>
<td>24.</td>
<td>WHD</td>
<td>50</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>25.</td>
<td>WHF</td>
<td>45</td>
<td>75</td>
<td>30</td>
</tr>
<tr>
<td>26.</td>
<td>WA</td>
<td>60</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>27.</td>
<td>ZKR</td>
<td>55</td>
<td>80</td>
<td>45</td>
</tr>
<tr>
<td>28.</td>
<td>ZR</td>
<td>45</td>
<td>70</td>
<td>25</td>
</tr>
<tr>
<td>29.</td>
<td>ZS</td>
<td>65</td>
<td>65</td>
<td>0</td>
</tr>
<tr>
<td>30.</td>
<td>ZAT</td>
<td>55</td>
<td>70</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Total Score</td>
<td>1495</td>
<td>1975</td>
<td>465</td>
</tr>
<tr>
<td></td>
<td>Mean Score</td>
<td>50</td>
<td>66</td>
<td>15.5</td>
</tr>
</tbody>
</table>

The Control class table above has shown that each students score is based on the table that has been made, the minimum pre-test score was 30 which is owned by two students and the maximum score was 50 while the minimum post-test score was 50 and the maximum score of post-test 80 the table has also informed the total number of pre-test scores was 1495 and the total score of the post-test score was 1975 the total Gained score was 465 The table above also shows the mean of score Pre-test was 50, The mean score of the Post-test was 66 and the mean score of Gained value was 15.5.

Data Collection

The data of this research were given using post-tests to students. students are able to achieve goals in the experiential class, it means that the assessment of students' abilities has been successfully improved. The following procedure is used in collecting data. First, students in each class were given a prior knowledge test using the Pre-test at the beginning of the study. It was given to find out how far their knowledge was before the researcher provided the material. The results of knowledge from each student that has been carried out at the begin can be consideration of the ability of students at the end.
After the data was collected from the pre-test and post-test, the researcher had analyzed the data with the t-test formulation and the calculation of data researcher using SPSS (Statistical Package for The Social Sciences) of version 18. Before analyzing the data used the t-test formulation, the researcher could test the normality and homogeneity.

The researcher must submit an alternative hypothesis ($H_a$) and the Null Hypothesis ($H_0$) as below:
1. Alternative hypothesis ($H_a$) "There is significant effect of Gallery Walk Strategy on Students’ Reading comprehension.
2. Null hypothesis ($H_0$) "There is no significant effect of Gallery Walk Strategy on Students’ Reading Comprehension.

The criteria determine the significance of $t_{obs}$

$\text{Sig (2-tailed)} = \leq 0.05$

Null hypothesis ($H_0$) was rejected if calculation of $t_{obs} \geq \text{sig (2-tailed)} = 0.05$ but the result of $t_{obs} \geq \text{sig (2-tailed)} = 0.05$. $H_a$ was rejected and $H_0$ accepted. it mean There was no significant effect of Gallery Walk Strategy on Students’ Reading Comprehension.

<table>
<thead>
<tr>
<th>Levene Test</th>
<th>t-test for Equality</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Significance</td>
</tr>
<tr>
<td>Post Test</td>
<td>Variances ...</td>
</tr>
</tbody>
</table>

Not Equal variances ...

2.990 | 54,704 | .004

From the table above, it can be seen (2-tailed) revealed significance point 0.04. there is a significant influence on students’ comprehension ability on post-test. Sig value. (2 tailed) smaller than significant level (0.04 < 0.05). and it was obtain the value of $t_{obs} (2.990)$ and the $t_{table}$ value of df (58) at the 0.05 significance level was (2.002) it mean $t_{count}$ was higher than the value of $t_{table}$. Based on the results, the alternative hypothesis ($H_a$) was accepted and the null hypothesis ($H_0$) was rejected. it means "There was significant effect of Gallery Walk Strategy on Students’ Reading comprehension

3. RESEARCH FINDING AND DISCUSSIONS

Research Findings

Gallery Walk Strategy research on reading comprehension has an effect on students’ and this can be seen when The researcher analyzed the data using the t-test, from the results of statistical the calculations through SPSS, it was obtained the value of $t_{obs} (2.990)$ and the $t_{table}$ value of df (58) at the 0.05 significance level was (2.002) it mean $t_{count}$ was higher than the value of t table. Based on the results, the alternative hypothesis ($H_a$) was accepted and the null hypothesis ($H_0$) was rejected. it means this shows that this research had effect on students' abilities in teaching reading comprehension.

Discussion

Reading is an activity that sometimes makes students feel bored to learn it, so it is very important to make an interesting strategy to build students' interest in learning Reading
Comprehension, a study conducted at the MADRASAH TSANAWIYAH YASPI LABUHAN school is considered to have a significant difference in students. Understanding learning to read taught by using the Gallery Walk Strategy and those who do not use the Gallery Walk Strategy can see the difference. Based on the results of the Post-test and the average score of the experimental class students in their ability to understand Reading Comprehension was 69 while the control class was 50, the results of the above assessment can be interpreted as the average score obtained by the Experimental class using the Gallery Walk Strategy application in higher Reading Comprehension learning from the Control class that does not use the Gallery Walk Strategy application in learning Reading Comprehension.

It means, in this case, it can be seen that the Gallery Walk Strategy is very helpful in understanding Reading Comprehension learning and helps increase student scores in the post-test. There are several factors that make students interested in studying by using Gallery Walk Strategy in the experiment class:

1. Students have never gotten the application of the Gallery Walk Strategy before.
2. Students are easier to understand when the researcher explains about the gallery walk strategy
3. Students begin to have a sense of curiosity when the researcher attaches the pictures that will be used during the reading comprehension lesson.

In this case, it can be seen that Gallery Walk Strategy is successful in the application of reading comprehension and the hypothesis proposed in this research is "There is a significant difference between the experimental class and the control class, and this shows that the experimental class uses Gallery walk as an application for reading learning comprehension has been received.

4. CONCLUSION

Conclusion

Gallery Walk Strategy can motivate students to improve learning way students about reading comprehension learning. This can be seen from the process of reading comprehension with Gallery Walk Strategy. The students are still confused and less interested in learning to reading comprehension before the researcher applies the Gallery Walk Strategy. However, after the implementation of this strategy, students begin to be interested and enjoy the lessons provided and not only that students also more easily understand the material and they can share their knowledge about reading when this strategy is implemented.

After analyzing the data, it is known that the reading ability of students with Gallery Walk Strategy can improve and influence each given test. The researcher analyzed the data using the t-test, from the results of statistical calculations through SPSS, it was obtain the value of $t_{obs}$ (2.990) and the $t_{table}$ value of df (58) at the 0.05 significance level was (2.002) it mean $t_{count}$ was higher than the value of $t_{table}$. Based on the results, the alternative hypothesis ($H_a$) was accepted and the null hypothesis ($H_0$) was rejected. And this shows that the teaching of Reading Comprehension using the Gallery Walk Strategy is very effective in improving students' abilities compared to teaching by not using the Gallery Walk Strategy. Then it can be concluded that the Gallery Walk Strategy has significant effect to improve students' abilities in Reading Comprehension.

5. SUGGESTION

Suggestion

The results of the research showed that using the Gallery Walk Strategy improved students' reading comprehension, there are three the following suggestions are offered:

1. English teachers should use the Gallery Walk Strategy in improving students' reading comprehension.
2. Students should to improve their reading ability with the Gallery Walk Strategy.
3. The results of this study should be useful for researchers who apply Gallery Walk Strategy as the application of learning to develop students’ abilities in Reading Comprehension or other subjects.

ACKNOWLEDGEMENT

this occasion, the researcher will express her gratitude to: thanks to University of Potensi Utama and Thanks to my advisor Ashari P Swondo,S.Pd.,M.Hum provide guidance, direction, encouragement, and give suggestion to researcher, so this research can be completed.

REFERENCES


[17] Yana, Aprida irma (2018) *The Effect Gallery Walk and Motivation Toward Students Aprode Reading Comprehension of Narative Text at the eighth grade of SMP N 1 PADANG SIDEMPUAN.*