

The Effect of Using Gallery Tour Strategy Toward Students' Reading Comprehension at SMP N 5 Tahan Putih

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ABSTRACT

This paper entitled "The Effect of Using Gallery Tour Strategy toward Students' Reading Comprehension at SMP N 5 Tanah Putih". The objectives of the research is to find out the significant effect of using gallery tour strategy on the students' reading comprehension at the eighth grade students of SMP N 5 Tanah Putih. This research is an experimental research. The design of this research is quasi experimental design, which uses two groups. The population of this research is the whole students of eighth grade students of SMP N 5 Tanah Putih. There are three classes that consist of VIII.1, VIII.2, and VIII.3. The total population is 100 students. The classes chosen are VIII.1 as the experimental class and VIII.3 as the controlled class. Each class consists of 34 and 33 students so the total of the sample is 67 students. The result of the research is there is significance effect of using gallery tour strategy toward the students' reading comprehension of the eighth grade students of SMP N 5 Tanah Putih. It is gotten because of t -test is bigger than t -table = 12.935 is bigger than 2.0315 in degree of significance 5%, it could be concluded that H_0 is accepted. In other words, There is significant effect of pre-test and post-test mean scores of using gallery tour strategy in experimental group. It means that there is a significant effect between pre-test and post-test mean score on students' reading comprehension of the eighth grade students of SMP N 5 Tanah Putih.

INTRODUCTION

Every country all over the world needs English. Nowadays, English is not the new thing anymore as an exclusive language. But very few people are not able to use English. In the Indonesia, English as a foreign language is a compulsory subject to be taught in all schools from elementary to senior high schools.

Learning English and another foreign language aims as a means of communication in order to access the information and share it globally to build an interpersonal relationship and to increase the insight about foreign cultures. Different cultures will also evoke different languages and it is likely impossible to get know a culture without knowing its language at all. Language is also born in a culture. It is created by the habit in a certain area. So, learning a foreign language, specifically English, is important as it is used globally all over the world.

There are four major skills in learning language, they are reading, listening, writing, and speaking. Those skills should be mastered by the students when they learn language, so they can achieve a good competence in English. Learning those skills is not easy. The teacher needs creativity in choosing the right method and technique in teaching those skills especially in teaching reading. Most students have many problems in reading.

The purpose of reading and the type of text determine the specific knowledge, skills, and strategies that reader need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension result when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply the reading purpose.

Then, The purpose of the Gallery Tour strategy is to have students produce a visual display of the content of a text or other information learned during the unit of instruction. The strategy also allows other students to view the visual interpretation of classmates while offering suggestions for improvement of the visual representation (Rasinski & Padak in Judy, 2011:59).

Steps in the process of Gallery Tour strategy according to Judy Tilton (2011:59) are:

- a. Explain to students that they will be working with a small group of classmates to produce a product such as a diagram or map of the information on a piece of chart paper. If this is the first time for the activity, further explanation of product types may be necessary.
- b. Provide selection for students to read.
- c. When students have finished reading, ask them to work individually or in groups of three to four for the purpose of creating a visual representation of the content. The drawing can include words or symbols, or a combination of both.
- d. After completion of the visual representation, tape the products around the room and display them on the walls.
- e. Provide each student with small pieces of notepaper to place on the wall around the projects. This will be used to provide feedback related to the critique of the product.
- f. Tell students to walk around the room as individuals, or with a small group, and to critique each visual representation while posting comments.
- g. Instruct each student to provide a minimum of one original comment to each display.
- h. After the tour, ask groups to review the notes and reexamine the representation in comparison to others.

The benefits of Gallery Tour strategy are:

- a. Takes little teacher preparation.
- b. Straightforward, easy to explain and understand.
- c. Novel way of displaying information from the text.
- d. Actively engages students with a wide variety of reading ability.
- e. Encourages visual imaging of reading content.
- f. Requires evaluative thought related to the work of others.

Based on the preliminary observation in SMP N 5 Tanah Putih dated on 6th April 2015, most students have many problems in reading. The students still have difficulties in comprehending the text. This problem can be seen from the following symptom as follow:

1. The students are still low in reading comprehension.
2. The students are difficult to understand and catch the information in the reading text.
3. The students feel bored in reading activity.
4. The students are lazy to read the text.
5. The students are not interested in answering the question about the text.

Based on the explanation above, teaching reading is difficult especially in making students comprehend the text. Therefore, teaching reading should be in interesting method or technique to make the students understand the content of the text easily. Technique in teaching is an important aspect to achieve the teaching learning process successfully.

Comprehension has level. Peter Westwood (2001:21) explains about the levels of comprehension as follow:

1. Literal level
At the literal level the basic facts are understood. For example, knowing that the lady's name is Miss Chow; she lives in an apartment on the 10th floor; her neighbors are noisy; she has complained to the landlord before. This information is contained explicitly within the text.
2. Inferential level
At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusions. For example, Miss Chow believes that her landlord will tell the neighbors to be less noisy, that he will sort the matter out for her. It can also be inferred that things may not improve even if the landlord does complain. The reader also gathers that the landlord is becoming a little frustrated or irritated by Miss Chow's complaints.
3. Critical level
At the critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias. For example, when Miss Chow's landlord offers her a different apartment on the 18th floor and says it is the best apartment, with the best view of the harbor, the reader knows he could be exaggerating. Critical and inferential reading together probably make the reader feel that moving up to the 18th floor may not suit Miss Chow and it is not a good solution.
4. Creative level
At the creative level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking. For example, the reader comes to understand that landlords should write a clause in their leasing agreement to say that if the tenant makes noise and the landlord receives complaints, the tenant will be asked to leave within one week. The reader might also be able to suggest other ways of dealing with Miss Chow's problem; or might write a short story indicating what happens next time Miss Chow is disturbed by her neighbors.

Mikulecky in Luh Rai Mayuni (2014:8) proposes several ways, which should be known by the readers in order to be able comprehend different reading material most efficiently of six ways as follows.

1. Develop new schemata about what reading is and how it is done most effectively.
2. Break the habit of reading every word.
3. Learn how to tap background knowledge to better employ top-down processing.
4. Acquire some skills which are required for fluent reading in order to strengthen or support the bottom-up processing.
5. Acquire reading skills which enhance the interaction of top-down and bottom-up processing modes.
6. Read English text for pleasure or enjoyment.

Successful and skillful readers should be able to read by using the above tips as basis for comprehension. Study reading comprehensions have revealed that the use of above points result in efficient reading. In order to comprehend written materials, the readers must have schemata for

defining the purpose of reading, identifying the organizational patterns of the materials and interpreting the key concepts.

As reference to the conception of reading comprehension highlighted in preceding discussion, there are four types of classroom reading performance such as reading aloud, silent reading, intensive reading, and extensive reading.

1. Reading Aloud

The aim of reading aloud is to recognize the sound of the words in the text, this oral reading suitable for the beginning and intermediate levels. Oral reading can serve as an evaluate check and add some extra student participant if the teacher want to highlight a certain short segment of reading passage.

Some activities that the teacher can use in reading aloud like guessing game, pictures description and missing letters to develop the students" reading comprehension. If one students is reading aloud , the teacher ask to the other students to pay attention to the next part of the text being read rather than listen to their friends.

Kenneth in Luh Rai Mayuni (2014:9) states the teacher must first make the distinction between reading aloud and reading for comprehension, since the term reading is often used for both. Practice in reading aloud is a preliminary step to both reading for comprehension and writing. Before the students can do either very well, the connection between the sound and its written symbol needs to be firmly established.

In addition, Bell in Luh Rai Mayuni (2014:9) explains that read text aloud serves four purposes for the readers:

- a. To analyze the text a literary critic.
- b. To grow and to develop as performer.
- c. To communicate a message to the audience.
- d. To perform an artistic creation.

All of these apply to oral reading and should be extension of the classroom literary and language arts activities in short story, poetry and children's fiction. In general oral reading fluency provides one of the best, measures of readings competence including comprehension.

2. Silent Reading

In general assumption about reading is the students to improve their reading ability in reading a lot. Studies also have shown that the amount of time spent for reading is related to students' reading comprehension and vocabulary growth. They also develop more positive attitudes toward after silent reading sessions.

Students like silent reading because it is quite, which much indication that is the only quite time in their entire day. Readers responded that since no one watches them they are not so worried when they make mistakes.

Silent reading is the opposite of reading a lot this activity is really intended to improve the students" comprehension. They have to find out what is the content of reading text. The student will use al, their semantics and syntax ability to predict the meaning of the whole text.

3. Intensive Reading

Intensive reading calls students' attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implication rhetorical relationship, and the like.

Grelet in Luh Rai Mayuni (2014:10) states intensive reading is usually concerned with shorter text for the student, it will be easier to extract specific information shortly, intensive reading is basically and essentially applied for information by doing this activity the students surely hope to find out something new in order to grasp and draw on different lexical clues and structural devices to extract meaning from different text as marked.

Some reading activity, including intensive reading, is certainly an activity with a purpose. The purpose of the reader determines the way in which they treat the reading material and the comprehension skills they need to use. Comprehension is defined as a text of skill, which

develops over time as complex process involving all aspects of a deficiency in any aspect of reading interferes with the comprehension process.

4. Extensive Reading

In extensive reading, the students are reading in quantity, without bothering to check every unknown word structure. The main purpose in helping the classes with extensive reading should be train the students to read fluently in English for their enjoyment and with no help or guidance from the teacher.

Grellet in Luh Rai Mayuni (2014:11) states that extensive reading is a fluency activity involving globing or holistic understanding of much longer reading text The topic of the text is usually different kind and they badly meet the interest and concern of the readers themselves. Extensive reading activities are therefore and it is usually done for one's pleasure or enjoyment.

Extensive reading is carried out achieve a general understanding of a text. All pleasure reading is extensive. Technical, scientific, and professional reading can also extensive. The letter, sometimes involves skimming and scanning as strategies for gaining the general sense of a text. After the students have done pre reading activity, skimmed for the gist, and scanned for come key details extensive reading is quite simply a relatively rapid and efficient process of reading a text for global or general meaning. Hedge believes that extensive reading varies according to students' motivation and school resources. A well-motivated and trained teacher will be able to choose suitable handouts or activities books for the students.

The researcher wants to use the Gallery Tour strategy in teaching reading. The purpose of the Gallery Tour strategy is to have students produce a visual display of the content of a text or other information learned during the unit of instruction. The strategy also allows other students to view the visual interpretation of classmates while offering suggestions for improvement of the visual representation (Rasinski & Padak in Judy, 2011:59).

Based on the background above, the researcher is interested in conducting a research entitled: The Effect of Using Gallery Tour Strategy toward Students' Reading Comprehension at SMP N 5 Tanah Putih.

METHODS

This research is an experimental research. Experimental research is research conducted using an objective study, systematic and controlled to predict or control the phenomenon (Syofian Siregar, 2012:103). In this research, the use of Gallery Tour strategy is independent variable and the student's ability in reading text is dependent variable.

The design of this research is quasi experimental design, which uses two groups. The researcher uses Pre test – Post test control group design. The scheme is taken from Suharsimi Arikunto (2013:125) as follow:

E	O1	X	O2
C	O3	X	O4

E = experiment group

C = control group

Pre-test is given to the both control and experimental group to measure the condition before treatment (O2). Next, the treatment (X) is given to the experimental group. Experimental group is taught by Gallery Tour strategy as the treatment and control group is not receiving treatment. After finishing the treatment, the test is given to both as the Post test.

This research was conducted on May 2015 until July 2015. The research was conducted in SMP N 5 Tanah Putih. The subject of the research is the eighth grade students of SMP N 5 Tanah Putih. The object of the research is the effect of using gallery tour strategy toward students' reading comprehension. Arikunto (2013: 173) said that the population is all members of the research subject.

The population of this research is the whole students of eighth grade students of SMP N 5 Tanah Putih. There are three classes that consist of VIII.1, VIII.2, and VIII.3. The total population is 100 students.

Table III.1
The Population of the Research

No	Class	Amount of Students
1	VIII. 1	34
2	VIII. 2	33
3	VIII. 3	33
Total		100

The researcher uses cluster sampling. According to Sugiyono (2014:66), in cluster sampling, the sampling is determined from the population based on the cluster area of the population. So, the sample is taken in groups, not individual, and randomly selected.

The classes chosen are VIII.1 as the experimental class and VIII.3 as the controlled class. Each class consists of 34 and 33 students so the total of the sample is 67 students.

Table III.2
The Sample of the Research

No	Sample	Total
1	VIII.1 (Experimental Group)	34
2	VIII.3 (Control Group)	33
Total of the Sample		67

Test is the instrument used in collecting the data. The test is used to find out if there is an effectiveness of using Gallery Tour strategy towards students' ability in reading text. The test is given in the beginning and in the end of the treatments. The test consists of some texts and 20 questions in the multiple choice form. The indicators of the questions are to find out the information, generic structures, word reference, meaning, and messages from the text. The test is done in 40 minutes.

To measure the students' ability in reading comprehension, the researcher gives the criteria as follow:

Table III.3
The Standard Assessment Category

Category	The score
Excellent	81-100
Good	69-80
Sufficient	56-68
Less	≤55

Source: M. Idrus

In analyzing the data, the researcher uses score pre-test and post-test of experiment and control group. This score is analyzed statistically. In this research, the researcher uses the formulas:

a. Independent Sample t-test.

To find out whether there is significant difference or there is no significance difference between two or more variables can be analyzed by using Independent Sample t-test.

The formula of Independent Sample t-test is taken from Sukardi (2012:90) as follow:

$$t = \frac{X_1 - X_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where :

t = Table observation.

X₁ = Mean of experimental group.

X₂ = Mean of control group.

SS₁ = Standard deviation of experimental group.

SS₂ = Standard deviation of control group.

n₁ = The number of experimental group.

N₂ = The number of control group.

The t-test value is consulted with the value of t-table at the degree of freedom (d_f) = (N₁+N₂)-2 which is statistically hypothesis:

H_a: t-test is bigger than t-table.

H_o: t-test is smaller than t-table.

It means that H_a is accepted if t-test is bigger than t-table and H_o is accepted if t-test is smaller than t-table.

- b. Paired Sample t-test or Non-independent Sample t-test.

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

The t-test value is consulted with the value of t-table at the degree of freedom (d_f) = N₁-1 which is statistically hypothesis:

H_a is accepted if t-test is bigger than t-table.

H_o is accepted if t-test is smaller than t-table.

It means that H_a is accepted if t-test is bigger than t-table and H_o is accepted if t-test is smaller than t-table.

RESULTS AND DISCUSSION

This research is to answer the question from the formulation of the research about the effect of using gallery tour strategy toward students' reading comprehension of the eighth grade students of SMP N 5 Tanah Putih. The questions are: Is there any significant effect of using gallery tour strategy on the students' reading comprehension at the eighth grade students of SMP N 5 Tanah Putih?

Based on the explanation above, the researcher has concluded that the answers the questions of formulation of the problem as follow:

1. There is no significant difference on students' pre-test mean score of students' reading comprehension between experimental group and control group at the eighth grade students of SMP N 5 Tanah Putih.

It was concluded because of t-test is smaller than t-table = 1.367 is smaller than 1.99.

So, **H_{o1} is accepted.**

H_{o1}: There is no significant difference on students' reading comprehension pre-test mean score between experimental group and control group. It means that the experiment and control groups were homogenous before giving the treatment.

2. There is significant difference on students' post-test mean score of students' reading comprehension between experimental group and control group at the eighth grade students of SMP N 5 Tanah Putih.

It was concluded because of t-test is bigger than t-table = 8.874 is bigger than 1.99.

So, **Ha₂ is accepted.**

Ha₂: There is significant difference on students' reading comprehension post-test mean score between experimental group and control group. It means that there is significant difference on students' reading comprehension between control and experiment group after treatment.

3. There is significance effect of using gallery tour strategy toward the students' reading comprehension of the eighth grade students of SMP N 5 Tanah Putih.

Ha is accepted if t-test is bigger than t-table.

Because of t-test is bigger than t-table = 12.935 is bigger than 2.0315 in degree of significance 5%, it could be concluded that **Ha₃ is accepted.** In other words, There is significant effect of pre-test and post-test mean scores of using gallery tour strategy in experimental group.

It means that there is a significant effect between pre-test and post-test mean score on students' reading comprehension of the eighth grade students of SMP N 5 Tanah Putih.

CONCLUSION

Reading is a complex, purposeful, social and cognitive processes in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning. Reading is not a technical skill acquired once and for all in the primary grades, but rather a developmental process. A reader's competence continues to grow through engagement with various types of texts and wide reading for various purposes over a lifetime. (National Council of Teachers of English (NCTE) Commission in Randi Stone, 2009:85).

The purpose of the Gallery Tour strategy is to have students produce a visual display of the content of a text or other information learned during the unit of instruction. The strategy also allows other students to view the visual interpretation of classmates while offering suggestions for improvement of the visual representation.

Based on the explanation in chapter IV above, the researcher concluded that the answers the questions of formulation of the problem as follow:

1. The first hypothesis is Ho₁ is accepted.

There is no significant difference on students' reading comprehension pre-test mean score between experimental group and control group at the eighth grade students of SMP N 5 Tanah Putih. It was concluded because of t-test is smaller than t-table = 1.367 is smaller than 1.99.

2. The second hypothesis is Ha₂ is accepted.

There is significant difference on students' reading comprehension post-test mean score between experimental group and control group at the eighth grade students of SMP N 5 Tanah Putih. It was concluded because of t-test is bigger than t-table = 8.874 is bigger than 1.99.

3. There is significance effect of using gallery tour strategy toward the students' reading comprehension of the eighth grade students of SMP N 5 Tanah Putih.

Ha is accepted if t-test is bigger than t-table.

Because of t-test is bigger than t-table = 12.935 is bigger than 2.0315 in degree of significance 5%, it could be concluded that **Ha₃ is accepted.** In other words, There is significant effect of pre-test and post-test mean scores of using gallery tour strategy in experimental group.

In conclusion, that using gallery tour strategy give a significant effect toward the students' reading comprehension of the eighth grade students of SMP N 5 Tanah Putih.

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