

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER I INTRODUCTION

I.1. Background of the Study

Learning English cannot be separated from education in Indonesia. English is learned as a foreign language and English consists of four language skills. They are Reading, Listening, Speaking, writing. Reading and writing have been recognized that specific ability which helps writers to get the information and put their thought into words in a meaningful form and to mentally interact with the message. Hannel(2008:26) states that reading can enhance their lives and be a source of great pleasure. In reading activities, the students are not just obligated to be able to read what is written afterreading material but also the should be able to capture the information or message in the reading material itself. During daily activities, reading is a complex activity which is used consciously or unconsciously. As Kalayo (2007) states that reading is an activity with purpose to help persons to gain information or verify existing knowledge and it can be used to criticize the ideas of the writer in texts. According to Nunan (2003) in Idham (2014: 96), reading is a set of skill that involves making sense and deriving meaning from the printed word. Furthermore, in teaching and learning process, reading is an important way to improve general language skill in English.

Reading comprehension is one of the basic skills to be acquired during a language course. As teachers, they should be able to understand the students' ability about reading comprehension. According to Kalayo (2007:113),reading

comprehension results when the reader knows which skills and strategies are appropriate for the type of the text, and understand how to apply them to accomplish the reading purpose. Therefore, we have to concentrate in it and critical thinking is also needed to comprehend the meaning of reading text. Teaching and learning, reading is not as easy as we think, teaching is the process of transferring knowledge to people. Teaching reading is an activity of teachers to teach students about reading in order to help students become more efficient and successful readers. Peter (2008: 3) states that In disadvantaged secondary schools in the United Kingdom, for example, it is reported that the number of students with reading comprehension difficulties can be as high as 58 per cent. It means that reading comprehension is difficult. The number of students experiencing learning difficulties in reading and writing is unlikely to decrease until teachers are in a position to implement truly effective methods.

Then, Andrew (2008:14) states that reading is the practice of using text to create meaning. So, before the students get the meaning or message from the text, they must understand or comprehend the text material. Nail (2003:68) conveys that the goal of reading is comprehension. Vicki (2010:14) also states that comprehension is grasping or understanding the meaning of informational materials. Furthermore, Klinger Voughn and Boardman (2007:12) state that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and word knowledge and fluency. So, it is clear that reading is essential and cannot be separated with comprehension because knowing how to read the text has little

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

value if the students are not able to know the meaning of the text. Therefore, the readers should be the active reader to get the factual information of the text. In the reading process, as a reader we have to know what the intention of writer about their writing.

Oshima and Houge (1991:3) stated that writing is a process, not a product. It means that a piece of writing is never be completed in less, but it is always reviewed and revised, and reviewed and revised again. Therefore, writers need to study hard and to practice much to develop their writing skill.

A good writing cannot be produced if the writer does not have enough ability in grammar and vocabulary. Halliday in Nunan (1991:85) has pointed out that speech is no less structured or complex than writing. Murcia (2001:207) stated that writing as a communicative activity needs to be encouraged and nurtured during the language learners' course of study.

In writing, a person can communicate their message to the close or the distant readers and also to known and unknown readers. According to Murcia (2001:207) who was viewing writing as an act of communication suggests that writing is an interactive process which takes place between the writer and the reader via the text. In conclusion, the writer shares their ideas with various readers and also builds the interaction.

In the teaching and learning of English in Indonesian schools, especially at higher educational level, writing is put at the latest language skill that should be mastered by all students, because the good writing skill the students have experienced will help them in their academic success and their future working



forces. According to Jeremy Harmer (2000:79), the reason for teaching writing for students of English as a foreign language includes reinforcement, language development, learning style, and most importantly, writing as a skill in its own right.

Teaching writing can be difficult for some teachers and also for the students, writing is difficult. Buyung in Harmer (2004:41), when helping students to become better writers, the teachers have a number of crucial tasks to perform. It means teachers have hard work and an important role in teaching writing. They have to motivate or influence their students to be a good writer. Writing is not a product, but is processed. It means that we have to try to write every time.

In order to accomplish the student's needs on writing and reading skill, the School Based Curriculum (KTSP) provides writing and reading as the skills that must be taught and learned by Senior High School students. Based on the KTSP (2006:130) of Senior High School level, the purpose of teaching English is to develop communicative competence in spoken and written form to achieve literacy level which can be realized through the teaching of four language skills, such as *listening, speaking, reading, and writing*. At the Senior High School level, students are expected to be able to create and comprehend many kinds of functional text and monolog in the form of procedure, descriptive, recount, narrative, and report texts.

The Islamic Technology Boarding School of Riau also has Islamic Senior High School level that uses KTSP as its guidance in teaching and learning process. In the Islamic Boarding School Technology of Riau that is located in the

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

One of the ways that can be used to give correction or feedback to the students' reading comprehension and writing ability is Gallery Walk Strategy. Mark Francek in Journal of College Science Teaching by the Tittle Promoting Discussion in the Science Classroom Using Gallery Walks, published on 8/14/2006 states that A gallery walk is a discussion technique that gets students out of their chairs and actively involved in synthesizing important science concepts, writing, and public speaking. The technique also cultivates listening and team-building skills. This paper provides guidance for conducting, managing, and assessing gallery walks.

An exciting method for promoting class discussion in the science classroom is the gallery walk. This technique involves composing answers to several open-ended questions posted at stations on classroom walls. Upon completing one question, the student team stays together as it rotates to another station to reflect on a new question and critique the answers left by another team. The gallery walk culminates with each team, synthesizing all comments written on their original station and sharing them through an oral presentation.

Melgis (2012:137) states that gallery walk is a strategy that has a purposedo to provide participants with the opportunity to think about and share the process that is used to read, write and to facilitate a comparison between the participants' description of their reading or writing.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Therefore, based on the explanation and the problems and experienced by the students above, it is necessary to conduct a research entitled:

THE EFFECT OF USING GALLERY WALK STRATEGY ON THE STUDENTS' READING COMPREHENSION AND WRITING ABILITY AT THE FIRST GRADE ISLAMIC SENIOR HIGH SCHOOL OF ISLAMIC BOARDING SCHOOL TECHNOLOGY OF RIAU.

1.2. Statement of the Problem

Reading is an important skill and should be mastered by the students in learning English. By reading, students can get information and knowledge .They can use reading to learn and to get information and also for pleasure. In short, reading helps the students to develop their knowledge and writing is one of the predominant language skills that should be mastered by the students. It is involved in almost of students' daily activity . Based on the observations carried out at First grade students of the Islamic Senior High School of Islamic Boarding School of Riau, some problems were found. In reading, the students got difficulties in identifying a main idea in the text, the students failed to comprehend the text, the students, students were not able to find out the generic structure of text, the students were not able to find out the language feature of text given, the students were not able to find out the value of text given.

In writing, the students could not express their ideas and write down a paragraph well, the students had a lack of vocabularies, the students had a lack of grammar, the students had lack of punctuation, the students had a lack of transition signal.

Due to those phenomena above, some questions are needed to be addressed. Why do the students get difficulties in identifying a main idea in the text? Why do the students fail to comprehend the text? What do the students get difficulties to determine the genetic structure in the text? Why do the students failed recognize the language feature of the text? Why do the students get difficulties to comprehend cohesion in the text? Why do the students get difficulties to get the value of the text? What make the learners get difficulties to express ideas in writing? How do the learners have rich vocabularies in writing? How do the learners use a correct grammar in writing? How do the learners use a correct punctuation ideas in writing? How do the learners use transition signals in writing? How should the teachers teach the technique in writing? How do the teachers apply the appropriate technique and meaningful activities to the students? How do the students overcome the problems dealing with reading and writing? And how is the technique employed in learning reading and writing? Is Gallery Walk Strategy able to cope with the students' problems in reading comprehension and writing ability?

Many factors influence the students to gain the instructional objectives in reading comprehension and writing ability, such as exhibit low in reading comprehension and writing ability. To improve the students' reading comprehension and writing ability needs the appropriate teaching techniques. It can help the teachers achieve the objectives of learning in reading and writing, so that they can help their students get the point form the text and write paragraph well. Besides, the teacher and students do generate a conductive classroom

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengummumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkannya dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

environment and improve the students' reading comprehension and writing ability. Hence, the teacher needs an appropriate technique which emphasizes the role of teacher as instructor and facilitator to engage the students to motivate in the teaching and learning process.

The problems identified in this study were the students had not been aware of the importance of reading and writing, did not understand how to get points from the text easily and write a good paragraph. So, they were lazy to read and write, and did not get a suitable technique in learning reading and writing.

According to Melgis (2012:137), she states that gallery walk was a strategy that had a purpose to provide participants with the opportunity to think about and share the process that was used to read, write and to facilitate a comparison between the participants' description of their reading or writing. Teachers often used this strategy as a way to have students share their work with peers, examine multiple historical documents, or respond to a collection of quotations. Because this strategy requires students to physically move around the room, it can be especially engaging for kinesthetic learners.

1.3. Limitation of the Problem

In this research, due to the problems that occur in teaching reading and writing at the Islamic Senior High School of Islamic Boarding School Technology of Riau, the study needs to be limited. This research focuses on finding out the effect of gallery walk strategy on students' reading comprehension and writing ability, especially reading and writing recount text. The participants of this

research were the first grade of the Islamic Senior High School of Islamic Boarding School Technology of Riau. There are 2 classes consist of 40 students.

I.4. Purpose and Objectives of the Study

I.4.1 The Purpose of the Study

The purpose of this study was to find out the effect of using Gallery Walk Strategy on students' reading comprehension and writing ability of the Islamic Senior High School of Islamic Boarding School Technology of Riau

I.4.2. The Objectives of the Study

1. To investigate the difference on students' reading comprehension, pre-test mean scores between an experimental group and a control group.
2. To investigate the difference on students' reading comprehension post-test mean scores between an experimental group and a control group.
3. To investigate the difference in students' reading comprehension, pre-test and post test mean scores in the experimental group.
4. To investigate the difference on students' reading comprehension, pre-test and post test mean scores in the control group.
5. To investigate the difference on students' writing ability pre-test mean scores between an experimental group and a control group
6. To investigate the difference on students' writing ability post-test mean scores between an experimental group and a control group.
7. To investigate the difference on students' writing ability pre-test and post test mean scores in the experimental group.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

8. To investigate the difference on students' writing ability pre-test and post test mean scores in the control group.

1.5. Research Questions

In this research, the research questions were formed based on the problems stated after considering the limitation of the problems. Furthermore, the research questions should be feasible and fairly answered (for example, some research questions might require interviewing, which is costly in time both to administer and transcribe, or expensive commercially produced data collection instruments (e.g tests) and costly computer services, which may include purchasing software) (Cohen, Manion, and Marrison, 2007: 80). Thus, after considering all components in this research through limitation of problems, eight research questions were formulated, as follows:

1. Is there any significant difference of using Gallery Walk Strategy on students' reading comprehension, pre-test mean scores between an experimental group and a control group?
2. Is there any significant difference of using Gallery Walk Strategy on students' reading comprehension post-test mean scores between an experimental group and a control group?
3. Are there any significant difference of using Gallery walks Strategy on students' reading comprehension, pre-test and post test mean scores in the experimental group?

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

4. Is there any significant difference of using Gallery Walk Strategy on students' reading comprehension, pre-test and post test mean scores in the control group?
5. Is there any significant difference of using Gallery Walk Strategy on students' writing ability pre-test mean scores between an experimental group and a control group?
6. Is there any significant difference of using Gallery Walk Strategy on students' writing ability post-test mean scores between an experimental group and a control group?
7. Is there any significant difference of using Gallery Walk Strategy on students' writing ability pre-test and post test mean scores in the experimental group?
8. Is there any significant difference of using Gallery Walk Strategy on students' writing ability pre-test and post test mean scores in the control group?

I.6. Significance of the Study

This study is apparently one of the attempts to investigate the effect of using Gallery Walk Strategy on students' reading comprehension and writing ability. Therefore, this study may provide a useful launching for the teachers. First, to add the teachers' knowledge about teaching reading and writing strategy, to motivate the teacher more confidence in teaching reading and writing and To motivate the teacher for applying a strategy in teaching reading and writing.



Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengummumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

This study would, therefore, try to provide some feed backs concern about the effect of using Gallery Walk Strategy on students' reading comprehension and writing ability. Furthermore, it gives meaningful learning experience to the students because Gallery Walk Strategy gives a contribution to the students' reading comprehension and writing ability. Hopefully by those strategies, the students can be more motivated and interested in learning English.

1.7. Rationale of the Study

The researcher believes that there is a general dissatisfaction among school teachers regarding the low of reading comprehension and writing ability of first grade students Islamic Senior High School of Islamic Boarding School Technology of Riau. Meanwhile, reading comprehension is very important to enhance the students' capability to achieve certain the learning objectives. Learning strategies help to make language learning easier, faster, more self-directed, more effective and more transferable to new situations (Rubin 1987 and Oxford 1990). Language Learning Strategies refer to conscious or unconscious mental steps, procedures, techniques or specific actions employed by learners to aid in the acquisition, storage, retrieval and the use of information to regulate one's efforts in learning a target language and writing are one of the most important language academic field. It is also one of the most complex skills in developing language, frequency because in writing people not only activate their language competence in connecting some words into paragraphs. The goals of teaching writing should be aimed furthering students' writing ability. In order to

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

strategy requires students to physically move around the room, it can be especially engaging for kinesthetic learners.

Israel (2008:2122) states that reading comprehension is a complex cognitive process. It is a complex process that is difficult to define, much less teach and assess. Tankersley (2005:108) also argues that comprehension is a process not a product. Reader filters, understanding through the lens of their motivation, their knowledge, cognitive abilities and experience. In short, reading comprehension is the main goal of reading and it is an active complex process to which each reader brings his or her individual attitudes, interest, expectation, skills and prior knowledge to get the gist of written language.

Bygate (1987) states that through writing, we can express our ideas, our feelings, our plans, our recommendations, our values, and our commitments to the other persons. Therefore, we have to be able to make the readers understand what we want to inform. To create understanding the readers is not easy. In doing this writer has made the guesses about what the reader will be able to understand, and even about what the reader want to read. If the writer gets this wrong, the readers may give up the book or article in disgust before getting far.

1.8. The Definition of Key Terms

To avoid misunderstanding and misinterpretation about the topic of this research, it is necessary for the researcher to define the following terms:

1. **Melgis** (2012:137) states that gallery walk is a strategy that has a purpose to provide participants with the opportunity to think about and share the

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

process that is used to read, write and to facilitate a comparison between the participants' description of their reading or writing.

2. **Recount Text** is a kind of genre that contains a series of events. Sofyanda et al (2007:95) explains recount text as a reports activity that happened in the past. The purpose of literary or stories recount is to tell a sequence of events to entertain or inform the readers. A recount is a text which retold events or experiences in the past. Its purpose is either to inform or to entertain the reader. The term recount text here means a text retells experiences, events or activities in the past and function to inform or to entertain the audience. The writer uses recount text as the text that tested in this research.
3. **Reading comprehension** is a fluent process of readers, combining information from a text and their background knowledge to build meaning (Nunan, 2003:68) Reading comprehension requires an interaction between the text and the reader's knowledge.
4. **Writing.** David Nunan (2003:1988) states writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statement and paragraphs that will be clear to a reader.