

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Relevance Theories

##### 2.1.1 Concept of Gallery Walk Strategy

Gallery walk strategy is an active teaching strategy that gets students out of their seats and moving around the classroom to different learning stations that display artifacts related to the class activities. According to Coelho (1998) states that gallery walk is a strategy where work is displayed in an art gallery and participants or students walk around the gallery and gather ideas, making notes, and or discussing what they see. It means that gallery walk is strategy that allows the students to share their ideas with others in small group. They may be asked to provide feedback to the group of individual who created the work (Silberman, 1996: 24).

Then, according to Brownlie and Close (1992:1) stated that gallery is a process by which students use observation skill to gather data and draw conclusion about a topic. It is frequently used with other learning strategies to allow students to view others' work, including representations, and process the content in preparation for further discussion or consensus building. Gallery walk strategy allow students to discuss and display their final work around in a room. The learners need a certain amount of time out of their seats, and this will give them that opportunity.

During a Gallery Walk, students explore multiple texts or images that are placed around in the classroom. This strategy provides many positive things for students. Such as allowing students to address their

interest, allowing students to be completely honest because their written responses are anonymous, encouraging students to use higher-order thinking skills (example, analysis, evaluation, synthesis) while engage in a review and providing students with an opportunity to physically move around while reviewing material.

#### **2.1.1.1 The Steps of Gallery Walk Strategy**

Daniel and Steineke (2011:116) describes that the instructions will depend on the goals of teaching. In this research the goal of teaching by using gallery walk is to enhance students' self-confidence in reading. The researcher modifies the teaching instructions on the teaching steps as follow:

1. Teacher divides the students into a small group. Each group consist of 4-6 students. Depend on the large number of the class.
2. Teacher gives the students coloured marker pens and flip chart. Having different colored markers for each student is also an option. And then, explain about the topic.
3. Label each chart with a question, statement, or issue related to the topic. And then write each one on a piece of chart paper. Hang or place the questions, statement, or issue in various places around the classroom to create six situation. Images, documents, problems, or quotes may also be used.
4. Teacher assigns a direction to move or they can move regulated by the teacher. After three to five minutes, have the groups rotate to the next

station. Students read and discuss the previous group's response and add content of their own. Repeat until all groups have visited each station.

5. The students then spend a short period of time in small groups discussing their observations. The students sit on their own seat in group to discuss and write the topic with their own in a paper.
6. Finally, the teacher discuss the activity with the whole group, having them share their small group discussion.

### **2.1.1.2 The Advantage of Gallery Walk Strategy**

According to Bowman (2005:94) explains a gallery walk can:

- a. Connect learners to both new and old information;
- b. Help learners focus on what they already know and what they want to learn;
- c. Build a strong learning community by connecting learners to each other and to the topic.
- d. Provide learners with an opportunity to physically move around while reviewing material;
- e. Provide time for learners to respond to the topic related issues that they might not otherwise have had the time to address; and
- f. Act as an ice breaker because students interact with classmates and the teacher when debating responses at each gallery walk "station".

## **2.1.2 The Nature of Reading Comprehension**

### **2.1.2.1 Concept of Reading Comprehension**

In daily life, reading skills play an important role in facilitating people to comprehend the written materials. They can get a lot of information from

various resources in order to enrich their knowledge by reading. Unfortunately the people find many problems in reading.

According to Brown(2003), reading is an understanding of the author of printed reading passage. Understanding is not only about how to read but also how to comprehend the reading passage. According to Nuttal (2002:2) reading means a result of interactions between the writer's mind and reader' mind. It is the way how to the reader tries to get message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get message, and the writer's meaning sense. Harris and sipay (1980) also argue that reading is a result of the interaction between the perception of graphic symbols that represent language and the reader language and the reader's language skill and knowledge of the world. In this process, the reader tries to recreate the meaning intended by writer.

Alderson(2000:28) said that reading is an enjoyable, intense, private activity in which the readers get much pleasure and can totally absorb the reading. A person may also read for fun or enjoyment, or to enhance knowledge of the language being read. It also means reading is an active process in which the reader engage in exchange of ideas with an author via the text. So the reader should know their reading objective, consider why read and how they should read. According to Klinger (2007:2) Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that included word reading, word and world knowledge, and fluency. It refers to the

ability in interpreting the words, to understand the meaning and relationship between ideas conveyed in a text.

Based on the definition above, reading is the process of making the meaning of words, sentences and connected text that can be called comprehension. Reading comprehension can be concluded as the ability to find the stated or unstated writer's idea in the text. Therefore, reading is important to the people's daily life and an important educational goal for the students.

### **2.1.2.2 The Purpose of Reading Comprehension**

According to Nuttal (2000: 31), the general purpose of the reading is to enable students to enjoy with reading in the foreign language, and to read without help unfamiliar authentic text, at an appropriate speed, silently and with adequate understanding. In other words, the purpose of teaching and learning reading are to prepare students to use the foreign language to read the real text in the real context.

According to Jeremy Harmer (1998:68) reading is useful for other purposes too. Exposure to English (provided students understand it more or less) is a good thing for language students. He also added that reading texts could help writing and provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and texts.

Cadlin and Hall (2002:13) states that there are 5 purpose of reading comprehension, they are :

1. Reading to search for simple information

Reading to search for simple information is a common reading ability, through some researchers see it is a relatively independent cognitive process. It is used often in reading tasks that it is probably best seen as a type of reading ability. In reading to search, we typically scan the text for a specific piece of information or a specific word. It involves, in essence, a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

2. Reading to learn for texts

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text. Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension. In addition, make stronger inference demands than general comprehension to connect text information with background knowledge.

3. Reading to integrate information

Reading to integrate information requires additional decisions about the relative information and the likely restricting of a theoretical frame to accommodate information from multiple sources. Both reading to write and reading to critique texts may be task variants of reading to integrate information.

4. Reading for general information

The notion of general reading comprehension has been intentionally saved for the last in this discussion for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purpose for reading. Second, general reading comprehension is actually more complex than commonly assumed. Reading for general comprehension when accomplished by skilled fluent reader, requires very rapid and automatic processing of words, strong skills in inferring a general meaning, representation of main ideas, and efficient coordination of many processes under very limited time constraints. The purpose of reading above can be concluded that reading is used to search information, to write and to give any critique about the contents of the text or reading materials.

#### 5. Teaching

Teaching is a part of education. Teaching is an activity to make interaction between teacher and the students. In teaching process the students must be active to develop their knowledge and to achieve their purpose. The teaching process does not depend on the students (student centered) but the teaching as a process is directed to the goal oriented from students and teacher. In a teaching process, a teacher needs to create a purpose clearly. A teacher should be involved in the process, a teacher should be involved in the process of teaching, such as; planning, collecting sources, giving motivation, giving a help, and improve some errors to reach the purpose of their teaching.

### 2.1.3 Narrative Text

Narrative is used to entertain, that is to gain and hold the reader's interest in a story. In narrative text students are able to comprehend the text by knowing generic structure of the text, such as;orientation,complication,resolution.Narrative text tells a story. According to (Anderson, 2003) say that narrative text is a text, which related a serried of logically and chronologically related events that are caused or experienced by factors. A key of comprehending narrative is a sense of plot, them, characters, events, and how they relate.

According to Anderson and Anderson (1997: 8) say that a narrative text is a piece of text which tells a story, and in doing so, entertains or informs the reader or listener. It can be found in the form legend,folktales,fairytales,myths,fables.

#### 2.1.3.1 Kinds of Narrative Text

According to Anderson (2004) narrative text is divided into some kinds such as followings:

- a. Legend usually refers to individual characters, great heroes or king who lived in the period before written records. While based on truth, these have been embellished over time.
- b. Folk tales serves to share the wisdom and experience of ordinary folk. Animals,frequently features in folk tales, alongside, or instead of, human, both of whom succeed or fail in response their ability to be quick-witted.
- c. Fairy tales are folk narrative text that includes elements of magic, magical folk or the supernatural. They often retain the structures and repetitive refrains prevalent in folk tales.



- d. Myths are explanation stories that seek to explain the origins of natural and supernatural phenomenon, human/superhuman characteristics and the spiritual side of life.
- e. Fables are often very brief tales with few characters, an element of the fabulous and very overt morals. Animals are most often used as the character.

### 2.1.3.2 Generic Structure of Narrative Text

Keir ( 2009:4) states there are some steps of narrative text as follow :

1. Orientation

Sets the scene: where and when the story happend, itroduces the participants of the story: who and what is involved in the story.

2. Complication

Complication begins a sequence of events that present problem and create tension and gives an evaluation of complication events.

3. Resolution

The problem (the crisis) isresolved.either in a happy ending or in a sad(tragic) ending.

## Example of Narrative Text

### The Ugly Duckling

*Once upon time, a mother duck sat on her eggs. She felt tired of sitting on them. She just wished the eggs would break out. Several days later, she got her wish. The eggs cracked and some cute little ducklings appeared. "Peep, peep" the little ducklings cried. "Quack, quack" their mother greeted in return. However the largest egg had not cracked. The mother duck sat on it for several days. Finally, it cracked and a huge ugly duckling waddled out. The mother duck looked at him in surprise. He was so big and very gray. He didn't look like the others at all. He was like a turkey.*

*When the mother duck brought the children to the pond for their first swimming lesson. The huge grey duckling splashed and paddled about just as nicely as the other ducklings did. "That is not a turkey chick. He is my very own son and quite handsome" the mother said proudly. However, the other animals didn't agree. They hissed and made fun of him day by day. Even his own sisters and brothers were very unkind. "You are very ugly" they quacked. The little poor duckling was very unhappy. "I wish I looked like them" he thought to himself. One day, the ugly duckling run away and hid in the bushes. The sad duckling lived alone through the cold and snow winter.*

*Finally the spring flowers began to bloom. While he was swimming in the pond, he saw three large white swans swimming toward him. "Oh, dear. these beautiful birds will laugh and peck me too" he said to himself. But the swans did not attack him. Instead, they swam around him and stroked him with their bills. As the ugly*

*duckling bent his neck to speak to them, he saw his reflection in the water. He could not believe his eyes. "I am not an ugly duckling but a beautiful swam" he exclaimed.*

1. Orientation of the Narrative text: It introduces the participants which involve in the story of the Ugly Duckling. They are duck mother, Ugly duckling, duckling's sister, and the swan.
2. Complication of the narrative text: It brings the rising conflict. In a long story, the complication should be minors and a major. In this story of ugly duckling, the major complication is that the new born duck is different form other little ducks. The difference makes him get bad treatment from others animals. As results, he is sad, unhappy and finally runs away.
3. Resolution of the narrative text: It comes to a solution for the complication. In narrative texts, a resolution can be happy ending or sad ending. In this story of the Ugly duckling, the resolution is happy one.

## **2.2 Relevance Studies**

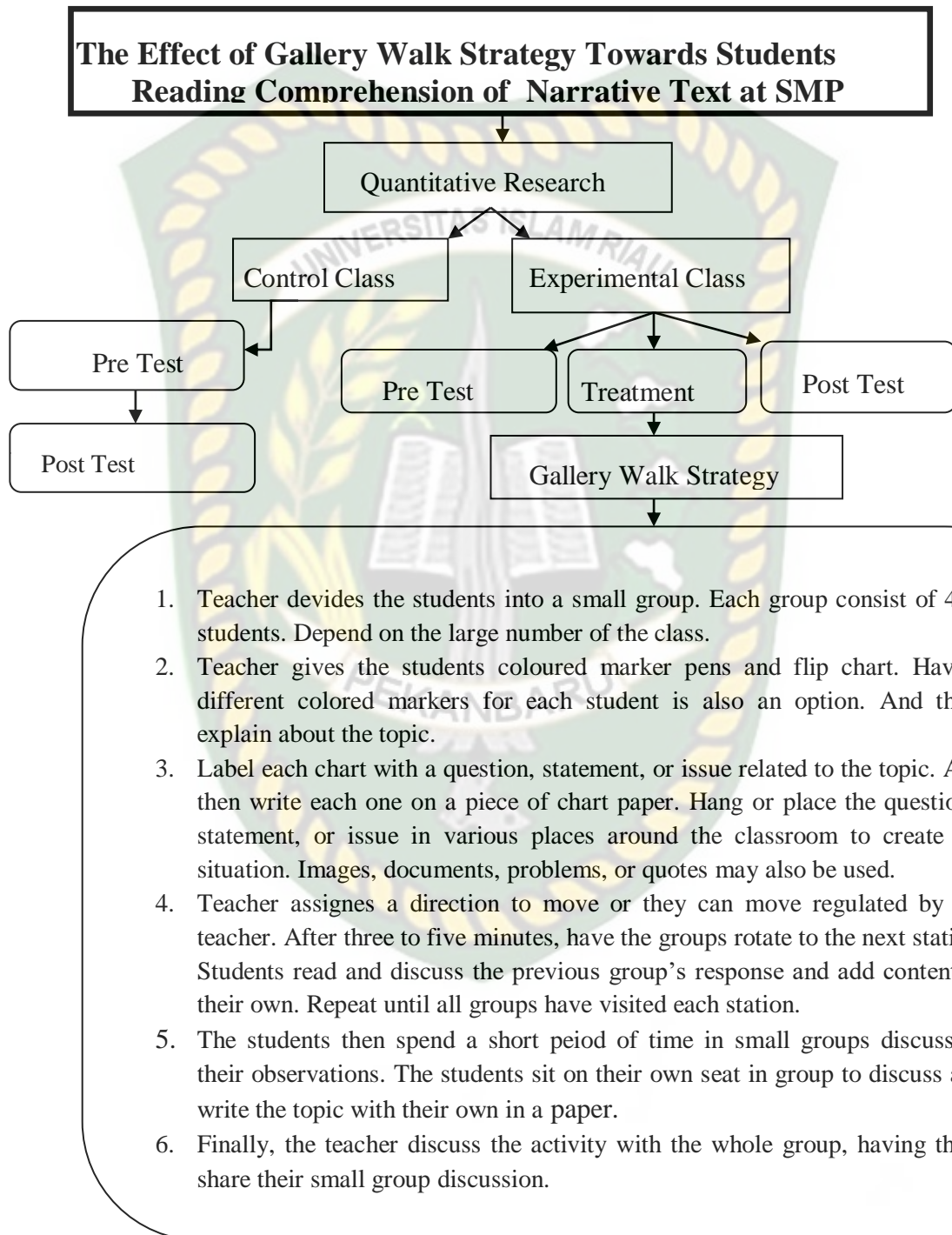
Yusnidar,2011. In her thesis "Penerapan Gallery Walk untuk meningkatkan kemampuan menulis teks Analytical Exposition bahasa Inggris Siswa kelas Xi Ipa-1 Man Model Banda Aceh" found that writing ability of grade XI. IPA-1 especially in writing Analytical Exposition text can be improved. Authors use aclassroom action research that are uses two cycles where each cylcle was organized in four steps, namely : planning, acting, observing and reflecting. There are two kinds of data collected during the

research, qualitative and quantitative data. The instruments for quantitative data were writing test while the qualitative data gathered through observation sheet, interview sheet. Based on the data analysis, in cycle I the percentage is 60,09 % and became 87,5% in cycle II. From the explanation above, Gallery Walk Strategy can improve students' writing ability.

FarrahZakiyahAnwar,2015.”Enhancing Students’ speaking Skill Through Gallery Walk (A Classroom Action Research at the First grade Students Of SMAMuhammadiyah (Plus) salatiga in Academic year 2014/2015)the thesis describes whether or not and to what extent”Gallery Walk Strategy” can improve students' speaking ability and identify what happens when the “Gallery Walk Strategy” is implemented in the speaking classes. The limitation of research is to improve student’s speaking ability. while, the specific objectives of this research are to describe whether or not and what extend “ Gallery walk strategy” and then to identify what happens when it implemented in the speaking classes. In achieving the objectives of the research, the writer conducted Classroom Action Research. As a result, it improves the students' competence in speaking ability and they were active during teaching and learning process because they were excited with the new strategy.

### 2.3 Conceptual Framework

Figure 2.1 Conceptual Framework



## 2.4 Hypothesis of the Study

There are two types of hypothesis in this research, they are:

### 1. The Null Hypothesis

(H<sub>0</sub>) : There is no significant effect of gallery walk strategy toward reading comprehension of the first year students at SMP N 34 Pekanbaru.

### 2. The Alternative Hypothesis

(H<sub>a</sub>): There is significant effect of gallery walk strategy toward reading comprehension of the second year students at SMP N 34 Pekanbaru.

