CHAPTER I
INTRODUCTION

A. Background of Research

In learning English, there are four skills that should be mastered: listening, speaking, reading, and writing. Among the four skills, reading is considered the most crucial one. Reading is useful in leading students to get as much knowledge as they need to improve their ability in acquiring language. Through reading, students are able to gain and also enhance various vocabularies, structures, cultures, and other English aspects. Moreover, reading can also help students improve their ability in writing and also speaking due to the extensive knowledge they get from reading that can help them to share it either in spoken or written context.

Reading is one of communicative processes between a writer and readers. According to Alyousef (2005: 144), reading is an “interactive” process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he or she tries to elicit the meaning and where various kinds of knowledge are being used. Concerning to its definition, reading is related not only to decode words or phrases, but also to construct the meaning of the written or printed text. Further, the process of simultaneously extracting and constructing meaning through interaction and involvement with written
language is called reading comprehension (Snow, 2002:11). Reading comprehension is also something crucial and indispensable for the student because if they do not understand what they read, they cannot catch the writer’s ideas through reading. In short, the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulties in making progress. In addition, if they have a good ability in reading, they will have a better chance to succeed in their study.

Reading can be integrated into other language skills. According to Harmer (1991: 16-18), reading is an integral part in learning process that should be taught by teacher. By teaching reading to learners, the learners are expected to master reading that learners will be able to broaden their knowledge, and understand any written text. Here, a teacher’s role is very vital. A professional teacher is not merely teach in the class without concerning to students, otherwise the teacher must concern to student’ difficulty and in providing an attractive learning that can encourage student’ interest and motivation in learning the subject. Due to the importance of reading, teachers often try to use many kinds of teaching strategies or methods in order to enable them to catch the information in reading materials effectively and efficiently.

Traditionally, the teacher does not need to divide his students into small groups, he just discussed the lesson in large group or in classroom setting which is called teacher centered. Students have only a little chance
to express their opinion because the teacher speaks all the time. They get knowledge just from the teacher’s explanation. This strategy is a strategy without group’s work. The students only receive the knowledge from their teacher; they do not explore the knowledge themselves.

In learning English, students do not just hear and pay attention to the teacher but they also have to be active. Chickering and Gamson (1987: 3-7) stated that learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves. Thus the teacher has to change the technique with a student centered approach in which the responsibility for learning is placed upon the student which is called active learning. In active learning, teachers are facilitators rather than one way providers of information. The students will be active in class discussion, problem solving, cooperative learning, and writing exercises.

One of the most active learning techniques (student-centered) is gallery walk. Francek (2007: 27) defines gallery walk as a discussion technique that gets students out of their chair and actively involved in synthesizing important science concepts, writing, and public speaking. The technique also cultivates listening and team building skill. Moreover the previous research, a thesis by Sefina Suryani with the title “Upaya Meningkatkan Rasa Nasionalisme dan Prestasi Belajar Siswa Pada...
Pelajaran Ilmu Pengetahuan Sosial Melalui Penerapan Model Gallery Walk di Kelas IV SD Negeri 2 Grendeng” shows that Gallery Walk is effective in improving students’ outcome.

As the syllabi of the second semester in 10th grade of vocational school studies about descriptive text, this research focused on reading of descriptive text as the material taught by using Gallery Walk as the technique.

In addition, the consideration in choosing Gallery Walk activities is that it is expected to help students in comprehending reading by promoting class discussion, higher order thinking, cooperative learning, and team building. These activities promote active student’s involvement, a key to effective learning in general. Therefore a research entitled “Teaching Reading Through Gallery Walk (An Experimental Research at the Tenth Grade Students of SMK Muhammadiyah 1 Purwokerto in academic year 2014/2015)” will be conducted.

B. Reasons for Choosing Topic

There are two reasons why “Teaching Reading Through Gallery Walk (An Experimental Research at the Tenth Grade Students of SMK Muhammadiyah 1 Purwokerto)” is chosen as the topic of this research, namely:

1. Reading is one of the important skills that becomes the foundation of all knowledge. Through reading, students can get the knowledge as much
as they need to improve their ability in learning process. Moreover, reading can also expand students’ insight about something even those that have not seen before.

2. Gallery Walk is chosen because it dedicates time for students to practice discussing, debating, organizing, and writing the language of what they see in the gallery display. It will make students active to share their ideas rather than just hearing ideas presented by the teacher. It also promotes the use of higher order thinking skills like analysis, evaluation, and synthesis when the teachers choose the proper level of abstraction when designing questions. Through this skill the students will get more information, knowledge, comprehension and experiences which can help student to remember easily about what they have learned. In conclusion, teaching reading through “Gallery Walk” is expected to be able to enhance students’ reading comprehension.

C. Problems of Research

Based on the background of this study, the researcher formulates the problem of the research as follows: “Is Gallery Walk effective for teaching Reading Comprehension Achievement of the Tenth Grade Students at SMK Muhammadiyah 1 Purwokerto in Academic year 2014/2015?”
D. Aims of Research

The aim of this research is briefly stated as follows: “To find out whether or not Gallery Walk is effective in teaching reading at the tenth grade students of SMK Muhammadiyah 1 Purwokerto in the academic year 2014/2015.

E. The Scope of the Research

This research focused on teaching reading Descriptive text. This consideration is based on the type of text which is taught at SMK grade X. The type of Descriptive text is description of someone, something, or a certain place.

F. Clarifications of Term

In order to comprehend toward the main terms in this research, here are the main definitions of the terms of this research:

1. Reading

Alyousef (2005: 144) defined reading as an “interactive” process between a reader and a text which leads to automaticity or (reading fluency). In this process, the reader interacts dynamically with the text as he or she tries to elicit the meaning and where various kinds of knowledge are being used.
2. Gallery Walk

Francek (2007: 27) defined gallery walk as a discussion technique that gets students out of their chair and actively involved in synthesizing important science concepts, writing, and public speaking. The technique also cultivates listening and team building skill.

G. Contribution of Research

It is expected that this research can give significant value to the students, the teachers and the other researchers.

1. To the students

   The researcher intends the effect of cooperative learning in teaching reading comprehension will give good impact to the students.

2. To the teachers

   The researcher intends to employ various methods and techniques in teaching language especially reading.

3. To the other researchers

   The result of the research is expected to be useful reference for the English language teaching particularly for teaching reading.