

DESIGNING AN INSTRUCTION FOR READING COMPREHENSION USING GALLERY WALK TECHNIQUE

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Abstract

This research was conducted to design an instruction for reading comprehension class on descriptive text using gallery technique. The method of this research was design and development research. The researcher was done by three phases of ADDIE from Branch (2009) as the procedure, which are Analyzing, Designing, and Developing. In the analyze phase, the researcher interviewed the English teacher and the tenth-grade students. In the design phase, the researcher observed the curriculum applied in the school to design the product, collected and selected the reading text from the textbook, and images from the internet. In the develop phase, the researcher combined the materials using PowerPoint Presentation. The researcher applied an assessment rubric for Expert Validation to validate whether the final product is usable or not. In conclusion, it is found that the instruction of using gallery walk technique for reading comprehension class on descriptive text is usable to support the process of teaching and learning reading comprehension on descriptive text to the tenth-grade students.

Keywords: *Design and Development Research, Reading Comprehension, Descriptive Text*

INTRODUCTION

Reading is the way to understand the ideas that the writer has put in the text. Reading comprehension is the ability to read the text, process it, and understand its meaning. According to reading lessons in Senior High School in Indonesia and as explained in Curriculum 2013, reading activity aims to build students' reading skills, such as understanding the main idea in the text and the students should be active, creative, and innovative. Setiawan, Ikhsanudin & Suhartono (2014) A reader must know what ideas that are conveyed by the writer. The more reader knows, the easier reader understands the text. The creativity of the teachers is needed to make the students be active, creative, and innovative in the teaching learning process. In reality, the students are not enthusiastic to follow the teaching learning process of English, especially reading, because the teaching learning process was only based on the English textbook.

Based on the discussion with the English teacher, the researcher found that the first problem was that the English teacher only uses the materials contained in textbook or LKS. Therefore, the students were not excited about following the English lesson. Another problem is that the students have difficulty understanding the main idea of descriptive text because the students have a lack vocabulary and rarely read the descriptive text. Regarding the problems, the researcher decided to design an instruction that motivates students to learn reading comprehension on descriptive text. In the previous similar research conducted by Parameswari, Ikhsanudin & Arifin (2021) the main purpose of this Classroom Action Research

was to find out the improvement of students' engagement in reading comprehension of descriptive text using PQRST Strategy and Powtoon Media. According to the findings, the use of PQRST Strategy and Powtoon Media improved the students' reading engagement on descriptive text because the students more enthusiastic in following the lesson while they worked in group with their friends. In this research, the students' engagement can be seen from the activeness of students and they become more focus in the lesson. The PQRST Strategy that assisted by information displayed on Powtoon Media could make the student easier for the students in learning the reading text on descriptive text. In this research, the descriptive text was the material that was used by the researcher. Widiati, Rohmah & Furaidah (2017) In the syllabus of Curriculum 2013 (K-13) stated that the tenth-grade students at Senior High School must be able to comprehend the functional text and simple essays, one of them is descriptive text. The descriptive text aims to describe the characteristics of a person, a thing or a place. Descriptive text is a text that describes a person or article, include of structure, nature, number or otherwise. KangGuru (2005) Reading a descriptive text attempt to comprehend clearly the particulars of things around us, such as people, animals, locations, or anything that can make the reader feel more a part of the object being described or so the reader can build the notion of what is being discussed in the text.

In this research, the instruction was about teaching reading comprehension using the gallery walk technique. The gallery walk is a technique that promotes the students to walk throughout the classroom to gather the information of the text with the images that set up around the classroom. The other previous research conducted by Rita, Ikhsanudin & Salam (2016) used the ADDIE Approach in this research. The main goal was to design the appropriate integrated skills teaching strategies using project-based learning for grade XI students. The result from this research showed that A Gallery Exhibition Project as the project-based learning can be used as supplementary teaching strategy for teaching English grade XI using curriculum 2013. The teaching strategy can help the students be more active in working in a group/team in the learning process and develop the students' critical thinking. Bowman (2005) The gallery walk connects students to each other and students to training teaching material in the interesting, and interactive ways. Brown & Lee (2015) The definition of teaching involves imparting knowledge, providing instructions, directing learning, and causing someone to know or understand something. Designing the teaching instruction for helping the students interested in learning reading, especially on descriptive text, one of the ways is using PowerPoint. Microsoft PowerPoint is a type of presentation software developed by Microsoft. PowerPoint is a user-friendly software that allows the integration of visuals and sound. Oommen (2012) stated PowerPoint is an effective pedagogical tool in the classroom. It can be used in the classroom for initial teaching, student project, practice and drilling, reviews, and tests. Therefore, PowerPoint Presentation can improve the efficiency of English language classroom instruction. Based on the explanation above, the researcher decided to conduct a Design and Development research about designing a media using PowerPoint presentation for teaching reading on descriptive text using gallery walk technique for tenth-grade students of Senior High School. In this research, the researcher used ADDIE by Branch (2009). ADDIE stands for

analyse, design, develop, implement, and evaluate. However, in this research, the researcher only used ADD.

METHOD

Based on the research problem, the objective of this research is to design instruction for teaching reading on descriptive text for the tenth grade of high school students by using PowerPoint. Therefore, this research is classified as Research and Development since its purpose is to design a product that can be used appropriately in an educational program. Due to the time limitation on conducting the research, the researcher decided to choose the three steps of the ADDIE model that decided by Branch (2009) those are Analyze, Design, and Develop (ADD).

In the analyzing phase, the researcher has conducted interviews with the teacher and students. As a result of this interview, it was found that the problem of learning reading comprehension on descriptive text was because of the teaching materials, such as having limited sources for teaching and the students' lack of vocabulary. Therefore, the students have difficulty understanding the main idea of the text.

In designing phase, the researcher gathered and collected the appropriate materials according to the topic. It includes preparing the definition and the reading text of descriptive text, pictures, and the exercise questions.

In developing phase, the researcher created the product to achieve the objective that has been determined. According to Branch (2009) the developing phase aims to generate and validate selected learning resources. The important objective that needs to be achieved is designing an instruction using PowerPoint Presentation. In this phase, the researcher has been finished to create a PowerPoint Presentation with instruction for reading comprehension class using gallery walk technique. The researcher handed an assessment rubric for doing the internal evaluation to evaluate the usability of the product. The assessment rubric asked about the evaluator's judgement or opinion regarding the usability of the product and additional notes for the recommendation for teaching and learning process of reading skill for senior high school level. In this research, the assessment rubric was adapted from Miller & Bach (2001).

RESULT AND DISCUSSION

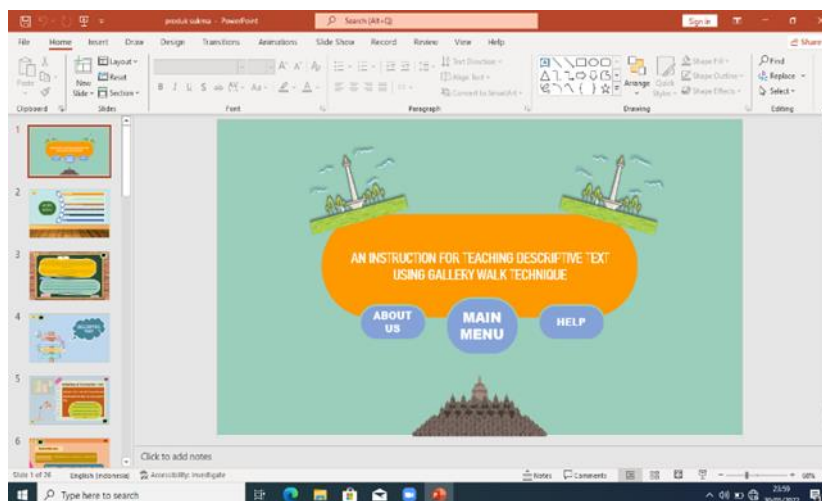
Result

The purpose of this research was to create an instruction for teaching reading on descriptive text to tenth-grade high school using the Gallery Walk Technique through PowerPoint Presentation. In order to fulfill the research purpose, the researcher's needed to find the details of the students' needs and make the design based on the data that had already been gathered. Based on the finding during the interview with the English teacher and the tenth grade students. The first interview was with the English teacher, it was to find out the teacher's need in the teaching process. The next was with the tenth-grade students to find out the students' needs in the learning process. In the Analysing phase, the resulted data of the interview are; 1)the tenth-grade students' ability to understand the main idea, generic structure and the example of the text that given in the learning process was still below average. 2)the students have low participation in

giving attention during the learning process because the teaching materials only from the textbook.

Based on the interview result, the conclusion was the teacher and the students need a technique to support teaching learning process on descriptive text. On this occasion, the researcher decided to create an instruction of using Gallery Walk Technique to teach reading comprehension for tenth-grade students. The product is an instruction for teaching descriptive text using Gallery Walk Technique. This technique that has been applied to the students in the class where the students in a group goes to around the class to read and make note about the descriptive texts that have been arranged to several stations adjusting the number of paragraphs then at the end of the lesson students discuss with the group to answer a few questions about the text. The final product must completely follow the needs of the teacher and the students in the analyze phase. However, the content of the instruction should be strategically introduced during the teaching and learning process. The tenth-grade students of MA Al-Mustaqim are the participants of this research. The researcher discovered through the interviews that the school followed the 2013 curriculum. The instruction was created to support the descriptive text learning and teaching process in the 2013 curriculum. In this research, the roles of the teacher of the instruction to teach descriptive text using Gallery Walk Technique are; a)the teacher served as a facilitator for the students' understanding of descriptive text by offering advice or assistance. b)teacher as an instructor who provided teaching and modelling to facilitate the student's development of knowledge throughout the learning process. The roles of the students related to the instruction to teach descriptive text are; a)students as users who can use the instruction as a learning tool for descriptive text wherever and anywhere. b)students as explorers who explore new ideas or information while studying descriptive language.

In the designing phase, the researcher was designing the framework of the instruction that had been gathered based on the teacher's need and the students' needs. The researcher has decided what topic and what parts of that would be applied in the product. The researcher collected the materials by searching the materials from the internet literature, books, and so on. The researcher also chose the descriptive text from the textbook used by the teacher in the teaching learning process, and the textbook is "Bahasa Inggris SMA/MA/SMK/MAK Kelas X". This stage was necessary because the researcher has mentioned that there were some materials of descriptive text which not available in the learning sources used by the teacher. From this stage, the researcher collected more comprehensive materials being used in the instruction. In designing the product, the researcher decided to use Microsoft Powerpoint 2016 in creating the electronic presentation. Maulana, Ikhsanudin & Wardah (2019) Microsoft PowerPoint was a kind of multimedia presentation that consists of text, graphics, pictures, sounds, and video which can be used to convey the material in the teaching and learning process.



Picture 1. Design the product

This product consists of main menu, about us and help. In the main menu, there are consist of definition of descriptive text, definition of Gallery Walk Technique, guidance to teach descriptive text using Gallery Walk Technique, reading text of descriptive text about the tourist attraction, and exercise for students. In the about us part, this part explained about the product and the creator of this product. The last part is help part; this is the guidance for the user in using this product.

In developing phase, the researcher has finished creating descriptive text material by using Power Point Presentation. In this phase, the researcher started to develop the product by providing the navigation bottom, a pop-up menu and the score result for the exercise part in order to make the product to be attractive and interactive. This product has a navigation button that assists to make easier for the users in going to the part they want. This product was developed using Microsoft PowerPoint 2016. The researcher decided to conduct an internal evaluation for assess this product whether the product is useable and appropriated to support the teaching and learning process or not. The evaluator was the English teacher. Branch (2009) stated valid learning goals should reflect the reality in which students will be expected to perform, and by doing so, maintain a high degree of congruence between the learning space and the place where actual tasks are performed. the internal evaluation phase conducted before the researcher implemented the product.

Discussion

Encouraging a successful learning can be realized by using the appropriate technique. During the analysis phase, the researcher discovered significant flaws with the teaching and learning process. The students are uninterested in the teaching and learning process and the teacher had never previously used interactive technique to make the teaching and learning process tedious. In line with this, the researcher was designed the instruction for providing the tenth-grade students the interested and enjoyable teaching and learning process for descriptive text in their class.

The results show that this instruction of using Gallery Walk Technique to teach reading comprehension on descriptive text is useable to support the teaching and learning process. In working on this research, researcher took several similar

concepts from previous study, but different goals. Parameswari, Ikhsanudin & Arifin (2021) found that the utilizing PQRST Strategy and Powtoon Media can enhance the students' engagement in reading comprehension of descriptive text. This previous research focused on the students' improvement of the reading comprehension through a combination of learning strategy and a media. Meanwhile in this research the focus is on reading as well but with a combination of a Gallery Walk Technique which is developed in an instruction using PowerPoint. The researcher decides to use PowerPoint because this application provides a combination of text, video, audio, graphics, and photographs to deliver information for the teaching and learning process.

Another relevant research done by Rita, Ikhsanudin & Salam (2016) A Gallery Exhibition Project as the project-based learning can be used as supplementary teaching strategy for teaching English eleventh grade using curriculum 2013. The difference between Rita, Ikhsanudin and Salam's research and this research was focused on the integrated skills there are 4 skills for managed the time and for enrich the learning process, meanwhile the researcher only focus on the reading skill, because the researcher would like to improve the reading skills, which is one of the inputs for the English learning. Here the reading that is deepened is reading competence in descriptive text. Using this instruction, the students will be easy for identifying the main idea and the important information from the reading text.

The researcher conducted the research using the ADDIE Approach to development research, which was suggested by Branch (2009), in order to offer a suitable solution for the problem. There are five phases to this methodology, However, the researcher only used analysis phase, design phase and development phase during the research process. The first step was Analyzing. This step was finished to acquire data regarding the demands and difficulties faced by the teacher and students before the researcher created and developed the product. This information will be used to solve the problem and choose the right materials for the design and development of the instruction.

The following stage was design. For this stage, the information gathered during the analysis phase was utilized. The materials required to create the product were chosen, gathered, and evaluated by the researcher throughout the design process. The researcher created the final phase, develop, after the design phase was completed. In this phase, the researcher developed the navigation bottom, a pop-up menu and the score result for the exercise part. After this instruction was created, the researcher employed an internal evaluation to establish whether the program was suitable for aiding in teaching and learning.

CONCLUSION AND SUGGESTION

Conclusion

As the result of this research, the final product of this research is an instruction for reading comprehension on descriptive text using gallery walk technique. This instruction for reading comprehension on descriptive text using gallery walk technique was constructed by using the Microsoft PowerPoint Presentation 2016. This is the instruction of using this product for the users. Based on the internal evaluation, this instruction for reading comprehension on descriptive text using gallery walk technique is useable to support the teaching

and learning reading comprehension on descriptive text using Gallery Walk Technique to the tenth-grade students.

Suggestion

Based on conclusion, the researcher addressed some suggestions that can be taken into further consideration. The following suggestions are: 1)an instruction for reading comprehension on descriptive text using gallery walk technique is attractive for teaching reading comprehension on descriptive text. This helps the students to achieve the learning objective better. 2)the users should be tested in real time using a limited scope so the users can immediately find out the advantages and disadvantages of this product. 3)the researcher should develop this product into wide range such as web version because this product can be used by using laptop or mobile phone only.

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