

THE EFFECT OF USING GALLERY WALK STRATEGY ON STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT

Nurul Hidayati

Universitas Islam Negeri Alauddin Makassar

E-mail: nrlhidayat2003@gmail.com

ABSTRACT

This study aims to investigate the effect of the Gallery Walk Strategy on students' reading comprehension in descriptive texts. The research employed a quasi-experimental design with a nonequivalent control group design. The population consisted of eleventh-grade students at SMAN 19 Gowa in the academic year 2024/2025. Fifty students were selected through purposive sampling and divided into an experimental group and a control group, each consisting of 25 students. The experimental group was taught using the Gallery Walk Strategy, while the control group received conventional instruction. Data were collected through a multiple-choice reading test consisting of 15 items administered as pre-test and post-test. The data were analyzed using descriptive statistics, normality and homogeneity tests, and an independent samples t-test through SPSS. The findings revealed that the mean score of the experimental group increased from 55.44 in the pre-test to 72.24 in the post-test, while the control group showed only a slight improvement from 56.48 to 57.04. The independent samples t-test showed a significance value of 0.028 ($p < 0.05$), indicating a significant difference between the two groups. Therefore, the Gallery Walk Strategy significantly improves students' reading comprehension. The study implies that English teachers are encouraged to implement interactive and cooperative learning strategies to enhance students' reading engagement and comprehension skills.

Keywords: Gallery Walk Strategy, reading comprehension, descriptive text, cooperative learning, quasi-experimental research.

1) INTRODUCTION

Four fundamental skills are emphasized in the process of becoming proficient in a language. According to Brown (1995), these abilities include speaking, listening, reading, and writing. Additionally, these abilities are divided into two categories, productive skills and receptive skills. This statement supported by Demirbaş (2013), stating that speaking and writing are categorized as productive skills, whereas listening and reading are receptive skills. This classification highlights the balance between understanding and expressing language, which is essential in developing overall proficiency. Therefore, the development of these four skills is highly crucial, both in learning one's first language and in learning a foreign language. Among these skills,

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Department, Faculty of Tarbiyah and Teacher Training
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

reading deserves particular attention because it plays an essential role in expanding vocabulary, enhancing comprehension, and facilitating knowledge acquisition.

Boardman (2007) highlights that students with learning disabilities often face difficulties with vocabulary. This conclusion is in line with the findings of the initial investigation carried out at SMAN 19 Gowa on December 16, 2024. The researcher identified that students' restricted vocabulary was the main cause of their serious difficulties reading English. This lack of vocabulary hinders their ability to fully understand texts, as they struggle to recognize key terms and identify main ideas within paragraphs. In addition to vocabulary limitations, another crucial factor that influences students' reading comprehension is their level of interest in reading.

In education, UNESCO data indicate that interest in reading, particularly among students in Indonesia, remains very low, at only 0.001%. The data suggest that at least one person out of 1,000 Indonesians reads diligently. Therefore, teachers need to implement effective strategies for teaching reading materials during the classroom learning process to help students' enthusiasm for reading. This nationwide issue is also reflected at the local level. Based on the initial investigation, the researcher discovered that teachers at SMAN 19 Gowa school have not applied the Gallery Walk Strategy.

Some teachers still use lecture-based learning methods in teaching reading materials. To address these challenges, several researchers have suggested implementing more interactive and student-centered strategies. Nurmadia and Mardiana (2017) emphasize the importance of employing strategies to assist students in the reading and comprehension process. One alternative strategy that teachers can use to teach reading comprehension is the Gallery Walk Strategy. Silberman (1996) highlights that the Gallery Walk is a strategy that encourages students to learn actively. The Gallery Walk Strategy is also a type of cooperative learning. This statement is supported by Ghufon (2011), who notes that the Gallery Walk is one kind of cooperative education. Groups of students are formed and rotate from station to station to discuss and answer any questions or problems. This strategy can help students enhance their understanding of the text and participate in group discussions to meet reading comprehension objectives. The Gallery Walk Strategy can also connect students with a variety of engaging and interactive topics.

In light of the explanation above, the researcher is intrigued by applying the Gallery Walk Strategy to determine its effect on students' comprehension of what they read, especially when it comes to reading descriptive writings. This interest arises from the belief that the Gallery Walk

Strategy, which encourages active, collaborative, and critical learning, can increase students' engagement with the book and improve their capacity to understand and interpret the information found in descriptive writings. The researcher titled this research "The Effect of Using the Gallery Walk Strategy on Students' Reading Comprehension in Descriptive Text at SMAN 19 Gowa".

2) METHODS

In this study, the researcher used a quasi-experimental design using a non-equivalent control group design. At least two groups are involved in a quasi-experimental design. The research participants were split into two groups, the experimental group and the control group based on the explanation given above. While the control group is not exposed to the effect of the factor under examination, the experimental group is. It means that although the control group will be instructed using the teacher's regular manner, the experimental group will receive extra treatment using the Gallery Walk Strategy. There will be a pre- test and a post-test for each group.

Purposive sampling was employed in this research. Purposive sampling, according to Sugiyono, is a method for choosing a sample based on particular factors. Purposive sampling was used by the researchers because it allowed them to choose samples or respondents that were thought to be pertinent to the study's goals. It showed that in order to prevent biased findings, the researcher chose students according to a certain criterion rather than at random.

For the 2024/2025 academic year, there are eight classes in the eleventh grade of SMAN 19 Gowa. These classes are divided into Science (IPA) and Social Science (IPS) streams. The researcher conducted the study in the Social Science stream, which consists of four classes with 200 students. These four classes, taught by two teachers, are as follows.

The English teacher's suggestions and the school's administrative factors were taken into account while choosing the experimental and control groups. These considerations included class organization, schedule feasibility, and the overall learning conditions of each class. These factors led the researcher to select Class XI IPA 3 as the experimental class and Class XI IPA 4 as the control class. There were fifty students in all from both courses. There were twenty-five students in both the IPA 3 and IPA 4 classes.

The instrument used a reading test consisting of multiple-choice questions. The test consists of 15 items designed to measure students' reading comprehension. Each item had four options: A, B, C, and D. Before the treatment was implemented, a pre-test was given to both classes to

guarantee the validity of the comparison between the two groups. Before the Gallery Walk Strategy was used, the pre-test results were utilized to gauge the students' initial reading comprehension skills and to verify that the students in the experimental and control groups had comparatively similar levels of proficiency.

This research was conducted in three stages: pre-test, treatment, and post-test. In the pre-test stage, all eleventh-grade students of SMAN 19 Gowa were gathered in one classroom to measure their initial reading comprehension of descriptive texts before the implementation of the Gallery Walk Strategy. The researcher first explained the material, and students answered multiple-choice questions assessing their ability to identify factual information, determine the main idea, interpret vocabulary, locate references, and draw conclusions. The treatment was carried out in six sessions, where the first session consisted of the pre-test, the second to the fifth sessions involved the implementation of the Gallery Walk Strategy based on the 2013 Curriculum (PERMENDIKBUD No. 65, 2013), and the sixth session was devoted to the post-test. After completing the treatment, students were given at least fifteen multiple-choice questions in the post-test to evaluate their reading comprehension after the intervention. Finally, the results of the pre-test and post-test were compared to determine whether there was a significant improvement in students' reading comprehension following the use of the Gallery Walk Strategy.

The data were analyzed using SPSS Version 2025. This analysis includes the presentation of Descriptive Statistics, Tests of Normality, Tests of Homogeneity of Variance, and Independent Sample T-Tests.

3) RESULTS

The main basis for obtaining the research findings is the outcome of the data analysis. Test analysis, which comprised a pre-test and a post-test, was used to collect the data. A pre-test was used to gauge the students' reading comprehension prior to the intervention, and a post-test was used to reassess their reading comprehension after the intervention was put into practice.

- a. *Prior to being instructed utilizing the Gallery Walk Strategy, the eleventh-grade students at SMAN 19 Gowa's reading comprehension of descriptive texts.*

Table 1. Pre-Test Score Classification of Experimental Group and Controlled Group

No	Classification	Score	Experimental Class		Control Class	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96-100	1	4%	1	4%
2	Very Good	86-95	2	8%	2	8%
3	Good	76-85	2	8%	1	4%
4	Fairly Good	66-75	4	16%	4	16%
5	Fairly	56-65	2	8%	3	12%
6	Poor	36-55	6	24%	8	32%
7	Very Poor	0-35	8	32%	6	24%
Total			25	100%	25	100%

The frequency and percentage distribution of the students' scores in the experimental and controlled groups are shown in Table 4.1. Within the experimental group, among the twenty-five students, eight (32%) classified as very poor, six (24%) as poor, two (8%) as fairly, four (16%) as fairly good, four (8%) as good, four (8%) as very good, and one (4%) as excellent. Conversely, in the controlled group, six (24%) were categorized as very poor, eight (32%) as poor, three (12%) as fairly, four (16%) as fairly good, one (4%) as good, two (8%) as very good, and one (4%) as excellent.

- b. *The eleventh-grade students at SMAN 19 Gowa's initial proficiency in reading comprehension of descriptive texts following instruction using the Gallery Walk Strategy.*

Table 2. Post-Test Score Classification of Experimental Group and Controlled Group

No	Classification	Score	Experimental Class		Control Class	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	96-100	3	12%	1	4%
2	Very Good	86-95	6	24%	3	12%
3	Good	76-85	3	12%	2	8%
4	Fairly Good	66-75	3	12%	4	16%
5	Fairly	56-65	2	8%	2	8%
6	Poor	36-55	4	16%	5	20%
7	Very Poor	0-35	4	16%	8	32%
Total			25	100%	25	100%

Table above displays the frequency and percentage distribution of students' scores in both the controlled and experimental groups. In the experimental group, out of twenty-five students, four (16%) classified as very poor, four (16%) as poor, two (8%) as fairly, four (16%) as fairly good, two (8%) as good, six (24%) as very good, and three (12%) as excellent. Conversely, in the controlled group, eight (32%) were categorized as very poor, five (20%) as poor, two (8%) as fairly, four (16%) as fairly good, two (8%) as good, three (12%) as very good, and one (4%) as excellent.

c. Students' reading comprehension of descriptive texts is significantly impacted by the Gallery Walk Strategy.

Table 3. Descriptive Analysis of Pre-test and Post-test of the Two Classes

	N	Descriptive Statistics			Std. Deviation
		Minimum	Maximum	Mean	
Pre-test Experiment	25	13	100	55.44	25.417
Post-test Experiment	25	33	100	72.24	21.212
Pre-test Control	25	13	100	56.48	21.959
Post-test Control	25	13	100	57.04	26.113

The descriptive statistical findings from the pre-test and post-test data for the experimental and control classes, each with 25 students ($N = 25$), are shown in above the distribution and dispersion of the data are represented by the six main columns in the table: N, Minimum, Maximum, Mean, and Standard Deviation.

Table 4. Normality Test

Kelas	Normality Test			Shapiro-Wilk		
	Kolmogorov-Smirnov ^a					
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Control	.123	25	.200*	.984	25	.948
Post-test Control	.103	25	.200*	.954	25	.310
Pre-test Experiment	.091	25	.200*	.964	25	.497
Post-test Experiment	.157	25	.115	.927	25	.075

The Shapiro-Wilk test findings for the four data groups Pre-test Controlled, Post-test Controlled, Pre-test Experiment, and Post-test Experiment are shown in Table 4.4. The Shapiro-Wilk test is particularly appropriate in this case because the sample size in each group is 25, which

is below 100. The Shapiro-Wilk test yielded a statistic of 0.984 with a significance (Sig.) value of 0.948 for the Pre-test Controlled group. It can be inferred that the data are normally distributed because the significance value is significantly higher than the 0.05 cutoff.

Table 5. The Homogeneity Test

Homogeneity Test				
	Levene Statistic	df1	df2	Sig.
Based on Mean	1.535	1	48	.221
Based on Median	1.417	1	48	.240
Based on Median and with adjusted df	1.417	1	45.254	.240
Based on trimmed mean	1.567	1	48	.217

The homogeneity of variance test results using Levene's Test are shown in Table above. This test's objective is to ascertain whether two sets of data are homogenous, or have equal variances. The table shows the Levene Statistic, degrees of freedom (df1 and df2), and significant value (Sig.) for each of the four calculation methods (based on the mean, median, median with modified degrees of freedom, and trimmed mean).

The homogeneity test based on the mean in the first row yields a significance value of 0.221 and a Levene Statistic of 1.535 with $df1 = 1$ and $df2 = 48$. The data are homogeneous since there is no significant variation in variances between the two groups, as indicated by the significance value being more than 0.05. Since the test only compares two groups, $df1$ is equal to one, and $df2$ is equal to the total number of participants less the number of groups ($50 - 2 = 48$).

The second and third rows display the results of the homogeneity test based on the median and the median with adjusted degrees of freedom, respectively. Each has a Levene Statistic of 1.417 and a significance value of 0.240. In the third row, $df2$ is adjusted to 45.254 using Welch's correction, which is typically applied when the data distribution is not normal. However, since the significance values remain above 0.05, the results still indicate homogeneity of variances.

The fourth row presents the result based on the trimmed mean, which is the mean value calculated after removing extreme scores. The Levene Statistic is 1.567, with $df1 = 1$ and $df2 = 48$, and a significance value of 0.217. Similar to the other techniques, the Sig. There is no discernible variance difference between the groups if the value is 0.05 or above.

Table 6. Test of Hypothesis
Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Equal variances assumed	1.535	.221	-2.259	48	.028	-15.200	6.728	-28.729	-1.671
Equal variances not assumed			-2.259	46.066	.029	-15.200	6.728	-28.743	-1.657

The results of an Independent Samples t-test used to compare the means of two different groups are shown in Table 4.6. Levene's Test for Equality of Variances, which determines whether the two groups have equal (homogeneous) variances, and the t-test for Equality of Means, which determines whether there is a statistically significant difference between the group means, are the two main sections of the table.

In the Levene's Test section, $F = 1.535$ and $\text{Sig.} = 0.221$. Because the significance value exceeds 0.05, there is no statistically significant difference in variances between the two groups. Thus, the assumption of homogeneity is satisfied, and we may rely on the first row (equal variances assumed) for analyzing the t-test findings. This finding is consistent with the earlier homogeneity test (Table 4.5).

The results of the t-test for equality of means (assuming equal variances) are $t = -2.259$, $df = 48$, and $p\text{-value} = 0.025$ ($p < 0.05$). 0.028 (2- tailed). The two group means differ statistically significantly since the p-value is less than 0.05. The standard error of this mean difference is represented by the Standard Error Difference = 6.728. Finally, the difference's 95% Confidence Interval is between -28.729 and -1.671. Because this interval does not include zero, it is established that there is a statistically significant difference between the groups.

The following criteria apply to hypothesis testing:

- a. If the significance value (Sig. 2-tailed) > 0.05 , then H_0 is accepted and H_1 is rejected (no significant difference).
- b. If the significance value (Sig. 2-tailed) ≤ 0.05 , then H_0 is rejected and H_1 is accepted (there is a significant difference).

It can be concluded that H_1 is accepted and H_0 is rejected since the value of Sig. (2-tailed) is ≤ 0.05 , or 0.02, suggesting that there is a substantial effect between the experimental class and the control class.

4) DISCUSSION

The results of this study show that once the Gallery Walk Strategy was implemented, students' learning outcomes improved and then declined. All things considered, the experimental class improved. However, when viewed from the perspective of students whose scores decreased, they continued to struggle with answering questions about the main idea and factual information. Additionally, this research indicates that some students still found the pre- and post-test items somewhat difficult. Furthermore, pupils still had trouble recognizing the core idea and true information even after using the Gallery Walk Strategy. This finding is consistent with Bloom's (1956) theory, which states that text comprehension develops gradually from the literal level to higher levels of understanding. Moreover, difficulties in identifying main ideas and factual information also support Stanley's (1989) classification of reading comprehension components.

Based on the aforementioned explanation, the researcher concluded that, for students to achieve the best outcomes, the pre-test and post-test questions must match their competence levels. The Gallery Walk Strategy can be used as an alternative to create a dynamic learning environment, keeping students from becoming disengaged, especially when studying reading materials, even though some students still received low scores following the therapy. The conclusion that the level of difficulty of test items should be aligned with students' abilities supports the perspective of Grabe and Stoller (2013), who emphasize the importance of adapting instructional strategies and materials to learners' proficiency levels. Therefore, the Gallery Walk Strategy remains effective as an alternative interactive instructional approach, despite variations in the learning objectives of students.

By matching the instructional materials to the students' competency levels, the researcher evaluated reading comprehension in this study. This approach is consistent with Bloom's theory, which posits that learners can comprehend texts at various levels, namely the literal and inferential levels. Nonetheless, a few of students continued to have trouble comprehending and recognizing the core idea and reference (literal level). The research findings indicating students' difficulties at the literal level directly support Bloom's (1956) theory, which categorizes reading comprehension into several cognitive levels. These findings reinforce the notion that not every student can reach the same level of comprehension, even when the instructional strategy employed has been designed to be interactive.

Because the Gallery Walk Strategy places students as active learners who are directly involved in the process of understanding texts, this research demonstrates that using it to teach reading comprehension can enhance students' reading comprehension skills. Through activities that require students to move from one station to another, students do not merely read texts passively, but also analyze information, discuss main ideas, and interpret both explicit and implicit meanings with their peers. When the Gallery Walk Strategy is implemented, students actively participate in going from one station to another, which supports Silberman's (1996) ideas of active learning. Furthermore, students' involvement in analyzing, discussing, and interpreting texts supports the view that collaborative learning can significantly enhance reading comprehension.

The learning process can now be supported by a range of instructional tactics. This study supports a number of other studies that show how the Gallery Walk Strategy can improve pupils' reading comprehension. After incorporating the technique into classroom instruction, the majority of earlier studies has shown gains in learning results.

This study is, from the outset, in line with the research conducted by Harland and Salmiah (2024), who stated that the Gallery Walk strategy promotes active student engagement and collaboration, enabling learners to become more proficient readers and to comprehend complex texts effectively. Ira Khasturi (2021), who found that the Gallery Walk technique significantly improves pupils' reading comprehension, lends more credence to this conclusion. Furthermore, Abdillah M. (2021) highlighted that the Gallery Walk technique helps students comprehend the connections between material in a text, which makes comprehension easier and helps them stay focused while reading. Consequently, the results of these earlier research offer solid theoretical

and empirical backing for the application of the Gallery Walk technique in improving students' reading comprehension of a variety of text kinds, including descriptive texts.

5) CONCLUSION

Based on the results and discussion, it can be concluded that students' initial reading comprehension of descriptive texts in both the control and experimental classes was at a low to moderate level, as shown by the pre-test results, indicating difficulties in identifying main ideas, factual information, vocabulary, and making inferences before the treatment. After the implementation of the Gallery Walk Strategy, the post-test results revealed that students in the experimental class achieved higher scores than those in the control class, suggesting that the strategy effectively improved students' reading comprehension of descriptive texts. Furthermore, the independent samples t-test showed that the significance value (Sig. 2-tailed) was 0.02, which was lower than the significance level of 0.05, indicating a statistically significant difference between the experimental and control groups; therefore, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected.

Based on the findings, several recommendations are proposed. For teachers, it is suggested that they integrate the Gallery Walk Strategy into their lesson plans to create a more engaging, student-centered, and collaborative learning environment that promotes critical thinking and improves students' reading comprehension. For students, the strategy provides opportunities for active participation through peer interaction and movement-based learning, which can enhance text interpretation skills, communication, cooperation, and independent learning. For future researchers, this study can serve as a reference for further investigations on the use of active learning strategies in language teaching, particularly by applying the Gallery Walk Strategy in different contexts, text types, and educational levels, as well as by incorporating qualitative data such as student feedback and classroom observations to gain deeper insights into the learning process.

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