

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

In English language acquisition, four essential skills were pivotal in fostering effective communication and literacy: listening, speaking, reading, and writing. Listening skills enabled individuals to comprehend spoken language, promoting a better understanding of conversations and lectures. Speaking skills empower individuals to express thoughts and ideas fluently, enhancing interpersonal communication. Reading skills, the ability to comprehend written texts, expanded vocabulary and comprehension abilities. On the other hand, writing skills allowed individuals to articulate ideas coherently, fostering clear communication in various contexts. According to Brown (2007), mastering these skills was fundamental for language learners, as they formed the cornerstone of effective communication and language proficiency. This foundational knowledge underscored the significance of these skills, shaping how individuals engaged with and contributed to the global linguistic landscape.

Reading has been pivotal in shaping individuals' intellectual growth, enhancing knowledge, and fostering critical thinking skills. It is a fundamental skill that opens the doors to a world of information, ideas, and perspectives. Through reading, individuals have been able to explore diverse cultures, historical events, and scientific advancements, gaining insights that broaden their horizons. Moreover, reading has nurtured empathy by allowing readers to

understand different viewpoints and experiences, promoting a more inclusive society. David W. Johnson and Roger T. Johnson (2018) emphasized the profound impact of reading on cognitive development, social understanding, and overall well-being. Then, it underscores the significance of reading in shaping individuals and societies, highlighting its indispensable role in education and personal growth.

According to Johnson, K., & Smith (2023), reading comprehension refers to the ability to understand, interpret, and analyze written texts to extract meaning and answer questions about the content. It is a fundamental skill that plays a pivotal role in education and daily life, allowing individuals to effectively engage with various forms of information. In the academic context, reading comprehension is often assessed through tests that evaluate a reader's understanding of explicit and implicit information within a given text. Research in the field of reading comprehension continues to evolve, exploring various cognitive processes, strategies, and factors that influence an individual's ability to comprehend written material.

Research by Smith, J., & Johnson (2022) highlighted students' persistent difficulties grasping complex textual information, emphasizing the need for tailored instructional strategies and interventions to enhance reading comprehension. This research underscored the importance of systematically addressing these challenges within the educational framework to promote effective student learning outcomes. According to Adi et al. (2021), using ice-breaking successfully in class kept students motivated and engaged in the

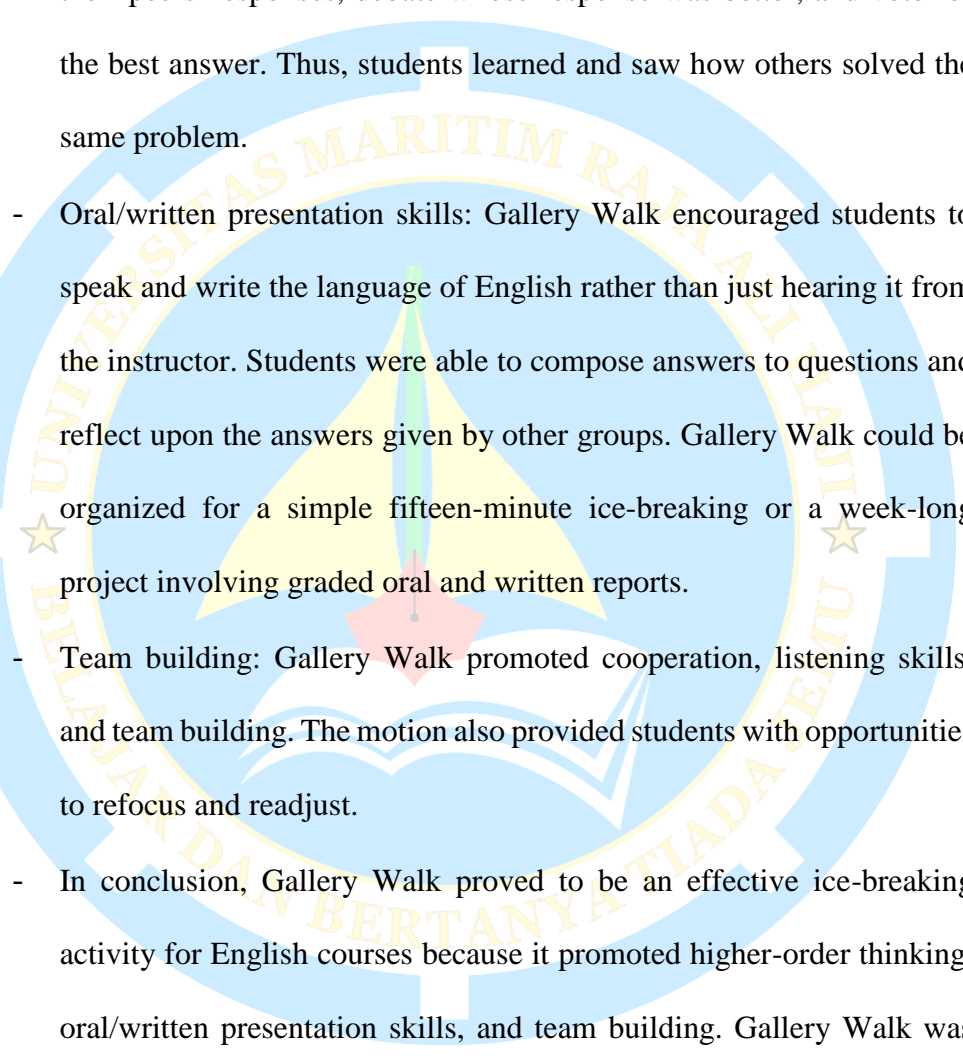
lesson. When starting a course, stopping throughout the presentation of the subject, and wrapping up learning were good times for ice-breaking. Ice-breaking was, therefore, crucial to the smooth operation of the teaching-learning process, the interest of the students, and their attention to the lesson. Various activities, such as games, rewarding guesses, and amusing and thought-provoking anecdotes from teachers, could be used for ice-breaking (Pratama et al., 2021). According to Hariyadi et al. (2022), ice-breaking was a gaming activity that concentrated students' attention on learning.

English teachers used ice-breaking to help students get to know each other and feel more comfortable in the classroom. Ice-breaking was typically used on the first day of class or throughout the term to keep students engaged and energized. Ice-breaking could be used in various courses, including English language courses. Ice-breaking could be planned activities that helped students and instructors get acquainted and establish a classroom community on the first day of class. Some examples of ice-breaking that English teachers could use in their classes included Three Interesting Things, Storytelling, People Bingo, and Find Someone Who. When choosing an ice-breaking, it was essential to consider the level of the students and to make sure that the activity was level-appropriate. Ice-breaking should be low social risk and match the class's proficiency level. They should encourage bonding, participation, and motivation and allow students to relax both mentally and physically.

English course teachers typically implemented ice-breaking at each meeting in the class. One of the ice-breakings is Gallery Walk. Gallery Walk

was an engaging and interactive ice-breaking activity commonly employed in educational settings to enhance reading comprehension skills. This innovative Gallery Walk encouraged participants to move around the room, examining various visual aids, texts, or artifacts displayed on boards or tables. As they explored these exhibits, participants were prompted to analyze, discuss, and synthesize information, fostering a deeper understanding of the subject matter. Gallery walks promoted active learning and created an inclusive environment where learners collaborated, shared ideas, and built analytical skills. Art gallery walks created an interactive learning environment by encouraging participants to move around a physical or virtual gallery of texts, images, or other relevant materials. This process fostered discussions and collaborative exploration of diverse perspectives, stimulating critical thinking and deepening understanding of the subject matter. As an ice-breaking tool, gallery walks helped learners feel comfortable and motivated, establishing a positive atmosphere conducive to learning. Moreover, gallery walks' visual and interactive nature catered to various learning styles, making the comprehension process more inclusive and enjoyable (Smith et al., 2023).

Gallery Walk involved students walking around the classroom to read, analyze, and evaluate other students' work. English course teachers used Gallery Walk as an ice-breaking to improve student reading comprehension. Here are some reasons why Gallery Walk was an effective ice-breaking for English courses:

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- Promoted higher-order thinking: Gallery Walk promoted higher-order thinking skills such as analysis, evaluation, and synthesis. Students could work closely in small groups, share ideas, and respond to meaningful questions, scenarios, or texts. They could leave feedback on their peers' responses, debate whose response was better, and vote for the best answer. Thus, students learned and saw how others solved the same problem.
  - Oral/written presentation skills: Gallery Walk encouraged students to speak and write the language of English rather than just hearing it from the instructor. Students were able to compose answers to questions and reflect upon the answers given by other groups. Gallery Walk could be organized for a simple fifteen-minute ice-breaking or a week-long project involving graded oral and written reports.
  - Team building: Gallery Walk promoted cooperation, listening skills, and team building. The motion also provided students with opportunities to refocus and readjust.
  - In conclusion, Gallery Walk proved to be an effective ice-breaking activity for English courses because it promoted higher-order thinking, oral/written presentation skills, and team building. Gallery Walk was flexible and had many benefits. Gallery Walk could be organized for a simple fifteen-minute ice-breaking or a week-long project involving graded oral and written reports.

Finally, based on the explanation above, it is highlighted that Gallery Walk can improve students' reading comprehension. For this reason, I would like to explore their perceptions about Gallery Walk and conduct the research entitled **“Teachers' Perception Toward The Use of Gallery Walk in Reading Comprehension”**.

### **1.2 Identification of the Study**

Based on the background of the study above, the problem can be identified:

1. Reading comprehension proves to be challenging for students.
2. Gallery walks, as utilized by teachers, can enhance students' accessibility further.

### **1.3 Limitation of The Study**

This study focuses on investigating Gallery Walk perceptions to improve students' reading comprehension in some courses in Tanjungpinang. This study will be limited to reading comprehension.

### **1.4 Research Question**

Based on the explanation above, the research formulated the question as follows:

"How was teachers' perception towards the Gallery Walk in Reading Comprehension?"

### **1.5 Purpose of the Study**

The purpose of this study was to investigate teachers' perceptions of the Gallery Walk in reading comprehension.

### **1.6 The Significant of the Study**

The result of the study was expected to be used theoretically and practically.:

#### **Theoretically**

- a. The results of this research were expected to contribute to existing theories about teachers' perception toward the use of Gallery Walk in reading comprehension.
- b. The results of this research were expected to provide a beneficial description for further researchers who wanted to study the same case.

#### **Practically**

- a. For the Student

The findings of the research could be utilized as a new reference for learning English, especially reading.

- b. For the Teacher

For the teacher, the findings were expected to contribute to knowledge that could be transferred to learners based on their characteristics.

c. For Researchers

For researchers, it could be utilized as a reference to enhance insight; this research furnished information about Gallery Walk in reading comprehension.

### 1.7 Definition of Key Term

1. Perception

How we see, hear, and comprehend the world around us through our senses.

2. Gallery-walk

A group activity of fun games where people walked around and shared their thoughts or ideas on displayed materials to get to know each other.

3. Reading comprehension

The ability to understand and make sense of what you have read.

