

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter present the analysis of students' perception toward the activity by using gallery walk, advantages and the disadvantages in learning History of English Literature subjects through Gallery Walk. Then, the findings of this research will be discussed based on the theory and researcher's opinion.

A. Research Findings

According to the research, the researcher identified the students' perception toward the activity by using gallery walk, the advantages and disadvantages in learning history English literature and explained detail in the following chapter.

1.1. The students' perception toward the activity in using gallery walk.

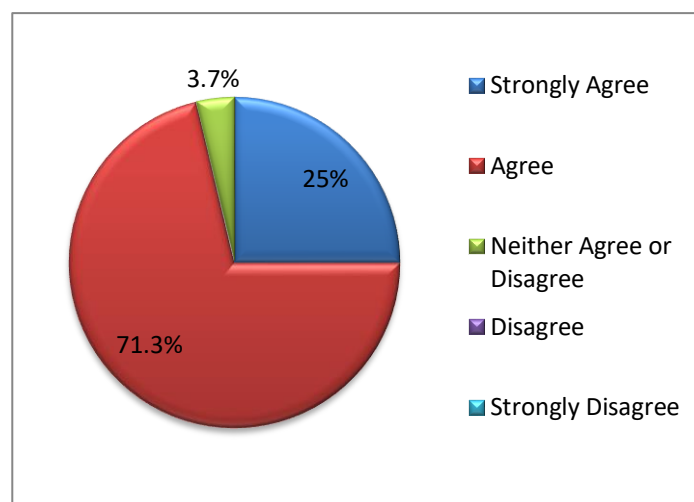
There are 5 statements asked to the students regarding with their perception toward learning activity by using gallery walk as follow:

Table 4.1 the students' Perception toward the Activity Using Gallery Walk						
No	Statement	Strongly agree	Agree	Neither agree or Disagree	Disagree	Strongly disagree
1	Gallery walk is one of innovative and creative supplementary teaching methods that encourage students to be active in class	25%	71.3%	3.7%	-	-
2	Gallery walk helps me to identify the important information are there in a text	16.3%	78.8%	5%	-	-
3	The method is more effective rather than hearing presentation in front of the class	28.7%	46.3%	25%	-	-
4	The activity very fun and easy for understanding the material	15%	57.5%	26.3%	1.2%	-
5	Feedback from the lecturer and classmates can improve my knowledge toward the history of English	27.5%	65%	7.5%	-	-

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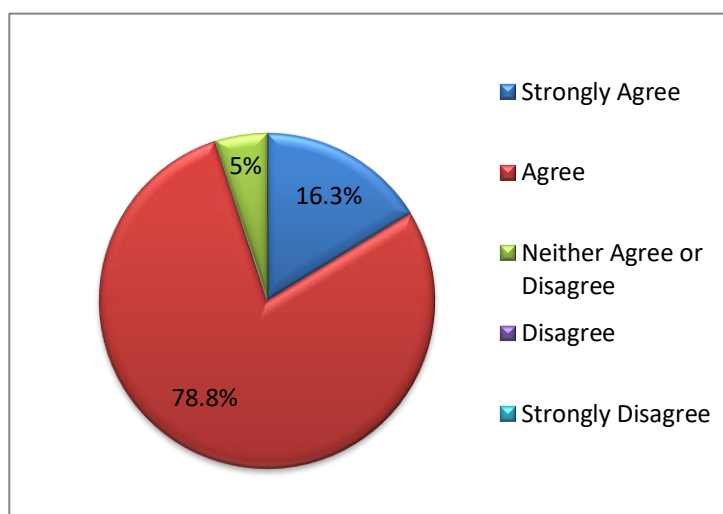
From table 4.1, it can be seen that 25% of participant strongly agreed that gallery walk is one of the innovative and supplementary teaching methods that encourage students to be active in class. It means that for some people or some students that using gallery walk is very innovative methods. 71.3% of the participant agree that gallery walk is one of the innovative and creative supplementary teaching methods that encourage students to be active in class. Besides, only 3.7% of the participant disagree that Gallery walk is one of innovative and creative supplementary teaching methods that encourage students to be active in class. However, for some reason some student's not understand well about the subject but overall the majority of participant perceived Gallery walk is one of innovative and creative supplementary teaching methods that encourage students to be active in class. The percentage of students' perceptions are also described in the following chart.

Figure 4.1. *Gallery walk is one of innovative and creative supplementary teaching methods that encourage students to be active in class*



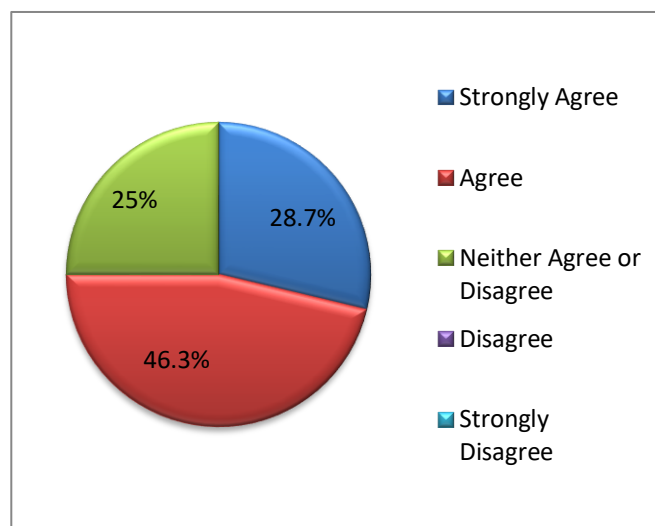
On the statement gallery walk helps me to identify the important information are there in a text, 16.3% students strongly agree that gallery walk helps me to identify the important information are there in a text whereas 78.8% students agree, because based on the researcher experience with using gallery walk we can make the information as simple as we can but with clearly point. We can found information in a roll of paper and make sure that all of the students can get the information what we want. Another feedback received by participant there are 5% that choose neither agree or disagree at statement gallery walk helps me to identify the important information are there in a text, in some case students doesn't really understand about the material or students doesn't really understand the meaning of text and that it make sense why 5% student choose neither agree or disagree. The percentage of students' perceptions are employed in the following chart.

Figure 4.2. *Gallery walk helps me to identify the important information are there in a text.*



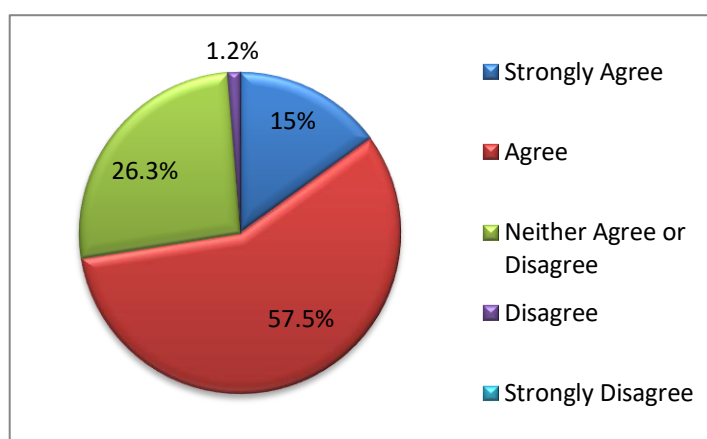
On the next statement the method is more effective rather than hearing presentation in front of the class. 28.7% participants affirmed that the method is more effective rather than hearing presentation in front of the class whereas 46.3% participant agree that the method is more effective rather than hearing presentation in front of the class. Based on the researcher experience gallery walk is a very simple way to understand the material which is the text or content are already in one paper and it more enjoyable otherwise the lecturer explain and some people get bored and 25% participant neither agree or disagree and it make sense because there are people that the way of her or him learning is different like there are student more understand with direct explanation. The percentage of students' perceptions are explained in the following chart.

Figure 4.3. *This method is more effective rather than hearing presentation in front of the class*



Another statement that received by participant at the activity very fun and easy for understanding the material, 15% participant choose strongly agree it means that gallery walk very fun and easy for understand. 57.5% participant choose agree that the activity very fun and easy for understanding the material 26.3% participant choose neither agree or disagree for the activity very fun and easy for understanding the material and 1.2% disagree. The researcher think the context of word “fun” it can be relative. So if the participant choose disagree it doesn’t matter. The percentage of students’ perceptions are explained in the following chart.

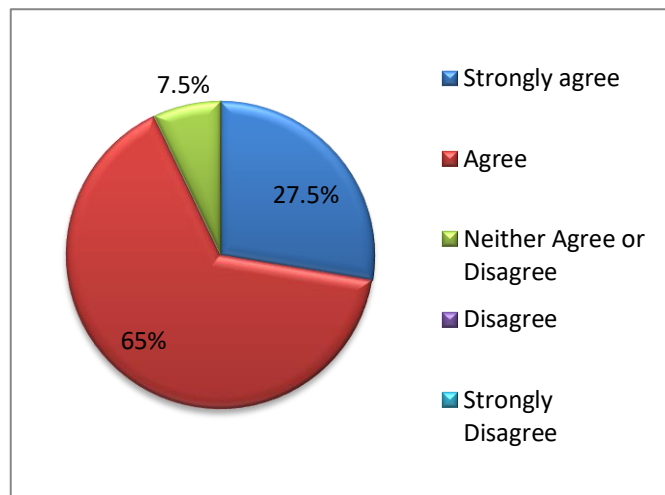
Figure 4.4. *This activity very fun and easy for understanding the material*



On the question feedback from the lecturer and classmates can improve my knowledge toward the history of English literature, 27% participant strongly agree that Feedback from the lecturer and classmates can improve their knowledge toward the history of English literature. 65% participant agree that feedback from the lecturer and classmates can improve their knowledge toward the history of English literature and 7.5% neither agree nor

disagree. The percentage of students' perceptions are described in the following chart.

Figure 4.5. *Feedback from the lecturer and classmates can improve my knowledge toward the History of English Literature*



4.2. The students' perception toward the Advantages of gallery walk in learning History of English Literature.

There are 5 statements collected to the students regarding with their perception toward the Advantages of gallery walk in learning History of English Literature as follow:

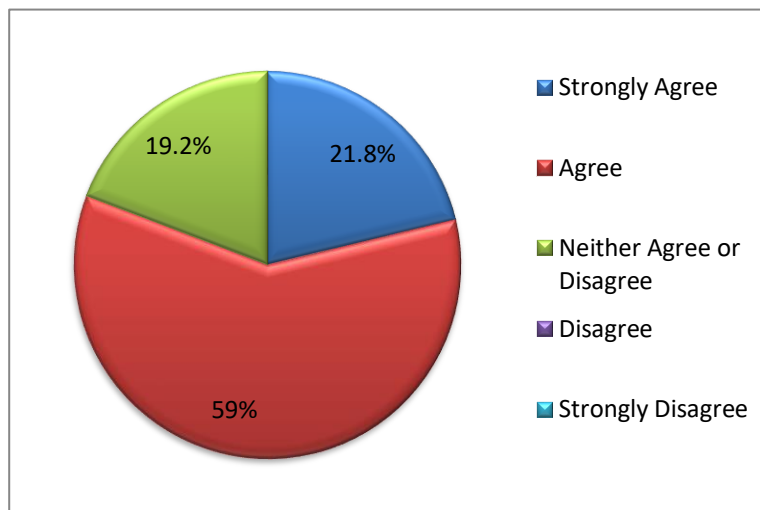
Table 4.2. The student's perception toward the Advantages of gallery walk in Learning History of English Literature.						
No	Statement	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
1.	This strategy is student-centered in which giving much time for students to practice discussing, debating, and organizing the content rather than just hearing ideas presented by the teacher	21.8%	59%	19.2%	-	-
2.	Emphasizes the collaborative, social nature of learning because students work in teams to synthesize information written from a variety of perspectives.	12.7%	70.9%	16.5%	-	-
3.	The description of the content in gallery walk is understandable or easier rather	21.3%	56.3%	20%	2.4%	-

	than the explanation on the book.					
4.	Promotes team building, fosters persuasive argument, and encourages consensus as students work together to accurately represent group members' ideas at different junctures of the Gallery walk.	13.8%	72.5%	12.5%	1.2%	-
5.	Encourages student interaction as groups move from gallery to gallery, interrupting the exhaustion that sometimes results from being seated for long periods.	19%	68.4%	10.1%	2.4%	-

From table 4.2 it can be seen that 21.8% strongly agree that this strategy is student-centered in which giving much time for students to practice discussing, debating, and organizing the content rather than just hearing ideas presented by the teacher and higher percentage 59% of the participants agree that this strategy is student-centered in which giving much

time for students to practice discussing, debating, and organizing the content rather than just hearing ideas presented by the teacher and only 19.2% of the participants choose neither agree or disagree. It means that students perceived that gallery walk as a place that help students can increase a knowledge by practice, discussing, and organizing the content just using a traditional method. Because they can check the material together and make their poster so well by sharing their idea and it's more effective than just hearing the lecture explanation. The percentage of students' perceptions are described in the following chart.

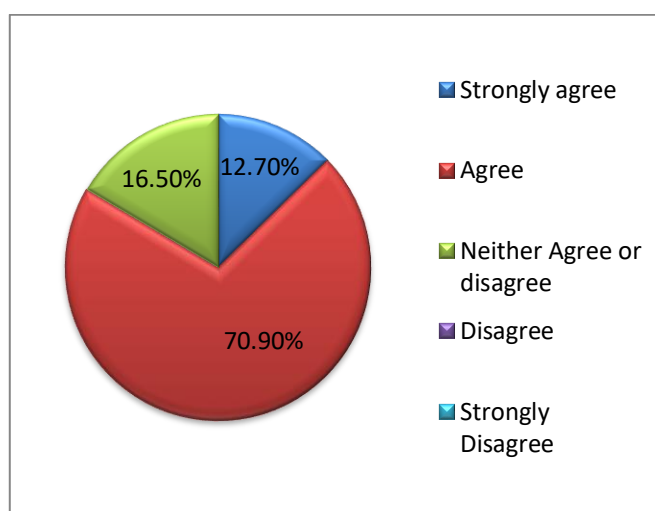
Figure 4.6. *This strategy is student-centered in which giving much time for students to practice discussing, debating, and organizing the content rather than just hearing ideas presented by the teacher.*



From the table 4.2 on the second statement we can see that 70.9% students agree that this strategy emphasizes the collaborative, social nature of learning because students work in teams to synthesize information written from a variety of perspectives. Some students believe the use of gallery walk strategy can make every students in their group encourages

every single ideas in one team work. And 12.7% strongly agree that this strategy emphasizes the collaborative, social nature of learning because students work in teams to synthesize information written from a variety of perspectives. And only 16.5% of students neither agree and disagree that this strategy emphasizes the collaborative, social nature of learning because students work in teams to synthesize information written from a variety of perspectives.

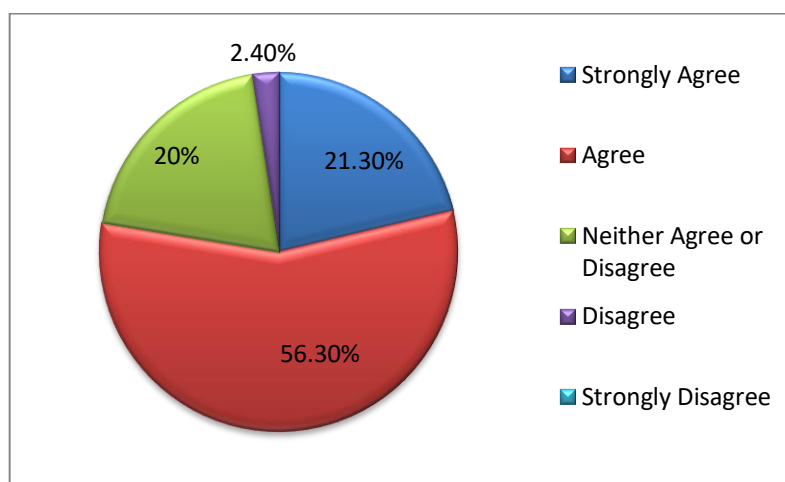
Figure 4.7. *Emphasizes the collaborative, social nature of learning because students work in teams to synthesize information written from a variety of perspectives.*



When it comes to the description of the content in gallery walk is understandable or easier rather than the explanation on the book. 21.3% of the participants strongly agree, it's mean the quarter of participants more understandable to get the information rather than the book. 56.3% agree that the description of the content in gallery walk is understandable or easier

rather than the explanation on the book. It's a half participants, based on the researcher research its because students can walk around and the lesson more fun rather than hearing the explanation from book and also the gallery walk more flexible so they more easier to get the information from the poster. And only 2.4% choose disagree, somehow some students try to adaptation by using gallery walk so its doesn't matter.

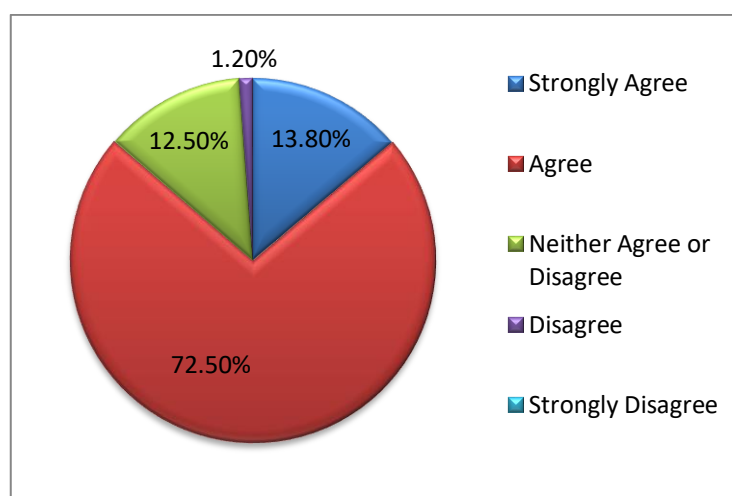
Figure 4.8 *The description of the content in gallery walk is understandable or easier rather than the explanation on the book.*



From the statement Promotes team building, fosters persuasive argument, and encourages consensus as students work together to accurately represent group members' ideas at different junctures of the Gallery walk 13.80% students strongly agree and 72.50% students agree that statement Promotes team building, fosters persuasive argument, and encourages consensus as students work together to accurately represent group members' ideas at different junctures of the Gallery walk. Whereas only 12.50%

students choose neither agree or disagree on statement promotes team building, fosters persuasive argument, and encourages consensus as students work together to accurately represent group members' ideas at different junctures of the Gallery walk. Some student have positive response with the the statement because it in according with their want. There are some students who feel they cannot perform or argue well. Then in this way they can be more courageous in conveying something and criticizing a problem. Learn a team work and reconcile any different of opinion and only 1.20% student choose disagree on the statement promotes team building, fosters persuasive argument, and encourages consensus as students work together to accurately represent group members' ideas at different junctures of the Gallery walk.

Figure 4.9 *Promotes team building, fosters persuasive argument, and encourages consensus as students work together to accurately represent group members' ideas at different junctures of the Gallery walk.*



From the statement number five that encourages student interaction as groups move from gallery to gallery, interrupting the exhaustion that sometimes results from being seated for long periods. 19% participants strongly agree that student interaction as groups move from gallery to gallery, interrupting the exhaustion that sometimes results from being seated for long periods. it's means 15 people from 80 participants perceived, which is sometimes the students getting tired when try to understand the material. 68.4% agree that statement encourages student interaction as groups move from gallery to gallery, interrupting the exhaustion that sometimes results from being seated for long periods, 54 people from 80 participants. 10.1% participants choose neither agree or disagree and only 2.4% which is 2 people from 80 participants disagree about that.

Figure 4.10. *Encourages student interaction as groups move from gallery to gallery, interrupting the exhaustion that sometimes results from being seated for long periods.*

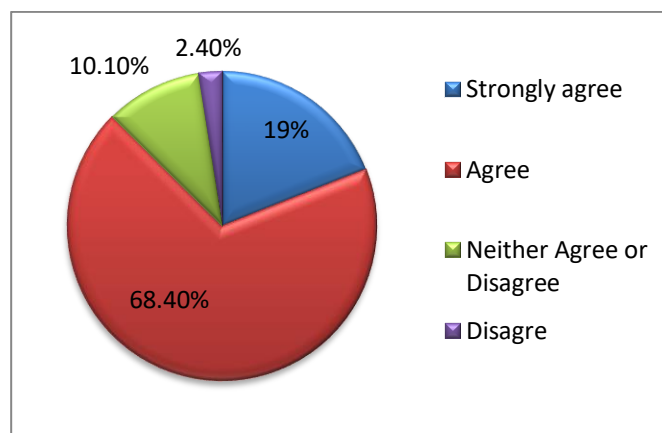


Table 4.3. the students' perception toward the Disadvantages of Gallery Walk in learning history of English literature.

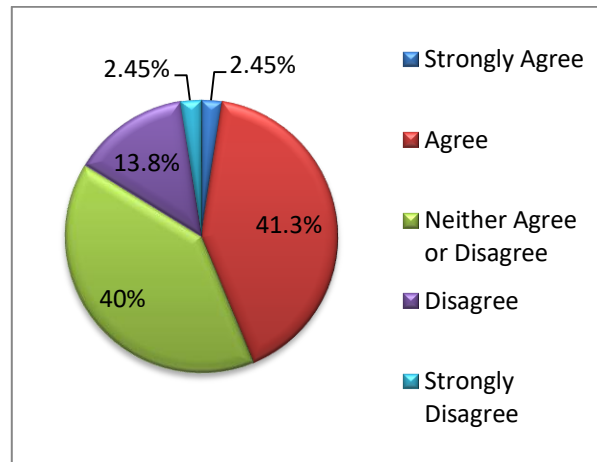
There are 5 statements collected to the students regarding with their perception toward the Advantages of gallery walk in learning History of English Literature as follow:

4.3. the students' perception toward the Disadvantages of Gallery Walk in learning history of English literature.						
No	Statement	Strongly Agree	Agree	Neither agree or Disagree	Disagree	Strongly Disagree
1.	Some student prefer to learn individually and hence may not participate in discussions	2.45%	41.3%	40%	13.8%	2.45%
2.	A few students In the group may not actively participate in the knowledge construction	12.5%	36.3%	32.5%	17.5%	0.9%
3.	The time for walking around is limited. So, the students cannot write all information properly.	27.5%	47.5%	16.2%	8.8%	-
4.	The condition of the classroom is	16.3%	40%	28.7%	13.8%	-

	crowded because of the gallery walk's activity					
5.	Some groups cannot explain the key points of the topic clearly, thus, other members seem a little bit confuse	22.5%	55%	18.8%	3.7%	-

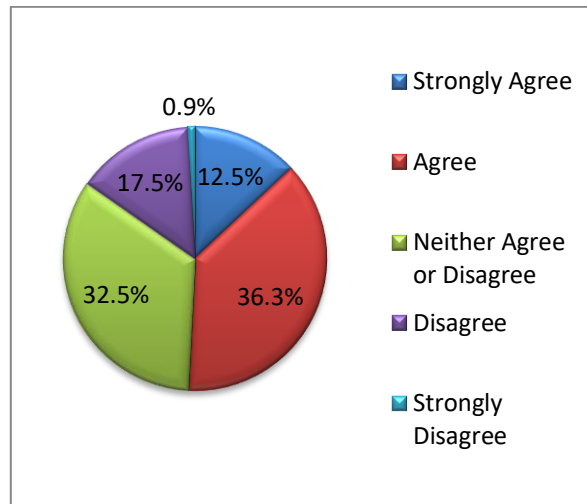
On the question some students prefer to learn individually and hence may not participate in discussions, 41.3% student affirmed that some students prefer to learn individually whereas 13.8% choose disagree that some students prefer to learn individually and hence may not participate in discussions. Each students must have a role and a desire to be number one in front of the lectures. That is what makes students choose not to fully participate in group activities.

Figure 4.11 *Some students prefer to learn individually and hence may not participate in discussions.*



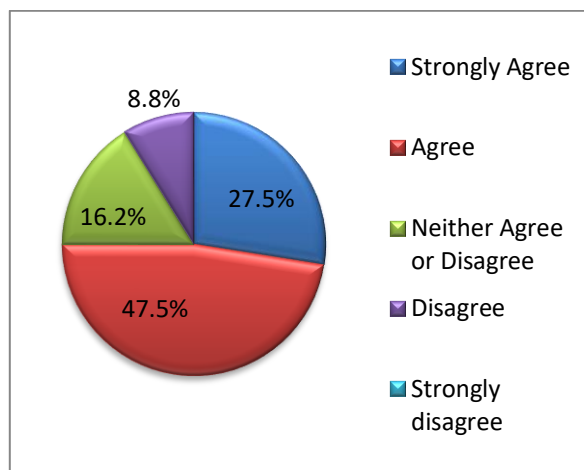
On the statement A few students in the group may not actively participate in the knowledge construction 12.5% student affirmed that a few students in the group may not actively participate in the knowledge construction. 36.3% agree that a few students in the group may not actively participate in the knowledge construction. This statement have correlation with the first statement.

Figure 4.12 *A few students in the group may not actively participate in the knowledge construction*



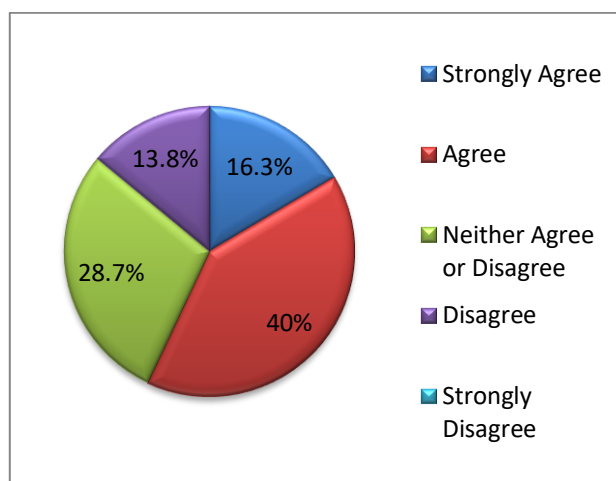
From the table above it can be concluded that 47.5% of students agree that the time for walking around is limited, so the students cannot write all information properly and 27.5% of students strongly agree that the time for walking around is limited, so the students cannot write all information properly. In fact, it is true that the time given to use the gallery walk is very short, each group is given about 15 minutes to walk for each group. Many students complained about this and some students felt they were not able to get good information. Moreover, coupled with a fairly noisy classroom atmosphere, it will increase the difficulty in capturing the information provided between groups.

Figure 4.13 *The time for walking around is limited, so, the students cannot write all information properly.*



In the table section, this section is very closely related to what was in the previous statement, where some students had difficulty getting information due to noisy class conditions. 40% students agree that the condition of the classroom is crowded because of the Gallery Walk's activity. 16.3% strongly agree that the condition of the classroom is crowded because of the Gallery Walk's activity and only 13.8% disagree that the condition of the classroom is crowded because of the Gallery Walk's activity.

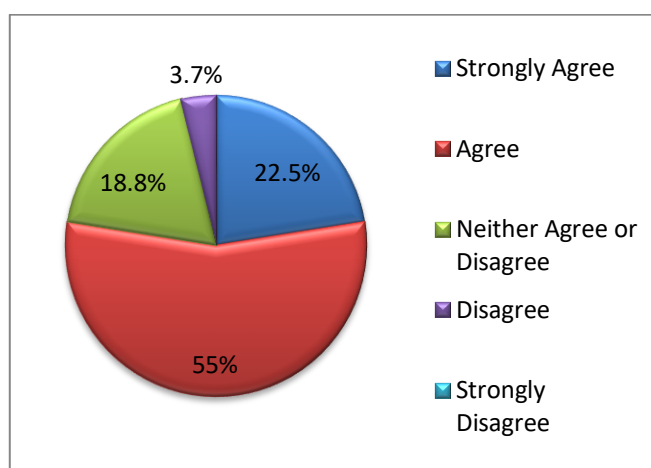
Figure 4.14 *The condition of the classroom is crowded because of the Gallery Walk's activity*



One of the weaknesses in using gallery walk is some groups cannot explain the key points of the topic clearly, thus, other members seem a little bit confuse. This can happen very often, because some group friends are not cooperative, in the sense that some students do not understand the whole content and do not really understand what will be conveyed. It makes some groups unable to convey the content of the pursuit properly and in detail plus a lack of understanding of the history of literature which is fundamentally very difficult to understand this lesson. 55% students agree that some groups cannot explain the key points of the topic clearly, thus, other members seem a little bit confuse. 22.5% students strongly agree that some groups cannot explain the key points of the topic clearly, thus, other members seem a little bit confuse and only 3.7% student disagree. It is very importance for understanding what we want to convey should be an initial thought in the

forefront of the gallery walk strategy. The lesson will run very well and efficiently when all students understand what they want to explain to other group members.

Figure 4.15 Some groups cannot explain the key points of the topic clearly, thus, other members seem a little bit confuse.



B. Discussion

In this section, the researcher will present the interpretation and discussion after getting the result of the research. The result of the research was known after doing an analysis of the data. By doing the analysis, the researcher was able to know the students' perception, the advantages and disadvantages of using Gallery walk in Learning History of English Literature done by the students' of English Teacher Education Department in Antasari State Islamic University of Banjarmasin.

1. The students' perception toward the activity in using gallery walk

The result of this study indicated that the students have a positive perception towards the use of the activity in using Gallery Walk in learning English Literature. As said Catherine E. Burns (2009). The positive perception is a valuable present that prepares the self-confidence and power to catch the world, to endure crises, and to focus outside oneself. It increases the construction of relationship and giving to others. There are several reasons why students have positive responses to the use of a gallery walk as a means of learning assistance. The first is that they really enjoy learning because the use of gallery walk as a means of increasing self-focus in learning is very easy to apply in a learning environment, especially in learning English literature and in its implementation it is very easy to apply.

The second reason why the students' interested using Gallery walk is Gallery walk is better than just hearing the lecture explanation. In the application of the gallery walk students are required to be active in the learning process of the presentation activities in the room. Students take full control of the results of their respective group work and that makes learning more effective because all group members play an important role in it. In making gallery walk students can make as creative as possible, they can make pictures that make their posters look more attractive, but apart from that all students must really master the material so that when

the presentation activity takes place all can understand the context of the content presented.

The third reason why the students enjoy doing the gallery walk in learning history of English literature is that the Gallery walk can save their time. We know that in studying the history of English literature, there are a lot of understandings that we have to discuss repeatedly. We need a qualified vocabulary in studying literary history. Therefore, the use of gallery walks is very effective in concurrent learning and can automatically minimize time so that students can understand easily.

However, beside the positive perceptions toward the activity using Gallery Walk in Learning history of Literature, some students declared that the use of Gallery Walk in learning history of English Literature present the negative perceptions. Most of the group members prefer individualistic human beings, they compete to be seen as mastering the material so that group members feel they do not have an important role in it. Even though it should all have an active role in using the media gallery walk. The second is the noisy conditions in the classroom so that sometimes the classroom atmosphere cannot be conditioned. It makes some groups not even focus on learning. However, the role of the teacher is also very active in managing classroom conditions so that learning is more efficient.

2. The student's perception toward the Advantages of gallery walk in Learning history of English Literature

Although as previously from the results of the data obtained that students have the perceptions about the advantages of Gallery Walk in learning history of English Literature. The findings of this research indicated that they have several advantages from learning with the use of Gallery walk. The first is that students are required to be a student center in which giving much time for students to practice discussing, debating and organizing the content. This is certainly very useful in the role of students who must always think critically and be able to solve a problem that will become a good habit later. In using the gallery walk, students find it easier to understand the explanation from the poster than they have to read in a book. Because of the information obtained is in the form of an attractive poster so that it makes it easier for students to understand the lessons, especially in the history of English literature. In the gallery walk implementation, students feel that they can convey arguments and argue with their group friends and it is very good for building self-confidence when students argue.

3. The students' perception toward the Disadvantages of Gallery Walk in learning history of English literature

The first reason why the use of Gallery Walk have the shortcoming is some students prefer to learn individually and hence may not participate in discussions. The incidents like this happen very often because there are

some students who are dominant, either they want to look good in front of the lecturer and they are more concerned with themselves so that the other group mates feel that they do not benefit from it. Moreover, it also because of the group friends feel they have no influence in the group, finally there are some people who are not active in learning and according to them it is very detrimental. The second reason is the time for walking around is limited. Thus, the students cannot write all information properly it makes them feel less satisfied and feel that learning should be better.

The third reason is the noisy class atmosphere, which is something that cannot be avoided because the use of a gallery walk requires students to argue, argue and surround the class and approach other group friends and finally the atmosphere is not conducive and the last some group cannot explain the key point of the topic clearly, other members seem a little bit confuse. Those are some of the inconveniences of using gallery walks as a learning support strategy.