

## Gallery Walk Activities to Build Critical Reading Comprehension in EFL Classrooms

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### ABSTRACT

Reading critically is a fundamental skill to be successful readers. The mental process of reading will work by seeing, analyzing, reviewing, and confirming text and context deeply. Critical reading is the ideology of the text which follow the critical thinking rules. The objective of this study was to investigate the effectiveness of Gallery Walk activities in teaching critical reading to the fourth-semester students in Universitas Muhammadiyah Makassar. This study employed a pre-experimental research design to measure the effectiveness of Gallery Walk activities in improving students' critical reading comprehension. Pre-tests and post-tests were administered to collect the data, which were then analysed using quantitative methods. The primary instrument used in this research was a critical reading comprehension achievement test designed to measure three components of critical reading skills. The findings of the study indicated that students' critical reading comprehension prior to the implementation of Gallery Walk activities was at a relatively low level, as indicated by the pre-test mean score of 58.06. After the implementation of the Gallery Walk activities, the students demonstrated a substantial improvement in their critical reading comprehension, with the post-test mean score increasing to 86.94. Furthermore, the paired-samples t-test analysis showed a statistically significant difference between the pre-test and post-test scores ( $t = 25.044$ ,  $p < 0.05$ ), indicating that the implementation of Gallery Walk activities significantly built students' critical reading comprehension in the EFL classroom. The implementation of Gallery Walk activities enhances students' critical thinking skills through active participation in joyful and meaningful learning processes.

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**Keywords:** Comprehension, Critical Reading, Critical Thinking, EFL Students, Gallery Walk.

## INTRODUCTION

In the midst of a rapidly changing world, 21st-century learning has emerged as a cognitive competency that students in higher education must develop to navigate complex academic and real-world challenges (Rear, 2017). The teaching of critical thinking, frequently highlighted in educational textbooks (Hidayati et al., 2020: 20), closely aligns with the skills associated with critical reading, which are essential for deep engagement with texts. To read critically, EFL students need relevant background knowledge to predict, summarize, and make inferences (Kadel, 2022). Achieving reading comprehension is not only about decoding text but also about fostering critical thinking skills, as comprehension and critical thinking are closely intertwined (Tek et al., 2022; Paige et al., 2024).

In higher education, EFL students are expected to think and act as critical thinkers and readers for academic purposes (KurtTaşpınar & Cubukcu, 2020; Anaktototy & Lesnussa, 2022). Some investigations into teaching critical reading face the biggest problem in both linguistic and non-linguistic domains. The problem of linguistic are internal of the texts such as unfamiliar vocabulary and phrases, main idea, difficult to understand the text and draw a conclusion completely, difficult to get all information from a whole text, get the main idea of the text, evaluate the arguments of the text, analyze the content, misinterpret the author's purpose, find the implicit meaning of the text, making relevant questions. Problems belonging to non-linguistics are less of concentration, having no interest in a specific topic, cannot find the appropriate answer for their own questions, giving comments on the text, building curiosity into the text, confused about what they have to do related to critical reading, less careful, less sensitive (Sukarni, 2024:25).

Various strategies were applied to foster critical reading, with the teacher expected to emphasize high-level thinking rules in the teaching and learning process (Hamzah et al., 2018). Reading comprehension skills will determine students' academic success and career prospects by helping them internalize their language skills, develop critical reading comprehension, and acquire thinking tools (Rizqiani & Yuliani, 2023). These strategies will guide EFL students through the executive process of critical reading. It includes inference-making and comprehension monitoring, where the construction of integration works is based on the interaction of students' existing knowledge (Paige et al., 2024).

The other executive strategy to examine students' abilities to comprehend the text is grounded in critical pedagogy and critical consciousness to support the critical thinking process in learning. The process will use excellent strategies to determine the text's ideology. (Safillah Akbariski et al., 2024). (Wilson, 2016). If the EFL students' critical reading

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comprehension is low, there is the possibility of failing in their learning process, in line with the data from Program for International Students Assessment (PISA), which shows that student's literacy of reading is low level because it is ranked in sixth, with an average score is 371 from the bottom (Ardhian et al., 2020) (Rania Mokhtar Abdullah Dorra Eman El-bashbishy & Dadour Professor of ELT, n.d.). The PISA data indicate that one type of reading skill, incorporating critical thinking, plays an essential role in the teaching-learning process. (Shamboul, 2022). The criticality movement is the main broad perspective on students' critical thinking ability. The EFL students would also need to develop a "critical disposition" or 'critical character' in addition to critical thinking. They would observe critical dispositions as being receptive to new ideas, willing to learn from reliable sources and observations, ready to listen to and consider opposing viewpoints, and capable of taking a stance and defending it while also withholding judgment. On the other hand, self-reflection and self-regulation are essential for maintaining critical thinking skills. (Wilson, 2016). Moreover, Rastegar et al. (2017) and Mohd Zin & Bee Eng (n.d.) found a correlation between high proficiency in reading and the high proficiency use of these strategies. It indicated that most of the critical thinking activities of effective readers happened at the level of meta-cognition.

To be successful readers, EFL learners will optimize their metacognitive strategies by employing logical reasoning in every cognitive task. (Dzakiah, 2020). The cognitive process of reading involves perceiving, interpreting, evaluating, and thoroughly validating the material. This method will enable EFL students to employ analytical thinking to successfully comprehend the material explicitly. Reading experiences must be enhanced to achieve profound comprehension as a remarkable cognitive activity. Every EFL student has a unique strategy for analyzing and interpreting the reading text; they have their own way of processing the text in their minds. To be successful readers, EFL students will maximize their metacognitive strategies by using logical thinking in every situation during the brainwork. The mental process of reading involves seeing, analyzing, reviewing, and deeply confirming the text. This strategy will help EFL students succeed in using their analytical thinking to understand the text explicitly. Reading experiences need to be enhanced to foster deep understanding as amazing brainwork. (Marni et al., 2019) said that interpreting, analyzing, influencing, and evaluating are forms of critical thinking that demonstrate natural argumentation in reading texts.

Understanding reading deeply entails successful connections between writer thinking and reader understanding especially in text processing, background knowledge, and metacognitive reading strategies. Actually, metacognitive terms have become a buzzword in the reading context because they cannot be defined. It can be obtained if the reader has enough lexical resources, motivation for reading, reading fluency, context-specific knowledge, and so on. Formulating a critical point of view after reading or

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writing activities is one of the best reading habits for academic success. Therefore, the most important thing in critical reading is productive thinking to be educated person. Critical reading is the fundamental process of mind in interpreting, viewing, acquiring, and observing knowledge in human life. Thus, critical reading should be utilized in lifelong learning. The strategies that can be used to criticize the text include distinguishing between fact and opinion, making judgments and inferences, and recognizing the author's purpose or point of view. Critical reading is also the process of thinking about the subject, how the author reaches the conclusion and the accuracy of the conclusion ([Duran & Yalcintas, 2015](#)). The pedagogical approach rooted in critical reading focuses on helping EFL students understand the logical reasoning in the texts they engage with. In other cases, students fail to comprehend how words in a language are employed with precision or imprecision, clarity or ambiguity. The EFL students' have insufficient comprehension of linguistic tools to engage their thinking during the act of reading. (Critical Reading: An Introduction, n.d.)

According to [de Leon-Abao \(2014\)](#), in the historical literacy of reading, a set of procedurally ordered sub-skills sequentially arrange toward comprehension ability. In the cognitive view of reading, EFL students as readers are seen as experts who comprehend what they read; reading is presented as a psycholinguistic guessing game, a process of making hypotheses, and the reader rather than the text is at the core of the reading process. Developing strong reading comprehension skills will help students become critical thinkers and lifelong learners. Being concerned with critical thinking in education, in the broad sense of teaching students the procedures of logic or how to reflect on evidence, is hardly new. Become aware in teaching reading comprehension to the students, it means that critical thinking emphasizes the specific ideas of logical reasoning to foster critical reading comprehension through critical thinking rules, such as the ability to follow direction, distinguish fact from opinion, determine cause and effect connections, draw inferences, and predict outcomes, which are great tools that would lead the students to have the role in society. In today's society, critical thinking readers use cognitive skills and strategies to support evidence-based decision-making. Reading activities in the classroom should encourage and prioritize the development of students' critical thinking skills so they can make decisions in the process of learning. The impact of that point of view will develop students' metacognitive skills to become decision-makers who can identify and bridge knowledge gaps and make connections in lifelong learning ([Dessie et al., 2023](#); [aige et al., 2024](#)).

The core competency in critical reading is grounded in cognitive levels of the critical thinking process. Critical reading skills can be divided into six hierarchical levels and rules (1) interpretation skills, (2) analysis skills, (3) inference skills, (4) evaluation skills, (5) explanation skills, (6) self-regulation skills. The following describes these rules. **First**, Interpretation skills consist of the following rules: (1) categorizing, (2) explaining meaning,

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and (3) classifying significance. Indicators for categorizing include: (a) accurately formulating categories of events/information in the text; and (b) describing specific situations, beliefs, or viewpoints. Indicators for explaining meaning include: (a) detecting language choices (vocabulary/sentences) that describe the purposes, values, or perspectives contained in the text; and (b) explaining the implications of specific language choices in the text that contain certain viewpoints, values, and purposes. Indicators for classifying meaning include: (a) paraphrasing the meaning contained in language choices, ideas, concepts, statements of purpose, behaviors, or specific events; and (b) using descriptions to respond to the purposes, values, and viewpoints presented in the text.

**Second,** Analyzing skills consist of the following sub-skills: (1) detecting ideas, (2) detecting arguments, and (3) analyzing arguments. Indicators for detecting ideas consist of: (a) determining the hidden/underlying intent of a persuasion; (b) comparing or contrasting ideas, concepts, or statements; and (c) identify issues or problems and determining the relationships between parts. Indicators detect arguments by identifying statements that support or contradict a claim, opinion, or point of view. Analyzing arguments involves revealing the reasons for supporting/opposing a claim, opinion, or point of view.

**Third,** Inferencing skills consist of sub-skills: (1) drawing conclusions, (2) considering evidence, and (3) proposing alternatives. **Fourth,** Evaluation skills consist of sub-skills (1) assessing claims and (2) assessing arguments. The indicator for concluding consists of: (a) determining the appropriate conclusion; and (b) constructing a conclusion supported by evidence. The indicator considers evidence, which means formulating information that supports a statement. The indicator for proposing alternatives consists of: (a) evaluating relevant information by determining its acceptability; (b) formulating alternatives for problem-solving; and (c) projecting various possible consequences, policies, or beliefs. **Fifth,** Explanation skills consist of: (1) the sub-skill of stating results, (2) justifying procedures, and (3) presenting arguments. Explanation consists of: (1) sub-skills of stating results, (2) justifying procedures, and (3) presenting arguments. Indicators of stating results include: (a) producing accurate statements as a result of analysis, evaluation, and inference; and (b) presenting contextual concepts and considerations used to improve shortcomings. Indicators of distinguishing procedures include: (a) assessing the way information is presented to reveal the author's subjectivity/objectivity; and (b) justifying/rejecting the way the author presents information. Indicators of presenting arguments, namely presenting ideas to accept/reject certain opinions/views/dominance. **Sixth,** Self-regulation skills are the ability to monitor cognitive activities thru self-analysis and evaluation. Self-regulation skills consist of sub-skills: (1) self-assessment and (2) self-correction. Self-assessment indicators consist of: (a) reflecting on personal views/actions based on prejudice/stereotypes/dominant behaviour; and (b) revealing

factors within oneself that can influence the acceptance/rejection of certain actions. Self-correction indicators involve formulating solutions to overcome one's own thoughts and actions that are based on stereotypes/prejudice/dominant behavior. (Sultan,2018).

Teaching critical reading advocates that teachers should have a clear concept of critical thinking for teaching and evaluation. The teachers should possess a well-developed understanding of critical thinking concepts and processes. Since critical reading involves interpreting, analyzing, evaluating, and responding to texts, teachers need to understand how these cognitive skills operate to design effective instruction and assessment. Without a clear conceptual framework, critical reading activities may be reduced to simple comprehension exercises rather than opportunities for deeper engagement with texts. The problem for educators is really one of how and when to introduce critical thinking to support critical reading, not whether or not critical thinking has value for EFL students belonging to other cultures (Zhang, 2020, Manoli & Papadopoulou, 2012, Tshering, 2023)

A range of active and innovative learning strategies can be applied in the classroom; we suggest a group-work model based on the concept proposed by Fosnot and Jacob (2010). A Gallery Walk (Vale & Barbosa, 2018a; Vale & Barbosa, 2018b) is regarded as a comprehensive instructional strategy that enables students to collaboratively address multifaceted tasks in small groups, presented on posters throughout the classroom (or outdoors), akin to the approach employed by artists when exhibiting their works in a gallery. Students will have the opportunity to provide and receive written or oral comments on their posters in a non-threatening manner, so enhancing their learning. A collaborative discussion is facilitated, allowing each group to present their poster again and elaborate on parts of their work. They obtain new knowledge and enhance existing knowledge, particularly in problem-solving, by engaging with various solutions, so expanding their repertoire of problem-solving tactics (Vale & Barbosa, 2020a; Thongsan & Anderson, 2025). The structure of a GW encourages students to rise from their seats and engage actively with the mathematical concepts presented by their peers. For numerous students, relocation can enhance their motivation to engage in academic activities. A GW is an approach in active learning, as it fosters cognitive, social, and physical engagement among students (Vale & Barbosa, 2021).

Gallery Walk Method offers multiple benefits and is versatile for various aims and material types (Vale, I., & Barbosa, A., 2020). A GW can be designed for a brief 15-minute interval, serving as an icebreaker at the start of a class, or it may extend for several hours or even longer. We can use written remarks, such as post-its or formal reports, to provide feedback. The tasks employed may include answering a question, analyzing a definition, completing an image, designing a task, solving a problem, or synthesizing an idea or concept. This approach facilitates the development of students' 4C skills by offering opportunities for collaborative learning and discourse,

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thereby enhancing communication, creativity, and problem-solving abilities. It encourages learner engagement and higher-order thinking, fosters idea exchange, and allows students to move around the classroom, alleviating the lethargy that can arise from prolonged seating, particularly among younger students. Another advantage of a GW, which is not the focus of this article, is its contribution to self- and peer-formative assessment, an essential component of learning that fosters reflection on performance. A GW serves as a potent educational resource by connecting learners and to mathematical concepts or abilities through engaging, interactive methods, emphasizing challenging assignments with multiple answers. This indicates that it can be effectively utilized to improve conceptual and contextual abilities, but not procedural and algorithmic capabilities. It is not very beneficial for jobs that require little cognitive engagement, such as exercises and procedures that lack interconnections. A downside of group work (GW) is that educators must recognize the time required for its implementation; specifically, students may allocate excessive time to creating and presenting their posters. A crucial element of a GW is the posters intended for display. Posters are associated with the nature of knowledge used in our technologically advanced daily lives, predominantly comprising information-rich visuals. They stimulate students to reflect on their learning during collaborative efforts, allowing them to demonstrate their understanding and gain insights from their peers' perspectives. Posters can effectively boost conceptual and contextual skills, but not procedural skills. Posters necessitate brevity, compelling students to identify and present the most significant elements of their work attractively to engage readers effectively. This facilitates the enhancement of communication abilities and the cultivation of synthetic reasoning ([Lopez & Ortega-Dela Cruz, 2022](#); [Dwi Elshinta & Rohmah, 2017](#))

Another belief about pedagogical activities in Gallery Walk is that they foster collaborative learning through the use of teacher-generated questions, issues, and activities. These are shown on the classroom walls (thus, the word "gallery"). During the procedure, student groups may navigate several gallery spots or stations across the room, transitioning from one inquiry or prompt to another (thus the word "walk"). This strategy fosters various skills, including teamwork, socialization, discovery, experiential learning, communication skills, and higher-order thinking skills ([Hakim et al., 2019](#))

This study aims to examine the effectiveness of Gallery Walk activities in improving EFL students' critical reading comprehension achievement in Indonesia. The implementation of Gallery Walk activities for EFL students is a new insight for improving critical reading comprehension in three areas: surveying and previewing a reading, using context clues, and applying questioning to a graph. Thus, the trigger question to be investigated in this research is: "Does Gallery Walk enhance students' critical reading comprehension in the EFL classroom?" In addition, this study aims to promote pedagogical activities using innovative and creative methods that

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can maximize students' critical thinking skills. The results of this study are expected to make a theoretical contribution to English language teaching.

## METHOD

This study employed a pre-experimental research design with a one-group pretest–posttest. Experimental research in education is intended to examine the effectiveness of instructional strategies in improving the teaching and learning process, particularly students' academic achievement. In this study, the effectiveness of Gallery Walk activities was investigated to determine their impact on students' critical reading comprehension. The study was conducted at Universitas Muhammadiyah Makassar, Indonesia, specifically in the Critical Reading Comprehension course for the fourth-semester students of the English Education Department. The course was taught by the researcher once a week for one semester. The setting was chosen because it reflected an authentic learning environment in which students frequently encountered challenges related to critical reading. Preliminary classroom observations indicated that students tended to focus on identifying explicit information rather than evaluating arguments, analyzing evidence, or drawing reasoned conclusions from texts. Consequently, the implementation of Gallery Walk Activities was considered relevant because the strategy promotes active learning, collaborative discussion, and critical reflection, all of which are consistent with contemporary constructivist and learner-centered approaches to language learning. A purposive sampling technique was applied to select the participants based on the following criteria: (1) the students experienced difficulties in reading comprehension, particularly in critical reading skills, and (2) the Gallery Walk strategy had never previously been implemented in the course.

The instrument used in this study was a critical reading comprehension test adapted from *Peterson's New SAT Critical Reading Workbook*. The SAT Critical Reading section was selected because it is designed to assess higher-order reading skills, including identifying main ideas, interpreting meaning, analyzing arguments, drawing inferences, and evaluating textual evidence. The instrument was also discussed to expert judgment by specialists in English Language Teaching and reading assessment. The experts evaluated the relevance, clarity, language suitability, and alignment of the items with the study's critical reading indicators. The test was scored according to the scoring guidelines adapted from the Peterson's SAT Critical Reading assessment framework. Each correct response received 1 point, while each incorrect response received 0 points. The total score was converted into a percentage scale ranging from 0 to 100 to facilitate interpretation and comparison between pre-test and post-test performance.

The participants consisted of one class, namely Class A, which served as the experimental group and comprised 17 students. The study involved 17 students because the research was conducted in one intact class (Class A) that

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was available and accessible to the researcher. Since the study employed a classroom-based intervention, all students enrolled in the class participated in the research. The sample size was therefore determined by the existing class enrollment rather than by random selection. The instructional intervention was implemented through a teaching scenario that served as a detailed lesson plan outlining teaching procedures, learning activities, and assessment methods. According to Latief (2013), a teaching scenario is an instructional guide that ensures the alignment between learning objectives, classroom activities, and assessment procedures. Therefore, the researcher carefully followed the teaching scenario throughout the treatment.

The study focused on measuring students' improvement in critical reading comprehension, particularly in surveying and previewing, identifying context clues, and understanding graphs in texts. To collect the data, a critical reading comprehension achievement test was administered as [a pretest and post-test](#). The pretest was conducted before the implementation of the Gallery Walk activities, while the post-test was administered after the treatment at the eighth meeting.

The collected data were analyzed quantitatively using [IBM SPSS Statistics](#). Prior to hypothesis testing, the data distribution was examined to ensure normality. Since the data were normally distributed, a t-test was employed to determine whether there was a significant difference between students' pretest and post-test scores. The analysis aimed to assess the effectiveness of Gallery Walk activities in improving students' critical reading comprehension.

[The hypothesis testing](#) was conducted at a significance level of 0.05 with 17 participants. The decision was made by comparing the obtained t-value ( $t_{obt}$ ) with the critical t-value ( $t_{crit} = 2.021$ ). If the obtained t-value was greater than the critical t-value ( $t_{obt} > t_{crit}$ ), the null hypothesis ( $H_0$ ) was rejected, indicating a significant improvement in students' critical reading comprehension after the implementation of the Gallery Walk activities. Conversely, if the obtained t-value was lower than the critical t-value ( $t_{obt} < t_{crit}$ ), the null hypothesis was accepted, indicating that there was no significant improvement between the pretest and post-test scores.

## FINDINGS AND DISCUSSION

This section presents the findings obtained from the data collection process. The data were collected through the Critical Reading Comprehension Achievement Test administered to the students of the English Education Department. The test consisted of a pre-test and post-test designed to measure the students' critical reading comprehension before and after the implementation of Gallery Walk Activities. The descriptive statistics of the students' scores are presented in Table 1.

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Table 1:  
*The descriptive Statistic of Critical Reading Comprehension*

|                |         | Pre-test | Post-test |
|----------------|---------|----------|-----------|
| N              | Valid   | 17       | 17        |
|                | Missing | 0        | 0         |
| Mean           |         | 58.06    | 86.94     |
| Std. Deviation |         | 6.609    | 3.750     |
| Variance       |         | 43.684   | 14.059    |
| Minimum        |         | 50       | 83        |

Table 1 presents the descriptive statistics of students' critical reading comprehension scores before and after the implementation of Gallery Walk Activities. A total of 17 students participated in both the pre-test and post-test, and no data were missing. The findings show that the mean score increased substantially from 58.06 in the pre-test to 86.94 in the post-test, indicating a significant improvement in students' critical reading comprehension performance after the treatment. Critical reading is not limited to understanding textual information; it involves higher-order cognitive processes such as interpretation, analysis, inference, evaluation, explanation, and self-regulation. The substantial gain in students' scores suggests that Gallery Walk provided opportunities for learners to engage actively with texts, discuss ideas collaboratively, evaluate different perspectives, and construct meaning through social interaction.

In addition, the standard deviation decreased from 6.609 in the pre-test to 3.750 in the post-test, suggesting that the students' post-test scores became more consistent after the implementation of Gallery Walk Activities. Similarly, the variance decreased from 43.684 to 14.059, indicating reduced score dispersion among the participants. Furthermore, the minimum score improved from 50 in the pre-test to 83 in the post-test, which demonstrates that even the lowest-performing students showed considerable progress following the instructional intervention. The collaborative nature of the implementation of Gallery Walk allows students to learn from peers, receive immediate feedback, and access multiple perspectives during the learning process (Damaiyanti & Mulyati, 2025: 1). Consequently, weaker students can develop their critical reading abilities through social support and shared meaning-making, reducing achievement gaps within the classroom. These findings support the growing body of literature advocating active learning strategies in EFL contexts. Contemporary educational paradigms increasingly emphasize the integration of critical thinking into language learning rather than treating language proficiency and thinking skills as separate domains. The results of this study indicate that Gallery Walk can serve as an effective pedagogical tool for fostering critical reading comprehension by creating an interactive learning environment that promotes both language development

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and critical thinking. Therefore, the observed improvement reflects not only increased reading performance but also the successful implementation of a student-centered instructional approach aligned with current theories of critical literacy and constructivist learning.

Prior to comparing the pre-test and post-test mean scores of the pre-experimental class for each participant. A table of descriptive statistics is shown in Table 2 and 3 below:

Table 2:  
*Pre-test result*

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 50    | 5         | 29.4    | 29.4          | 29.4               |
|       | 57    | 3         | 17.6    | 17.6          | 47.1               |
|       | 60    | 5         | 29.4    | 29.4          | 76.5               |
|       | 63    | 2         | 11.8    | 11.8          | 88.2               |
|       | 67    | 1         | 5.9     | 5.9           | 94.1               |
|       | 73    | 1         | 5.9     | 5.9           | 100.0              |
|       | Total | 17        | 100.0   | 100.0         |                    |

Table 2 shows the frequency distribution of students' pre-test scores in critical reading comprehension. Among 17 students, the most frequently observed scores were 50 and 60, each achieved by 5 students (29.4%). The highest scores of 67 and 73 were each obtained by 1 student (5.9%). From a constructivist and student-centered learning perspective, the pre-test findings justify the implementation of Gallery Walk Activities as an intervention. Constructivist theory suggests that knowledge is actively constructed through interaction, discussion, and reflection rather than passively received from teachers.

The cumulative percentage shows that 76.5% of the students scored 60 or lower, indicating a general concentration of lower performance levels prior to the treatment. Only 5.9% of students reached the highest pre-test score of 73. The low baseline performance observed in the pre-test indicates that students required learning experiences that would allow them to exchange ideas, negotiate meanings, and engage collaboratively in critical examination of texts. Gallery Walk provides such opportunities by encouraging students to interact with multiple viewpoints, discuss interpretations, and critically evaluate information with their peers.

These results reinforce the overall observation that students' initial performance in critical reading comprehension was relatively low and varied, supporting the need for targeted Gallery Walk Activities to improve their skills.

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Table 3:  
*Post-test result*

|       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | 83        | 5       | 29.4          | 29.4               |
|       | 87        | 9       | 52.9          | 82.4               |
|       | 90        | 1       | 5.9           | 88.2               |
|       | 93        | 1       | 5.9           | 94.1               |
|       | 97        | 1       | 5.9           | 100.0              |
| Total | 17        | 100.0   | 100.0         |                    |

Table 3 presents the frequency distribution of students' post-test scores after the implementation of Gallery Walk Activities. The most common score was 87, achieved by 9 students (52.9% of the sample). This suggests a strong central tendency around this value. Additionally, 5 students (29.4%) scored 83, while the remaining students attained higher scores: 90, 93, and 97, each by 1 student (5.9%). From the perspective of critical reading theory, this improvement reflects students' increased ability to engage with texts beyond surface-level comprehension. Critical reading requires readers to interpret meanings, analyze arguments, evaluate evidence, draw inferences, and formulate reasoned judgments. The concentration of post-test scores in the upper range suggests that students became more proficient at applying higher-order cognitive processes when interacting with texts. This finding supports the critical thinking framework, which emphasizes the development of interpretation, analysis, inference, evaluation, explanation, and self-regulation as essential skills for critical literacy.

Table 4:  
*Result of the paired sample test for pre-test-post-test*

|                            | Mean  | N  | Std. Deviation | Std. Error Mean |
|----------------------------|-------|----|----------------|-----------------|
| Critical Reading Pre-Test  | 58.06 | 17 | 6.609          | 1.603           |
| Critical Reading Post-Test | 86.94 | 17 | 3.750          | .909            |

Table 4 presents the comparison of mean scores in students' critical reading comprehension before and after the Gallery Walk Activities. The mean score on the pre-test was 58.06 (SD = 6.609), while the mean on the post-test increased substantially to 86.94 (SD = 3.750). This indicates a mean gain of 28.88 points, suggesting a significant improvement in students' performance after the treatment. The substantial increase in mean scores suggests that students became more capable of engaging in these processes after

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participating in Gallery Walk Activities. Rather than simply identifying information explicitly stated in a text, students were likely able to analyze arguments, evaluate evidence, identify underlying assumptions, and formulate reasoned conclusions. Therefore, the improvement reflected in the mean scores can be interpreted as evidence of enhanced critical engagement with texts rather than merely improved literal reading comprehension.

The standard error of the mean decreased from 1.603 in the pre-test to 0.909 in the post-test, indicating greater precision and reduced variability after implementing Gallery Walk Activities. The lower post-test standard deviation also reflects more consistent achievement among students. The reductions in standard deviation and standard error indicate that students' achievement became more consistent after the intervention. This finding is pedagogically significant because it suggests that the benefits of Gallery Walk were not limited to high-performing students. Instead, the strategy appears to have supported learning across the entire class, reducing performance disparities among students. From a sociocultural perspective, this outcome may be attributed to the opportunities for peer interaction and shared meaning-making provided by Gallery Walk, which enable students to learn from one another and co-construct knowledge within a supportive learning environment

Table 5:  
*Result of the paired sample critical reading comprehension achievement test*

|        |           |       |                |                     |                                           |        |        | df | Sig. (2-tailed) |
|--------|-----------|-------|----------------|---------------------|-------------------------------------------|--------|--------|----|-----------------|
|        |           | Mean  | Std. Deviation | Paired Samples Test | 95% Confidence Interval of the Difference |        |        |    |                 |
|        |           |       |                | Paired Differences  | t                                         | Upper  | Lower  |    |                 |
| Pair 1 | Post test | 28.88 | 4.755          | 1.153               | 26.438                                    | 31.327 | 25.044 | 16 | .000            |
|        | Pre Test  | 2     |                |                     |                                           |        |        |    |                 |

Based on Table 5, the mean difference between the post-test and pre-test scores was 28.882, indicating that the students' critical reading comprehension scores improved after the implementation of Gallery Walk Activities. The standard deviation of 4.755 shows that the score differences among students were relatively consistent, while the standard error mean of

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1.153 indicates a small sampling error. The findings support the view that learning is most effective when students actively construct knowledge through interaction, discussion, and reflection. Gallery Walk transforms students from passive recipients of information into active participants who engage with texts, respond to peers' interpretations, evaluate alternative viewpoints, and justify their own arguments. Furthermore, the 95% confidence interval of the difference ranged from 26.438 to 31.327. Since the interval does not include zero, it indicates that the improvement in students' scores was statistically significant. The t-test result showed a t-value of 25.044 with 16 degrees of freedom ( $df = 16$ ). The significance value (Sig. 2-tailed) was .000, which is lower than the significance level of 0.05 ( $p < 0.05$ ). The significant improvement demonstrated by the t-test suggests that such interactive learning experiences can effectively foster critical reading skills while simultaneously promoting the broader competencies required in modern education.

Therefore, the null hypothesis ( $H_0$ ) was rejected, while the alternative hypothesis ( $H_1$ ) was accepted. This finding indicates a significant improvement in students' critical reading comprehension following the implementation of the Gallery Walk method. The results suggest that Gallery Walk Activities were effective in enhancing students' critical reading comprehension achievement.

The findings of this study demonstrate that the implementation of Gallery Walk Activities significantly improved the critical reading comprehension achievement of fourth-semester students in the English Education Department. The improvement can be observed from the comparison between the pre-test and post-test scores, which revealed substantial differences in students' achievement before and after the treatment.

Before implementing Gallery Walk Activities, students' critical reading comprehension was relatively low. The descriptive statistics in Table 1 showed that the pre-test mean score was only 58.06, indicating that many students still had difficulty understanding critical reading texts. After implementing Gallery Walk Activities, students' achievement increased considerably. The post-test mean score rose to 86.94, with a mean gain of 28.88 points. This improvement indicates that Gallery Walk Activities contributed positively to students' critical reading comprehension. The frequency distribution in Table 3 also showed that students' scores shifted toward higher achievement levels, with most students scoring 87. Furthermore, the minimum score improved from 50 in the pre-test to 83 in the post-test, demonstrating that even lower-achieving students experienced substantial progress after participating in the activities.

Furthermore, the reduction in the standard deviation from 6.609 in the pre-test to 3.750 in the post-test suggests that students' achievement became more consistent after the treatment. This finding indicates that Gallery Walk Activities not only improved overall performance but also reduced the

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achievement gap among students. The lower variability in scores implies that the strategy benefited both higher- and lower-achieving students. This result is consistent with [Bahri and Nur \(2020: 420\)](#), who found that cooperative learning strategies help students improve critical thinking and reading comprehension through peer support and collaborative problem-solving activities.

The effectiveness of Gallery Walk Activities in this study is also consistent with previous research findings. [Nurhayati \(2021: 250\)](#) reported that the Gallery Walk strategy significantly improved students' reading comprehension achievement because it created an interactive, student-centered learning environment. Similarly, [Demiröz \(2018: 889\)](#) found that interactive learning activities in EFL classrooms promote critical reading skills by encouraging students to actively analyze, interpret, and evaluate textual information. The current study confirms these findings, as students demonstrated substantial improvement after participating in the Gallery Walk Activities.

## CONCLUSION

Based on the study's findings, it can be concluded that the implementation of Gallery Walk Activities significantly improved fourth-semester students' critical reading comprehension in the English Education Department. The improvement was evident from the substantial increase in the students' mean scores from the pre-test to the post-test, as well as the more consistent performance shown in the post-test results. The statistical analysis further confirmed that the difference between the pre-test and post-test scores was statistically significant, indicating that the Gallery Walk method effectively enhanced students' abilities to survey and preview texts, identify context clues, and understand graphical information in reading materials. The collaborative, interactive, and student-centered nature of Gallery Walk Activities encouraged active participation, discussion, and critical thinking among students, thereby enhancing their comprehension skills. Therefore, Gallery Walk Activities can be considered an effective instructional strategy for improving critical reading comprehension in EFL classrooms and may serve as an alternative teaching method for lecturers and educators seeking to create a more engaging and meaningful learning environment. Future studies may consider expanding the sample size, comparing control and experimental groups

## CRedit AUTHOR STATEMENT

**Ummi Khaerati Syam:** Conceptualization, Methodology, Writing- Original draft preparation. **Maulina:** Visualization, Investigation, Supervision. **Nunung Anugrawati:** Writing- Reviewing, Editing, and Validation

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