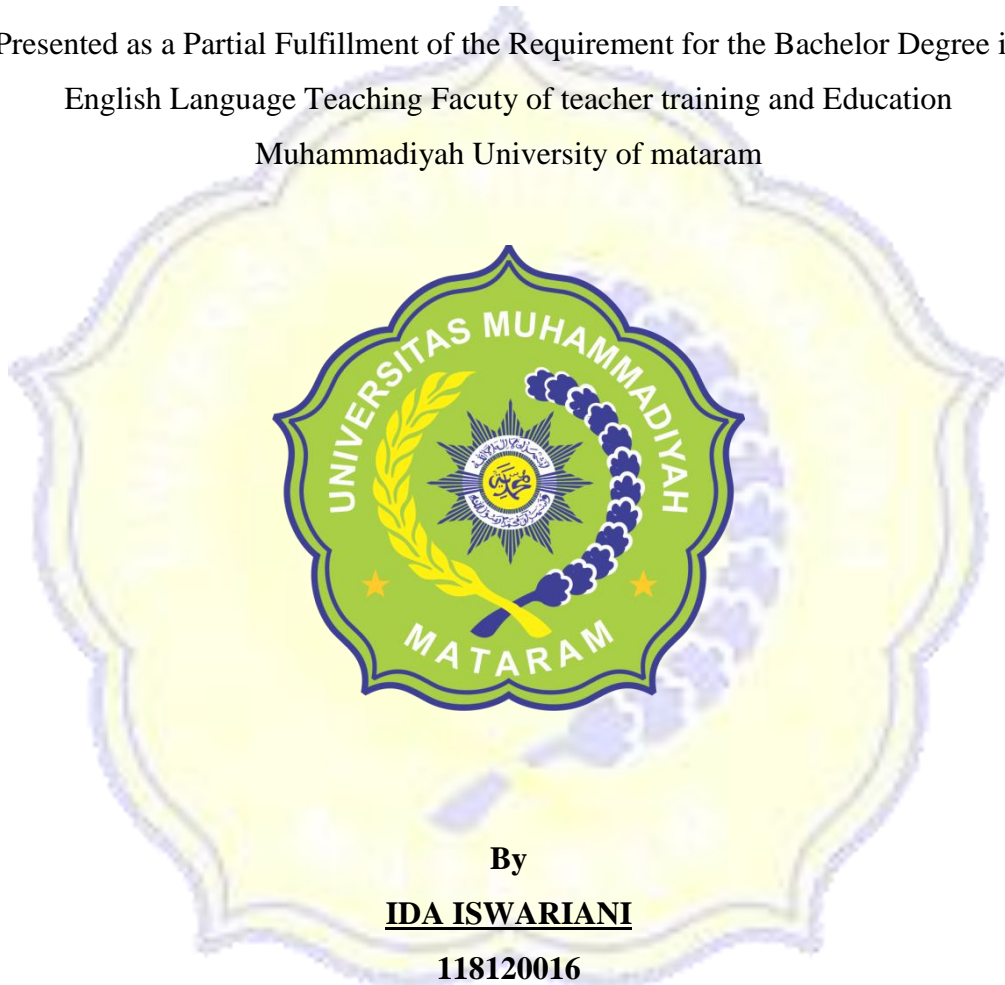


**A THESIS**

**THE USE OF GALLERY WALK TECHNIQUE IN TEACHING  
SPEAKING SKILL AT THE NINETH GRADE STUDENTS OF SMPN 2  
LABUAPI, IN ACADEMIC YEAR 2021/2022**

Presented as a Partial Fulfillment of the Requirement for the Bachelor Degree in  
English Language Teaching Faculty of teacher training and Education  
Muhammadiyah University of mataram



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2022**

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**THE USE OF GALLERY WALK TECHNIQUE IN TEACHING  
SPEAKING SKILL AT THE EIGHTH- GRADE STUDENTS OF SMPN 2  
LABUAPI, IN ACADEMIC YEAR 2021/2022**

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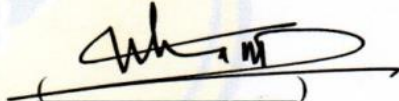
THE USE OF THE GALLERY WALK TECHNIQUE IN TEACHING  
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LABUAPI IN THE ACADEMIC YEAR 2021/2022.

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Mataram, 6<sup>th</sup> June 2022

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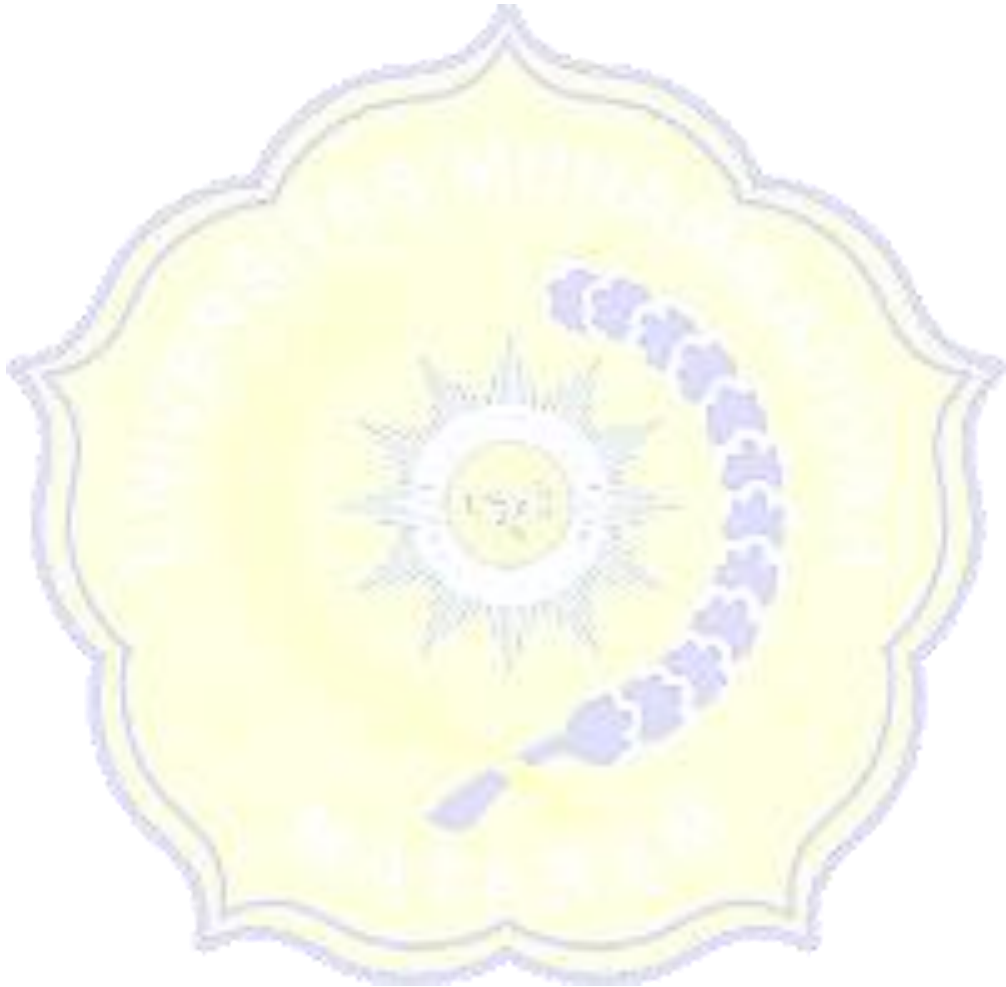


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## MOTTO

**The only person who is educated is the one who has learned how to learn and change, “LN” my dreams and my future. Aamiin Yarobal’alamin.**

**~Carl Rogers~**



## **DEDICATION**

**This thesis is dedicated to:**

1. My beloved parents Abdurrahman and Hamidah. Thanks so much for me give love, support, finance, encouragement, and prayer for me in all day.
2. My beloved sisters, my first sisters Nurhayati and my Second brother MT. Sultan and wahyu, and my fourth sisters Kartini Jaitun, Lidiya Wati, Putri the last my special youngest queen aqfiqah. Thank for always give me, support, care and always pray me.
3. All of my best friend, Titon, Loli, Kio, putu, Abet, Erwin and Eyon who always being my good supporter, etc. thank you for being my friend.
4. My beloved lectures and almamater Muhammadiyah University of Mataram.



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*Alhamdulillah*, the researcher would like to praise to Allah SWT, who has given the researcher health, bless and chance during the writing this thesis proposal. Shalawat dan salam to the prophet Muhammadiyah S.A.W who has brought us from the darkness to the brightness.

In this great occasion, the researcher would like to thanks to all of those who gave the researcher help, guidance and advice in composing this thesis. Therefore, the researcher would like to extend the appreciation to all of them, especially to:

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2. Dr. Muhammad Nizaar, M. Pd.Si., as the Dean of Faculty of Teacher Training and Education.
3. Hidayati, M. Hum., as the head of English Education Program.
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Finally, the researcher realize that this thesis is a far from perfect because there is nothing perfect in this world. Therefore, any suggestion and criticism for better of this thesis. The researcher prays that all who helped get blessing from Allah SWT.

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Muhammadiyah University of Mataram

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### **ABSTRAK**

*A "Gallery Walk" is an action that permits students to examine and show their last work around a room much like artists would show their art pieces in an "exhibit." It is a way that learners can share their group tasks or individual responses to content in a stress-free way with the confirmation of getting some feedback from their learning network. This study investigated the impact of the gallery walk technique on SMPN 2 Labuapi students' speaking skills. First, 50 students at SMPN 2 Labuapi were divided into two equal groups, referred to as the experimental and control groups. To analyze the data, the researcher used the SPSS program. Then they were previously tested through a speaking test made by the researcher. Students in the experimental group receive a gallery of the walking technique and the control group continued the usual class program; they don't receive anything treatment. After the treatment, the researchers administered a modified version of the pre-test referred to as the final test. An Independent and Paired Sample T-Test was performed to analyze the data. The post-test results show that the experimental group outperformed the control group. The findings show that the gallery technique works to enhance students' speaking skills at SMPN 2 Labuapi.*

**Keywords:** *Gallery Walk Strategic Speaking Skill.*

Ida Iswariani, 2022 “Penggunaan Teknik Gallery Walk Dalam Pengajaran Kemampuan Berbicara Di Kelas Ix Smp Negeri 2 Labuapi Tahun Pelajaran 2021/2022” . Tesis.

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### ABSTRAK

*"Gallery Walk" adalah tindakan yang memungkinkan siswa untuk memeriksa dan menunjukkan karya terakhir mereka di sekitar ruangan seperti seniman akan menunjukkan karya seni mereka dalam "pameran." Ini adalah cara pelajar dapat berbagi tugas kelompok atau tanggapan individu mereka terhadap konten dengan cara yang bebas stres dengan konfirmasi untuk mendapatkan umpan balik dari jaringan belajar mereka. Penelitian ini menyelidiki dampak dari teknik gallery walk terhadap keterampilan berbicara siswa SMPN 2 Labuapi. Pertama, 60 siswa di SMPN 2 Labuapi dibagi menjadi dua kelompok yang sama besar, yang disebut sebagai kelompok eksperimen dan kelompok kontrol. Untuk menganalisis data, peneliti menggunakan program SPSS. Kemudian mereka sebelumnya diuji melalui tes berbicara yang dilakukan oleh peneliti. Siswa dalam kelompok eksperimen menerima galeri teknik berjalan dan kelompok kontrol melanjutkan program kelas biasa; mereka tidak menerima perawatan apa pun. Setelah perawatan, para peneliti memberikan versi pra-tes yang dimodifikasi yang disebut sebagai tes akhir. Uji T Sampel Independen dan Berpasangan dilakukan untuk menganalisis data. Hasil post-test menunjukkan bahwa kelompok eksperimen mengungguli kelompok kontrol. Temuan menunjukkan bahwa teknik galeri berfungsi untuk meningkatkan keterampilan berbicara siswa di SMPN 2 Labuapi.*

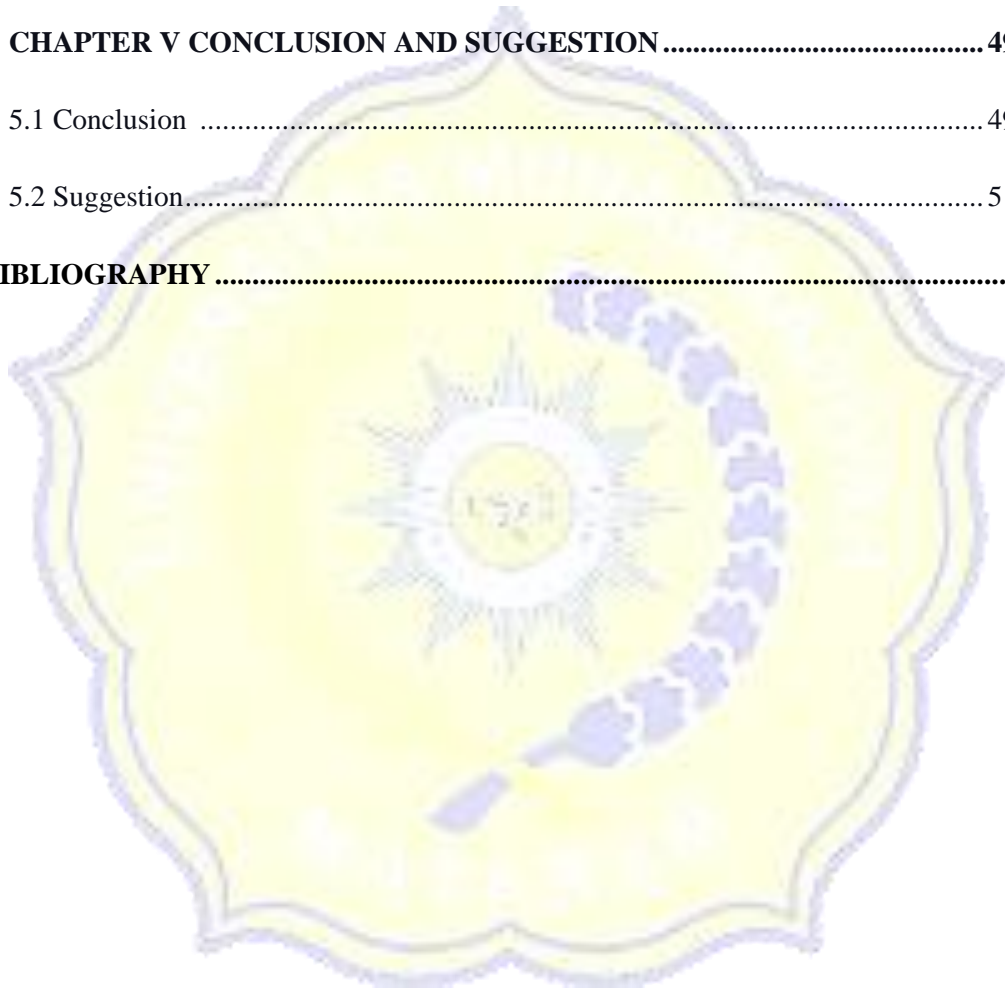
**Kata kunci: Gallery Walk Strategis Keterampilan Berbicara.**

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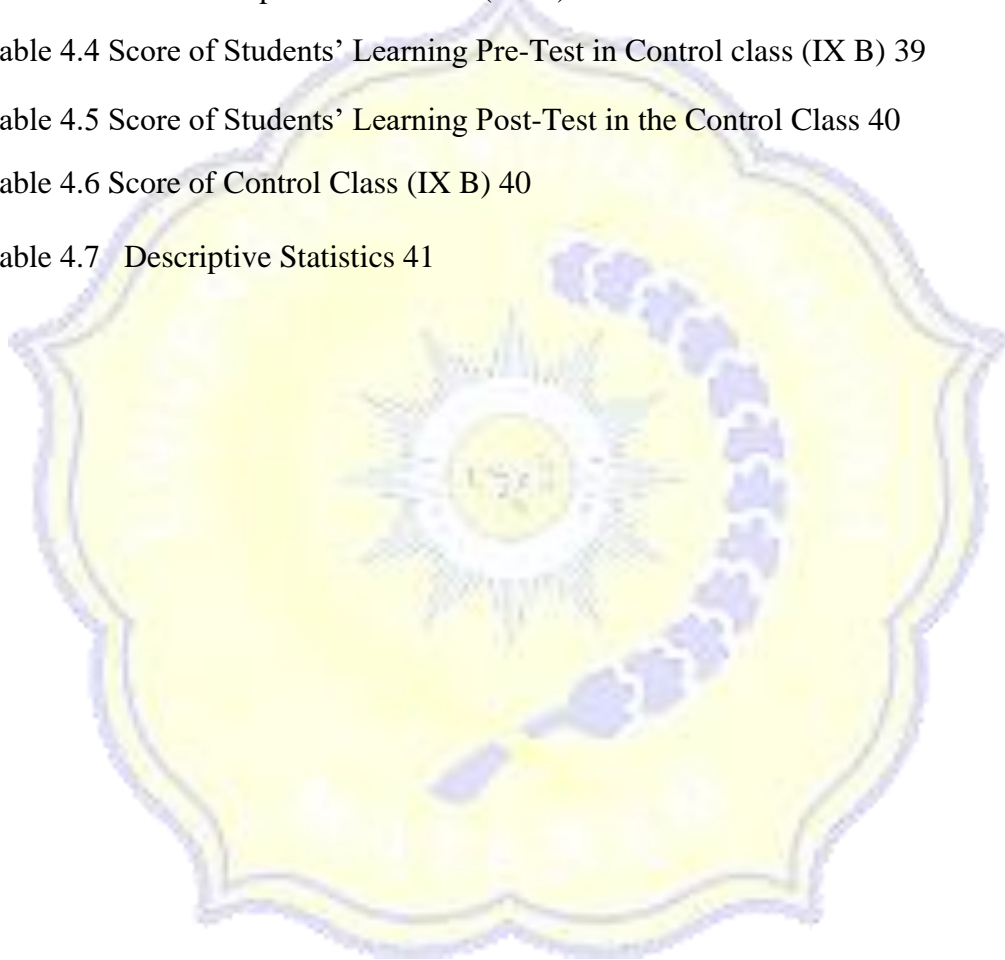
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## CHAPTER I

### INTRODUCTION

This chapter presents the background of the study, Research question, Objectives of the study, Scope of study, Significance of the study, Definition of the key terms, and Hypotheses.

#### 1.1 Background of the Study

The learner-centered gallery tour method is one of the most adaptable (Anwar et al., 2018; Hakim et al., 2019; Waloyo & Farchati, 2020) In addition, it is cooperative learning, where students collaborate in small groups to discuss topics with their friends and express and share their opinions. This encourages students to get up from their seats and participate in activities like public speaking and the synthesis of key scientific ideas (Hakim, 2015). According to the definition, it is obvious that during gallery walk, students are free to discuss the subject in small groups and share their thoughts. By using this method, the kids take center stage in the classroom.

(Anwar et al., 2018) claim that the Gallery Walk technique has several benefits, including the fact that it has a variety of solutions and answers to issues, that it energises a class, and that it fosters creativity. The teacher can also see right away how much the children have learnt or have not learned. The gallery tour can be used as a quick fifteen-second icebreaker or as a seven-day project that involves completing reviewed oral and written reports. Instead of just hearing it from the teacher, the approach encourages students to speak and write in the language of earth science.

Without even taking into account a good variety of subjective skills, such as analysis, evaluation, and synthesis, gallery walks have the additional advantages of enhancing cooperation, listening skills, and group building (Insani & Sapriya, 2020; Namaziandost et al., 2018a). Teachers and students can personally feel the benefits of walking gallery approaches by employing this technique (Ayu & Wiryadi, 2016). In conclusion, the gallery stroll method can encourage pupils to speak English in class (Hazni & Mohd, 2020; J et al., 2020; Waloyo & Farchati, 2021).

Insani & Sapriya (2020), who also make an argument related to this study, contend that the Gallery Walk approach should be used to foster cooperative learning and provide feedback for improvement. The group circumference method is the name of this gallery stroll learning strategy. Each group member will be able to voice their viewpoint using this technique. According to Franzblau and Haque (2018), this learning technique enhanced students' academic performance. After taking part in gallery runs, student communication skills are said to improve (Katemba & Buli, 2018; Makmun et al., 2019). This implies that the gallery walk helped pupils perform better, Humairoh (2022).

Based on the findings of research done on junior high school students in class VIII, the researcher considered this strategy to be highly intriguing to employ because it can help kids remember things they directly learn and experience. The gallery stroll also encourages pupils to learn while reducing boredom and boosts their exercise levels.

preventing boredom among students (Farrah, 2019; M. Al-Tamimi & Attamimi, 2014; Nomsoor et al., 2021). Overall, 94% of students thought that learning through the cooperative gallery walk method was highly interesting. Along with assisting kids in comprehending what they have learned (Andini et al., 2019; Otoyo & Of, 2017). Therefore, it can be said that the gallery walk in this study serves the objective of encouraging students to engage with one another and share knowledge during the learning process in addition to learning about the subject matter. The gallery walk method is designed to teach pupils how to express their opinions and respect those of others.

With regard to the topic of teaching speaking skills, Katemba & Buli, (2018) suggest that teaching speaking by incorporating Gallery Walk will result in students having good skills in daily conversation because it has a step where students should practice their oral skills with a friend in front of the class. The Gallery Walk method can improve students' public speaking abilities and make them like learning. Dewi, (2019) Additionally, by using the Gallery Walk approach to visually divide such an image into topics and connect it with other learning materials, students' background knowledge of the subject they are studying could be improved (Hazni & Mohd, 2020; Islami et al., 2021; Titi, 2012; Yeourng, 2021).

Numerous studies on gallery strolls have been conducted. For instance, Makmun et al study 's from 2020 found that the gallery walk's cooperative learning strategy boosted and strengthened students' memories as a result of the things they learn and observe Additionally, it was discovered

that the gallery stroll increased student performance (Dinata & Anggraini, 2017; Hazni & Mohd, 2020). This demonstrated that the gallery stroll boosted the proportion of students who had exam scores of more than 75%. Similar to this, Bram et al. (2021a) claimed that this teaching method improved pupils' academic performance. Othman (2019) also found that after taking part in the gallery walk, students' communication skills improved. The average student scores on the first and second examinations had improved, as could be seen from the study's findings. This suggested that the gallery walk may have enhanced students' performance Sapriya and Insani (2020).

In West Lombok, West Nusa Tenggara, the researcher is doing the current study at one of the junior high schools. Since speaking was perceived as a challenging talent to master while the author was a classroom teacher, the researcher is particularly interested in this book's use of the gallery walk technique to teach speaking abilities (Farrah, 2019; Hakim, 2015; Namaziandost et al., 2018; Othman, 2019; Pratiwi, 2019; Waloyo & Farchati, 2020) It might be brought on by the students' shyness and lack of English speaking confidence. Most of them didn't utter a word when the writer asked them some queries that required spoken responses. Some of them appeared uncertain and uncomfortable. Some of them acknowledged that they did not understand the teacher's queries because of which they were unable to respond to them Widyaningsih & Unyu, (2013). They feared getting chastised, making fun of, or appearing foolish. Some people expressed their nervousness, citing a variety of causes Chen et al., (2016).

In light of the aforementioned examples, pupils require the proper learning methodology in order to stimulate passion. The success of learning will be supported by the right teaching methodology. The Gallery Walk technique can be used as an alternative to teaching speaking skills, according to Dewi (2019). According to Al-adab & Ridwan, (2019), Gallery Walk is a presentation technique in which individual students or groups of students exhibit. Based on the phenomenon, the researcher in this study wants to determine whether there is a significant relationship between using Gallery Walk as an alternative technique and students' achievement in speaking. By using Gallery Walk as an alternative technique, the researcher hopes that the students can use their emotional power to find new knowledge and motivate them to be active to improve their self-confidence on the English language, especially in speaking skill.

The current study focuses on a method called gallery walk work and how it affects speaking abilities. Researchers think that by employing the gallery walk technique, students can engage in the emotional power to discover a nugget of new information and be inspired to take action to boost their self-confidence in the English language, particularly in speaking skills. The researcher chose to study "The Use Of Gallery Walk Technique In Teaching Speaking Skill" as a result.

## 1.2 Statement of Problem

Statement of the problem from the background of the problem above, the problem be formulated as follows:

1. Does the gallery walk technique have to affect the ninth-grade students' teaching speaking skills?

## 1.3 Objectives of the Study

Based on the problems above, the objectives of this study are to find out:

1. Whether or not there is a significant enhancement in teaching on the ninth-grade students' speaking ability who are taught by using Gallery Walk Strategy before and after the treatment at SMPN 2 Labuapi.

## 1.4 Significance of the Study

The study's findings should be beneficial for:

1. Theoretically

It is anticipated that the study's findings will add to the body of knowledge about how Gallery Walk can be used to improve speaking skills.

2. In practice

The study's findings should be valuable, not just conceptually but also practically, for:

- a. Students

The gallery tour method will make the session enjoyable for the pupils. Students will benefit from the technique if they find it

enjoyable and interesting, which will motivate them to improve their speaking skills.

b. Teachers

All English teachers should profit from this research in that they will learn new facts and learn about new teaching methods that are ideal for teaching speaking.

c. Further researchers

This study can serve as a reference for future researchers who wish to carry out additional studies regarding the gallery walk method of teaching speaking skills.

### **1.5 Scope of the Study**

1. This study is about the use of the Gallery Walk technique in students' speaking skills.
2. The research subjects are the students in the Ninth Grade of SMPN 2 labuapi, in the academic year 2022/2023.
3. The subject of matter is a speaking test and the writer makes the different topics like telling about last holiday, last night, yesterday and so on.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This Chapter Presents the Previous Study, The Nature of Speaking, The Elements of Speaking, The Functions of Speaking, The Concept of Gallery Walk, the Gallery Walk Technique, Theoretical Framework.

#### 2.1 Previous of Studies

In connection with this topic, some researchers have been undertaking the following studies: Katemba, Caroline (2018), Improving Speaking Skills Using the Gallery Walk Technique, was the first researcher to address this issue. The goal of this study was to determine whether teaching students speaking skills using the Gallery Walk technique could be beneficial. At Public Junior High School No. 1 (Sekolah Menengah Pertama Negeri - SMPN), Parongpong, Bandung Barat, Java, Indonesia, the participants were 40 second-year students (grade 8). In the investigation, only one experimental group was employed. Pre- and post-tests were done in association with applying the Gallery Walk technique. Based on the interpretation of the p-value ( $\text{Sig.} \leq \alpha (0.05)$ ) then  $H_A$  was accepted and  $H_0$  is rejected. After calculations, it was found that students' interactive speaking achievement was improved significantly after using the Gallery Walk technique.

Erika, the second researcher, is Riyanti. 2019: The Gallery Walk Technique's Impact on the Speaking Skills of Students in Grades 8–12 at SMPN 1 Babacan. The study used a quasi-experimental design and a



quantitative methodology. Two classes that were taught utilizing various teaching methods were employed in this study. The control class received instruction using a lecture and question-and-answer format, while the experiment class received instruction using the Gallery Walk method. The population of SMPN 1 Babadan was made up of 160 students. As a result,  $H_a$  is accepted whereas  $H_0$  is rejected. Thus, it can be argued that how well youngsters do is greatly impacted by utilizing Gallery Walk to teach speaking abilities. In other words, Gallery Walk improves the speaking skills of the eighth-graders at SMPN 1 Babadan. It becomes increasingly important for instructors to develop their teaching skills. The instructor should be able to use the best teaching techniques, especially when teaching speaking, to boost the students' enthusiasm to learn English.

Thirdly, the gallery walk methodology is a speaking-intensive approach that combines gallery walks with students' attempts to visually convey what they have learned about the subject under study, according to Bowers and Laura (2011:108). This assertion suggests that the Gallery Walk Strategy, which makes use of visual cues like images, can aid students in learning more about the subject at hand. Specific Gallery Walk Strategy procedures might be defined by experts. It can help educators use this strategy in the teaching and learning process.

Additionally, Othman and Mohdradzi (2020) said that Gallery Walk is an engaging teaching strategy that enables students to socialize, communicate, and get to know one another well throughout the

conversation; as a result, they enjoyed and wished to take part in Gallery Walk activities. More significantly, when the Gallery Walk approach was employed, the class was well-organized and more active (Otoyo, 2018). During the repeat session, the students were able to actively participate in learning activities with their peers and readily recall the content. Through speaking exercises, the Gallery Walk activities encouraged students to be engaged, active learners (Dinata & Anggrain 2017; Otoyo, 2018). For instance, Dinata and Anggraini (2017) claimed that when students spoke in English using modeled questions and phrases, they were more engaged in their learning. Otoyo (2018) noted that when their teachers used engaging teaching tools like photos, posters, and computers in the Gallery Walk activities, the students were engaged and found the learning process delightful. Gallery Walk allowed students to wander about the classroom and express their ideas on the exhibits, Katemba and Buli (2018) discovered. In a similar vein, Namaziandost et al. (2018) argued that the Gallery Walk method engaged students since they stood up from their seats and walked around the classroom to view the galleries.

Generally, the previous studies have mostly used Gallery Walk to gauge students' levels of comfort speaking English. In short, the writer feels that the communicative strategy can provide the pupils an opportunity to communicate more. This study focuses on the application of the gallery walk technique. Fun activities or strategies can also help students enjoy their time in class and learn in a meaningful way.

## 2.2 Literature Review

The researcher discusses some aspects that support the concept of talking, here the definition of speaking, and the teaching of speaking.

### 2.1.1 Definition of Speaking

One of the fundamental English abilities is speaking. According to Atkinson (2011), English is widely spoken around the world. English is a common language used in international social interactions. Speaking English is now a topic that must be taught in public or private schools since it is an international language of communication. Speaking is one method of disseminating the concepts and ideas that are communicated verbally, according to Parupali (2019). To perfect this talent, pupils might learn how to speak English at their classroom. Dunbar (2006) Photograph (2001:40). as referenced in Arisandi & Natasha (2016).

The dialogue bears a particularly heavy burden of the interplay of speaking as performance. Speaking is the ability that is most frequently utilized in the classroom for classroom engagement. Speaking abilities come in extremely handy in daily life to make a good first impression when meeting new people, as well as to establish and maintain professional connections at work. Vegans Firmansyah & Valatansa (2019). It is one of the signs of linguistic mastery, Fauzan (2015).

Speaking is the process of creating and exchanging meaning via the use of verbal and non-verbal abilities, which involves transmitting the

speech sound for expressing and conveying thoughts or ideas, according to Arisandi & Natasha, (2016). D. Allwright. (1984).

The purpose of speaking instruction should be to arm students with tools for better communication outside of the classroom. According to Lackman (2010), we should teach kids particular speaking abilities, also known as sub-skills or micro-skills, rather than merely letting them "talk" in class. Additionally, Liou et al. (2018) noted that rather than attempting to simulate real-world discussion in the classroom, as conversations outside of the class are likely to be a greater learning experience than those within. Additionally, we ought to educate children talents that they are unlikely to acquire outside of the classroom. In addition to Rabab'ah (2016), we will be teaching students techniques to enhance their communication outside of the classroom, which is, or should be, the ultimate aim, according to Tobergte & Curtis, (2019) Nunan as referenced in Mart (2012, p. 91).

A speaker must structure their speech such that the audience can comprehend it and use the best vocabulary and grammar to express meaning exactly and properly. Speaking or oral test communication, according to Seargeant et al. (2018) and Thornbury (2005: 19), is an activity involving two or more individuals in which listeners and speakers must respond to what they hear and participate at a high level. Each person enters the conversation with a goal or aim in mind. According to Brown

(2015), speaking is the process of creating and exchanging meaning in a range of circumstances using verbal and non-verbal symbols.

Speaking is a useful skill that includes communicating with others by using voice to convey meaning. Thornbury, Vandrick et al., 2010 (2005:34). Speaking, however, differs from writing in a few ways. Bruce and Douglas (2001 n.d.) Weigle (2017) quotes Brown (1994) who provides a list of features that set written language apart from spoken language. The elements include vocabulary, formality, complexity, remoteness, permanence, production time, and orthography.

Based on the aforementioned expert viewpoints, it can be said that speaking is the act of creating and exchanging meaning in a variety of circumstances via the use of verbal and non-verbal symbols. In order to generate meaning, speaking is an interactive activity that requires both the production and processing of information.

### **2.2.2 Teaching Speaking**

Here are some methods that may be used to encourage speaking, as stated by MacInnis (2016), and as per Kandasamy and Habil (2018), Andini et al (2019) As with other efficient examinations, designing applicable assessment tasks in speaking starts with the identification of subjective goals or standards, according to Phillips, B., and Brown (2003:141). Following are some speaking components, including linguistic features and social and mental processing:

## 1. Language Features

The linguistic characteristics incorporate four elements:

- a) Connected speech is the initial component. A speaker should be able to create more than only the particular English phonemes.
- b) Expressive tools make up the second part. A speaker should be able to carry on conversations with fluent English speakers. To convey their feelings, native English speakers alter the loudness and pace of certain utterances, as well as the pitch and emphasis of specific words. They also employ paralinguistic elements.
- c) Thirdly, there is grammar and lexis. Several popular lexical phrases can be used to create a spontaneous speech, particularly while performing certain language activities.
- d) The negotiation of meaning is the fourth component. Speaking calls for the speaker's capacity to negotiate the senses used to ask for clarification and to demonstrate the organization of what is being spoken.

## 2. Mental/ social processing

Three elements of mental and social processing are:

- a) Language processing is the initial element. In order to be understood and impart inherited meanings, speakers must be able to mentally analyze language and arrange it in a cohesive manner.

b) Interacting with people is the second element. It may be inferred that teaching speaking is a guideline that directs the instructor on how to educate pupils properly as speaking requires a lot of listening to others. The instruction manual requests that teachers make every effort to help their pupils become better.

c) Information processing is the third element. According to some of the above-mentioned academics, it may be inferred that teaching speaking is a principle that directs the teacher on how to properly instruct kids. The instruction manual requests that teachers make every effort to help their pupils become better.

### **2.2.3 The Functions of Speaking**

Speaking is mostly used to communicate. Speaking is a crucial instrument for communicating or delivering ideas about what the speaker will say to their culture, according to White, N. D. (1992). Speaking is therefore highly crucial. Speaking serves three major purposes. Redo and co. (2021).

Speaking serves two key purposes, as stated by Derakhshan et al. (2016). Speaking has two basic functions: the transaction function, which focuses on the transmission of information, and the interactional function, which establishes and maintains social relationships. Speaking also serves three other communication purposes, including interactional amusement, business transactions, and performance Aun, M. (1997).

Talk as interaction denotes an engagement that primarily serves a social purpose and corresponds to what we often mean by "chat." In order to be pleasant and provide a safe space for contact with others, individuals greet each other when they meet, engage in small conversation, retell recent events, and so on.

Situations where the emphasis is on what is said or done are referred to as "talk as transactions." The message and effectively communicating oneself are the main points of attention, not the individuals or their social interactions.

Discourse as performance has been referred to as the final category of talk that may be properly separated. This is a reference to public speaking, or speaking in front of an audience at events like speeches, announcements, and class presentations.

It is clear from the aforementioned justifications that speech serves three distinct purposes. This implies that everyone's motivation for communicating with others is different. Either they want to talk as normal people do, or they want to need the knowledge to get anything, or they just want to inform others.

## **2.2.4 Gallery Walk Technique**

### **2.2.4.1 The Definition of Gallery Walk Technique**

A gallery walk is a method that allows students to get up from their seats, go about the classroom to view other students' work, remark on and inquire about other groups' projects, and then present their thoughts to the



class, according to Dinata and Anggraini (2017). According to Makmuna et al. (2020), gallery walks are a type of technique that can encourage students to actively learn, collaborate with groups and peers, and foster critical thinking since they increase their likelihood of sharing ideas with peers. Additionally, the Gallery Walk method gives students opportunity to collaborate in small groups, discuss their thoughts or solutions with other students, and take advantage of moving around the classroom Anwar et al., (2018).

According to Loizou (2016), one method for students to submit comments, questions, and answers written on paper posted on a wall is by rotating clockwise in the classroom. This method is known as the gallery stroll technique. Students may have the chance to engage in class because of this. After reviewing each concept on the wall and offering comments and ideas, students can evaluate the work of their peers.

The gallery walk is a strategy that requires students to graphically portray their knowledge to a unit of study, according to Hazni & Mohd (2020). Students can practice using academic language in a low-stress setting while getting feedback from their peers using this strategy.

Additionally, the gallery walk is a flexible conversation strategy that keeps students engaged in the classroom, according to Othman & Mohdrazzi (2020). When employing the gallery walk in the classroom, students are required to move around the room in order to see the ideas of each group, develop their own ideas, and then present them to the class.

This method can work in conjunction with a variety of media, including computers, boxes, paper, or graphs. Additionally, this method can be used for a total of fifteen minutes throughout numerous class times. Othman (2019).

Additionally, Radzi (2020) postulates that a gallery walk is a method that may help the students recognize the ideas or problems related to major learning from the subject at hand.

It may be concluded from the hypotheses stated above that Techniques for gallery walks might motivate students to participate actively in class. Students are allowed to ask questions and provide relevant responses while also being able to connect and communicate with their peers.

#### **2.2.4.2 The Concept of Gallery Walk Technique**

The gallery walk approach is an active teaching method that involves moving students from their seats to various learning stations that have objects connected to the lessons on display. According to Puspitasari (2019), a gallery walk is a method where participants or students stroll around the gallery and gather ideas, make notes, and/or discuss what they observe. The approach is used when work is shown in an art gallery. It implies that a gallery walk is a method that enables pupils to discuss their ideas in a small group setting. They could be requested to offer suggestions to the team of people that produced the work Silberman (1996: 24).

The gallery walk is then described by Daniel and Steineke (2011:116) as a method for encouraging students to remember the material that has been taught by getting together with their group friends and posting the discussion's outcomes in a gallery so that students in other groups can see them and ask questions of other groups.

The Gallery Walk technique's guiding principle is as follows: Amass information about the subject first. Second, make this information larger or write it out on a chart. Third, put the charts or material that has been expanded in the classroom. Fourth, as the students enter the classroom, discuss the topic's success and the reasons behind it. Then split the class up into smaller groups of two or three individuals. After that, allow the teams some time to examine the data or charts and have talks about the topic's success as they go about the room. Play uplifting music in the background as the teams participate in the gallery stroll. Last but not least, after reviewing all of the data or graphics, have The success of the issue is discussed by the entire group. As stated above, the gallery walk strategy can encourage active English learning among the students as well as encourage free speech and positive classroom interaction Katemba & Buli (2018).

The similarity between some previous research and this research the use of Gallery Walk as a media learning tool to enhance students' ability to speak and engage with the English language and to make learning more dynamic, enjoyable, and relaxing is comparable to some

earlier study. The objective of this research is to help students communicate English more fluently and clearly, which is where the distinction lies.

#### **2.2.4.3 The teaching of Speaking by Using Gallery Walk Technique**

According to Chintia and Depega (2014), the gallery walk technique consists of the following steps: Initially, acquire information on the subject. Second, make this information larger or write it out on a chart. Third, put the charts or material that has been expanded in the classroom. Fourth, as the students enter the classroom, discuss the topic's success and the reasons behind it. After that, divide the class into smaller teams of two or three. After that, allow the teams some time to examine the data or charts and have talks about the topic's success as they go about the room. Play encouraging music in the background as teams participate in this gallery stroll.

Once every attempt has been successful, of the subject. As stated above, the gallery walk strategy can encourage students to actively study English, talk freely to one another, and engage in positive classroom interaction.

#### **2.2.4.4 The Advantages of Gallery Walk Technique**

The Gallery Walk method includes numerous solutions and answers for issues, it energises a class, and it fosters creativity. These are only a few benefits of the method. The teacher may also see right

away how much the children have learnt or have not learned. Listed as being by Siregar et al (2019) This method allows instructors and students to firsthand experience the benefits of walking gallery practices. In conclusion, the gallery stroll method can encourage pupils to use English in class

According to Bram et al. (2021b), gallery walks provide eight benefits, including: gives students opportunity to practice talking about, organizing, and writing about course material rather than merely listening to the teacher's thoughts; encourages the use of higher order thinking abilities when selecting degrees of abstraction when creating questions, such as analysis, assessment, and synthesis; highlights the social and collaborative aspects of learning since students work in groups to combine material written from many points of view; fosters many and alternate approaches to an issue since it exposes students to a range of viewpoints presented at several discussion "stations"; because students are more inclined to share opinions amid a nonthreatening group of people, reassuring them that their views, thoughts, and experiences are respected; offering an Possibility to assess a student's past knowledge, abilities, and misunderstandings; stimulates team building; fosters convincing argument; and encourages consensus as students collaborate to appropriately reflect group members' perspectives at various points of the gallery walk; promotes student engagement.

Additionally, there are significant drawbacks to this approach. Lestari (2017:35) claims that certain group members may not actively contribute to the production of knowledge, other students may want to learn independently and so may not engage in the discussion, and the evaluation may not be fair. To educate pupils speaking skills, a strategy should be appropriate Seargeant et al ( 2018).

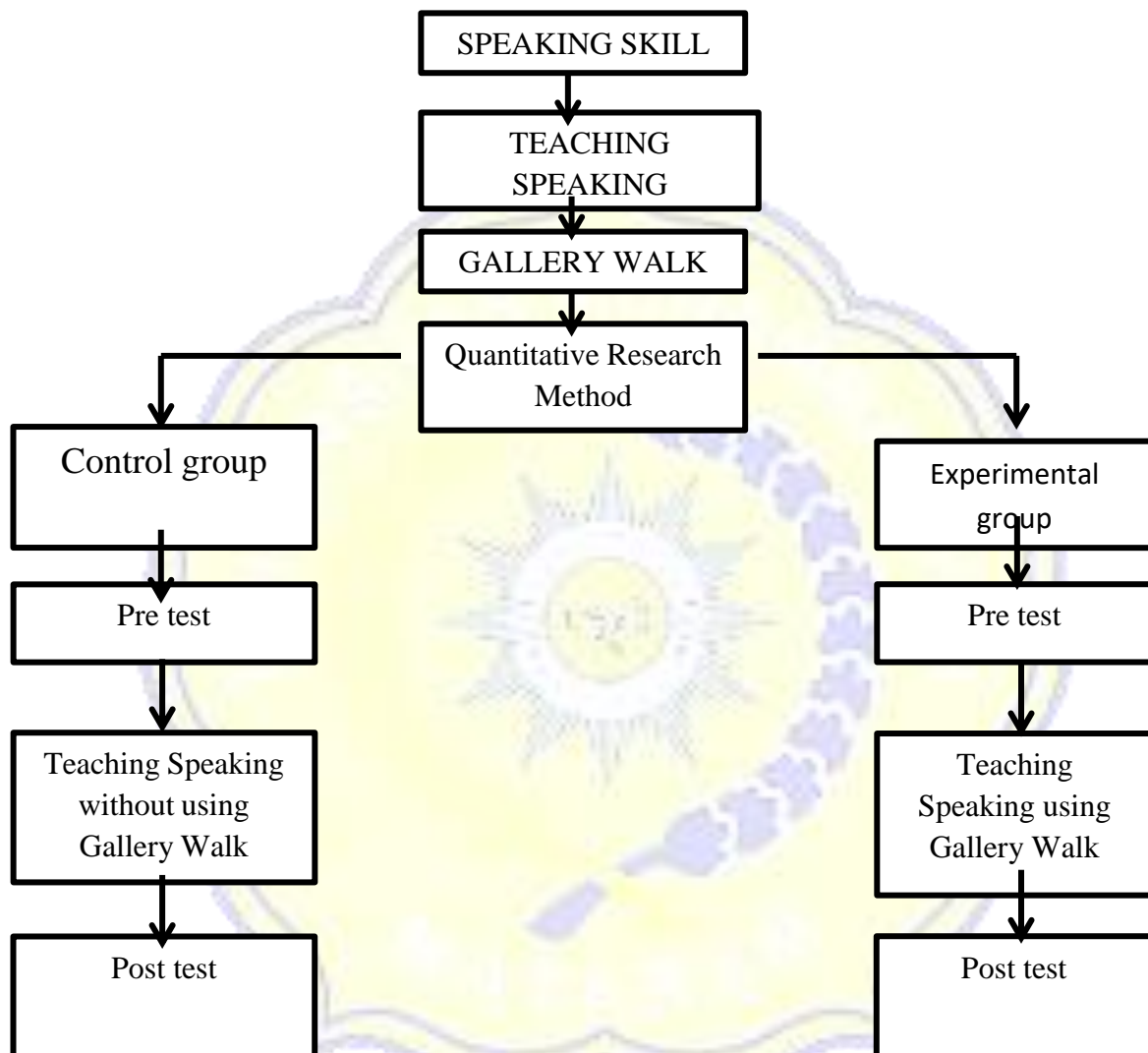
#### **2.2.4.5 The Disadvantages of Gallery Walk Strategy**

Citation for Mark Francek (14 August 2006). The following are some of this method's drawbacks:

1. A small number of pupils may not actively contribute to the process of knowledge production. Assigning pupils to particular responsibilities in each group and requesting them to switch roles when they go to the next station might help to some extent with this. In order to get the students back to the activity, the instructor may also offer them some evaluation questions while they are engaged in it.
2. Some students may not engage in conversations since they prefer to learn independently. The instructor can discuss with these students the advantages of collaboration and how it can benefit them in the future.
3. The assessment might not be fair. By having assessment rubrics prepared in advance and making sure the students are familiar with them, teachers may overcome this problem.

## 2.2 Theoretical Framework

The conceptual framework below, Gallery walk is applied for activating students' to speak. This research will focus to enhance students speaking skills.



From those stages and steps on the diagram, it can be seen that all the studied processes share three common steps: planning, project creation, and project product display. The gallery walk methodology was synthesized into four phases by the researcher for this study, which may be utilized as an alternate method of teaching speaking in an English classroom. Additionally,

this method has various benefits that help instructors and pupils. The gallery walk strategy helps motivate pupils to participate in class, according to Makmun et al. (2020). Students are able to talk accurately, fluently, and enthusiastically. Students may also connect and communicate with their peers, exchange ideas, and be as open to inquiries and responses as possible about a certain topic.

### 2.3 Hypotheses

The following research and null hypotheses are offered as the study's hypothesis:

4. (Ho): The ninth-grade students at SMPN 2 Labuapi who are taught utilizing Gallery Walk before and after the therapy show no discernible difference in their ability to talk.

(Ha): The ninth-grade students at SMPN 2 Labuapi who are taught utilizing Gallery Walk before and after the treatment show a considerable improvement in their speaking abilities.

5. (Ho): The ninth-grade students at SMPN 2 Labuapi who are taught using Gallery Walk and those who are not do not have significantly different speaking abilities.

(Ha): Students in the night grade at SMPN 2 Labuapi who are taught utilizing Gallery Walk have much better speaking abilities than those who are not.



## **CHAPTER III**

### **RESEARCH METHOD**

This chapter presents The research design, Population, Sample, Instrument, Data collection, Data collection technique, and data Analysis Technique.

#### **3.1 Research Design**

The research used a normality test, homogeneity test, and t-test to find out the comparison of speaking skills between the experiment class and the controlled class. The subject of this study consists is 60 students the researcher needs to collect the data to get the material needed to answer the research problem. The researcher use quantitative research to find out students' skills to communicate and interact with the English language in class VIII SMP Negeri 2 Labuapi in the academic year 2021/2020. The research compared the speaking abilities of the experiment class with the controlled class using a normality test, homogeneity test, and t-test. 60 students make up the study's subject, and the researcher needs to gather the data in order to receive the materials required to address the research question. In order to determine the students' proficiency with the English language in class VIII at SMP Negeri 2 Labuapi during the academic year 2021–2022, the researcher used quantitative research.

#### **3.2 Research Location**

This researcher will be carried out students of Nine Grade at SMP Negeri 2 Labuapi in Academic Year 2021/2022. Jl. K.H. Ahmad Dahlan, Perampuan, Kec.Labuapi, Kabupaten Lombok Barat, Nusa Tenggara Barat.

### 3.3 Variable and Indicator

The independent variable and the dependent variable were the two variables used in this study:

1. The Independent Variable,

first An independent variable is a variable that affects or changes as a result of the appearance or change of the dependent variable. The application of the Gallery Walk Technique in the speaking skill-learning process is a separate variable in this study.

2. The second dependent I variable

A dependent variable is one that an independent variable has an impact on and influences to produce an effect. The research's dependent variable is the improvement of the pupils' speaking abilities.

### 3.4 Population and Sample

1. Population

According to Sugiyono (2016: 117), population is an all-encompassing phrase that refers to things or things with certain traits and features that researchers decide to investigate and draw conclusions about. All eighth-graders who participated in this study are the population students of SMPN 2 Labuapi namely class VIII A, VIII B, and VIII C. For the technique of sampling, the writer uses cluster sampling.

**Table 3.1 Population**

No	Class	Number Of Student
1.	VIII A	30
2.	VIII B	31
3.	VIII C	30
<b>2. Sample</b>	Total Students	91 Students

Following the determination of the population, a researcher should proceed to the following step, which is the selection of the sample. A sample is any group of people chosen to represent a population. Schmidt & Richard (2002:465). With a total of 60 students from classes VIII A and VIII C, class VIII A students served as the experiment class (with treatment), and class VIII C students served as the control class, the researcher selected two classes from a total of three classes as the sample from the overall population (without treatment).

The 8th Grade SMPN 2 Labuapi, which has a total of 60 pupils, makes up the study's population. In selecting a sample, the author choose classes 8-1, a controlled class with 30 students, and 8-2, an experimental class with the same number of students. 60 pupils were thus used as the sample by the author. Purposive sampling was employed by the author to gather samples. Purposive is the word of choice since the author is firmly committed to standards for selecting a representative sample. Class 8.1 served as the controlled class while class 8.2 served as the experimental class, according to the author. The

reason the writer choose a particular class for this study is that the English language proficiency levels of the two courses were quite similar. To compare anything, the difference should not be too great; it should be almost equal. In the pre-test, the experimental class scored slightly higher than the controlled class, 2.88 points to 2.87. Additionally, in the follow-up test, the experimental class scored 2.76 points as opposed to 2.74 for the controlled class. Given the disparity in results between the two classes, it may be said that the experimental class's aptitude is marginally superior to the controlled class's.

### **3.5 Method of Collection Data**

Pre- and post-tests were employed by the author to gather data. Both the experimental class and the controlled class received pre- and posttests. Following are the steps in this quasi-experimental design:

a. Pre-Test

Before the therapy in this study, the author administered an oral test by questioning members of the experimental and control classes about their recent activities.

b. Treatment

Both classes will receive distinct treatment. This is how it may be explained:

1. Experimental Class

In the class, the gallery walk technique will be applied as a treatment for teaching about past participle and recount text.

## 2. Controlled Class

In this class, the writer taught about past participle and recount text with discourse technique:

### 1. Post-Test

To assess students' speaking skills following therapy, a post-test will be administered at the last meeting. Another oral exam was given by the author. Both students in the experimental class and those in the control group recount their prior activities, just like they did on the pre-test.

### 2. Test of Speaking

Arikunto (2013:127) defines a test as a set of questions, exercises, or other methods that are used to gauge a group's level of skill, knowledge, intellect, ability, or talent. The researcher would conduct an interview with the students and ask them 10 questions.

Utilizing a speech evaluation derived from Hughes, the speaking would be examined (2003: 131) establishes the following evaluation criteria for the speaking test:

**Table 3.2 of The Description of FSI procedure**

No		Level	Criteria
1.	Accent	1	Pronunciation frequently unintelligible
		2	Frequently gross and a hefty accent make errors understanding difficult, require frequent repletion

		<b>3</b>	"Foreign accent" requires concentrated listening and mispronunciations lead to occasional misunderstandings and apparent errors in grammar to vocabulary
		<b>4</b>	Masked "foreign accent" and occasional mispronunciations do not cause interference with understanding
<b>2.</b>	<b>Grammar</b>	<b>1</b>	Grammar is almost entirely inaccurate except in sock phrase
		<b>2</b>	Content errors show control of very few significant patterns and frequently prevent communication
		<b>3</b>	Frequent errors show some major patterns of uncontrolled Grammar and cause occasional irritation and misunderstanding.
		<b>4</b>	Occasional errors showing imperfect control of some patterns but no weakness that is causing misunderstanding
<b>3.</b>	<b>Vocabulary</b>	<b>1</b>	Vocabulary inadequate for even the most straightforward conversation
		<b>2</b>	Vocabulary limited to necessary personal and survival areas 2 (time, food, transportation, etc.)
		<b>3</b>	Choice of words is sometimes inaccurate, and limitation of vocabulary prevents discussion of some typical professional and social topics
		<b>4</b>	Provisional vocabulary discusses social interest; general vocabulary permits discussion of any not-technical subject with some circumlocution.
	<b>Fluency</b>	<b>1</b>	Speech is so halting and fragmentary that conversation is virtually impossible
		<b>2</b>	Speech is prolonged and uneven except for short or routine Fluency sentence
		<b>3</b>	Speech is frequently hesitant and jerky
		<b>4</b>	Speech is occasional hesitant, with some unevenness caused by rephrasing and grouping words
	<b>Comprehension</b>	<b>4</b>	Understand too little for the simplest type of conversation
		<b>3</b>	Understand only slow, elementary speech
		<b>2</b>	Understand carefully, somewhat simplified speech

		<b>1</b>	Understand quite well normal educated speech
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The FSI table allows the researcher to find out about students' skills that can be measured by formulas:  $\frac{jumlah\ Total\ Nilai}{Nilai\ Total\ Maximal} \times 100$  and to find out whether students get good, fairly good, poor, or fairly poor the researcher can look at the conversation table.

**Table 3.3 of The conversation table to the report of the FSI**

Elements	Good	Fairly good	poor	Fairly Poor
	<b>Accent</b>	<b>4</b>	<b>3</b>	<b>2</b>
<b>Grammer</b>	4	3	2	1
<b>Vocabulary</b>	4	3	2	1
<b>Fluency</b>	4	3	2	1
<b>Comprehensio</b>	4	3	2	1

### 3.6 Research Instrument

The study's tool will be an oral exam. Before the therapy, the author administered an oral pre- and post-test to gauge the students' speaking abilities. The post-test will be administered in the meanwhile to gauge the pupils' speaking abilities following the therapy. Both students in the experimental class and those in the control class will take the examination. The pre-test and post-subject test's pertains to past activities that they engaged in on several occasions. The author created a variety of subjects, including last weekend, last night,

yesterday, and so on. The criteria was necessary to determine the students' grades for the test. As study tools, the researcher employed speech assessments, documentation, and recording.

### **3.7 Data Analysis Method**

The researcher utilized SPSS 21.00 to examine the data, which included information from the pre-test and post-test. The researcher used the normality test on the SPSS probe data. The researcher applied the Paired t-Test to see if the data was normal. The Wilcoxon test was employed even though the data were normal. The researcher performed the homogeneity test to see whether there was a significant difference between the students who were taught using Gallery Walk and those who were not. If the data were homogeneous, an independent test was employed by the researcher. The researcher utilized the Mann-Whitney Test even though the data is not homogeneous.

#### **3.7.1 Descriptive Data**

Research data, including the quantity of data, can be explained and described using descriptive statistical data. Score ranges maximum, minimum, average, and others.

#### **3.7.2 Normality Test**

- a. To determine if the study data are regularly distributed or not, a normality test is conducted.



- b. The presence of normal data is a prerequisite for doing parametric statistical analysis.
- c. The Kolmogorov-Smirnov test and the Sharpie-will test are two common normality tests used in parametric statistics.

Singgih Santoso (2014: 191) states that the significance (sig) score must be more than or equal to 0,05 in order for the data to be considered regularly distributed. If the significance (sig) score is greater than or equal to 0,05, the data is not considered normally distributed.

### **3.7.3 Paired T-test**

Guidelines for decision-making in the paired sample test are based on significant values, according to Singgih Santoso (2014: 265). (sig). The findings of SPSS are as follows:

- a. Test To find out if the average of two samples in pairs differs, apply the paired sample t-test.
- b. The paired sample t-test needs data with a normal distribution.
- c. The paired sample t-test does not require it for homogenous variant data.
- d. The issue statement in this study is addressed using the paired sample t-test.

To address the problem's formulation, a paired t-test is performed on the pretest experimental class data and the post-

test experimental class data, followed by the pretest control class data and the control class post-test data.

#### **3.7.4 Homogenous Test**

- a. The Homogenate test seeks to identify the homogeneity or heterogeneity of a data version of two or more groups.
- b. Homogenous data is one of the requirements in the independent sample t-test.
- c. The homogeneity test is employed by the researcher to ascertain whether or not the post-test data from the experiment class and the post-test data from the control class are homogenous.

Joko Widiyanto (2010: 51) states that the data variation is homogeneous if the significance (sig) score is based on a mean  $>0,05$ , but the data variant is not homogeneous if the score is based on a mean  $0,05$ .

#### **3.7.5 Independent Test**

To ascertain if there are variations in the average of two unpaired samples, the independent test is utilized.

- a. Data with a normally distributed and homogenous distribution are the very minimum conditions for the independent sample t-test.
- b. In this study, the independent sample test is employed to address the issue formulation.

- c. The independent sample t-test was run on the post-test results from the experiment class and the post-test results from the control class in order to address the problem's formulation.

### 3.7.6 Mann-Whitney T-test

- a. A Mann Whitney test looks for differences between the averages of two unpaired samples.
  - b. The amount of samples utilized need not be a certain quantity. Since the Mann- Whitney test is a component of non-parametric statistics, it is not necessary for the study data to be homogenous and regularly distributed.
  - c. If the study data is not homogenous and not normally distributed, the Mann Whitney test provides an alternative to the independent sample t-test.
- 