

CHAPTER V

CONCLUSION AND SUGGESTION

Conclusion and suggestions are included in this chapter. The following conclusions can be formed based on the findings of the research and discussion presented above.

5.1 Conclusion

The objective of the research is to find out and to describe whether the use of gallery walk in teaching enhances or not enhance the student speaking skills at class VIII SMPN 2 Labuapi the academic year 2021/2022.

Based on the findings and discussion, it is clear that students who are taught utilizing Galley Walk have improved speaking abilities, which calls for more emphasis to be placed on speaking skills instruction. The use of Gallery Walk has an effect because the paired test table's score table was Sig. (2-tailed) 0.000 0.05 or Alternative Hypothesis (H_a) is accepted. Before the treatment was given, the experimental class students' pre-test scores were 34,20, and after the treatment was given, the students' post-test scores were 71,92. Then, the students in the control class who were not taught utilizing the Gallery Walk received pre-test scores of 32,40 and post-test scores of 54,64. Consequently, the post-test result from the experimental class was 71,92, which was higher than the post-test result from the control class, which was 34,20. This difference indicates that students who were taught using the Gallery Walk had a different effect because the Independent Test table scores

were Sig. (2-tailed) 0.0000.05 or Alternative Hypothesis (H_a) is accepted. Additionally, the current study, which examined the effects of the gallery walk technique on learners' speaking abilities showed that the nature of the instructions has a significant impact on how well students can execute oral tasks.

The improvement of the ninth-grade students was evidence of it. The students became more engaged in the learning process, were inspired to develop their speaking abilities in particular, were eager in doing so, and were able to voice their opinions in front of others. The ninth-grade students at SMPN 2 Labuapi Lombok Barat could therefore be inferred that the Gallery Walk technique was successful in getting them to move around the classroom while studying the material and that it gave them time to respond to any point-related issues that they may not have otherwise had the opportunity to address. The use of the Gallery Walk technique was beneficial to the kids. The oral test's outcome also led to the conclusion that the Gallery Walk method might be employed as an alternative teaching method for speaking.

All in all, in line with the outcome that Gallery walks which can upgrade the learners' speaking skills, the researchers advise other researchers to use this strategy in teaching speaking in light of the finding that gallery walks can improve the learners' speaking abilities. The results can also be used as a guide for future studies in related fields. Researching other student circumstances, such as students' motivation and interest, may also be helpful.

5.2 Suggestion

Here are some recommendations that the author hopes will be helpful for students, English teachers, and other scholars who are interested in applying the gallery walk technique to teach and learn speaking. These are the recommendations:

1) For School

a. For english teacher

The English teachers should select an effective teaching method for the class. The gallery walk method is advised for use when instructing and learning speaking. The children will participate actively in class, and it gives them the confidence to express their opinions. English teachers should also have a better understanding of their students' needs. If the students in the classroom are getting bored with the teacher's technique or method, the teacher needs to find another effective approach.

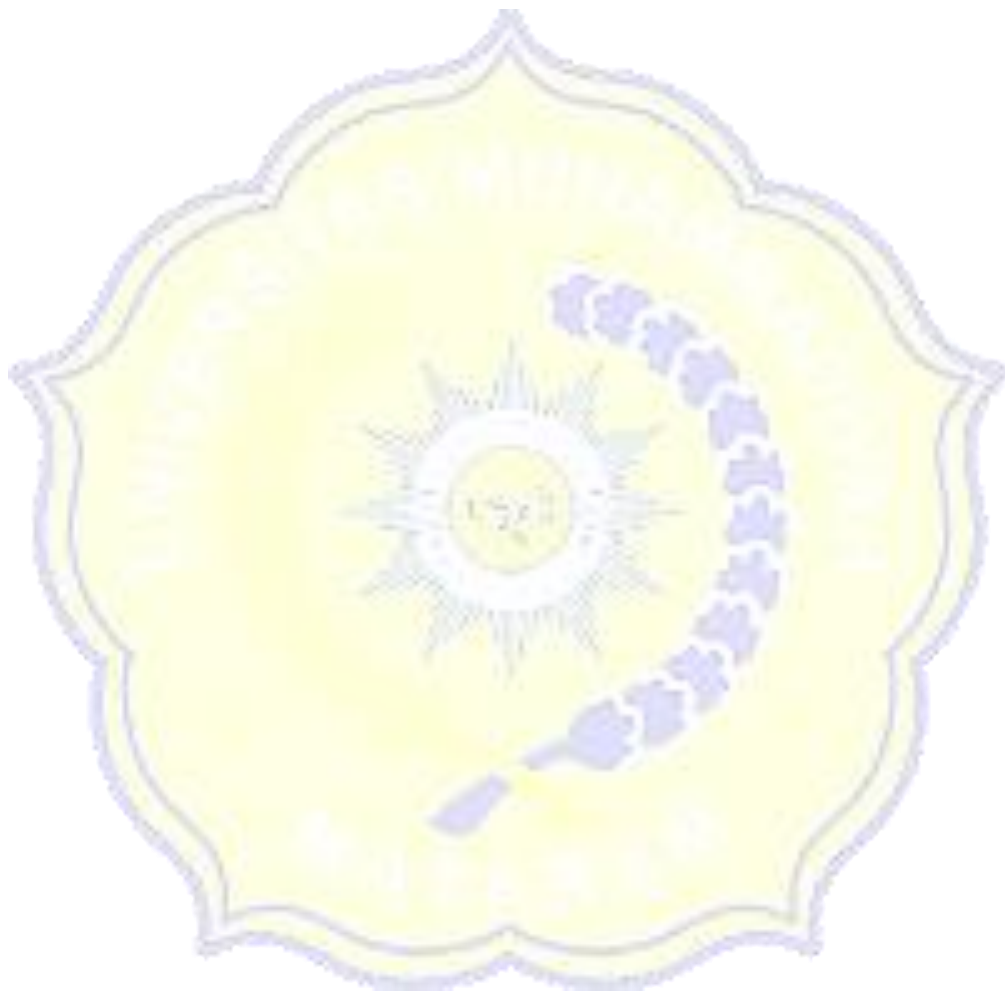
b. For students

By mastering the gallery walk technique, the students' public speaking abilities will increase. It is envisaged that pupils' speaking abilities will significantly improve over time.

c. For resercher

Future research on a similar theme is anticipated to be conducted utilizing both quantitative and qualitative techniques. To learn how teachers and students feel about using the gallery walk technique when speaking, an interview and a questionnaire might be offered. In addition,

this study sampled two classes from a school. It is therefore envisaged that subsequent researchers would be able to select a larger population from multiple schools for their research sample.



Bibliography

- A. J. (1984-2009). *the importance of interaction in Classroom language learning.* *Applied Linguistics*. London: Harvard Educational Review.
- Atkinson, D. (2011). *A sociocognitive approach to second language acquisition.* *In Alternative Approaches to Second Language Acquisition*. New York, NY:: Taylor and Francis.
- Aun, M., S. (1997). *The Toastmasters International guide to successful speaking.* Chicago: Dearborn Financial Publishing, Inc.
- Andini, e., sunara, s., & rohendi, S. (2019). The Influence of Gallery Walk Model Towards Students' Speaking Skill. *Biomatik : Jurnal Ilmiah Fakultas Keguruan Dan Ilmu Pendidikan*, 5(01), 48. <https://doi.org/10.35569/biormatika.v5i01.413>
- Arisandi, Y., & Natasha, H. (2016). A Study on Student's Speaking Ability to tell Historical Experience. *IJIELT Indonesia Journal of Integrated English Language Teaching.*, 5(2), 96–117.
- Bram, B., Dharma, U. S., & Andriani, A. (2021). *Gallery Walk as a Strategy to Improve Learner Autonomy* (Issue September).
- Brown, & Douglas, H. (n.d.). *Principles of Language Learning and Teaching (H. Douglas Brown)* (z-lib.org) (1).pdf. Library of congress cataloging-in-Publication Data.
- Brown, H. D. (2015). *Teaching by Principles An Interactive Approach To Language Pedagogy*. January 2015.
- Chen, Y. P., Lee, H. F., & Wong, T. T. (2016). Epileptic seizure in primary intracranial sarcoma: a case report and literature review. *Child's Nervous System*, 32(9), 1709–1714. <https://doi.org/10.1007/s00381-016-3174-3>

- Dunbar, N. (2006). In C. & M. Brooks, *Oral communication skills in higher education: Using a performance-based evaluation rubric to assess communication skills*. (pp. 31(2), 115.). Innovation Higher Education,
- Derakhshan, A., Khalili, A. N., & Beheshti, F. (2016). Developing EFL Learner's Speaking Ability, Accuracy, and Fluency. *English Language and Literature Studies*, 6(2), 177. <https://doi.org/10.5539/ells.v6n2p177>,
- Dewi, A. (2019). Using Gallery walk technique to improve students' speaking skills in the descriptive text at the tenth grade of seriema YLPI senior high school Pekanbaru. *International Journal of Academic Research in Business and Social Sciences*. <https://onesearch.id/Record/IOS2765.slims-29124>
- Dinata, H., & Anggraini, R. W. (2017). The Use of Gallery Walk To enhance the Speaking Achievement of the Ninth Grade Students of SMP PGRI 1 Palembang. *Global Expert Jurnal Bahasa Dan Sastra*, 6(1), 50–56.
- Farrak, A. Z. (2019). Enhancing Students' Speaking Skills Trough Gallery Walk. *International Journal of Education*, 268.
- Fauzan, U. (2015). *The Use of Improvisations Technique to Improve the Speaking Ability of EFL Students Umar Fauzan. September*. <https://doi.org/10.21093/di.v14i2.17>
- Francek, Mark (14 August 2006). "Promoting Discussion in the Science Classroom Using Gallery Walks". NSTA WebNews Digest. Retrieved 12 September 2015. https://en.wikipedia.org/wiki/Gallery_walk
- Firmansyah, D., & Valatansa vegian, E. E. (2019). Improving the Students' Speaking Skills through Debate Technique. *PROJECT (Professional Journal of English Education)*, 2(6), 891. <https://doi.org/10.22460/project.v2i6.p891-895>
- Fleming, M., & Stevens, D. (2015). English Teaching in the Secondary School. In

English Teaching in the Secondary School.
<https://doi.org/10.4324/9781315695006>

Hakim, M. A. R. (2015). Gallery Walk Technique in Improving Students' Speaking Skill. *Journal of Linguistic and English Teaching*, 8(2).

Hazni, A., & Mohd, B. (2020). Gallery Walk Activities in ESL Classrooms. *Creative Practices in Language Learning and Teaching (CPLT) Volume 8, Number 1, 2020*, 8(1), 64–80.

Insani, N. N., & Sapriya. (2020). The Effectiveness of Gallery Walk Cooperative Learning to Enhance Students' Intellectual Skill. *Atlantis Press*, 418(Acec 2019), 209–213. <https://doi.org/10.2991/assehr.k.200320.041>

Islami, R., Putrawan, G. E., & Riyantika, F. (2021). An analysis of students' pronunciation errors of friction consonants in spoken production. *International Journal of Education Studies in Social Sciences*, 1(2), 81–86. <https://doi.org/10.53402/ijesss.v1i2.19>

Katamba, C. V, & Buli, R. (2018). Improving Speaking Skills Using the Gallery Walk Technique. *Catalyst Journal*, 17, 98–103.

Liou, G. T., Chiang, C. Y., Wang, Y. R., & Chen, S. H. (2018). Estimation of hidden speaking rate. *Proceedings of the International Conference on Speech Prosody, 2018-June(June)*, 592–596. <https://doi.org/10.21437/SpeechProsody.2018-120>

Loizou, F. (2016). Changes in teaching to help students with learning difficulties improve in Cypriot primary classes. *Education 3-13*, 44(4), 371–390. <https://doi.org/10.1080/03004279.2014.948031>

M. Al-Tamimi, N. O., & Attamimi, R. A. (2014). Effectiveness of Cooperative Learning in Enhancing Speaking Skills and Attitudes towards Learning English. *International Journal of Linguistics*, 6(4), 27. <https://doi.org/10.5296/ijl.v6i4.6114>.

- Makmun, M., Yin, K., & Zakariya, Z. (2020). The Gallery Walk Teaching and Learning and Its Potential Impact on Students ' Interest and Performance. *International Business Education Journalism Education Journal*, 13(1), 17–22.
- MacInnis, J. L. (2016). *The elements of great public speaking: How to be calm, confident, and compelling*. Berkeley, CA: Ten Speed Press. Berkeley, CA: Ten Speed Press.
- Namaziandost, E., Rahimi Esfahani, F., Nasri, M., & Mirshekaran, R. (2018). The Effect of Gallery Walk Technique on Pre-intermediate EFL Learners' Speaking Skill. *Language Teaching Research Quarterly*, 8(October), 1–15. <https://doi.org/10.32038/ltrq.2018.08.01>
- Nomsoor, M. M., Bello, G., & Mohammed, S. M. (2021). Effects Of Gallery Walk Instructional Strategy On Senior School Students' Achievement In Cell Division In Ilorin, Nigeria. *Journal Of Biology Education*, 4(2), 109. <https://doi.org/10.21043/job.e.v4i2.10816>
- Othman, A. (2019). The Effects of Gallery Walk on Students' Speaking Assessment. *ResearchGate Journal*, October, 15.
- Otoyo, K., & Of, T. F. (2017). *The Use of Gallery Walk to Enhance Speaking Ability of the Eleventh Grade Students of MAN 2 Palembang*.
- Namaziandost, E., Rahimi Esfahani, F., Nasri, M., & Mirshekaran, R. (2018). The Effect of Gallery Walk Technique on Pre-intermediate EFL Learners' Speaking Skill. *Language Teaching Research Quarterly*, 8(October), 1–15. <https://doi.org/10.32038/ltrq.2018.08.01>
- Nomsoor, M. M., Bello, G., & Mohammed, S. M. (2021). Effects Of Gallery Walk Instructional Strategy On Senior School Students' Achievement In Cell Division In Ilorin, Nigeria. *Journal Of Biology Education*, 4(2), 109. <https://doi.org/10.21043/job.e.v4i2.10816>

- Othman, A. (2019). The Effects of Gallery Walk on Students' Speaking Assessment. *ResearchGate Journal*, October, 15.
- Pratiwi. (2019). *Activating Students' to Speak Through Gallery Talk At The Grade Students*.
- Parupally, R. S. (2019). The importance of speaking skills in English classrooms. . *Alford Council of International English & Literature Journal (ACIELJ)*.
- Puspitasari, I. (2019). The effect of using gallery walk as an alternative technique to students' achievement in speaking. *3rd English Language and Literature International Conference (Ellis)*, 3, 238–243.
- Phillips, B., H. (2000). *The Oxford Union guide to successful public speaking*. London: Virgin Books Ltd.
- Redo, Y., Zakaria, P., & Yeny, E. (2021). The Influence of English Mastery toward the Public Speaking Skills in the English Department at State Polytechnic of Sriwijaya. *Holistics Journal*, 13(1), 28–37.
- Radzi, A. H. B. M, Othman, A. B., & Radzi, A. H. B. M. (2020). Gallery Walk activities in ESL classrooms. *Journal of Creative Practices in Language Learning and Teaching*, 8(1), 64-80.
<https://cplt.uitm.edu.my/v1/index.php/journal-volume/volume-8-2020/vol-8-no-1-may-2020>
- Siregar, A. K., Wildan Iskandar, & Rahmansyah, H. (2019). the Effect of Gallery Walk Technique on Students' Ability in speaking Hortatory Exposition Text (a Study At the Eleventh Grade Students of Sma Swasta Katolik Sibolga in 2018/2019 Academic Year). *Jurnal Liner, Institut Pendidikan Tapanuli Selatan*, 02(3), 1–13.
- Sergeant, P., Hewings, A., & Pihlaja, S. (2018). The Routledge handbook of English language studies. In *The Routledge Handbook of English Language Studies*. Routledge. <https://doi.org/10.4324/9781351001724>
- Tobergte, D. R., & Curtis, S. (2019). A Course in Language Teaching. *Journal of*

Chemical Information and Modeling, 53(9), 1689–1699.

Titi, K. (2012). *Teaching Speaking by Combining Gallery Walk Strategy and STICK Debate Strategy at Senior High School*.

Vandrick, S., Chick, K., Curtis, D., & Peirce, B. N. (2010). Privileged ESL University. *A Journal for Teachers of English to Speakers of Other Languages and Standard English as a Second Dialect Editor*, 29.

Waloyo, E., & Farchati. (2020). the effect of gallery walk strategy on students' speaking skills. *Dialectical Literature and Education (DLEJ)*, 5(2), 76.

White, N. D., P. S. (1992). *The complete speaker: An introduction to public speaking*. (3rd ed). St. Paul, MN: Dearborn Financial Publishing, Inc.

Widyaningsih, S. W., & Unyu, K. (2013). Problem Solving Based HOTS to Improve Learning Achievement Through Students' Character Building Orientation. *Cakrawala Pendidikan*, 32(1), 161–170.

Yeourng, S. (2021). The Effectiveness of the Gallery Walk Technique in EFL Speaking Classes. *Cambodian Education Forum Phn Om Penh, Cambodia*, 73–83.



Appendix 1

Pre-Test and Post-Test Instruments

1. Pre-Test (Oral Test)

A. Interview

- 1) What is your name?
- 2) How are you to day?
- 3) Did you have a good time yesterday?
- 4) Did you sleep well last night?
- 5) Were you busy yesterday?
- 6) Were did you go after school?
- 7) What the last book did you read?
- 8) What did you watch on TV last night?

B. Monologue

- 1) Self-Introduction
- 2) What did you do on the last weekend?

2. Post-Test (Oral Test)

A. Interview

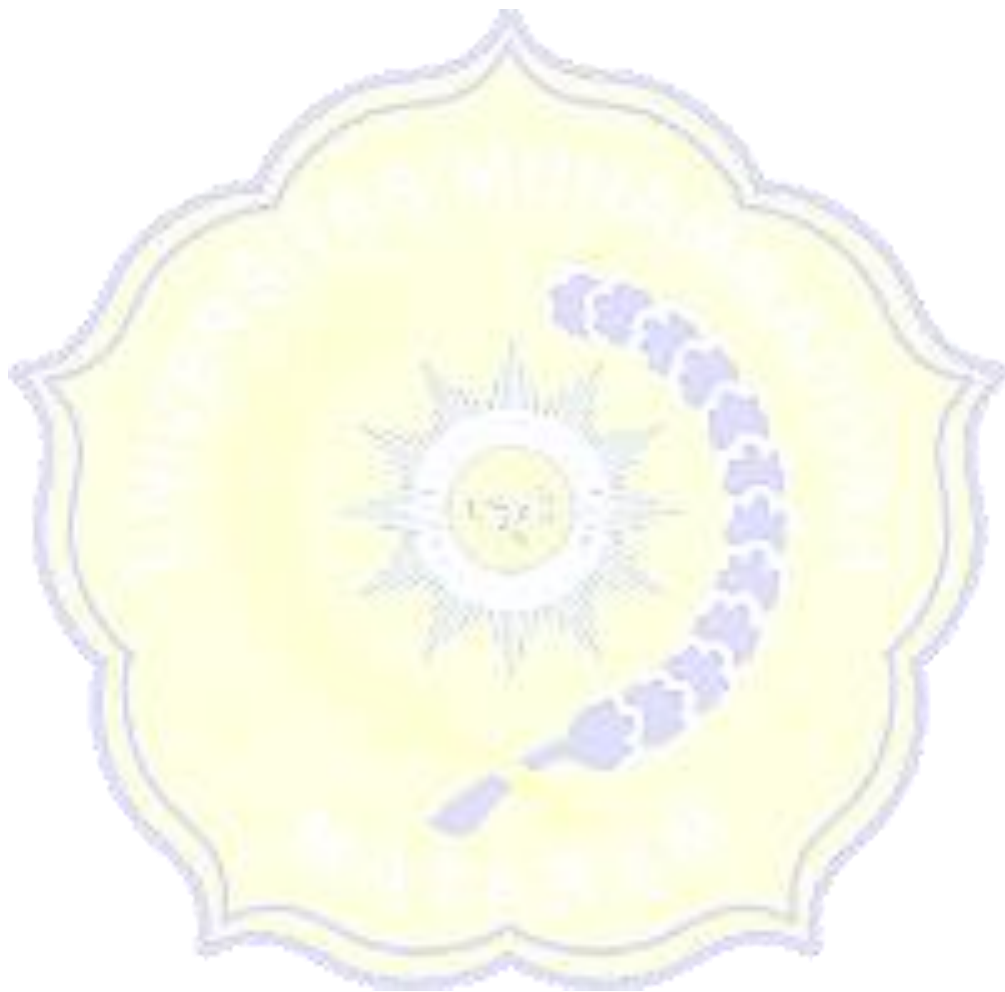
- 1) Who was the last person you sent a message?
- 2) With whom did you spend the time yesterday?
- 3) What the last movie did you watch? Did you like it?
- 4) Where did you go for your last holiday?
- 5) What did you do last night

B. Monologue

- 1) Tell about three things that you did on the last holiday!
- 2) Tell about three things that you did on the last weekend!
- 3) Tell about three things that you did yesterday!

3. Media

- 1) Recorder
- 2) Board
- 3) Marker
- 4) Pen
- 5) Paper



Appendix 2

Pre-Test and Post-test Speaking Script Experimental

Pre-Test and Post-test Speaking Script Experimental

1. Name : Alfian Hamzah

Class : VIII A

Pre-Test: No. My day is very bad, there's no, no I just learn my ten, no keep quiet at home.

Post-test: i want to shopping with my other friends , im so happy and watch cartoon upin-upin.

2. Name: Anindiya Putri Aira

Class : VIII A

Pre-test: yes I had so much fun yesterday, I help my mother wash clothes, I just watched tik tok last night, im not going anywhere this weekend.

Post test: I went to the baach with my friends, yes i heve fun with my friends, im not going anywhere i just stay at home, i watch anime,

3. Name : Antoni

Celass : VIII A

Pert- test: yes, meet at home, upin-ipin, to amel hose wait for wifi.

Post-test: yes because we went to dif to beach and fine with amel, and we win shoping together, upin-ipin, to amel house with aim.

4. Name : Azais Nadil

Class : VIII A

Pre-test: yes, because my mother make a delicious food, youtube, i just stay at home.

Post –test: I went to the beach with my friends, yes i heve fun with my friends, i’m not going anywhere i just stay at home, i wacth anime. Im not going anywhere because im ni helthy.

5. Name : Azfar Zaid Habibullah

Class : VIII A

Pre-test: im wacthing upin-ipin, im hangout with my friends .

Post test: Yes, because yesterdey west in my good shopping, after school dont go anywere i juts stay at my home, for the last one week never watch movie i just watch tik tok, last week i only to my grend mother house because there wesmy family event.

6. Name : Celsi Oktavia

Class : VIII A

Pre-test : Yes, not going ene her, lalga elkrasiko, on sundai morni my frinds called to bisit we was very happy, my freind to motor week to beach we arelery onjoi as moreley.

Post test : Last School holiday, i didn’t go anywhere, my parents were busy,workong so the could not take me anywhere.

7. Name : Dewi Astuti

Class : VIII A

Pre- test : No i just sleep in my room widout ever going out, i just at home not going anywere, i wetet the sop with my sister, i go to the beach with my friends without emembring time to go home, because we are edited to playing there and we anjoy holiday.

Post-test : On weekend i only help my mother serfood for my father who is in the flend i also ran time to play with my friends, my vocation very enjoybel even Althof eat was only short time but i litle of the time more avaiabel, the last movie i weekend very enjoi to wath movie antagonis.

8. Name : Farhan Yudi Wijaya

Class : VIII A

Pre test: Like, no going eword i aim just hat home, like movie animal, the last weekend no going anywere im just at home.

Post Test : out a taks plying house together with familiy and holiday, i lke the sunset and take pister with my fe riends.

9. Name : Gina Asri

Class : VIII A

Pre-test : yes i did, because get two Worth my vafavorite graduanes, i just sleep and get sunrice, the movie i waching double goognes, on weekend i want to a based would game with my friends and also happy that was my fist experinence at i play game.

Post-tets: so i want to tell you about the movie i waching, the title movie is doebl you, its about life of two world the comic world and the real life, Honestly i like the movie,i realy enjoyed when i waching the movie, so i recomended for you, on the last night i usely listening some music and waching some vidos, nothing im usely at home at night to lazy to go out.

10. Name : Irma

Class : VIII A

Pre-Test: So want to my friends house to do good taxt, for the partical exam, and than i want to the beach with my family i also go to Cinema to

wach movie, im waching some vidios on youtube while joind, no were im just stay at my home.

Post-Test: Yes, i have good the time because yesterday im Submitted my joind for the partical exam i have, and some many people liking and complementing my art, i event get spon on my kichen, i wach cartoons a cartoon call sponsbob scuirpen, want to transmart to wach a movie at adjetv with my big brother it's so realy fun.

11. Name : Juliana Fadila

Kelas : VIII A

Pre –test : yes, because wan to bech with my friends, im mediatelly when home because the water was very hot, i dont loke wach moving, kuranji beach.

Post –Test: Yesterday i go to the beach with my friends, i have my mother clean the houses, and i go to with my fater boil sweet, im dom home work, im do not go aniwer.

12. Name : Muhamad Arjun

Class : VIII A

Pre-test: i have time with my family, i go home, cartoon, i wert to a bech.

Post-test: levt holidei i wet to my host in bujet, we with to beach, i wet to my friends, host my friends to do home work, yesterday i go shopping.

13. Nama : Muhammad Faozan

Kelas : VIII A

Pre- test : movi horror, sleep

Post-test : YES, TO A Friends haos, movi horror, i dont not go i nyu wey.

14. Name : M. Holid Saputra

Class : VIII A

Pre-test: yes, im happy because i can play with my friends, after a got home from school i want to a friends house to play and shop there, the last one i was lak nait was the drama bisnis proposal, i did last weekend i went a frieds of my buy donal to selebrete my frinds brithday to call fani.

Post-test: last weekend i went to grand my house to a friends house and want to the martket with mom, i was waching tv, at night i want to my aunt house to share milk there.

15. Name: Muhamad Nabil Alfahrizi

Class : VIII A

Pre-test : Yes, im happy because mother give me surprise like new story book, at my home, cartoon anime, im going to kfc, im back to home.

Pot-test: im so happy, my feel ejoid, and make me always smiley and im wathch darakor thats my favorite movie.

16. Name : Muhamad Rizki

Class : VIII A

Pre-test: yes, i have many time with my friends, tv, im stay at my home, not go anywere.

Post-Test: im enjoid, my holiday very fun and always remember about that, cartoon, and oteher .

17. Name : Moch. Bilal Yustitia Anwar

Class : VIII A

Pre- Test: yes, everydey always make me happy, korea, im watching bioskop with my brother and buy popcorn.

Post-Test: my last holiday so simple, that i mean i walways brings my camera, food and some other .

18. Name : Rahmawati**Class : VIII A****Pre-Test:** im just listen to music, and brosing shopping in my aplication. I just stay at home, not going anywhere.**Post- test:** i watc tv, cinema, and action laga.**19. Name : Ratni****Celass : VIII A****Pre-Test :** yes i've, not bad im litle have fun around beach, the lest movie i watch is cinema, Kuranji beach.**Post-Test :** i take picture, im enjoid when i look at scenary and views around beach, and make me free expretion.**20. Name : Ratni Anggraeni****Class : VIII A****Pre-Tets:** no, because i always up early, i help me mother to the market to buy some food, the movie i waching is cartoon, i went to Kuta beach with my beloved friends .**Post-Test:** i watch movie the call name tarzan, im so pity about him because the family is die and tarzan life with a new family in the forest.**21. Name : Renita Syafitri****Class : VIII A****Pre-Test :** no, i dont have goog time because im going to hospital, maybe i back to my home and im play handphone, just youtube, at my home unngle.**Post-test :** yesterdey i went to the Kuta beach, im drink coconut and take picture, i waching funy cartoon the call name upin-ipin and i always laught when other friends laught too.**22. Name : Reza Marzuki Falaq Alfian**

Class : VIII A

Pre-test : im just hangout with my famili, and taste food new lestorant

Post-test: the last holiday, im at home not going anywere. Im claeen up mouse, cooking the food like king crabe, amd the yummy sause.

23. Name : Rifqi Ibrahim

Class : VIII A

Pre-test : yes, i have much new cloth, i juts at home, tv, im wath anime .

Post-test: im not enjoid because my family nothing brings food, and forbid me to bathing on the beach.

24. Name: Rizki Hidayatullah

Class : VIII A

Pre-test : no, because so many my problem in my class, my friend alwas make me scary to show myself fron of our friends.

Post –test: im watching the totorial make up, im so happy because much i can do to practise or duplice techniqe using eyes sedo, eyebrow , fondaion and others.

25. Name : Sahban

Class : VIII A

Pre-test: yes, i watch the movie frozen, im at just my house.

Post-test: the last weekend i went to the beach, i take picture, go around and swiming.

Appendix 3

Control Class

Pre-Test and Post-test Speaking Script and Controlled Class

Name	Answers
Abi Arkan	1) Hello my name is Abi Arkan 2) Fine thank you, and you? 3) Yes 4) Yes I sleep well 5) No 6) I am go house 7) IPA 8) Net ini talk show 9) Hello. My name is kautsar. 10) I play game hp and read.
Adiyat Firdaus	1. My name is Adiyat Firdaus 2. I am fine and thank you. 3. Yes 4. Yes 5. No 6. Go to home 7. English book 8. 86 9. My name is yudha. I am fourteen years old. I am jalan aleraya 1. 10. I study and eat and playing

Agus Junardi	<ol style="list-style-type: none"> 1. I am Agus Jurardi 2. Fine. 3. Yes I am happy. 4. Yes 5. No
	<ol style="list-style-type: none"> 6. Playing 7. English book 8. The comment 9. My name rafi. I am fourteen years old. I live gintung. 10. I played game with my friends and I just lying in the home.
Ahmad Fadil Hale	<ol style="list-style-type: none"> 1. Name Ahmad Fadil Hale 2. My friend. 3. Spongebob. Yes. 4. Bandung with my family. 5. I pray tahajud. 6. Playing. Reading. Praying. 7. I am tapak suci and playing and watching tv. 8. I am paskibra and go to school.

Amanda Shafyra	<ol style="list-style-type: none"> 1. Name is Amanda Shafyra 2. My classmate. 3. Spiderman. Yes. 4. I went to my uncle house in Bogor. 5. Playing online games. 6. Watching anime, playing online game and went to uncle house. 7. Playing with my friends, fishing, reading comic. 8. Studying, reading English book, playing with classmate.
Fahmi Al Wazi	<ol style="list-style-type: none"> 1. Fahmi Al Wazi 2. Class 8.2 3. Naruto. Yes.
	<ol style="list-style-type: none"> 4. Go to exchange mall 5. Playing handphone. 6. Go to mall and bandung and puncak. 7. I go to school and play saman with my friends. 8. Go to school, studying and playing with my friends.

Appendix 4

Lesson plan of experimental class

LESSON PLAN

School : SMPN 2 Labuapi

Subjects : English

Class / Semester : VIII / 2 Years

Lesson : 2021/2022

Text Type : Recount

Theme : Holiday

Aspect : Speaking

Time Allocation : 2 x 25 minutes

A. Competency standards :

➤ **Speaking**

8.1 students are able to express, respond and tell about daily activities, hobbies and interests, handle guests with fixed expressions.

B. Basic competencies :

8.2 Responding to the meaning contained in a simple Analyzing social functions, the structure of linguistic elements to express and inquire about activities carried out in the past that refer to time occurs according to the context of its use.

C. Indicators:

1. Identify vocabulary, language expressions, sentence patterns and text structures that used in linguistic expressions that express activities in the past.
2. Skilled in stating and asking about activities carried out on time past tense which refers to the time of occurrence verbally with use appropriate and appropriate linguistic elements context.
3. Explain to certain information from the gallery walk material

4. Identify specific information from gallery walk of holiday.

D. Objective

1. Students are able to tell last holiday
2. Students are able to memorise specific last activity
3. By having discussion, role playing in pairs and in groups, under teacher' guidance, students are able to be active in learning activities, to communicate, to delivero pinion, to answer questions and to practice politely, cooperative, be responsible and showing care.
4. At the end of the lesson, students are able to tell and to ask about events which were done in the past which refers to the time of events and paying attention to the correct social functions, text structure and language elements in appopiate context.

E. Learning Materials

Expressions usually used to tell and ask about events done in the past time.

- *I went to Malioboro last holiday*
- *I didn't swim in the beach when I went to Anyer*
- *Did you visit Tangkuban Perahu when you in Bandung?*
- Time markers of past tense : *last year, two weeks ago, this morning.*

F. Learning Methods

1. Approach : Scientific Approach
2. Method : Problem Based Learning, Presentation, Practice, Production (PPP)
3. Technique : Discussion, group work, role play

G. Metode Pembelajaran

- Pendekatan : Scientific Learning
- Model Pembelajaran : Discovery Learning (Pembelajaran Penemuan)
- Metode : Gallery Walk

H. Media/alat, Bahan, dan learning course

- a. Media/alat, recorder, board, market, pen, paper.
- b. Media LCD projector,
- c. Laptop,
- d. Bahan Tayang
- e. Learning Source : Basic practice for spesking

I. Learning activity

- **Pertemuan Ke-1**

Learning Activities	Character	Time
Pembukaan	<ol style="list-style-type: none"> 1. Guru mengucapkan salam dan menanyakan kabar. 2. Guru membacakan daftar hadir siswa, dan membuka kelas dengan berdoa. 3. Guru mengulas sedikit 	5 Menit
	<p>pelajaran minggu lalu. (<i>Apersepsi</i>)</p> <ol style="list-style-type: none"> 4. Guru menyampaikan tujuan pelajaran pada hari ini. 	
Kegiatan Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu

<p>Kegiatan Inti</p>	<ol style="list-style-type: none"> 5. Guru membagi siswa menjadi 5 kelompok. 6. Guru memberikan materi berupa <i>what did you do on the last weekend</i> kepada siswa. (<i>Observing</i>) 7. Setelah diberi topic, siswa diminta untuk mengekspresikan ide mereka ke dalam bentuk gambar atau tulisan pada karton yang tersedia. (<i>Experimenting</i>) 8. Setelah selesai siswa diacak kedalam kelompok baru, dimana ada perwakilan satu siswa dari kelompok sebelumnya. 9. Setiap siswa dari kelompok lama, diminta untuk mempresentasikan apa yang mereka buat kepada siswa di kelompok baru. (<i>Associating & Communicating</i>) 10. Setiap kelompok diminta untuk memberikan minimal satu pertanyaan kepada kelompok lain. (<i>Questioning & Communicating</i>) 	<p>30 Menit</p>
<p>Penutup</p>	<ol style="list-style-type: none"> 11. Guru memberi siswa kesempatan untuk menanyakan apa yang belum dimengerti. 12. Siswa diminta untuk menyimpulkan pelajaran 13. Guru menyimpulkan ulang secara singkat dan jelas tentang materi terkait. 14. Guru menutup pelajaran hari ini dengan berdoa dan mengucapkan salam 	<p>5 Menit</p>

➤ Pertemuan Ke-2

Kegiatan Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Pembukaan	15. Guru mengucapkan salam dan menanyakan kabar. 16. Guru membacakan daftar hadir siswa, dan membuka kelas dengan berdoa. 17. Guru mengulas sedikit pelajaran minggu lalu. (<i>Apersepsi</i>) 18. Guru menyampaikan tujuan pelajaran pada hari ini.	5 Menit
Kegiatan Inti	1. Guru membagi siswa menjadi 5 kelompok. 2. Guru memberikan materi berupa <i>what did you do last night</i> kepada siswa. (<i>Observing</i>) 3. Setelah diberi topic, siswa diminta untuk mengekspresikan ide mereka ke dalam bentuk gambar atau tulisan pada karton yang tersedia. (<i>Experimenting</i>) 4. Setelah selesai siswa diacak kedalam kelompok baru, dimana ada perwakilan satu siswa dari kelompok sebelumnya. 5. Setiap siswa dari kelompok lama, diminta untuk mempresentasikan	30 Menit

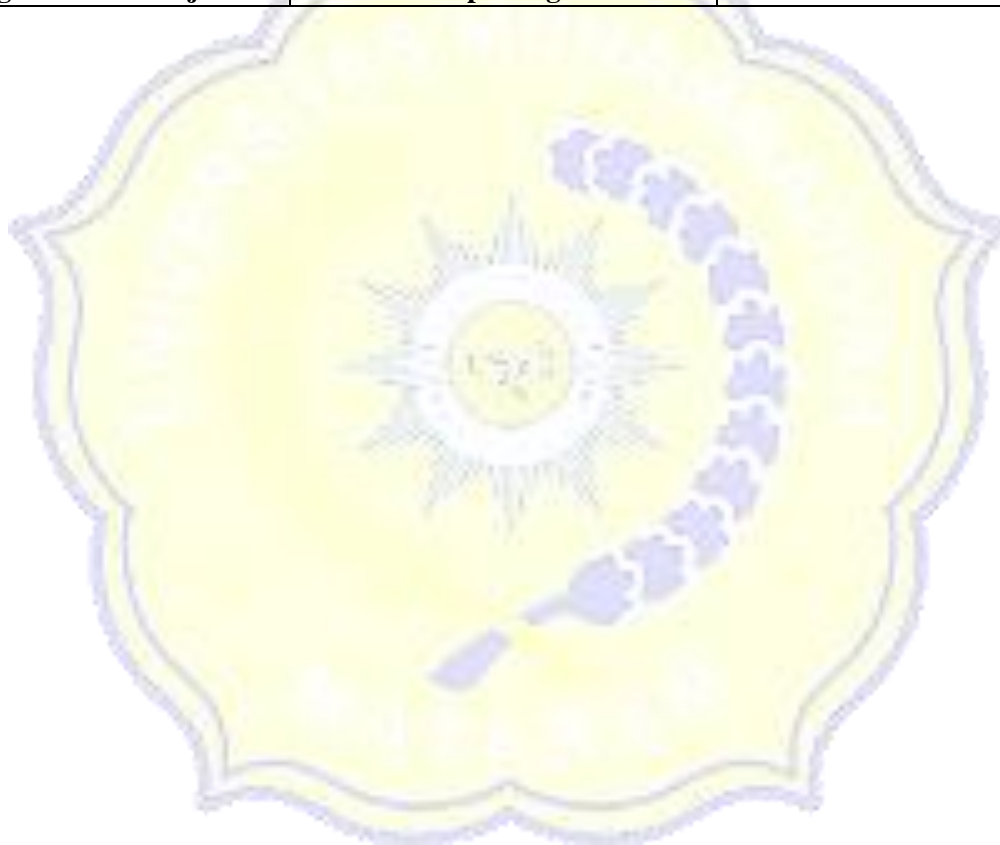
	<p>apa yang mereka buat kepada siswa di kelompok baru. (<i>Associating & Communicating</i>)</p> <p>6. Setiap kelompok diminta untuk memberikan minimal satu pertanyaan kepada kelompok lain. (<i>Questioning & Communicating</i>)</p>	
Penutup	<p>7. Guru memberi siswa kesempatan untuk menanyakan apa yang belum dimengerti.</p> <p>8. Siswa diminta untuk menyimpulkan pelajaran pada hari ini.</p> <p>9. Guru menyimpulkan ulang secara singkat dan jelas tentang materi terkait.</p> <p>10. Guru menutup pelajaran hari ini dengan berdoa dan mengucapkan salam.</p>	5 Menit

➤ **Pertemuan Ke-3**

Kegiatan Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Pembukaan	<p>11. Guru mengucapkan salam dan menanyakan kabar.</p> <p>12. Guru membacakan daftar hadir siswa, dan membuka kelas dengan berdoa.</p> <p>13. Guru mengulas sedikit pelajaran minggu lalu. (<i>Apersepsi</i>)</p> <p>14. Guru menyampaikan tujuan pelajaran pada hari ini.</p>	5 Menit
Kegiatan Inti	<p>15. Guru membagi siswa menjadi 5 kelompok.</p> <p>16. Guru memberikan materi berupa <i>what did you do on the yesterday?</i> Kepada</p>	

	<p>siswa. (<i>Observing</i>)</p> <p>17. Setelah diberi topic, siswa diminta untuk mengekspresikan ide mereka ke dalam bentuk gambar atau tulisan pada karton yang tersedia. (<i>Experimenting</i>)</p> <p>18. Setelah selesai siswa diacak kedalam kelompok baru, dimana ada perwakilan satu siswa dari kelompok sebelumnya.</p> <p>19. Setiap siswa dari kelompok lama, diminta untuk mempresentasikan apa yang mereka buat kepada siswa di kelompok baru. (<i>Associating & Communicating</i>)</p> <p>20. Setiap kelompok diminta untuk memberikan minimal satu pertanyaan kepada kelompok lain. (<i>Questioning & Communicating</i>)</p>	30 Menit
Penutup	<p>21. Guru memberi siswa kesempatan untuk menanyakan apa yang belum dimengerti.</p> <p>22. Siswa diminta untuk menyimpulkan pelajaran pada hari ini.</p> <p>23. Guru menyimpulkan ulang secara singkat dan jelas tentang materi terkait.</p> <p>24. Guru menutup pelajaran hari ini dengan berdoa dan mengucapkan salam.</p>	5 Menit

Pembukaan	<p>25. Guru mengucapkan salam dan menanyakan kabar.</p> <p>26. Guru membacakan daftar hadir siswa, dan membuka kelas dengan berdoa.</p> <p>27. Guru mengulas sedikit pelajaran minggu lalu. (<i>Apersepsi</i>)</p> <p>28. Guru menyampaikan tujuan pelajaran pada hari ini.</p>	5 Menit
Kegiatan Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu



Kegiatan Inti	<p>29. Guru membagi siswa menjadi 5 kelompok.</p> <p>30. Guru memberikan materi berupa <i>what the bad habits you did when you were a child?</i> kepada siswa. (<i>Observing</i>)</p> <p>31. Setelah diberi topic, siswa diminta untuk mengekspresikan ide mereka ke dalam bentuk gambar atau tulisan pada karton yang tersedia. (<i>Experimenting</i>)</p> <p>32. Setelah selesai siswa diacak kedalam kelompok baru, dimana ada perwakilan satu siswa dari kelompok sebelumnya.</p> <p>33. Setiap siswa dari kelompok lama, diminta untuk mempresentasikan apa yang mereka buat kepada siswa di kelompok baru. (<i>Associating & Communicating</i>)</p> <p>34. Setiap kelompok diminta untuk memberikan minimal satu pertanyaan kepada kelompok lain. (<i>Questioning & Communicating</i>)</p>	30 Menit
----------------------	--	----------

Penutup	<p>35. Guru memberi siswa kesempatan untuk menanyakan apa yang belum dimengerti.</p> <p>36. Siswa diminta untuk menyimpulkan pelajaran pada hari ini.</p> <p>37. Guru menyimpulkan ulang secara singkat dan jelas tentang materi terkait.</p> <p>38. Guru menutup pelajaran hari ini dengan berdoa dan mengucapkan salam.</p>	5 Menit
----------------	---	---------

H. Evaluasi

Aspek Pengetahuan

KRITERIA YANG DINILAI/ ALTERNATIF PERTANYAAN	SKOR MAKSIMAL
Siswa dapat menyebutkan jawaban dengan, lengkap dan benar.	3
Siswa dapat menyebutkan jawaban dengan baik dan benar, tapi kurang lengkap.	2
Siswa dapat menyebutkan jawaban tapi salah sebagian besar.	1
Siswa tidak dapat menjawab dengan benar	0

Mengetahui,

Mataram, 17 Maret 2022

Tutor Teacher

College Student

Sari wijayanti, M.Pd
NIP.19703282998022002

Ida Iswariani
118120016

Lesson Plan of Controlled Class

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMPN/S
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Yes, we made it!
Kelas /Semester : VIII
Tahun Pelajaran : 2017/2018
Alokasi Waktu : 6 JP (3 Pertemuan)

I. Kompetensi Inti

- KI 1 : Menunjukkan perilaku yang berterima dalam lingkungan personal, sosial budaya, akademik, dan profesi
- KI 2 : Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pendek dan sederhana
- KI 3 : Berkomunikasi secara interpersonal, transaksional, dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, konkret dan imajinatif, yang terdekat dengan kehidupan dan kegiatan peserta didik sehari-hari di rumah, sekolah, dan masyarakat
- KI 4 : Menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar

J. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
4.12 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	4.11.1 Mengidentifikasi fungsi social dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya 4.11.2 Menyebutkan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana
5.11 Teks recount	5.11.1 Memperesentasikan teks recount

4.11.3 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>)	4.11.3.1 Menulis makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana
4.11.4 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara	4.11.4.1 Membuat teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>personal recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

benar dan sesuai konteks	
-----------------------------	--

K. Tujuan Pembelajaran

5. Pertemuan Pertama

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Mengidentifikasi fungsi sosial Kelengkapan dan keruntutan struktur teks recount
- Mengidentifikasi fungsi social dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya
- Mengidentifikasi ketepatan menggunakan struktur teks recount
- Menyebutkan struktur teks recount

6. Pertemuan Kedua

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Mengidentifikasi fungsi sosial Kelengkapan dan keruntutan struktur teksrecount pada waktu lampau
- Mengidentifikasi ketepatan menggunakan struktur teks recount pada waktu lampau
- Menyebutkan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana
- Mempresentasikan teks recount

7. Pertemuan Ketiga

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Mengidentifikasi unsur kebahasaan Teks recount
- Mengidentifikasi ketepatan menggunakan unsur kebahasaan dalam Teksrecount
- Memahami unsur kebahasaan kalimat deklaratif dan interogatif dalam Simple Past tense
- Memahami unsur kebahasaan adverbial dan frasa preposisional penunjuk dan penghubung waktu
- Menulis secara kontekstual terkait fungsi sosial,

struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana

8. Pertemuan Keempat

Setelah mengikuti serangkaian kegiatan pembelajaran peserta didik dapat:

- Membuat teks recount yang berisikan unsur kebahasaan preposisional penunjuk dan penghubung waktu dengan memerhatikan fungsi social dan struktur teks
- Mengidentifikasi teks recount yang telah dibuat
- Membuat teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*), dengan memerhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

Fokus nilai-nilai sikap

- ✦ Peduli
- ✦ Jujur berkarya
- ✦ Tanggung jawab
- ✦ Toleran
- ✦ Kerjasama
- ✦ Proaktif
- ✦ kreatif

L. Materi Pembelajaran

- **Materi pembelajaran regular**
 - a. **Fakta:**
 - ✦ Teks recount
 - b. **Konsep**
 - ✦ Menjelaskan fungsi sosial dalam melaporkan dan mengambil teladan.
 - ✦ Menjelaskan struktur teks recount
 - ✦ menjelaskan unsur kebahasaan
 - c. **Prinsip**
 - ✦ Menganalisis struktur teks recount
 - ✦ menganalisis unsur kebahasaan teks recount
 - d. **Prosedur**

- ✦ Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*)
- ✦ Menulis menggunakan struktur teks recount

- **Materi pembelajaran remedial**
 - Menjelaskan kegunaan Adverbia dan frasa preposisional penunjuk waktu padateks recount
- **Materi pembelajaran pengayaan**
 - Membandingkan kegunaan Adverbia dan frasa preposisional penunjuk danpenghubung waktu dalam teks recount

M. Metode Pembelajaran

- Pendekatan : Scientific Learning
- Model Pembelajaran : Discovery Learning (Pembelajaran Penemuan)
- Metode : Ceramah, Diskusi, dan Penugasan

N. Media/alat, Bahan, dan Sumber Belajar

- **Media/alat, Bahan Pembelajaran**
 - e. Media LCD projector,
 - f. Laptop,
 - g. Bahan Tayang
 - h. *Worksheet* atau lembar kerja (siswa)
- **Sumber Belajar:**
 - a. Kementerian Pendidikan dan Kebudayaan. 2016. *Buku Guru Mata Pelajaran Bahasa Inggris kelas. VIII* Jakarta: Kementerian Pendidikan dan Kebudayaan.
 - b. Kementerian Pendidikan dan Kebudayaan. 2016. *Buku siswa Mata Pelajaran Bahasa Inggris kelas. VIII* Jakarta: Kementerian Pendidikan dan Kebudayaan.
 - c. Buku teks pelajaran yang relevan.

O. Langkah-langkah Kegiatan Pembelajaran

- **Pertemuan Ke-1**

Kegiatan Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Pembukaan	19. Guru mengucapkan salam dan menanyakan kabar. 20. Guru membacakan daftar hadir siswa, dan membuka kelas dengan berdoa. 21. Guru mengulas sedikit pelajaran minggu lalu. (<i>Apersepsi</i>)	5 Menit

	22. Guru menyampaikan tujuan pelajaran pada hari ini.	
Kegiatan Inti	<p>23. Guru menjelaskan materi recount kepada siswa. (<i>Observing</i>)</p> <p>24. Siswa diberi kesempatan bertanya jika belum mengerti. (<i>Questioning</i>)</p> <p>25. Siswa diminta untuk bercerita sedikit pengalaman yang mereka alami. (<i>Experimenting & Associating</i>)</p> <p>26. Siswa diminta untuk membuat teks recount berdasarkan pengalaman pribadi. (<i>Experimenting</i>)</p>	30 Menit
Penutup	<p>27. Guru memberi siswa kesempatan untuk menanyakan apa yang belum dimengerti.</p> <p>28. Siswa diminta untuk menyimpulkan pelajaran pada hari ini.</p> <p>29. Guru menyimpulkan ulang secara singkat dan jelas tentang materi terkait.</p> <p>30. Guru menutup pelajaran hari ini dengan berdoa dan mengucapkan salam.</p>	5 Menit

➤ **Pertemuan Ke-2**

Kegiatan Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Pembukaan	<p>31. Guru mengucapkan salam dan menanyakan kabar.</p> <p>32. Guru membacakan daftar hadir siswa, dan membuka kelas dengan berdoa.</p> <p>33. Guru mengulas sedikit pelajaran minggu lalu.</p>	5 Menit

	(<i>Apersepsi</i>) 34. Guru menyampaikan tujuan pelajaran pada hari ini.	
Kegiatan Inti	35. Siswa diminta untuk mengerjakan latihan di LKS. (<i>Experimenting</i>) 36. Siswa diminta untuk membuat teks recount tentang apa yang mereka lakukan kemarin. (<i>Experimenting</i>) 37. Siswa diminta untuk bercerita tentang teks yang sudah mereka buat. (<i>Communicating</i>)	30 Menit
Penutup	38. Guru memberi siswa kesempatan untuk menanyakan apa yang belum dimengerti. 39. Siswa diminta untuk menyimpulkan pelajaran pada hari ini. 40. Guru menyimpulkan ulang secara singkat dan jelas tentang materi terkait. 41. Guru menutup pelajaran hari ini dengan berdoa dan mengucapkan salam.	6 Menit

H. Evaluasi

Aspek Pengetahuan

KRITERIA YANG DINILAI/ ALTERNATIF PERTANYAAN	SKOR MAKSIMAL
Siswa dapat menyebutkan jawaban dengan, lengkap dan benar.	3

Siswa dapat menyebutkan jawaban dengan baik dan benar, tapi kurang lengkap.	2
Siswa dapat menyebutkan jawaban tapi salah sebagian besar.	1
Siswa tidak dapat menjawab dengan benar	0

Mengetahui,

Mataram, 17 Maret 2022

Tutor Teacher

College Student

Sari wijayanti, M.Pd
NIP.19703282998022002

Ida Iswariani
118120016

