

**THE EFFECTIVENESS OF GALLERY WALK  
TECHNIQUE TO THE STUDENTS' SPEAKING  
SKILL IN EIGHT GRADES OF SMP N 1**

**BABADAN**

**THESIS**



**BY**

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## **ABSTRACT**

**RIYANTI, ERIKA. 2019.** The Effectiveness of Gallery Walk Technique to the Students' Speaking Skill in Eight Grades at SMPN 1 Babadan, Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo (IAIN), Ponorogo. Advisor Dr. Dolar Yuwono, M. Pd

**Keywords: Gallery Walk, Speaking Skill**

Speaking is one of the basic language skills that must be mastered by students. Through speaking the students are able to express their idea and interact with each other in conversation. In fact, most students have a problem related to speaking skill. They complained that they have nothing to say, they have no motivation to express themselves because feeling guilty to speak. With Gallery Walk, they can go around the class, view the ideas of each group, create ideas, and present in front of the class. They can interact and communicate with their friends. It makes students more confident in making conversation. The objective of this research was to know about the Effectiveness of Gallery Walk to teach speaking skill at eighth graders at SMPN 1 Babadan in the academic year 2018/ 2019.

The research applied a quantitative approach and used a quasi-experimental design. In this research, the researcher used two classes which are taught by using different strategies. The experiment class was taught using Gallery Walk technique and control class was taught by using lecturing, question and answer strategy. The population was a student of SMPN 1 Babadan which consist of 160 students. The sample is 51 students

(25 experimental classes, 26 control classes). The data were gathered through test. This research was conducted by the following procedure: giving pre- test, applying the treatment, and giving post- test.

After getting the score of the test, the data were analyzed and processed by using the T- test formula by using SPSS. The result of this research showed that the average of pre- test of an experimental class was 48,6 and the average post- test is 66,00. The value of t test = 3,362 was consulted with 5% significant level with df 49, that is 2,01 (t test > t table). So,  $H_a$  is accepted and  $H_0$  is rejected.

So, it can be concluded that there is a significant difference on students' speaking skill that is taught by using Gallery Walk. In other words, Gallery Walk is effective on students' speaking skill of eighth-grade students at SMPN 1 Babadan. It becomes important for the teachers to increase and to develop their ability in teaching. The teacher should be able to use the appropriate technique in learning English, especially in learning speaking to make the students are more motivated in learning speaking.



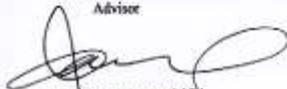
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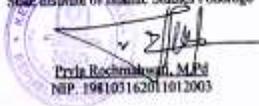
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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language is an essential tool to communicate for human in any aspect of activities. It is principle thing for human to communicate and interact with others as Pinker in Brown, language is complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently.<sup>1</sup>

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<sup>1</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (USA: Pearson Education, Inc, 2007), 5<sup>th</sup> Ed, 7.

Based on the definition, it seems that the function of language is crucial in our daily life, through language people can express their thought, feeling, and concept.

There are many languages in the world. English is one of the languages that is applied as an International language. English is one of the most widely used International languages because most of the world population use English to communicate with people from a different country. English is used for daily conversation, education, research, and science. When someone is learning English, they will know the development of knowledge, education, technology, and science because many of book, journal, and literature were written in

English. From this function, learning English is important. In Indonesia, English is the main foreign language because it is used to communicate, to be learned, and to be taught in educational institutions, from kindergarten to university level.

English is supported by four major skills that should be mastered. They are listening, reading, speaking, and writing. The productive skills of speaking and writing allow us to hear and see the process as it is performed. And reading and listening belong to receptive skill.<sup>2</sup> Speaking is one of the skills that has high difficulty for students. It is because the different pronunciation, even the accent. Florez stated as quoted in Achmad,

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<sup>2</sup> H. Douglas Brown, *Language Assessment: Principle and Classroom Practice*, (New York: Longman. Inc., 2003), 116.

“Speaking is a key to communicate”.<sup>3</sup> From those statement, speaking is considered as one of abilities which important to be learned by the students since its key to understand what people say in English. Speaking skill is observed as difficult to be maintained. It was reflected from students’ ability to communicate in English. The students tended to be silent in the classroom because they lack self- confidence. Students also more need practice since through practice students could learn to express their feeling, emotion, thought, and their intention.

Based on the observation when the researcher taught in the classroom, there were many reasons that students less in speaking. It

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<sup>3</sup> Achmad, “The Use of Role- Play to Motivate the Students to Speak: A class experience,” *Jurnal Humaniora, Sains. Pendidikan Pengajaran*, 1 (November, 2012), 1.

may be caused by the students' shy or lack of self—confidence to speak English. They often complained that they have nothing to say, they have no motivated to express themselves because feeling guilty to speak. They did not use English in daily life although in giving gratitude and meeting. Then, According to Penny Ur, there are some difficulties in English speaking such as fear of making mistakes, shyness, students' have no motivation, lack of vocabulary, they prefer to use their mother tongue and tend to have low participants in the class.<sup>4</sup>

As a teacher, after knowing and learning students' difficulties in speaking, the teacher should help students to solve their

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<sup>4</sup> Ur, Penny, *A Course in Language Teaching. Practice and Theory*. (Cambridge: Cambridge University Press. 1996), 21.

problem. One of the ways to help students is applying an appropriate technique in the classroom which can make the students interested to start to speak in English. There are many techniques that can be used in teaching speaking, for examples gallery walk, role-play, storytelling, number head together, jigsaw, talking stick, etc. One of the alternative techniques that can be conducted in the classroom is a gallery walk. Gallery walk is one of the most versatile learners-centered activities. The gallery walks connect learners to each other and learners to the training topic of interesting, interactive ways.<sup>5</sup> By using Gallery Walk in the classroom, students are not allowed to sit because they

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<sup>5</sup> Sharon L. Bowman, *The Gallery Walk: An Opening, Closing, and Review Activity* (2005), retrieved on November 27, 1018. <http://www.boperson.com/BOWPERSON/GalleryWalk.pdf>.

have to go around the class, view the ideas of each group, create ideas, and present them in front of the class. They can interact and communicate with their friends, and they can ask question and answer related to a related topic. Gallery Walk can be collaborated with various media, such as computer, carton, paper or graph.

Therefore, this research tries to investigate the use of gallery walk to enhance students' speaking skill in the second grade of junior high school. In addition, this research was expected that using gallery walk could give better effect in improving students' speaking skill, and for students, hopefully, they can get more information and knowledge from teaching speaking use gallery walk.

Based on the problem above the researcher is going to conduct a research entitled **“The Effectiveness of Gallery Walk Technique to Student’s Speaking Skill at SMP N 1 Babadan Ponorogo”**.

### **B. The Limitation of the Problem**

Based on the background of the study that explained above, the researcher gives limitation of the problem that far ranging of discussion. The limitation of study is:

1. Gallery Walk
2. Students’ Speaking Skill in Eight grades of SMPN 1 Babadan

### **C. Statement of the Problem**

Based on the limitation stated, the problem could be formulated as follows:

“Is there any significant difference in speaking achievement between students who are taught by using gallery walk and those who are not taught by using gallery walk?”

#### **D. Objective of the Study**

The purpose of the study is to know gallery walk is effective for teaching speaking at the eighth grades of Junior High School One Babadan in Academic Year 2018/ 2019.

#### **E. Significance of the Study**

The result of the study hopefully can be useful for

##### 1. Theoretically

The findings of this study are expected can enrich the theory about the using of Gallery Walk in teaching speaking skill.

##### 2. Practically

a. Students

By using gallery walk and picture drawing media students will be fun and enjoy in learning English class. If they feel enjoy, fun and relax, the technique will be useful for students to enhance them in mastering their speaking ability.

b. Teachers

From this research, it is expected to give benefit for all English teachers to know new knowledge and information about new technique which is appropriate in teaching speaking skill.

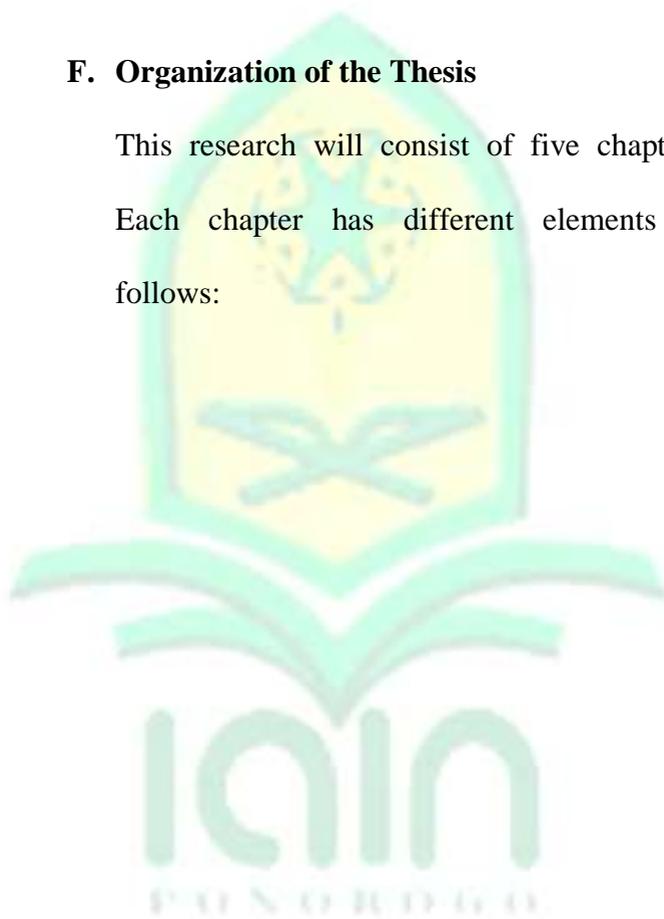
c. Further researcher

This study can also be a reference for the next researcher who want to conduct a further research that related to

teaching speaking ability through gallery walk.

## **F. Organization of the Thesis**

This research will consist of five chapters. Each chapter has different elements as follows:



<p><b>Chapter I</b></p>	<p>:</p>	<p>Give an explanation of the introduction. The researcher will explain about the general background of the study, limitation of the study, statement of the study, the objective of the study, significance of the study, and organization of the thesis.</p>
<p><b>Chapter II</b></p>	<p>:</p>	<p>Describes the review of related information about galley walk technique, theoretical background, theoretical framework, and hypothesis. The writer takes some books written by many experts as references which will explain more about gallery walk and speaking skill.</p>
<p><b>Chapter III</b></p>	<p>:</p>	<p>Discusses research method. It covers the research method, population and sample,</p>

		data collection instrument, data collection technique, and analysis data technique.
<b>Chapter IV</b>	:	Presents about the implementation of the research findings and research result. It includes the analysis of the gallery walk and how to enhance students' speaking skill in English lesson.
<b>Chapter V</b>	:	Consists of conclusion and recommendation. It contains all of data analysis and gives some suggestion of the problem discussed. The last part is reference and appendices.

**CHAPTER II**

**PREVIOUS RESEARCH FINDING,  
THEORITICAL BACKGROUND, THEORITICAL  
FRAMEWORK AND HYPHOTHESIS**

**A. Previous Research Finding**

**a. Research Finding**

This study will discuss the previous study from another thesis. First, it was the research arranged by Desi Lestari in 2017 conduct research about *“The Effect of Gallery Walk Strategy on the Students’ Ability in Writing Descriptive Paragraph at MAS Al Ihtihadiyah, Medan”*.

The technique used in her research was experimental research, which conducted the experimental class and control class. The population of research, which conducted the

students of MAS Al- Ihtijadiyah Medan in Academic Year 2016/ 2017, the number of students was 39 students consist of two classes. The experimental class XI- IPA was 19 students and control class XI- IPS was 20 students as the sample. The researcher gave writing test to collect the data. The research finding shows that there was a significant effect of gallery walk technique on the students' ability in writing a descriptive paragraph at MAS Al- Ihtijadiyah Medan in 2016/ 2017 academic year.

From research conduct by Desi Lestari was different from the writer. The researcher covers the research about the effectiveness of using gallery walk to enhance students' speaking skill. The researcher use gallery walk to enhance students' skill, while previous study,

use gallery walk to enhance students' writing descriptive paragraph.

Second, research arranged by Devina Nizzu in 2016 conduct research about *“Improving Students’ Speaking Skill Through Retelling Story by Using Picture Series at SMAN 7 Bandar Lampung”*.

The method use in her research was experimental research. The population of this research was the seconds grade students of SMAN 7 Bandar Lampung consisting of 36 students as experimental class, which was selected by using lottery. Speaking test was used to collect in her research. The result showed that the students' mean score of pre-tests was 59.16 and their score of post- tests after the implementation of retelling story by

using picture series was 67.86, in which gain amounted 8.70. It can be concluded that retelling stories using picture series could be used to improve students' speaking skills.

The study conducted by the researcher for her thesis was different from the previous research. The researcher use gallery walk to enhance students' speaking skill, while previous study uses picture series to improve students' speaking skill.

## **B. Theoretical Background**

### **1. Gallery Walk**

#### **a. Gallery Walk**

The gallery walk is a powerful opening, closing, or review activity. In this activity, participants write on various

pieces of chart paper that you've taped to the training room walls. With the gallery walk, you can gather a lot of learners- created information in a little time.<sup>6</sup> While Fox and Hoffman said that gallery walks in the social studies classroom are a way for students to become actively involved in gathering, organizing, and sharing information. Gallery walks also get students out of their chairs and actively involve them in synthesizing important concepts in consensus building, writing, and

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<sup>6</sup> Sharon L. Bowman, *The Ten- Minute Trainer: Ways to Teach It Quick and Make It Stick*, (San Francisco: Pfeiffer A Wiley Imprint: 2005), 93.

public speaking.<sup>7</sup> While Jennings and Caulfield (2005) stated as quoted by Chintis Depega, Gallery Walks is a way to students add comments. Answer, or solution to posed question or topics written on newsprint mounted on the wall by circulating clockwise around the room.<sup>8</sup> It means that Gallery Walks can give more chance for students to actively participate in the class.

## **b. Gallery Walk in Teaching Speaking**

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<sup>7</sup>Jenifer Fox, Whitney Hoffman, *The Differentiated Instruction: Book of List*, (San Francisco: Jossey- Bass, 2011), 182.

<sup>8</sup>Chintis Depega, "Teaching Speaking by Combaining Gallery Walk Strategy and Study Group Strategy for X Grade at Senoir High School," dalam *Jurnal Pendidikan Bahasa Inggris*, Retrived February 25, 2019 from <https://id.portalgaruda.org/index.php?ref=browse&mod=viewaticle=317119>

Gallery walk connects learners to each other and learners to the training topic in a number of interesting, interactive ways. Bowman suggests the general instruction for teaching gallery walks are as follows:

1. Before the training, tape a number of large sheets of chart paper to the walls of the training room. Space the charts pages so that learners have to walk from one chart to another.
2. Label each chart with questions, statement, or issue related to the topic.

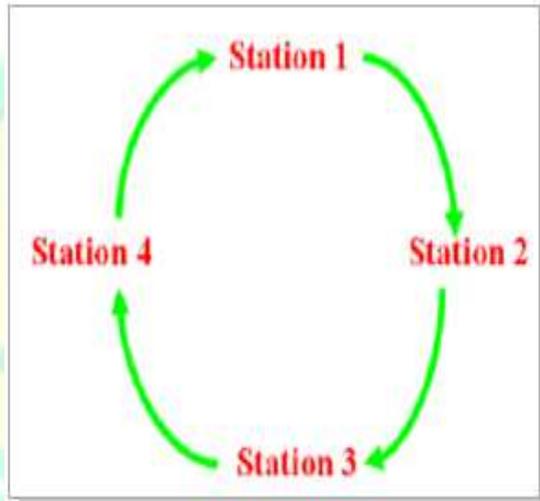
3. Learners walk around the room writing their response on the charts.
4. Assign a direction to move or they can move randomly. They can do the activity as individuals or in groups.
5. After the learners have written on all the charts and jotting their observation their observations on a works sheet, learners then spend a short period of time in small groups discussing their observation.
6. Finally, they discuss the activity with the whole group.<sup>9</sup>

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<sup>9</sup> L. Bowman, Sharon. The Gallery Walk an Opening, Closing, and Review Activity. (2005), Retrived on November

### c. Steps of Gallery Walk

The steps of Gallery Walk implementation



Source:

<http://serc.carleton.edu/introgeo/gallerywalk/what.html>

1. The facilitator groups of the students into several small group discussions depending on the

number of topics explained in the classroom meeting.

2. Each group member discusses the topic given.
3. The group conclusion is written on the flipchart and then posted on the classroom wall.
4. After posting, the facilitator invites all group members to stand in front of their posted paper.
5. The facilitator begins to deliver the instructions that all group members will visit other groups papers and observe, think critically as well as.

6. The visit will come to an end when all group members arrived back in their paper.<sup>10</sup>

## **2. Speaking**

### **a. Definition of Speaking**

Speaking is considered as one of the most important and essential skills that must be practiced communicating orally. By speaking, people are able to know what kinds of situations the world, are easier to communicate with each other. Nunan informs that speaking is a part of the productive skill in English language teaching and

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<sup>10</sup> Muhammad Ridwan, *Gallery Walk; An Alternative Learning Strategy in Increasing Students' Active Learning*, Makassar, 2015, Retrived on December 13, 2018 from <http://repository.unhas.ac.id/bitstream/handle/123456789/18762/SLA%20Paper.pdf?sequence=1>.

it consists of producing systematic verbal utterance to convey meaning.<sup>11</sup>

As state by Chaney which is quoted by Kayi, speaking is the process of building and sharing meaning through the use of verbal and non- verbal symbols, in a variety of contexts.<sup>12</sup> So, speaking is an interactive process of constructing meaning that involves producing and receiving processing information.

### **b. Teaching Speaking**

Speaking is generally known as the process of building and sharing

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<sup>11</sup> Kathleen M. Bailey, *Practical English Language Teaching: Speaking* (Singapore: McGraw Hill Companies, 2004), 2.

<sup>12</sup>Hayriye, Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, (Nevada, 2006), retrieved on December 8, 2018 from <http://iteslj.org/Articles/Kayi-Teaching-Speakig.html>

meaning through the use of verbal and non- verbal symbols, in a variety of contexts. Speaking is a crucial part of second language learning and teaching. Teaching speaking is that teachers should provide something for learners to talk.<sup>13</sup>

What is meant by teaching speaking is to teach EFL learners to:

1. Produce the English speech sounds and sound patterns.
2. Use word and sentence stress, intonation patterns and the rhythm of the second language.

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<sup>13</sup> Hayriye, Kayi, *Teaching Speaking: Activities to Promote Speaking in a Second Language*, (Nevada, 2006), retrieved on December 8, 2018 from <http://iteslj.org/Articles/Kayi-Teaching-Speakig.html>

3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Organize their thought in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use of the language quickly and confidently with new unnatural pauses, which is called as fluency.

Speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to use words and phrase fluently

without very much conscious thought.<sup>14</sup>

### **c. The roles of the Teacher in Speaking**

During speaking activities, teachers need to play number of different roles. They can be prompter, participant, even feedback provider as view by Jeremy Harmer as follows:

#### **a. Prompter**

Students sometimes get lost, cannot think of what to say next, or in some other way lose the fluency we expect of them. Teacher can leave them to struggle out of such situation on their own,

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<sup>14</sup> Feri Huda, "Teaching Speaking Using Describe and Draw Picture," *Cakrawala Pendidikan*, 2 (Oktober, 2015), 159.

and indeed sometimes this may be the best option. However, teacher may able to help students and the activity to progress by offering discrete suggestion.

b. Participant

Teachers can join in a discussion with the students. As a participant the teacher can prompt secretly, introduce new information, ensure continuing students' involvement and maintain a creative atmosphere. However, the teacher should be very careful that they do not participate to much or dominate the discussion.

c. Feedback provider

In giving feedback. Teachers should be very careful because over- correction may restrain them and take the communicativeness out of the activity.

On the other hand, helpful and gentle correction may get students out of difficult misunderstanding and hesitation. Everything depends upon teacher's tact and the appropriacy of the feedback given.<sup>15</sup>

**d. Element of Speaking**

Jeremy Harmer identifies that the ability to speak in English

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<sup>15</sup> Jeremy Harmer. *The Practice of English Language Teaching*. (UK: Longman, 2001), 275- 276.

needs the elements necessary for the spoken production as the following:

a. Language Features

1) Connected speech is effective speakers of English need to be able not only to produce the individual phonemes of English but also the use of fluent connected speech. In connected speech sounds are modified, omitted, added or weakened.

2) Expensive device: native speaker of English changes the pitch of particular part

of utterance, vary volume and speed, and show by other physical and nonverbal means how they are feeling (especially in face to face interaction)

3) Lexis and grammar: teachers should therefore supply a variety of phrase for different function such as agreeing or disagreeing, expressing surprise, shock or approval.

4) Negotiation language: effective speaking benefits from the negotiator language we use to seek

clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talk and it is very crucial for students.

b. Mental/ social processing

1) Language processing:

effective speaker needs to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that

are intended. Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

- 2) Interacting with others: effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling, and knowledge of how linguistically to take turns of allow others to do so.

3) (On the spot) information processing: quite apart from our response to others' feeling, we also need to be able to process the information they tell us at the moment we get it.<sup>16</sup>

**e. The calculated is used to measure speaking skill**

Speaking can be assessed by asking students questions and involving them in conversation. You can assess students by asking specific questions during class, and by talking to them personally. When assessing

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<sup>16</sup> Jeremy Harmer. *The Practice of English Language Teaching*. (UK: Longman, 2001), 269- 271.

students' oral skills, you might want to use analytical or holistic rubrics. The following is a rubric for assessing students' speaking skills:

**Table 2.1 Analytical Oral  
Assessment by Caroline T. Linse<sup>17</sup>**

Aspect	Score	Criteria
Grammar	1	Errors in grammar and word order so severe as to make unintelligible.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns.
	3	Makes frequent errors of grammar and word order that occasionally obscure meaning.
	4	Occasionally makes grammatical and/or word order errors that do not obscure meaning.
	5	Grammar and word order approximate that of a native speaker.

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<sup>17</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw Hill Companies), 149.

Vocabulary	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
	2	Misuse of words and very limited vocabulary, comprehension quite difficult.
	3	Student frequently use wrong words, conversation somewhat limited because of inadequate vocabulary.
	4	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
	5	Use of vocabulary and idioms approximate that of a native speaker.
Pronunciation	1	Pronunciation problems so severe as to make speech virtually unintelligible.
	2	Very hard to understand because of pronunciation problems. Must frequently repeat in order to make him/herself understood.
	3	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.
	4	Always intelligible although the listener is conscious of a definite accent and occasional inappropriate intonation patterns.
	5	Pronunciation and intonation

		approximate that of a native speaker.
Fluency	1	Speech is halting and fragmentary as to make conversation virtually impossible.
	2	Usually hesitant; often forced into silence by language limitations.
	3	Speech in everyday conversation and classroom discussion frequently disrupted by the student's search for the correct manner of expression.
	4	Speech in everyday conversation and classroom discussion generally fluent, with occasional lapse while the student searches for the correct manner of expression.
	5	Speech in everyday conversation and classroom discussion fluent and effortless; approximating that of a native speaker.

### C. Theoretical Framework

Theoretical framework is a concept in the thesis about how theorist can be related to the factors which are identified as

important problems. This research has two variables, independent and dependent. And X and Y symbols are used to distinguish between two sentences, symbol X used for independent and symbol Y used to dependent, such as:

X : Speaking Skill

Y : Gallery Walk

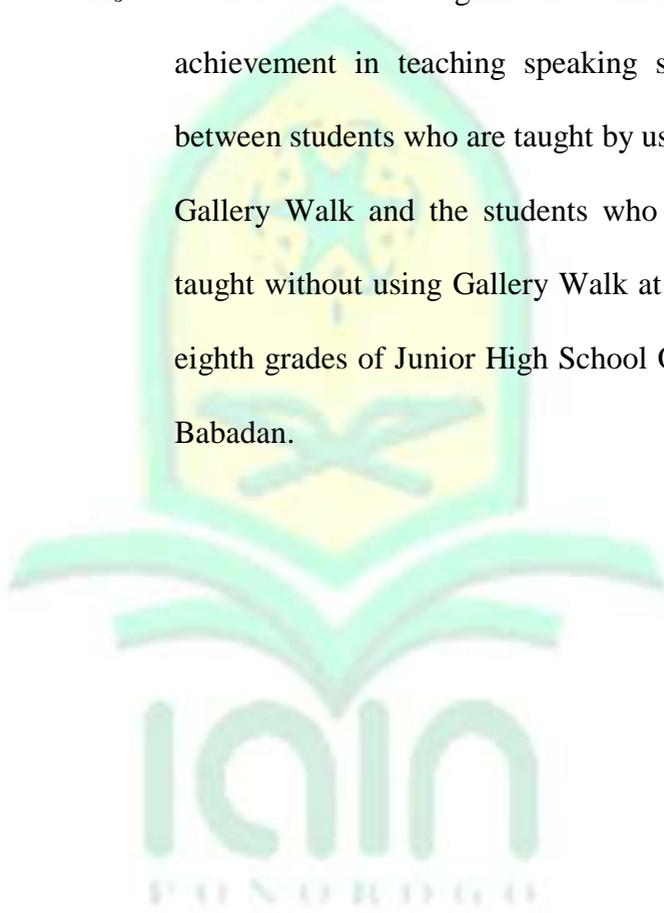
#### **D. Hypothesis**

The hypothesis of the result study is formulated as follows:

$H_a$  : there is a significant different achievement in teaching speaking skill between students who are taught by using Gallery Walk and the students who are taught without using Gallery Walk at the

eighth grade of Junior High School One Babadan.

$H_0$  : there is no significant different achievement in teaching speaking skill between students who are taught by using Gallery Walk and the students who are taught without using Gallery Walk at the eighth grades of Junior High School One Babadan.



## **CHAPTER III**

### **RESEARCH METODOLOGY**

The existence of the research method has a goal of guiding the researcher order to work systematically. The research methodology covers a set of research activities conducted by researcher. It involves research design, population and sample, instrument of data collection, technique of data collection, and technique of data analysis.

#### **A. Research Design**

There is various design in a research. In this study, researcher use quantitative research methods. Quantitative research is explaining

phenomena by collecting numerical data that are analyzed used mathematically based methods in particular statistics.<sup>18</sup> It means, to analyze the data the researcher used statistical calculation.

In this research, the researcher applied experimental research. Experimental research is an experimental method is find the effect of treatment toward something in controlled condition.<sup>19</sup> According to Cook and Campbell, experimental research is all experiments involve at least a treatment, an outcome measure, units of assignment, and some

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<sup>18</sup> Daniel Muijs, *Doing Quantitative Research in Education with SPSS* (London: Sage Publication Ltd, 2004), 1

<sup>19</sup> Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2008), 107.

comparison from which change can be interfered and hopefully attribute to the treatment.<sup>20</sup> This research will have two classes, one class as experiment and the others as control class. The process of this research includes pre-test, experimental treatment, and post-test. The researcher teaches the students in the experimental class by using Gallery Walk technique. And for the control class, the researcher taught by traditional teaching, explain the material and giving question. Pre-test is given before the treatment to measure their speaking ability. And for the post-test is given after the researcher gives a treatment to

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<sup>20</sup> Dale T. Griffe, *An Introduction to Second Language Research Methods: Design and Data* (America, 2012), 71.

the experimental class to measure the effect of the treatment. The result of pre-test from both classes is compared to the result of post-test.

**Table 3.1 Design of the Research**

Group	Pre-test	Treatment	Post-test
E	O <sub>1</sub>	X	O <sub>2</sub>
C	O <sub>3</sub>	-	O <sub>4</sub>

E : Experimental Group

C : Control Group

O<sub>1</sub> : Pre- test Experimental Group

O<sub>3</sub> : Pre-test Control Group

O<sub>2</sub> : Post-test Experimental Group

O<sub>4</sub> : Post-test Control Group

## B. Population and Sample

### 1. Population

Before conducting the observation, the researcher needs to determine the population. According Fred N. Kerlinger, population is defined as all members of any well-defined class people, event or object.<sup>21</sup> A population is a group of individuals who have the same character. For example, all teachers would make up the population of teachers, and all high school administrator in a school district

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<sup>21</sup> John W. Creswell, *Research Design Qualitative, Quantitative, Direct Methods Approach*, (United Kingdom: Sage Publication, 2009), 160.

would comprise the population of administrators.<sup>22</sup>From those statement, population is all of the students will be observed by the researcher. Population is also the whole object that the researcher wants to search which has specific characteristics. The population of this research is taken from the eighth-grade students 'of SMPN 1 Babadan. The eight-grade student of SMPN 1 Babadan consists of 6 classes: VIII A, B, C, D, E, and F in academic years 2018/2019. Each class consist of 25 students.

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<sup>22</sup>John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Addison Wesley, 2011), 4<sup>th</sup> Ed., 142

## 2. Sample

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.<sup>23</sup> The sampling technique applied in this was cluster random sampling. Cluster random sampling or sample area (group) is ideal when it is impossible or impractical to compile a list of the elements composing the population.<sup>24</sup> The researcher chooses this sampling technique because cluster random sampling was easier in the implementation and

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<sup>23</sup> John W. Creswell, *Research Design Qualitative, Quantitative, Direct Methods Approach*, 142.

<sup>24</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 148.

manageable than the others technique.

The steps of randomizing sample as follows:

1. Preparing of pieces of papers
2. Writing the class code on the papers which is prepared
3. Rolling the paper well
4. Putting the rolled papers in a can
5. Shaking the several times
6. Taking two rolled papers to be the samples

In conclusion, the samples will be taken lottery or random.

The two class are the class VIII D as the experiment class and class VIII F as control group.

### C. Data Collection Instrument

Instrument is a tool that used by researcher in collecting the data in order that he or she works more easily; the result is better, accurate, complete, and systemic, so that the data are easy to be processed.

**Table 3.2 The Research Instrument**

Title	Variable	Indicators	Instrument	Item of instrument

The	X:	Student	Perfor	Oral/
Effecti	Galler	s are	mance	Spoke
veness	y	able to	test	n
of	Walk	tell		assess
Gallery	Y:	story		ment
Walk	Speak	about		
Techni	ing	recount		
que to	Skill	text		
Student				
s'				
Speaki				
ng				
Skill at				
The				
Eight				
Grade				
of				

SMPN				
1				
Babada				
n in				
academ				
ic year				
2018/				
2019				

In this research, the instrument of data collection is test. The data in this research is the result of the test and taken from oral test. The assessment of the speaking test is adapted from rubric for speaking. An analytic rubric provides information in four

categories. They are grammar, vocabulary, pronunciation, and fluency.

Before the instrument used in this research, the researcher tests the instrument with two tests, first is validity test and second is reliability test.

#### D. Validity and Reliability

##### 1. Validity Test

To calculate the validity, the researcher used SPSS program or use the formula as follows:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{(N\Sigma X^2 - (\Sigma X)^2)(N\Sigma Y^2 - (\Sigma Y)^2)}}$$

$r_{xy}$  = Digit of index Product Moment Correlation

$\Sigma X$  = The total score X

- $\Sigma y$  = The total score Y
- $\Sigma xy$  = The total of result multiplication between X and Y
- N = Total of respondent<sup>25</sup>

In this research, the researcher uses SPSS to measure the validity. The analyzed is uses to find out the  $r_{xy}$ , the consulted with  $r_{table}$  with 5% significance level for product moment with df or db is  $n - r$ ;  $26 - 2 = 24$ . Their index 0,388. If the value of  $r_{xy}$  is higher than  $r_{table}$  the item is valid. If the value of  $r_{xy}$  is lower than  $r_{table}$  the item is invalid.

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<sup>25</sup> Retno Widyaningrum, *Statistika*, (Yogyakarta, Pustaka Felicha, 2015), 107.

To test validity and reliability of the item, the researcher takes sample 26 respondents from VIII E, the researcher gave 10 question for this class and with the speaking scoring rubric; grammar, vocabulary, pronunciation, and fluency. So, the researcher calculated the validity test from four scoring rubrics on speaking. From of result the test validity instrument all question or scoring rubric are valid. The calculation of validity as follows:

### **Table 3.3 Recapitulation**

#### **Test Item Validity**

<b>Item</b>	<b>“r” calcul ated</b>	<b>“r” table</b>	<b>Expla nation</b>
<b>Grammar</b>	<b>0, 684</b>	<b>0, 388</b>	<b>Valid</b>
<b>Vocabulary</b>	<b>0, 668</b>	<b>0, 388</b>	<b>Valid</b>
<b>Pronunciati on</b>	<b>0, 509</b>	<b>0, 388</b>	<b>Valid</b>
<b>Fluency</b>	<b>0, 600</b>	<b>0, 388</b>	<b>Valid</b>

## 2. Reliability Test

Reliability is defined as the extent to which the results can be considered consistent or stable.<sup>26</sup> It means that if the same test is tested to some different students in two different time, it will give the stable result or similar result. The technique to analyze of reliability

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<sup>26</sup> Brown, *Testing in Language Programs* (United States of America: Prentice Hall Regents, 1996), 185.

of this instrument was Cronbach Alpha coefficient.<sup>27</sup>

**Table 3.4 Reliability test**

<b>Case Processing Summary</b>		
	N	%
Case Valid	26	100.0
s Exclude d <sup>a</sup>	0	.0
Total	26	100.0

a. Listwise deletion based on all variables in the procedure.

<b>Reliability Statistics</b>	
Cronbach's Alpha	N of Items
.419	4

**Table 3.5 Test item reliable**

<b>“r” alpha</b>	<b>“r” table</b>	<b>Relia ble</b>
<b>0, 419</b>	<b>0, 388</b>	<b>Valid</b>

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<sup>27</sup> Brown, *Testing in Language Programs*, 179.

The sample is (n) eight grade students,  $n= 26$  and the significance the price of  $r_{table}$  is 0,388. Based on the calculation above, the reliability of students' instrument is 0,419. The value of reliability is consulted "r" table on the significance level of 5%. Because the value of "r" index reliability is 0,419,  $>$  "r" table (0,388) so the test is reliable.

## E. Technique of Data Collection

### 1. Test

The technique to collecting data is test. Test is methods of measuring of person's ability, knowledge, or performance in a

given domain. A well-constructed test as an instalment that provides an accurate measure of the test-taker's ability within a particular domain.<sup>28</sup> In this test, the researcher uses subjective test. In general, a subjective test are questions that require students to answer in the form of describing, explaining, discussing, comparing, reasoning, and other similar forms in accordance with the demands of the question by using words and language itself. The number of questions a subjective form is usually not much, only about 5-10

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<sup>28</sup> H. Douglas Brown, *Language Assessment* (New York: Longman, 2004), 3-4.

pieces of matter within approximately 90-120 minutes.

The test in this research are divided into two parts, pre- test and post- post. Pre- test used to know the students' previous level of speaking skill, while the post- test used to know the students' level of their speaking ability after the researcher give a treatment in teaching speaking skill. In this research, the researcher used a test which has been prepared by the researcher to find out the effectiveness of using Gallery Walk technique to students speaking skill of eight grade class.

The time of research is showed on the table below:

**Table 3. 6 Research Time**

<b>Date</b>	<b>Activities</b>
March 4 <sup>th</sup> , 2019	Pre- test experiment & control class
March 5 <sup>th</sup> , 2019	First treatment experiment class
March 18 <sup>th</sup> , 2019	First meeting control class
March 18 <sup>th</sup> , 2019	Second treatment experiment class
March 21 <sup>th</sup> , 2019	Second meeting control class
March 25 <sup>th</sup> , 2019	Post- test experiment and control class

F. Technique of Data Analysis

After collecting the data by giving pre-test and post-test to the students,

then the researcher will analyze the data. The result of pre-test and post-test will be analyzed by using T-test. Before using T-test, the data will be analyzed by using normality and homogeneity test.

### **1. Normality Test**

Normality test is used to know whether the data come the distribution or not. There are many ways to conduct normality test, that is Kolmogorov-Smirnov, Lilliefors, and Chi Square.<sup>29</sup>

### **2. Homogeneity Test**

Homogeneity means the similarly variance of each groups, so

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<sup>29</sup> Retno Widyaningrum, Statistika (Yogyakarta: Pustaka Felicha, 2014), 204.

the researcher will face with groups that have same condition from the beginning.<sup>30</sup> In experimental research, homogeneity is used to know whether experiment and control class that are taken from population have same variant or not.

The formula of homogeneity test as follows:

$$F = \frac{Var\ Max - SD^2\ Max}{Var\ Min - SD^2\ Min}$$

### 3. T- test

After testing of normality and homogeneity, the researcher continues to analyze the data by using T- test. T-test is to determine

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<sup>30</sup> Retno Widyaningrum, 203.

whether the mean of two groups are statistically different from one another. In T-test researcher analyze the data by comparing the score between experimental and control class in pre-test and post-test. The result of the calculation will show whether Gallery Walk Technique is effective in teaching speaking or not.

$$T = \frac{M1 - M2}{SE_{m1 - m2}}$$

- T : The value of T
- M1 : Mean variable of experiment group
- M2 : Mean variable of control group

SE M1- : Difference of  
M2 standard error  
between  
experiment and  
control group

After

calculating the T value, the researcher proposed the alternative hypothesis (ha) and null hypothesis (ho) which is described as follows:

Ho: If  $T_{\text{test}} < T_{\text{table}}$  in significant degree 5%

Ha: If  $T_{\text{test}} > T_{\text{table}}$  in significant degree 5%

Meanwhile, the degree of freedom

$$(df) = (N1 + N2) - 2$$

## CHAPTER IV

### FINDING AND DISCUSSION

In this chapter, the researcher will discuss about data description, analysis of the data, discussion and interpretation.

#### A. Research Location

##### 1. Historical

SMPN I Babadan is one of education institutions in Kecamatan Babadan Ponorogo. It has stood and operated on 1983. This school occupies an area 10.200 m<sup>2</sup>. SMPN I Babadan has 24 classrooms. This school used 2013 curriculum. This curriculum was developed from the standard of content by school based on their content and

potentials. They improved the curriculum based on demands of the times. The headmaster which lead at SMPN I Babadan is Mr. Imam Saifudin

## 2. Geographical Location

SMPN 1 Babadan is located on Jl. Teuku Umar, Babadan Village, Babadan Sub-District, Ponorogo District, Postal Code 63491.

## 3. Vision and Mission of SMPN 1 Babadan

### a. Vision

Very good in achievement, knowledge, and technology, culture and caring for the environment based on faith and piety.

### b. Mission

1. Develop active, creative, innovative and fun learning programs

2. Develop students' potential through ICT-based learning
3. Develop the potential of students in the fields of sports and art
4. Creating discipline, order, cleanliness, noble character and noble character
5. Establish a good and synergic relationship between local residents, agencies and the community

c. Motto

Build togetherness to create a school that is conducive, aspirational and innovative

**B. Data Description**

In this research, the researcher used quasi-experimental where the researcher took two groups of students' samples. Then, they are taught by using different treatment to find out the

effectiveness of certain treatment. In this research, the researcher took the eight class of SMP N 1 Babadan Ponorogo as population. Then the researcher took two classes as a sample, one class as control groups, and one class as an experimental class. The total number of students from two classes is 51 students, the experimental class consisted of 25 students and control class consisted of 26 students. In experiment class, the students were taught by using the Gallery Walk technique, while in the control class the students were not taught by using Gallery Walk. At the end of the research, the researcher wants to compare the result of the test between students are taught using Gallery Walk and students are not taught using Gallery Walk.

1. The procedure of the research in experimental class and control class

In the experimental class, the researcher taught the students by using the Gallery Walk technique. The learning process was done in a set of the learning process involved in this study pre-test, first treatment, second treatment, post-test.

While in control class, the researcher did not teach the students by using Gallery Walk, but the researcher using lecturing technique then using question and answer strategy. The researcher gave an explanation about the

recount text to the students during the class. If there is something that students did not understand the material, they can ask some questions to the teacher and the teacher will give the answer. The learning process was done in a set of the learning process involved in this study such as pre-test, first meeting, second meeting, and post- test.

Before giving the treatment in each class, the researcher gave the pre- test to both classes to know the condition in each class. The form of pre- test was an oral

test. This test from recount text themed holiday.

After giving treatment by using the Gallery Walk technique, the researcher held post- test for both experiment class and control class. It was aimed to know students' achievement after giving treatment. The item tests the same for both classes. That is an oral test form of recount text.

## 2. Students' Speaking Test Score in Experiment Class

### A. The result of students' speaking skill of pre- test in Experiment Class (VIID)

The table below showed the score of pre- tests of students who are taught using Gallery Walk

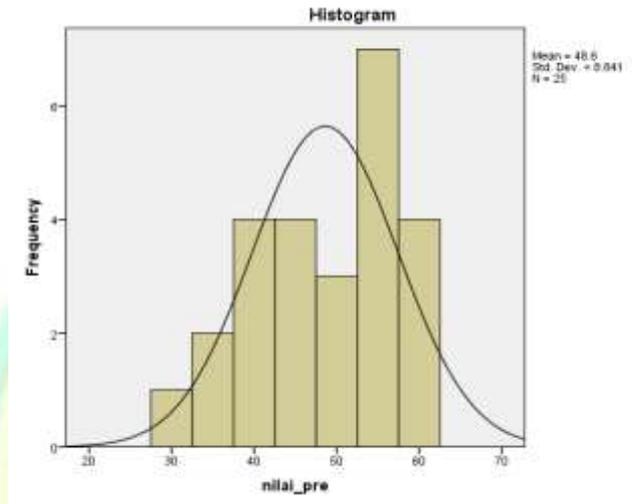
Table 4.1 Pre- test Experiment Class

Nama	Aspect				Total
	Grammar	Vocabulary	Pronunciation	Fluency	
Afifah Adilah Pringgandini	5	20	20	10	55
Amelia Nia Agustin	5	20	20	15	60
Anizza Nur Safira	10	15	15	15	55
Aqila Putri Fania	10	20	10	10	50
Diah Febiani	5	15	10	10	40
Diki Prasetya	5	20	10	10	45
Endang Nur Cahyaningtyas	5	10	10	10	35
Erika Dewi Nur Ngaeni	5	20	10	10	45

Feri Setiawan	5	15	10	10	40
Gita Melinda Wardani	5	15	5	5	30
Hamdhani Akila Hermansyah	5	10	10	10	35
Heri Prabowo	5	15	10	10	40
Ilham Prasetyo	5	20	10	10	45
Jenisa Pandawik	5	10	20	20	55
Kamzing Eka Pratama	5	15	10	10	40
Oktaviana Abel Romadhoni	5	15	20	20	60
Popy Dea Apriliasari	5	10	20	20	55
Putri Meilita Kumala Sari	5	15	15	15	50
Putri Wulandari	10	10	20	20	60
Ramanda Perdana Putra	5	10	20	20	55
Regeta Nur Cahyani	10	20	10	10	50
Tiara Agung Chandra K.	4	15	10	10	45

Tiya Rizqi Ramadhani	5	10	20	20	55
Trisna Alfiditya Putri	5	20	20	15	60
Tuti Apriliasari	5	10	20	20	55
Total					1215
Mean					48,6

From the table above, could be seen that pre- test of the students who taught using Gallery Walk were varieties. There were 4 students got 60, 7 students got 55, 3 students got 50, 4 students got 45, 4 students got 40, 2 students got 35, 1 student got 30.



#### 4.2. Histogram for The Pre- test for Students Who are Taught by Using Gallery Walk in VIII D.

B. The result of students' speaking skill of post- test Experiment Class (VIID)

The table below showed the score of post- tests of students who are taught using Gallery Walk

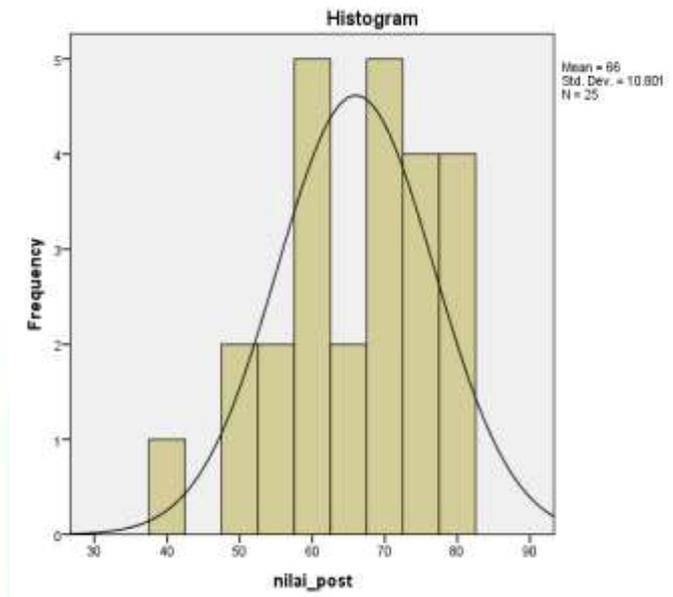
Table 4.3 Post- test Experiment Class

Nama	Aspect				Total
	Grammar	Vocabulary	Pronunciation	Fluency	
Afifah Adilah Pringgandini	10	20	20	20	70
Amelia Nia Agustin	20	20	20	20	80
Anizza Nur Safira	15	20	20	20	75
Aqila Putri Fania	15	15	20	20	75
Diah Febiani	15	20	20	20	65
Diki Prasetya	15	15	15	15	60
Endang Nur Cahyaningtyas	5	10	20	20	55
Erika Dewi Nur Ngaeni	15	20	20	15	70
Feri Setiawan	15	20	10	10	55
Gita Melinda Wardani	15	20	15	10	60
Hamdhani Akila Hermansyah	10	10	10	10	40

Heri Prabowo	15	15	20	10	60
Ilham Prasetyo	15	20	15	15	65
Jenisa Pandawik	10	10	20	20	60
Kamzing Eka Pratama	10	10	15	15	50
Oktaviana Abel Romadhoni	15	20	20	15	70
Popy Dea Apriliasari	15	20	20	20	75
Putri Meilita Kumala Sari	20	20	20	15	75
Putri Wulandari	15	15	20	20	70
Ramanda Perdana Putra	10	20	15	15	60
Regeta Nur Cahyani	10	20	10	10	50
Tiara Agung Chandra K.	15	15	20	20	70
Tiya Rizqi Ramadhani	20	20	20	20	80
Trisna Alfiditya Putri	15	25	20	20	80
Tuti Apriliasari	15	15	25	25	80

Total		1660
Mean		66,4

From the table above, could be seen that the post- test of the students taught using Gallery Walk was varieties. There were 4 students got 80, 4 students got 75, 5 students got 70, 2 students got 65, 5 students got 60, 2 students got 55, 2 students got 50, 1 student got 40. So, we can conclude that post-test of the students who are taught using Gallery Walk is better than pre- test. The total score post-test in experiment class is 1660 with the mean is 66,4.



#### 4.4 Histogram for The Post- test for Students Who are Taught by Using Gallery Walk in VIII D.

#### C. The Result of Students Speaking

##### Skill of Control Group (VIII F)

The table below showed the score of pre- tests of students who are not taught using Gallery Walk

Table 4.5 Pre- test of

Control Group

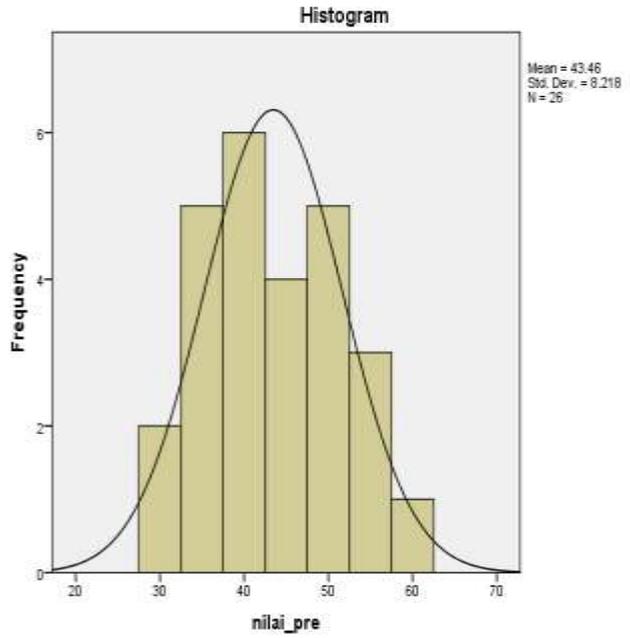
Nama	Aspect				Total
	Grammar	Vocabulary	Pronunciation	Fluency	
Abdul Aziz	5	10	10	10	35
Adib Gilang Ramadan	5	10	10	5	30
Afif Muhammad Maulana	5	15	5	5	35
Andre Risky Setiawan	5	15	5	5	40
Bimo Brahman Tyo S.	5	10	10	10	35
Devira Saputri	10	10	10	10	40
Dona Dwi Luvita S.	10	15	10	10	45
Eko Budi Cahyono	5	10	10	5	30
Elsya Nuraini F.	5	15	10	10	50
Elsya Safitriane	10	20	15	10	55
Erika Novita	5	20	10	10	45

Sari					
Ersa Venanda Maysadani	5	5	25	15	50
Fani Cahya Widyiana	5	20	15	15	55
Fidela Maharani Angelica	10	20	15	15	60
Fina Cahya Widyiana	5	20	15	10	50
Gischa Alyssa Ananta	5	20	15	15	55
Heri Purnairawan	5	15	10	10	40
Irma Fatma Wandari	5	20	10	10	45
Khoirin Erfin Aria F.	5	10	10	10	35
Nike Widyaningsih	5	20	15	10	50
Septian M. Saputra	5	15	10	10	40
Siti Qomariyah	10	15	15	10	50
Surya Adi Saputra	5	15	15	10	45
Whensen Bagus Priyo	5	10	10	15	40

P.					
Yoga Firmansyah	5	10	10	10	35
Ageng Suto Wiyoso	5	15	10	10	40
Total					1130
Mean					43,46

From the table above, we can see that the pre- test of students who are not taught using Gallery Walk was varieties. There was 1 student who gets 60, 3 students got 55, 5 students got 50, 4 students got 45, 6 students got 40, 5 students got 35, 2 students got 30. So that could be concluded the pre- test of students who are not taught using Gallery Walk was moderate. The total score of pre-

test control class is 1130 with the mean 43, 46.



4.6 Histogram for The Post-test for Students Who are not Taught by Using Gallery Walk in VIII F

D. The Result of Students Speaking Skill of Control Group (VIII F)

The table below showed the score of post- tests of students who are not taught using Gallery Walk

Table 4.7 Post-test of control class

Nama	Aspect				Total
	Grammar	Vocabulary	Pronunciation	Fluency	
Abdul Aziz	10	10	15	15	50
Adib Gilang Ramadan	10	15	10	10	45
Afif Muhammad Maulana	10	10	15	15	50
Andre Risky Setiawan	10	15	15	15	55
Bimo Brahman Tyo S.	10	10	10	10	40
Devira Saputri	10	15	15	15	55

Dona Dwi Luvita S.	10	20	15	15	60
Eko Budi Cahyono	5	15	10	10	35
Elsya Nuraini F.	10	20	15	15	60
Elsya Safitriane	15	15	15	15	60
Erika Novita Sari	15	20	20	20	65
Ersa Venanda Maysadani	10	10	20	20	60
Fani Cahya Widyiana	15	15	20	20	70
Fidela Maharani Angelica	15	20	20	20	75
Fina Cahya Widyiana	10	10	20	20	60
Gischa Alyssa Ananta	10	20	20	20	70
Heri Purnairawan	10	15	10	10	45
Irma Fatma Wandari	10	20	15	15	60
Khoirin Erfin Aria F.	5	20	10	10	45
Nike	10	20	20	20	70

Widyaningsih					
Septian M. Saputra	10	15	15	10	50
Siti Qomariyah	10	15	15	15	55
Surya Adi Saputra	10	10	15	15	50
Whensen Bagus Priyo P.	10	20	15	10	55
Yoga Firmansyah	10	10	15	15	50
Ageng Suto Wiyoso	5	20	15	15	55
Total					1445
Mean					55,57

### E. Data Analysis

Before testing the hypothesis, the data must fulfill the assumption in which the data must be normally distributed and homogeneous. Therefore,

normality and homogeneity test be provided.

## 1. Normality

Normality test is used to know whether the data come to the distribution or not. There are many ways to conduct a normality test, that is Kolmogorov- Smirnov, Lilieforsc, and Chi-Square.<sup>31</sup> In this study, the researcher uses SPSS program version 23 with

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<sup>31</sup> Retno Widyaningrum, *Statistika* ( Yogyakarta: Pustaka Felicha, 2004), 204.

Kolmogorov- Smirnov to analyze the normality.

a. Normality test of experiment class

Table 4.8 Normality Test for Experiment Class

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		25
Normal Parameter	Mean	.0000000
	Std. Deviation	7.68733694
Most Extreme Difference	Absolute Positive	.156
	Negative	-.156
Test Statistic		.156
Asymp. Sig. (2-tailed)		.119 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the calculation of SPSS version 23 above, it can be seen that the test used a one-sample Kolmogorov-Smirnov test. The data of experiment group is normality distributed. It can be seen from the value of Sig. (2-tailed) that is higher than  $\alpha$  ( $0,199 > 0,05$ ).

b. Normality test of control class

Table 4.9 Normality  
test of Control Class

**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		26
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	5.17165483
Most Extreme Differences	Absolute Positive	.164
	Negative	-.164
Test Statistic		.164
Asymp. Sig. (2-tailed)		.070 <sup>c</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the calculation of SPSS version 23 above, it can be seen that the test used a one-sample Kolmogorov- Smirnov

test. The data of the control group is normality distributed. It can be seen from the value of Sig. (2-tailed) that is higher than  $\alpha$  ( $0,070 > 0,05$ ).

## 2. Homogeneity

Homogeneity test is used to know whether the data come from the homogeneous variance or not. To calculate the data, the researcher uses the SPSS program version

23. The result of the calculation as below:

Table 4.10 The Result of Homogeneity Test

**Test of Homogeneity of Variances**

Hasil Belajar Bahasa Inggris

Levene Statistic	df1	df2	Sig.
.707	1	49	.405

Based on table 4.10 above, the researcher concluded that the data is homogeneously distributed because the

value of a statistic is higher ( $0,405 > 0,05$ )

### 3. T- test

After testing the normality and homogeneity,

researchers tested the hypothesis. The

researcher used the T- test to analyze the data.

T-test is a type of statistical testing used

to test hypotheses in data. It is used to

compare students. speaking skills are

divided into two groups

taught using different methods. The researcher compared the average score of students' speaking skills taught by using the Walk Gallery and students' speaking skills that were not taught using the Gallery Walk.

Table 4. 11 The Result of Mean Score of Experiment and Control Class

**Group Statistics**

	kelompo	N	Mean	Std. Deviation	Std. Mean

nilai	Experiment Class	25	66.00	10.801	2.160
	Control Class	26	56.73	8.825	1.731

Based on the table above, the result of data analysis showed that the means score students of experiment class (students who are taught by using Gallery Walk) is 66,00 while the means score of control class (students who are not taught by using Gallery Walk) is 56,73.

Table 4. 12 The Result of T- test Calculation

### Independent Samples Test

	Leve ne's Test for Equ ality of Vari ance s	t-test for Equality of Means						
				S ig . ( 2 - t ai le d )	M ea n Dif fer en ce	Std. Error Differenc e	95% Confidence Interval of the Difference	
	F .	S ig t	Df				Lower	Uppe r

P A N O R D O

nilai	Eq								
ual	1	.	3.		.	9.			
vari	6	2	36	49	0	26	2.757	3.729	14.81
anc	4	0	2		0	9			0
es	0	6			2				
ass									
um									
ed									
Eq									
ual									
vari									
anc			3.		.	9.			
es			34	46.	0	26	2.768	3.699	14.84
not			9	362	0	9			0
ass					2				
um									
ed									

Based on the result of T-test above, mean = 9.269, it refers to the average difference of students speaking score between experimental and control class. Standard Error = 2.768.

Confidence interval in lower and upper refers to the size of confidence is 95% level. T value is the result of T-test = Degree of freedom (df) = 49 (db - 2; 51 - 2 = 49). Score sig.(2-tailed) = 0,002. To interpret the data above, the researcher formulates a hypothesis as below:

$H_a$  : There is significant difference in speaking skill of students who are taught by using Gallery Walk

$H_0$  : There is no significant difference in speaking skill of students who are taught by using Gallery Walk

The research result,  $t = 3.362$ , with  $df = 49$ , on level

significance 5%. Pursuant to the table value “t” = 2,01. Then “t” account more than t table (3,362 > 2,01). It can be concluded that the students taught by using Gallery Walk get a better score in speaking then the students who are not taught by using Gallery Walk.

#### F. Discussion and Interpretation

From the computation above, it was shown that the different coefficient of students taught using Gallery Walk and students not being taught using the Gallery Walk technique is 3,362. That result was used to

find out whether the difference coefficient was a significant coefficient or not, and furthermore, it could be used a basic generate the population.

Hypothesis test ( $t_0$ ) at 3,362 from the computation above would be compared to the “ $t$ ” index ( $t_t$ ) with the condition below:

1. If the  $t_0 \geq t_t$   $H_a$  was accepted. It means that there was a significant difference between two variables.
2. If the  $t_0 < t_t$   $H_a$  was refused. It means that

there was no significant difference between two variables.

To determine that value of  $t_0$ , the researcher is checking  $db$  and consulted with the  $t_t$  score:

$$\begin{aligned}Db &= n_1 + n_2 - 2 \\ &= 25 + 26 - 2 \\ &= 51 - 2 \\ &= 49\end{aligned}$$

At the significant standard 5% the value of  $t_t$  is 2,01. Then, the value of  $t_0$  is 3,362, so  $t_0 > t_t$ . it

means that  $H_a$  is accepted, and  $H_o$  is rejected.

From the calculation above, it can be seen that the students who are taught by using the Gallery Walk technique got a better score than those who are not. So, it can be concluded that there is a significant difference to the student's speaking skill between students' who are taught by using Gallery Walk technique

and those who are not at  
the eighth grades students  
of SMP N 1 Babadan in  
academic year  
2018/2019.



## **CHAPTER V**

### **CLOSING**

#### **A. Conclusion**

Based on the data analysis, the researcher could conclude that there was a significant in speaking score between the students who are taught by using Gallery Walk and who are not taught by using Gallery Walk at the eighth grade of SMPN 1 Babadan in academic year 2018/2019. The result from this research is the students who are taught by using Gallery Walk get better score of the student's post-test

from experimental group (66, 4) is higher than control group (55, 57). It has been found that the comparison between students' speaking skill who are taught by using Gallery Walk is (3,362) and who are not is (3,349). This score is higher than t table which is 2,01 at the level of significant 5% with  $db = 49$ . It means it  $H_a$  is accepted. In the order word, the use of Gallery Walk has significant difference in improving students' speaking skill.

## **B. Recommendation**

When taking the data at the eighth grades students of SMPN 1 Babadan, the researcher experienced some difficulties in applying the Gallery Walk technique. Below are some difficulties that occur when the author applied the Gallery Walk technique.

The first difficulty, students were quite difficult to team up and sharing discussion groups. Group discussion is one of the requirements that must be exist in this technique. But some students always complain when choosing discussion

groups. They just want to group with close friends, and they complained if there were no close friends in the group. In overcoming this, the writer tried to talk kindly to students who cannot be invited to work together in group selection. The researcher tried to talk to them, that all students in the class were their friends so they cannot to be picky in choosing friend.

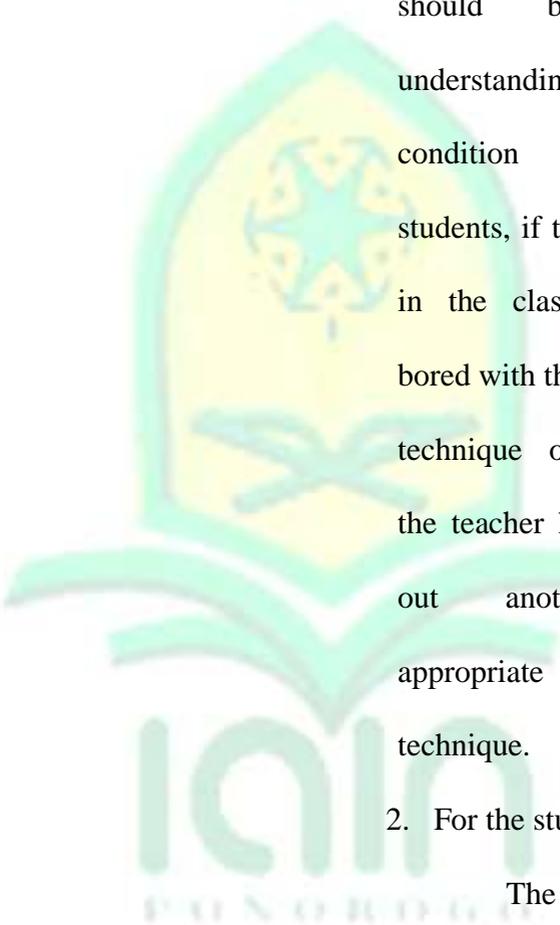
The second difficulty, students who difficult to follow the researcher's instructions. There were some students who

too lazy to walk around the class because they were accustomed to learning by the discourse method. Students usually only listen to the teacher's explanation and rarely do the activities that involved the whole body to move. To overcome this, the researcher gave the understanding to students who are lazy, that what is learned today will be benefit for them one day and tried giving them rewards after the lesson, so they were excited when doing activities in class.

From the conclusion above, the researcher would like to suggest:

1. For the teacher

The English teachers should be chosen an appropriate technique in the class. The gallery walk technique is recommended for teaching and learning speaking. The students will be active participants in the class, and it makes students confident to share their



ideas. Furthermore, English Teachers should be more understanding the condition of their students, if the students in the classroom are bored with the teacher's technique or method, the teacher has to find out another the appropriate method or technique.

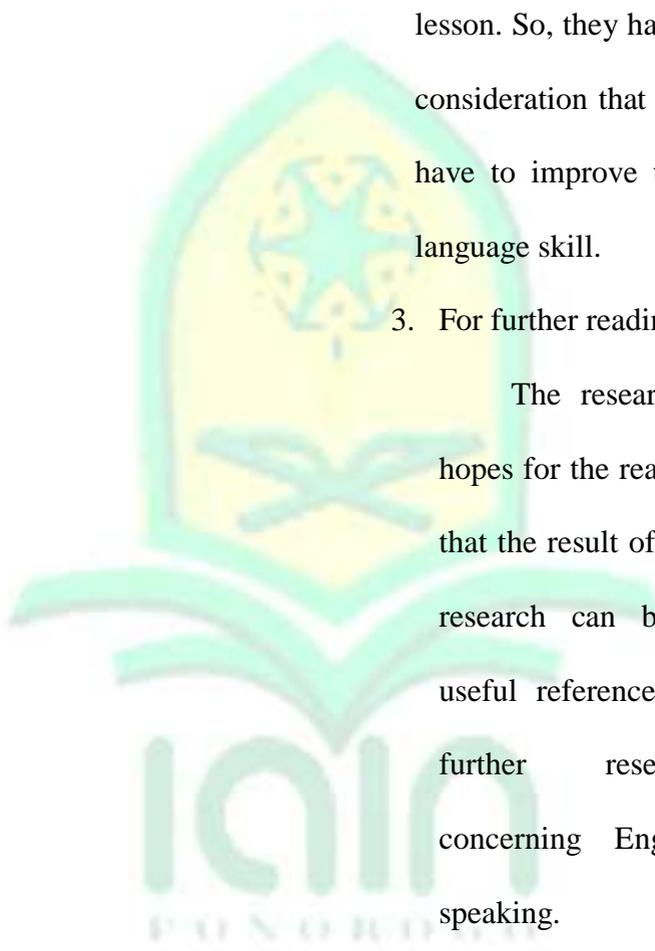
2. For the students

The researcher hopes that the students should have a great

motivation to learn, especially the English lesson. So, they have a consideration that they have to improve their language skill.

### 3. For further reading

The researcher hopes for the readers that the result of this research can be a useful reference for further research concerning English speaking.



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