

**THE EFFECTIVENESS OF THE GALLERY WALKS METHOD  
IN TEACHING SPEAKING SKILL AT SMAN 2 PONOROGO**

**THESIS**



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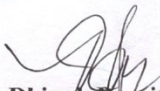
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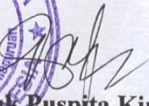
  
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## ABSTRACT

**Permata, Siska Bintang** 2022. The Effectiveness of The Gallery Walks Method in Teaching Speaking Skill at SMAN 2 Ponorogo. Thesis of the Department of Tadris English, Faculty of Tarbiyah and Teacher Training. IAIN Ponorogo, 2022. Supervisor : Dr. Dhinuk Puspita Kirana, M.Pd.

**Keywords: Gallery Walks Method, Speaking Skill, Teaching Method, Learning effectiveness, Teaching Speaking**

English speaking skill are very important in today's era. Not infrequently students now have difficulty in speaking English. This is caused by several factors, one of which is the method used by the teacher. With these considerations, the researchers tried to prove by using the gallery walks method as a method for learning English speaking skill in the classroom.

The purpose of this study was to determine whether there is any effect of using gallery walk method on the speaking skill in SMAN 2 Ponorogo.

The method used in this study is a quantitative method with a quasi-experimental design. The population of this research is class X students in the 2021-2022 academic year at SMA N 2 Ponorogo is 266 students. The researcher using a sample of 72 students which are divided into 2 classes, there are the control class MIPA 4 with 38 students and the experimental class MIPA 6 with 38 students. The researcher chooses the sample by random sampling technique. The instrument used in this study was a test. Where there are 2 tests, namely the pretest and posttest.

From the results of the posttest, the average learning outcomes obtained by the two classes showed a very significant change. The control class got 6.72 and the experimental class got 7.19. Control class and experimental class gains higher experimental class. The results of the hypothesis test showed that the results obtained were  $0.007 < 0.05$ . From these results it can be stated that  $H_0$  (Null Hypothesis) is rejected and  $H_a$  (Alternative Hypothesis) is accepted. So it can be said that the use of gallery walk method is effective on teaching speaking skill in class XMIPA 4 and MIPA 6 students at SMAN 2 Ponorogo.

## ABSTRAK

**Permata, Siska Bintang 2022.** Keefektifan Metode Gallery Walks Terhadap Keterampilan Berbicara di SMAN 2 Ponorogo. Skripsi Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan. IAIN Ponorogo, 2022. Pembimbing : Dr. Dhinuk Puspita Kirana, M.Pd.

**Kata Kunci : Aktifitas Gallery Berjalan, Kemampuan Berbicara, Metode Pembelajaran, Keefektifan Pembelajaran, Mengajar Berbicara**

Keterampilan berbicara bahasa Inggris sangatlah penting di era sekarang. Tidak jarang siswa sekarang mengalami kesulitan dalam melakukan pembicaraan bahasa Inggris. Hal itu disebabkan oleh beberapa faktor, salah satunya adalah metode yang digunakan guru. Dengan pertimbangan tersebut, peneliti mencoba membuktikan dengan menggunakan metode gallery walks method sebagai metode untuk pembelajaran keterampilan berbicara bahasa Inggris di dalam kelas.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada dampak metode gallery walk terhadap keterampilan berbicara siswa di SMAN 2 Ponorogo.

Metode yang digunakan dalam penelitian ini adalah metode kuantitatif dengan design kuasi eksperimental. Populasi dari penelitian ini adalah siswa kelas X tahun ajaran 2021-2022 SMA N 2 Ponorogo dengan jumlah keseluruhan 266. Peneliti menggunakan sampel total 72 siswa yang terbagi menjadi 2 kelas yaitu kelas control MIPA 4 dengan jumlah siswa 38 dan kelas eksperimen MIPA 6 dengan jumlah siswa 38. Peneliti memilih sampel tersebut dengan cara teknik memilih secara acak. Instrumen yang digunakan dalam penelitian ini adalah tes. Dimana terdapat 2 test yaitu test awal dan test akhir.

Dari hasil tes akhir rata-rata hasil belajar yang diperoleh kedua kelas terdapat hasil perubahan yang sangat signifikan. Kelas control mendapatkan 6.72 dan kelas eksperimen mendapatkan 7.19. Itu menunjukkan bahwa perolehan kelas eksperimen lebih besar dari kelas kontrol. Hasil dari tes hipotesis menunjukkan bahwa hasil yang didapat adalah  $0,007 < 0,05$ . Dari hasil tersebut dapat dinyatakan bahwa  $H_0$  (Hipotesis Null) ditolak dan  $H_a$  (Hipotesis Alternative) diterima. Maka dapat disimpulkan bahwa, penggunaan metode gallery berjalan (*Gallery Walks Method*) memiliki keefektifan dan pengaruh terhadap keterampilan berbicara siswa kelas X MIPA 4 dan X MIPA 6 di SMAN 2 Ponorogo.

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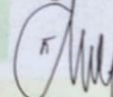
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## TABLES OF CONTENT

<b>COVER</b>	
<b>APPROVAL SHEET</b> .....	i
<b>RATIFICATION</b> .....	<b>Error! Bookmark not defined.</b>
<b>DEDICATION</b> .....	<b>Error! Bookmark not defined.</b>
<b>MOTTO</b> .....	<b>Error! Bookmark not defined.</b>
<b>ABSTRACT</b> .....	iii
<b>ABSTRAK</b> .....	iv
<b>ACKNOWLEDGEMENT</b> .....	vi
<b>TABLES OF CONTENT</b> .....	vii
<b>LIST OF TABLES</b> .....	ix
<b>LIST OF PICTURES</b> .....	x
<b>CHAPTER I INTRODUCTION</b> .....	1
A. Background of the Study .....	1
B. Identification of Problems.....	6
C. The Limitation of the Problem.....	7
D. Formulation of the problem .....	8
E. Objective of the Study .....	8
F. Significance of the Study.....	8
G. Organization of the Thesis.....	9
<b>CHAPTER II LITERATURE REVIEW</b> .....	11
A. Theoretical Background.....	11
1. ENGLISH SPEAKING SKILL.....	11
2. ENGLISH TEACHING METHOD.....	23
3. GALLERY WALK METHOD.....	25
B. Previous Research Finding .....	31
C. Theoretical Framework.....	34
D. Hypothesis.....	35
<b>CHAPTER III RESEARCH METODOLOGY</b> .....	36
A. Research Design.....	36



1. Research Approach .....	36
2. Types of research .....	37
B. Place and time of research .....	37
1. Place of Research .....	37
2. Time of Research .....	38
C. Population and Sample .....	40
D. Operational Definition of Research Variables .....	40
E. Data Collections Techniques and Instrument .....	41
F. Validity and Reliability .....	42
1. Validity Test .....	43
2. Reability Test .....	44
G. Data analysis technique .....	45
<b>CHAPTER IV FINDING AND DISCUSSION .....</b>	<b>47</b>
A. Statistical Description .....	47
1. Data Results .....	47
2. Descriptive Statistics .....	57
B. Inferential Statistics .....	58
1. Assumption Test .....	58
2. Hypothesis Testing and Interpretation .....	62
C. Discussion .....	63
<b>CHAPTER V CONCLUSIONS AND SUGGESTIONS .....</b>	<b>66</b>
A. Conclusions .....	66
B. Suggestions .....	67
<b>BIBLIOGRAPHY .....</b>	<b>70</b>
<b>APPENDIX .....</b>	<b>Error! Bookmark not defined.</b>
<b>RIWAYAT HIDUP</b>	
<b>SURAT IJIN PENELITIAN</b>	
<b>SURAT TELAH MELAKUKAN PENELITIAN</b>	
<b>PERNYATAAN KEASLIAN PENULISAN</b>	

## LIST OF TABLES

Table 3.1 Research Method and Design .....	38
Table 3.2 Place of Research.....	38
Table 3.3 Time of Research .....	40
Table 3.4 Correlations.....	44
Table 3.5 Test Item Validity .....	45
Table 3.6 Case Processing Summary.....	45
Table 3.7 Reliability Statistics .....	46
Table 3.8 Item-Total Statistics.....	46
Table 4.1 Pre-test Score of The Control Class.....	49
Table 4.2 Pre-test Score of Experiment Class.....	51
Table 4.3 Post-test Score of the Control Class .....	54
Table 4.4 Post-test Score of Experiment Class.....	55
Table 4.5 Descriptive Statistics.....	58
Table 4.6 Tests of Normality .....	59
Table 4.7 Paired Samples Test.....	60
Table 4.8 Paired Samples Statistics .....	61
Table 4.9 Test of Homogeneity of Variance.....	62
Table 4.10 Independent Samples Test .....	63
Table 4.11 Group Statistics.....	64

## LIST OF PICTURES

Figure 2.1 Diagram for Gallery Walk Rotation Scheme Adopted from Francek (2006) ..... 26



# CHAPTER I

## INTRODUCTION

The first chapter of this thesis is an introduction which includes an overview in the preparation of research according to the existing title. This introductory chapter covers several sub-chapters; there are background of the study, identification of problem, the limitation of problem, formulation of the problem, objective of study, significance of the study and organization of the thesis.

### A. Background of the Study

There are many languages in the world. English is one of the languages used in the international sphere. That's because most of the human population in the world use English for their needs to communicate with people from different countries. That is why in today's era it is very important to learn English because when they learn English, they will know the development of all research on science and education as well as technology because many sources such as articles, journals, and seminars are in English. In Indonesia itself, English is the most important foreign language that is taught to students from kindergarten to college.<sup>1</sup> English is a language that has been named a lingua franca and is the first language at the global or international level.<sup>2</sup>

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<sup>1</sup> Riyanti Erika, The Effectiveness Of Gallery Walk Technique To The Students' Speaking Skill, (Ponorogo: SMP N Babadan), p.2.

<sup>2</sup> Sak Yeourng. 2021. The Effectiveness of the Gallery Walk Technique in EFL Speaking Classes. Phnom Penh, Cambodia. Cambodian Education Forum.

In learning English there are 4 skill that we need to pay attention to, one of which is speaking skill.<sup>3</sup> In all languages including English, speaking skill are a unit that must be possessed by all students. Speaking is a productive skill by expressing ideas, ideas, and thoughts orally. Speaking is one of the crucial skill that must be mastered by someone to be able to communicate effectively in a language. Bashrin added his opinion that speaking has a very important position in terms of people's lives with each other to be able to express their ideas.<sup>4</sup> This is supported by Bashrin's statement quoted in Ur which says speaking is a productive skill which includes systematic oral speech expressions to express meaning.<sup>5</sup> Moreover, students' English speaking skill can be said to enable students to be able to share, express their ideas, opinions and thoughts to others through spoken language. This is also supported by the statement of Hakim who argues that speaking is a way to express all our thoughts and ideas. Moreover, speaking is a communication skill to interact with someone and this can include foreigners who are different from our country due to the international use of English. This opinion is also corroborated by Haidara who states that speaking is a productive skill that allows us to express our thoughts and ideas to be conveyed orally.<sup>6</sup>

From the explanation described above, it can be concluded that speaking skill is one of the most productive skill used in teaching English that must be mastered by every student nowadays. In addition, speaking English is an important tool in communicating with foreigners on an international scale and also for gaining knowledge.

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<sup>3</sup> Farah Zakiyah Anwar, Enhancing Students' Speaking Skill through Gallery Walk Technique, (Salatiga: SMA Muhammadiyah), p.254.

<sup>4</sup> Sak Yeourng. 2021. The Effectiveness of the Gallery Walk Technique in EFL Speaking Classes. Phnom Penh, Cambodia. Cambodian Education Forum.

<sup>5</sup> Syeda Dishari Bashrin, Productive Skill: Teaching Beginners in English Medium School, (Bangladesh: Brac University, 2013), p. 4.

<sup>6</sup> M.Arif Rahman Hakim; Nike Anggraini; Andri Saputra, Gallery Walk Technique in Improving Students' Speaking Skill, (Bengkulu: IAIN Bengkulu, 2019), p.27., Vol. 4 No. 1

In the current education curriculum in Indonesia, English is a compulsory subject for every level of students, including the speaking aspect. However, the students still consider learning to speak English as a difficult subject to digest. This is justified by the statement of Raba'ah which states that speaking is a skill that is still difficult to reach by students. This is also not without reason. There are several factors that become obstacles, namely the curriculum, the learning methods used by the teacher, and also the lack of motivation possessed by the students themselves. In addition to this, the lack of knowledge about English vocabulary and also the use of grammar and tenses is often a frightening specter for students to speak. So that many students lack material to talk about to be able to continue their interactions for a long time.<sup>7</sup>

Many of them who have grown into adults or students who have difficulty in expressing their expressions and also their ideas into English. As the results of the researcher's interviews with students, most students have difficulty in learning English speaking because of the method used by the teacher which does not attract students' attention. Many students are silent and are not able to express their speaking skill . This is not without reason. This is due to several factors, one of which is the teaching of English which is too complex, namely not only speaking but the need for skill in correct and incorrect grammatical selection, vocabulary mastery, and also accuracy in listening. English is now not only in a narrow world, but wide.<sup>8</sup>

Many people in the area are already familiar with English by making it a second language after their mother tongue. The drawback of English as a second language is the lack of application in everyday life. Lack of opportunity to use English in every method

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<sup>7</sup> Ibid, p.27., Vol. 4 No. 1

<sup>8</sup> Interview with students class X at SMAN 2 Ponorogo on Monday, 28 February 2022

in the surrounding environment. A person's vocabulary is also the reason they are reluctant to speak in English. According to the results of researcher interviews with teachers, teachers have difficulty applying relevant learning methods because of the learning time limit that lasts during the pandemic. The teacher also has difficulty because of the large number of students in the class. So that teachers cannot reach their students one by one effectively for learning speaking.<sup>9</sup> Leong and Ahnadi said that most of the time, making the class too crowded in learning caused problems for students' lack of active participation in class. In a classroom filled with many students, not all students have the opportunity to speak, when one student speaks, the other students need to listen and pay attention. According to Bailey, teachers who teach EFL more often use time in class, 50-80 percent only teachers who speak in their learning so that students only have little time to practice speaking English in class.<sup>10</sup>

Students have difficulties in learning English due to some of the perceptions they have of the English language. They have instilled a pessimistic nature that states that learning English is difficult and they will never be able to speak English. In addition, students also feel afraid to show their ability to speak English in their class performance. They feel less confident convey all their ideas in English. They are afraid to speak in front of the class and make mistakes because of their nervousness and end up being laughed at by their classmates.<sup>11</sup>

The researcher wants to try to overcome some problems in the speaking ability of 10th grade students at SMAN 2 Ponorogo, Ponorogo, East Java by using the Gallery

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<sup>9</sup> Interview with English teacher at SMAN 2 Ponorogo on Monday, 28 February 2022

<sup>10</sup> Sak Yeourng. 2021. The Effectiveness of the Gallery Walk Technique in EFL Speaking Classes. Phnom Penh, Cambodia. Cambodian Education Forum.

<sup>11</sup> Ibid,.

Walk Method technique. This Gallery Walk Method can be an alternative learning method that can be used to hone students' speaking skill because it involves working with groups through visuals as a learning tool. Therefore, it can be said that learning using the gallery walk method method can help and is indispensable in students' efforts to be active in learning both theoretically and practically.<sup>12</sup>

According to Georgios Tsaparis Gallery Walk Method is an alternative method where there are similar questions given to the entire discussion group and then each group is given the opportunity to prepare an overview to detail answers and explain their thoughts. The picture is then presented in front of the class with the aim that each group review the other group's picture and decide who's picture is the most correct from the questions that have been given.<sup>13</sup>

This is also supported by a statement from Freddy Cardoza which states that the technique in this gallery walk method makes students in groups cooperative, namely where students record their thoughts on sheets of paper. This method is usually significant and has many ideas that will be presented in front of the class orally. Each group was asked to paste every work they had done in front of the blackboard/on the classroom wall and then the students were asked to go around the class to see the work of other group mates. It is better if there is one member of the group left to be a guide who is in charge of answering questions from visiting students.<sup>14</sup>

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<sup>12</sup> Fuad Abdul Hamied; Madya Suwarsih; W. A. Renandya. *ELT in Asia in The Digital Era: Global Citizenship and Identity*, (United States: Yogyakarta University Press, 2018), p. 566.

<sup>13</sup> Georgios Tsaparis, *Problems and Problem Solving in Chemistry Education*, (United Kingdom: Royal Society of Chemistry, 2021), p.284.

<sup>14</sup> Freddy Cardoza, *Christian Education : A Guide to the Foundations of Ministry*. (n.d.). (United States: Baker Publishing Group 2019).



Silberman explained that the gallery walk presentation process carried out by students was carried out in groups. They make their work like a pasted poster and then they travel with their group to see the work the other groups have done as well. They have a duty to provide feedback in the form of opinions, questions, or criticisms and suggestions that they need to evaluate from the work of other groups. From this statement, it can be underlined that this method can have a positive effect on students, namely students can be more productive in class. They have their respective roles to be able to talk to their group and also other groups to express their ideas.<sup>15</sup>

Based on the explanation that has been explained above, the researcher wants to know whether there is an effect caused by the use of the learning method using the gallery walk method in learning English Speaking. Researchers want to know whether when using this gallery walks method method, students' learning ability to speak English increases. Therefore, the researcher conducted a study with the title *“The Effectiveness of The Gallery Walks Method in Teaching Speaking Skill at SMAN 2 Ponorogo”*.

## **B. Identification of Problems**

To identify problems in SMAN 2 Ponorogo, the researchers made observations first of the students, the learning process in the classroom, and also the teacher. From the results of these observations can be concluded into several categories, namely:

1. Students have difficulty in expressing opinions using English due to several factors, including the lack of self-confidence, the shy factor, the lack of vocabulary, the lack of understanding of grammar, and the courage factor for students to express their opinions. They also lack the motivation to be able to

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15 Indah Puspitasari. 2019. The Effect Of Using Gallery Walk As An Alternative Technique To Students' Achievement In Speaking. Pacitan. 3 rd English Language and Literature International Conference (ELLiC)

build the confidence to dare to speak English in front of their friends and in their school environment.

2. Teachers are less able to make the classroom atmosphere active and look monotonous. So that students become passive and only rely on books as learning material in class.
3. Students in class easily feel bored and often play cellphones in learning. Many students do not pay attention to the teacher and pay more attention to cellphones. This is because the learning techniques provided by the teacher are less able to make students' enthusiasm to be active in class.

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

This study was limited to 10th grade students of SMAN 2 Ponorogo. The researcher took 2 samples from X MIPA 6 and X MIPA4 classes. This research was carried out formally, specifically the researchers went directly to the field as student educators to apply the Gallery Walk Method method itself in the 10th grade of SMAN 2 Ponorogo.

In learning in the COVID-19 pandemic situation, SMAN 2 Ponorogo applies a shift system, that is morning and afternoon shifts with 50% student attendance. Only half of the students who attend each lesson are between 17-19 students. The amount of time in the subject was also reduced, such as 35 minutes for every 1 hour lesson. So students can only get 70 minutes for every 2 hours of English lessons. Researchers conduct research according to the schedule that has been implemented in schools. Researchers entered class X MIPA 6 and also X MIPA 4 starting from shift 1 and shift 2.

#### **D. Formulation of the problem**

Based on the limitation of the problems above, the formulation in this research “Is there any effect of using gallery walk method on the speaking skill in SMAN 2 Ponorogo?”

#### **E. Objective of the Study**

The goal of this study is to determine the impact of a gallery walk method on the speaking skill in SMAN 2 Ponorogo.

#### **F. Significance of the Study**

By obtaining the results obtained in this study, the researcher hopes that it can be useful for:

1. Theoretically

The results obtained in this study are expected to add insight to the wider audience about the use of the gallery walk method method as a method of learning to speak English.

2. Practically

- a. Students

Through the gallery walk method, it is hoped that it can help students in learning to speak English. In this method, learning activities can be centered on students because these activities are carried out entirely by students. Students can also train their team work in groups to do their work in discussion. Here also students are required to be able to talk a lot to be able to convey the results of the achievements that have been done by the group.

b. Teachers

From this research, it is hoped that it can help teachers to add references to new and effective learning techniques that can be used in learning English, especially in speaking. Gallery walk method can be the right teaching technique to be able to foster active participation of students in the classroom to be able to speak.

c. Future Researchers

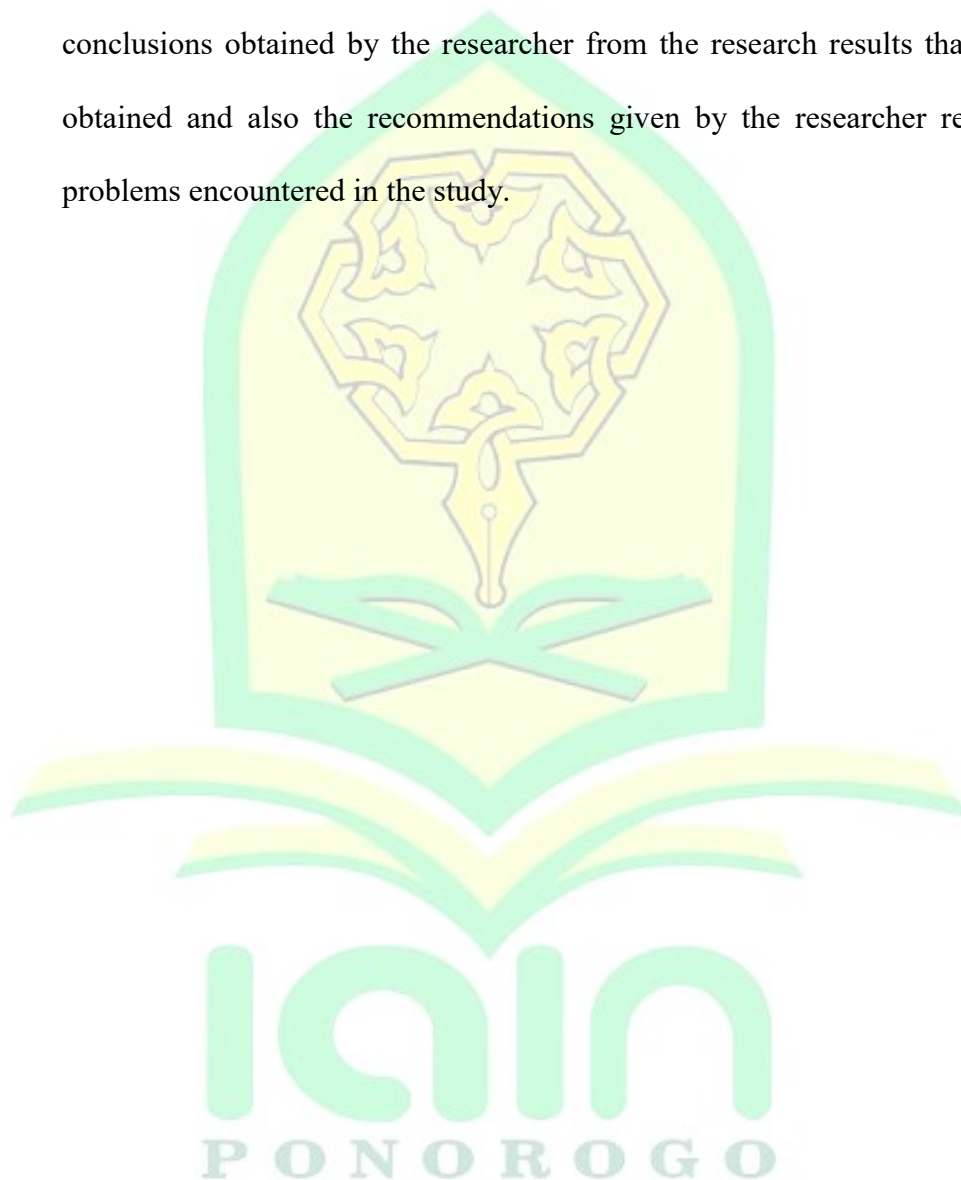
This research can be a reference for future writers who want to conduct research on the use of English learning methods in growing students' abilities, especially in terms of speaking.

## G. Organization of the Thesis

This research consists of 5 different chapters, which include:

1. **Chapter 1** : Chapter I is an introduction which contains an explanation of the background of the research, the limitations that exist in the study, the purpose of this research, and the benefits obtained from the implementation of the research.
2. **Chapter 2** : Chapter II is an explanation of the reviews that will be studied, which includes English Speaking, Gallery Walk Method and also describes people or places. The explanation comes from book sources and also references from previous researchers.
3. **Chapter 3** : Chapter III is the method used for this research. It includes several methods, namely the methods used in the research itself, the population and samples taken in the study, the instruments used in research, especially in data collection, and the techniques used in data analysis.

4. **Chapter 4** : Chapter IV is the content of the analysis and discussion conducted by the researcher. This includes the findings of researchers carried out in the field which will be processed through data so that they get valid results.
5. **Chapter 5** : Chapter V is the final result of the research, which contains the conclusions obtained by the researcher from the research results that have been obtained and also the recommendations given by the researcher regarding the problems encountered in the study.



## CHAPTER II

### LITERATURE REVIEW

This chapter discusses the theory of the variables used in research. The gallery walks method variable acts as the independent variable, while speaking skill acts as the dependent variable. This chapter is also divided into several sub-chapters which include theoretical background, previous research finding, theoretical framework and hypothesis.

#### A. Theoretical Background

##### 1. English Speaking Skill

In the current era, English is a language that is considered a global or world language because it is used as a language that is widely used in various parts of the country. In addition, English is the most dominant language which is often used in various important fields. This includes the fields of politics, international trade, education, and communication.<sup>16</sup>

Such great technological advances make it easy for us to understand existing knowledge, skill, strategies and processes that cover various characteristics of various skill. In English there are 4 skill that can be the basis for learning English. This includes:

##### 1. Listening

This listening skill is very important to be given systematic attention from the basics. It aims to develop listening skill which are often

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<sup>16</sup> Teaching English as a Foreign Language (TEFL) in Indonesian Context: A Practical Guide. (2021). (n.p.): Universitas Brawijaya Press.

overlooked compared to other skill in English. Whether it's in language teaching and also teaching materials. It can be said that listening is the first skill that is taught to beginners to get to know English. If beginners do a lot of listening, they will gradually know how to master English by osmosis. Newton said that listening skillfully and carefully has a better chance of success than having to make a speech. Vandergrift also added that learning listening from a language that is not the mother tongue or a foreign language can foster highly skilled orchestration, both in terms of metacognitive and cognitive. Even so, listening also requires the involvement of several pedagogical tasks such as dictation and understanding responses, interviews, improvisation, and listening on several cross-cultural, social, and other contextual matters.

## 2. Speaking

Speaking skill is an interactive skill that has a very high complex level and triggers anxiety in students to learn English. Students who lack knowledge of grammar, vocabulary and phonology will appear to have gaps when they try to speak. In addition, speaking must be done immediately and quickly without any planning and plans to be able to compile a language like that in reading and writing. Not only that, speakers are also required to master language linguistics, manage the speed and accuracy of language as well as fluency in speaking. Goh and Burns argue that speaking skill is a skill that can be said to be a combination. This is because before speaking, the speaker is required to

know about the language system to be spoken, the genre or topic of conversation to be discussed, how to produce speech correctly, and strategies to communicate quickly. In addition, the speaker must also know the local culture to be able to adjust the language he uses is polite or not so that they can adapt easily to have meaningful conversations with other people.

### 3. Reading

This reading skill is widely known as a basic skill that is used as a base to be successful in academic learning. For example, learners read to learn. This reading skill requires skills that come from the bottom up and top down. This reading skill is not only improved by reading, but this reading skill can be improved in metacognitive and cognitive as well. Metacognitive includes planning how to read a reading text, predicting or being able to determine the topic of reading about a particular content, understanding and evaluating a text so that it can understand the text. Cognitive abilities include, scanning, skimming, and core reading. This reading skill can be improved if you often do intensive reading activities, where students focus on what is in the learning objectives, for example summarizing the meaning extensively. Students can also sharpen it again by reading texts that they like for their pleasure such as reading fairy tales and reading as often as possible.



#### 4. Writing

Writing skill can be said to be exactly the same as reading skill. which are the basic skill used for academic success. This writing skill involves several things that are so complex, including linguistic and textual. Not only that, writing skill involve strategic knowledge and social awareness of their surroundings. The problem that is often encountered by many writers, whether in their mother tongue or second language, is how to change the writing they have written from the form of language used in everyday life into formal language through written media. Writing does not only include written speech, but writing must also understand the macro features of writing discourse in several genres. Such as fiction text genres (dramatic, poetry, script, narrative) and non-fiction (telling past stories, discussions, expository essays) which must be built rhetorically. Writing must adjust the language used according to the genre he is getting to be able to manage the writing well. In this case, the process of writing such as planning, reviewing the text, revising the text, rereading the text, and editing the text are a strategy that highlights the cognitive processes used by successful writers.<sup>17</sup>

##### **a. Definition of English Speaking Skill**

Speaking is a skill to use language and the need for interaction between one person and another. A person can learn independently about how to use grammar, write, listen, or read without any help from others. However,

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<sup>17</sup> International Perspectives on Teaching the Four Skill in ELT: Listening, Speaking, Reading, Writing. (2017). Germany: Springer International Publishing.

speaking is a difficult skill to learn independently. Speaking practice is needed in the communication process.<sup>18</sup>

Hornby said that speaking skill is a very important skill and very useful for students in their real life. Speaking skill are the most important part of a person's daily interactions. One's first impression when seeing other people is mostly based on how the person has mastered the ability to speak well, fluently and comprehensively. This is supported by a statement from Gronet which says that speaking is a very important skill that students need to master in learning English. Because, speaking skill are important as a person's communication tool. In addition, Scoot and Ytreberg say that speaking skill are one of the most crucial and important skill that teachers need to teach their students. Speakers speak for the purpose of imparting information about what ideas they are thinking to other people. When talking, of course someone will continue to think about the topic of discussion related to the discussion so that the conversation with that person can run smoothly and well. They also need to ask questions when there is something they don't understand from the conversation.<sup>19</sup>

Richard also said that speaking was an event that was used for various purposes. Just as when speaking is used in the aspect of speech it may be intended for interaction. If speaking skill are used in a discussion area, then it can mean that someone speaks to achieve the goal of expressing ideas,

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<sup>18</sup> Why Do English Second Language Students Have Speaking Problems? The Guide to English Speaking Skill. (2021). (n.p.): Kevin Peterson.

<sup>19</sup> Pusiasari, Indah., "The Effect Of Using Gallery Walk As An Alternative Technique To Students' Achievement In Speaking", 3 rd English Language and Literature International Conference (ELLiC) Proceedings – (ELLiC Proceedings Vol. 3, 2019)., STKIP PGRI Pacitan., p.238

opinions, or to influence someone or persuade someone. In addition, Richard stated that the possibility of someone speaking is to convey what is on his mind, to make someone feel entertained, to provide solutions or input, to give instructions or descriptions, to complain, and so on. In this case, it can be concluded that a person has the purpose of speaking according to the context and situation that is being faced by the person.<sup>20</sup>

In the discussion above, it can be concluded that speaking skill are skill used by a person to be able to interact with other people with the aim of conveying ideas as well as producing language between people. The purpose of this speaking itself is not merely to interact. Speaking has a purpose that depends on the situation, condition, and also what is being faced by someone.

#### **b. Aspects in English Speaking Skill**

Speaking English has several aspects that need to be considered in order to speak English effectively. According to Douglas Brown, aspects that need to be considered in speaking English include vocabulary, grammar, pronunciation, fluency, and comprehension.<sup>21</sup>

##### **1) Vocabulary**

Vocabulary has a very important role in various English skill. Likewise in speaking skill. Having a large English vocabulary gives the possibility that someone will have success in learning English and vice versa. Having a small English vocabulary will be considered that

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<sup>20</sup> J. C. Richards & W. A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (London: Cambridge University Press, 2002), p. 201.

<sup>21</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (California: Longman, 2003), p. 157.

someone has a poor performance in learning English while someone who has a large vocabulary is considered capable and proficient in using English.<sup>22</sup> If a person has little knowledge of vocabulary, they will have difficulty speaking. They will find it difficult to translate their mother tongue into a second language, namely English. Meanwhile, if someone has a lot of English vocabulary, it will make it easier for him to speak English, because without having to think long they can already say it in English conversation. That's why speaking is called an immediate method and must happen right away.

## 2) Grammar

Grammar is one of the important elements in speaking. Jeremy Harmer said that grammar is a set of rules used in language that show how the language can be formed or structured in such a way. Grammar is something where we have to put and also put language into the language itself.<sup>23</sup>

The existing words are arranged or assembled in such a way to form a larger unit or sentence that someone will express when we think about the purpose of someone's speech itself.<sup>24</sup> Many ignore the use of grammar against the use of speaking with each other. This is because they think that if someone we are talking to knows the purpose of what we say. So grammar is not important. That includes wrong thinking for someone who is required to speak English and can

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<sup>22</sup> Mackay, M., *Early Childhood Vocabulary Development Activities.*, (Shell Educational Publishing, 2010), p.4

<sup>23</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (London: Pearson Education Limited, 2007), p. 32.

<sup>24</sup> Brazil, D., *A Grammar of Speech.*, (United Kingdom: Oxford University Press, 1995), p.7.

be a tolerance for someone who does not use English as a mother tongue.

### 3) Pronunciation

Pronunciation is the rule of pronouncing the sound of a word or language. Leong and Ahmadi said that pronunciation is knowledge that lies very deep in the knowledge of students that is usually known by students. Pronunciation is based on the sound that is issued, which means that it must be made in the mouth and the words that are made must really be emphasized.<sup>25</sup> Usually someone who is truly a native speaker will find it easy to do while someone who is a user of English as a second language will have a little difficulty.

### 4) Fluency

Fluency is how a person can speak fluently without any doubt. Hedge states that this fluency has to do with how the language is produced. Fluency can be seen from how a person can easily connect the topics of conversation according to his wishes without any slowness of thinking and doubting his pronunciation.<sup>26</sup>

## c. Teaching English Speaking Skill

The difficulty of educators which is the most basic problem in teaching foreign languages, especially English to their students, is how they can prepare students well to be able to use the foreign language. The benchmark

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<sup>25</sup> Atika Rahma., *The Effectiveness Of Using Gallery Walk Method On Students' Speaking Skill In Describing Place And People.*, (UIN Jakarta;2017)., p.12.

<sup>26</sup> Tricia Hedge, *Teaching and Learning in the Language Classroom*, (Oxford University Press, 2000), p. 7.

of how successful it is and the preparation made is very dependent on how an educator can understand the learning objectives. For example, in terms of speaking a foreign language, it is necessary to have the ability to memorize vocabulary and also how the grammar is learned. Therefore, educators choose the goal to teach a lot of vocabulary first and then practice to be able to speak. Then later, to test whether the students who have been taught can really speak optimally, they need a test to speak directly based on the vocabulary and grammar they have mastered.<sup>27</sup>

According to Martin Bygate, there are two most basic ways to know someone's speaking skill:

a. Motor Skill-perspective

This skill is more involved in how a person can understand, remember, and can also articulate how to speak into the correct sequence of sounds and language structures. This is a skill that can be said to be very easy because it is context-free and this type of skill has been used for many years in language teaching using an audio-lingual approach.

b. Interaction Skill

According to Wilkins, interaction skill are skill in controlling the language that someone has produced themselves and they have to make their own choices. This skill is a combination of the use of motor perception skill and

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<sup>27</sup>Bygate, M., Speaking (Taiwan: OUP Oxford, 1987., P.3

knowledge to be able to achieve communication. This interaction skill itself is a person's involvement in making decisions about the communication they will create, such as: how to say it, what to say, and the development of topics to be discussed that suit the other person to be able to maintain the communication that someone wants to achieve.<sup>28</sup>

However, speaking is still a skill that gets less attention from both teachers and students. Teachers know that speaking skill is very important, and students also realize that speaking skill is one of their weaknesses in learning English. The reason they get is not because their desire to learn English is low, but how they know how to learn this skill successfully. Teachers also have other problems, namely the lack of training and resources that teachers have in teaching speaking skill to students practically. Actually, all that is needed is additional time for speaking skill, because a lot of learning time is wasted in learning grammar and vocabulary as well as other skill in English. So that English language skill are not too prominent. In order for classes taught in English skill to run effectively, the teacher must emphasize the main goal in the learning that the main purpose of teaching English as a second language is communication and is mandatory, not about the grammar of the language.<sup>29</sup>

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<sup>28</sup> Ibid P 5-7.

<sup>29</sup> Why Do English Second Language Students Have Speaking Problems? The Guide to English Speaking Skill. (2021). (n.p.): Kevin Peterson.

#### **d. Benefits of English Speaking Skill**

In an advanced era like today, there are more and more educators, governments and even entrepreneurs who are smart and proficient in speaking English properly and correctly. Even in the world of work, entrepreneurs and companies want employees and staff who can communicate well in English to be able to communicate in the international market. Students who can communicate English well and appropriately have a higher chance than students who are less able to speak English, for example in continuing their education to a higher level, getting a job with the best position, and also communicating with global markets.

Having good English skill can help students to be able to access a lot of the latest information that is spread using English whether it includes science, technology or health. The ability to speak good and correct English will have a high position as a qualification material to be able to help economic and socio-political development in their country. By learning to speak English properly and correctly, students have a very useful advantage for their future, namely in contributing to their country and also to their lives.<sup>30</sup>

Here are some very good reasons why it is necessary to practice speaking English in learning in education:

- a. English speaking activities in education can increase students' new vocabulary and grammar/language functions.

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<sup>30</sup> Westrup, H., Baker, J, Essential Speaking Skill (United Kingdom: Bloomsbury Academic, 2003), P.5



- b. The method of speaking in English has the benefit of being able to provide opportunities for students to use a new language that is considered as the international language of the world they are learning.
- c. English speaking activities help students to open up and grow their future to be able to give them the opportunity in their future level, namely to be able to experiment with the language they already know to be able to carry it in different topics and situations.<sup>31</sup>

**e. How to Asses Speaking Skill**

There are several basics on how we can train students' English speaking skill in learning. They are :

1) Rehearsal

Give students interesting topics that they can discuss freely with their friends outside of class. Ask them to role-play in their seats about their real life in class. This method helps students feel what it is like to communicate using a foreign language in their real life.

2) Feedback

The speaking task that has been done by students in class requires feedback from fellow students and also their own teacher. The teacher can observe how the class is going well or not. Teachers can also find out what problems they have in the delivery of their language. Students can also observe what certain languages they can and cannot

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<sup>31</sup> Westrup, H., Baker, J, Essential Speaking Skill (United Kingdom: Bloomsbury Academic, 2003), P.6

use in certain situations and also what they need to improve on that language. This speaking method can increase students' high self-confidence to speak foreign languages openly and also teachers who are sensitive to their surroundings can guide students to be more able to use foreign languages orally.

### 3) Engagement

The involvement of good speaking activities can provide high motivation to students. If students participate fully and also the teacher can condition the class very well, the learning activities can provide tremendous satisfaction for them. There are many speaking tests that will be fun for students to do with great pleasure.<sup>32</sup>

## 2. English Teaching Method

Techniques in learning are very important, but the material that will be delivered is no less important than the technique. Teaching success can be said to be successful seen from the techniques and teaching materials chosen and the ability of students to absorb the material. The methods that will be used in the classroom have several factors and are interdependent, which include:

- a. The age of the student, the level of learning that has been achieved by the student, the capacity of the student, and also the interests of the student.
- b. The efficiency possessed by the teacher, the teaching skill of the teacher, and also the training provided by the teacher.

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<sup>32</sup> Harmer Jeremy. 1998. How to Teach English. Longman, p. 87.

- c. The purpose of teaching English is given.
- d. A class where learning takes place directly.
- e. Availability of several types of assistance such as adequate infrastructure.
- f. The size of the class size.
- g. The location of the established institution.
- h. Social background.<sup>33</sup>

In the process of learning and teaching, the method used is very important. Teachers who have good methods will be liked by students during learning in the classroom. Good teachers will always look for good methods to use in teaching in the classroom. a method of telling the teacher how a material should be explained. The selection of the right method can be a teacher's success in teaching in the classroom. It helps in the successful achievement of learning objectives.

According to W.F. Mackey, the method is a learning method that can determine what should be taught in the classroom and also how much should be taught (selection), the order in which teaching will be delivered (gradation), how the material can be delivered properly (presentation), and what to teach. This is done to make the use of language unconscious in the learning process. So it can be said that the method is something related to things, namely selection, gradation, presentation, and repetition.

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<sup>33</sup> Methods of Teaching English. (2010). India: Discovery Publishing House., p. 59

There are several basic methods applied in teaching English, namely:

a. Translation method

This translation method is also known as the grammar translation method. This method is considered as a classical method in teaching English. Many teachers use this method in several countries, namely Greek, Latin, French, German, etc. The translation method is a method used to teach teaching in the classroom by translating English into the mother tongue.

b. Direct Method

This method is often referred to as a natural method of learning. That's because in this method the teaching is done directly using English media. In this method most of the parent languages are deprecated. Many teachers apply this method in addition to using the translation method.<sup>34</sup>

### 3. Gallery Walk Method

a. Definition of Gallery Walk Method

Definition of Gallery Walk as Asmani said that it is a group visit to other group work in which participating students can share and contribute as well as listen to other participants thoughts and ideas. In line with Asmani, Department of Education, Louisiana Believes defines Gallery Walk as a structured discussion in which small groups rotate and respond to prompts or questions posted around the classroom. Moreover, this strategy helps students refine their understanding of texts to meet reading expectations and engage in group conversations to meet speaking and listening expectations. Similarly,

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<sup>34</sup> Methods of Teaching English. (2010). India: Discovery Publishing House. P,51

Bowman said that Gallery Walk connects learners to each other and learners to the training topic in a number of interesting, interactive ways.<sup>35</sup> Gallery walk is a method where students conduct a discussion that requires students to get out of their seats and involve them in very active learning. This method is done by means of students getting out of their desks, walking around the gallery, looking and observing, then discussing with their friends this was said by Stewart and Beaudry. This is also supported by Bowman's words which state that walking galleries have an effect on student method to be able to interact with each other in discussions and also connect them in discussion topics that are wrapped effectively and creatively using the gallery walk method method in a very interactive way.<sup>36</sup>



**Figure 2.1 Diagram for Gallery Walk Rotation Scheme Adopted from Francek (2006).**

<sup>35</sup> Asmani, Jamal Ma'mur. 2011. 7 Tips Aplikasi Pakem (Pembelajaran Aktif, Kreatif, Efektif, dan Menyenangkan); Menciptakan Metode Pembelajaran yang Efektif dan Berkualitas. DIVA Press (Anggota IKAPI). Jogjakarta

<sup>36</sup> Stewart Mccafferty and Jeffrey Beaudry, The Gallery Walk Educators Step Up to Build Assessment Literacy, (The Learning Professional, Vol. 38, No.6, 2017), p. 49.

## b. **Elements of Gallery Walk Method**

Gallery Method has 2 important elements that must be present in every method carried out, namely:

### 1) Student

Students are one of the most crucial elements in the implementation of this method. Because students are the main role that must exist to be able to run the gallery walk method as a user.

### 2) Media

The media is the most important instrument that must exist in these activities. This media is used to show students how they should start viewing, assessing, and discussing with fellow groups or materials to ask other groups about the topic of discussion that has been displayed.

## c. **How To Use Gallery Walk Method**

According to Francek, how to apply gallery walk activities in the classroom includes the following series:

- 1) The teacher provides materials for the gallery walk to students in the form of cardboard or manila paper, glue, colored markers, and also the theme to be presented.
- 2) The teacher divides the class content into several small groups consisting of 4-5 students by giving each group a different colored marker.
- 3) Each group completes their task, forming their own gallery walk with the given topic.

- 4) Each student moves from one place to another gallery walk to be able to see the work of other groups.
- 5) Students observe and discuss the results of their mandate to their groups and record their observations into a concise summary.
- 6) All students have the opportunity to come forward in front of the class to express the results of their discussions.<sup>37</sup>

#### **d. The Benefit of Gallery Walk**

As discussed above, gallery walks method has benefits in the field of learning English speaking, it includes:

##### **1) Improve Students' Knowledge**

Namaziandost stated that students who focus on group work on the activities in the gallery walk method are better than those who do not participate at all. Gallery walk method helps students to learn English according to the target efficiently and effectively. This is supported by the opinion of Othman and Mohdradzi, namely that when teachers use the gallery walk method in a class, students can increase their knowledge by 25 percent. They can also improve their vocabulary and grammar skill in English by 19 percent. They gave a statement agreeing that the interaction of students in the gallery walk method with other groups brought a lot of information. Apart from the above, students can also improve their vocabulary and grammar skill through other group friends who are presenting in front of the class.

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<sup>37</sup> Sak Yeourng. 2021. The Effectiveness of the Gallery Walk Technique in EFL Speaking Classes. Phnom Penh, Cambodia. Cambodian Education Forum.

## 2) Involve students in active learning

Othman and Mohdradzi mentioned that the gallery walk method is a very interesting learning technique to follow. The students feel happy because they can interact with each other without having to sit glued to the bench. They can walk around by looking at the posters made by their friends. They can communicate and get to know each other. This gallery has a positive impact, namely it can attract students to play an active role in speaking learning activities. This is evidenced by the expression of questions and answers and the expression of their ideas in conducting ongoing discussions.

Otoyo added that students would be more interested if the teacher gave interesting teaching using pictures and posters. Namaziandost also mentioned that the attraction in this gallery walk method is that children can get out of their seats and travel in their classrooms to see pictures and the work of each group friend.

## 3) Increase the level of confidence in students to speak

Othman and Mohdradzi mentioned in their research that students will have 37 percent confidence in speaking when they have received learning using a gallery walk method. they feel confident because in the gallery walk method they are given a lot of time to be able to express their opinions freely to their friends without any fear of going forward in front of the class in a fixed manner. Hakim also added that the gallery walk method can also help students speak freely to communicate in class.



#### 4) Build a learning community

Students find it easy to convey their ideas and opinions because they are in small groups. They have the courage to be able to speak because in small groups students can work together between teams where they can share their parts to be able to complete the tasks that have been given. They can also teach each other and learn something new that they have never encountered before. Usman and Mohdrazzi mentioned that if students are involved in group work they will feel more happy and excited so that they can easily participate actively in class activities compared to normal classes without using a gallery walk method.

#### 5) Improve students' speaking skill

Researchers who use the gallery walk method technique have provided concrete evidence that the use of this method can improve students' speaking skill. For example, research conducted by Anwar in 2015. In his research, he used actions taken in class 1. From the results he obtained, he found that using the gallery walk method could improve speaking skill. Another example is the research conducted by Dinata and Anggraini in 2017. From the results of the research they have obtained, they prove that after using the gallery walk method, students' speaking ability increases significantly. Therefore, it can be said that the gallery walk method has a positive impact in improving students' speaking skill.<sup>38</sup>

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<sup>38</sup> Sak Yeourng. 2021. The Effectiveness of the Gallery Walk Technique in EFL Speaking Classes. Phnom Penh, Cambodia. Cambodian Education Forum.

## **B. Previous Research Finding**

There are many previous studies related to the research that the researcher is currently investigating, some of which are also used as references.

The first research is research researched by Nailah Rizka Apifah in 2017. This research has the title "The Effectiveness Of Using Gallery Walk Technique On Students' Speaking Skill". The purpose of this study was to prove whether there is effectiveness in using the gallery walk method method in learning English in the speaking aspect. This study used a quantitative method with a quasi-experimental design. This study used purposive sampling, namely students in grade 8 MTs with a population of 50. Researchers used a research instrument in the form of a speaking test and the data obtained were processed using Microsoft Excel. From the results of this study it was found that the effectiveness of using the gallery walk method method in learning English speaking in class VIII MTs. This research is different from the research that the researcher will do. This can be seen from the variables used. The research above examines the effectiveness of the use of gallery walk activities in learning to speak English in class VIII MTs while the research that will be conducted examines the effectiveness of using gallery walk activities in the aspect of speaking English, especially in narrative text and also the research that will be conducted is aimed at high school students tenth grade.

Second, the research conducted by Stella Fildzah Ghassanie with the title "The Effectiveness Of Using Gallery Walk Strategy In Improving Speaking Achievement Of Recount Text Of The Tenth Grade Students Of SMK Negeri 2 Palembang". The aim of this study was to find out whether or not using Gallery Walk Strategy was effective in

improving speaking achievement of recount text of the tenth grade students of SMK Negeri 2 Palembang. This study was a quantitative study using an experimental design. The sample was 70 students of SMK Negeri 2 Palembang which were taken by using convenience sampling method from 909 total of population. From the results obtained from this study, indicated that Gallery Walk Strategy was effective in improving speaking achievement of recount text of the tenth grade students of SMK Negeri 2 Palembang. This research is different from the research that will be conducted. The above research uses gallery walk method in speaking aspect in recount text material, while the researcher wants to test the effectiveness of gallery walk method in English language material, namely narrative text.

Third, this research was conducted by Aqif Zulfakar Bahtiar with the research title "The Use Of Gallery Walk Technique To Enhance Students Reading Comprehension". This study aims to determine whether the use of gallery walk activities in students' reading learning can improve students' reading comprehension. This study uses a pre-experimental method that uses pre-test and post-test as instruments to find data. Researchers using 20 samples from the tenth grade class of MA Bontomarannu. In this study, it was found that the use of the gallery walk method method in learning to read students can improve students' reading comprehension. This research is different from the current research. The study tested the gallery walk method for learning to read students while the researcher used the gallery walk method to test the effectiveness of using the gallery walk method in speaking English.

Fourth, quantitative research from Riyanti Erika (2019) entitled The Effectiveness of Gallery Walk Technique to the Students' Speaking Skill in Eight Grades at SMPN 1

Babadan. This thesis published by IAIN Ponorogo uses a quantitative method with a quasi-experimental approach. Here the researcher uses the variable speaking and also gallery walks method. For the transfer variable, the researcher uses descriptive text material. The researcher used a population from SMPN 1 Babadan with a sample of 51 students. The experimental class is 25 and the control class is 26. In Riyanti's research, the researchers focused on the use of gallery walks method as a descriptive material. This is different from the research that the researcher is currently doing. Researchers focus on narrative text material. In Riyanti's research, it was concluded that the use of gallery walks method has an effective impact on speaking aspects using descriptive text. Meanwhile, in the research, the researcher concludes that there is an effective use of gallery walks method in teaching speaking skill using narrative text material.

Fifth, the thesis written by Kerisnin Otoy UIN Raden Fatah Palembang. The research written by Kerisnin uses a quasi-experimental design with a sample of MAN 2 Palembang. What distinguishes this research from the current researcher is that Krisnin's research has a goal of whether the gallery walk method can improve the speaking aspect at MAN 2 Palembang, while the researcher's goal is only to prove whether the gallery walk method has effectiveness in learning speaking skill at SMAN 2 Ponorogo.

Sixth, is a thesis written by desi sustainable with the title The Effect Of Gallery Walk Strategy On The Students' Ability In Writing Descriptive Paragraph At Mas Al Ittihadiyah. The Desi study used a quantitative quasi-experimental design method with the population of MAS Al Ittihadiyah. Using 39 students with the provisions of the experimental class 19 control class 20. This study is different from the research that the researcher is testing, namely the research belonging to desi has the aim of proving

whether there is effectiveness using the gallery walks method method in writing ability at MAS Al Ittidahiyah, while the researcher who is the researcher The test is whether there is effectiveness using the gallery walks method method in the speaking skill aspect at SMAN 2 Ponorogo.

### **C. Theoretical Framework**

The learning method is a method used by an educator to be able to convey learning material to students transparently. Learning methods are used to make it easier for educators to convey their material to students very effectively and easily. The choice of learning method is also very important for an educator because it will affect the success of the learning process itself. A good learning process will have a good impact on the optimization of the lessons received by students and can also involve active and comfortable students in the classroom. In this case, the learning method needed is very important in involving the activeness of students in the classroom. So that the teacher becomes easy to monitor and see the progress of students in the classroom. An interesting method can also attract the attention of students to be able to continue to follow the lesson until it is finished with a focus and comfort.

The speaking ability of students in the English aspect at SMAN 2 Ponorogo can be said to be very lacking. They look stiff and passive in learning to speak English. They choose to just be silent and pay attention to the teacher in front of them. The monotonous method and also unattractive class conditions can be the effect of passivity that occurs among students in speaking English.

In this case, the researchers found a solution, namely using a gallery walk method as a method that will be used in learning English in the speaking aspect. Researchers want to

prove whether it is true to passive students because the teacher's method is not right. The researcher wanted to prove whether after using the gallery walks method method, the students' aspects of speaking English improved.

To find out, researchers used a pre-test and post-test that would be given to students. The instrument has been tested for validity and reliability before being given to the class that will be used as research. After collecting the results, the researcher then processed the data using SPSS.

#### **D. Hypothesis**

In this study, researchers decided 2 hypotheses, namely:

1. Ha : There is a significant effect on the effectiveness of using the gallery walk method method on the English speaking learning process of students in the classroom.
2. Ho : There is no significant difference in the effectiveness of the use of the gallery walk method method on the English speaking learning process of students in the classroom.



## CHAPTER III

### RESEARCH METODOLOGY

#### A. Research Design

##### 1. Research Approach

The design used in this research is quasi-experimental research. Quasi-experimental research is known as research conducted in the field (field research), they are also known as non-equivalent designs or participants are not random but predetermined.<sup>39</sup> In using this quasi-experimental technique, the researcher took action on two classes, namely the control class and the experimental class. The researcher applies the Gallery Walk Method learning method to the experimental class while the control class uses the usual learning method carried out by the teacher. Before giving the action, the researcher conducted a pre-test to the students to find out the students' initial speaking skill.

Then the researchers conducted a post-test after the students received treatment for both the experimental class and the control class to find out the results of the speaking skill obtained by the students after getting the action.

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<sup>39</sup> Edmonds, W. A., Kennedy, T. D., *An Applied Guide to Research Designs: Quantitative, Qualitative, and Mixed Methods* (United States: SAGE Publications, 2016).

This can be assessed from the high or low numerical value obtained by the researcher through the final results.

Table 3.1 Research Method and Design

Group	Pre-Test	Gallery Walk Method	Post-Test
Control Class	√	X	√
Experimental Class	√	√	√

## 2. Types of research

This research is a research that uses quantitative methods. Quantitative method is a method used to collect data or information in the form of numerical data. The presentation of this data is usually in the form of statistics, tables and graphs. Aliaga and Gunderson (2000) say that quantitative research is research that explains about a phenomenon by collecting various numerical data which is then analyzed using mathematical-based methods (statistics).

## B. Place and time of research

### 1. Place of Research

The research was conducted in school:

Table 3.2 Place of Research

School Name	:	SMA Negeri 2 Ponorogo
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No.School Statistics	:	-
NPSN	:	20510147
School Type	:	30 Rombel
School Address	:	Jl. Girlfriend No.24, Tonatan, Kec. Ponorogo, Ponorogo Regency, East Java 63418
Phone	:	(0352) 481268
E-mail	:	<a href="mailto:sman2ponorogo@gmail.com">sman2ponorogo@gmail.com</a>
School Status	:	State
Form of Education	:	Form of Education: SMA (Senior High School)
Curriculum	:	K13
Accreditation	:	A
Ownership Status	:	Local Government
Date of Decree of Establishment	:	1900-01-01

## 2. Time of Research

Due to the covid-19 pandemic. The school applies an odd-even shift system. For odd enter in the morning while for even enter in the afternoon. Researchers entered both shifts with the same treatment.

The class entry schedule by the researcher is as follows:

Table 3.3 Time of Research

No	Date	Time	Class	Information
1.	Friday, March 4, 2022	(09.20-10.00) and (12.50-13.30)	X IPS3	This research class is used to test the validity and reliability
2.	Friday, March 11, 2022	(09.20-10.00) and (12.50-13.30)	X IPS3	This research class is used to test the validity and reliability.
3.	Monday, March 14, 2022	(09.20-10.00) and (12.50-13.30)	X MIPA6	Pre test – Learning 1
4.	Wednesday, March 16, 2022	(09.20-10.00) and (12.50-13.30)	X MIPA3	Pre test – Experiment 1
5.	Monday, March 21, 2022	(09.20-10.00) and (12.50-13.30)	X MIPA6	Learning 2
6.	Wednesday, March 23, 2022	(09.20-10.00) and (12.50-13.30)	X MIPA3	Experiment 2
7.	Monday, March 28, 2022	(09.20-10.00) and (12.50-13.30)	X MIPA6	Learning 3
8.	Wednesday, March 30, 2022	(09.20-10.00) and (12.50-13.30)	X MIPA4	Experiment 3
9.	Monday, April	(09.20-10.00) and	X MIPA6	Post Test - Learning 4

	04, 2022	(12.50-13.30)		
10.	Wednesday, April 06, 2022	(09.20-10.00) and (12.50-13.30)	X MIPA4	Post Test - Experiment 4

### C. Population and Sample

The population that the researcher took in this study were tenth graders from SMAN 2 Ponorogo for the 2021/2022 academic year. The author chose the tenth grade because when the author did an internship at SMAN 2 Ponorogo there was material that was included in the syllabus. The tenth grade at SMAN 2 Ponorogo is divided into 7 MIPA/IPS classes with each class containing 35-38 students. Because the researcher only needed 2 classes to be sampled in conducting this research, the researcher decided to take samples from class 10 MIPA4 which amounted to 38 students as the control class and 10 MIPA6 which amounted to 38 students as the experimental class. So that the total population collected is 76 students. The sample was not chosen randomly, but the class that the researcher used was chosen by an English tutor who already knew the character of the class that was suitable to be used as a research sample

### D. Operational Definition of Research Variables

This study has 2 variables, namely one independent variables and one dependent variable. Researchers used 2 different symbols in each variable they are X and Y to distinguish between one variable and another. X is used as symbols for independent variable, while Y is used as symbols for dependent variable.

The distributions of the symbols above are as follows:

1. Independent Variable

The independent variable used in this research is speaking skill. Speaking skill in English is the most important scourge in learning English. From the time students sit in elementary school until they finish their studies, the ability to speak English is very important. The speaking skill in this study aimed at students of SMAN 2 Ponorogo have four aspects of assessment, which include grammar, vocabulary, pronunciation, and fluency.

2. Dependent Variable

The dependent variable used in this research is a learning method using gallery walks method media. There are various variants in using the gallery walk method method, in this study the researchers focused on students in groups to carry out gallery walks method.

### **E. Data Collections Techniques and Instrument**

The instrument used to collect data in this study was a test. There are two tests used, namely pre-test and post-test. This test was carried out twice, namely the first pre-test was carried out when students had not received treatment using the gallery walk method method and the second post-test was carried out when students had received treatment using the gallery walk method method. This test itself is carried out with an oral test to tell a narrative text that are assessed using four criteria including pronunciation, grammar, fluency, and also vocabulary.

In the process of collecting data, the researcher has 2 data obtained from the results of the pre-test and the post-test.

#### 1. Pre-Test

This test is carried out at the beginning of learning before students get any action from the researcher. This test was given to all classes, both the control class and the experimental class, namely the 10MIPA4 and 10MIPA6 classes. Students were asked to tell a narrative text through an oral test to determine the speaking skill of students personally before taking action from the researcher.

#### 2. Post-Test

This test is carried out at the end of the lesson when students have received action from the researcher. This test is only given to experimental classes because those who get the gallery walk method method are only experimental classes, namely class 10MIPA6. Students were asked again to tell a narrative text through an oral test to find out whether there was an impact on using the gallery walk method method or not.

### **F. Validity and Reliability**

To calculate the validity and reliability tests, researchers used different samples from the control class and also the experiment. The researcher used class X IPS 3 with 36 students. The researcher gave 10 different questions for that class. The class was given time to speak in front of the class one by one and the researcher observed and assessed the four aspects of students' speaking, namely grammar, vocabulary, pronunciation, and fluency. From the speaking score, the researcher can calculate the validity and reliability tests

## 1. Validity Test

To calculate the validation, the researcher used SPSS. This validity analysis is used to determine whether the pre-test and post-test that will be given to the control class as well as the experiment are valid or not. The researcher used X IPS 3 with 36 students. So it can be seen that the value of  $N = 36$ . The next step, the researchers looked for the value of the R table with an index of 5% with a value of  $N = 36$  and found the number 0.329. If the score obtained is greater than R table then the item is valid and if the score obtained is lower than R table then the item is invalid.

Table 3.4 Correlations

		Grammar	Vocabulary	Pronunciation	Fluency	Score
Grammar	Pearson Correlation	1	.610**	.366*	.318	.696**
	Sig. (2-tailed)		.000	.028	.059	.000
	N	36	36	36	36	36
Vocabulary	Pearson Correlation	.610**	1	.685**	.471**	.868**
	Sig. (2-tailed)	.000		.000	.004	.000
	N	36	36	36	36	36
Pronunciation	Pearson Correlation	.366*	.685**	1	.387*	.806**
	Sig. (2-tailed)	.028	.000		.020	.000
	N	36	36	36	36	36
Fluency	Pearson Correlation	.318	.471**	.387*	1	.730**
	Sig. (2-tailed)	.059	.004	.020		.000
	N	36	36	36	36	36
Skor_total	Pearson Correlation	.696**	.868**	.806**	.730**	1
	Sig. (2-tailed)	.000	.000	.000	.000	

N	36	36	36	36	36
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From the results of the validity test using SPSS above, it can be concluded that all the instruments used by the researcher are valid. The following is the final conclusion that researchers have summarized:

Table 3.5 Test Item Validity

Item	R Calculated	R Table	Explanation
Grammar	0.696	0.329	Valid
Vocabulary	0.868	0.329	Valid
Pronunciation	0.806	0.329	Valid
Fluency	0.730	0.329	Valid

## 2. Reability Test

The researcher calculated the reliability results using SPSS with Cronbach's Alpha coefficient. The results obtained are as follows:

Table 3.6 Case Processing Summary

		N	%
Cases	Valid	36	100.0
	Excluded <sup>a</sup>	0	.0
	Total	36	100.0

Table 3.7 Reliability Statistics

Cronbach's Alpha	N of Items
.761	4

Table 3.8 Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Grammar	5.81	3.304	.503	.736
Vocabulary	5.61	2.930	.773	.618
Pronunciation	5.17	2.543	.584	.698
Fluency	5.33	2.857	.466	.766

It is known that the number of samples is 36 students, so the value of  $N=36$ . R table with a significance of 5% is 0.329. From the results obtained from the SPSS calculation above, it was found that the student's reliability was 0.761. So it can be said that the items owned by the researcher are reliable. That's because the number of results from student reliability is higher than R table. ( $0.761 > R$  table).

### G. Data analysis technique

After the data has been collected, the researcher needs to analyze the data using the T-test. Before entering the T-test stage, the researcher will analyze the data using normality and homogeneity tests.



### 1. Normality Test

The test in this test aims to prove whether the data obtained from the pre-test and post-test were normal or not.<sup>40</sup> In the T-test test, normality can be said to be fulfilled if the difference in scores obtained is normally distributed.<sup>41</sup>

### 2. Homogeneity Test

This homogeneity test is used to see whether there are similarities between the variances of several populations or not.<sup>42</sup> It can also be said that homogeneity is the same variance between the two populations.<sup>43</sup>

### 3. T-Test

After testing for normality and homogeneity, the researcher then analyzed the data using the T-Test. This T-test is used to determine whether the results of the two classes have differences when calculated statistically. In the T-Test, the researcher compared the number or results obtained from the pre-test and also the post-test between the two sample classes, namely the control class and the experimental class. From these results, it can be seen whether the use of the gallery walk method learning method has effectiveness to be used as a learning medium to grow students' skill in speaking English. Calculation of statistical data from this study will be processed using SPSS.

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<sup>40</sup> ICOCIT-MUDA 2019: *Proceedings of the First International Conference on Science, Technology and Multicultural Education*, ICOCIT-MUDA, July 25th-26th, 2019, Sorong, Indonesia. (2019). (n.p.): EAI Publishing.

<sup>41</sup> Lomax, R. G., Hahs-Vaughn, D. L., *Statistical Concepts - A First Course* (United States: Taylor & Francis, 2020), p.255

<sup>42</sup> *International Journal of Evaluation and Research in Education*: March 2015. (n.d.). (n.p.): Institute Advanced Engineering and Science.

<sup>43</sup> Lomax, R. G., Hahs-Vaughn, D. L., *Statistical Concepts - A First Course* (United States: Taylor & Francis, 2020), p.255

## CHAPTER IV

### FINDING AND DISCUSSION

As described in chapter II, the purpose of this study is to determine the effectiveness of learning English speaking using the gallery walks method method for class X students of SMAN 2 Ponorogo. To determine the effectiveness of students' English speaking learning using gallery walks method, experimental research procedures and data analysis were carried out using descriptive analysis techniques and inferential analysis techniques. This chapter describes the results of the data obtained from the control and experimental classes. The results of the analysis of both are described as follows:

#### **A. Statistical Description**

##### **1. Data Results**

This statistical description data is the result of an oral test obtained from class X students of SMAN 2 Ponorogo. The results that have been obtained by the researchers are used to state empirical evidence that there is or is not the effectiveness of using the gallery walks method method for learning English speaking. The research instrument used to obtain data is a test, namely pre-test and post-test.

##### **a. Pre-test Score of The Control Class and Experiment Class**

The researcher conducted a pre-test at the first meeting, which was the first time entering the class before the class received experimental actions and learning actions as usual. This is used to determine the initial abilities of students before getting action.

Pre-test was carried out on 2 control classes and also experiment. Each class consists of 36 students. This pre-test is used to determine the students' initial ability in speaking English before students get treatment. In this pre-test, students are asked to tell a legend. The data obtained from the pre-test of the control class and also the experiment are as follows:

Table 4.1 Pre-test Score of The Control Class

No.	Name	Aspect				Total
		G	V	P	F	
1	Adensyah Haidar Ali Efendi	1	1	1	1	4
2	Alviano Muhammad Fachreza	1	1	1	1	4
3	Alzahra Wahyu Fatma Leowardani	1	1	2	1	5
4	Amanda Putri Nur Azhari	2	2	3	2	9
5	Anasha Dini Audiva	1	1	2	2	6
6	Anisa Citra Denada Dewi Maharani	1	2	2	2	7
7	Aprias Novianti	1	1	1	1	4
8	Deya Malichah	1	1	2	1	5
9	Eva Alisya Sahda Mas'udah	1	2	2	2	7
10	Fariz Aditya Rahman	1	2	1	2	6
11	Felicia Nasywa Dechiara	1	2	2	1	6
12	Galih Raharjo	1	2	3	2	8
13	Ghania Abbida Putri Mardiyansah	1	2	2	2	7
14	I Nyoman Khrisna Wiryadinatha	1	1	2	2	6

15	Ilham Nur Hakim	1	2	2	1	6
16	Jova Putra Sanova	1	2	2	2	7
17	Kaila Zahra Aisyafa	2	2	2	2	8
18	Laila Nur Fadilla	1	1	1	2	5
19	Marza Mustika Maharani	2	3	3	3	11
20	Nadya Prima Risqi	1	1	2	1	5
21	Narendra Aditiya Syahrul Ramadhani	1	1	1	1	4
22	Nikmatul Mayora	1	1	2	1	5
23	Rayhan Ardi Fardian	2	2	2	3	9
24	Ridwan Nur Fauzi	1	2	3	2	8
25	Ringgi Permata	1	2	2	2	7
26	Sela Destania Silva Maharani	1	2	2	2	7
27	Silvia Dwi Andhini	2	2	3	3	10
28	Stevia Zahra Berlianti	1	1	2	2	6
29	Syafa Agis Nuraisyah	1	2	3	2	8
30	Tiara Ramadhani	2	2	3	3	10
31	Tiara Vigo Algama	1	1	1	1	4
32	Wafa Jihan Kholis Nazhari	1	1	1	1	4
33	Yazida Affa Khairyna	1	1	1	2	5
34	Yudha Fitriani Eka Agustino	2	2	2	2	8
35	Yunita Surya Ulfana	1	2	1	2	6
36	Zah Rahan Aprilianto	1	2	3	2	8
<b>Total Score</b>						<b>235</b>

<b>Mean Score</b>	<b>6.53</b>
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Table 4.2 Pre-test Score of Experiment Class

No.	Name	Aspect				Total
		G	V	P	F	
1	Aldo Rizki Putra	1	1	1	1	4
2	Alsthon Bryan Cahyono	2	3	3	3	11
3	Andiva Putri	1	2	2	2	7
4	Ardita Evitasari	1	1	1	2	5
5	Aufa Barron Walidayn	1	2	2	2	7
6	Bima Surya Pratama	1	1	1	1	4
7	Cherryl Garneta Deadora	1	1	2	2	6
8	Dian Ayu Finasti	1	1	2	2	6
9	Erin Apriana Andini	1	1	2	1	5
10	Fahar Sakti Wijaya	1	1	3	2	7
11	Fernando Eka Pratama	1	1	1	1	4
12	Fiorentina Sylvianda Putri	1	1	1	2	5
13	Formosa Zahra Paramastri	1	1	2	2	6
14	Hafiz Widya Nurizza	1	2	2	2	7
15	Hendri Dhama Setiawan	1	1	2	2	6
16	Karlina Mei Hardiyanti Wiria	1	2	2	3	8
17	Mohammad Ofriza Valent Irzay Nugroho	1	1	3	3	8

18	Mu'annisa Naura Chintania	1	2	3	2	8
19	Muhammad Alfath Naufarriza	1	1	2	2	6
20	Muqsitha Ma'rufatuz Zahra	1	2	3	3	9
21	Nabilla Amanda Aprilia	1	1	3	2	7
22	Nisa Anjar Amelia	1	2	2	2	7
23	Nuzef Vedora Vathoni	1	1	3	2	8
24	Rafael Bryan Alfredo	3	2	3	3	11
25	Rayfi Daffa Artanta	1	1	1	1	4
26	Readia Persamara	1	1	2	1	5
27	Rizki Aji Pratama	1	1	3	2	7
28	Sherly Dewinta Ariani	1	1	2	1	5
29	Talitha Namira Erol Azzahra	1	2	3	2	8
30	Tania Ananda Putri	1	1	3	2	7
31	Tania Miftahul Alifah	1	2	2	2	7
32	Vania Ajeng Cantika Sari	1	2	3	2	8
33	Vektor Bintang Deli Herdiansyah	1	1	1	1	4
34	Wanda Putri Meilani	1	1	1	1	4
35	Zahra Lindi Sasmita	1	2	3	2	8
36	Zisnoa Mahardika Albarqy	1	1	1	2	5
<b>Total Score</b>						<b>224</b>
<b>Mean Score</b>						<b>6.50</b>

Based on the data that has been obtained by the researcher through the summary table above, it can be seen that the pre-test conducted in the control class and the experimental class has an average difference. The control class got an average score of 6.52 while the experimental class got an average score of 6.22. In this case, the average obtained by the control class is slightly higher than the average value obtained by the experimental class. This shows that the speaking skill of students in the experimental class need to be improved.

#### **b. Post-test Score of The Control Class and Experiment Class**

The researcher conducted a post-test at the last meeting in the class. This post-test was carried out after the control class received learning using the usual method for 4 meetings and the experimental class received experimental treatment with the gallery walks method method with a quantity of 4 meetings. This aims to determine whether after receiving treatment, the class has an increase in scores in speaking skill or not.

Post-test was carried out on 2 control classes and also experiment. Each class consists of 36 students. This post-test is used to determine the students' initial ability in speaking English after students get treatment. In this post-test, students are asked to tell a fairy tales from the West. The data obtained from the post-test of the control class and also the experiment is as follows:

P O N O R O G O

Table 4.3 Post-test Score of the Control Class

No.	Name	Aspect				Total
		G	V	P	F	
1	Adensyah Haidar Ali Efendi	1	1	1	2	5
2	Alviano Muhammad Fachreza	1	1	1	2	5
3	Alzahra Wahyu Fatma Leowardani	1	1	2	1	5
4	Amanda Putri Nur Azhari	2	2	3	2	9
5	Anasha Dini Audiva	1	1	2	2	6
6	Anisa Citra Denada Dewi Maharani	1	2	2	3	8
7	Aprias Novianti	1	1	1	2	5
8	Deya Malichah	1	1	2	1	5
9	Eva Alisya Sahda Mas'udah	1	2	2	2	7
10	Fariz Aditya Rahman	1	2	1	2	6
11	Felicia Nasywa Dechiara	1	2	2	1	6
12	Galih Raharjo	1	2	3	2	8
13	Ghania Abbida Putri Mardiyansah	1	2	2	2	7
14	I Nyoman Krhisna Wiryadinatha	1	1	2	2	6
15	Ilham Nur Hakim	1	2	2	1	6
16	Jova Putra Sanova	1	2	2	2	7
17	Kaila Zahra Aisyafa	2	2	2	2	8
18	Laila Nur Fadilla	1	1	1	2	5
19	Marza Mustika Maharani	2	3	3	3	11
20	Nadya Prima Risqi	1	1	2	1	5



21	Narendra Aditiya Syahrul Ramadhani	1	1	1	2	5
22	Nikmatul Mayora	1	1	2	2	6
23	Rayhan Ardi Fardian	2	2	2	3	9
24	Ridwan Nur Fauzi	1	2	3	2	8
25	Ringgi Permata	1	2	2	2	7
26	Sela Destania Silva Maharani	1	2	2	2	7
27	Silvia Dwi Andhini	2	2	3	3	10
28	Stevia Zahra Berlianti	1	1	2	2	6
29	Syafa Agis Nuraisyah	1	2	3	2	8
30	Tiara Ramadhani	2	2	3	3	10
31	Tiara Vigo Algama	1	1	1	2	5
32	Wafa Jihan Kholis Nazhari	1	1	1	1	4
33	Yazida Affa Khairyna	1	1	1	2	5
34	Yudha Fitriani Eka Agustino	2	2	2	2	8
35	Yunita Surya Ulfana	1	2	1	2	6
36	Zah Rahan Aprilianto	1	2	3	2	8
<b>Total Score</b>						<b>242</b>
<b>Mean Score</b>						<b>6.72</b>

Table 4.4 Post-test Score of Experiment Class

No.	Name	Aspect				Total
		G	V	P	F	
1	Aldo Rizki Putra	1	1	2	2	6

2	Alsthon Bryan Cahyono	2	3	3	4	12
3	Andiva Putri	1	2	2	2	7
4	Ardita Evitasari	1	1	1	2	5
5	Aufa Barron Walidayn	1	2	2	3	8
6	Bima Surya Pratama	1	1	2	2	6
7	Cherryl Garneta Deadora	1	1	2	2	6
8	Dian Ayu Finasti	1	1	2	3	7
9	Erin Apriana Andini	1	1	2	3	7
10	Fahar Sakti Wijaya	1	1	3	3	8
11	Fernando Eka Pratama	1	1	1	2	5
12	Fiorentina Sylvianda Putri	1	1	2	2	6
13	Formosa Zahra Paramastri	1	1	2	3	7
14	Hafiz Widya Nurizza	1	2	3	3	9
15	Hendri Dhama Setiawan	1	1	2	3	7
16	Karlina Mei Hardiyanti Wiria	1	2	2	3	8
17	Mohammad Ofriza Valent Irzay Nugroho	1	1	3	3	8
18	Mu'annisa Naura Chintania	1	2	3	3	9
19	Muhammad Alfath Naufarriza	1	1	2	3	7
20	Muqsitha Ma'rufatuz Zahra	1	2	3	2	8
21	Nabilla Amanda Aprilia	1	1	3	2	7
22	Nisa Anjar Amelia	1	2	2	2	7
23	Nuzef Vedora Vathoni	1	1	3	3	9
24	Rafael Bryan Allfredo	3	2	3	3	11

25	Rayfi Daffa Artanta	1	1	2	2	6
26	Readia Persamara	1	1	2	2	6
27	Rizki Aji Pratama	1	1	3	2	7
28	Sherly Dewinta Ariani	1	1	2	3	7
29	Talitha Namira Erol Azzahra	1	2	3	2	8
30	Tania Ananda Putri	1	1	3	2	7
31	Tania Miftahul Alifah	1	2	2	2	7
32	Vania Ajeng Cantika Sari	1	2	3	2	8
33	Vektor Bintang Deli Herdiansyah	1	1	1	2	5
34	Wanda Putri Meilani	1	1	1	2	5
35	Zahra Lindi Sasmita	1	2	3	2	8
36	Zisnoa Mahardika Albarqy	1	1	1	2	5
<b>Total Score</b>						<b>249</b>
<b>Mean Score</b>						<b>7.19</b>

From the data obtained by the researcher which has been summarized in the table above, it can be seen that the average post-test score obtained by the control class is 6.72 while the average post-test score obtained by the experimental class is 6.91. It shows that there is an increase in speaking skill in students from the control and experimental classes. In the average pre-test data obtained in the previous table, it is known that the average pre-test score obtained from the control class is higher than the average pre-test score obtained by the experimental class. On the other hand,

in the data the average score of this post-test. The experimental class score is higher than the score obtained by the control class. This shows that there is an effect of using gallery walks method in the speaking aspect of students.

## 2. Descriptive Statistics

Researchers used SPSS to analyze descriptive statistics and the following results were obtained:

Table 4.5 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	36	4	11	6.50	1.828
Post-Test Experiment	36	5	12	7.19	1.564
Pre-Test Control	36	4	11	6.53	1.890
Post-Test Control	36	4	11	6.72	1.717
Valid N (list wise )	36				

From the table data above, it can be seen that the lowest value of the experimental class pre-test is 4 and the highest value is 11. For the experimental class post-test the lowest score is 5 and the highest value is 12. Meanwhile, from the control class pre-test, it was found that the lowest score was obtained is 4 and the highest score is 11. For the post-test score from the control class, the score is fixed, namely the lowest is 4 and the highest is 11. From the description it is known that 36 students from the control and experimental classes are valid.

## B. Inferential Statistics

### 1. Assumption Test

#### a. Test of Normality

Researchers conducted a normality test to determine whether the data from the study were normally distributed or not. Data that is normally distributed is an absolute requirement that researchers must have before conducting parametric statistical analysis (paired sample t test and independent sample t test). Researchers tested normality using the SPSS program, and found the following results:

Table 4.6 Tests of Normality

	Kelas		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
			Statistic	Df	Sig.	Statistic	Df	Sig.
Hasil Belajar Siswa	Pre-Test (Gallery)	Eksperimen	.136	36	.093	.920	36	.013
	Post-Test (Gallery)	Eksperimen	.188	36	.070	.899	36	.080
	Pre-Test (Konvensional)	Kontrol	.138	36	.082	.939	36	.046
	Post-test (Konvensional)	Kontrol	.191	36	.060	.915	36	.090

In the table above, it is known that the sig value of the experimental pre-test for Kolmogorov-Smirnova is 0.093 and the sig value for Shapiro-Wilk is 0.013. This figure is greater than the statistical standardization figure, which is 0.05. So based on data analysis using the SPSS program, it can be concluded that the research data is normally distributed.

Because the data obtained are normally distributed, the researcher can use parametric statistics (paired sample t test and independent sample t test) to analyze research data.

**b. Paired sample t test**

Researchers conducted a paired sample t test with the aim to find out whether there is a difference between the average learning outcomes of the experimental class pre-test and post-test experimental class and also the learning outcomes of the control class pre-test and post-test control class. The researcher also used paired sample t test to find out the answer to the problem formulation that the researcher had made, namely whether the gallery walks method was effective in teaching speaking. Researchers used the SPSS program to find the results of the paired sample t test. The results obtained are as follows:

Table 4.7 Paired Samples Test

		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test Eksperimen - Post-Test Eksperimen	-.694	.786	.131	-.960	-.428	-5.299	35	.000

Pair 2	Pre-Test								
	Kontrol	-							
	Post-Test	-.194	.401	.067	-.330	-.059	-2.907	35	.000
	Kontrol								

Based on the results that researchers have obtained as the table above. The Sig. (2-tailed) value obtained for the experimental class and also the control class is  $0.000 < 0.05$ , it can be concluded that there is a difference in the average student learning outcomes for the experimental class pre-test and post-test experimental class. Likewise with the control class, there is a difference in the average learning outcomes between the control class pre-test and control class post-test. From these results, it can be concluded that gallery walks method has effectiveness to be used in learning speaking.

Apart from the paired sample test output, the researcher also uses the output from SPSS in the form of paired sample statistics. This can help researchers to further corroborate significant results. The results obtained are as follows:

Table 4.8 Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Eksperimen	6.50	36	1.828	.305
	Post-Test Eksperimen	7.19	36	1.564	.261
Pair 2	Pre-Test Kontrol	6.53	36	1.890	.315
	Post-Test Kontrol	6.72	36	1.717	.286

From the table above, it is known that the average value obtained from the learning outcomes of the experimental pre-test and post-test experimental classes has increased from 6.50 to 7.19. This can be reinforcement that the use of gallery walks method has an effectiveness that can improve student learning outcomes in the speaking aspect.

### c. Homogeneity test

The researcher used this homogeneity test to find out whether the data from the class that the researcher obtained were the same (homogeneous) or not. This homogeneity test can also make it easier for researchers to find the results of the independent sample t test. Researchers used the SPSS program to be able to analyze the homogeneity test. The results obtained by researchers are as follows:

Table 4.9 Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	1.558	1	70	.216
	Based on Median	1.209	1	70	.275
	Based on Median and with adjusted df	1.209	1	69.552	.275
	Based on trimmed mean	1.777	1	70	.187

Based on the results of the output values above, it can be seen that the value of the significance (sig) based on the mean is  $0.216 > 0.05$ . So it can be concluded that the post-test data variant of the control class and the experimental class's post-test data variant are the same (homogeneous).



## 2. Hypothesis Testing and Interpretation

### a. Test independent sample t test

The researcher conducted an independent sample t test to determine whether there was a difference in the mean of two unpaired samples. Researchers used SPSS as a program to calculate the independent sample t test. The results that the researchers obtained are as follows:

Table 4.10 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	1.558	.216	1.220	70	.007	.472	.387	.300	1.244
	Equal variances not assumed			1.220	69.398	.007	.472	.387	.300	1.244

P O N O R O G O

Based on the results above, the value of sig (2-tailed) obtained is  $0.007 < 0.05$ , it can be concluded that there is a difference in the average student learning outcomes between the experimental class and the control class.

To see how big the difference in student learning outcomes for the post test gallery in the experimental class with the post-test control class using conventional methods. We can use descriptive statistics in the independent t test. The results are:

Table 4.11 Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Post-Test Kelas Eksperimen (Gallery)		36	7.19	1.564	.261
Siswa	Post-Test Kelas Kontrol	36	6.72	1.717	.286

For student learning outcomes post-test experimental class using the gallery the average value is 7.19 while the post-test control with conventional is 6.72. This means that the experimental class is bigger than the control class. It can be concluded that the use of gallery walks method is more effective than conventional learning.

### C. Discussion

From the explanation above, it can be seen that the researchers collected test data from 2 classes, namely the experimental and control classes. The test is in the form of an oral test where the researcher assesses four aspects of speaking through the oral test. It is known in the pre-test data for the control class and the experimental class that the average score obtained is 6.52 for the control class, while the experimental class will get 6.22. it can be concluded that the basic average value for the speaking ability of the control class and the experimental class has a difference. The experimental class is lower than the control class; it shows the experimental class needs improvement.

After the experimental class was given an action in the form of gallery walks method method, it can be seen that there was an increase in the average value of the class. Even the post-test average value of the experimental class is higher than the value of the control class. The experimental class got an average score of 6.91 while the control class had an average score of 6.72. From the results of the post test, it proves the effect of using the gallery walks method method in learning speaking in the classroom.

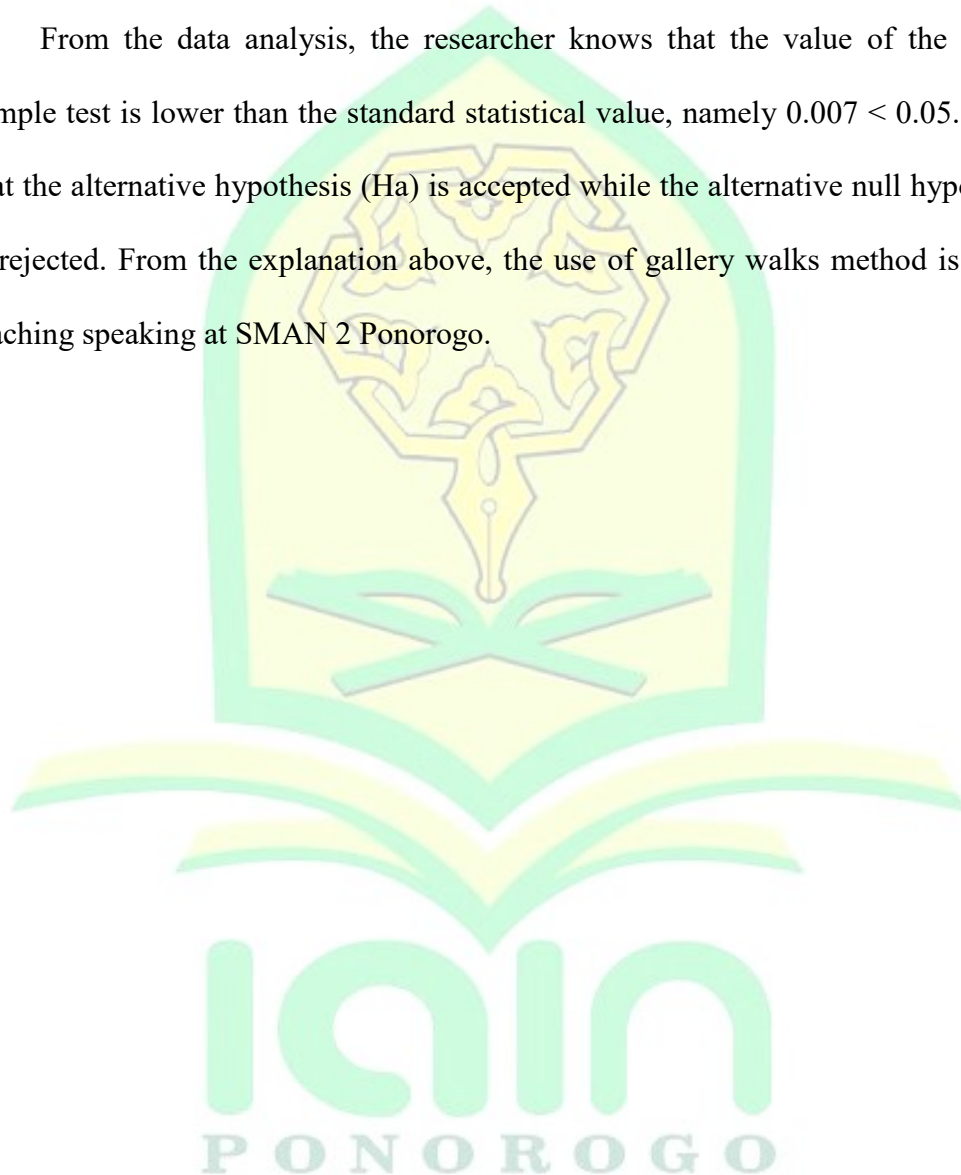
After doing the calculations in the pre-test and post-test, the researcher began to analyze the data to support the final conclusion of the effectiveness of using gallery walks method. From the first step, the researcher calculated normality. In the results of the normality test, it was found that the sig value obtained by the experimental class from Shapiro-Wilk got 0.013 and from Kolmogorov-Smirnova it got 0.093. It shows that the results of this normality test are normally distributed data. This is because the value obtained is higher than the standard value of SPSS, which is 0.05.

After the normality test was completed, the researcher then continued to do the t-test. From the results of the t-test that the researchers analyzed using the SPSS program, it was found that the sig value obtained by the control class and the experimental class was  $0.000 < 0.05$ . This shows that there is a difference between each pre-test and post-test of the control class and the experimental class.

The next part of the analysis is the homogeneity test. From the results obtained by researchers using the SPSS program. the result of sig value based on mean is 0.216. This number is greater than the SPSS standard, which is 0.05. So it can be concluded that the post-test data of the control and experimental classes are the same or homogeneous.

From the data that has been collected and analyzed by researchers, it can be seen that the use of gallery walks method is effective in teaching speaking rather than conventional learning. This is because there are many significant differences between learning using gallery walks method and conventional learning.

From the data analysis, the researcher knows that the value of the independent sample test is lower than the standard statistical value, namely  $0.007 < 0.05$ . This means that the alternative hypothesis ( $H_a$ ) is accepted while the alternative null hypothesis ( $H_0$ ) is rejected. From the explanation above, the use of gallery walks method is effective in teaching speaking at SMAN 2 Ponorogo.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter contains the conclusions and suggestions that the researcher gives to the wider audience.

#### A. Conclusions

From the data that researchers have found and analyzed. It was found that there was a significant positive value obtained when using gallery walks method in teaching speaking in the classroom. This can be known and proven in the acquisition of data results obtained by researchers through a post-test given to the control class and also the experiment. It can be seen that the experimental class experienced a significant increase in average learning outcomes after the use of the gallery walks method in the classroom. The average learning outcomes of the experimental class also exceed the results of the control class's average learning outcomes. The experimental class got an average learning result of 7.19 while the control class was 6.72. This value is a very significant increase after the application of gallery walks method in the experimental class. From these results it can be concluded that ( $H_a$ ) is accepted and ( $H_0$ ) is rejected.  $H_a$  accepted means that there is an effective use of gallery walks method learning media in helping students in the speaking skill aspect.  $H_0$  rejected means that it is not true if the use of gallery walks method does not have any effectiveness in learning speaking skill.

## B. Suggestions

In collecting data, especially the use of gallery walks method in the experimental class. Researchers found some difficulties, there are:

The first, researchers are a little short on time. Due to the COVID-19 pandemic, classes are only included in 50% and with a minimal lesson time of 20 minutes for one hour lesson. Researchers must be careful in dividing the time so that the 40 minutes can run well for the use of gallery walks method.

The second obstacle is that there are some students who find it difficult to conduct group discussions because they find it difficult to blend in. There were some students also had difficulty digesting the instructions given by the researcher. However, over time, the students became easy to manage and easy to understand.

From the conclusions that have been conveyed above, the researcher would like to give some suggestions to several parties who might read this research:

1. For Scholl

Schools are expected to provide facilities both regarding learning resources and teaching materials. Schools are expected to be able to provide dedicated funds to help teachers facilitate teaching in the classroom by using good methods. Because there are some methods that require spending funds and there are methods that don't. Teachers need the support of facilities from schools so that everything can be achieved smoothly and well.

## 2. For Teacher

Teachers are required to have good skill in managing the class so that it can run conducive and students can easily understand the material presented. Researchers suggest the use of the learning method using gallery walks method; this is because the use of gallery walks method has quite good advantages. The use of gallery walks method can help students to talk actively and pleasantly with their friends in group discussions. This not only fosters student togetherness but can also increase students' confidence in speaking English. Gallery walks method also has a very easy and fun application, so that the children in the class feel enjoy and are excited to learn and don't get bored easily.

## 3. For Students

The researcher hopes that students can be more confident in conveying their ideas, both in Indonesian and in English. It may be difficult at the beginning if the teacher asks to prepare the materials. Because you have to buy it and take it to school. However, after completing the task, the application of the gallery walk method is very easy to follow, the researcher hopes that this method can help in improving English speaking skill. The researcher hopes that students can easily absorb the material and express their ideas in public by using learning methods or not using learning methods.

## 4. For future researchers

The researcher hopes that the research that the researcher is doing can be useful as a reference source that will be used by future research using the same

variables that the researcher uses. The researcher hopes that when using this method, the researcher cannot focus only on the use of the method, but the researcher must also pay attention to the condition of the students. Researchers as much as possible provide motivation and encouragement to students to be able to speak boldly and confidently in public or with the surrounding environment to practice their speaking skill.





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