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## Gallery Walk Technique in Improving Students' Speaking Skill

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### Abstract

This study aims to overcome problems of students' speaking ability at the Second Grade Students of Senior High School 6 Bengkulu Tengah, Bengkulu, Indonesia by using gallery walk technique. The participants of this study were 30 students. The method used in this study was Classroom Action Research (CAR). This study accomplished in two cycles. Each cycle consisted of four meetings. Each cycle comprised four stages-planning, action, observing and reflecting. The result showed it improved the students' speaking ability after the action was given to the students. Besides, using gallery walk technique could motivate the students to speak up confidently and also could make the students became more active and enjoy in a learning process at the classroom. Most of the students gradually gained good scores at the end of the cycle. The minimum score of Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) of English subject was 71 (seventy-one). In cycle I, the result of the students' score was failed, where the mean score of the students was 70.29 (poor). However, in cycle II, the result of the cycle showed that there was good improvement. The students' mean score in this stage was 80.83 (very good). In conclusion, gallery walk technique could improve students' speaking ability.

**Keywords:** Gallery walk technique, Speaking ability, Classroom action research



## **INTRODUCTION**

Speaking is one of the critical skills among four English skills that should be mastered by English foreign language students. It is because students have been learning English, especially speaking from elementary school until university. Therefore, speaking is deemed important skill for the students, especially for the students of senior high school. Moreover, English speaking skill is assumed to enable students share and express their ideas, opinions, information and thoughts to others through the use of the language orally. This is supported by Hakim (2015) who states that speaking is a way to express our mind and idea. Moreover, speaking as one of the form of communication means a language to interact between people orally. Haidara (2016) suggests that speaking is one of the productive skills that enable us to convey or to express something in a spoken language. Based on the current curriculum in Indonesia, English has become a compulsory subject for students especially speaking. Unfortunately, speaking is still regarded a difficult subject for the students. It is in line with Rabab'ah statement, Rababah (2003) states that speaking is still become problem and difficult for the students. The factors that cause difficulties in speaking are curriculum, teaching methodology and the learners' motivation. Besides, the factor is lack of vocabulary. Many students often lack necessary vocabulary to get their meaning across and as a result, the students cannot keep the interaction going for an extended period time.

According to Haidara (2016), the factor in speaking difficulty is levels of anxieties. Most of the students always show levels of anxieties because they are nervous and hesitant when doing presentation in English in front of the class or responding some questions from their teacher orally. Some of the difficulties that have mentioned above in speaking were general factors that often have been in students. Based on the result of preliminary study, which had done at the Second Grade Students' of Senior High School Number 6 in Bengkulu Tengah, Bengkulu, Indonesia, researchers found some of problems in teaching learning process in English Speaking. After researchers interviewed students and some teachers, there were some causes that make students find difficulties in learning Speaking; First, the students were reluctant to speak English because the students were lack of vocabulary. Second, most of the students were low in self-confidence to speak English because the students were afraid of making mistakes in pronunciation and grammar. The last, the teaching technique that was used by the teacher was unvaried, so as the students felt bored when the students studied English. Consequently, most of the students got low score of the minimum standard of passing grades

(KKM) which is 69 in English so that KKM in this school is 71, so it would be more difficult for the students to be better in English, especially in speaking ability.

Based on the background above, researchers' goal in this research is to overcome some problems of students' speaking ability at the Second Grade Students' of Senior High School Number 6 Bengkulu Tengah, Bengkulu, Indonesia by using gallery walk technique. Gallery walk technique is one of the most versatile learner centered activities. Besides that, it is a cooperative learning in which students work together in a small group to express and share their opinion and ideas with their friends-as the students have to discuss something and it can get students out from their chair and actively involved in synthesizing important science concepts, writing and public speaking Francek (2006). By using gallery walk technique, researchers believe the students are able to involve the emotional power to find a new knowledge and motivate them to be active to improve their self-confidence on English language, especially in speaking ability. According to Anwar (2015) gallery walk allows students to be actively engaged as they walk throughout the classroom. They work together in small groups to share ideas and respond to meaningful questions, images, and problem-solving situations or texts. Anwar (2015) in her action research study indicates that gallery walk technique can enhance the students' speaking skill in two cycles. She also concluded that the gallery walk technique can make the students more enjoy in teaching learning process because the atmosphere of the learning process not too formal. The students can express what they want to say and it can increase their skill in speaking to share their idea to the other friends in front of the class. Another finding said that the benefits of gallery walk as this strategy is able to build a powerful learning community, promote self-regulated learning (SRL), provide more opportunities for learning, and develop creativity Sujannah & Utami (2017), According to those finding, the researchers are increasingly convinced that gallery walk technique is an appropriate strategy and can be a good solution to improve students' speaking ability in Senior High School Number 6 in Bengkulu Tengah, Bengkulu, Indonesia.

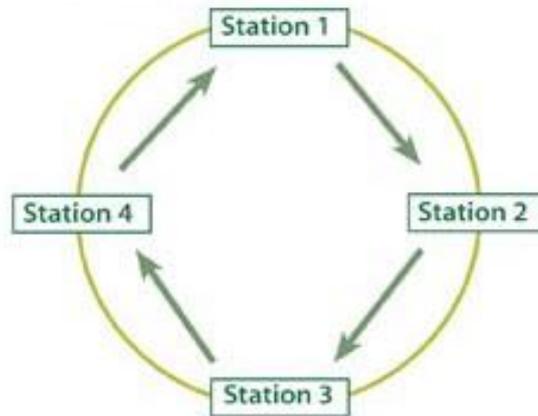


Figure 1. Diagram for Gallery Walk Rotation Scheme Adapted from Francek (2006).

## METHODOLOGY

The method of this study is a classroom action research (CAR). Action research can be defined as a process in which a group of people with a shared issue of concern collaboratively, systematically and deliberately plan, implement and evaluate actions. Action research combines action and investigation. The investigation informs action and the researchers learn from critical reflection on the action Fisher & Phelps (2006).

Based on Kemmis & McTaggart (2005), action research is that it normally is a group activity, involving a group of people going through the cyclical process (a core team). Some proponents of action research state that all action research must be participator. The action research process can generally be described as a series of four steps namely planning, acting, observing and reflecting. The description will be drawn in graphic below

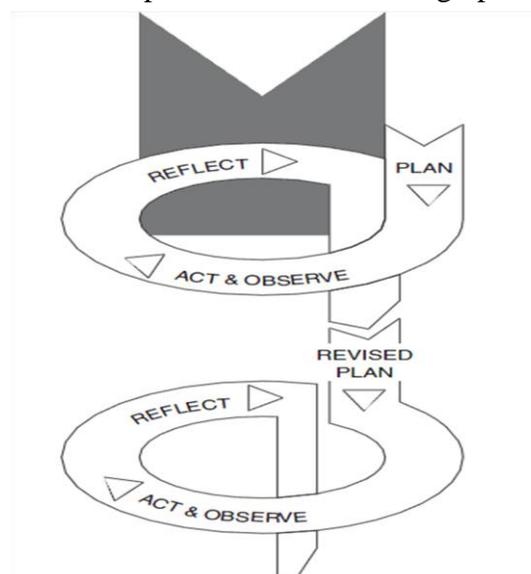


Figure 2. The Action Research Spiral Adapted from Kemmis and McTaggart (2007).

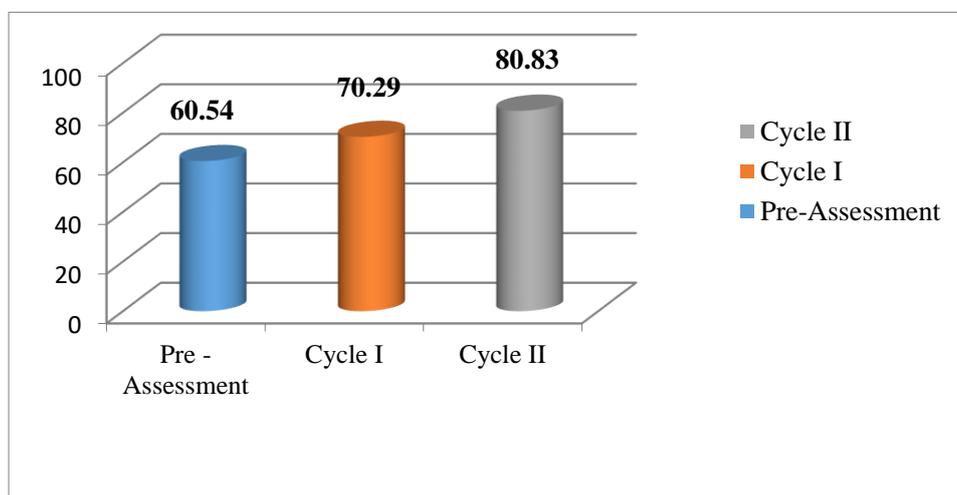
From definition above it can be concluded that, classroom action research (CAR) is the research that is done by a teacher in teaching learning process in the classroom because the teacher finds many problems about teaching learning process and then took way to solve that problem.

## FINDINGS AND DISCUSSION

### Findings

This research was conducted by using classroom action research (CAR). The researchers conducted this research in two cycles namely cycle I and cycle II. Each cycle consisted of four meetings. One meeting was conducted for 90 Minutes (2 x 45 minutes). Besides, each cycle consisted of four stages. They were planning, acting, observing and reflecting. The researcher conducted this research from May to June 2018. The result of each cycle was used as reflection to make better improvements for the next cycle.

Before cycle I was conducted, the researchers did a pre-assessment to know the students' speaking ability. After researchers finished the pre-assessment to students, the pre-assessment result showed that the students' speaking ability was poor and need an improvement. The result of pre-assessment was described as follows:



**Figure 3. The Percentage of Students' Score in Speaking Ability Based on the Result of Pre-Assessment**

Based on the figure of the students' score in pre-assessment above before applying the action, it was found that the speaking ability of most of the students was still low. It could be seen on the result of the score in pre-assessment. There were 0% of students at interval 100-85 (excellent), there were 4.76% of the students (achieved by 1 student) at interval 84-75 (good),

there were 42.86% of the students (achieved by 9 students) at interval 74-60 (Average), there were 52.38% of students (achieved by 11 students) at interval 59-40 (poor) and there were 0% of students at interval 39-0 (very poor). Based on the results above, the researchers would like to conduct the action by using gallery walk technique to improve students speaking ability so that the students' speaking would be improved.

### Result of Cycle I

No	Interval	Qualification	Total Number of Students	Percentage
1	100 – 85	Excellent	1	4.76%
2	84 – 75	Good	3	14.29%
3	74 – 60	Average	14	66.66%
4	59 – 40	Poor	3	14.29%
5	39 – 0	Very poor	0	0%
			21	100%

**Table 1. The Students' Speaking Ability Qualification and Percentage Based on Cycle I**

Based on the figure above, it showed that the students' speaking ability consisted of there were 4.76% of the students (achieved by 1 student) at the interval 100–85 (excellent), there were 14.29% of the students (achieved by 3 students) at the interval 84–75 (good), there were 66.67% of the students at (achieved by 14 students) the interval 74–60 (average), there were 14.29% of the students (achieved by 3 students) at the interval 59–40 (poor) and there were 0% of the students at the interval 39 – 0 (very poor).

No	Interval	Qualification	Percentage of Pre-Assessment	Percentage of Cycle I	Gain Percentage or Improvement
1	100 – 85	Excellent	0%	4.76%	+4.76%
2	84 – 75	Good	4.76%	14.29%	+9.53%
3	74 – 60	Average	42.86%	66.66%	+23.81%
4	59 – 40	Poor	52.38%	14.29%	-38.09%
5	39 – 0	Very poor	0%	0%	0%
<b>Total</b>			100%	100%	

**Table 2. The Students' Speaking Ability Gain Percentage or Improvement Based on The Result of Pre-Assessment and Cycle I**

Based on the table below, it could be seen the students' speaking ability percentage or improvement, based on the result of pre-assessment and cycle I was from the qualification of excellent increased +4.76% and the qualification of good increased +9.53%. Furthermore, the qualification of average increased +23.81% and in the qualification of poor which decreased -38.09%. The mean score of students' speaking ability in cycle I was higher than in pre-assessment. The mean score in cycle I was 70.29 (see appendix 3, 4, 5, 6) and in pre-assessment was 60.54 (see appendix 1 and 2). The improvement of students' speaking ability from pre-assessment to cycle I increased 9.75.

### Result of Cycle II

After conducting cycle 1 and researchers obtained the result of students' scores of speaking ability did not pass the standard score (KKM). Therefore, the researchers need to continue the next cycle. The cycle II would consist of four meetings as well as in cycle I. Cycle II was conducted in four stages namely planning, acting, observing and reflecting.

No	Interval	Qualification	Total Number of Students	Percentage
1	100 – 85	Excellent	4	19.05%
2	84 – 75	Good	14	66.66%
3	74 – 60	Average	3	14.29%
4	59 – 40	Poor	0	0%
5	39 – 0	Very poor	0	0%
			21	100%

**Table 3. The Students' Speaking Ability Qualification and Percentage Based on Cycle II**

Based on the table above, it showed that the students' speaking ability was; there were 19.05% of the students (achieved by 4 students) at the interval 100–85 (excellent), there were 66.66% of the students (achieved by 14 students) at the interval 84–75 (good), there were 14.29% of the students (achieved by 3 students) at the interval 74–60 (average), there were 0% of the students at the interval 59–40 (poor) and there were 0% of the students at the interval 39–0 (very poor). In this cycle, the students' speaking score was improved.

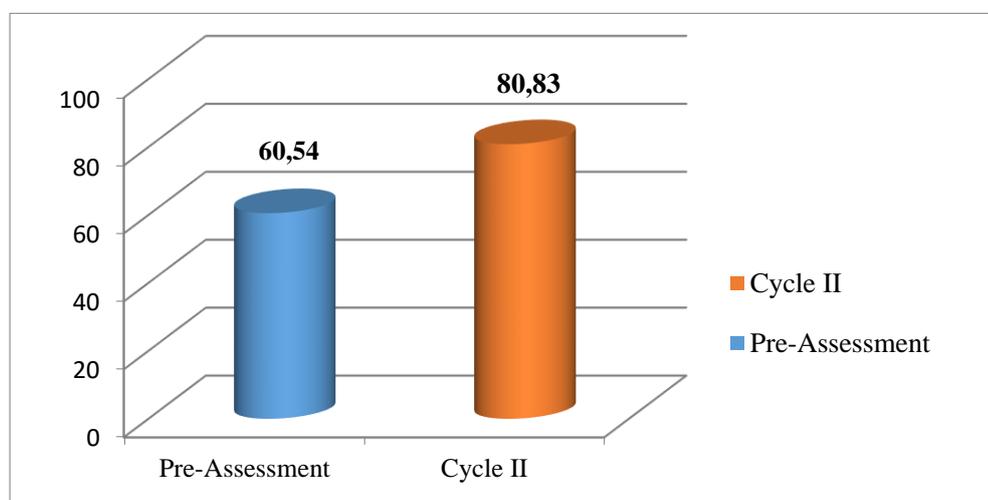
No	Interval	Qualification	Percentage of Cycle I	Percentage of Cycle II	Gain Percentage or Improvement
1	100 – 85	Excellent	4.76%	19.05%	+14.29%
2	84 – 75	Good	14.29%	66.66%	+52.37%
3	74 – 60	Average	66.66%	14.29%	-52.37%
4	59 – 40	Poor	14.29%	0%	-14.29%
5	39 – 0	Very poor	0%	0%	0%
<b>Total</b>			100%	100%	

**Table 4. The Students' Speaking Ability Gain Percentage or Improvement Based on The Result of Cycle I and Cycle II**

Based on the table below, it could be seen the students' speaking ability percentage or improvement based on the result of cycle I and cycle II was from the qualification of excellent increased +14.29% and the qualification of good increased +52.37%. Furthermore, the qualification of average decreased -52.37% and in the qualification of poor which decreased -14.29%. The mean score of students' speaking ability in cycle II was higher than in Cycle I. The mean score in cycle II was 80.83 (see appendix 7, 8, 9 and 10) and in cycle I was 70.29 (see appendix 3, 4, 5 and 6). The improvement of students' speaking ability from cycle I to cycle II increased 10.54 points.

### The Analysis of the Pre-assessment and Cycle II

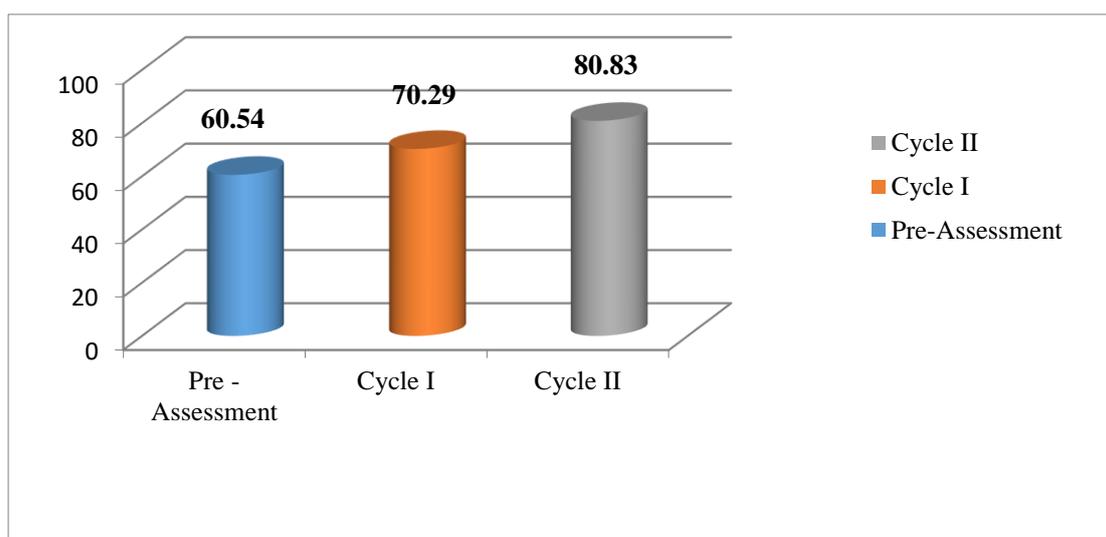
In analyzing the pre-assessment and cycle II speaking test result, the scores were compared to see whether or not the action had an improvement. The improvement of students' speaking ability between pre-assessment and cycle II could be seen on the figure below:



**Figure 4. The Improvement of Students' Speaking Ability from Pre-Assessment to Cycle II**

Based on the figure above, the mean score of students' speaking ability in cycle II was higher than in pre-assessment. It could be proven on the result of the mean score. The mean score in cycle II was 80.83. Whereas, in pre-assessment was 60.54 points. The improvement points between pre-assessment and cycle II were 20.29 points.

In general, the improvement score achieved by the students in speaking ability from pre-assessment, cycle I and Cycle II could be seen in the figure below:



**Figure 5. The Improvement of Students' Speaking Ability from Pre-Assessment, Cycle I and Cycle II**

## Discussion

The result of this research showed that the students' speaking ability was improved after the actions were given to the students. The result of this result also indicates that using gallery walk technique in teaching English can be useful to improve the students' ability especially in speaking. Besides, by using gallery walk technique can motivate the students to speak up confidently and also can make the students become more active and enjoy in learning process at the classroom.

The students' speaking ability in pre-assessment before applying gallery walk technique was still low. The result showed that there were no students achieved excellent level. The highest score was at the good level. It was achieved by one student.

In the implementing of gallery walk technique, the researcher and the collaborator divided the students into groups. Each group consisted of 4 or 5 students in making work or gallery based on the theme or topic that had been prepared by the researchers.

After the implementing of gallery walk technique in cycle I, the students score was improved than in pre-assessment. However, the score of students' speaking ability in cycle I still did not achieve the standard score (KKM)-71 (seventy-one). The students' mean score in cycle I was 70.29. During the implementation of gallery walk technique in cycle I, based on the students' observation checklist, the researcher also found that some of the students did not pay attention and gave maximal contribution to the activities. Then, some of the students were still passive during classroom activity, individually or in groups and they were less enthusiastic as long as the learning activity. Besides, there were 4 students did not follow activity and lesson well.

To overcome some of the students' problems, especially those did not pay attention and give maximally contribution to the activities. The teacher invited the students to discuss about the topic that was being studied, gave full attention and motivated the students. Besides, to overcome some of the students' issues, especially those who were still passive during classroom activity, individually or in group and were less enthusiastic as long as the learning activity, the teacher gave the students reward such as plus points to the students if they were active and enthusiastic in learning both in individually or in group. Then, to overcome the problem of the students who did not follow activity and lesson well, teacher gave suggestion and involved the students in learning activity, such as the teacher gave students some questions and asked the students to review or take conclusion about the materials that was being studied.

The result of the cycle II showed that was good improvement. In this stage, there were 4 students got high score at excellent level. The students' mean score in cycle II was 80.83. During the implementation of gallery walk technique in cycle II, based on the students' observation checklist, the researcher also found that the students gave pay attention and maximal contribution to the activities. Besides, the students were active during classroom activity, individually or in group and they were enthusiastic as long as the learning activity. Then, the students followed activity and lesson well. The last, the students understood the process of learning and followed the learning activity as like the teacher instructions.

Based on the result of students' score in speaking ability from pre-assessment to cycle II, it could be concluded that gallery walk technique was good and effective technique to improve students' ability especially in speaking. In other hand, by using gallery walk technique it could make the students enjoy, enthusiastic and active in learning activity. It was because the students built community learning so they were easy to share and express their thought, idea,

information and knowledge to others. Besides, the students could learn from others about information what they had not known. It is supported by Bowman (see on chapter II), Bowman states that by using gallery walk technique in learning process can connect learners to both new and old information, help learners focusing on what they already know and what they want to learn, build a strong learning community by connecting learners to each other and to the topic, provide learners with an opportunity to physically move around while reviewing material and so on.

This classroom action research by using gallery walk technique to improve students' speaking ability at the second grade students' of SMAN 06 Talang Empat Kabupaten Bengkulu Tengah, Bengkulu was successful. It was proven by the improvement between the mean score of pre-assessment, cycle I and cycle II. The improvement of students' speaking score from pre-assessment to cycle II increased 20.29 points.

## CONCLUSION

Based on the result of the previous chapter, the researchers conclude that gallery walk technique can improve the students' speaking ability at the second grade students' of SMAN 06 Talang Empat Kabupaten Bengkulu Tengah, Bengkulu, Indonesia. It can be proved by the significant result of the students' speaking score in pre-assessment to cycle I increased 9.75 points and cycle I to Cycle II increased 10.54 points. So, the improvement of students' speaking score from pre-assessment to cycle II increased 20.29 points. Researchers can conclude that the implementation of gallery walk technique can make the students more active and enjoy in learning process at the classroom because the atmosphere of the learning process is not too formal. Besides, it can help to motivate the students to speak up and build the students' speaking confidence that they can speak in English without afraid of making mistakes and encouraged the students to enjoy in speaking. Furthermore, gallery walk technique can make the students express and share what they want to say and know to others.

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