

THE EFFECT OF GALLERY WALK TECHNIQUE ON STUDENTS' SPEAKING ABILITY

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Abstract

The purpose of this research is to investigate if Gallery Walk technique has significant effect on the students' speaking ability. In this research, the researcher conducted quantitative through Experimental design. The researcher used a Quasi-experimental design with pre-test and post-test as the instrument. The research was carried out at eleventh (XI) grade of SMAN 2 Trenggalek. The total number of samples for this research were 67 students, 34 from XI MIPA-4 (experimental group) and 33 from XI MIPA-5 (control group). However, the total number of students participating in this research were 30 students in each class. The researcher used spoken test to know the students' speaking ability. The data collected were presented on Paired Sample T-test. Based on the paired sample T-Test result, it was found that the significance value (2-tailed) of the research is $0.00 < 0.05$. Related to the result, it means that H_a is accepted. Thus, it can be concluded that Gallery Walk Technique has significant effect on students' speaking ability.

Keywords: Gallery Walk, Teaching Technique, Speaking Ability.

INTRODUCTION

At this time, English language plays a very important role in developing the quality of human resources. English is the most used language in the world. Many countries used it as a second language. Ilyosovna (2020) states that the importance of English cannot be denied and ignored because English is the language of science, of aviation, computers, diplomacy and tourism. English has been playing a major role in many sectors including medicine, engineering and education. Thus, English has an important role for students to develop their career in the future to face globalization era.

In learning English, there are four skills that must be mastered by students. They are Listening Skills, Speaking Skills, Reading Skills, and Writing Skills. One of the language skills that must be mastered by students is speaking skill. According to Zarifa (2020), the importance of speaking as follows: a) Speaking is the communication tool to express feelings or ideas, discussions and responding to others. b) Mastering

speaking skills makes the speaker a well-rounded communicator and helps the speaker to get the audience's attention. c) Speaking skills are important to achieve the career in the future. d) Having a good public speaking gives speakers the power to influence people and shape their decisions. e) Speaking opportunities encourage sense of membership, respect and self-worth and personalizing learning. Then, Clement & Murugavel (2020) said that speaking has been considered to be the most important skill in workplace among other skill. Therefore, students need to improve their speaking skills in order to prepare for their career.

Nowadays, English subject was implemented in almost all school levels. The schools are implementing the English language because of the presence of a curriculum that requires English as a subject. SMAN 2 Trenggalek is one of the Senior High School (SHS) in Trenggalek whose the curriculum requires English as a compulsory subject. In this school, speaking is basic competence for the eleventh grade. So, the students must master speaking skill in order to build an effective English learning. Based the explanation above, the researcher can conclude that speaking is a crucial thing that need to be evaluated in teaching and learning English in SMAN 2 Trenggalek.

Technique is specific activities with a method that is used in the learning process. Gallery walk is an alternative technique based on cooperative learning that can be used in teaching speaking. According to Rangkuti, et all (2022), Gallery Walk is a classroom cooperative learning technique where the teachers provide the theme/problem that posted on the wall, then the students look and discuss about the problem posted on the wall. Gallery walk can provides opportunities to students speak up and listen to the opinions of other members. Students can be more active from reflect the feedback and discover new knowledge.

Gallery Walk is an activity to show student's products or works of art, then judged by other group of students (Rahmat and Husain, 2021). Gallery walk can provides opportunities to students speak up and listen to the opinions of other members. Mulyani (2014) conducted a study that involves Gallery Walk as the variable, the result showed that there is significant difference in the achievement of writing announcement text between students who are taught using Gallery Walk technique and those who are taught using conventional method. Based on those studies, the researcher interest to investigate the effect of Gallery Walk Technique on students' speaking ability.

The objective of this research is to know whether there is a significant effect of using Gallery Walk Technique on Students' Speaking Ability at Eleventh Grade of SMAN 2 Trenggalek. The result of this study is expected to become evidence that gallery walk technique can be one of appropriate technique in teaching speaking.

RESEARCH METHOD

The research design in this research is quantitative research. Quantitative method is a method that uses statistical analysis where the data is in the form of numbers. According to Ahyar, et al (2020), Quantitative research is research that is intended to uncover phenomena holistically-contextually through collecting data from natural backgrounds by utilizing the researchers themselves as key instruments. In this research, the researcher conducting quantitative through Experimental design. The researcher used a Quasi-experimental design with non-randomization or non-equivalent pre-test and post-test. Ahyar, et al (2020) said that in Quasi-Experimental the researchers cannot control all variables beyond that affects the experiment. In determining the research sample, the researcher adjusts the policies that will be given by the school. Thus, the researcher uses Quasi Experimental with non-randomization design.

This research consisted of pre-test, treatment, and post-test. Pre-test was given to measure the students' speaking ability before the treatment was given. Meanwhile, the post-test was given after the implementation of the treatment. The pre-test and post-test were in a form of spoken test. The subjects of the research are two groups; one group as an experimental group which get a treatment using Gallery Walk Technique. Meanwhile, the other group as a control group which get conventional method.

Abdullah (2015) states that population is the overall target being studied, and the results of the research will be enforced in that population. The population of this research was research is eleventh grade of SMAN 2 Trenggalek in academic year 2022/2023 which consists of 9 classes and 311 students. Meanwhile, sample is a part of population. Husain and Purnomo (2001) in Ahyar, et al (2020) states that sample is element of the population taken with using sampling technique. This research uses non-probability sampling with purposive sampling as the technique of sampling. The sample of this research is XI MIPA 4 and XI MIPA 5 of SMAN 2 Trenggalek in academic

year 2022/2023. Which XI MIPA 4 as experimental group and XI MIPA 5 as control group.

The researcher uses test as the data of collection method in this research. The test is consisted of two types, they are pre-test and post-test. The score of pre-test and post-test are evaluated based on scoring rubric of speaking. An assertion from Hughes (1989) in Fu'adiyah (2021), there were five aspects to measure speaking ability: a) pronunciation, b) grammar, c) vocabulary, d) fluency, and e) comprehension.

After the data were obtained, the data results were analyzed by using Paired Sample T-Test through IBM SPSS 26.0 program. The Paired Sample T-test is used to know the difference values before applying the treatment (pre-test) and after applying the treatment (post-test) using the Gallery Walk Technique.

FINDINGS OF THE RESEARCH

In this research, the researcher used test to know the effect of using Gallery Walk technique on students' speaking ability at eleventh grade student of SMAN 2 Trenggalek. The types of tests in this research were pre-test and post-test. Before used the test instrument, the researcher tested the validity of the speaking test instrument. The researcher used content validity test in this research. The validator expert was English teacher at SMAN 2 Trenggalek. His suggestion and evaluation were deemed valid due to his expertise and experience in teaching English, particularly at the Senior High School level. There were some aspects that were consulted to the validator expert. The aspects were related to the 11th grade English material of explanation text in speaking skill. All of the aspects were already claimed by the expert after all items marked and resulted well. So, the test was suitable to be used as a research instrument in experimental and control class.

The test instrument consisted of instruction to choose one of six topics that already prepared. Then, the students were requested to explain the selected topic using explanation text format. This pre-test was given to both experimental and control group. The analysis was implemented to know the differences between score before and after giving the treatment to both experimental and control group. The results of the pre-test and post-test as follow:

Table 4.1. Pre-test and Post-test Score of Students' Speaking Ability

Score	Experimental Class		Control Class	
	Pre-test	Post-test	Pre-test	Post-test
100	-	-	-	-
80-95	2	15	2	9
60-75	18	15	20	17
40-55	10	-	8	4
20-35	-	-	-	-
0-15	-	-	-	-

Based on the table 4.1, it showed that the total students who really participate in this research were 30 students each class. The table also showed that the minimum pre-test score on both class was same which is 50. Then, the maximum pre-test score on experimental was 75 and control was 80. In post-test score result, the minimum score in experimental was 65 and control was 50. Meanwhile, the maximum post-test score in experimental was 95 and control was 90.

In this research, the researcher used Paired Sample T-Test for testing Pre-Test and Post-Test for experimental group. Paired Sample T-Test was used to determine the effect of Gallery Walk technique on students' speaking ability. The following were the result of the measured of Pre-test and Post-test using paired sample T-Test:

Table 4.2. Paired Sample Statistic (Pre-test and Post-test)

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	62.83	30	8.874	1.620
	Post-Test	78.66	30	9.090	1.659

Based on the "Paired Samples Statistics" table, it is shows that the value of "Mean" in the Post-test is higher than the Pre-test value. It can be read as $78.66 > 62.83$. The reason for this occurrence is that the post-test was administered after the students received the treatment.

Table 4.3. Paired Sample T-Test

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2- tailed)
					Lower	Upper			
Pair 1	Pre-Test – Post-Test	-15.833	5.583	1.019	-17.918	-13.748	-15.531	29	.000

The researcher formulated the statistical hypothesis as follows:

H_a: There is a significant effect of using Gallery Walk Technique on students' speaking ability at eleventh grade of SMAN 2 Trenggalek.

Based on the table 4.12 above explains that there is a significant effect of the results before and after given the treatment which is Gallery Walk Technique. It is showed that the significance value (2-tailed) of the research is $0.00 < 0.05$. The result indicates that there is a significant difference between the Pre-test and Post-test in Experimental group. Furthermore, related to the result H_a is accepted. It can be concluded that there is a significant effect of using Gallery Walk technique on students' speaking ability at eleventh grade of SMAN 2 Trenggalek.

CONCLUSION AND SUGGESTION

Based on the results of the research and the discussions conducted, it evidences that the use of Gallery Walk technique has significant effect on students' speaking ability. It can be seen on the result of paired sample t-test that showed the significance value (2-tailed) of the research is $0.00 < 0.05$. Moreover, based on the theory that said if the result of paired sample t-test is lower than 0.05, it means H_a was accepted. In addition, the researcher also found that the post-test score mean in experimental class was higher than the post-test score in control class. For mean of experimental class was 78.67 and for control class was 72.16. It means there was a significant different on speaking ability between students who learn English by using Gallery Walk technique and students who learn with conventional method. In conclusion, this research has been able to answer the statement of the problem that sound, "Is there any significant effect of using Gallery Walk Technique on Students' Speaking Ability at Eleventh Grade of SMAN 2 Trenggalek?". Further, this research has been able to achieve the objective

of the research which there is a significant effect of using Gallery Walk Technique on Students' Speaking Ability at Eleventh Grade of SMAN 2 Trenggalek.

After conducting the research, the researcher would like to give some suggestions for people who find some benefits of this research, which are English teacher, student, and other researcher. First, the English teacher can use Gallery Walk as one of the alternative techniques from many techniques in teaching and learning process. By using this technique, the students can improve their speaking ability. Second, the use of Gallery Walk technique is recommended to improve the student's speaking ability. By this technique, the students can enjoy the English class because the material is delivered in interesting and understandable ways. Then, the students are hoped to be active and creative in enriching their English vocabularies. The last, the other researchers are expected to find another way to support and improve learning activity. This research is expected to give useful information to other researcher especially novice researcher who are interested in English language learning. Also, this research can be used as a relevant reference for further research.

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