

GALLERY WALK TECHNIQUE IN IMPROVING STUDENTS SPEAKING SKILL AT SMP UNISMUH MAKASSAR

Asyra Qamra Bahar¹, Hasnawati Latief², Yassir Mallapiang³

^{1,2,3}Muhammadiyah University of Makassar, Sultan Alauddin, Makassar 90221, Indonesia

ARTICLE INFO	ABSTRACT
<p>Article history: Received: June 17, 2022 Revised: June 27, 2022 Accepted: August 2, 2022 Published: December 12, 2022</p> <p>Keywords: Speaking Skill The Improving Gallery Walk Technique</p>	<p>The goal of this study is to determine whether or not the gallery walk approach should be used to help students at SMP UNISMUH Makassar enhance their speaking accuracy and fluency. This study used the pre-experimental methodology. The population of this study was one class of second graders, and the sample was taken from the VIII A 1 class at High School SMP UNISMUH Makassar in the 2019/2020 academic year, which had 23 pupils. The researcher used a speaking test to gather data, which was divided into a pre-test and a post-test. The researcher then used a (t)test to assess the data. The results of this study revealed that the mean pronunciation score in the pre-test was (53,30) and the post-test was (76,56). Pre-test mean for word smoothness was (51,86), and post-test mean was (80,04). Additionally, the overall pronunciation and smoothness score for the pre-test, or X1, was (53, 39), while the post-test, or X2, was (76,56). This proves that after using the gallery walk method of instruction, pupils' speaking skills improved, making them more fluent in English than before. Based on the findings above in using the gallery walk technique in the classroom, the data was collected through record as explained in the previous findings sections and showed that the students' speaking skill was significantly better after using gallery walk as a technique than before the treatment was given to the students. Before the treatment was given, the students' speaking skill in asking and giving opinions was categorized as fair. After administering the therapy, their capacity greatly increased.</p> <p style="text-align: right;"><i>This is an open access article under the CC BYSA license.</i></p> 
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<p>Corresponding Author: Asyra Qamra Bahar English Education Department Universitas Muhammadiyah Makassar 259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia. (10pt)Email: abahar@bg.unismuhmakassar.ac.id</p>	

INTRODUCTION

Speaking is one of productive skills, in which the term of productive skills according to (Harmer, 2007) is the language skills where the students produced the language themselves. A technique enabling students to interact and communicate is essentially needed. Speaking is a process of expressing ideas. One of the most well-known spoken languages is English. Students learning English need to speak the language well in order to reduce the difficulties with the language.

Based on classroom observation by the researcher. The students' inadequate speaking ability has many causes. It affects how people discover things. In the classroom, kids occasionally lacked concentration. Because their study of English was uninteresting, they were too embarrassed to approach the teacher if they didn't comprehend the content. They were also too tired and illiterate to use a dictionary. There are numerous methods for teaching speaking, and the gallery walk technique is one of the alternatives that can be employed in a classroom setting.

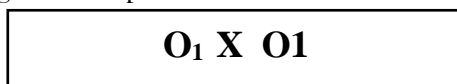
Students' pronunciation, vocabulary, and self-confidence can all be improved by using the gallery stroll technique. A flexible conversation strategy that keeps students engaged in the classroom is the gallery walk. One of the most adaptable learner-centered activities is a gallery walk. The gallery walk introduces learners to one another and the training topic in a variety of fun, engaging ways (in Bowman, 2005: 1). When adopting the gallery walk technique in the classroom, students are not permitted to sit in their customary places because they must move about the room to observe the ideas of each group, come up with their own ideas, and then present them to the class.

In light of the reasoning provided above, the researcher chooses to carry out a study titled "Gallery walk technique in improving student speaking skill"

RESEARCH METHOD

Research Design

The method of this study will be pre-experimental (one group pre-test post-test) research design. This design can be present as follow:



Where: O₁ is the pretest

X is the treatment

O₂ is the posttest

Gay, 2006

RESULT AND DISCUSSION

A. Research Finding

The pre-experimental research's findings relate to the solution to the research question, which attempts to raise the students' speaking correctness and fluency. The results include the pupils' speaking prowess and observational data. While speaking fluency data is concerned with smoothness, speaking accuracy data is concerned with pronunciation.

1. The mean pronunciation and smoothness scores of the students on the pre- and post-tests.

The mean score of the Pre-Test and Post-Test could be found in the following table 4.1n after the students' scores were calculated.

Table 1: Pre- and post-test student pronunciation and smoothness mean scores

Gallery	Pre-Test	Post Test	Improvement %
Walk Technique	53,39	76,52	30,22%

The data in the table 4.1 shows that, the students' Speaking skill as the result calculating of the students' Pre-test and Post-test after taught by using gallery walk as technique. The students score Pre-test (53,39) and Post-test (76,52). It indicates that the students' post-test mean score was greater than their pre-test mean score.

1. The Improvement of Students' Speaking skill in pronunciation

The improvement of the students' speaking skill in pronunciation of the topic presented in the table, below:

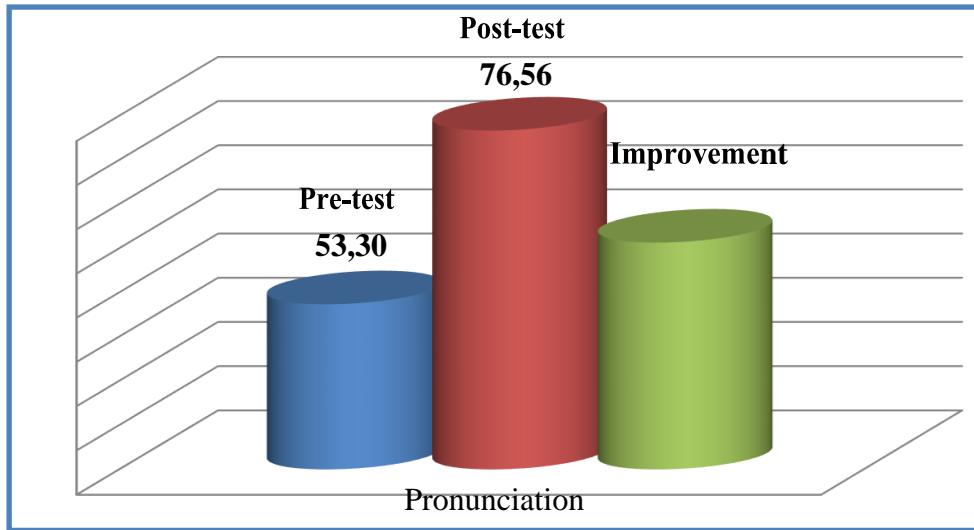
Table 2. The mean score of pronunciation in pre-test and post-test

Gallery Walk Technique	Accuracy (Pronunciation)		Improvement
	Pre-test	Post-test	
	53.30	76,56	30,38%

The table shows that there are significant different between Pre-test and Post-test, the mean score in pre-test is 53,30 and the mean score in post-test is 76,56, based on the result there

are improve 30,38%.

Figure 1 The improvement of students' speaking skill in pronunciation



The information in the figure and table demonstrates how utilizing the gallery walk technique, the students' speaking skills were calculated for the pre- and post-test. Whereas the students' pre-test-test score (52,39) varied from their post-test score (76,52). It indicates that the students' speaking abilities in the gallery walk technique improved by 30.22%.

2. The enhancement of students' fluency in speaking

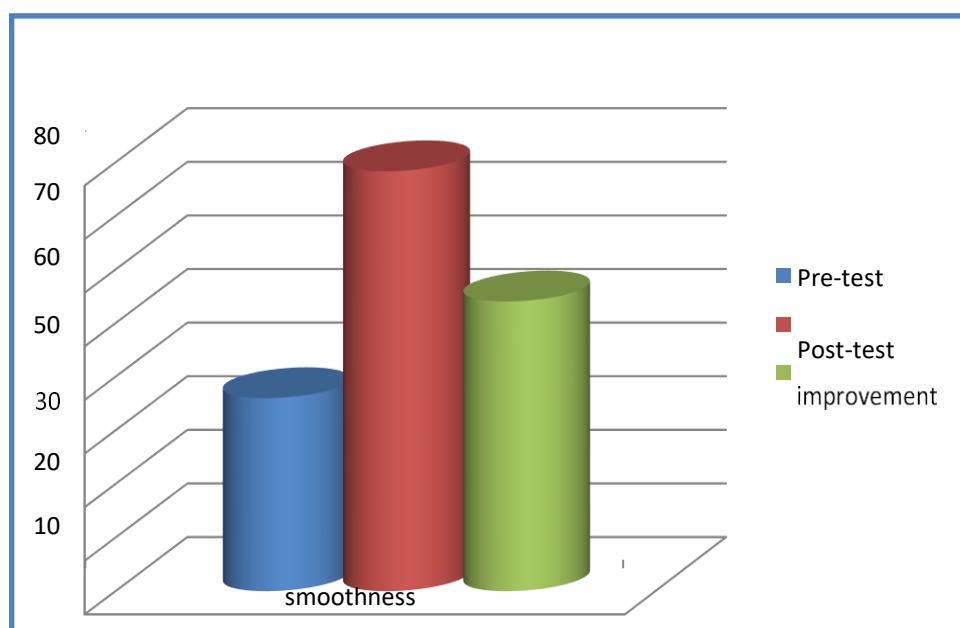
The following table shows the students' efforts to write fluidly on the subject:

Table 3. The mean smoothness score for the pre- and post-tests is shown in Table

Gallery Walk Technique	Fluency (smoothness)		Improvement
	Pre-test	Post-test	
	51,86	80,04	35,53

The mean score in the pre-test is 51,86, and the mean score in the post-test is 80,04, as shown in the table. According to the outcome, there has been a 35,53 percent improvement.

Figure 2 The improvement of students' speaking skill in smoothness



The information in the figure and table illustrates how the students' smoothness score improved as a result of comparing their performance on the pre- and post-tests for their gallery stroll speaking method. When the students' pre-test (51,86) and post-test (80,44) scores differed, it indicated that their speaking abilities had improved (35,52%) as a result of the gallery tour teaching method.

3. The Significance of the students' speaking skill in gallery walk technique.

The researcher utilized t-test analysis on the level significant (p) = 0,05 with the degree of freedom (df) = $N-1$, where N = number of subject (23 students), and the value of t-table is 2.074 to determine the level of significance of the pre-test and post-test. The following table displays the results of the statistical analysis using the independent sample t-test:

Table 4 T-test of the students' speaking skill in gallery walk technique

Gallery Walk Technique	T-Text	T-Table	Comparison	Classification
	4.650	2.074	T-Test > T-Table	Significantly Different

The end result revealed that the t-test value for the students' speaking skill was ($4.650 > 2.074$), which is greater than what is shown in table 4.4 ($T\text{-Test} > T\text{-Table}$). This indicates that the students' speaking abilities before and after adopting the gallery stroll technique differed significantly. Additionally, it was stated that the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) was rejected.

B. Discussion

According to findings in applying the gallery walk technique in the classroom, as described in

the previous findings sections, the data was collected through records and revealed that the students' speaking ability had improved significantly. The students' score after applying gallery walk as a technique was better than before the treatment was given to the students', before giving. After administering the therapy, their capacity greatly increased.

1. The students' Improvement in Speaking Gallery Walk Technique

After calculating the score, the researcher found the students' speaking skill in gallery walk technique had improved 30,22 % from the mean score 53,39 on pre-test to be 76,52 on post-test. It was supported by the mean score post-test of the students speaking skill in gallery walk technique was higher than pre-test.

The score of the students' post-test was higher than the mean score of the students' pre-test therefore, gallery walk technique could improve students' speaking skill. Additionally, the data analysis on Table 6 revealed that, with a level of significance (p) of 0,05 and a degree of freedom (df) of N-1, where N is the number of subjects (23 students), the value of the t-test for students' speaking in the context of soliciting and offering opinions using the gallery walk technique was 2.074.

2. The Improvement of the students' speaking skill in pronunciation

The researcher discovered that the students' speaking ability in pronunciation had increased 30,38% from the mean score 53,30 on the pre-test to the final score. The post-test mean score of 76,56 was consistent with this result, and since it was higher than the pre-test mean score, the gallery tour technique may improve students' speaking abilities.

3. The Improvement of the students' speaking in smoothness

The mean score on the pre-test was 53,30, and the final score showed that the students' speaking ability in pronunciation had grown by 30,38 percent. This finding was supported by the post-test mean score of 76,56, which was higher than the pre-test mean score and suggests that the gallery tour technique may have helped students' speaking skills.

CONCLUSION

Based on the discussion and explanation in the previous chapter and looked at the result of this research, the researcher put forward some conclusion as follows:

The students speaking skill in pronunciation had improved 30,38% after using gallery walk technique, from the mean score 53,30 on pre-test to be 76,56 on post-test, and student pronunciation more clearly than before the researcher apply gallery walk technique in the class. The students can express their ideas and easy to communicate with their friend and easy to understand what they say.

There was a noticeable difference between the speaking progress of the students who were taught to utilize the gallery walk approach and those who were not in terms of smoothness

after using the technique. The means score of the students' speaking ability in smoothness increased by 5,52% from 51,86 on the pre-test to 80,44 on the post-test. The SMP Unismuh Makassar students' attitude toward learning English speaking was favorable and they were eager to learn using the gallery walk technique. The value of the t-test was more than the value of the t-table (T test value (4.650) T table value), which demonstrated that there was a substantial difference between the results of the students' Pre-test and Post-test (2.074).

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