THE INFLUENCE OF GALLERY WALK MODEL ON STUDENTS' SPEAKING SKILL

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ABSTRACT

This research purposed to find about whether or not Gallery Walk Model Influence Students' Speaking Skill in term of vocabulary, particularly for the students in 7th grade of SMPN 1 Sungguminasa, Gowa. This research used quantitative research method conducting Pre-Experimental Design, with 256 students as the population. In this research, the researcher used Non-Probability sampling that is sampling incidental and number of sample are 32 students. This research consist two variables that are independent variable is Gallery Walk Model, and dependent variable is Speaking Skill. The result of analysis data shows the mean score of students' vocabulary was greater in the post-test than in the pre-test (81 > 56.75). It proved from the score of students' vocabulary in post-test was improved 42.57% from the score of pre-test. And the result of t-test in vocabulary is accepted, with the greater score of t-test than t-table (23.704 > 2.040). It concluded that Gallery Walk Model is influenced to improve vocabulary of students in speaking skill.

Keywords: *Gallery Walk Model, Speaking Skill, Vocabulary.*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah Model Gallery Walk Mempengaruhi Keterampilan Berbicara Siswa dalam hal kosakata, khususnya untuk siswa kelas 7 SMPN 1 Sungguminasa, Gowa. Penelitian ini menggunakan metode penelitian kuantitatif dengan melakukan Pre-Experimental Design, dengan populasi 256 siswa. Dalam penelitian ini peneliti menggunakan Non-Probability sampling yaitu pengambilan sampel insidental dan jumlah sampel sebanyak 32 siswa. Penelitian ini terdiri dari dua variabel yaitu variabel bebas adalah Model Gallery Walk, dan variabel terikatnya adalah Keterampilan Berbicara. Hasil analisis data menunjukkan nilai rata-rata kosakata siswa pada post-test lebih besar

daripada pada pre-test (81 > 56,75). Terbukti dari skor kosa kata siswa pada post-test meningkat 42,57% dari skor pre-test. Dan hasil uji-t kosakata diterima, dengan nilai uji-t lebih besar dari pada t-tabel (23.704 > 2.040). Disimpulkan bahwa Model Gallery Walk berpengaruh terhadap peningkatan kosakata siswa dalam keterampilan berbicara.

Kata kunci: Model Gallery Walk, Keterampilan Berbicara, Kosakata.

Introduction

Speaking is one of the important skill from four skill in English language Teaching. Harmer (2007: 343) expressed that speaking is a complex skill because have dependability with components of grammar, vocabulary, pronunciation, fluency and comprehension. But in the general problems of the students graduate is about vocabulary in speaking skill. It is one of the based difficulties of students if the students speak up front of the public. So, the objective of this research is to improve students' vocabulary in speaking skill, because speaking is the important skill in the education institute especially for the students.

According to the previous mentioned, the teacher must to using the interest learning model and appropriate method in English language teaching with interesting of the students. In the Richards and Rodgers (2001: vii) the teachers can teach English by using the different methods in language learning, for example jigsaw, silent way, and communicative language teaching. But in the problem of learning, many of the Teachers underestimate about learning model that students need and want. So, it is one of the points that make the students boring and lazy with passive learning that teacher as centre learning. In the other hand, students need something new as the students' interest in the learning process with the active learning that the students' as centre learning. With the active learning the students proven most have motivation and seriousness to follow the process of learning. Therefore, the researcher has the motivation to using Gallery Walk Model to be learning models in the class. And the hope of researcher with this experiment is the students' have rich vocabulary, and be able to applying and interacting with the other people with good English in the class, especially between the teachers and friends.

Gallery walk is the recommended model of learning in the curriculum 2013, because its focus to the students as centre learning. The gallery walk connects

learners to each other and learners to the training topic in a number of interesting, interactive ways (Bowman, 2005: 1). By using gallery walk model, the researcher hopes this model influence to improve students' vocabulary in speaking skill.

And from the variety of previous studies used the Gallery Walk Model the researcher is not finding the same problem about vocabulary in speaking skill.

Materials and Methods

The formulated the research questions "Does the Gallery Walk Model Influence Students' Speaking Skill?"

Previous of Related Findings

From the previous research, this research found some previous research that concerned with Gallery Walk Model, Community Interaction Activities, and Communicative Language Teaching as follows:

Firstly, Sulastri (2013) conducted a research about "The Use of Gallery Walk Method to Improve Students' Speaking Ability at the First Year Students of SMPN 1 Sungguminasa, Gowa." This research describes about the applying of Gallery Walk Method to improve accuracy and fluency of the students by used observation sheet and oral test. In the observation sheet, the researcher observed the students' activities in the teaching and learning process to find out the data of students' about their contribution in the active learning. And in the oral test, the researcher observed the speaking skill of the students with students' presentation to know the improvement of students. And the type of speaking test is observing form. The researcher dividing the pair of students and ask to speak about the material that they have learn with the good grammatical, and students' scoring of test result base on two aspect of speaking that are grammar and vocabulary.

Secondly, Anwar (2015) conducted a research about "Enhancing Students' Speaking Skill through Gallery walk Technique (A Classroom Action Research at the First Grade students of SMA Muhammadiyah (Plus) Salatiga in the Academic Year 2014/2015). The finding of the research in SMA Muhammadiyah (Plus) Salatiga shows: implementation procedures of Gallery walk technique to to the students to enhancing speaking of the students. The teacher provides about the material by use gallery walk technique to enhanced students improvement in speaking skill. It proved by the significant different score between pre-test and post-test. Based on the procedure of gallery walk implementation there are the different

responds from the student in the learning process. The researcher found about the positive atmosphere that are the motivation and enjoyment of the students to approve the material in the class.

Thirdly, Ridwan (2016) conducted a research about "Gallery Walk: An Alternative Learning Strategy in Increasing Students' Active Learning". In this research, he applied Gallery Walk (GW) into four cycles, one original Gallery Walk and 3 other modifications. Based on the applying four cycles, the result of Gallery Walk Method it can be seen in the questionnaires that this method is significant to influences the students' activity in the class. And from the observation there are many of the students agree to choose gallery walk as a learning model in the class.

Fourthly, Dinata and Anggraini (2017) conducted a research about "The Use of Gallery Walk Too Enhance the Speaking Achievement of the Ninth Grade Students of SMP PGRI 1 palembang" found about: 1) the significant of gallery walk strategy to improve students' speaking achievement, and; 2) the significant difference achievement between group experiment and control group on the ninth grade students' speaking skill. This study focused on the enhancement of students speaking achievement in SMP PGRI 1 Palembang and specifically by using a technique called Gallery Walk and from the result in statistical data in the previous chapter, it can be implied that this technique has contributed in enhancing the students' speaking achievement in English subject.

Finally, Lestari (2017) conducted a research about "The Effect of Gallery Walk Strategy on the Students' Ability in Writing Descriptive Paragraph at Mas Al Ittihadiyah" found about the significant effect of the used gallery walk strategy on the writing ability of students' to write descriptive paragraph. The used of gallery walk strategy was effective to improve the students ability in writing, it proved from the significant different score of students in the experiment group and control group. Gallery Walk is the important discussion strategy to develop students' ability in speaking and writing skill, because the student as a centre of learning in the active learning. It is concluded that gallery walk strategy applicable as a significant strategy for the students in the write descriptive paragraph in the class.

From the variety of previous studies, the researcher found the number of similarities and differences between this research and the others. The similarities of this research were the use of Gallery Walk Model in the speaking skill. And the

differences in this research were about research design, skill, and focus of the research. Based on the similarities and differences of the research, the researcher was to discuss about implemented Gallery Walk Model toward Students' vocabulary in Speaking Skill in the teaching and learning process. Because from the variety of previous studies, the researcher is not finding the same problem, that was about vocabulary in speaking skill.

Definition of Speaking

Speaking is one of important skill in English Language Teaching. Collie and Slater (2005: 8) expressed that speaking will encourage the development of fluency in spoken English. Because the fluency of speaking is show that someone easily to talk with the other people without the worried and shy to make a mistake.

Speaking is one of four basic skills of language and it has important role in daily life because it is the main skill in communication (Welty and Dorothy, 1976: 47). Its mean that speaking skill very important for everyone because in the daily life need information, and to get some information someone must to communicating with the other people. And according to Harmer (2007: 343) speaking is a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, fluency and comprehension. Speaking have some important components, there are:

1. Pronunciation

According to Richard and Schmidt (2002: 519) said that pronunciation is the way a certain sound is producing. It's different with the articulation cause related with the real pronunciation of sounds production in the mouth, the stresses of pronunciation is on the sounds way producing by the hearer. So pronunciation is very important, because if the people just have a good grammar or vocabulary, they have not good speaking, so the other people don't clearly understand what do you talking about.

2. Grammar

According to Nunan (2003: 153) grammar usually can be thought as a set of rules specifying the correct pattern of words at sentence level. And the conversation is difficult to understand if the conversations with someone have many

mistakes of grammatical. So, to help the students to speak more accurately have been studying about English grammar.

3. Vocabulary

Vocabulary is one of the important components of speaking, because someone cannot say something without vocabulary. According to Pollard (2008: 13), vocabulary is a basic building block of language learning. It's mean that vocabulary is the basic skill of language that must to learnt, because with vocabulary the students be able to speech and make a good sentence.

4. Fluency

Hornby *et al.* (2005: 156) said that fluency is able to speak a language easily and well. According to Pollard (2008: 16) fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency explained about the good speaking without the wrong. So to know the students' fluency, the researcher could be check students' ability to speech correctly and fluency front of the class without something wrong.

5. Comprehension

Hornby (2000: 194) expressed that comprehension is the mind, act power of understanding exercise aimed in improving is testing ones. It is explained that comprehension is the most important skill of speaking.

Definition of Gallery Walk Model

Gallery Walk consists of two words namely Gallery and Walk. The gallery is an exhibition. The exhibition is an activity to introduce the product, work or idea to the audiences. While Walk means walking, step. Gallery walk is an active teaching strategy that gets students out of their seats and moving around the classroom to different learning stations that display artifacts related to the class activities Silberman (2007: 264). Be sides, Gallery walk is a discussion technique that gets students out of their chairs and into active engagement (Francek, 2006: 27). This method is effective in the active learning class, because its show the students activities in the class as the good achievement of the students. Gallery walk also have many benefits and advantages for the students and teacher.

Method

This research used quantitative research method conducting Pre-Experimental Design, where in this method the researcher used One Group Pretest-Posttest Design as the significance design in this research.

Analysis Data

This research used quantitative technique to analyze the data by used some steps:

1. Scoring Pre-test and Post-test of the students to know achievement of students.
2. Classifying the score of students.
3. Calculating the percentage of students' achievement.
4. Calculating the students mean score.
5. Calculating the improvement of the students' score in pre-test and post-test.
6. Finding out the significant between pre-test and post-test from the calculating values.
7. Finding the different significant between the pre-test and post-test by calculating the value of the test.

Result

The data were collected by administrating the test, the test were done twice namely Pre-Test and Post-Test. Based on pre-post test there was the speaking improvement of students by using Gallery Walk Model. The students' vocabulary mean score in pre-test was categorized fair (56.75) then it increases in post-test which categorized good (81), it showed that there was 42.57% increase in terms of vocabulary.

And to know the significant of the different score in the pre-test and post-test of the level significance 0.05 (5%) with degree of freedom (df) = N-1 = 31, where N = the local of the students' (32). And the calculating score of t-test in term of vocabulary in speaking is higher from the score of t-table (23.704 > 2.040). It concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. In the other words, the use of Gallery Walk Model is influence in increasing the students' speaking vocabulary.

Discussions

In the discussions show the result and findings of this research that is about students' speaking skill dealing with vocabulary.

In the process of treatment, the researcher have interesting model of learning process by used Gallery Walk Model. At the first until the last meeting the students were interest, active, and have motivation to participate in learning English. As a result, the students become enjoy and more exited in learning process. It show from the use of Gallery Walk Model made the students' vocabulary in speaking increased in the post-test to be 81 from 56.75 in the pre-test.

Through the score of pre and post test, the result of t-test in the level of significant 5% = 2.040, degree of the freedom (df) = 32 where N-1 = 31, indicated that the score of t-table was 2.040 and the score of t-test was 23.704. Therefore, it could be conducted that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It concluded that the used of Gallery Walk Model was improved the students' skill of speaking in term of vocabulary.

Gallery Walk Model was interesting and beneficial for the students who studied English as foreign language because can improve speaking skill of students in term of vocabulary. It's caused by the involvement of the students' during the process. It also made English become joyful subject to be learnt.

Based on collected on the data, the researcher can conclude that majority of the students needed to be motivated and that the using of Gallery Walk Model can help to create joyful learning in study English especially in speaking skills from this discussion, its concluded that the seventh grade students' of SMPN 1 Sungguminasa in academic years 2018/2019 have good skill in English after being the Gallery Walk Model especially in speaking skills.

Conclusion

The conclusion of this research is Gallery Walk Model influenced to improve the students' vocabulary in speaking skill. It proved from the increased score of students' vocabulary in the pre-test was 56.75 became 81 in the pos-test, with 42.57% improvement. And the result of t-test in vocabulary is accepted, with the greater score of t-test than t-table (23.704 > 2.040).

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