


The Effect of Gallery Walk Technique towards Students' Speaking Skill

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A B S T R A C T

The objective of this research is to investigate if Gallery Walk Technique significantly affects students' speaking skill. The design used in this research was experimental research design. The population of this research was the students of grade X of SMA Pelita Bulu Cina. The total number of the population was 30 students. Cluster sampling technique was used in drawing the sample. So, 15 students were selected into the experimental group (X-I) and 15 students were selected into control group (X-II). Speaking test was used as the instrument of this research. The data were analysed by using Mann Whitney U-test formula. It was found that the smaller U-observed value was 1. It was smaller than U-table value which was 64 at $p = 0,05$ ($1 < 64$). Thus, H_a was accepted and H_o was successfully rejected. Thus, Gallery Walk Technique significantly affects students' speaking skill.

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INTRODUCTION

In language learning, the four skills are described in terms of their direction. Language generated by the learning is referred to as productive. Language directed at the learner is called receptive. Another important idea is the channel, which refers to the medium of the message (aural/oral or written). Thus, speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. According to (Nunan, 2003, p.48) "speaking is the aural/oral skill because it consists of producing systematic verbal utterances to convey meaning".

In addition, Asatryan (2016, p.16) states that speaking is a process which is used in a variety of contexts of constructing and transferring meaning by using verbal and non-verbal symbols. It can be said that speaking plays a great role in English language learning and communication because someone can express his idea, feelings, thought and experiences by speaking. Indonesia's curriculum of 2013 (K13) for teaching and learning English in Indonesia asks students to be able to communicate for both written and oral. The students in Indonesia are expected to be able to speak English as the successful of teaching a language process.

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But in fact, based on the preliminary research conducted at SMA Pelita Bulu Cina, many students are less competent in speaking. The students said speaking was very difficult. They were afraid of making mistakes and being laughed by his or her friends. Besides, they were shy and less confidence to speak English. Moreover, Ur (1996, p.121) states that there are several problems in speaking activities such as afraid of making mistakes in trying to speak a foreign language, being shy, cannot say anything, lack of participation, less opportunity, and used to speak by using mother tongue.

In order to solve the problems, it is needed to know a strategy for helping students in speaking English. Therefore, teachers should help the students to overcome the problems by motivating them to speak. For this reason, teacher should use effective teaching strategy that encourage students to take part actively in the class. One of the effective strategies to overcome the complicated problems faced by the students in speaking is Gallery Walk Technique. Gallery Walk consists of two words, they are Gallery and Walk. Gallery is a space for displaying chart/poster. Meanwhile, Walk means an action where someone moves to another side. Thus, Gallery Walk can be understood as a cooperative learning technique used in the classroom in which the teacher devises several questions/problems and posts them on the walls, and the students look at them carefully and talk about the questions/problems that are posted on the wall.

According to Caulfield and Jennings (2005, p.61) the Gallery Walk Technique is one of ways for students to add comments, questions and answers written on paper mounted on a wall by rotating clockwise in the classroom. This can provide an opportunity for students to participate in the classroom. Students can evaluate peer work after visiting every idea on the wall, making comments and suggestions. In addition, Francek (2006, p.27) describes that Gallery Walk is a discussion technique that gets students out of their chairs and into active engagement. The advantage of the technique is its flexibility. A Gallery Walk holds a variety of benefits for students and teachers alike. The Gallery Walk is a powerful opening, closing, or review activity. In this activity, participants write on various pieces of chart paper that they have taped to the training room walls.

Moreover, France in Mulyani (2014, p.20) states that Gallery Walk is a teaching technique that involves all the students to follow the activity actively and walk around the class in discussing the important subject. Hogan et al. (2011) state that Gallery Walks are utilized in creating the new atmosphere in the classroom. It means that Gallery Walk Technique presents different condition where the students have team work to discuss problems or questions that are posted on the wall. Gallery Walk is defined as the instructional activity which the students go around the class and actively contribute the activity by examining, questioning, exchanging ideas, responding to the peers, and formulating their own thoughts (Taylor in Sujannah and Utami, 2017).

Furthermore, Johnson (2006) declares that the implementation of using Gallery Walk, as follows: 1) the teacher hangs up three or more large piece of butcher paper in the room. At the top of one is label "Comment." Another is labeled "Questions." The third is titled "Personal Responses;" 2) they are all asked to walk around the "gallery" to see what the pictures are about; 3) after students have completed seeing, they are instructed to write down their thoughts for each of the three categories listed on the butcher paper; 4) finally, students take their seats and discuss what they have seen. They may ask for clarification of comments, suggest answers to questions, or build on or questions responses.

Based on the explanation above, it can be concluded that by the implementation of Gallery Walk Technique in the classroom, students can actively involved by moving around the classroom to see the pictures, posters, or even their works, then, the students will discuss with their friends after they look around the gallery, give their comments, share about their thought, and ask for clarification to other groups. Thus, they will have more motivation and

self confidence to ask and answer the questions from the teacher or their friends because they can apply what they read, listen, see, and comprehend the previous knowledge.

Bowman (2005, p.93) suggests the general instructions for teaching using Gallery Walk are as follows: 1) The first step is taping the charts. Before the learning process begins, the teacher tapes a number of large sheets of chart onto the walls. Space the chart pages so that students can walk from one chart to another. 2) The second step is labeling. The teacher labels each chart with a question, statement, or issue related to the topic being discussed. The topic must be appropriate with the learning topic as listed in the lesson plan. 3) The third step is students' writing. In this step, the students walk around the classroom writing their responses based on contents of the charts. They give their own opinion about the topic/issue. 4) The teacher assigns a direction to move or the students can move randomly. They can do the activity as individuals or in groups. 5) The last step is writing the results of the students' observations on the chart. After the students have written on all the charts, they take a gallery walk, read the chart and write down their observations on the work sheet. 6) Finally they discuss the activity with the whole group.

Francek (2006, p.28) describes that the instructions of Gallery Walk Technique will depend on the goals of teaching. In this research the goal of teaching by using Gallery Walk is to enhance the students' self confidence in speaking. So, the researcher modified the teaching instructions of the teaching steps as follow: 1) First, the researcher divided the students into four groups. Each group consisted of four or five members. Every member had a job, one member as a guide (his/her job was to explain about their gallery to other groups), two until three members as a visitor (their job were to ask some questions to other groups about their gallery) and one member as a note taker (his/her job was to write down the questions from other groups). 2) Second, the researcher gave some materials related to descriptive text to each group. 3) Third, they made a gallery, the first step was to discuss with their own group to find out the main idea for each paragraph of the text. Second step was they made a gallery based on the main idea that represents for each paragraph, after their gallery done. 4) Next, the member as a visitor for each group had to walk around to every group's gallery and asked some questions that they didn't understand about the picture in the gallery and another member as a guide had to explain about their gallery to visitor from the other group, the questions were noted by the note taker. After appropriate amount of time (about 2 minutes), the visitors from each group moved to other gallery until the visitors from all groups. 5) In the last session every group gave summary about their gallery and some questions that they got from other groups.

Francek (2006, p.27) explains the advantages of using Gallery Walk Technique as follows: 1) Dedicates time for students to practice discussing, debating, organizing, and writing about course content rather than just hearing ideas presented by the teacher; 2) Promotes the use of higher-order thinking skills like analysis, evaluation, and synthesis when teachers choose levels of abstraction when designing questions; 3) Emphasizes the collaborative, social nature of learning because students work in teams to synthesize information written from a variety of perspectives; 4) Encourages alternative and multiple approaches to problems, because students are exposed to a variety of perspectives posted at different discussion "stations"; 5) Reassures students that their voices, ideas, and experiences are valued because students are more likely to share ideas among a non-threatening group of peers; 6) Provides an opportunity to gauge a student's prior knowledge, skills, and misconceptions. The existing conceptual framework of students can be challenged and, if faulty, corrected during the "report out" phase of the gallery walk; 7) Promotes team building, fosters persuasive argument, and encourages consensus as students work together to accurately represent group members' ideas at different junctures of the Gallery walk; 8) Acts as an ice breaker because students interact with classmates and the teacher when debating responses at each Gallery walk "station"; and 9) Encourages student interaction as

groups move from station to station, interrupting the lethargy that sometimes results from being seated for long periods.

On the other hand, Francek (2006, p.27) explains the disadvantages of using Gallery Walk Technique as follows: 1) A few students in the group may not actively participate in the knowledge construction. This can be addressed up to a certain extent by assigning specific roles to students in each group and then asking them to rotate the roles when they reach the next station. The teacher can also ask some evaluative questions to the students during the activity in order to bring them back to the activity. 2) Some students prefer to learn individually and hence may not participate in discussions. For these learners, the teacher can mention the benefits of teamwork and how it can be helpful for them in the future. 3) The evaluation may not be just. This issue can be addressed by the teachers by having an evaluation rubrics in advance and making the students familiar with it.

METHOD

This research was conducted in experimental design. There were two groups of students, namely experimental and control groups. The experimental group was taught by applying Gallery Walk Technique while control group was taught without applying Gallery Walk Technique. This research was conducted at SMA Pelita Bulu Cina. The population of this research was the tenth grade of SMA Pelita Bulu Cina which consisted of two parallel classes, namely X-1 and X-2. Each class consisted of 15 students. So, the total number of the population as well as the sample were 30 students. Cluster sampling technique was employed in drawing the sample. Then, the two parallel classes were chosen randomly by using lottery technique. The class X-1 was the experimental group while the class X-2 was the control group. Since the test was in the form of speaking performance test, the small sample size was intended to prevent bias students' scores. In collecting the data, the writer used an oral test as a primary data in order to measure students' speaking skill in describing people and places. The students were given 1 up to 3 minutes to explain it. The test was given twice, they were pre-test and post-test for both classes. Then the students' speaking scores was measured based on the rubric of speaking skill from Harris (1989, p. 81-82). The rubric consisted of some criteria; pronunciation, comprehension, fluency, vocabulary, and grammar. At last the data was analysed by using parametric test namely Mann Whitney U-test formula.

FINDINGS AND DISCUSSION

The result of pre-test and post-test acquired by students of experimental and control groups were as follow:

Table 4.1. The Scores of Pre-Test and Post-Test of Experimental Group

No	Students' Names	Pre-Test	Post-Test
1	Anaya Febrastika Nazwa	54	75
2	Aulia Sabrina	57	69
3	Ayu Lestari	53	66
4	Dea Silva Ningsih	56	66
5	Dwi Muliani	51	71
6	Elpi Artika Sari	48	63
7	Hesti Khotari	50	64
8	Ika Safitri Tambun	50	64
9	Khairani	54	65
10	Mawar Nabila	55	67
11	Naela Syahfitri	51	65
12	Nazliyana Amnur	47	61
13	Nikita Dwi Ardana	52	70

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14	Nirmala Sari	48	65
15	Nova Alicya Putri	52	63
Total		778	994
Mean Score		51,86	66,26

Based on the result of the experimental group above, it can be concluded that the sum of the students' score of pre-test was 778 and post-test was 994, the lowest score of the pre-test was 47 and the highest was 57. While the lowest score of post-test was 61 and the highest was 75. From the table above, it can be seen that the mean score of pre-test of experimental group was 51,86 it meant the students' achievement in speaking skill before applying Gallery Walk Technique was categorized as low category. While, the mean score of post-test of experimental group was 66,26 it meant there was an improvement between the experimental group and control group.

Table 4.2. The Scores of Pre-Test and Post-Test of Control Group

No	Students' Names	Pre-Test	Post-Test
1	Outri Alfina Damayanti	55	54
2	Pika Silfanah	55	49
3	Pita Silfanah	55	60
4	Rico Alfandi	53	61
5	Rika Wulandari Lubis	51	53
6	Rismawati br. Marpaung	45	51
7	Rosnita Nur Cahaya. S	53	50
8	Sri Ramadani	43	48
9	Tria Juliana	48	52
10	Zeni Dewinta	49	51
11	Enejelika Putri	43	55
12	Jihan Fadillah	53	61
13	Silvira	55	58
14	Tri Widya Ningrum	51	57
15	Wike Putri Lestari	44	50
Total		753	810
Mean Score		50,2	54,0

Based on the result of the control group above, it can be concluded that the sum of the students' score of pre-test was 753 and post-test was 810, the lowest score of the pre-test was 43 and the highest was 55. While the lowest score of post-test was 48 and the highest was 61. From the table above, it can be seen that the mean score of pre-test of control group was 50,2 while, the mean score of post-test of control group was 54,0 it meant the students' achievement in speaking skill was categorized as sufficient category.

To find out if the Gallery Walk Technique significantly affected students' achievement in speaking, the data were calculated by using Mann Whitney U-test.

$$U_1 = N_1 N_2 + \frac{N_1 (N_1 + 1)}{2} - \Sigma R_1$$

$$U_1 = (15) (15) + \frac{15 (15+1)}{2} - 344$$

$$U_1 = 225 + \frac{15 (16)}{2} - 344$$

$$U_1 = 225 + 120 - 344$$

$$U_1 = 345 - 344$$

$$U_1 = 1$$

$$N_1 (N_1 + 1)$$

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$$U_1 = N_1 N_2 + \frac{N_1(N_1+1)}{2} - \sum R_2$$

$$U_1 = (15)(15) + \frac{15(15+1)}{2} - 121$$

$$U_1 = 225 + \frac{15(16)}{2} - 121$$

$$U_1 = 225 + 120 - 121$$

$$U_1 = 345 - 121$$

$$U_1 = 224$$

Based on Mann Whitney table with $N_1 = 15$ and $N_2 = 15$ at t-critical 0.05 the figure of 64 was obtained. If the value of U-observed and U-table compared, so it shown that the value of U-observed was smaller than the value of U-table or $1 < 64$. It meant that H_a was accepted and H_o was successfully rejected. It can be concluded that Gallery Walk Technique significantly affected on students' speaking skill of the tenth Grade at SMA Pelita Bulu Cina. By applying Gallery Walk Technique improved the students' achievement in speaking skill. The improvement showed that students were able to speak more up in English correctly. After practicing Gallery Walk Technique, they were able to pronounce the English words correctly. They also could choose the right vocabularies based on the story. Now, they were not bored to join in speaking class. Before applying Gallery Walk Technique, some students forgot the vocabulary and did not know more vocabulary. After teaching learning process applied Gallery Walk Technique, they became interested, and more carefully in spoke with correct pronunciation and the researcher could heard their voice more clearly. Thus, the researcher concluded that the experimental group who have learnt by applying Gallery Walk Technique was better than without applying Gallery Walk Technique.

CONCLUSIONS

As the conclusion, the students' speaking skill was taught by applying Gallery Walk Technique to the tenth grade students of SMA Pelita Bulu Cina was categorized as good category, it could be seen from the mean score of experimental group that was 66,26 where the value of U-observed was smaller than the value of U-table or $1 < 64$. From the testing hypothesis, H_a was accepted and H_o was successfully rejected. It meant Gallery Walk Technique significantly affected the students' speaking skill of the tenth grade at SMA Pelita Bulu Cina.

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