

Implementing Gallery Walk Technique in Teaching Speaking to the Seventh Grade Students of SMP Darul Hikmah

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Abstract:

This study aims to solve the students' problem in speaking session. The participants of the study are fifteen students of the seventh grade of Darul Hikmah Junior High. By implementing gallery walk, the students are observed upon their liveliness and initiative in speaking or presenting their performance during the learning process. In conclusion, this technique has been proven as the trigger for students' speaking ability. The researcher has got the result that during the learning process that was implemented by the gallery walk technique, the students have more motivation and brave to speak up in front of their friends and teachers. The objective of this study is also to describe the implementation of modified gallery walk technique can contribute a great benefit to the student enthusiasm in speaking English. The learners can engage and understand the topic discussed well and build more interaction with another learner. This study has been drawn the students get into the point of teaching material better by taking on this technique. The collective data were analyzed and observed that Gallery Walk Technique is one of potential teaching strategies as an active-learning process.

Keywords: Gallery walk, speaking skill, student-centered, discussion technique

Introduction

Speaking is one of main skills in English subject. In teaching and learning process, the students should master this speaking ability to deliver the message of their meaning of communication. The speaking skill is necessary to be learned by students and also can be a mastered proficiency since it has some principles which can be explored by the pupils.

To enhance the students' speaking ability, the teacher should give an alternative discussion technique to provide them a good circumstance for their verbal competency. Based on Richards (2008, p.21), an important dimension of conversation is using a style of speaking that is appropriate to the particular circumstance. Considering the various ways of this alternative

discussion technique is possible to make different expression in communication. Various activity in discussing the material can reflect the perception of students and arouse their idea in constructing the speech.

To respond the essential skill that is practiced on learning process, the researcher has improved the gallery walk and its modification to grind the students' productive skill. Mostly, students really need help from their teacher to break their speaking matters. For instance, the learners won't speak up before their teacher points them or calls their name before. They don't feel comfortable to express the opinions in front of the people. If their teacher is asking questions to them in the class, none of the students dare to answer those teacher's questions. However, whenever the teacher calls a certain name, she/he (the student) will answer the teacher's question with pleasure. It is because this character has been well known in general as the character of Indonesian student.

Having a meaningful class needs a real struggle for teacher. Some students with less confidence will easily feel unhappy and unsafe in speaking session for especially. They will choose silence than speak with the reason of afraid, shy, and looking stupid or scare to be insulted with friend when they are speaking in front of class. With all these matters, the teacher should train their students to make understanding about the real studying in the class that this problem is real and can be solved. All the audience are the students too and the teachers should find qualified strategy in order to resolve the matters.

It will be a big problem when the teachers do not know how they should act to students' problem of speaking. The teacher must have a right plan and decision to apply what the strategy that will be effective to decrease the student anxiety in speaking session. If the students can carry themselves with confidence in delivering the presentation, it can be said the teacher succeed to help the students to justify and confirm their knowledge to others. They will have no difficulties to speak and choose to share ideas and thoughts freely with high motivation.

Review of Literature

English is an International language that used by many people. As Alonso (2011) states English spreads out all over the world. A lot of people

communicate with others in International society with English. Since English is being an International language in communication, speaking English becomes a compulsory subject that is taught in the public or private school. Dwintan (2017) mentioned that speaking is one way to distribute the ideas and thought which are delivered through message orally. The students can learn the way of speaking English in their school to master this skill.

For English teacher, teaching speaking needs some techniques to stimulate the students' enthusiasm. It is confirmed by Hui (2011) the students can present their thought and acquire how to keep up the social and cultural rules suitable in each communicative circumstance by being a good speaker. The objective of learning English is being able to speak English and make a conversation. As cited by Harris (2013, p. 90), the students who engage in gallery walk strategy obtain the advantage of physical movement combined with sharing of information with a partner. The students usually share their thought and information with other friends by moving and walking to other groups. In gallery walk technique, students in general are divided into small group.

One might say that in collaborative learning, the students are working in a group, while in co-operative learning they are working as a group (Azari, Pouyan, & Tasouji, 2016). In this case, the students improve their social skill and work in a team. In a group working, everyone has a role and duty to cooperate each other in achieving assignment goal. Doing group task will make the period of task accomplishment shorter than in the individual task. Participant in group work additionally encourages the students to create imperative social and individual dimensions (Alinejad, & Marzban, 2014). The benefit of making group in the class activity make a good connection for the students' comprehension and thinking aptitudes. The group working will arise the students' language and higher thing order skill. All members of group will explore and examine their own capability in their group.

Method

This article will discuss about on how the researcher has implemented the gallery walk technique in order to improve the student performance especially in one of productive skill, that is speaking. In this study, the object

of the research is the seventh grade students of Darul Hikmah Junior High School. They consists of ten girls and five boys students. Since Darul Hikmah is one of representative private boarding school, mainly students also live in its Boarding School and some go home to their house. In this research, the data was collected through the observation according to students' performance and presentation that appears during the learning process. The teaching material is related to the process of composing conversations. They will be lead to construct text in the form of dialog which are making the question and statement. As for the texts are the dialog, the students will be provided with discussion session with one another. The dialog of material is written as the form of poster on a bit wide sheet. The students are divided in a group. A group could include five people.

In a grouping work, the students have to hold the essential principles, such as 1) work together, 2) express their own genuine idea bravely, 3) arrange short dialog with attractive design, 4) all participants are given the opportunities to provide input and ideas, 5) the representative of group must conquer their awkward feeling when presenting the result of group discussion. In this activity, some students are going to talk together about what is the expressions or utterances in asking and giving information about telling time, day, date, month, and year. Duration of discussion is provided to give them the time to think about what they write on the paper.

After the students make a group and talk each other, they will express the group result and give a comment towards another's group result both in orally or written. In general, the representative will be delegated to convey the group work. Other groups will wait their turn to present the main points of their work. The important aspect considered by each group is they have to be responsible to take a note the input and suggestions from other groups. Therefore, they need to be open minded to any kind of improvement messages.

Here there are some steps the researcher had been conducted in the class activity by applying Gallery Walk. The researcher observed the implementation of Gallery Walk in three phases with the same class and material. An important step in Gallery Walk technique is the class should be divided into groups. For this study, there are fifteen students that were

divided into three groups. Each group consists of five students so there are three groups in the classroom.

After making group, the students have been instructed to make expressions about asking and giving information associated with time, day, date, month, and year (main material of this study). The students are expected to become more active to work in a group. The students with a kinesthetic learning style will have extensive learning opportunities in this occasion. Lively learning process is a goal for this implementation of Gallery Walk.

Discussion is a core activity in this phase. A student talk and share their thought and knowledge together with others to build their group assignment. Actually, the teacher asks to make a poster with the sentence related with the main material. The students firstly may make a deal each other to share the duty in completion the task. For instance, there will be a students who has a duty to make a draft of sentence. Another student will decorate the poster to be more attractive and interesting. Afterward, another students will have a duty to be presenter and others become a commentator and a note taker.

By implementing this technique, all members in a group will have their responsibility to run their role in that group. Since all the students have the same duties, they will search the knowledge together. The teacher guide the students during the discussion and make sure the discussion goes well. The teacher as the facilitator in the class just have a small role that is to give feedback if there are difficulties faced by the learners.

In a group work, the students are also given with other's group reflection or comments to enrich their correction in the following days. While they share the knowledge, the students do not recommended to walk around as in general like the concept from Gallery Walk at first. However, they submit their work to other groups in order to get input or constructive comments. In their group's poster, they have drawn some columns to make space for other groups to give their input.

After adding the message into other groups, the students will get their turn to make a presentation which has been confirmed by the teacher that they should have a representative from their own group. Some of them can wait until their turn to be the next presenter in front of the class. The

presenter of group also communicates about the comments from other groups. They will have a great feedback both from the teacher and friends.

The gallery walk which is modified without any movement is one of variations in the strategy. Actually, the gallery walk in general requires the students able to move from their seat and visit to other group to get more knowledge and information. However, the modified gallery walk used by the researcher just provide the students with the exchange of their poster and discuss together about the result of each group. They are permitted to give comments and also input to other groups' poster. It is one of alternative strategy that used by the teacher to improve the students' speaking ability and influence other shy students to interact with other friends and bravely say their thoughts and views.

Results and Discussions

Gallery Walk is one of group discussion techniques where each members of the group actively move around to other groups to find more knowledge of certain concept, writing, and public speaking from other group. However, this study practically applied modified Gallery Walk Technique hence the students get different experience in applying this discussion technique. After accomplishing the poster and their group work, they have to exchange the paper each other without walking around other groups. In usual, we know the gallery walk technique required the participant or member of group walks around other groups and observe the other's group paper. In this study, they only need sit in their group and give the work to other groups.

However, each group will point one of capable students to respond and give a group feedback. Meanwhile, they need to divide the duty in arranging the written comment toward group's work result and other members have to be chosen as the delegation in delivering the presentation and sending their input to the aimed group. The aimed group also give feedback to other groups' poster in written form and spoken form. They will have their representative to deliver their input and comments to others in front of class.

In this study, the teacher as facilitator has been deliberated the modified technique indicate the students' active performance. According to Mariyatiningih (2014), teachers should be creative in selecting the appropriate

method. The creative method of teaching is a key to build a successful learning process. In teaching, the teacher should think first what they do in the class to make their students more interesting and active to understand the lesson. Consequently, the teacher make the best preparation and design the teaching plan to treat the students better than previous learning process. Then, teacher analyze how effective the learning model and strategy that have been used in that meeting. If the students comprehension towards the lesson is still low, the teacher should find the next reliable teaching strategy to make the whole learner to gain the knowledge.

The findings of Hogan and Cernusca (2011) also showed that student-centered learning was better after using the gallery walk and there was a correlation between communication skills and independent learning in two classes after using the gallery walk. In the second and third meeting, the researcher found that the learner got their enthusiasm in speaking English towards the lesson. This can be seen from their reflective feeling in the end of the meeting. The students mostly said they felt happy because they get new knowledge and understand the teaching material. It seems the objective of this study managed to be proven that the usage of this kind of strategy can increase the students' response in speaking English. They also improve their positive energy during the learning process and recall their prior knowledge about the vocabulary they had before.

The other finding in this study, the teachers can see the interaction of each students is more intense than without applying this discussion strategy. The students begin to keep in touch with friends and confidently show their thoughts and confirm the knowledge to the teacher. It is a kind of new experience to students, because in the conventional teaching strategy, the teacher won't find this situation. The teachers just explain and the students will listen to their teacher. However, applying the gallery walk in teaching speaking will give significantly result to the students' proficiency.

The students become more active and energetic because of the application of gallery walk is real. The researcher has got the data that even the shy students will learn from their friends. They need to know what their friend write on the poster and they can make peer-learning with classmate. It

is beneficial strategy that is recommended for the teacher who want to hold an active class.

Conclusion

Based on the result of study, the researcher may conclude the gallery walks session can involve the students' participation in speaking. The teacher uses this technique to promote discussion, higher order thinking, and cooperative learning. It was proved significantly the gallery walk technique is managed to treat the students motivation and self-confidence. The technique make the class more active and engaged. It is one of recommended techniques for teachers to upgrade the learners' speaking skill in sharing their own opinion in the classroom.

Gallery Walk technique is a recommended strategy for teaching speaking skill in English subject because it consider the collaboration and peer work which provide the best practice to their communication skill. The participants can learn from one another in constructing and conveying the group work.

From finding and discussion, the researcher simply gained the collective data about the students' response after implementing the Gallery Walk in teaching English. According to the analysis of data, the students can break their embarrassment in their public speaking in front of the class while the class activity happens. The learners started to take their role as the speaker and present the material loudly and bravely. All their matters and borders of students' speaking is disappeared and they seems to choose show their speaking ability. The fact was found when the students work together to complete the assignment.

In addition, the researcher draws conclusion that in general the implementation of Gallery Walk Technique in teaching speaking skill is a good choice and can be promoted as one of strategy to organize the discussion session with the students. By applying this technique, the learners will be fully concentrate to work together in a team, share ideas and thoughts and prepare amazing presentation at the same time.

For the closing statement, the researcher really recommend this strategy in teaching speaking to raise the spirit of students. The students not only

become an active learner but they will study from other people how to speak as public speaker and get new knowledge from their classmate. It is an amazing experience for students in their learning process.

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