THE EFFECTIVENESS OF THE GALLERY WALK TECHNIQUE IN IMPROVING STUDENTS' SPEAKING SKILLS

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Abstract: The objective of the research is to find out whether the use of Gallery Walk techniques is effective or not to improve the English students speaking skills of the class XI students at SMA Plus Budi Utomo Makassar. This research uses Classroom Action Research by implementing the Kemmis and MC Taggart design in two cycles. The participants of this research is 28 students class XI at SMA Plus Budi Utomo Makassar in academic year 2024/2025. The research instrument is a speaking test. The Results of this research show that there was a different improvement in the students' speaking skills in cycle I and cycle II, average score increased. In cycle I, students' speaking test results the average score was 71.96 included in the fairly good category, and the students test results in cycle II was 81.32 with a good category, means that Gallery Walk technique is effective in improving students speaking skills.

Keywords: Classroom Action Research, Gallery Walk Technique, Speaking Skills.

1. INTRODUCTION

One aspect of language skills that plays an important role in various areas of life, especially in the field of education, is speaking skills. By mastering speaking skills, students will be able to express their thoughts, feelings, ideas and creativity intelligently and deftly according to the context of the situation in which and when they speak, speaking skills are also able to form a creative generation, a generation that can produce speech or utterances communicatively, clear, coherent and easy to understand. Speaking is the most dominant communication tool used by the public, by issuing certain sounds that have meaning then people will know what we want or indicate (Rizka Indahyanti and Mutmainnah Mursidin. 2006).

Apart from that, speaking skills are also able to give birth to a critical generation because they have a very high ability to express their ideas, thoughts, and feelings to other people rationally, critically, and deeply and can assess ideas using communicative language. Speaking skills are also able to give birth to a cultured generation because they are used to and trained to communicate with other parties according to the context of the speech situation in which, when and with whom they are speaking, it cannot be denied that in everyday life humans cannot be separated from interaction activities with fellow humans, someone must use a form or method called communication, especially verbal or spoken language. Speaking skills must be possessed by all humans, because almost all human activities always require communication, whether one-way, or two-way (reciprocal), someone who has good speaking skills will find it easy to socialize, both at home, at work, and in other countries. Speaking is the most crucial component of learning a second or foreign language since

it is a talent that allows us to communicate, and it is measured in terms of the capacity to carry on a conversation in the language (Muhammad Chairil Imran. 2022).

According to the results of the initial survey conducted by the researcher, it shows that the quality of students' speaking skills learning at SMA Plus Budi Utomo Makassar can be said to be low, this can be seen from the average score of students' speaking skills below standard KKM=75 as wel as interview researcher and English teacher. which is a measure that determines students' speaking skills completeness if the average results are less than satisfactory. The after interviewing the teacher, the researcher found that the students is a lack of ability. students in speaking or expressing feelings is caused by students' mastery of using speaking which is less than optimal, one of which is a lack of confidence in expressing opinions using English speaking skills, a lack of mastered vocabulary so that students in class rarely express their opinions or ask questions, even not during the learning process, most students just pay attention without understanding what the teacher explains.

The above comment can drag on, resulting in impacts such as a decline in students speaking skills. Therefore, there needs to be an appropriate solution to improve students speaking skills in the teacing and learning process. One the alternatives that researcher my choose is the gallery walk learning model, which will be applied in the learning process. Gallery Walk can motivate students' activeness in the learning process, especially students' speaking skills, because if something new is discovered that is different from one another, fellow students can be corrected, both in groups and among the students themselves. Apart from that, gallery walk learning also provides various images that will be displayed so that learning becomes more fun. With this learning model, the researcher hoped that students would be able to overcome shyness and fear, which always interfere with students' fluency in English speaking skills so that students become more confident.

2. LITERATURE REVIEW

2.1. The Concept of Speaking

Speaking is the verbal use of language to communicate with others. In addition, speaking is interactive and accomplishes pragmatic goals through interactive discourse with another speaker of the language (Dewi Huges. 2007), speaking is used for many different aims. When it is used in casual conversation, the aim of speaking may be as a social interaction. Meanwhile, when it is used in a discussion, the aim of speaking is usually to express opinion and persuade someone, and others. In addition, he also stated that speaking is also used to give instructions, describe things, complain, entertain, et cetera (J. C. Richards & W. A. Renandya. 2002). Speaking skill presupposed not only knowledge of language features but also the ability to process information and language 'on the spot'. It requires the ability to cooperate in the management of speaking turns and non-verbal language. It happens in a situation and has little time for

detailed planning. Therefore, fluency is required to reach the goal of the conversation (Harmer, j. 2001).

2.2. Gallery Walk

Gallery Walk is a type of technique that can encourage students to actively learn, collaborate with groups and peers, and foster critical thinking since they increase their likelihood of sharing ideas with peers, Additionally, the Gallery Walk method allows students to collaborate in small groups, discuss their thoughts or solutions with other students, and take advantage of moving around the classroom (Dinata, H., & Anggraini, R. W. (2017). Applying the gallery walk method for classroom learning will allow students to contribute to improving their collaborative skills, listening to new opinions or input, and discovering new knowledge through critical thinking processes, Gallery Walk also requires students to graphically describe their knowledge in lesson units. Students can practice using academic language in a low stress setting while getting feedback from their peers using this strategy (Hazni & Mohd 2020).

3. METHODS

The concept of classroom action research that the researcher would use is the concept of Kemmis and McTaggart because the steps in the action are simple, so it is easy for the researcher to understand. Another consideration of using this model is that the problems encountered in the classroom require solutions through CAR. The basic concept model by Kemmis & McTaggart is the plan and continues to action, observation, and reflection. In the technique of analyzing the data the researcher used quantitative and qualitative data. Quantitative data is used to analyze the students speaking test, while qualitative data to analyze observation checklist.

4. RESULTS

4.1. Test Students Speaking Scores Cycle I

Table 4.1 The Result of Students' Speaking Skills at Cycle I

Score	Frequency	Percentage
50	4	10%
65	1	3%
70	5	17%
75	12	45%
80	4	16%
90	2	9%
Total: 2.015	Total: 28	100%

Meanwhile 1 scored of them got 65, on scored 70 it is it found that 5 students, in addition, 12 students obtained a score of 75, apart from that, a score of 80 was obtained by 4 students, the next 2 students with a score of 90. In this research, the Minumum Competeness Criteria (KKM) of 75 scores that

students must achieve, based on the findings it was found that from 28 students in one class there are 18 students who passed the Minimum Competeness Criteria (KKM) of 75 scores. Meanwhile, some students did not pass the minimum completeness criteria (KKM) of 75 scores. The mean score in the cycle I was 71,96 (64,28%) its showed that students speaking skills is still fairly good category. This means that students grades are still far from excellent. Therefore, the researcher will carried out cycle II action to improve students speaking skills to make them more effective at the next meeting, more precisely at the last meeting, namely the eight meeting.

Table 4.2 Distribution of students' Speaking skill for Test Cycle I

Criteria	Total Students	Percentage
Good	18	64%
Fair	10	35%

From the table of analysis, the students' speaking skills in English lessons increased, based on means score of students was 71,96 From the criteria 18 students got Competeness Criteria Minimum (KKM) effective score, in the other side 10 students did not pass Competeness Criteria Minimum (KKM) of 75 scores.

Table 4.3 The Result of Students' Speaking Skills at Cycle II

Score	Frequency	Percentage
80	1	3%
83	2	7%
82	4	14%
84	4	15%
81	2	7%
100	2	9%
90	1	4%
60	1	3%
75	2	7%
87	1	4%
77	3	10%
89	2	8%
57	1	2%
76	2	7%
Total: 2,236	Total: 28	100%
The mean score: 81,32%		

Based on the table 4.3, there are 1 students who scored 80, meanwhile 2 scored of them got 83, on scored 82 it is it found that 4 students, in addition, 4

students obtained a score of 84, apart from that, a score of 81 was obtained by 2 studens, the next 2 students with a score of 100, then a score of 90 and 60 was obtained by 1 students, in addition, 2 students each received scores 75,76 and 89. Meanwhile 3 students got a scores 77. In this research, the Minumum Competeness Criteria (KKM) of 75 scores that students must achieve, based on the findings it was found that from 28 students in one class there are 26 students who passed the Minimum Competeness Criteria (KKM) of 75 scores. Meanwhile, some there are only 2 students did not pass the Compteness Criteria Minimum (KKM) of 75 scores. The mean score in the cycle II was 81,32 (92,85%) its showed that students speaking skills is still good category.

Table 4.4 Analysis of students' Speaking skill for Test Cycle II

Criteria	Total Students	Percentage
Good	26	90%
Fair	2	10%

From the table of analysis, the students' speaking skill in English lessons increased, based on mean score of students was 81,32 From the criteria 26 students got Competeness Criteria Minimum (KKM) success score. In the other side 2 students did not pass Competeness Criteria Minimum (KKM) of 75 scores.

5. DISCUSSION

This research is about the Effectiveness of Gallery Walk Technique in Improving Students Speaking Skills at SMA Plus Budi Utomo Makassar. There are one class involved in this research, namely class XI. This class a sample from the researcher where the researcher tested the extent to which students English speaking skills effective, specially (fluency, accuracy, vocabulary). This section is intended to analyze research the results of students score are calculated manually using the formula for obtaining scores and maximum scores and using the research used quantitative and qualitative data is used to analyzed by computing the score of the speaking test. In this section, the discussion deals with the interpretation of the findings derived from the result average score of students through speaking. The researcher did the research through testing speaking as instrument to know the process of learning. The researcher found out some results of the research in the prosess of learning speaking by using Gallery Walk technique in English subject in SMA Plus Budi Utomo Makassar. In learning English the researcher observed the process of learning in the classroom, then the researcher gave test to the students' to know their results.

Based on research observation sheets of teacher and student activities, it can be explained as follows. The teacher observed in cycle I showed several obstacles while teaching, indicating a lack of perfection in guiding students individually or in groups during the gallery walk technique. In cycle II, it was observed that there was an increase in teaching activity related to the gallery walk technique. This improvement in teaching is attributed to the researcher

better delivery of materials, perceptions, and motivation, as well as clearer explanations of the learning process steps the Gallery Walk technique. This improvement is a result of the teacher reflective practice after completing the learning process. Meanwhile, the results of observations of students in learning the gallery walk technique for each cycle have increased. This is evident from the students' test results with an average score of 71.96% in cycle I. This shows that students' speaking skills are still in the fairly good category because there are still students who are shy and unable to ask or answer questions. In cycle II, student test results increased with an average score of 81.32%, meaning that this shows the students' speaking skills are in the good category. This difference shows the Gallery Walk technique effective in students speaking skills at SMA Plus Budi Utomo Makassar. After learning the Gallery Walk technique in cycle I, Reflection carried out on the learning that had taken place. Based on test result and observation, it was found that students were still shy to discuss with their group friends and researcher, therefore, there are still not enouhgt students who have achieved the minimum competence criteria (KKM) of 75 scores. Then, the researcher tried to modify for improve the implementation in the next cycle to reach the minimum competence criteria (KKM) of 75 scores.

6. CONCLUSION

Based on the discussion, the researcher can conclude that the English students speaking skills of SMA Plus Budi Utomo Makassar class XI obtained positive results and improved after applying Gallery Walk techniques. Researcher are satisfied because the gallery walk technique effective can have an impact on increasing students speaking skills from three aspect (accuracy, fluency and vocabulary), not only that, students enjoy learning more because it uses the images media as teaching material. Based on the students speaking skills test scores, it can be concluded that using gallery walk technique in teaching speaking skills to SMA Plus Budi Utomo Makassar has a positive effective. This can be seen from the test results for cycle I to cycle II.

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