ENHANCING STUDENTS' SPEAKING SKILL THROUGH GALLERY WALK METHOD AT MTS ANNIDHOM JEMBER IN THE 2016/ 2017 ACADEMIC YEAR

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ABSTRACT

The objective of conducting this research was to find out whether the use of gallery walk method can enhance the students' speaking skill in retelling recount text or not. As the preliminary study of the students in MTs Annidhom Jember school, the researcher found that most of students unable to speak well because they think speaking is a boring activity to do. This problem caused by their difficulties in constructing English word grammatically. In this research, the problem " how can gallery walk method enhance the eighth grade students' speaking skill at MTs Annidhom Jember school in the 2016/ 2017 academic year. The design of this research is Classroom Action Research. The research subject is VIII A class consisting of 19 students. The data collected by using speaking test and observation checklist. In order to analyze the data students' speaking score, percentage formula is used. The researcher used two cycles which consist of three meetings each. Those the result of this cycle achieved the criteria of success. Gallery walk method enhance the students' speaking skill in the second cycle from the percentage of the students' score ≥ 70 (E= 73.68%). It is concluded that gallery walk method can enhance the eighth grade students' speaking skill at MTs Annidhom Jember school in the 2016/ 2017 academic year by involving the students working in group and sharing the ideas. So that they can exercise their speaking skill with their friends.

Keywords: Speaking skill, gallery walk method.

INTRODUCTION

Brown and Yule (1983:13) state that speakers typically go to considerable trouble to make what they are saying clear when a transaction is involved, and may contradict the listener if he appears to have misunderstood the message. It was reflected from students' ability to communicate in English, They cannot understand the spoken language because they lack vocabulary. Students also need more practice since through practice students could learn how to express their

feeling, emotion, thought, and their intention. Brown and Yule (1983:13) also describe that when the message is the reason for speaking, then the message must be understood. However, the teacher was not able to realize the students' problem in speaking and could not create a good situation in teaching learning process in the classroom.

The gallery walk method connects learners to each other and learners to the training topic in a number of interesting, interactive ways (Bowman, 2005: 1). By the use of gallery walk method, the researcher hopes that the students are able to involve the additional motivation to find a new knowledge and be active to improve their self- confidence on English language especially in speaking English.

MATERIALS and METHOD

The eighth grade students should be able to speak English or retelling recount text because it has a purpose to tell other people about their experiences, but when they have to retell their own experiences in recount text, they face many difficulties. They have difficulties in constructing their vocabularies into a good sentence in the form of recount orally.

Based on the class observation at the eighth grade in MTs Annidhom Jember school most of the students have many things that they want to say or tell but they find it is difficult to express in English language and the English teacher never used gallery walk method in teaching speaking. Instead, the teacher provide the students with some individual activities. So, based on preliminary study the result only 16% from all the students who got score ≥ 70 in speaking English in the form of recount.

According to Brownlie and Close in Alberta education (2009:81) gallery walk is a process by which students use observation skills to gather data and draw conclusion about a topic. Gallery walk is frequently used with other learning strategies to allow students to view others' work, including representations, and process the content in preparation for further discussion or consensus building. Jennings and Coulfied (2005) in Depega (2015:5) also state that gallery walk is a

way for students add comments, answer, or give solutions to posse questions or topics written on newsprint mounted on the wall by circulating clockwise around the room. Francek (2006:1) says that gallery walk gets students out of their chairs and actively involves them in synthesizing important concepts, in consensus building, in writing, and in public speaking.

In this research, Classroom Action Research (CAR) is the method that the researcher uses to overcome the speaking problem faced by students in the class. The population of this research is the eighth grade student at MTs Annidhom Jember school which consists of 19 students. The subjects are taken by using purposive sampling. It means that the researcher selects a sample based on the prior information, which provide the data the researcher needs. The instrument of this research is using speaking test and observation checklist as a tools to collect a data.

a) In test, the students are asked to retell a recount text after they make a note to some main sentences that they want to retell. There are two topics provided by the teacher. Hughes (1989:111). There are four aspects: pronunciation, grammar, vocabulary, and fluency.

b) The observer used observation to know the students' activeness during teaching and learning process in the classroom. The observer uses observation checklist as a guideline while observing. The aspects which are observed in the observation as follows: paying attention, answering question, evaluate other group's work, and retelling recount text.

RESULTS

The findings of this research showed that almost students in class VIIIA had their score increased in each assessment given. Based on the observation in the first meeting to the last meeting, the students' responses from the first meeting to the last meeting were really improved. They were enthusiastic in receiving the material from the teacher through gallery walk method. Although in the first meeting some of the students did not still understand with the teacher explanation. The teacher explained once more in the middle of the discussion section. The

teacher reflected from the previous meeting and tried to be different and gave more attention then the second meeting, the students were more active in asking some questions and gave their partner feedback. They shared their ideas into a whole class and the others corrected it if there was a mistake. And the students' development in retelling recount text enhanced. In other words, teaching speaking by using gallery walk method could enhance students' speaking skill in retelling recount text.

After conducting four meetings implementing gallery walk method. The speaking test was conducted to measure the students' achievement score in speaking. There were 14 students of 19 students who got ≥ 70 and the rest got lower than it. From the score it was found that the percentage of the students who had achieved the target was 73.68%. It means that it has achieved the target criteria of this research. It can be seen in the chart bellow:
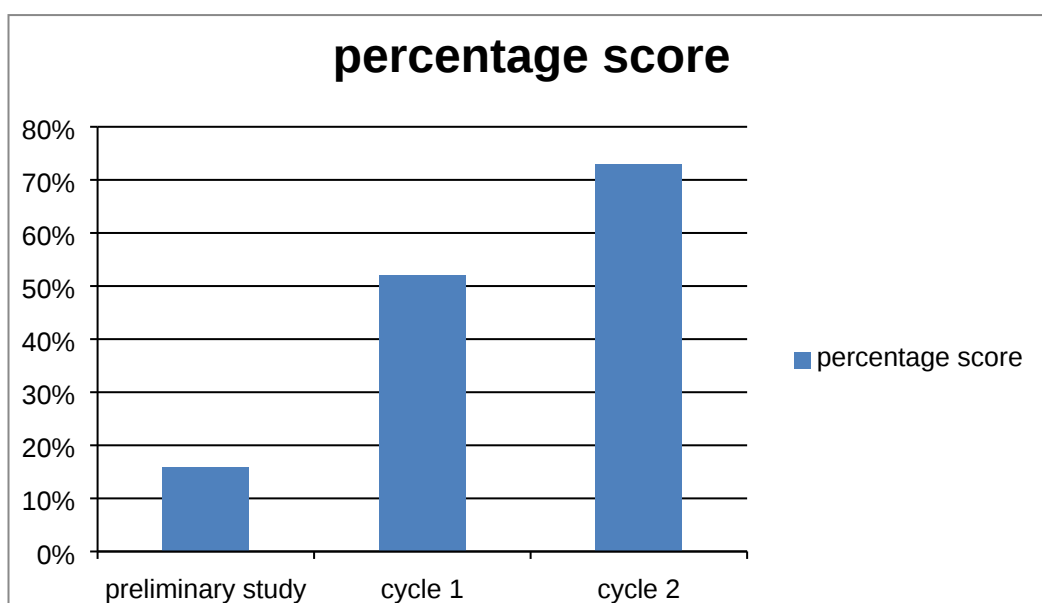
DISCUSSION

The eighth grade students designed in small group than working individually in teaching and learning process, because they need to exercise with the other students especially in retelling recount text. The gallery walk is a powerful opening, closing, or review activity where various pieces of chart paper are taped to the training room walls. The activity is easily adapted to the training

goals, the learners' needs, the size of the group, and the learning environment (Bowman, 2005:93)

In cycle 1 and 2, the students had some obstacles in speaking. And it might be caused by some factors. The first was students could not pronounce the words properly. As stated by Brown and Yule (1983:26) the correctness in terms of pronunciation is also important to be marked as a frequent spoken language program. In this case, students' pronunciation is not only as important part of speaking but also as one of the researcher's goals. The second was students' could not arrange the sentence properly because they lack of vocabulary. Pribilova (2006:13) says that when producing language, the learner should use the correct form of a word for the meaning intended. From the statement above, it can be concluded that speaking ability in this research is the ability to express someone's ideas orally in spoken form including in fluency and accuracy in pronunciation and vocabulary.

According to Brownlie and Close in Alberta education (2009:81) gallery walk is a process by which students use observation skills to gather data and draw conclusion about a topic. It supported by Jennings and Coulfied (2005) in Depega (2015:5) state that gallery walk is a way for students add comments, answer, or give solutions to posse questions or topics written on newsprint mounted on the wall by circulating clockwise around the room. In this research, using gallery walk method the students can improve their speaking ability by presenting the result of their investigation about the text, answering the questions orally, and practice speaking with the member of the group. Moreover, pictures in the gallery walk dig students' interest and curiosity of the topic. It makes students fluent in speaking and they gain many new vocabularies.

CONCLUSION

In having good speaking never a one step action, it is an on going creative act. Retelling influenced the students in developing ideas and made the students easily in arranging the sentences in order. By putting the ideas down on gallery to transform thought into words, to give them structure and coherent organization

and to convince the listeners that there was a story need to get attention. Those are influenced in group, because it is the main activity to develop their speaking in gallery walk. On the other hand, retelling also needed to share what had been experienced by the students in a whole class to make the listeners proud of their product.

Thus, it is concluded that gallery walk method can enhance the eighth grade students' speaking skill at MTs Annidhom Jember school in the 2016/ 2017 academic year by involving the students working in group and sharing the ideas. So that they can discuss their speaking draft and exercise.

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