

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Speaking skills have a very important role in teaching English to students, especially in conveying ideas, because these skills enable them to express thoughts and opinions clearly and effectively. According to Safitriani & Jayadi, (2021, p. 2), speaking, in general, can be interpreted as delivery of one's intentions (ideas, thoughts, or hearts) using spoken language, so that it can be reached by others. Through speaking, students can practice their ability to formulate ideas correctly, convey messages with a clear structure, and adjust their way of speaking according to the audience they are facing. This also allows them to enrich their vocabulary and improve their mastery of the language, as they practice expressing ideas in various contexts. However, students have difficulties in speaking skills, especially EFL English as a Foreign Language students.

Speaking difficulties in the context of English as a foreign language are limited vocabulary, fear of mistakes, limited confidence, etc. (Saputra et al. 2023) state that student difficulties on speaking are a lack of vocabulary in English, a lack of confidence while speaking words in English, and a fear of receiving negative feedback from colleagues or lecturers who teach. Similarly, (Unggul et al., 2012) reveal that students are shy and nervous about speaking English. Apart from the above factors, several factors such as strategy, curriculum, and environment also cause difficulties for EFL students. Putri et al. (2020) assert that four factors caused the difficulty on speak English. They are the students' own personal factors (learners

themselves), the factor of teaching strategies, the curriculum factor and the environmental factor.

While at SMK Miftahul Hasan Al-Utsmani which is the focus of this research. The researcher is conducted the informal interview with the teacher of English SMK Miftahul Hasan Al-Utsmani in preliminary study. It shows more precisely in grade X-2, as many as 70% of students feel difficult and not confident to speak in English, while the rest 30% are only able to speak in simple sentences. The average speaking score obtained by students is 58.1. They found difficulties in speaking because of their less motivation and afraid of making mistake. Realizing that this challenge is the first step to overcoming difficulties in speaking English. Therefore, it is important to create a supportive environment in classroom and strategies to improve the quality of EFL speaking, especially for students of SMK Miftahul Hasan Al-Utsmani.

Nowdays, students should interact with others to improve their speaking skills, and the English teacher should be creative in creating a variety of communicative activities in the classroom. The English teacher should also be creative in creating a positive learning environment, improving the students' speaking skills, focusing on the speaking components, and making the English lesson more engaging to pique the students' interest (Puspitasari, 2019). By providing opportunities for students to interact directly both with the teacher and their peers, the teacher should facilitate some interesting and interactive activities. Traditional methods that are often used in language learning tend to focus on teacher-centered, where teachers give less space for students to develop active speaking skills. It is a crucial component of everyday interaction and most frequently the initial perception of a person is based

on students' ability to talk fluently and comprehensively. Given the value of speaking skills and some of the issues that arise in speaking classes, teachers can actually help students improve students speaking abilities by teaching useful speaking strategies, techniques, and skills instead of relying on traditional approaches that may bore the students (Otoyo, 2018). It make students have very little confidence and make students anxious when they have to speak english infront of many people. Therefore, a learning method that can create a supportive environment and encourage students to communicate verbally is needed.

There are numerous methods for teaching speaking, and the gallery walk strategy is one of the alternatives that can be employed in a classroom setting. Students' pronunciation, vocabulary, and self-confidence in speaking can all be improved by using the gallery walk method. A flexible conversation strategy that keeps students engaged in the classroom is the gallery walk (Bahar et al., 2022). Therefore, the Gallery Walk method is one of the solutions to improve speaking skills. This method involves students in a group activity that allow student to move around the classroom and discuss at each station or gallery that displays a particular topic. From (Rudianto, 2023) statement means gallery walk allows students' to be actively engaged as they walk throughtout the classroom. They work together in small groups ti share and respond to meaningful questions, images, and problem solving situation or text. Gallery Walk is a cooperative learning strategy that is used in classrooms where the teacher creates a number of problems or questions and displays them on the walls. The students then carefully examine the difficulties or questions and discuss them (Rangkuti and Sihite, 2022). The study found that the gallery walk has many advantages in the process of teaching and learning. The

gallery walk can encourage critical thinking of students, communication between peers and students can practice critical evaluation to additional information (Makmun et al., 2020)

This research is important to be conducted because speaking skill is one of the main components in language acquisition that has a long-term impact on students' readiness to compete in the world of work and higher education. The purpose of this study is to find out the extent to which the Gallery Walk method can improve students' speaking skills in SMK Miftahul Hasan Al-Utsmani as well as to identify the supporting and inhibiting factors for the implementation of this method. By using this method, it is expected that students can not only develop their speaking skills, but also gain confidence in communicating verbally. Through this research, it is expected to make a significant contribution to the development of more effective and interesting English teaching methods, which can later be widely applied in schools to support students' communication skills.

1.2 Problem of the Research

Based on the background above, the writer identifies the problem as follows:
How can the implementation of the Gallery Walk method improve the students' speaking skills?

1.3. Objectives of the Research

To improve students' speaking skills through Gallery Walk method at X-2
Grade SMK Miftahul Hasan Al-Utsmani

1.4. Operational Definition

The researcher needs to interpret and describe the meaning of a few important terms related to this research to make clear some of the main terms in it:

1) Gallery Walk Method

Gallery walk is a discussion technique that makes students actively involved in gathering concepts, and explaining to others. Gallery walk is a teaching strategy that involves students moving around a classroom to interact with various stations. The stations may contain texts, images, or questions that students can respond to. The purpose of a gallery walk is to engage students through movement and to encourage them to share their ideas and thoughts.

2) Speaking Skills

Speaking skill is the ability to communicate effectively with others by expressing thoughts, feelings, or opinions verbally. It involves using appropriate vocabulary, grammar, and pronunciation, while also understanding the social and cultural context of the communication. In this research, speaking proficiency is measured using direct speaking assessment, it is a direct method of assessing speaking skills, as the student speaks in real-time in front of the teacher. The teacher evaluates the students' responses based on pre-set criteria, such as fluency, grammar, pronunciation, and coherence.

1.5. Significance of the Research

In this research, the gallery walk strategy can help improve students' speaking skills in an interactive and fun way. This approach encourages active and collaborative learning, giving students the opportunity to speak in more relaxed situations and reducing the fear of making mistakes. Apart from that, this strategy

increases students' motivation to be more active in speaking English, which in turn can increase their self-confidence. This research is also useful for EFL teaching, because it provides practical and effective teaching strategies. By adopting the gallery walk strategy, teachers can create a more dynamic and interesting learning atmosphere. Overall, this research has the potential to make a positive contribution to improving students' speaking skills and developing more effective language teaching strategies.

1.6. Scope of the Research

This study has some limitations that need to be noted. This research is limited to Vocational High School of X 2 at SMK Miftahul Hasan Al-Utsmani, This study focus on how to improve students' speaking skill through gallery walk method, where this study use Classroom Action Research (CAR). The researcher will compare the result of students' speaking skill before and after using gallery walk method.