ENHANCING STUDENTS’ SPEAKING SKILL THROUGH GALLERY WALK TECHNIQUE  
(A CLASSROOM ACTION RESEARCH AT THE FIRST GRADE STUDENTS OF SMA MUHAMMADIYAH (PLUS) SALATIGA IN ACADEMIC YEAR 2014/2015) 
A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the requirements for the degree of SarjanaPendidikan Islam (S.Pd.I) English Education Department of Teacher Training and Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

By:
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ENGLISH EDUCATION DEPARTMENT 
TEACHER TRAINING AND EDUCATION FACULTY 
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA 
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SALATIGA
2015
Salatiga, August 24th 2015

Mashhihatul Umami, S.Pd.I,M.A
The lecturer of English Education Department
State Institute for Islamic Studies (IAIN) Salatiga

ATTENTIVE COUNSELOR’S NOTE
Case: Farah Zakyyah Arwan’s Graduating Paper

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum wr wb.

After reading and correcting name’s graduating paper entitled ENHANCING STUDENTS’ SPEAKING SKILL THROUGH GALLERY WALK TECHNIQUE: A CLASSROOM ACTION RESEARCH AT THE FIRST GRADE STUDENTS OF SMA MUHAMMADIYAH (PLUS) SALATIGA IN ACADEMIC YEAR 2014/2015, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum wr wb.

Counselor

Mashhihatul Umami, S.Pd.I,M.A
NIP. 19800513 200312 2003
DEDICATION

This graduating paper is dedicated to:

1. Allah SWT, My Lord My God Almighty thanks for guiding me to face everything in this life.

2. My beloved mom Imas Kartika and my father Sholeh Anwari (Almarhum). Thanks for love, patience and motivation which are given to me. You are my everything.


4. My uncle Mr. Dr. Adang Kuswaya, M.Ag. and his wife Layly Atiqoh, S.Ag. My inspiring people who always give support and teach me the sense of life.
ACKNOWLEDGEMENT

Assalamu’alaikum Wr. Wb

Alhamdulillahirabil’aalamiin, firstly the writer says as praise and thanks to Allah SWT, the most gracious and merciful. Because of Him, the writer could finish this graduating paper as one of the requirement for the Degree of Educational Islamic Studies (S.Pd.I) at English Education Department of State Institute for Islamic Studies (IAIN) Salatiga in 2015.

Secondly, peace and salutation always be given to our Prophet Muhammad SAW who has guided us from the darkness into the lightness.

However, this success would not be achieved without a support, guidance, advice, help, and encouragement from individuals and institutions. Thus, the writer would like to thank to:

1. Dr. Rahmat Haryadi, M.Pd. Rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Suwardi, M.Pd., Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga.
3. Noor Maliah, Ph.D., as the Head of English Education Department.
4. Mashlihatul Umami, S.Pd.I, M.A, as my counselor who has guided, directed, motivated, and advised me patiently in the process of accomplishing this graduating paper.
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6. All of the staff that helped the writer in processing of graduating paper administration.

7. My beloved mother (Imas Kartika), my father (Alm. Sholeh Anwari), and my beloved little sisters (Shella Amalia Anwar, Zahra Selviana Anwar and Tasya Ramadhani Aulia Anwar), for their love, endless prayer, understanding and encouragement that have meant very much in my graduate study.

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10. A kind Girl Mbak Umi Sulistyaning Tyas, thanks for your help, care, support and everything.


12. All my friend in English Education Department ’11 class A until E especially in C class whose names cannot be mentioned one by one, thank you for being my friends in happiness and sadness.
DECLARATION

In the name of Allah,

Hereby, the writer declares that this graduating paper is written by the writer herself. This paper does not contain any materials which have been published by other people; and it does not cite any other people's ideas except the information from the references. This declaration is written by the writer to be understood.

Saheliga, August 24th 2015

The writer

Farran Zakiyah Anwar
NIM.11311068
A GRADUATING PAPER

ENHANCING STUDENTS’ SPEAKING SKILL THROUGH GALLERY WALK TECHNIQUE

WRITTEN BY:
FARRAH ZAKIYAH ANWAR
NIM: 11311068

has been brought to the board of examiners of English and Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on .........., and hereby considered to complete the requirements for the degree of Sarjana pendidikan Islam (S.Pd.I) in English and Education.

Board of examiners

Head : Noor Maliah, Ph.D.
Secretary : Rifqi Aulia Erlangga, M.Hum.
First examiner : Ari Satriawan, S.Pd, M.M.
Second examiner : Rr. Dewi Wahyu M, S.S., M.Pd.

Salatiga, August 25th, 2015
Dean of Teacher Training and Education Faculty

Sawardi, M.Pd.
MOTTO

“My Mother is my greatest energy, the most mood booster I have”
(The writer)

“Families are the compass that guide us. They are the inspiration to reach great heights, and our comfort when we occasionally falter”
(Brad Henry)

“The first step is you have to say that you can”
(Will Smith)
ABSTRACT

Anwar, Farrah Zakiyah. 2015. *enhancing students’ speaking skill through gallery walk technique (a classroom action research at the first grade students of sma muhammadiyah (plus) salatiga in academic year 2014/2015)*. Graduating Paper English Education Department of State Institute for Islamic Stusies (IAIN) Salatiga. Counselor: Mashlihatul Umami, S.Pd.I, M.A.

The aims of her research are (1) to describe the procedure of enhancing students’ skill by “gallery walk” technique at the first grade students of SMA Muhammadiyah (plus) Salatiga in academic year 2014/2015. (2) to find out whether the “gallery walk” technique can enhance students’ speaking skill or not and (3) to find out the extent of the use of “gallery walk” technique enhancing students’ speaking skill. The research method that is used in this research is classroom action research. The subject of the research were 34 students in grade X at SMA Muhammadiyah (plus) Salatiga. The researcher uses two cycles; each cycle consist of planning, action, observation and reflection. The result of her research shows that there is an enhancement of the students’ speaking skill using “gallery walk” technique. It can be seen from T-Test calculating in cycle I is 5.09 and cycle II 6.70; T-Table with N = 34 is 2.035. And also the increasing students’ mean score in percentage from cycle I to cycle II with the standardized score (the minimum of passing criteria) is 75. At the cycle Iis55.88% students and 82.35% in the cycle II. The increasing of score in percentage from cycle I to cycle II is 26.47 %.This indicates that by applying “gallery walk” technique, the students’ speaking skill can be enhanced.

**Keywords**: enhance, speaking skill, gallery walk technique.
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CURRICULUM VITAE
A. Background of the Research

Language is an essential tool for communication in every human activities. It is the principle things for human to communicate and interact with others as Pinker (1994: 18) states which is quoted by Brown (2007: 7)

Language is a complex, specialized skill, which is develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently.

It means language is an important skill in every human because through language they can express their thought, concept and feeling by a meaningful symbols. Beside that, language is used to extent an information to other.

In addition, Snow (2006: 6) states:

A basic principles of language learning is language as communication. Perhaps the most fundamental reality of language learning is that language is a tool for communication. As obvious as this point may seem, its implications are not always as clear to students as they should be. Remember that many students’ experience of English learning trains them to see English as anything but a communication tool. the study of English is potentially more appealing when English is presented as a key for establishing communication with a new world. There are other reasons to focus on communication in class, one
being that such a focus may make language learning easier.

English as one of the crucial languages around the world seems to be the most interesting language to study. Considering this situation, it is needed to figure out the most comfortable way in learning it that can make everyone who wants to know and study it easy to understand.

In English language teaching, there are four skills included in: speaking, listening, reading and writing. Many people feel that speaking in a new language is harder than reading, writing or listening for two reasons. First, unlike reading or writing, speaking happens in real time. Usually the person, who we are talking to, is waiting for us to speak right then. Second, when we speak, we cannot edit and revise what we want to say, as we can do in writing.

Speaking in a foreign language involves a variety of processes, and learning to perform all of them quickly requires an extensive practice. However, speaking skill was observed as a difficult skill to be maintained. It was reflected from students’ ability to communicate in English. The students tended to be silent in the classroom because they lack of self-confidence. Students also need more practice since through practice students could learn to express their feeling, emotion, thought, and their intention. Besides, 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.
Based on the observation when the writer taught in the classroom, there were many reasons that the students less in speaking. It may be caused by the students’ shy or lack of self-confidence to speak in English. In previews, their study about English have not been maximally. They did not use English in daily life although in giving gratitude and meeting. Sometimes the students were less concentration when they have learning in the classroom. They were sleepy, not too understand about the material but shy to ask to the teacher, and unfamiliar with using dictionary. They considered that study English is difficult and not their daily language, so their study about English being not interested.

From the reason, the writer wants to enhance students’ speaking skill by gallery walk technique. Gallery walk is one of the most versatile learner centered activities. The gallery walk connects learners to each other and learners to the training topic in a number of interesting, interactive ways (in Bowman, 2005: 1). By the use of gallery walk technique, the writer hopes the students are able to involve the emotional power to find a new knowledge and motivate them to be active to improve their self-confidence on English language especially in speaking skill.

The habit to speak English in the class will produce a good situation in the classroom. They will have more motivation and self-confidence to ask and answer the questions from teacher or their friends. In addition, they have applied what they read, listen, see, and comprehend the previous knowledge.
From the explanation above, the writer decided to conduct a research entitled “ENHANCING STUDENTS’ SPEAKING SKILL THROUGH GALLERY WALK TECHNIQUE (A CLASSROOM ACTION RESEARCH OF THE FIRST GRADE STUDENTS OF SMA MUHAMMADIYAH (PLUS) SALATIGA IN THE ACADEMIC YEAR 2014/2015).

B. Problem of the Research

To clarify the problem that is going to be analyzed, the statement of the problem is formulated as follows:

1. How is the procedure of implementation of gallery walk technique in enhancing students’ speaking skill of the first grade students of SMA Muhammadiyah (plus) Salatiga in the academic year 2014/2015?

2. Whether or not the implementation of gallery walk technique enhances students’ speaking skill of the first grade students of SMA Muhammadiyah (plus) Salatiga in the academic year 2014/2015?

3. To what extent is the use of gallery walk technique enhancing students’ speaking skill of the first grade students of SMA Muhammadiyah (plus) Salatiga in the academic year 2014/2015?
C. Objectives of the Research

Based on the statement of the problem above, the objective of the study is as follows:

1. To describe the procedure of implementation of gallery walk technique to enhance students’ speaking skill of the first grade students of SMA Muhammadiyah (plus) Salatiga in the academic year 2014/2015.

2. To find out whether or not the implementation of gallery walk technique enhances students’ speaking skill of the first grade students of SMA Muhammadiyah (plus) Salatiga in the academic year 2014/2015.

3. To find out to what extent is the use of gallery walk technique in enhancing students’ speaking skill of the first grade students of SMA Muhammadiyah (plus) Salatiga in the academic year 2014/2015.

D. Significance of the Research

After the writer has completed this study it has two major benefits those are:

1. Theoretically, the results of the research can contribute a useful information for the future classroom research with the similar problem of student’s speaking skill enhancement.
2. Practically, this research also can be guidance for teachers and students.

   a. For the researcher

       It will probably be used as reference for those who want to conduct a research in an English teaching process. This research can contribute to the future research, to help and find out the best technique for teaching speaking.

   b. For the students

       This activity enabled the students to improve their speaking skill because they will learn a lot from their friends. The students use the language to express something, to know how far the aim has been achieved by students in English speaking skill and to make the students easier to explore their skill and achievement in speaking skill by gallery walk technique.

   c. For the English teacher

       A teacher will have a very valuable experience in using a new technique. Help the teachers in enrich knowledge about the technique that improve English speaking skill, to find out the best technique in developing speaking skill for student and to get more effective to combine English aspects in students’ speaking skill.
E. Definition of Key Terms

1. Enhance

The meaning is to improve the good qualities of somebody or something (Oxford Dictionary, 2004: 148).

2. Student

Student is a person who is studying at a college or university and person studying at secondary school or any person interested in a particular subject (Oxford University Press, 2008: 441).

3. Gallery walk

Gallery walk is a presentation method in which individual learners or groups display their work products (often on posters) and then walk around the room viewing each other’s work. They may be asked to provide feedback to the group of individual who created the work (Silberman, 1996: 24).

4. Technique

Technique is a way of doing something, especially one that needs special skills (Oxford learner’s pocket dictionary, 2008: 455).

5. Speaking

The base word of speaking is speak, the meaning of speaking are talk about: use your voice to say; be able to use a language; make a speech to the audience; make use of language in ordinary; not singing, voice (Oxford Dictionary, 2003: 414).
6. Skill

   Skill is ability to do something well (Oxford Learner’s Pocket Dictionary, 2013: 13).

F. Graduating Paper Outline

   This research will consist of five chapters. Each chapter has different elements as follows:

   Chapter I tells about introduction. The writer will explain about general background of the problem, statement of the problem, objective of the study, benefit of the study, clarification of the key term, research method, and graduating paper outline.

   Chapter II describes about review of related information about gallery walk technique. The writer takes some books written by many experts as references which will explain more about the gallery walk and speaking skill.

   Chapter III discusses about the research method. It covers research method, data and source, sample and technique sampling, method of data collection, research procedure and technique of data analysis.

   Chapter IV presents about implementation of the research. It includes the analysis of the gallery walk technique how to enhance students’ speaking skill in English lesson.
Chapter V is conclusion and recommendation. It contains all of data analysis and gives some suggestion of the problems discussed. The last part is references and appendices.
CHAPTER II
THEORITICAL FRAMEWORK

A. Previous Research

In this graduating paper, the writer took previous study from the other thesis. It was the research arranged by Reni Windihastuti (2013) conducts a research about “Improving Students’ Speaking Skill by Using Picture Series” (A Classroom Action Research at the tenth Grade of SMA Negeri 6 Surakarta in Academic Year of 2012/2013).

The method used in her research was a collaborative action research method. The research was conducted in two cycles at the tenth grade of SMA Negeri 6 Surakarta from January-April 2013. In collecting the data, the researcher used observation, interview, photograph and test (pre-test and post-test).

The research findings show that the use of picture series combined with drilling technique and teacher’s explanation could improve the students’ speaking skill in telling a story (narrative text) and the classroom situation of speaking class. The research findings on speaking skill includes: 1) the use of picture series enriched students’ vocabulary; 2) the use of picture series combined with drilling technique stimulated students’ pronunciation; 3) the use of picture series in the teachers’ explanation stimulated students’ understanding of grammar; 4) the use of picture series improved students’ fluency. The improvement of classroom situation includes: a) the class is more
alive because the students participated actively during the speaking class; b) the students were motivated to speak English; c) the students paid good attention to the teacher’s explanation.

The study conducted by the writer for her graduating paper was different from the previous research. The writer would cover about the enhancing students’ speaking skill through gallery walk technique. The difference was showed at the way of teaching. The researcher used gallery walk technique to enhance students’ speaking skill, whereas the previous researcher used picture series technique to students’ speaking skill.

B. Gallery Walk

1. Definition of Gallery walk Technique

Gallery walk is a presentation method in which individual learners or groups display their work products (often on posters) and then walk around the room viewing each other’s work. They may be asked to provide feedback to the group of individual who created the work (Silberman, 1996: 24). From Silberman’s statement means gallery walk allows students to be actively engaged as they walk throughout the classroom. They work together in small groups to share ideas and respond to meaningful questions, images, and problem-solving situations or texts.

In the other hand, Francek (2006: 27) describes that gallery walk is a discussion technique that gets students out of their chairs and into active
engagement. The advantage of the method 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. Through a gallery walk, the students are able to learn from one another and from their own previous knowledge. The technique serves many different types of students’ intelligences and many different ways in which students learn. It serves the kinesthetic learner, because it involves walking around and other movement, it serves the interpersonal learner, because it includes small group interaction, and it serves the verbal/linguistic learner, because it includes discussion and written answers.

![Figure 1: The Picture of Gallery Walk Technique](image)

2. **Procedure of Gallery walk Technique**

   Francek (2006: 27) in Promoting Discussion in the Science Classroom Using Gallery walk states during gallery walk, students explore
multiple texts or images that are placed around the room. Teachers often use this technique as a way to have students share their works with peers. Because this technique requires students to physically move around the room. It can be especially engaging to kinesthetic learners.

The common procedures of using gallery walk are:

1) Select text

   Select the text (e.g. quotations, images, documents, and/or student work) you will be using for the gallery.

2) Organize text around the classroom

   Text should display “gallery style” in a way that allows students to disperse themselves around the room, with several students clustering around a particular text. Text can be hung on walls or placed on tables the most important factor is that the texts are spread for enough space to reduce significant crowding.

3) Instruct students on how to walk through the gallery

   Instructions will depend on the goal for the activity. Students can take gallery walk on their own, or with a partner or in small groups, announcing when the group should move to the next place in the exhibit.
3. **Gallery walk Technique in Teaching Speaking**

   Gallery walk is most successful when students are properly prepared to use it, when instructors are familiar both in its effective use and challenges, and when student learning is assessed. Bowman (2005: 93) suggests the general instructions for teaching using gallery walk are as follow:

   1) Tape a number of large sheets of paper to the wall of the training room. Space the chart pages so that learners can walk from one chart to another.

   2) Label each chart with question, statement, or issue related to the topic.

   3) Learners walk around the room writing their responses on the charts.

   4) Assign a direction to move or they can move randomly. They can do the activity as individuals or in groups.

   5) After the learners have written on all the charts and jotting down their observations on a work sheet, learners then spend a short period of time in small groups discussing their observation.

   6) Finally they discuss the activity with the whole group.

4. **The Steps of Gallery walk Technique**

   Francek (2006: 28) describes that the instructions will depend on the goals of teaching. In this research the goal of teaching by using gallery walk is to enhance students’ self-confidence in speaking. So, the
researcher modifies the teaching instructions on the teaching steps as follow:

1) The teacher provides some materials needed such as: several sheets or carton, glue, different colored pens and discussion questions.

2) The teacher divides the class into group with four or five students and give each group a different colored pen.

3) The students make their gallery in group and discuss what they have in the gallery.

4) The teacher instructs each group to walk around to the next gallery. Every group have to review the task, discussion questions and any answer recorded by the previous groups. Then members of the group must add an informations or comments with a colored pen that represents their own group.

5) After an appropriate amount of time (about 3 minutes), the students move to other gallery until all the groups have visited each gallery.

6) The students return to their own gallery to prepare the comments and brief oral report to present in the larger class. These oral report as an opportunity for all the students to check their own understanding.

7) The teacher gives comments and summarize the discussion questions in the end of learning.
5. The Benefits of Gallery walk Technique

According to Bowman (2005:94) explains a gallery walk can:

a) Connect learners to both new and old information;

b) Help learners focus on what they already know and what they want to learn;

c) Build a strong learning community by connecting learners to each other and to the topic;

d) Provide learners with an opportunity to physically move around while reviewing material;

e) Provide time for learners to respond to the topic related issues that they might not otherwise have had the time to address; and

f) Act as an ice breaker because students interact with classmates and the teacher when debating responses at each gallery walk "station".

C. Speaking

1. The Definition of speaking

Speaking is a skill which is often used for interaction with others. Majority of the people assess English through a speaking ability. However people fell worried to practice speaking ability because an internal factors like motivation, lack of confidence and a low ability.

As state by Chaney (1998: 13) which is quoted by Kayi (2006) “Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”. In addition,
Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

Beside that, Speaking is one of the important skills that have to be mastered by students in learning English. It is an essential tool for communicating. Talking about speaking is talking about communicating, express the ideas, feeling, opinions and others, that will be change for one person to another.

As Brown (2004: 141) argues that there are five basic types of speaking as follows:

a. Imitative
   The ability to simply parrot back to a word, phrase or possibility a sentence.

b. Intensive
   The production of stretches of oral language design to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.

c. Responsive
   Interaction and test comprehension but at the somewhat limited level very short conversation, standard greetings and small talk, simple request and comments, and the like.

d. Interactive
   The length and complexity of the interaction, which sometimes include multiple exchange and/or multiple participants.
e. Extensive

The oral production task includes speeches, oral presentation, and storytelling, during which the opportunity for oral interaction from listener is either highly limited.

2. The elements of speaking

Harmer (2001: 269) identifies that the ability to speak in English needs the elements necessary for the spoken production as the following:

a. Language features

1) Connected speech: connected speech is effective speakers of English need to be able not only to produce the individual phonemes of English but also the use of fluent connected speech. In connected speech sounds are modified, omitted, added or weakened.

2) Expressive device: native speaker of English change the pitch and stress of particular part of utterance, vary volume and speed, and show by other physical and non verbal means how they are feeling (especially in face to face interaction)

3) Lexis and grammar: teachers should therefore supply a variety of phrase for different function such as agreeing o disagreeing, expressing surprise, shock or approval.

4) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the
structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

b. Mental/social processing

1) Language processing: effective speaker need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

2) Interacting with others: effective speaking also involves a good deal of listening, and understanding of how the other participants are feeling, and knowledge of how linguistically to take turns of allow others to do so.

3) (On the spot) information processing: quite apart from our response to others’ feeling, we also need to be able to process the information they tell us at the moment we get it.

3. The Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001: 348-352) observes that there are six classroom
speaking activities. Such as: acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

a. Acting from script

Playing scripts and acting out the dialogues are two kinds of acting scripts that should be considered by the teacher in the teaching and learning process. In the playing scripts, it is important for the students to teach it as real acting. The role of the teacher in this activity is as theatre directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak will have real meaning. By giving students practice in these things before they give their final performances, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students will be very helped if they are given time to rehearse their dialogues before the performance. The students will gain much more from the whole experience in the process.

b. Communication Games

Games are designed to provoke communication between students. The games are made based on the principle of the information gap so that one student has to talk to a partner in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures. Television and radio games, imported into the classroom, often provide good fluency activities.
c. Discussion

Discussion is probably the most commonly used activity in the oral skills class. Here, the students are allowed to express their real opinions. According to Harmer (2001:272) discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions.

d. Prepared Talks

Students make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversations because they are prepared and more ‘writing like’. However, if possible students should speak from notes rather than from a script.

e. Questionnaires

Questionnaires are very useful because they ensure that both questioner and respondent have something to say to each other. Students can design questionnaires on any topic that is appropriate. As they do so the teacher can act as a resource, helping them in the design process. The results obtained from questionnaires can then form the basis for written work, discussions, or prepared talks.

f. Simulation and Role Play

Simulation and role play can be used to encourage general oral fluency, or to train students for specific situations. Students can act out
simulation as them or take on the role of completely different character and express thoughts and feelings as they doing in the real world.

4. The Teaching speaking

Teaching is essentially an active activity to persuade the students to change the way they experience the world through an understanding of the insights of others. Based on Kayi (2006) in Teaching Speaking: Activities to Promote Speaking in a Second Language that teaching speaking is to teach English as Second Language learners to:

1) Produce the English speech sounds and sound patterns
2) Use word and sentence stress, intonation patterns and the rhythm of the second language.
3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4) Organize their thoughts in a meaningful and logical sequence.
5) Use language as a means of expressing values and judgments.
6) Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking.
5. **Principles of teaching speaking**

Hammer (2001: 102), states that there are six principles of teaching speaking as follows:

a. Help the students overcome their initial reluctance to speak. Be encouraging; provide opportunity, start from something simple.

b. Ask the students to talk about why they want to talk about.

c. Ask the students to talk about what they are able to talk about.

d. Provide appropriate feedback.

e. Combine speaking with listening and reading.

f. Incorporate the teaching of speech acts in the speaking.

6. **The indicators of successful speaking**

When the students decide to learn a language, they are interested in learning to speak that language as fluently as possible. Based on Ur in Shojaee (1996: 2) observes that there are the characteristics of successful speaking:

a. Learners talk a lot

   As much as possible of period of time allotted to the activity is a fact occupied by learner talk.

b. Participation is even

   Classroom discussion is not dominated by a minority of talkative participants. All students get chance to speak and participate in the classroom discussion.
c. Motivation is high

All of the students have big enthusiasm to speak in classroom discussion. As Nunan (1991:39) states that the successful in speaking is measured through someone ability to carry out a conversation in the language.
CHAPTER III
RESEARCH METHOD

A. Setting of the Research

The research was carried out in SMA Muhammadiyah (Plus) Salatiga. This school is located at Jl. KH. Ahmad Dahlan No. 1 Soka, Salatiga. The place selection was based on the researcher have been teaching in a practical field experience program or PPL (Praktek Pengalaman Lapangan) and the institution has never conducted research about enhancing students’ confidence in speaking skill through gallery walk technique.

The research was done at the second semester in the academic year of 2014/2015 and was conducted on May 2015.

B. Subject of the Research

The subject of the research is the first grade students of SMA Muhammadiyah Plus Salatiga. The first grade students consist of three classes, but the researcher took X IPA class. This class consists of 34 students, 10 male and 24 female. They come from high and middle economy families and most of them have high motivation to study.

a. Population

According to Chester (1987: 6) “Population is defined as the set of all observations (or other things) relevant to the question being
asked”. The population of this research is the first grade students of SMA Muhammadiyah (Plus) in the academic year of 2014/2015. It consist of 143 students 53 male and 90 female.

b. Sample

Based on Chester (1987: 6) “Sample is a set of some, but not all, of the observations (or other things) relevant to the questions being asked”. The researcher takes X IPA class as the sample of this research. It consist of 34 students 10 male and 24 female.

c. Sampling Technique

In this research the writer uses purposive sampling in order to reach a targeted sample quickly. The researcher takes this sampling technique because the English teacher in this school Mrs. Widya suggested to the researcher to conduct the research in X IPA class. She also explained to the researcher that the students in this class still lack of confidence to speak in English, but they have high motivation to learn English.

Table 3.1

The List of X IPA Class of SMA Muhammadiyah Plus Salatiga

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Sex</th>
<th>No</th>
<th>Name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Abdul Rohhim</td>
<td>Male</td>
<td>18.</td>
<td>Novita Sari Puji Astuti</td>
<td>Female</td>
</tr>
<tr>
<td>3.</td>
<td>Adinda Hakqi Pinandita</td>
<td>Female</td>
<td>20.</td>
<td>Nuril Um Mayasari</td>
<td>Female</td>
</tr>
<tr>
<td>4.</td>
<td>Aditya Suwarsa</td>
<td>Male</td>
<td>21.</td>
<td>Nurma Yuliani</td>
<td>Female</td>
</tr>
<tr>
<td>5.</td>
<td>Agus Hariyono</td>
<td>Male</td>
<td>22.</td>
<td>Prihatiningsih</td>
<td>Female</td>
</tr>
</tbody>
</table>
C. Type of the Research

The type of this research is Classroom Action Research (CAR).

Classroom Action Research means a research conducted in the classroom to know the result of an action applied on a subject research in the classroom. As stated by (Irais, Ilaxcala) as quoted by Burn (2009: 5):

Action research is carried out by teachers in their context, in their classrooms. Teachers identify a problem or an area they wish to improve and based on theory or experience or a hypothesis they think of an intervention. They document the intervention and results of it. If the results are positive they could lead to the dissemination of the information. If not, the cycle may be started again.

Beside that, According to Arikunto (2006:2) classroom action research are coming from three words. They are research, action and class.

It can be describe are as follows:
1) Research is an activity to find out accuracy some object using methodology to get data or information which benefit to improve something which interest and important for researcher.

2) Action is some activities deliberately done by having several aims in the research in form activities cycles.

3) Class is a group of students in same time and have same lesson from teacher.

From the definition above, the writer conclude that classroom action research is research which is done by the teacher in teaching learning process to understand the situation and to improve the skill of the students in learning process.

The classroom action research conducted in SMA Muhammadiyah(Plus)Salatiga which aims to enhance students’ speaking skill through gallery walk technique.

D. Procedure of the Research

The study uses classroom action research. There are two cycles in this action research. Its follows the steps of action research in each cycle which are proposed by Burn (2009: 8):

1. Planning

In this step the researcher identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. The activities in the planning are:
a. Preparing materials, making lesson plan and designing the steps in doing action research.
b. Preparing list of students’ name and scoring.
c. Determining teaching aids (e.g. picture, board marker, carton, marker with a different colors, glue, digital camera, laptop).
d. Preparing sheet of classroom observation.
e. Determining test (pre-test and post-test).

2. Acting

In this step, the plan is a carefully considered one which involves some deliberate interventions into teaching situation that the researchers put into action over an agreed period of time. Writer presents an action in the following:

1) Giving pre-test
2) Teaching speaking by gallery walk technique.
3) Giving occasion to the students to ask any difficulties or problems.
4) Giving post-test.

3. Observing

Observation is one of the methods of collecting data with systematic supervision against researched indication. Burn (2009: 8) describes “This phase involves you in observing systematically the
effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use “open-eye”. It means, in this step is done by observing and interpreting the activity of gallery walk technique to enhance student’s speaking skill outcomes that have been conducted to obtain data. Observing is an observation activity to know how far the action effect have reach target.

4. Reflecting

In this reflection step, the researchers receive the data from observation is collected and analyzed by researchers. (Adapted from Kemmis and McTaggart, 1988: 11–14) cited in Burn (2009: 8) observes:

At this point, the researchers reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue the researchers have explored more clearly. The researchers may decide to do further cycles of AR to improve the situation even more, or to share the ‘story’ of research with others as part of the researchers on going professional development.

From the state above, reflection is done by analyzing the results of actions how far the rate of change student behavior before and after the action. By reflection will be gotten an input that can improve the next action.

Four activities in each cycles can be described as follows:
E. Technique of Collecting Data

In this research, the data is taken from:

1. Observation

   Observation is used to observe the teaching learning process and the students’ activities. It is using the observation sheet. Observation also will be used to monitoring the students’ activity during English teaching and learning process. The researcher observes the situation and monitored all the activities in the learning time.

2. Document

   “Documentation is the documents that are required something, or that give evidence or proof of something. The act of recording aomething in a document; the state of being recorded in a document (Oxford Advanced Learner’s Dictionary 2010: 447)” From that state, Documentation technique benefits in the collecting student’s grades as a
data to know their enhancement in speaking skill, the condition of
teachers, students, staffs, and location of SMA Muhammadiyah (plus)
Salatiga.

3. Test

Testing is a number measuring a person ability, knowledge, or
performance in a given domain (Brown, 2001: 3). In this research, the
researcher used pre-test and post-test with gallery walk technique and
without gallery walk technique.

F. Technique of Analyzing Data

The researcher conduct the classroom action research of enhancing
student’s speaking skill through gallery walk technique at the first grade
students of SMA muhammadiyah (Plus) salatiga.

In analyzing the data, the researcher uses the quantitative and
qualitative data analysis. As stated by Creswell, John W (2012: 13)

Quantitative research collected numeric data from a large
number of people using instruments with preset questions
and responses. Also Analyzed trends, comparing groups,
or relating variables using statistical analysis and
interpreting results by comparing them with prior
predictions and past research.

In the other hand, “Qualitative research collected data based on
words from a small number of individuals so that the participants’ views
are obtained. And analyzed the data for description and themes using text
analysis and interpreting the larger meaning of the findings”. As stated by Creswell, John W (2012: 16).

This study would be successful when there is increasing of students’ speaking skill. One of the indication is the students can explore their ideas or thinks in English well. Before applying the action, the students would be given pre-test and post-test in the end of the action to know the progressing of students.

The proceeds of pre-test and post-test would be analyzed to prove the hypothesis by t-test formula. The formula according Hadi (1981: 246) as follow:

1. Mean

\[ M = \frac{\sum X}{N} \]

Where,

\[ M \] : the mean of obtained

\[ \sum X \] : The sum of the test

\[ N \] : The total number of students

2. SD (Standard Deviation)

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]
Where,

\( \text{SD} \) : Deviation Standart

\( \text{D} \) : Difference between pre-test post-test

\( \text{N} \) : Number of observation in sample

3. T-test

To be able to know whether there is a significant improvement or not between pre-test and post-test, researcher using t-test after calculate the SD. The formula is:

\[
    t_o = \left( \frac{\sum D}{N} \right) \left( \frac{\text{SD}}{\sqrt{N - 1}} \right)
\]

Where,

\( t_o \) : T-test for the differences of pre-test and post-test

\( \text{SD} \) : Deviation Standart for one sample t-test

\( \text{D} \) : Different between pre-test and post-test

\( \text{N} \) : Number of observation in sample

The writer also use percentages score to analyse the result of oral test.

Percentage score:

\[
    P = \frac{\text{P}}{N} \times 100\%
\]
Explanation:

P = percentage

F = frequency

N = number of group

The standardized score (the minimum of passing criteria) is 75. If students have low mark from the standardized, they will be assumed that they have not passed. While students who pass the standardized are students who have equal mark or good mark.

G. The General Description of SMA Muhammadiyah (Plus) Salatiga

a. Situation

SMA Muhammadiyah Plus Salatiga is one of several senior high school located in Salatiga. Precisely, the location of this senior high school is at jalan KH. Achmad Dahlan No. 1 Soka, city of Salatiga, Central Java province. This school which has an area of 5250 m² was first opened in 1977. In the academic year of 2014/2015, SMA Muhammadiyah Plus Salatiga has eight classes. Three classes of the grade students, three classes for the second grade students and two classes of the third students.

Since this school was opened, SMA Muhammadiyah(Plus) Salatiga always to grow and develop well of the quality and the quantity of the students. It then get ‘Plus’ title which shifted it’s name from
SMA Muhammadiyah Salatiga to SMA Muhammadiyah Plus Salatiga and get grade ‘A’. SMA Muhammadiyah Plus Salatiga consists of several building as the following tabel:

Table 3.2

The Condition of the Building of
SMA Muhammadiyah (Plus) Salatiga

<table>
<thead>
<tr>
<th>No</th>
<th>Kinds of building</th>
<th>Total Width (m²)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom</td>
<td>8 448</td>
</tr>
<tr>
<td>2</td>
<td>Chemistry lab</td>
<td>1 64</td>
</tr>
<tr>
<td>3</td>
<td>Computer lab</td>
<td>1 56</td>
</tr>
<tr>
<td>4</td>
<td>Multimedia lab</td>
<td>1 56</td>
</tr>
<tr>
<td>5</td>
<td>Library room</td>
<td>1 63</td>
</tr>
<tr>
<td>6</td>
<td>Health service room</td>
<td>1 12</td>
</tr>
<tr>
<td>7</td>
<td>Counseling room</td>
<td>1 21</td>
</tr>
<tr>
<td>8</td>
<td>Chief room</td>
<td>1 24</td>
</tr>
<tr>
<td>9</td>
<td>Teacher’s room</td>
<td>1 63</td>
</tr>
<tr>
<td>10</td>
<td>Officer’s room</td>
<td>1 35</td>
</tr>
<tr>
<td>11</td>
<td>OSIS room</td>
<td>1 20</td>
</tr>
<tr>
<td>12</td>
<td>Teacher’s toilet</td>
<td>3 6</td>
</tr>
<tr>
<td>13</td>
<td>Student’s toilet</td>
<td>8 24</td>
</tr>
<tr>
<td>14</td>
<td>Were house</td>
<td>1 20</td>
</tr>
<tr>
<td>15</td>
<td>Mosque</td>
<td>1 49</td>
</tr>
<tr>
<td>16</td>
<td>Security room</td>
<td>2 56</td>
</tr>
<tr>
<td>17</td>
<td>Parking place</td>
<td>2 240</td>
</tr>
<tr>
<td>18</td>
<td>Multimedia room</td>
<td>1 56</td>
</tr>
</tbody>
</table>

b. List of the teachers, staffs and the students

Table 3.3

List of the Teachers of SMA Muhammadiyah (Plus) Salatiga

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Graduated</th>
<th>Position</th>
<th>Subject</th>
<th>TMT</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dian Indri Hartani, S.Sos, M.Pd</td>
<td>S2</td>
<td>Headmaster</td>
<td>Sosiologi</td>
<td>2004</td>
<td>Jl. Ki Penjawi IV Rt.04/XI Salatiga</td>
</tr>
<tr>
<td>No.</td>
<td>Name</td>
<td>Degree</td>
<td>Field</td>
<td>Year</td>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>-----------------------------</td>
<td>--------</td>
<td>---------------</td>
<td>-------</td>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Drs. Amin Hartawan, M.Pd</td>
<td>S2</td>
<td>B. Indo</td>
<td>2008</td>
<td>Jl. Honggojwjo Candirejo</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Dra. Suratilah</td>
<td>S1</td>
<td>PKn &amp; Ketrampilan</td>
<td>1992</td>
<td>Jl. Merdeka Utara C – 7</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>HJ. Dwi Swatningsi, S.Pd</td>
<td>S1</td>
<td>BK</td>
<td>1983</td>
<td>Perum Dliko Indah No.18/246</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Dra. Endry Naneformi</td>
<td>S1</td>
<td>Matematika</td>
<td>1998</td>
<td>Tmn Manunggal Asri 32 Bener</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Dra. Widyastuti, M.Pd</td>
<td>S2</td>
<td>B. Inggris</td>
<td>1987</td>
<td>Kantor Kec. Tengaran</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Dra. Handhyni Ratih</td>
<td>S1</td>
<td>BK &amp; B. Jawa</td>
<td>1996</td>
<td>Jl. Imam Bonjol 69,Andonnowarih</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Sugiyani, S.Pd</td>
<td>S1</td>
<td>PKn &amp; Seni Budaya</td>
<td>1996</td>
<td>Perum Domas Blok Su.9 Salatiga</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Nur Hadi, S.Ag</td>
<td>S1</td>
<td>Ibadah, Aqulah, Akhlak</td>
<td>1998</td>
<td>Ujung-ujung Rt.3/6 Pabelan, Smg</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>H. Djajadi, S.Pd</td>
<td>S1</td>
<td>Matematika</td>
<td>1998</td>
<td>Perum Dliko Indah no.18/246</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Dewi Oktara Pancawati, S.Pd</td>
<td>S1</td>
<td>TIK</td>
<td>2012</td>
<td>Sragen</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Tugimi</td>
<td>S1</td>
<td>Fisika</td>
<td>1999</td>
<td>Jl. Parikesat Raya no.2 Perum Dukuh Asri</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Saptorini Hinonah, S.Pd</td>
<td>S1</td>
<td>Bhs &amp; Sastra Indo</td>
<td>2005</td>
<td>Jl. Ngentaksari no.29 Rt.9/V Salatiga</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Dewi Ariyanti, A. Md</td>
<td>D.III</td>
<td>Bahasa Jepang</td>
<td>2012</td>
<td>Jl. Argoboga Pendum Rt.5 Argomulyo</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Abidah, S.Pd</td>
<td>S1</td>
<td>Geografi &amp; Antropologi</td>
<td>2012</td>
<td>Star Regensi blok I - 03 Kel. Sidorejo Kidul</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Hesti Arestina, S.Pd</td>
<td>S1</td>
<td>B. Inggris,Batik ,Bhs.,Arab</td>
<td>2011</td>
<td>Tegalombo Rt.8 / Rw.3 Blotongan</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Robachul Muslim, S.Pd</td>
<td>S1</td>
<td>Penjaskes</td>
<td>2011</td>
<td>Kranj Rt.2 / ii Banyubiru</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Sunarno, S.Pd</td>
<td>S1</td>
<td>Sejarah, Kemuh</td>
<td>2012</td>
<td>Sragen</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Andari Puji Astuti, S.Pd</td>
<td>S1</td>
<td>Kimia</td>
<td>2012</td>
<td>Dsn. Ngampel Rt 001/004 Blotongan Sidorejo</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Sulastiana Alfraida, S.Pd</td>
<td>S1</td>
<td>Biologi</td>
<td>2012</td>
<td>Bener Tr 003/006 Tengaran</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Sartika Wulandari, S.Pd</td>
<td>S1</td>
<td>Ekonomi</td>
<td>2012</td>
<td>Susukan Rt 004/001 Susukan</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Sulastiana Alfraida, S.Pd</td>
<td>S1</td>
<td>Biologi</td>
<td>2012</td>
<td>Bener Tr 003/006 Tengaran</td>
<td></td>
</tr>
</tbody>
</table>
### Table 3.4

List of the Staffs of SMA Muhammadiyah (Plus) Salatiga

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Graduated</th>
<th>Position</th>
<th>TMT</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Eni Prastini, SE</td>
<td>S1</td>
<td>Chief of Administrative</td>
<td>1993</td>
<td>Permata Hijau D3 Pabelan</td>
</tr>
<tr>
<td>2</td>
<td>Sudaryanto SLTA</td>
<td></td>
<td>Librarian</td>
<td>1991</td>
<td>Kenteng Rt.2/V Tegalrejo Salatiga</td>
</tr>
<tr>
<td>3</td>
<td>Sari Utami SLTA</td>
<td></td>
<td>Treasurer</td>
<td>1995</td>
<td>Perum Sehati Blok.B No.28 Salatiga</td>
</tr>
<tr>
<td>4</td>
<td>Unik Baroroh SLTA</td>
<td></td>
<td>Administrative</td>
<td>2008</td>
<td>Jl. Sonotirto 649 Pancuran Salatiga</td>
</tr>
<tr>
<td>5</td>
<td>Widodo SD</td>
<td></td>
<td>School’s care taker and janitor</td>
<td>2000</td>
<td>Jl. KH. Ahmad Dahlan Salatiga</td>
</tr>
<tr>
<td>6</td>
<td>Rachmadi SD</td>
<td></td>
<td>School’s care taker and janitor</td>
<td>2003</td>
<td>Jl. KH. Ahmad Dahlan Salatiga</td>
</tr>
<tr>
<td>7</td>
<td>Edy Suratno SLTA</td>
<td></td>
<td>School’s guardian and janitor</td>
<td>2012</td>
<td>Jl. Bengawan 27 Kutowinangun Sltg</td>
</tr>
</tbody>
</table>

### Table 3.5

List of the Students of

SMA Muhammadiyah (Plus) Salatiga

<table>
<thead>
<tr>
<th>No.</th>
<th>Grade</th>
<th>Sex</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1</td>
<td>First</td>
<td>22</td>
<td>45</td>
</tr>
<tr>
<td>2</td>
<td>Second</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td>3</td>
<td>Third</td>
<td>12</td>
<td>18</td>
</tr>
</tbody>
</table>
CHAPTER IV

THE IMPLEMENTATION OF RESEARCH

In this implementation, the researcher has arranged two cycles. The steps are: planning, acting, observing, and reflecting.

A. Cycle I

1. Planning

The teacher was:

a. Preparing the materials, making lesson-plan, and designing the steps in doing the action;

b. Preparing list of students’ name and scoring;

c. Determining teaching aids (e.g. picture, board marker, carton, marker with a different colors, glue, digital camera, laptop);

d. Preparing sheet of classroom observation; and

e. Determining test (pre-test and post-test).

2. The implementation Action

This research has been done on May 2015 in SMA Muhammadiyah (Plus) Salatiga. On Wednesday, 06th May 2015, the researcher met the headmaster, Mrs. Dian Indrihartani, S.Sos, M.Pd. She gavea permission to the researcher to do the research in her school. Then, the researcher and Mrs. Widyastuti as English teacher discussed about the
material that would be applied in the first grade students of SMA Muhammadiyah (Plus) Salatiga. She suggested that the research would be started on Saturday, 09th May 2015. At that time, the researcher and observer Sri Rejeki entered the class with the class condition was not too crowded. It seemed that they were ready to get the next lesson, so it do not need a long time to begin the class because the students have been already know about the researcher. Before the researcher began the class, the English teacher informed the students that for a few days later the class would be taught by the researcher. So, she asked the students to pay attention when the researcher taught in the class. The conversation between the researcher and the students were the following:

Teacher : “Assalamu’alaikum Wr.Wb”
Students : “Wa’alaikumsalam Wr. Wb”
Teacher : “Good morning Students.”
Students : “Good morning mom.”
Teacher : “How are you today?”
Rohman : “Not bad mom.”
Students : (together) “I’m fine thank you and how are you?”
Teacher : “I’m fine too thank you. Nice to see you this morning.
Well class, let’s start our meeting today by saying Basmallah all together.”
Students : (together) “Bismillahirrahmaanirrahim.”
Teachers: “Ok. Here, I am doing a research for my graduating paper by the title of enhancing students’ speaking skill through gallery walk technique (saya disini bermaksud untuk melaksanakan penelitian skripsi yang berjudul meningkatkan kemampuan berbicara bahasa inggris melalui tehnik gallery walk).”

Students: (just silent).

Teacher: “Who is absent today ?”.

Students:“(Masuk semua buuuuu...) all students are coming mom..”.

Teacher: “Well, today we will study about asking and giving opinions. Have you study about it? (udah pernah belajar ini sebelumnya?)”.

Students: (Belum bu...)“Not yet mom”.

Teacher: “Ok, who knows what is asking and giving opinion?” (ada yang tau ga apa itu asking dan giving opinions?).

Yesinta: “(Meminta dan memberikan pendapat)".

Students: “(Weeeh) (Applause)”.

Teacher: “That’s right. Asking and giving opinions is meminta da memberikan sebuah opini. Do you know what is the Expressions to ask and give opinions?” (ada yang tau ga bagaimana cara kita meminta dan memberikan pendapat).

Students: “What do you think of .....”.
Teacher: “Good..., and now I will give you an example from the expressions of asking and giving the opinions, please read together!”

After the students have been finished read an example, the teacher gave a pre-test to practice a simple conversation about asking and giving opinions in 10 minutes. Then, she explained about the expression asking and giving opinions in more details.

Teacher: “Do you understand about the expression asking and giving opinions so far?”

Students: “Yes mom”.

Teacher: “And now I wanna give you post-test with the same material using gallery walk technique and now please make a groups, each group consist of 4 or 5 students and I will give you an instruction about gallery walk technique”.

After divided the students in groups, the teacher told the instruction about gallery walk technique with bahasa in order to make the students really understand how to use it. The teacher provided teaching aids carton, boardmarker with a different colors and glue. Then, the students began to discuss in a group and moved to putsome comments on the others gallery every 3 seconds until all of the group have visited each gallery. Next, all of the group shared about their ideas, discussed together and gave a feedback. Finally the teacher took a conclusion related with the topic.
Teacher : “Is it clear enough students? Any question about this material?”.

Students : “No, mom”.

Teacher : “Well, I think enough for our lesson today, thanks a lot for your participations. Let’s say Hamdallah together”.

Students : “Alhamdulillah”.

Teacher : “See you next week and Wassalamu’alaikum Wr. Wb”.

Students : “See you..Waalaikumsalam Wr.Wb”.

3. Observation

In the first cycle, the researcher observed the learning process by asking the observer to help her in monitoring the students’ activity and attention during the action in the classroom. This observation was purposed to know how far the early condition of students’ skill in speaking, the situation of teaching learning process, also to collect the data. Before the researcher implemented the action, the students seemed nervous, had less confident and difficult to express their ideas. Largely they tended to be silent and answered the teacher’s questions with bahasa. Actually the students had high motivation to learn English and understood to what the teachers said. Because of their lack of self-confidence and shy, they confused on how to speak in English well. Furthermore, the researcher would analyze the students’ improvement in speaking skill by looking for the result in cycle I.
### Table 4.1
The Students’ Score of Pre Test And Post Test in Cycle 1

<table>
<thead>
<tr>
<th>No.</th>
<th>Name Of Students</th>
<th>Pre-test I (X)</th>
<th>Post test I (Y)</th>
<th>Post-Pre (D)</th>
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<td><strong>Total</strong></td>
<td><strong>2336</strong></td>
<td><strong>2452</strong></td>
<td><strong>116</strong></td>
<td><strong>912</strong></td>
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</tr>
</tbody>
</table>

a. Mean of pre test I

\[
M_x = \frac{\sum X}{N}
\]

\[
M_x = \frac{2336}{34} = 68.70
\]
b. Mean of post test I

\[ M_Y = \frac{\sum Y}{N} \]

\[ M_Y = \frac{2452}{34} \]

\[ M_Y = 72.11 \]

c. SD of post test and pre test

From the data above, the teacher calculated SD pre test and post test

\[ SD = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum Y}{N} \right)^2} \]

\[ = \sqrt{\frac{912}{34} - \left( \frac{116}{34} \right)^2} \]

\[ = \sqrt{26.82 - 11.64} \]

\[ = \sqrt{15.18} \]

\[ = 3.89 \]

d. T-Test calculation

\[ T = \frac{\left( \frac{\sum D}{N} \right)}{\left( \frac{SD_D}{\sqrt{N-1}} \right)} \]
\[ T = \frac{116}{34} \]
\[ T = \frac{3.89}{\sqrt{34 - 1}} \]
\[ T = \frac{3.89}{\sqrt{33}} \]
\[ T = \frac{3.89}{5.74} \]
\[ T = \frac{3.41}{0.67} \]
\[ T = 5.09 \]

T-Test is 5.09

e. Interpretation

1. Calculating Df

Degree of freedom (Df)  = (N – 1)
= 34 – 1
= 33

2. Approving the T-Table distribution

With degree of freedom is 33, the value of T-Table with the degree of significant 5% is 2.035.
3. Comparing T-Test with T-Table

\[ T-\text{Test} = 5.09 \text{ therefore to is greater than T-Table with the level of the degree of significant 5\%.} \]

4. Conclusion

If arithmetic T-Test is greater than T-Table, the null hypothesis is rejected.

a. \( H_0 \) (null hypothesis) = there is no significant influence between pre test and post test.

b. T-Table with N=33 is 2.035, while arithmetic T-Test is 5.09.

c. T-Table < T-Test = 2.035 < 5.09.

It shows that \( H_0 \) is rejected. So, there is a significant influence between pre test and post test in cycle I with level significant 5\%, T-Table is 2.030. It means that the use of gallery walk technique can help the students to Enhance their skill in speaking English.

The improvement is also can be calculated in percentage by calculating students’ pre-test and post-test score. The calculation can be shown below:

\[ P = \frac{M_2 - M_1}{M_1 + M_2} \times 100\% \]

\[ P = \frac{72.11 - 68.70}{68.70 + 72.11} \times 100\% \]
\[
P = \frac{3.41}{140.81} \times 100\%
\]

\[P = 2.23\%\]

The calculation which shows the class percentage of students who pass the KKM (the minimum of passing criteria) is:

\[
P = \frac{F}{N} \times 100\%
\]

\[P = \frac{19}{34} \times 100\%
\]

\[P = 55.88\%\]

It means there were 55.88\% of students’ who pass the standardized score (the minimum of passing criteria). Only 19 students who pass the KKM. It indicates that the successfull of cycle I should be improved. Finally, the researcher did the second cycle so that 80\% students were able to pass the KKM.

4. Reflection

After analyzing the result of the first meeting, There were 55.88\% students who passed the KKM (the minimum of passing criteria). The researcher and observer concluded that in the first cycle the mean of post test was higher than pre test. In this meeting, most of students felt bored with a method that usually used by the English teacher in the classroom. The teacher had to be
more creative to provide materials. It was an effort to make the students to be more interested and active to speak English with confidence. The result of post test showed that the students’ speaking skill were good enough. The result of pre test was 68.70, meanwhile in post test was 72.11. It was very important for the researcher to continue the next cycle, to enhance the students’ speaking skill with the same technique namely “Gallery walk”. In the second meeting, a researcher hoped the students were more active to share their ideas to the class and speak confidently with friends.

B. Cycle II

1. Planning

The teacher was:

a) Preparing the materials, making lesson-plan, and designing the steps in doing the action;

b) Preparing list of students’ name and scoring;

c) Determining teaching aids (e.g. picture, board marker, carton, marker with a different colors, glue, digital camera, laptop);

d) Preparing sheet of classroom observation; and

e) Determining test (pre-test and post-test).
2. The implementation Action

On Monday, May 11th 2015 the researcher and observer Sri Rejeki entered the class by greeting and asking students’ condition. She continued the lesson with the same material but different theme. In the second meeting, the researcher explained about gallery walk technique more detail in order to make sure that students have a fully understanding about it. Before the learning process began the teacher gave stimulus for students to speak up.

Teacher : “Assalamu’alaikum Wr.Wb.”
Students : “Wa’alaikumsalam Wr.Wb.”
Teacher : “Good morning students!”
Students : “Good morning mom”.
Teacher : “How’s life students?”
Students : “I’m fine thank you, and you?”
Teacher : “I’m pretty well thank you.”
Teacher : “Ok, let’s start our meeting today by saying Basmallah all together.”
Students : (together) “Bismillahirrahmaanirrahim.”
Teacher : “Who is absent today?”. 
Students : “(masuk semuanya bu) the students are all here mom.”
Teacher : “Before we continue to our lesson, let me ask you about what have we learn last week.”
Students: “(tentang pendapat, keuntungan dan kerugian teknologi) we learn about asking and giving opinions, also the advantages and disadvantages of technology.”

Teacher: “So, what are the advantages and disadvantages of technology?”

Nurma: “The advantages is we can get more information, and disadvantages we are become lazy.”

Teacher: “Good answer Nurma, anyone else?”

Students: “With technology we can get many information in the world easily, but by technology we lazy to read a book.”

Teacher: “Well, very good students. Here I want to show you a simple dialogue about asking, giving opinions, how to respond and refuse it. Attention please and listen carefully.”

Teacher: “Do you understand what they talk about in the conversation?”

Students: “Yes mom.”

Teacher: “What are they talking about?”

Students: (sekolah barunya buuu) “About her new school.”
Teacher: “That’s right. Ok now I will give you a pre test and please practice a simple dialogue with your partner based on the picture.”

Rhohman: (bu? Kalau ga bisa boleh pake bahasa indonesia ya bu, gapapa bu?) “If I find a difficulties, may I use Bahasa mom?”

Teacher: (Ya usahakan pake bahasa Inggris ya kalau ada kosakata yang tidak tau ya silahkan tanya) “Use English please as you can. But if you find a difficulties on vocabularies just ask me.”

Students: “ok mom.”

When a pre test have done, the teacher explained about the picture and gave some comments about it.

Teacher: “Are you ready to the next picture by using gallery walk technique?”

Students: (Siap buuu tapi jangan yang susah suah ya bu, jelasin sekali lagi bu gimana tekniknya kurang paham e bu) “I am ready mom, but take the easy one mom and please explain one more time about the gallery walk technique.”

Teacher began to explain more about the technique using English and Bahasa till the students really understand how to apply it.
Teacher: “Well students, the technique is easy right?”

Students: “Of course mom.”

Teacher: “if you all have understand about the technique, let’s begin our discussion about the next picture. Please prepare your group well and share your ideas, find as much as possible the information based on the picture and listen carefully to my instruction yet. Do not move if I have not give an instruction. Remember students! Try to use English do not be worry to make a mistake or error when you speak, just take it easy and trust yourself that you can do it. Have fun!”

When the students have been finished their work and came back to their own gallery, the teacher ordered them to report and share to what they had about the information and their thought to the class. After all done, the teacher asked the students about the difficulties in the materials and took a conclusion of the topic in the end of learning process.

Teacher: “Do you feel enjoy with this Technique? Do you feel relax and confident when you speak with other?”

Students: (Ya bu rame jadi ga ngantuk) “Yes mom, that’s fun and make us not sleepy”
Teacher: “Great students, you have to be confident when you speak, do not be afraid to do an errors because though that mistakes we can learn more and better. Just trust on yourself you can speak English well. Do not forget to always practice your skill in speaking on your daily life little by little.”

Students: *(Siap laksanakan bu)* “Yes of course mom.”

Teacher: “Ok students the class is up, so give applause for us, I will be so glad because we can learn together and share each others. Thank you so much for your participations, your activeness and your attentions. Let’s close our meeting today by saying Hamdallah together.”

Students: “*Alhamdulillahirabbilalamiin.*”

Teacher: “Nice to meet you all and see you again.”

Students: “See you mom.”

Teacher: “*Wassalmualaikum Wr.Wb.*”

Students: “*Waalaikumsalam Wr.Wb.*”

3. Observation

In cycle II, most of the students were more active in the learning process because they had already understand how to apply allery walk Technique. They practiced the dialog with confidence and
they did not afraid to make mistakes because the researcher said to the students that mistakes were a process of learning. The students became enjoy with lesson without shy to ask something if they found a difficulties. It was meant that the technique given by the researcher was successfully enhanced students’ self-confidence in speaking skill.

a. Score of The Results Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Name Of Students</th>
<th>Pre-test II (X)</th>
<th>Post test II (Y)</th>
<th>Post-Pre (D)</th>
<th>D^2</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Abdul Rhohim</td>
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<td>76</td>
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<td>19</td>
<td>Nur Rohman</td>
<td>60</td>
<td>68</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>20</td>
<td>Nuril Um Mayasari</td>
<td>64</td>
<td>68</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>21</td>
<td>Nurma Yuliani</td>
<td>76</td>
<td>84</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>22</td>
<td>Prihatiningsih</td>
<td>72</td>
<td>76</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>23</td>
<td>Qonita Firdaus Jasareviq</td>
<td>80</td>
<td>92</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>24</td>
<td>Ragil Monitasari</td>
<td>72</td>
<td>76</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>25</td>
<td>Rizky Putri Nurjanah</td>
<td>76</td>
<td>80</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>26</td>
<td>Sinta Cahyaningrum</td>
<td>76</td>
<td>80</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>27</td>
<td>Sinta Larasati</td>
<td>76</td>
<td>76</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>28</td>
<td>Slamet Lestari</td>
<td>76</td>
<td>80</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>29</td>
<td>Sri Wahyu Sholekah</td>
<td>76</td>
<td>76</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>30</td>
<td>Sutrisni</td>
<td>76</td>
<td>76</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>31</td>
<td>Tiara Mafa Salsabila</td>
<td>76</td>
<td>76</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>32</td>
<td>Yanuar Rista Putra</td>
<td>60</td>
<td>76</td>
<td>16</td>
<td>256</td>
</tr>
<tr>
<td>33</td>
<td>Yesinta Kusuma Dewi Nasution</td>
<td>76</td>
<td>80</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>34</td>
<td>Zaidatus Sa’diyah</td>
<td>76</td>
<td>76</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>2400</strong></td>
<td><strong>2596</strong></td>
<td><strong>196</strong></td>
<td><strong>1968</strong></td>
</tr>
</tbody>
</table>
a. Mean of pre test II

\[ M_x = \frac{\sum x}{N} \]

\[ M_x = \frac{2400}{34} \]

\[ M_x = 70.59 \]

b. Mean of post test II

\[ M_y = \frac{\sum y}{N} \]

\[ M_y = \frac{2596}{34} \]

\[ M_y = 76.35 \]

c. SD of post test and pre test

From the data above, the teacher calculate SD

pre test and post test

\[ SD = \sqrt{\frac{\sum (x^2) - \left( \frac{\sum x}{N} \right)^2}{N}} \]

\[ = \sqrt{\frac{1968}{34} - \left( \frac{196}{34} \right)^2} \]

\[ = \sqrt{57.88 - 33.23} \]

\[ = \sqrt{24.65} \]

\[ = 4.96 \]
d. T-Test calculation

\[
T = \left( \frac{\sum D}{N} \right) \left( \frac{SD_D}{\sqrt{N - 1}} \right)
\]

\[
T = \left( \frac{196}{34} \right) \left( \frac{4.96}{\sqrt{34 - 1}} \right)
\]

\[
T = \frac{5.76}{4.96} \left( \frac{4.96}{\sqrt{33}} \right)
\]

\[
T = \frac{5.76}{0.86}
\]

T = 6.70

T calculation is 6.70

e. Interpretation

1. Calculating Df

Degree of freedom (Df) = (N – 1)

= 34 – 1

= 33
2. Approving the t table distribution

With degree of freedom is 33, the value of T-Table with the degree of significant 5% is 2.035.

3. Comparing T-Test with T-Table

T-Test is 6.70 therefore to is greater than T-Table with the level of the degree of significant 5%.

4. Conclusion

If arithmetic T-Test is greater than T-Table, the null hypothesis is rejected.

a. Ho (null hypothesis) = there is no significant influence between pre test and post test.

b. T-Table with N=33 is 2.035, while arithmetic T-Test is 6.70.

c. T-Table < T-Test = 2.035<6.70.

It shows that Ho is rejected. So, there is a significant influence between pre test and post test in cycle II with level significant 5%, T-Table= 2.030. It means that the use of Gallery walk technique can help the students to enhance their self-confidence speaking skill.
The improvement is also can be calculated in percentage by calculating students’ pre-test and post-test score. The calculation can be shown below:

\[
P = \frac{M_2 - M_1}{M_1 + M_2} \times 100\%
\]

\[
P = \frac{76.35 - 70.59}{70.59 + 76.35} \times 100\%
\]

\[
P = \frac{5.76}{146.94} \times 100\%
\]

\[
P = 3.92\%
\]

The calculation which shows the class percentage of students who pass the KKM (the minimum of passing criteria) is:

\[
P = \frac{F}{N} \times 100\%
\]

\[
P = \frac{28}{34} \times 100\%
\]

\[
P = 82.35\%
\]

It means that 82.35% students pass the KKM. There were 28 students who passed the KKM. Meanwhile, 6 students did not pass the KKM. It concluded that the improvement of students’ speaking skill was better that cycle I.

4. Reflection

The researcher concluded that there was an enhancement of students’ speaking skill through gallery walk technique. It was proved
by the result of score in cycle II. From the result of cycle I and II, the implementation of gallery walk technique enhances the students’ speaking skill. Therefore, the more students feel interest, the more students gain ability to speak in English.

Table 4.3
The Students’ Mean Score in Percentage

<table>
<thead>
<tr>
<th>Category</th>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;75</td>
<td>44.12%</td>
<td>17.65%</td>
</tr>
<tr>
<td>&gt;75</td>
<td>55.88%</td>
<td>82.35%</td>
</tr>
</tbody>
</table>

Table 4.4
The Mean of Students’ Scores

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Pretest</td>
<td>68.70</td>
<td>70.59</td>
</tr>
<tr>
<td></td>
<td>✓ Posttest</td>
<td>72.11</td>
<td>76.35</td>
</tr>
<tr>
<td>2.</td>
<td>T-Table N= 34</td>
<td>2.035</td>
<td>2.035</td>
</tr>
<tr>
<td>3.</td>
<td>T-Test calculation</td>
<td>5.09</td>
<td>6.70</td>
</tr>
</tbody>
</table>

There were 82.35% who passed KKM (the minimum of passing criteria) and 17.65 students who did not pass on it. The score of pre test cycle II is 70.59 which is higher than pre test of cycle I, i.e 68.70. Meanwhile, the score of post test cycle II is 76.35 which is higher than post test cycle I, i.e 72.11. In addition, the students look more
confident and have a good expression to speak English in the class. It is caused by the implementation of gallery walk technique stimulates the atmosphere in the class being not too formal so the students more free to speak and enjoy the speaking activity.
A. Conclusion

The title of this research is “Enhancing Students’ Speaking Skill Through Gallery walk Technique (A Classroom Action Research at the First Grade students of SMA Muhammadiyah (Plus) Salatiga in the Academic Year 2014/2015). The finding of the research in SMA Muhammadiyah (Plus) Salatiga shows:

1. The procedures of implementation of Gallery walk technique in enhancing students’ speaking of the first grade students of SMA Muhammadiyah (Plus) Salatiga are as follows:
   a. The teacher provides some materials needed such as: several sheets or carton, glue, different colored pens and discussion questions.
   b. The teacher divides the class into group with four or five students and give each group a different colored pen.
   c. The students make their gallery in group and discuss what they have in the gallery.
   d. The teacher instructs each group to walk around to the next gallery. Every group have to review the task, discussion questions and any answer recorded by the previous groups. Then members of the group must add an informations or comments with a colored pen that represents their own group.
e. After an appropriate amount of time (about 3 minutes), the students move to other gallery until all the groups have visited each gallery.

f. The students return to their own gallery to prepare the comments and brief oral report to present in the larger class. These oral report as an opportunity for all the students to check their own understanding.

g. The teacher gives comments and summarize the discussion questions in the end of learning.

2. The students’ speaking skill can be enhanced by “gallery walk” technique in teaching learning process. It can be proved by the score of pre-test and post-test. The score of post-test are greater than pre-test. The cycle I shows that the score of pre-test is 68.70 and the score of post-test is 72.11. Meanwhile, the cycle II shows that the score of pre-test is 70.59 and the score of post-test is 76.35. It means that there is significant difference mean between pre-test and post-test. This indicates that “gallery walk” technique can enhance the students’ speaking skill of the first grade students of SMA Muhammadiyah (Plus) Salatiga in the academic year 2014/2015.

3. The extent of using “Gallery walk” technique can be proved by t-test calculation. T-test is formula to know the significant differences between pre test and post test. The t-test from this research is from 5.09 in the first cycle become 6.70 in the second cycle. From the t-test, it can be seen that there is enhancement from the first cycle to the second cycle. And also the increasing students’ mean score in percentage from cycle I to cycle II with
the standardized score (the minimum of passing criteria) is 75. At the cycle I is 55.88% students and 82.35 % in the cycle II. The increasing of score in percentage from cycle I to cycle II is 26.47 %. Furthermore, the gallery walk technique make the students more enjoy because the atmosphere of the learning process not too formal. The students can express what they want to say and it can increase their skill in speaking to share their idea to the other friends in front of the class.

B. Suggestion

Based on the result of the research and conclusion that regarding with enhance students’ speaking skill through gallery walk technique is enjoyable, the writer would like to suggest as follows:

a. For the Teachers

The result of this research can support the English teachers to apply this technique in teaching. The teacher should be selective to choose the technique in teaching learning process. They have to put in self as facilitator, controller, and guide all students who need help when they face the problem in learning English. Teachers should prepare materials well and they can create good atmosphere with fun learning and make it more interesting. In teaching learning process, teacher should make students more comfortable to enjoy the activities. Their interest can rise their motivation in learning then make them easier to learn.
b. For the Students

The students should take part actively in learning process, do not shy and afraid to express idea especially in speaking. They should be confident to speak English to the teacher or their friends to enhance their skill and add their vocabularies during learning process. They also must pay attention, seriously when the teaching learning is going on. The students have to develop their self motivation and minimize their anxiety of studying English.

c. For other researcher

Based on the result that Gallery walk technique can enhance the students’ speaking skill, the writer suggests to the other researchers to implement this method in teaching speaking. Furthermore, the result can be used as the reference for further research in another topic discussion, in different English language skills by the deeper investigation. It may also useful to have research with different students’ condition like students’ motivation interest.

d. For the researcher

The researcher would understand more about the Gallery walk Technique. Then, she must expand her knowledge in teaching speaking through this technique.
e. For Educational Field

As an English teacher in future, I will create an enjoyable atmosphere in learning process in order to make students comfortable on studying English and make them easier to receive the lesson.
REFERENCES


CSCOPE (Texax Education Service Center Curriculum Collaborative) E-Newsletter, Edited by ESC Region XIII.


Shojaee. 1996. “Journal of As Effective Speaking Activity.”


RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMA Muhammadiyah (Plus) Salatiga
Tema/Mapel : Asking and Giving opinions / Bahasa Inggris
Kelas/Semester : X/II
Waktu : 2 x 45 menit
Hari/ Tanggal : Sabtu, 09 Mei 2015
Aspek : Speaking skill

I. Standar kompetensi :
1. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar :
1.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan sederhana dalam berbagai konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyampaikan pendapat dan meminta pendapat.

III. Indikator :
- Mampu mengungkapkan secara lisan tindak tutur menyampaikan pendapat dan meminta pendapat disertai dengan responnya.
- Mampu menggunakan tindak tutur secara lisan tutur menyampaikan pendapat, meminta pendapat disertai responnya dengan tata bahasa yang baik dan fasih.

IV. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:
- Siswa mampu melafalkan ungkapan meminta dan menyampaikan pendapat.
• Menggunakan ungkapan yang telah dipelajari dengan baik dan fasih dalam real life Situation.

V. Pengembangan Karakter
Macam-macam karakter yang dikembangkan yaitu:
• Demokratis
• Tanggung Jawab
• Disiplin
• Religious
• Komunikatif
• Percaya diri
• Berani
• Aktif
• Peduli sosial
• Toleransi
• Cinta ilmu

VI. Materi Pembelajaran :

ASKING FOR OPINIONS & GIVING OPINIONS

<table>
<thead>
<tr>
<th>Asking for opinions:</th>
<th>Giving opinions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think of............</td>
<td>In my opinion.....</td>
</tr>
<tr>
<td>Is that right (true) that........</td>
<td>I think.........</td>
</tr>
<tr>
<td>Do you think it’s going ..........</td>
<td>I fell...........</td>
</tr>
<tr>
<td>Why do they behave like that ?</td>
<td>I believe......</td>
</tr>
<tr>
<td>Do you have any idea ?</td>
<td>I personally believe......</td>
</tr>
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<td>How do you like that ?</td>
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</tr>
<tr>
<td>Do you have any idea ?</td>
<td>I personally feel......</td>
</tr>
<tr>
<td>How do you like.......?</td>
<td>To my mind...............</td>
</tr>
<tr>
<td>Please Give me your frank opinion?</td>
<td>In my case...............</td>
</tr>
<tr>
<td></td>
<td>Well, personally........</td>
</tr>
<tr>
<td></td>
<td>It seems that............</td>
</tr>
</tbody>
</table>

• Contoh percakapan berkaitan dengan expressions opinions (Courtesy of Look Ahead An English Course page 81)
Gita: I don't think that young people should be allowed to wear strange hair style.
Jhoni: Why? What's wrong with them?
Tita: Well, I personally believe that people who wear strange hair style will look untidy and be badly-behaved.
Jhoni: I see your point, but I think they just want to be stylish. That's all.

VII. Metode Pembelajaran

1. Tanya jawab, diskusi dan praktek
2. Gallery Walk

VIII. Langkah – Langkah Kegiatan:
Langkah-langkah kegiatan Pembelajaran Tatap Muka

1. Kegiatan pendahuluan (20 menit)
   - Memberi salam, beramah tamah, berdo’a. (nilai yang ditanamkan: sopan santun dan religious)
   - Mengabsen kehadiran siswa. (nilai yang ditanamkan: disiplin, peduli)
   - Menggali pengetahuan awal siswa mengenai bagaimana mengekspresikan: menyampaikan dan meminta pendapat. (nilai yang ditanamkan: kreatif)
   - Guru memberitahukan siswa pre-test

2. Kegiatan inti (65 menit)
   2.1 Eksplorasi
      - Siswa mendengar penjelasan guru mengenai kata-kata apa saja yang digunakan untuk mengekspresikan meminta dan mengungkapkan pendapat.
      - Guru memberikan contoh dialog tentang mengungkapkan pendapat.
      - Guru membagi siswa ke dalam beberapa kelompok.
      - Guru memberikan post-test kepada siswa melalui sebuah gambar.
   2.2 Elaborasi
      - Siswa memahami ungkapan-ungkapan yang telah diberikan guru. (nilai yang ditanamkan: responsive, disiplin)
      - Setiap kelompok menjawab teks tertulis dan berbicara mengemukakan pendapatnya. (nilai yang ditanamkan: tanggungjawab, aktif, komunikatif)
      - Setiap kelompok membuat pernyataan / menyampaikan pendapat tentang gambar tersebut dan meminta kelompok lainnya untuk mengomentari pendapatnya (nilai yang ditanamkan: aktif, kerja sama, kreatif)

2.3 Konfirmasi
- Siswa bersama guru melakukan flash back dan feed back agar memperoleh pengalaman belajar dengan menanyakan kesulitan siswa dalam mengungkapkan/ mengekspresikan; meminta dan menyampaikan pendapat. (nilai yang ditekankan : peduli, bebas)
- Guru menugaskan siswa membuat dialog tentang expression opinions sebagai pekerjaan rumah.(tanggung jawab)

3. Kegiatan penutup (5 menit)
- Menyimpulkan materi pembelajaran
- Menyuruh siswa untuk menerapkan ungkapan-ungkapan yang dipelajari dalam situasi yang sebenarnya
- Mengucapkan salam penutup

IX. Sumber Belajar:

Buku teks yang relevan :
Judul buku : Look Ahead An English Course 2 (For Science and Social Study Program)
Pengarang : Eudia Grace and M.Sudarwati.
Penerbit : ERLANGGA
Tahun : 2007
Halaman : 79 (Expressing opinion)

X. SUMBER/ MEDIA PEMBELAJARAN

1. Sumber : Internet
2. Media : Kertas A3, spidol, laptop, internet dan LCD

XI. Penilaian (Instrumen Penilaian Terlampir)

1. Penilaian Ketrampilan (Berbicara)

XII. Pedoman Penilaian

a. Speaking Skill

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Grammar</td>
<td>1-5</td>
</tr>
<tr>
<td>No.</td>
<td>Task</td>
<td>Score</td>
</tr>
<tr>
<td>-----</td>
<td>----------------------</td>
<td>-------</td>
</tr>
<tr>
<td>2.</td>
<td>Vocabulary</td>
<td>1-5</td>
</tr>
<tr>
<td>3.</td>
<td>Comprehension</td>
<td>1-5</td>
</tr>
<tr>
<td>4.</td>
<td>Fluency</td>
<td>1-5</td>
</tr>
<tr>
<td>5.</td>
<td>Pronunciation</td>
<td>1-5</td>
</tr>
</tbody>
</table>

Skor perolehan:
Nilai akhir: .............x4
Skor maksimal: 100

Salatiga, 07 Mei 2015

Guru Mata Pelajaran               Praktikan

Dra. Widyastuti, M.Pd.                Farrah Zakiyah Anwar
RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah : SMA Muhammadiyah (Plus) Salatiga
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Waktu : 2 x 45 menit
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   - Memberi salam, beramah tamah, berdo’a. (nilai yang ditanamkan: sopan santun dan religious)
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   2.1 Eksplorasi
     - Siswa mendengar penjelasan guru mengenai kata-kata apa saja yang digunakan untuk mengekspresikan meminta dan mengungkapkan pendapat.
     - Guru memberikan contoh dialog tentang mengungkapkan pendapat.
     - Guru membagi siswa ke dalam beberapa kelompok.
     - Guru memberikan post-test kepada siswa melalui sebuah gambar.
   2.2 Elaborasi
     - Siswa memahami ungkapan-ungkapan yang telah diberikan guru. (nilai yang ditanamkan: responsive, disiplin)
     - Setiap kelompok menjawab teks tertulis dan berbicara mengemukakan pendapatnya. (nilai yang ditanamkan: tanggungjawab, aktif, komunikatif)
     - Setiap kelompok membuat pernyataan / menyampaikan pendapat tentang gambar tersebut dan meminta kelompok lainnya untuk mengomentari pendapatnya (nilai yang ditanamkan: aktif, kerja sama, kreatif)
   2.3 Konfirmasi
Siswa bersama guru melakukan flash back dan feed back agar memperoleh pengalaman belajar dengan menanyakan kesulitan siswa dalam mengungkapkan/ mengekspresikan; meminta dan menyampaikan pendapat.
(nilai yang ditekankan : peduli, bebas)
- Guru menugaskan siswa membuat dialog tentang expression opinions sebagai pekerjaan rumah.(tanggung jawab)

6. Kegiatan penutup (5 menit)
- Menyimpulkan materi pembelajaran
- Menyuruh siswa untuk menerapkan ungkapan-ungkapan yang dipelajari dalam situasi yang sebenarnya
- Mengucapkan salam penutup

IX. Sumber Belajar:

Buku teks yang relevan :
Judul buku : Look Ahead An English Course 2 (For Science and Social Study Program)
Pengarang : Eudia Grace and M.Sudarwati.
Penerbit : ERLANGGA
Tahun : 2007
Halaman : 79 (Expressing opinion)

X. SUMBER/ MEDIA PEMBELAJARAN

3. Sumber : Internet
4. Media : Kertas A3, spidol, laptop, internet dan LCD

XI. Penilaian (Instrumen Penilaian Terlampir)

1. Penilaian Ketrampilan (Berbicara)

XII. Pedoman Penilaian

b. Speaking Skill

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects</th>
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<tbody>
<tr>
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<tr>
<td>2.</td>
<td>Vocabulary</td>
<td>1-5</td>
</tr>
<tr>
<td>3.</td>
<td>Comprehension</td>
<td>1-5</td>
</tr>
<tr>
<td>4.</td>
<td>Fluency</td>
<td>1-5</td>
</tr>
<tr>
<td>5.</td>
<td>Pronunciation</td>
<td>1-5</td>
</tr>
</tbody>
</table>

Skor perolehan:
Nilai ahir: ..............x4
Skor maksimal: 100

Salatiga, 09 Mei 2015

Guru Mata Pelajaran Praktikan

Dra. Widyastuti, M.Pd. Farrah Zakiyah Anwar
## Rubric Assessment of Speaking skill

<table>
<thead>
<tr>
<th>Score</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Comprehension</th>
<th>Fluency</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.</td>
<td>Speaking vocabulary inadequate to express anything, but the most elementary needs.</td>
<td>Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.</td>
<td>(No specific fluency description. Refer to other four language areas for implied level of fluency.).</td>
<td>Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.</td>
</tr>
<tr>
<td>2</td>
<td>Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.</td>
<td>Has speaking vocabulary sufficient to express himself simply with some circumlocution.</td>
<td>Can get the gist of most conversation of non-technical subjects (i.e. topics that require no specialized knowledge).</td>
<td>Can handle with confidence but not with facility most social situation including introduction and casual conversation about current events, as well as work, family and autobiographical word.</td>
<td>Accent is intelligible though often quite faulty.</td>
</tr>
<tr>
<td>3</td>
<td>Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics.</td>
<td>Able to speak to language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social and professional topics. Vocabulary is broad enough that the rarely has to grope for a word.</td>
<td>Comprehension is quite complete at a normal rate of speech.</td>
<td>Can discuss particular interest of competence with reasonable ease. Rarely has to grope for word.</td>
<td>Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.</td>
</tr>
<tr>
<td>4</td>
<td>Able to use the language</td>
<td>Can understand</td>
<td>Can understand any conversation</td>
<td>Able to use language fluently on all levels</td>
<td>Errors in pronunciation are</td>
</tr>
<tr>
<td>5</td>
<td>Equivalent to that of an educated native speaker.</td>
<td>Speech on all level is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism, and pertinent cultural references.</td>
<td>Has complete fluency in the language such that his speech is fully accepted by educated native speaker.</td>
<td>Errors never interfere with understanding and rarely disturb</td>
<td></td>
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<tr>
<td>---</td>
<td>---</td>
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<td>---</td>
<td>---</td>
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<tr>
<td></td>
<td>accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.</td>
<td>and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.</td>
<td>normally pertinent to professional needs. Can participate in and conversation within the range of this experience with a high degree of fluency.</td>
<td>quite rare.</td>
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<td>Statement</td>
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<td></td>
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</tr>
<tr>
<td>1</td>
<td>Teacher prepared the material well</td>
<td>√</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>Teacher conduct the classroom well</td>
<td>√</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>Teacher use the time effectively</td>
<td>√</td>
<td></td>
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<tr>
<td>4</td>
<td>Teacher convey the word families game clearly</td>
<td>√</td>
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<tr>
<td>5</td>
<td>Teacher give evaluation after the lesson plan</td>
<td>√</td>
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<tr>
<td>6</td>
<td>Teacher ask the student’s difficulties</td>
<td>√</td>
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<tr>
<td>7</td>
<td>Students feel enthusiastic to follow the lesson</td>
<td>√</td>
<td></td>
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<tr>
<td>8</td>
<td>Students give attention to teacher’s explanation</td>
<td>√</td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>Students active during learning process</td>
<td>√</td>
<td></td>
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<tr>
<td>10</td>
<td>Students apply word families game well</td>
<td>√</td>
<td></td>
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<tr>
<td>11</td>
<td>Students understand the teacher’s explanation</td>
<td>√</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12</td>
<td>Students do the evaluation well</td>
<td>√</td>
<td></td>
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</table>
Instrument of Pre-Test

Cycle 1

Give your opinions orally about:

1. What do you think about the picture above?
2. Why do they behave like that?
Instrument Post-Test

Cycle 1

**Discuss with your group about the picture above!**

1. Do you think technology is important for the students?
2. What are the advantages and disadvantages from technological advances?
Instrument Pre-Test

Cycle 2

Give your opinions orally about:

1. What do you think about the picture above? How many accounts do you have in the social media?
2. How do you like that
Instrument of Post-Test

Cycle II

Discuss with your group about the picture above!

1. What do you think about the picture? It is good for students?
2. Why do they behave like that? Do you have any ideas to solve it?
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<th>NO</th>
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<th>ISI KONSULASI</th>
<th>CATATAN PEMBIMING</th>
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<td>Proposal</td>
<td>- Revise the problem statement.</td>
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<td>- Revise the objectives of the research.</td>
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<td></td>
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<td></td>
<td>- Move the research method to chapter III.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>- Check grammar.</td>
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<td>- Check capital letter.</td>
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<td></td>
<td>- Add previous study in chapter I.</td>
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<td>- Revise a passive sentence in chapter I.</td>
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<td>chapter I</td>
<td>- Revise grammar using present tense.</td>
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<td>- Translate Indonesian statement to English.</td>
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<td>- Use Verb 2 for planning, action observation,</td>
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<td>- Use Verb 1, For Reflection</td>
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<td>- Grammar</td>
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<td></td>
<td>- Revise a passive sentence</td>
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<td></td>
<td>09 Mei 2015</td>
<td>chapter II</td>
<td>- Using Verb 1 to explain the data.</td>
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<td>21 Mei 2015</td>
<td>chapter II</td>
<td>- Use Italic to write Arabic and Indonesian in presentation.</td>
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<tr>
<td>5</td>
<td>20 Agustus 2015</td>
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<td>6</td>
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<td>1</td>
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<td>2</td>
<td>5 Sep 2015</td>
<td>chapter 7</td>
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<td>3</td>
<td>10 Sep 2015</td>
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CATATAN

SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

Docen Pembimbing

Masha Erulk Izntr-faced, M.A.
NIP...
CURRICULUM VITAE

Full Name : Farrah Zakiyah Anwar
Nick Name : Farrah
Place/ Date of birth : Bogor/June 15th, 1993
Phone number : 0857-9990-2256
Faculty : English Education Department

Education History :
1. MI Darussalam Ciamis, Jabar Graduated in 2005
2. MTs Nurul Falah Tasikmalaya, Jabar Graduated in 2008
3. SMAN 4 Tasikmalaya, Jabar Graduated in 2011

Salatiga, August 24th 2015

The Writer,

Farrah Zakiyah Anwar
Nim : 11311068
SURAT KETERANGAN
Nomor : 158/SMA.M/E.23/IX/2015

Kepala Sekolah Menengah Atas (SMA) Muhammadiyah (Plus) Salatiga mererankan bahwa:

Nama: FARRAH ZAKIYAH ANWAR
NIM: 113-11-068
Fakultas: Tarbiyah Ilmu dan Keguruan (IAIN) Salatiga
Jurusan: Tarbiyah
Program Studi: Tadris Bahasa Inggris

Yang bersangkutan telah mengadakan penelitian di SMA Muhammadiyah (Plus) Salatiga mulai tanggal 7 Mei 2015 sampai dengan selesai, dengan judul skripsi:

"ENHANCING STUDENTS SELF - CONFIDENCE IN SPEAKING SKILL THROUGH GALLERY WALK TECHNIQUE".

Demikian harap menjadi maklum bagi yang berkepentingan dan untuk dapat dipergunakan sebagaimana mestinya.

Salatiga, 9 September 2015

Kepala Sekolah

Dina Indrihartani, S.Sos, M.Pd
NIP. 19710924 200312 2 002
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<th>Pelaksanaan</th>
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<td>1</td>
<td>Orientasi Pengenalan Akademik dan Kemahasiswaan (OPAK) STAIN Salatiga.</td>
<td>20-22 Agustus 2011</td>
<td>Peserta</td>
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<td>Achievement Motivation Training (AMT) &quot;Membangun Mahasiswa Cerdas Emosi, Spiritual, dan Intelektual Melalui AMT&quot;.</td>
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<td>25 Agustus 2011</td>
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<td>UPT Perpustakaan STAIN Salatiga &quot;User Education&quot;.</td>
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<td>Bedah Buku &quot;Super Teens Super Leader&quot;.</td>
<td>30 Oktober 2011</td>
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<td>7</td>
<td>Seminar Nasional &quot;Rahasia Kaya Ilmu, Kaya Hati, Sabat dan Kaya Raya&quot; &amp; Penguasaan Bahasa Inggris (50 Grammar) Tanpa Menghafal dan Menulis.</td>
<td>30 Oktober 2011</td>
<td>Peserta</td>
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<td>Seminar Pendidikan Himpunan Mahasiswa Islam (HMI) &quot;Menuju Pendidikan Indonesia yang Ideal&quot;.</td>
<td>28 Desember 2011</td>
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<td>Pelatihan Jurnalis Tingkat Lanjut (PJ/L) LPM Dinamika &quot;Menumbuhkan Nalar Kritik Jurnalis dalam Budaya</td>
<td>2-3 Maret 2012</td>
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<td>22</td>
<td>Surat Kepatuhan Kejaksanan Pimpinan Kemenag Sulawesi Tengah “Pengurus LPM Dinamika STAIN Salatiga”</td>
<td>31 Mei 2014</td>
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<td>24</td>
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<td>Seminar Kegiatan STAIN Salatiga “Bahagia Sejak Mahasiswa”</td>
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<td>Seminar Mapala MITAPASA STAIN Salatiga “Harmonisasi Lingkungan”</td>
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</table>

Jumlah: 109
4. Increase death *
5. Smoking not need for body health : [ ]
1. More time, know more than anyone knows.
2. Long
3. Communication will be easy.
4. It makes our work better.
5. More, we know everything about the world.

Good job.

We agree with you.

A)

I like it.

I am like this.
3. Help to clean our room (+)  Help the next Monday (-)
4. Make the children writing (-)
5. Get more information (+)  Be a criminal case (-)
6. Ask them for some information and document certification (+)  Be time consuming (-)

Good job, you're right. I agree with you.

4. I like your room.

4. I like your comment.
PERNYATAAN KESIATIAN TULISAN DAN KESEDIAAN PUBLIKASI

Saya yang bertanda tangan di bawah ini:

Nama : FARAH ZAKIYAH ANWAR
NIM  : 113-11-068
Fakultas : FTIK
Jurusan : TADRIS BAHASA INGGRIS

Menyatakan bahwa skripsi yang saya tulis ini berdasarkan merupakan hasil karya saya sendiri, bukan jiplakan dari karya orang lain. Penulisan ini berdasarkan karya sendiri yang telah diterima oleh dosen peneliti / diterima berdasarkan kode etik ilmiah. Skripsi ini diperkenankan untuk dipublikasikan pada e-repository IAIN Salatiga.

Salatiga, 29 September 2015

[Signature]

Farrah Zakiyah Anwar
NIM: 11311068