

**THE EFFECTIVENESS OF USING GALLERY WALK STRATEGY IN
IMPROVING SPEAKING ACHIEVEMENT OF RECOUNT TEXT OF
THE TENTH GRADE STUDENTS OF SMK NEGERI 2 PALEMBANG**

A Thesis by

STELLA FILDZAH GHASSANIE

06111001037

Study Program of English Education

Department of Language and Arts Education



FACULTY OF TEACHER TRAINING AND EDUCATION

SRIWIJAYA UNIVERSITY

INDRALAYA

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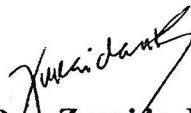
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Advisor 1

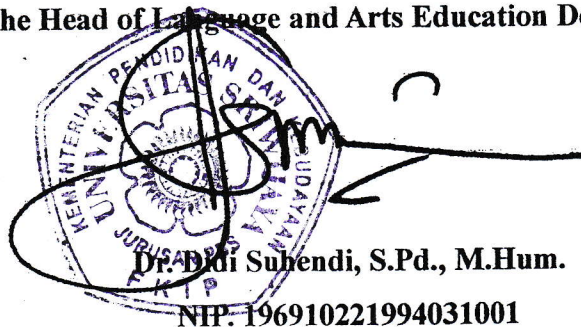

Dra. Zuraida, M.Pd
NIP. 196205051988032004

Advisor 2


Erlina, S.Pd., M.Pd., M.Ed
NIP. 197409082000122001

Certified by,

The Head of Language and Arts Education Department


Dr. Didi Suhendi, S.Pd., M.Hum.
NIP. 196910221994031001

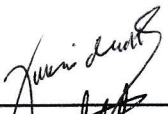

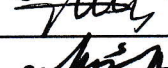


This thesis was defended by the writer in the Final Program Examination and was approved by the examination committee on:

Day : Thursday

Date : July 9th, 2015

EXAMINATION COMMITTEE APPROVAL :

- 1. Chairperson : Dra. Zuraida, M.Pd.**
- 2. Secretary : Erlina, S.Pd., M.Pd., M.Ed.**
- 3. Member : Drs. Bambang A. Loeneto, MA**
- 4. Member : Drs. Muslih Hambali, M.L.I.S**
- 5. Member : Hariswan Putera Jaya, S.Pd., M.Pd.**

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Indralaya, July 9th, 2015

**Certified by,
The Head of English Education Study Program**



**Hariswan Putera Jaya, S.Pd., M.Pd.
NIP. 197408022002121001**

DECLARATION

I, the undersigned,

Name : STELLA FILDZAH GHASSANIE

Student's Number : 06111001037

Study Program : English Education

Certify that thesis entitled "The Effectiveness of Using Gallery Walk Strategy in Improving Speaking Achievement of Recount Text of the Tenth Grade Students of SMK Negeri 2 Palembang", is my own work, and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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STELLA FILDZAH GHASSANIE

06111001037

DEDICATIONS AND MOTTO

This thesis is dedicated to:

The most important part of me:

- ❖ My awesome mother, Yustiana and my advisable father, Ir. Muladie. More than billion of thanks for your uncountable love, best prayer, continual patience, tremendous support and many other things that cannot be mentioned. I am so grateful that I was born as your little daughter. Making Mama and Papa proud of me is my first priority and I will always do my best to realize it. Thank you so much for always be my side whatever my condition is. Abundant love is addressed to you, Mama and Papa.
- ❖ Thanks to my whole family (grandmas, grandpas, aunts, uncles, nephews, nieces, and cousins) who always support and motivate me. I could not be happier being a part of SELDY family.
- ❖ For someone whose name has already written in Lauh Mahfuzh, thanks for your prayer because it is becoming one of my intensities to finish this thesis.

The greatest prestige and felicity in my life:

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MOTTO:

“Everything happens for a good reason”

Please remember that Allah is closer than our artery.

Allah's plan is much better than ours. So, be happy!

Cause **everything** happens for a good reason :)

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Indralaya, June 2015

The Writer

Stella Fildzah Ghassanie

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THE EFFECTIVENESS OF USING GALLERY WALK STRATEGY IN IMPROVING SPEAKING ACHIEVEMENT OF RECOUNT TEXT OF THE TENTH GRADE STUDENTS OF SMK NEGERI 2 PALEMBANG

ABSTRACT

The objective of this study was to find out whether or not using Gallery Walk Strategy was effective in improving speaking achievement of recount text of the tenth grade students of SMK Negeri 2 Palembang. The sample was 70 students of SMK Negeri 2 Palembang which were taken by using convenience sampling method from 909 total of population. This study used one of the quasi-experimental design that was pretest posttest control group design. The students were divided into two groups – the experimental and control groups. The experimental group was required to do some phases in treatment of 16 meetings including pretest and posttest in accordance with introducing the strategy of teaching speaking that was Gallery Walk Strategy. The data were obtained through speaking test to know the students speaking achievement of recount text. The test was administered twice as pretest and posttest in both groups. Two raters did the scoring for the students' pretest and posttest based on the rubric provided by the writer. The result of the experimental group which was analyzed by using paired sample T-test was $t=7.965 > t\text{-table}=2.032$ and independent sample T-test was $t=8.287 > t\text{-table}=1.995$. The result indicated that Gallery Walk Strategy was effective in improving speaking achievement of recount text of the tenth grade students of SMK Negeri 2 Palembang.

Keywords: *Gallery Walk Strategy, Speaking Achievement, Recount Text.*

A thesis by an English Education Study Program Student, Faculty of Teacher Training and Education, Sriwijaya University

Name : Stella Fildzah Ghassanie
Student's Number : 06111001037
Advisors : 1. Dra. Zuraida, M.Pd.
2. Erlina S.Pd., M.Pd., M.Ed.

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CHAPTER I

INTRODUCTION

This chapter presents (1) background, (2) problem of the study, (3) objective of the study, and (4) significance of the study.

1.1 Background

As an International language, English is very important nowadays. It is the most widely spoken language in the world. According to Held, McGrew, Goldblatt, and Perraton (1999, p. 346), it is English that stands at the very centre of the global language system. It has become the lingua franca par excellence and continues to entrench this dominance in a self reinforcing process. Therefore, millions of people today want to enhance their English command as mastering English can help people to achieve their ambition.

There are four language skills in English: listening, writing, reading and speaking. Speaking is one of the essential skills that should be mastered by people when they want to be able to accept and deliver the information. Through speaking, people can communicate and express what actually in their minds are. Hughes (2006, p.144) states that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. Bashir, Azeem and Dogar (2011, p. 35) add that by speaking, we do not mean merely uttering words through mouth. It means conveying the message through the words of mouth.

As a foreign language in Indonesia, many factors that make students have difficulties in speaking English, such as unimportant stigma about speaking, less of practice and also the use of uninteresting teaching method in the teaching and learning activities. According to Arpani (2011, p. 2) unlike other skills such as reading and writing which are more paid attention, and teachers have a record of performance in the form of writing [while] speaking seems to be neglected because of little record after the activities are over. Zulfikri (2010, p.1) argues that most teachers of English do not pay attention on speaking test because they

possibly feel that speaking test is not assessed in national examination. O'Malley and Pierce (1996, p.58) add that most teachers do not assess oral language on a systematic, on-going basis over the course of a school year or marking period because either they cannot find the time or they do not have procedures or assessment activities that can readily be incorporated into their lesson plan. The statements above prove that oral test that refers to speaking English seems like not really important to be practiced incrementally because the oral test is not assessed in national examination and having no procedures to be incorporated into the lesson plan. This stigma is also consented by some researchers. Liao (2009, p.11) mentions that speaking skills were not dealt with seriously in any way (students were not expected to interact). In addition, Umam (2009) finds that the problems in speaking are "1) the students have low speaking ability: 2) the students have low motivation in learning English; and 3) the teacher still uses monotonous and inappropriate teaching techniques." Due to those reasons, students in Indonesia speak English rarely and reluctantly.

According to Oradee (2012, p.533), "Learners in an English as a Foreign Language (EFL) context do not use the language in authentic situations." That phenomenon happens in Indonesia as represented by many researchers. First is the study done by Efrizal (2012, p.127), one of the researchers who investigated about speaking achievement of students in Mts Ja-alhaq, Bengkulu. He explains that most of the students did not use English in their conversation. They would rather use Arabic or Indonesian than English as a medium of communication. Second, based on Rubiati's study (2010, p.2) on the students of English department Tarbiyah Faculty at IAIN Walisongo Semarang, she found that as a foreign learner, many students in Indonesia have amount of vocabularies and mastering the grammatical structure, but they still have difficulty in speaking.

In addition to the factors that make students have difficulty in speaking English that has been discussed before, there is also a bad paradigm in students' mind that learning English especially speaking still uses traditional modes that make the students feel bored. Liao (2009, p.11) states that most of the teaching activities are of the traditional modes, usually students feel deadly bored instead

of appreciating them and accepting them. The example of traditional modes in teaching activities is the classroom situation that relies mainly on textbooks. So, the students are not familiarized with hands-on materials approach. The traditional modes do not encourage students to learn English in depth because it elicits students' boredom easily. However, that paradigm can be changed by giving them an appropriate and attractive strategy.

One of the strategies that can be applied in teaching speaking is Gallery Walk Strategy. According to Taylor (2001), "Gallery Walk is a discussion technique that gets students out of their chairs and into active engagement." When students have discussion time in Gallery Walk Strategy, they will work in a small group discussion. Widiati and Cahyono (2006, p.144) state that the aim of small group discussion is to enable learners to be actively involved in a discussion involving a limited number of students. The Gallery Walk Strategy can improve the quality of students' speaking achievement because Gallery Walk Strategy invites students to think creatively and effectively. According to Hogan and Cernusca (2011), "Gallery Walks can replace a lecture as an effective alternative assessment to measure student progress at the end of a series of lectures and out-of-class assignments."

The research about Gallery Walk Strategy has already been studied by some researchers in many other disciplines. The researchers who use Gallery Walk Strategy in their experiment found that there are many benefits and improvement from this strategy in teaching and learning process. Velazquez, Martinez, and Visscher (2007 p. 34-35) discover that the improvement observed in the posttest and team discussion scores, and the generation of coherent answers at the Gallery Walk proves participants' acquisition of knowledge and skills development during the workshops. In Indonesia, the use of Gallery Walk Strategy also helps the students to improve the quality of their learning activities. For example, Gallery Walk Strategy can help students to motivate themselves in learning aqeedah subject. It was found in Sumiati's study as cited in Budiharto (2010, p.8) that the implementation of Gallery Walk in increasing students' motivation in the subjects aqeedah morals is accepted. Based on the fact above, it

can be concluded that the students' motivation in learning aqeedah morals increased by using Gallery Walk Strategy.

Then the position of this study differs from those study above, the sample of this study was the tenth grade student of SMK Negeri 2 Palembang. The research focuses on speaking achievement of recount text of factual recount text, imaginative recount text, and procedural recount text. Recount text was taken as the material for this research because it was included in the syllabus of curriculum 2013 of the tenth grade student of SMK Negeri 2 Palembang. Recount text is a text that retells past events or experiences for the purpose of informing or entertaining the audience.

Recounts (or accounts as they are sometimes called) are the most common kind of texts we encounter and create. Their primary purpose is to retell events. They are the basic form of many story telling texts and in non-fiction texts they are used to create factual accounts of events (either current or historical). Recounts can entertain and/or inform. (Primary Framework for Literacy and Mathematics, 2006)

Because there are many improvements from Gallery Walk Strategy in the previous study of other disciplines, it attracted the writer to make an experiment about the effectiveness of using this strategy in improving speaking achievement of recount text of the tenth grade students of SMK Negeri 2 Palembang.

Based on the preliminary research conducted by the writer at SMK Negeri 2 Palembang, it was found that the students of SMK Negeri 2 Palembang practically have difficulties in studying English. For example, the students have difficulties to speak up because it is hard for them to express about what they want to say in English and they are not confident enough with their speaking ability. In SMK Negeri 2 Palembang, the passing grade for English is different based on the students' grade. For example, the passing grade for the tenth grade is 81, 82 for the eleventh grade students and 83 for the twelfth grade students. The passing grade for each grade is really high because the industry requires the students to

have English score more than 80. The teachers in SMK Negeri 2 Palembang also said that many students have difficulty to pass the passing grade. Due to that problem, the writer tries to help the students whose the scores were under 81 (for the tenth grade students) and average score of 70 of the tenth grade students of SMK Negeri 2 Palembang by assisting them in the process of speaking by using Gallery Walk Strategy. Therefore, the writer is interested to conduct a research entitled **“The Effectiveness of Using Gallery Walk Strategy in Improving Speaking Achievement of Recount Text of the Tenth Grade Students of SMK Negeri 2 Palembang.”**

1.2 Problem of the Study

In this study, the problem of this research was formulated as followed “Is using Gallery Walk Strategy effective in improving speaking achievement of recount text of the tenth grade students of SMK Negeri 2 Palembang?”

1.3 Objectives of the Study

Based on the problem of the study, the objective of the study isto find out whether or not using Gallery Walk Strategy is effective in improving speaking achievement of recount text of the tenth grade students of SMK Negeri 2 Palembang.

1.4 Significance of the Study

This research will give some benefits to the students, English teacher and the writer herself. In this study, the students are expected to be able to improve

their speaking achievement of recount text by using Gallery Walk Strategy. For English teacher, this study is intended to assist teachers to get alternative ways in their teaching process especially teaching speaking. Finally, the writer hopes that this study will enhance her knowledge and obtain some experiences in teaching and learning English and in doing an educational research.

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