

AN UNDERGRADUATE THESIS

**THE USE OF GALLERY WALK TECHNIQUE TO IMPROVE
STUDENT'S SPEAKING SKILL AT SMP TMI ROUDHLATUL
QUR'AN METRO IN THE ACADEMIC YEAR 2021/2022**

BY :

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**Tarbiyah and Teacher Training Faculty
English Education Department**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443H / 2022M**

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QUR'AN METRO IN THE ACADEMIC YEAR 2021/2022**

Presented as Partial Fufillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Study Program

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443H / 2022M**



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APPROVAL PAGE

Title : THE USE OF GALLERY WALK TECHNIQUE TO
IMPROVE STUDENT'S SPEAKING SKILL AT SMP TMI
ROUDHLATUL QUR'AN METRO IN THE ACADEMIC
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE

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An Undergraduate thesis entitled: **THE USE OF GALLERY WALK
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ROUDHLATUL QUR'AN METRO IN THE ACADEMIC YEAR 2021/2022**

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**THE USE OF GALLERY WALK TECHNIQUE TO IMPROVE
STUDENT'S SPEAKING SKILL AT SMP TMI Roudhlatul
QUR'AN METRO IN THE ACADEMIC YEAR 2021/2022**

ABSTRACT

By:

DIYAN TRIYANTO

Basically, speaking is one of productive skills in English that has to be learned students. However in reality, there are so many students that find difficulties in speaking because of several factors in teaching and learning process. Based on the data of pre survey, the principal problem that is got by the students' low skill in speaking skill because they have low motivation.

Teaching by using an appropriate technique is considered as an important necessary related to the problems above. Gallery Walk Technique is considered as the solution for the problems above because this technique gives positive impact. In this research, the researcher conducted a classroom action research (CAR) which was done in two cycles. Each cycle consisted of planning, acting, observing and reflecting. The subjects of this research were 25 students in the eighth grade of SMP TMI Roudhlatul Qur'an Metro. In collecting data, the researcher used test that include of pre-test, post test I and post test 2, observation and documentation. The research was conducted collaboratively with the English teacher of SMP TMI Roudhlatul Qur'an Metro.

The result of this research shows that there is progress of students' grade that achieves the Minimum Mastery Criteria (MMC) from pre-test 20% or 5 students, post-test I 40% or 10 students and post-test II become 76% or 19 students. In addition, the result of students' learning activity in cycle I is 51 % and cycle II is 76 %. It means that there is improvement in students' learning activity because the research result had achieved the indicator of success. Therefore, it is concluded that the use of gallery walk technique could improve the students' in speaking skill and their learning activity.

Keyword : Gallery Walk Technique, Speaking Skill, Classroom Action Research

ABSTRAK

PENGUNAAN TEKNIK GALERI BERJALAN UNTUK ENINGKATKAN KETERAMPILAN BERBICARA BAHASA INGGRES SISWA DI SMP TMI ROUDHLATUL QUR'ANMETRO TAHUN AKADEMIK 2021/2022

Pada dasarnya, berbicara adalah salah satu keterampilan produktif dalam bahasa Inggris yang harus dipelajari oleh siswa. Namun pada kenyataannya banyak siswa yang mengalami kesulitan dalam berbicara karena beberapa faktor dalam proses belajar mengajar. Berdasarkan data pra survei, masalah utama yang didapat siswa adalah rendahnya keterampilan berbicara karena mereka memiliki motivasi yang rendah.

Pengajaran dengan menggunakan teknik yang tepat dianggap sebagai kebutuhan penting terkait dengan masalah di atas. Teknik Gallery Walk dianggap sebagai solusi dari permasalahan di atas karena teknik ini memberikan dampak positif. Dalam penelitian ini peneliti melakukan penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi. Subjek penelitian ini adalah 25 siswa kelas VIII SMP TMI Roudhlatul Qur'an Metro. Dalam pengumpulan data, peneliti menggunakan tes yang meliputi pre-test, post test I dan post test 2, observasi dan dokumentasi. Penelitian ini dilakukan secara kolaboratif dengan guru bahasa Inggris SMP TMI Roudhlatul Qur'an Metro.

Hasil penelitian menunjukkan bahwa terdapat peningkatan nilai siswa yang mencapai Kriteria Ketuntasan Minimum (KKM) dari pre-test 20% atau 5 siswa, post-test I 40% atau 10 siswa dan post-test II menjadi 76%. atau 19 siswa. Selain itu, hasil keaktifan belajar siswa pada siklus I adalah 51% dan siklus II adalah 76%. Artinya terjadi peningkatan aktivitas belajar siswa karena hasil penelitian telah mencapai indikator keberhasilan. Oleh karena itu, disimpulkan bahwa penggunaan *Teknik Galeri Berjal* dapat meningkatkan keterampilan berbicara dan aktivitas belajar siswa.

Kata Kunci: Galeri Berjalan, Keterampilan Berbicara, Penelitian Tindakan Kelas(PTK)

STATEMENT OF RESEARCH ORIGINALITY

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Metro, 31 March 2022



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Metro, 31 March 2022

Penulis,



DIYAN TRIYANTO

NPM. 1801070019

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

For indeed, with hardship will be ease. (Q.S Al Insyirah)

Karena sesungguhnya sesudah kesulitan itu ada kemudahan.

What is the use of intelligence if it does not enlarge the human personality so that he is able to understand others- Emha Ainun Najib (Cak Nun)

Apa gunanya kepandaian kalau tidak memperbesar kepribadian manusia sehingga ia makin sanggup memahami orang lain.

DEDICATION PAGE

This piece of work is dedicated to:

My Beloved Parents

(Mr. Musidi and MrsMuryantini)

My Beloved Brother

(Apri Wahyudi and Febby Dwi Murdiyansyah)

My Beloved Lectures Of English Education Study Program Of Instituate Islamic

Collage Of Metro

Absolute (A) of english Education Department and my Beloved Campus IAIN

Metro

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In this opportunity, the researcher would like to express her deepest gratitude especially to:

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The researcher do apologizes for all mistakes that he has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Hopefully, this undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, 31 March 2022

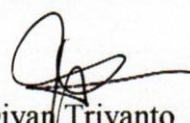

Diyan Triyanto
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CHAPTER I

INTRODUCTION

A. Background of Study

English language teaching has an important role in each educational level in Indonesia. It becomes a way that enables language learners to be able to communicate using English either oral or written, to be able to communicate in English either oral written, language learners must master language skills that include of productive and receptive language skills. Productive language skills include of speaking and writing. Meanwhile receptive language skills include of reading and listening.

Language is a set of rules that plays the very important role in human's life, such as in thinking, communicatin ideas, and negotiating with the others. Language is a tool that is used by human to communicate ideas, feelings, information, knowledge.

Meanwhile, English as language that plays an important role as an international language of politics, commerce, industry and education. Many countries have declaraced English as an official language, and it has become a language of teaching and learning in higher education. In Indonesia, the usingof English is very important. It is the first foreign language which is learned and thought as school from kindergarten to university. It has become a requirement for all Indonesian students to acquire English, whether in spoken or written form and learning English is important. In Indonesia, English is the

main foreign language because it is used to communicate, to be learned, and to be taught in educational institutions, from kindergarten to university level.

Basically, there are four skills in English that must be mastered by student namely listening, speaking, reading and writing. Speaking skill is one of the language skills that are very essential to support further oral communication especially in English, but it is the most difficult skill to develop. Language learners find that it is difficult to speak up using English because of having low vocabulary mastery. Because they have limited vocabulary, students are very difficult in expressing the idea that they convey. Errors of English pronunciation can lead to misunderstanding in capturing the contents of the message in communicating. Another problem in speaking English is low quality grammar mastery. Grammatical mistake in speaking skill causes wrong content of the speaker's message. Another difficulty faced by students in speaking English is difficult in developing idea on the topic of the speaking. The low motivation to learn english language and from our personal by self-confidence to practice spoken language its mean that evaluate from some problem identification in speaking.

In other words, Teaching by using a great technique is to be important necessary to improve speaking skill in the process of teaching and learning speaking. The teacher should choose a technique that can attract student's interest and encourage their involvement. By encourage student's participation, the students are not bored and more motivated during the lesson. Beside that, teacher also need a technique that has a character work in group

to make contribute the ideas each other in order to make the students more easy to develop ideas in speaking.

Regarding to the problem above, One of the ways to help students is applying an appropriate technique in the classroom which can make the students interested to start to speak in English. There are many techniques that can be used in teaching speaking, for examples gallery walk. One of the alternative techniques that can be conducted in the classroom is a gallery walk. Gallery walk is one of the foremost flexible learners-centered exercises. The gallery walks connect learners to each other and learners to the training topic of interesting, interactive ways. By using GalleryWalk in the classroom, students are not allowed to sit because they have to go around the class, view the ideas of each group, create ideas, and present them in front of the class. They can interact and communicate with their friends, and they can ask question and answer related to a related topic. Gallery walk can be collaborated with different media, such as computer, carton, paper or chart. In addition, this research was expected that using gallery walk could give better effect in improving students 'speaking skill, and for students, hopefully, they can get more information and knowledge from teaching speaking use gallery walk.

To identify the student's speaking skill before doing a treatment, the researcher held the pre survey that is focused on student's speaking skill by doing a test. Below is the student's test result of speaking skill at the eight grade of SMP TMI Roudhlatul Qur'an Metro:

Table 1
The pre-survey data speaking skill graders students in SMP TMI
Roudhlatul Qur'an Metro

No	Grade	Explanation	Frequency	Percentage
1.	≥ 70	Complete	4 students	16%
2.	<70	Incomplete	21 students	84%
Total			25 students	100%

Source : The Categorization Result of Complete and Incomplete Grade of Speaking Skill that was taken on Pre Survey at 7 October, 2021.

Based on the result of pre-survey above, it can be seen that the student's Speaking Skill is still low;

As the Minimum Mastery Criteria (MMC), the problem is caused by student's have low motivation in speaking. the implementation of gallery walk technique can make the students more active and enjoy in learning process at the classroom because the atmosphere of the learning process is not too formal. Besides, it can help to motivate the students to speak up and build the student's speaking confidence that they can speak in English without afraid of making mistakes and encouraged the students to enjoy in speaking with Gallery Walk Technique can be used in teaching speaking to students in the teaching-learning process. Therefore, it is concluded that Gallery walk Technique is one of Technique, very appropriate teaching is used to teach speaking. Furthermore, gallery walk technique can make the students express and share what they want to say and know to others.

Based on the explanation above, the researcher focused on the students' speaking problem of the eight grade at SMP TMI Roudhlatul Qur'an Metro should be taught in Class Action Room (CAR) research by applying

Gallery Walk Technique. Therefore, the researcher conducted a researcher entitled **“THE USE OF GALLERY WALK TECHNIQUE TO IMPROVE STUDENT’S SPEAKING SKILL AT SMP TMI ROUDHLATUL QUR’AN METRO IN THE ACADEMIC YEAR OF 2021/2022.”**

B. Problem Identification

Based on background of the study, some problem are identified, as follow

1. The students’ vocabulary mastery is insufficient.
2. The students have low score in speaking.
3. The student have low self confidence.
4. The student have difficulty in pronouncing the word.
5. The students have low motivation in speaking.

C. Problem Limitation

Based on the problem identification, the researcher limits the problems the students help low motivation in speaking. Therefore, the researcher use Gallery Walk as a technique toward the students’ speaking skill among the eight grades of SMP TMI Roudhlatul Qur’an Metro.

D. Problem Formulation

The researcher has outlined the problem formulation related to the problem limitation above. The problem formulation of this research is “can the use of gallery walk technique improve the students’ speaking skill and

their learning activity the eight grade at SMP TMI Roudhlatul Qur'an Metro in the academic year 2021/2022 ?”

E. Objective and Benefits of the study

1. Objective of the study

The researcher aimed to investigate whether the use of gallery walk technique can improve the students' speaking skill and their learning activity the eight grade at SMP TMI Roudhlatul Qur'an Metro in the academic year 2021/2022”

2. Benefits of the Study

The researcher aimed to:

a. Theoretically

The findings of this study are expected can enrich the theory about the using of Gallery Walk in teaching speaking skill.

b. Practically

By using gallery walk and picture drawing media students are fun and enjoy in learning English class. If they feel enjoy, fun and relax, the technique is useful for students to enhance them in mastering their speaking ability.

1) For the student

By using gallery walk and picture drawing media students are fun and enjoy in learning English class. If they feel enjoy, fun and

relax, the technique is useful for students to enhance them in mastering their speaking ability.

2) For teacher

From this research, it is expected to give benefit for all English teachers to know new knowledge and information about new technique which is appropriate in teaching speaking skill.

F. Prior Research

This research was done based on some prior researches. The first prior research was done by Kerisnin Otoyoto. This study used speaking skill test to collect the data in a form of oral test. There were two kinds of test which is administered in this study. They were pretest and posttest for both experimental and control groups. The results of the test were analyzed by using paired sample t-test and independent t-test. The result of this study showed that (1) significant improvement on the eleventh grade students' speaking ability before and after the treatment at was found since the p-output was lower than 0,05; and (2) significant difference from students' posttest score in experimental and control group on the eleventh grade students' speaking ability taught by using Gallery Walk Strategy and teacher's strategy were found since the p-output was lower than 0,05. In short, Gallery Walk strategy can be implemented as one of the strategies since it can enhance students' speaking ability.¹

¹Kerisnin Otoyoto, "The Use of Gallery Walk to Enhance Speaking Ability of the Eleventh Grade Students of State Madrasah Aliyah," *Edukasi: Jurnal Pendidikan Dan Pengajaran* 5, no. 2 (2018): 101–11.

The second prior research has purpose of this study was to find out whether or not there is a significant difference on the ninth grade students' speaking achievement who were taught by using Gallery Walk strategy and those who were not at SMP PGRI1 Palembang. The population of this study consisted of 154 ninth grade students of SMP PGRI1 Palembang in Academic Year of 2016/2017. There were 34 students taken as sample. Each group consisted of 17 students as experimental group and 17 students from class as control group. The sample of this study was taken by using purposive sampling method. In this study, the researcher used pretest-posttest non-equivalent group design. The instrument used in collecting the data was oral test in the form of presentation. The test was administrated twice as the pretest and posttest for both experimental and control group. The results of the test were analyzed by using IBM SPSS (Statistical Package for the Social Science) Statistics 21. The result showed that "there was means significant difference from students posttest score in experimental and control group, it was found the p-output (Sig.2-tailed) was lower than 0.05 level and tobtained (12,505) is higher than t-table (1.756). So, the H_0 (the null hypothesis) was rejected and H_a (the alternative hypothesis) was accepted. It means that there was significant difference on students' listening comprehension achievement taught using Gallery Walk strategy than students who were taught by using teacher's strategy.²

²Hendri Dinata, "The Use Of Gallery Walk Too Enhance The Speaking Achievement Of The Ninth Grade Students Of Smp PGRI 1palembang," *Global Expert: Jurnal Bahasa Dan Sastra* 6, no. 1 (2017).

The third prior research, a teacher may use gallery walk as a strategy to allow students to share their work with peers and to examine learning materials in the classroom. In this study, A-level biology students were divided into four groups to present information about cardiovascular diseases. Students' feedback on gallery walk as an alternative teaching and learning strategy was collected in a form of simple questionnaire.³

³Chee Keong Chin, Kwan Hooi Khor, and Tiam Kian Teh, "Is Gallery Walk an Effective Teaching and Learning Strategy for Biology," in *Biology Education and Research in a Changing Planet* (Springer, 2015), 55–59.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Speaking Skill

1. The Concept of Speaking

a. The Definition of Speaking

The Definition of Speaking everybody know, language is a set rules used by human as tool for building the good communication, people must have a good speaking skill. According to Scott, speaking is so much s part of daily life that we take it for granted⁴. To know about the notion of the speaking it is self, the following are the definitions of speaking stated by some experts.

Johnson and Morrow say that speaking which is popular with term ‘oral communication’, is an activity involving two or more people in which hearers and speakers have to react to what they hear and make their contributions at a speed of a high level⁵.

Furthermore, Richards states that the mastery of speaking skills in English is a priorityfor manysecond language or foreign language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English

⁴ Scott Thornbury, *How to Teach Speaking*, (England : Longman, 1998), p. 1

⁵ Johnson, K. and Morrow, K.E, *Communication in The Classroom: Handbooks for Teachers' series*,(London: Longman, 1981), p.70

coursebased on how much they feel they have improved in their spoken language proficiency⁶.

Cameron says that speaking is the active use of language to express meanings so that other people can make sense of them. Moreover, it is recognized as an interactive, social and contextualized communicative event. Speaking requires learners to be possession of knowledge about how to produce not only linguistically connect but also pragmatically appropriate utterances . In brief, learners need to know how to use the language in context⁷ .

To be able to do this, language learners should have sufficient knowledge of the sound, structure, vocabulary and cultural system of English language. The learners also have to think about the ideas they wish to express. They have to able to articulate English sound well by changing the positions of lips, jaws, and tongue. Besides, the learners should be consciously aware of the appropriate functional expression as well as grammatical, lexical and cultural features needed to express the idea, be sensitive to the change of register or style necessitated by the person to whom they speak. Lastly, the learners must have the abilities to change their direction of their thoughts on the basis of the persons' responses. It means that speaking is the form abstract systems involving both phonological and grammatical system of the

⁶ Richards, Jack , and Theodore Rodgers S, *Approaches and Methods in Language Teaching*, (Cambridge: Cambridge University Press, 2001), p.128

⁷Cameron, Deborah , *Working with Spoken Discourse*, (Oxford: SAGE Publications, Ltd, 2001), p.40

language which is produced in a reciprocal exchange in which both reception and production play a part.

b. Classroom Speaking Activities

Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer states six classroom speaking activities. They are acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play⁸.

1) 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 directors, drawing attention to appropriate stress, intonation, and speed. This means that the lines they speak in real meaning. By giving students practice in these things before they give their final skills, the teacher ensures that acting out is both a learning and language producing activity. In acting the dialogue, the students are very helped if they are given time to rehearse their dialogues before the skill. The students gain much more from the whole experience in the process.

⁸Jeremy Harmer, *The Practice of English Language Teaching 3th edition*. (London: Longman, 2004), P. 271-275

2) 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.

So that the game can make the students talk with other friends and share the information in order to solve a puzzle, draw a picture, put a thing in the right order, or find similarities and differences between pictures.

3) 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 discussion range is divided into several stages from highly formal, whole-group staged events to informal small-group interactions⁹.

The first is the buzz groups that can be used for a whole range of discussion. For example, students are expected to predict the content of a reading text, or talk about their reactions after reading the text.

⁹Ibid, p. 272

The second is instant comments which can train students to respond fluently and immediately is to insert “instant comment” mini activities into lessons. This involves showing them photographs or introducing topics at any stage of a lesson and nominating students to say the first thing that comes into their head.

The last is formal debates. Students prepare arguments in favor or against various propositions. The debate is started when those who are appointed as ‘panel speaker’ produce wellrehearsed ‘writing like’ arguments whereas others, the audience, pitch in as the debate progresses with their own thoughts on the subject.

4) 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. It can be concluded that the students can feel easy to speak if the students prepare their topic before they present or deliver the topic or the information to other friends.

5) 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.

6) 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.

Those activities can be used by teachers to teach speaking. Teachers can choose an activity that related to the topic and objective of the lesson. Besides, they must consider the situation, condition of the students and materials that are taught. For example, they use simulation and role play activities when they teach expressions. Teachers can ask them to write some dialogues and after that they have to act them out in front of the class. It may be used by the teachers in using acting from script. In discussion, teachers can use some pictures or maybe videos in a certain situation.

It means that these activities can be used as the way to measure how far students can speak, say and express their feeling in English.

c. Teaching Speaking

Since English is included as a compulsory subject in senior high schools in Indonesia, the learners have the same need. The need is passing the examinations to move to the next level and graduate from the school, and the general requirement is the students are able to speak and hold conversations.

From a communicative purpose, speaking is closely related to listening. The interaction between these two skills is shown in the conversation. Brown states that there are seven principles for designing speaking techniques¹⁰. The first, use techniques that cover the spectrum of learner needs, from language based focus on accuracy to messagebased on interaction, meaning, and fluency. Provide intrinsically motivating techniques. Second, encourage the use of authentic language in meaningful contexts. Provide appropriate feedback and correction. Then, capitalize on the natural link between speaking and listening. Give students opportunities to initiate oral communication. Encourage the development of speaking strategies.

Speaking seems one of the most important in language learning: people who know a language are referred to as speakers of

¹⁰Ibid, p.275-276

that language, as if speaking included all other kinds of knowing and many if not most foreign language learners are primarily interested in learning to speak. Teaching speaking is not an easy job.

Some teachers get very involved with their students during a speaking activity and want to join in too. There is nothing wrong with teacher getting involved of course provided they don't start to dominate.

Although it is probably better to stand back so that the teacher can watch and listen to what is going on, students can also appreciate teacher participation at the appropriate level in other words, not too much¹¹.

d. Teacher Roles

According to Byrne, the teachers also need to know their roles in teaching speaking. They have specific roles at different stages, as follows¹²:

- 1) The presenting stage (when the teachers introduce something new to be learned), the teachers play a role as informant.
- 2) The practice stage (when the teachers allow the learners to work under their direction), the teachers have a role as conductor and monitor.
- 3) The production stage (when the teachers give the learners opportunity to work on their own). Besides these three roles of

¹¹Ibid., p 94

¹²Byrne and Donn, *Teaching Oral English* (England: Addison Wesley Longman Limited, 1997), p.2

each stage, there is another key role that cuts across them: namely, the teachers as motivator. The teachers must be able to motivate their students in order to arouse their interest and involve them in what they are doing. There are some factors which determine their ability to motivate their students, namely: their skill (the mastery of teaching skills, the selection and presentation of topics and activities, the teacher's personality).

2. Characteristics of Successful Speaking Activity

The goal of teaching speaking is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They also should observe the social and cultural rules that apply in each communication situations.

a. Learners talk a lot

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

b. Participation is even

Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

c. Motivation is high

Learners are eager to speak: because they are interested in topic and have something new to say about it, or just because they want to contribute to achieving a task objective.

d. Language is of an acceptable level

Learners express themselves in utterance that is relevant, easily comprehensive to each other, and of an acceptable level of language accuracy.

3. Teaching Speaking in Junior High School

The subject of this research is the eighth grade students at SMPTMI ROUDHLATULQUR'AN METRO. Knowing the students' characteristics is the first step that helps the teachers to help them. It also helps the teachers to prepare the students to help themselves. Students should learn the best method to improve their own learning. the characteristics of senior high school students: able to keep still for longer periods, able concentrate for longer periods, learn in more abstract ways, usually able to control and plan their own behavior, not so willing to make mistakes or take risks, aware of themselves and/or their actions, paying attention to form and meaning in language, and have experience of life.

Meanwhile, Harmer states that adult learners are notable for a number of special characteristics:

- a. They can engage with abstract thought.
- b. They have a whole range of life experiences to draw on.
- c. They have expectations about the learning process and may already have their own set patterns of learning.
- d. Adults tend to be more discipline than some teenagers and crucially, they are often prepared to struggle on despite boredom.

- e. They come into classroom with a rich range of experiences which allow teachers to use a wide range of activities with them.
- f. Unlike young children and teenagers, they often have a clear understanding of why they want to get out of it.¹³

The important thing is teachers have to involve the students in more indirect learning through communicative speaking activities. They also allow them to use their intellects to learn consciously where this is appropriate. They encourage their students to use their own life experience in the learning process too.

As stated in School Based Curriculum, the purpose of the English subject in senior high schools is to develop communicative competence in spoken and written English through the development of related skills. That is why the school graduates are expected to reach the informational level. The learners are able to support their next study level through the ability of the English communicative competence.

4. Types of Classroom Speaking Skill

Brown classifies that there are six types of classroom speaking skill, such as:¹⁴

a. Imitative

Learners practice an intonation contour try to pinpoint a certain vowel sound. Imitation of the kinds is carried out not for the purpose

¹³Jeremy Harmer, *The Practice of English Language Teaching 3th edition*,... p. 40

¹⁴H.Douglass Brown, Second Edition, *Teaching By Principle an Interactive Approach to Language Pedagogy*, (San Francisco: Longman, 2001), p. 271-274

of meaningful interaction, but for focusing on some particular element of language.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking skill that is design to practice some phonological or grammatical aspect of language.

c. Responsive

Short replies to teacher or student initiated question or comment.

d. Transactional (Dialog)

Transactional language carried out for the purpose of conveying or exchanging specific information is an extended from responsive language.

e. Interpersonal (Dialog)

Interpersonal dialog carried out more for the purose of maintaining social relationship than for transmission of fact and information.

f. Extensive (Monolog)

Student at intermediate to advance levels are called on to give extended monologues in the form of oral report, summaries or perhaps short speech.

Based on the statement above, it can be concluded there are some types of classroom speaking skill it can be used for student to development in process english teaching language.

5. The Measurement of Speaking Skill

Based on the Weir Cyril J. There are some indicators that be supposed to measure the speaking skill:¹⁵

Table 2

Aspect	Category	Indicators
Fluency	4 (excellent)	General natural delivery, only occasional halting when searching for appropriate word/expression.
	3 (good)	The student hesitates and repeat himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompts
	2 (adequate)	Speech is slow and hesitant. Maintain speech in a passive manner and needs regular prompt.
	1 (fair)	The students speak so little that no “fluent” speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of a rhythm, intonation and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm intonation and pronunciation require more careful listening, some errors of pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation
	1 (fair)	Words are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few improprieties.
	3 (Good)	For the most parts, effective use of vocabulary for the j with some examples of inappropriate.
	2 (adequate)	Limited use vocabulary with frequent inappropriate.
	1 (fair)	Inappropriate and inadequate vocabulary.

¹⁵Weir Cyril J. *Language Testing and Validation*, (London: Palgrave Macmillan, 2005) P.195-196

Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (Good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentence.

B. The Concept of Gallery Walk Technique

1. Definition of Gallery Walk

Gallery walk is an adaptable teaching technique that has numerous advantages in guiding the students to talk and compose the language.¹⁶ Notwithstanding considering a decent variety of subjective abilities, for example, investigation, assessment, and synthesis, gallery walk has the supplementary benefits of upgrading collaboration, listening aptitudes, and group building.

Procedures of Teaching Gallery Walk Gallery walk is most successful when students are properly prepared to use it, when instructors are familiar with both its effective use and challenges, and when student learning is assessed. Bowman suggested the general instructions for teaching using gallery walk. described that the instructions depend on the goals of teaching. In this research, the goals of teaching by using gallery walk was to enhance students' self- confidence in speaking and motivate them to be brave to express their ideas. Then, the researcher modified some procedures to achieve them.

¹⁶Ehsan Namaziandost et al., "The Effect of Gallery Walk Technique on Pre-Intermediate EFL Learners' Speaking Skill," *Language Teaching Research Quarterly* 8 (2018): 1–15.

Thus, the principles of teaching using Gallery Walk in experimental groups are listed below

- a. 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. The teacher provides some materials needed such as: several sheets or carton, glue, different colored pens and discussion questions.
- b. Ask one student to work with another student (in pairs).
- c. Ask the students to walk around the room practicing the conversation according to the picture of guided/incomplete dialog/situation on the charts.
- d. Assign a direction to move or they can move randomly until all the charts are visited (left or right).
- e. Ask the students to remember and discuss the expression from one of their favorite situations.
- f. Ask the students to prepare to practice/present in front of the class in two big groups.
- g. The students return to their own seat to prepare the presentation and brief oral report to present in the larger class. This oral report is an opportunity for all the students to check their own understanding. The teacher might show the format of the presentation on the slides.¹⁷

¹⁷Hendri Dinata, "The Use Of Gallery Walk Too Enhance The Speaking Achievement Of The Ninth Grade Students Of Smp Pgri 1Palembang," *Global Expert: Jurnal Bahasa Dan Sastra* 6, no. 1 (2017).

Gallery walk are a way for students to become actively involved in gathering, organizing, and sharing information.¹⁸ with the gallery walk method, where students learn things that include new knowledge in learning and familiarize students to respect, appreciate for result learning from others students.

Gallery walk is a teaching strategy that provide activity, in a lite circle groups to visit and via photographs, posters, or items related to the learning topic.¹⁹ So, it can be concluded that the purpose of gallery walk in the learning activity process students not only knowledge but training to share information with other students than make the build a culture of collaboration to solve problems in learning activity.

Gallery walk is a teaching technique that allow students to share their work with peers and to examine learning materials in the classroom.²⁰ And gallery walk technique that can make students active because each group has the opportunity to get around seeing the result of ideas from other groups and each student can work together, interact with their friends and improve students creativity.

¹⁸ Jenifer F. Whitney, *The Differentiated Book of list* (San Francisco: Jossey-Bass, 2011), p. 182

¹⁹ Carianne Bernadowski and Kelly Morgano, *Teaching Historical Fiction with Ready-Made Literature Circles for Secondary Reader* (Santa Barbara, California: Abc-Clio Llc, 2011), p. 195

²⁰ Esther Gnanamalar Sarojini Daniel, *Biology Education and Research in a Changing Planet* (Department of Mathematics and Science Education, Faculty of Education University of Malaya Kuala Lumpur, Malaysia: Springer, 2015), p. 56

Gallery Walk is a teaching technique that can be opening activity, a review activity, or a closing exercise.²¹ based on the definition above, it can be understood that that gallery walk is a collaborative discussion that allows students to work together in small groups to share ideas.

2. The Purpose of Gallery Walk

The purpose of a gallery walk is not to just gather or review information but also to explore a topic on a deeper level. At the end of the walk, students benefit by the opportunity to put the ideas from the walk together. This can be accomplished through discussions. I like to break up the original groups into new groups for more dynamic analysis. I provide guided questions for the groups to get them started. Additionally, students often complete individual analysis activities such as a diagram or visual tool to analyze the information.

3. The Procedure Implementation of Gallery Walk

Promoting Discussion in the Science Classroom Using Gallery Walk states during gallery walk, students explore multiple texts or image 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.

²¹ Sharon L. Bowman, *Ways to Teach It Quick 150 and Make It Stick!* (San Francisco: Pfeiffer, 2005), p.93

The common procedures of using gallery walk are:

- a. Select the text (e.g. quotations, images, documents, and/or students work) you use for the gallery.
- b. 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 significance crowding.
- c. Instruct students on how to walk through the gallery Instruction depends 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.²²

In addition, the teaching steps of gallery walk technique are as follow:²³

- 1) The teacher announces the purpose for the activity. Tell learners to work either individually or cooperatively (depending upon how you want them to work). Direct them to move from chart to chart, writing their responses on the charts. If they finish before time is called, they can begin reading the charts. Give the whole group about three minutes to write on as many charts as they can. Play upbeat music during this time.

²²Hanik Saida Magviroh, “Implementation Of Gallery Walk Strategy To Improve The Students’ speaking Ability,” 2019.

²³Sharon L. Bowman, *Ways to Teach It Quick 150 and Make It Stick* (San Francisco: Pfeiffer, 2005) .p.93

- 2) When the writing time is over, the teacher tells learners to take a walk around the gallery, reading the charts and observing any interesting patterns, surprising comments, unusual responses, and so forth. They report their observations to their table groups or the people who were seated near them before the activity . Allow another two minutes to do this part of the activity. Play slower music during this time.
- 3) The teacher tells learners to return to their table groups or seats and discuss their observations (about three minutes). Process this discussion by having each table group give a summary of its discussion. Or ask volunteers to share their observations. Allow at least two minutes or more for the processing time. Summarize the processing with your own observations and tie the summary to the activity purpose

4. The Benefits of Gallery Walk

According to Lestari there are some advantages of Gallery Walk, those are:

- a. Dedicates time for students to practice discussing, debating, organizing, and writing about course content rather than just hearing ideas presented by the teacher.
- b. Promotes the use of higher order thinking skills like analysis, evaluation, and synthesis when choose levels of abstraction when designing question.

- c. Emphasizes the collaborative, social nature of learning because students work in teams to synthesize information written from a variety of perspectives; encourages alternative and multiple approach to problem, because students are exposed to a variety of perspectives posted at different discussion “station”.
- d. Reassures students that their voices, ideas, and experiences are valued because students are more likely to share idea among a non-threatening group of peers; provides an opportunity to gauge a student’s prior knowledge, skills, and misconceptions.
- e. Promotes team building, fosters persuasive argument, and encourages consensus as students work together to accurately represent group members’ ideas at different junctures of gallery walk.

C. Action Hypothesis

Action hypothesis of this research is stated as follow : “the use of gallery walk can improve student’s speaking skill and learning activity at the eighth grade of SMP TMI Roudhlatul Qur’an Metro in academic year of 2021/2022”.

CHAPTER III

RESEARCH METHODOLOGY

A. The Variable and Operational Definition of Variable

Variables used in study are defined as operational definitions of variables. The markers found in a component are the product of the theoretical review's synthesis theory. This study's object consisted of two variables: independent variable and dependent variable.

1. Independent Variable (X)

The independent variable of this research is the variable which observes and measures the effect of the independent variable. Dependent variable of this research is Gallery Walk Technique that was implemented to improve the students' speaking skill which can be defined as a tool to help students' in process their learning activity. This technique useful to make their develop in oral activity of spoken language.

2. Dependent Variable(Y)

The dependent variable of this research is the variable which is observe to determine the effect of the independent variable. Speaking skill as the dependent variable of someone that has develop or practiced in the classroom of language teaching.

A dependent variable is one that can be increased by an independent variable. The oral examination is the dependent variable in this study. This dependent variable's indicators are as follows:

- a. The learners are required to articulate themselves in English through using sufficient vocabulary.
- b. The learners are able to communicate easily in English.
- c. The learners are required to hear what they say when listening.
- d. The learners to express themselves in English by using acceptable statement constructs.

3. Operational Definition of Variable

Operational definition is the definition that based on characteristic of the things defined, and it can be observed or measured. Meanwhile, variable can be defined as an attribute of a person or a subject that varies from object to another²⁴.

To evaluate students' speaking skill, the research used test that consist of pre-test and post test. The instrument of the speaking is oral activity the research ask for the student to describe in convey the material.

The research used speaking rubric to measure the students' in develop or asroom there are consist fluency, pronunciation, vocabulary, grammatical accuracy, and the last interactional strategies.

Basedont theprofessorWeirCyrilJ. Therearesomeindicatorsthatbe supposed to measure`thespeakingskill:

²⁴ Jhoncreswell, *Research Design Qualitative, Quantitative and Mixed Method Approaches*, (Lincoln: SAGE Publication, 2002) p.24

B. The Research Setting

This Research is classroom action research (CAR). The researcher conducted this research at the eightgraders of SMP TMI Roudhlatul Qur'an Metro, which located in Mulyojati 16B South Metro. The researcher chooses in eight class there are 27 students. The researcher focused to improve Speaking skill.

C. The Subject of the Research

The research in the Classroom Action Research (CAR) The subject of this action research is students' of eight grade at SMP TMI Roudhlatul Qur'an Metro This class consist of 30 students.

The teacher taken one of her classes in which the students had low average score. Based on the teachers experience in process learning the student have problem of oral activity there are some minim vocabullary, eror pronouncation, eror grammar Gallery walk technique can improve speaking skill help the student in problem solution.

Table 3
Total Students of The Eight Grade
SMP TMI Roudhlatul Qur'an Metro

No	Class	Gender		Total
		Male	Female	
1	VIII	10	15	25

D. Research Procedure

The kind of this research is Classroom Action Research (CAR). Anne Burns states that classroom action research is kind of research which is done

by the teacher as a researcher in order to bring improvement on the result of teaching learning process.²⁵

Jean Mc Niff also talked that, Classroom Action Research is a name given to particular way of researchigyour learning. This is a pratical way to look at your practice to check is that what you feel.²⁶

Based on statement above, the researcher can state about Class Action Research is a reflective study conducted by teacher in the classroom to get solutions to problems until they can be resolved. In addition, classroom action research helps the teacher to solve problems by applying some new technique,methods or strategies as an alternative to innovation in their process learning

In this Classroom Action Research (CAR), present the of cycle consist of four step planning, acting, observing and the last reflecting. The researcher describes for cycle in classroom action research design.

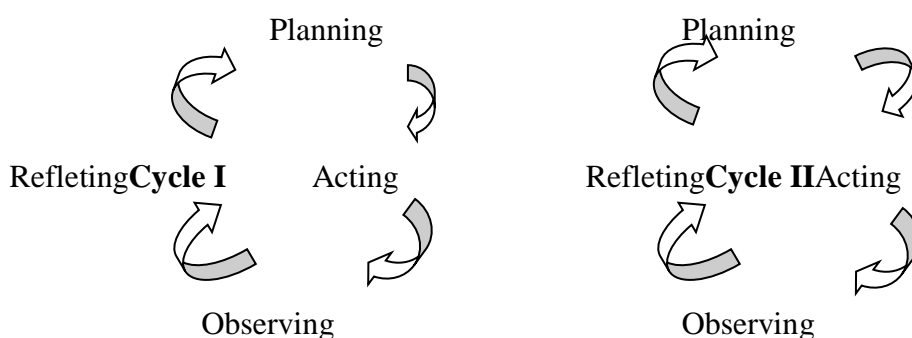


Figure 1
Kurt Lewin's Action Research Design
(Adapted from Jean McNiff, 2002)

²⁵ Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p. 2

²⁶ Jean Mc Niff and Jack Whitehead, *Action Research Principle and Practice*, (New York: RoutledgeFalmer, 2002) Second Edition, p.1

CAR was applied in this study because it is considered important to develop the speaking skill of Class Eight Students of SMP TMI Roudhlatal Qur'an Metro by applying Gallery Walk Technique, by implementing this technique it is expected to be able to solve students' problems process of speaking activity teaching and learning.

The classroom action research design applied in this research collaborative action research. In conducting the research, the researcher collaborated with real English teacher's of SMP TMI Roudhlatal Qur'an Metro as an observer and collaborator. The researcher plays role as an english teacher who teaches speaking skill through Gallery Walk Technique to the students, with the real English teacher's role is an observes the action of the research while teaching-learning activities happens in the classroom. Also the real English teachers acts ascollaborator when help the researcher in designing lesson plan, carrying out reflection, and determining the follow up the study, Here, the researcher is not only as an observer but the researcher also took some action by making lesson plan and giving assesment. Then, the researcher also collecting and analyzing data together with the teacher to know the result of speaking oral result in their learning process.

According to the Kurt Lewin's action research design, the researcher wants to describe a plan for Classroom Action Research (CAR) as follows:

1. Cycle 1

a. Planning

After interview, observing and conducting test before CAR. The teacher and the researcher make instruments, as follow:

- 1) The researcher prepares the lessons plan based on the 2013 curriculum , and english syllabus.
- 2) The researcher prepares the observational note and guidelines
- 3) The researcher prepares the instrument of oral test before and after CAR
- 4) The researcher prepare some media to support the implementation this technique

b. Acting

In this phase, step in action research. The implementation of the planning, in this step the researcher acts as follows:

1) Pre - Activity

- a) The researcher starts t
- b) he lessons by greeting to the students
- c) The researcher and the students pray together
- d) The researcher check students attendance
- e) The researcher inform to the students about the competence, indicator and the objectives that should be achieved.

2) Whilst Teaching Process

- a) The researcher applies the lesson plan
 - b) The researcher explained about gallery walk technique
 - c) The researcher hung some gallery related to material that has been given around the classroom.
 - d) The researcher made some groups, each group consist of 4-5 students.
 - e) The researcher gave students gallery journey, and asked them to walk around the room and writing their response on gallery journey.
 - f) The researcher assigned a direction to move or they can move randomly. They could do the activity as individuals or in groups.
- (1) After the students had written on all the station and jotting down their observations on gallery journey, students spend a short period of time in small groups discussing their observation.
- (2) The researcher asked students to discuss the activity with the whole group.

3) Post Teaching Activities

- a) The researcher asked students to discuss the difficulties of the lesson

- b) The researcher and students concluded the material together.
- c) The researcher gave the score for students.
- d) The researcher closed the lesson by praying.

c. Observing

In this phase, the researcher conducted some activities as follow:

- 1) The real teacher observes teaching learning activity in classroom refer situation classroom personal students' feedback response for receiving for the material in teaching learning process.
- 2) The researcher identifies the students' achievement in learning speaking skill by giving the test after CAR in cycle 1.
- 3) The researcher calculates students' improvement score from test before CAR in cycle 1 improving or no.

d. Reflecting

Through reflecting, the researcher corrected and analyzed the result of the action. Therefore, the researcher found out the strengths and weaknesses of the action. In this step, researcher compared the score distribution of pre-test and post-test, researcher reviewed and reflected on the students' approach whether it is significant improvement in students reading narrative skill or not enough in the second cycle or need the next cycle.

E. Data Collection Technique

To collection data the researcher uses the technique as follow:

1. Test

Test is the sequence of question or statement that is used to measurement skill, knowledge, intellegence, ability, that have by individual or group. The material in pre-test or post-test are different but have same difficulties. The type of the test is oral test. The test consist of pre-test and post test.

a. Pre-Test

Pre-test of this research was done to measure students' speaking skill. The speaking test in the form of monologue speaking test by asking the students to describe things such as animal, place and person.

b. Post-Test

Post-test given in the last meeting after doing threatment to find out whether the threatments give any contribution to the students' achievment in the class or not. The improvement can be seen if the average score of the post-test is higher than pre-test.

2. Observation

Observation is the election modification, registration, and coding combination in behavior on list of personal achievement or individual activity refer to observation sheet observed from activities students. The purpose of observation is to explain the situation being investigated, activities, people or individual are involved in data collecting technique in which the activities of subject are visually examined.

3. Documentation

Cohen, et. Al., states that the documentation or document is data collection technique which is useful in rendering more visible the phenomena under study for instance field note, diary and journal, record, biography, autobiography, directories, archive, photograph, book, article and others.²⁷ The researcher use the method to support data collection object located to get information documentation such as history of the school, total of classroom, total of teachers, located of the school, official employed and students at SMP TMI Roudhlatul Qur'an Metro.

F. Data Analysis Method

Data analysis was conducted by taking the average score of the pre-test. The researcher uses a statistical technique. In scoring the test, the students score is counted with the following formula:

²⁷Louis Cohel et al., *Research Method in Education*, (New York: Routledge, 2007), 201.

$$\overline{X} = \frac{\sum X}{N}$$

Notes:

\overline{X} = Mean

$\sum X$ = The total number of students' scores

N = Number of students

Moreover, to know the result the researcher compared between pre-test and post-test. The result was matched by the minimum standard in this school at least 74. If from cycle 1, there are some students not successful, so the researcher conducted cycle II. The minimum cycle in CAR is two cycles if from cycle II of the students were successful, the cycle able to be stop until cycle II only.

The formula to figure out the percentage of the students who pass the MSC in each cycle as follows

$$P = \frac{FN}{N} \times 100\%$$

P = Class percentage

F = Frequency

N = Number of student

G. The Indicator of Success

The Indicators of succes takes from during in teaching learning process of the action research. This research is declared successful if 75 % of the students achieve Minimum Matery Criteria (70) in their speaking skilland learning activity.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the research

1. History of SMP TMI Roudhlatul Qur'an Metro Condition of the school

SMP TMI Roudhlatul Qur'an Metro which was adopted from the education system in the AL-Amien Islamic Boarding School Preduan and Darusalam Gontor. the period of school education at SMP TMI Roudhatul Quran Metro is taken within six years of study, starting from Class VII to Class XII High School. TMI Roudhatul Quran Metro Middle School was established on July 1, 2004, which was the first boarding school based in Lampung and was located on Jl. Pratama Praja, 16c Mulyojati Metro West of Metro City. Furthermore, in 2016 the TMI Roudhatul Quran Metro Middle School had 16 class formations and the number of teaching staff was 56 people assisted by 5 education staff (Administrative and administrative staff) and consist for 541 students'.

2. The Description of Research Data

This research used classroom action research whose had purpose to increase the students' activity and the result of the study in SMP TMI Roudhlatul Qur'an Metro. It was conducted in two cycles. The researcher used Gallery Walk Technique to improve the students' speaking skill.

This research used classroom action research. It was conducted in twocycles: cycle I and cycle II. Each cycle consists of two meetings and each meeting takes 2x45 minutes. Each cycle includes of planning, action, observation and reflection. In this research, the researcher is as an English teacher and Mr. FeriAnggiawan,S.Pd is as the collaborator.

3. Pre-test activity

The researcher conducted the pre-test on February 23th 2022 at 09.00 until 10.30. In the pre-test acivity, allstudents have been already to learn English when the teaching time came. The researchergreeted the students. The researchertold the students that the researcherwould conduct pre-test in their class in order to know their speaking skillbefore doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of test was speaking test that asked the students to practice the English monologue describe something based on the picture among gallery walk technique to improve speaking skill. The researcher gave the topic about person.

Table 4
Student's Pre-test Grade

No	Name	P	V	F	G	Total Point	Total Grade	Category
1	AM	3	1	1	2	7	44	Incomplete
2	AA	2	1	2	3	8	50	Incomplete
3	AA	1	3	3	1	8	50	Incomplete
4	AL	1	3	3	1	8	50	Incomplete
5	AW	3	1	1	2	7	44	Incomplete
6	CD	4	3	1	4	12	75	Complete
7	DD	2	2	1	1	6	37	Incomplete
8	FH	1	1	2	1	5	31	Incomplete
9	FK	3	1	2	1	7	44	Incomplete

10	HA	4	2	4	2	8	50	Incomplete
11	LW	2	2	1	3	8	50	Incomplete
12	MA	1	2	1	1	5	31	Incomplete
13	MF	4	4	4	1	13	81	Complete
14	MY	3	2	1	1	7	43	Incomplete
15	NA	2	1	3	1	7	43	Incomplete
16	NT	2	1	1	2	6	37	Incomplete
17	RA	3	2	1	1	7	44	Incomplete
18	RA	2	1	3	1	7	44	Incomplete
19	RZ	4	1	4	3	12	75	Complete
20	RH	3	1	2	1	7	44	Incomplete
21	SA	1	4	4	4	13	81	Complete
22	TB	1	1	2	2	6	37	Incomplete
23	TM	3	1	2	1	7	44	Incomplete
24	VD	4	4	3	1	12	75	Complete
25	ZA	1	1	4	2	8	50	Incomplete
		Total of all students' grade					1247	
		Total all of the students (n)					25	
		The highest grade					81	
		The lowest grade					31	
		Average					50	

Table 5
Speaking Criteria Symbol

No	Symbol	Criteria
1	P	Pronunciation
2	G	Grammar
3	V	Vocabulary
4	F	Fluency

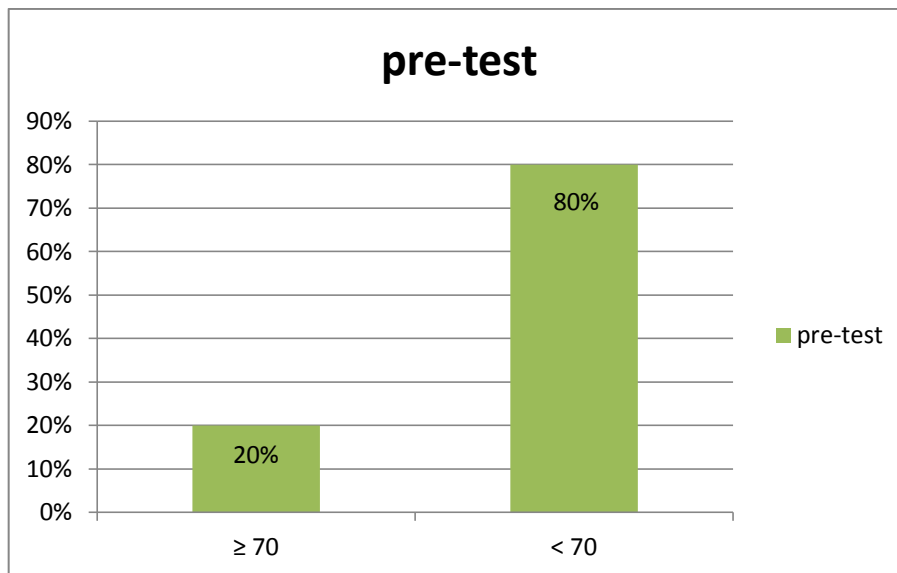
(Source: Adopted from Weir's speaking rubric)

Table 6
Frequency of Students' Grade in Pre-test

No	Grade	Frequency	Percentage	Explanation
1	≥ 70	5 students	20%	Complete
2	< 70	20 students	80%	Incomplete
	Total	25 students	100%	

Source: The grade result of speaking pre-test at VIII class of SMP TMI Roudhlatul Qur'an Metro February 23th 2022.

Figure 2
The Percentage of the Student's Grade in Pre-test



Based on the data above, it could be inferred that 20 students (80%) were not successful and another 5 student (20%) was successful. The successful students were those who got the minimum mastery criteria of English subject at SMP TMI Roudhlatul Qur'an Metro at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 50, so the result was unsatisfied. Therefore, the researcher used gallery walk technique to improve the students' speaking skill.

a. Cycle I

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument

that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The first meeting was conducted February, 24th 2022 at 07.30 until 09.00 and followed by 25 students. The meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator observed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

The Researcher announce purpose of learning of speaking description about animal with using gallery walk. And then the researcher ask students to discussion from each group and ask complete about animals, and each group in rotation take turns presenting result from others group to

get the information relate to other animals and they should giving opinion with orally. and they back to the their respective groups to discussion the latest information they can it.

b) The second meeting

The second meeting was conducted on February, 25th 2022 at 09.00 until 10.30. In the second meeting, the researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition.

The Researcher announce purpose of learning of speaking description about best friend with using gallery walk. And then the researcher ask students to discussion from each group and ask complete about the best friend, and each group in rotation take turns presenting result from others group to get the information relate to about best friend and they should giving opinion with orally. and they back to the their respective groups to discussion the latest information they can it.

c) The Third Meeting

Furthermore, on February 26th 2022, the researcher gave post test 1 conducted in cycle I with similar task on pre-test before. The kind of the test was speaking test that

asked the students to do the English monologue the student describe something based on the picture about “Wild Animal” better than test in pre-test before.

Table 7
The Student's Speaking Grade of Post-test 1

No	Name	P	V	F	G	Total Point	Total Grade	Category
1	AM	4	3	1	3	10	62	Incomplete
2	AA	3	4	2	1	10	62	Incomplete
3	AA	3	4	2	1	10	62	Incomplete
4	AL	2	1	4	2	9	56	Incomplete
5	AW	4	2	2	3	11	68	Incomplete
6	CD	3	4	4	2	13	81	Complete
7	DD	4	4	3	1	12	75	Complete
8	FH	4	4	3	2	13	81	Complete
9	FK	2	4	4	4	14	87	Complete
10	HA	4	3	3	2	12	75	Complete
11	LW	2	4	1	3	10	62	Incomplete
12	MA	2	2	2	1	7	44	Incomplete
13	MF	4	4	4	2	14	87	Complete
14	MY	3	4	4	2	13	81	Complete
15	NA	3	4	2	1	10	62	Incomplete
16	NT	1	4	4	2	11	68	Incomplete
17	RA	3	2	3	1	8	50	Incomplete
18	RA	4	4	4	2	14	87	Complete
19	RZ	4	4	2	3	13	81	Complete
20	RH	4	4	2	1	11	68	Incomplete
21	SA	3	1	3	2	8	50	Incomplete
22	TB	2	4	1	2	9	56	Incomplete
23	TM	1	1	3	2	8	50	Incomplete
24	VD	4	2	4	3	13	81	Complete
25	ZA	1	4	3	1	9	56	Incomplete
		Total of all students' grade					1692	
		Total all of the studets (n)					25	
		The highest grade					87	
		The lowest grade					44	
		Average					68	

Table 8
Frequency of Student's Grade in Post-test I

No	Grade	Frequency	Percentage	Explanation
1	≥ 70	10students	40%	Complete
2	< 70	15 students	60%	Incomplete
	Total	25 students	100%	

Source: Thegrade result of speaking Post-test Iat VIII class of SMP TMI Roudhlatul Qur'an Metroon March 05^h 2022.

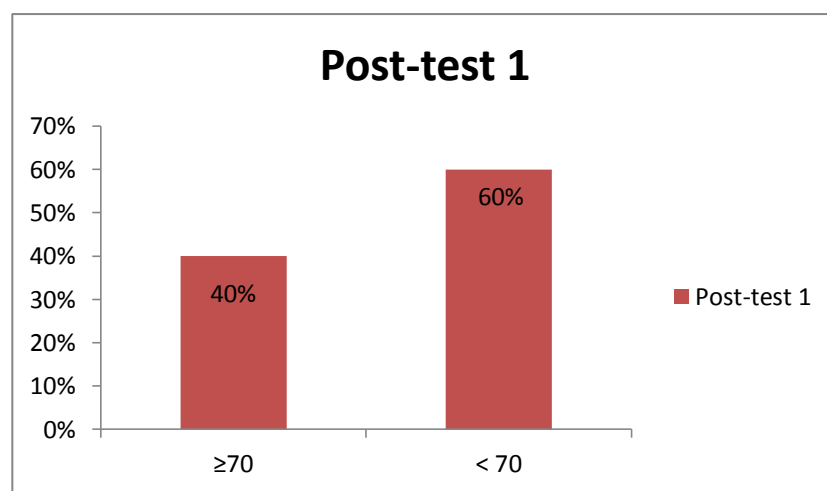


Figure 3
The Percentage of the Student's Grade on Post-test 1

Based on the result above

Based on the result above, it could be seen that 10 students (40%) got grade up to the standard and 15 students (60%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process was stated successful when 75% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

3) Observing

In observation, the collaborator observed the students' activities. The researcher as a teacher gave speaking topic taught in meeting 2 of cycle 1 that is about "Place" by using gallery walk technique.

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The result of the students' learning activities could be seen as follow.

Table 9
The Student's Learning Activity Observation in Cycle I

No	Name	The Learning Activity Aspects			
		Paying attention on the teacher's explanation	Answering the question	Being active in the class	Being able to do the task
1.	AM	√	-	√	√
2.	AA	√	√	-	√
3.	AA	√	-	√	√
4.	AL	-	-	√	-
5.	AW	√	√	-	-
6.	CD	√	-	√	√
7.	DD	√	-	-	√
8.	FH	√	√	-	√
9.	FK	-	-	√	-
10.	HA	√	-	-	√
11.	LW	√	√	√	√
12.	MA	-	-	√	√
13.	MF	-	-	√	-
14.	MY	√	√	-	√
15.	NA	-	-	√	-

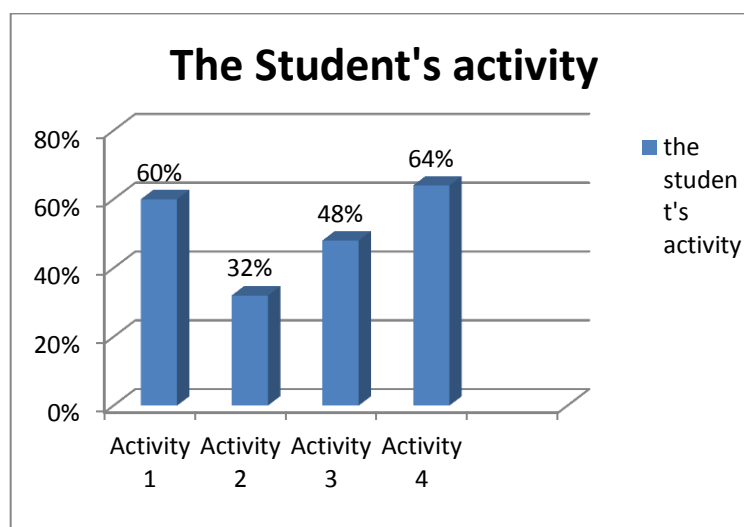
16.	NT	√	-	-	√
17.	RA	-	√	-	-
18.	RA	√	-	-	√
19.	RZ	-	-	√	√
20.	RH	√	√	-	-
21.	SA	√	-	√	√
22.	TB	√	-	-	-
23.	TM	-	-	-	√
24.	VD	-	-	√	√
25.	ZA	-	√	-	-
TOTAL		15	8	12	16

Table 10
The Frequency of Student's Activities in Cycle I

No	Students Activities	Frequency	Percentage
1	Paying attention on the teacher's explanation	15	60%
2	Asking/answering the question	8	32%
3	Being active in the class	12	48%
4	Being able to do the task	16	64%
Total Students		25	
The Average Percentage		51%	

Source: The students' activity at the eighth grade of SMP TMI Roudhatul Qur'an Metroon March 10th 2022.

Figure 4
The Percentage of Student's Activities in Cycle I



The table showed that not all the students' were active in learning process. There were 15 students (60%) who gave attention to the teacher explanation. 8 students (32%) who asked/answered question, 12 students who are active in the class (48%), 16 students (64%) who are able to do the task.

4) Reflecting

From the result observation in learning process in cycle I, it is concluded that in the learning process has not achieved Minimum Mastery Criteria (MMC) of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes like students' pre-test grade and the result of students' post-test I grade. The comparison between post-test grade and post-test I grade was as follows

Table 11
The Comparison Between Pre-test and Post-test I
Grade in Cycle I

No	Name Initial	Pre Test	Post Test I	Deviation	Explanation
1.	AM	44	62	18	Improved
2.	AA	50	62	12	Improved
3.	AA	50	62	18	Improved
4.	AL	50	56	6	Improved
5.	AW	44	68	24	Improved
6.	CD	75	81	6	Improved
7.	DD	37	75	40	Improved
8.	FH	31	81	50	Improved
9.	FK	44	87	43	Improved
10.	HA	50	75	25	Improved
11.	LW	50	62	12	Improved
12.	MA	31	44	13	Improved
13.	MF	81	87	6	Improved
14.	MY	43	81	38	Improved

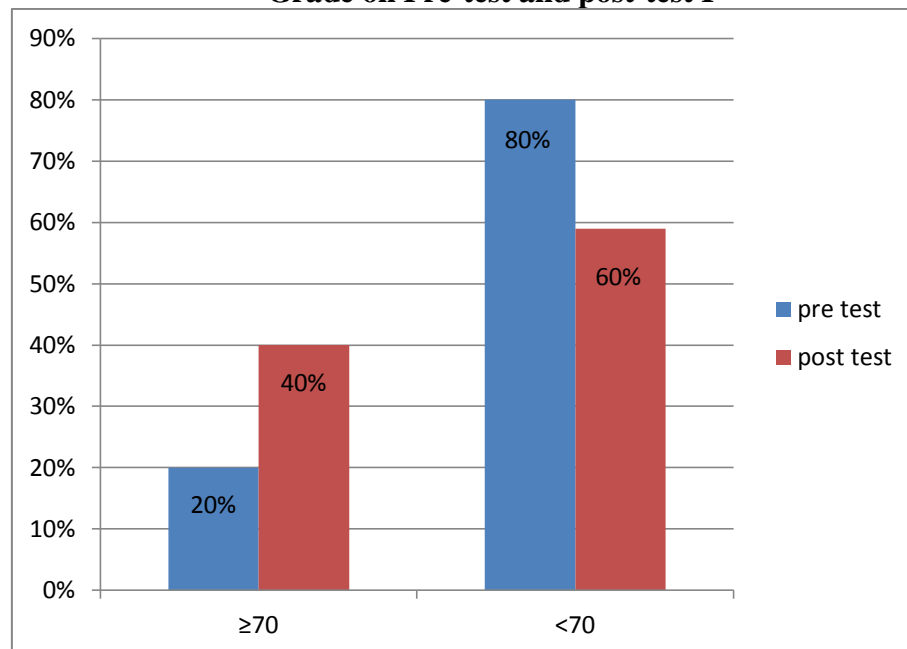
15.	NA	43	62	19	Improved
16.	NT	37	68	31	Improved
17.	RA	44	50	6	Improved
18.	RA	44	68	24	Improved
19.	RZ	75	81	6	Improved
20.	RH	44	68	24	Improved
21.	SA	81	87	6	Improved
22.	TB	37	56	19	Improved
23.	TM	44	50	6	Improved
24.	VD	75	81	6	Improved
25.	ZA	50	56	6	Improved
Total		1247	1692		
Average		50	68		
The highest grade		81	87		
The lowest grade		31	44		

Table 12
The Comparison of Student's Pre-Test and Post-Test I
in Cycle I

Interval	Pre-Test		Post Test I		Explanation
	F	%	F	%	
≥ 70	5	20%	10	40%	COMPLETE
< 70	20	80%	15	60%	INCOMPLETE
TOTAL	25	100%	25	100%	

Then, the graph of students' comparison in speaking skill of pre-test and post-test I grade in cycle I could be seen as follow:

Figure 5
The Comparison of Percentage of the Student's Completeness
Grade on Pre-test and post-test I



The table and the graphic above, it could be inferred that 20 students (80%) were not successful and 5 other students (20%) were successful. The successful students were those who got the minimum mastery criteria at SMP TMI Roudhlatul Qur'an Metro at least 70. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 50, so the result was unsatisfied. Meanwhile, based on the graphic of post-test 1, it could be seen that 10 students (40%) got grade up to the standard and 15 students (60%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 70. Learning process

was said successful when 75% students got grade ≥ 70 . The fact showed that the result was unsatisfied.

a. Cycle II

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. The steps of the cycle II as follows:

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in speaking skill by gallery walk technique.

2) Acting

a) The first meeting

The first meeting was conducted March, 05th 2022 at 07.30 until 09.00 and followed by 25 students. The meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator observed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It

showed that most of students gave their full nice attention to the researcher when the study time came.

The Researcher announce purpose of learning of speaking description about fruit with using gallery walk. And then the researcher ask students to discussion from each group and ask complete about fruit, and each group in rotation take turns presenting result from others group to get the information relate to about other fruits and they should giving opinion with orally. and they back to the their respective groups to discussion the latest information they can it.

b) The second meeting

The second meeting was conducted on March 06th 2022. In this meeting the researcher announce purpose of learning of speaking description about food with using gallery walk. And then the researcher ask students to discussion from each group and ask complete about animals, and each group in rotation take turns presenting result from others group to get the information relate to other food and they should giving opinion with orally. and they back to the their respective groups to discussion the latest information they can it.

c) The third meeting

Furthermore on March 12th 2022 in the third meeting the researcher gave post test II to the students. In this meeting almost all of the students could describe well. It could be seen from the result of the post test II provided in table 16. There were of 25 students got the grade under the minimum mastery criteria in SMP TMI Roudhlatul Qur'an Metro.

Table 13
The Student's Post Test II grade

No	Students' Name	Grade	Category
1.	AM	75	Complete
2.	AA	81	Complete
3.	AA	75	Complete
4.	AL	75	Complete
5.	AW	75	Complete
6.	CD	87	Complete
7.	DD	75	Complete
8.	FH	87	Complete
9.	FK	87	Complete
10.	HA	62	Incomplete
11.	LW	75	Complete
12.	MA	62	Incomplete
13.	MF	87	Complete
14.	MY	81	Complete
15.	NA	68	Incomplete
16.	NT	75	Complete
17.	RA	68	Incomplete
18.	RA	81	Complete
19.	RZ	87	Complete
20.	RH	81	Complete
21.	SA	87	Complete
22.	TB	62	Incomplete
23.	TM	68	Incomplete
24.	VD	87	Complete
25.	ZA	87	Complete

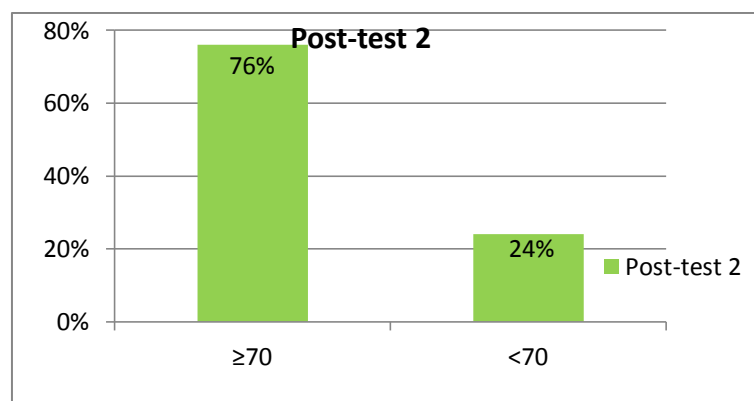
Total of all students' grade	1935
Total all of the studets (n)	25
The highest grade	87
The lowest grade	62
Average	77

Table 14
The Frequency of student's grade in Post-test II

No	Grade	Frequency	Percentage	Explanation
1	≥ 70	19 Students	76%	Complete
2	< 70	6 Students	24%	Incomplete
	Total	25 Students	100 %	

Source: The result grade of speaking post test II at VIII class of SMP TMI Roudhlatul Qur'an Metro March 12th 2022.

Figure 6
The Percentage of the Students's Grade in Post-test II



Based on the result above, it could be inferred that 19students (76%) were successful and 6 other students (24%) were not successful. From the post test 2 results, the researcher got the average of 77 %. It was higher than post test 1 in cycle I.

1) Observing

In this step, the researcher presented the material by hot seating technique. In learning process, there were also four indicators used to know the students' activities like in learning process previously.

Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The result grade of students' learning activities observation, as follow

Table 15
The Student's Learning Activity Result in Cycle II

No	Name	The Aspects that observed			
		Paying attention on the teacher's explanation	Asking/answering the question	Being active in the class	Being able to do the task
1.	AM	√	√	√	√
2.	AA	√	-	√	√
3.	AA	√	√	√	√
4.	AL	-	√	-	-
5.	AW	-	√	-	-
6.	CD	√	√	√	√
7.	DD	√	-	√	√
8.	FH	-	√	√	√
9.	FK	√	-	√	√
10.	HA	√	√	√	-
11.	LW	√	√	√	√
12.	MA	√	√	√	-
13.	MF	-	√	√	-
14.	MY	√	√	√	√
15.	NA	√	√	√	√

16.	NT	√	√	-	√
17.	RA	√	√	-	√
18.	RA	√	√	√	√
19.	RZ	√	-	-	√
20.	RH	√	√	-	√
21.	SA	√	-	√	-
22.	TB	√	√	√	√
23.	TM	√	√	√	√
24.	VD	√	-	√	√
25.	ZA	√	√	-	-
Total		21	19	18	18

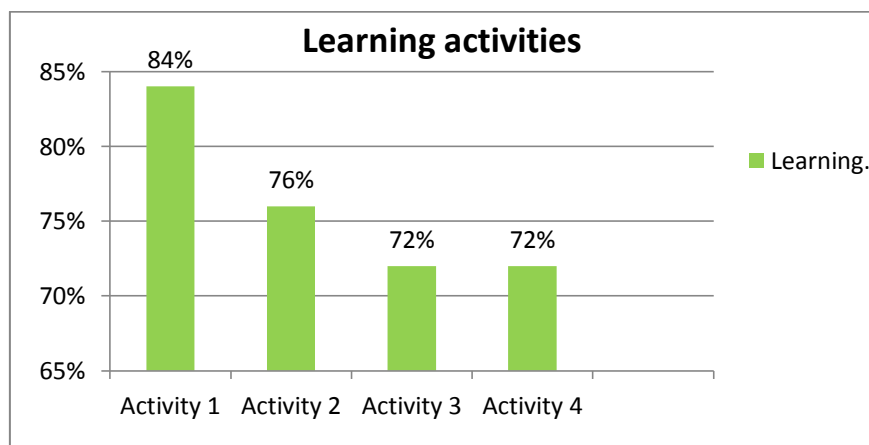
Table 16
The Frequency Student's Activity in Cycle II

No	Students Activities	Frequency	Percentage
1	Paying attention on the teacher's explanaton	21	84%
2	Aking/answering the question	19	76%
3	Being active in the class	18	72%
4	Being able to do the task	18	72%
Total Students		25	
The Average of Percentage		76%	

Source: The students' speaking skill at the eight grade of VIII class of SMP TMI Roudhlatul Qur'an Metro on March, 13th 2022.

Then, the graph of percentage students speaking skill in cycle II, as follow:

Figure 7
The Percentge of Student's speaking skill in Cycle II



The table above showed that the students' activity in cycle II was increase. The students' activity that had high percentage were the students pay attention of the teacher explanation 84%, then, the students asked/ answered the question from the teacher 76% and the students active in the class 72%. and the last the students able do the task 72%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage $\geq 79\%$.

2) Reflecting

From the result of learning process in cycle II the researcher analyzed that generally by using gallery walk technique, the students speaking skill would improve.

At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's post-test II grade and observation of student's learning activities. The comparison between students post test I grade and post-test II grade could be compared on the following table.

Table 17
The Comparison Between Post-Test I Grade and Post-Test II Grade

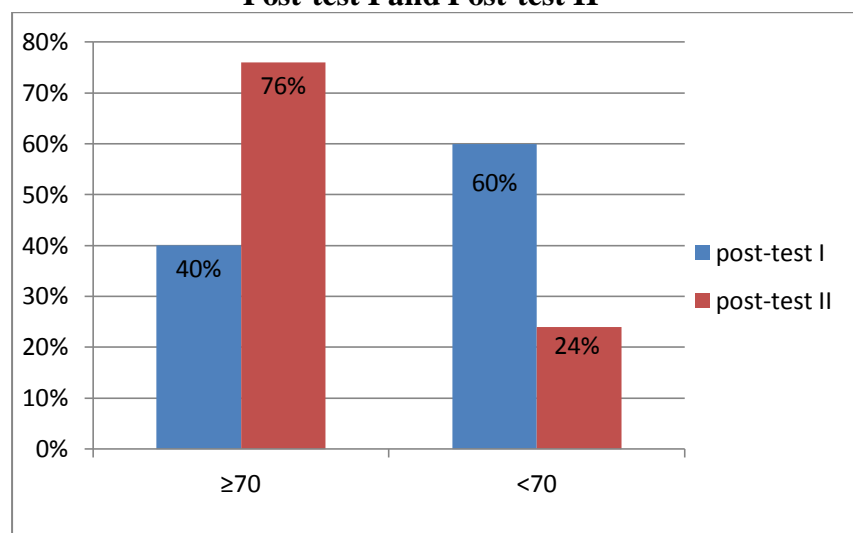
No	Name Initial	Post-Test I Grade	Post-Test II Grade	Deviation	Explanation
1.	AM	62	75	13	Complete
2.	AA	62	81	19	Complete
3.	AA	62	75	13	Complete
4.	AL	56	75	19	Complete
5.	AW	68	75	7	Complete
6.	CD	81	87	6	Complete
7.	DD	75	75	0	Complete
8.	FH	81	87	6	Complete
9.	FK	81	87	7	Complete
10.	HA	75	62	-13	Incomplete
11.	LW	62	75	13	Complete
12.	MA	44	62	18	Complete
13.	MF	87	87	1	Complete
14.	MY	81	81	1	Complete
15.	NA	62	68	6	Complete
16.	NT	68	75	7	Complete
17.	RA	50	68	18	Complete
18.	RA	87	81	6	Complete
19.	RZ	81	87	6	Complete
20.	RH	68	81	13	Complete
21.	SA	50	87	37	Complete
22.	TB	56	62	6	Complete
23.	TM	50	68	18	Complete
24.	VD	81	87	6	Complete
25.	ZA	56	87	31	Complete
Total		1692	1935	257	
Average		68	77		
The highest grade		87	87		
The lowest grade		44	62		

Table 18
The Comparison of Student's Grade in Post-test I and Post-Test II

Interval	Post Test I		Post Test II		Explanation
	(F)	%	(F)	%	
≥ 70	10	40%	19	76%	COMPLETE
< 70	15	60%	6	24%	INCOMPLETE
TOTAL	25	10%	25	10%	

Morover, the graph of students speaking skill post-test I and post-test II grade in cycle II could be seen as follow:

Figure 8
The Percentage of Comparison of Student's grade on Post-test I and Post-test II



From the table above, it could be seen that the grade of the students in post-test II was various. It could be inferred that 19 students (76%) were successful and 6 other students (24%) were not successful. From the post test 2 results, the researcher got the average of 77%. It was higher than post test 1 in cycle I. It means that the indicator of success of this research had been achieved that

was $\geq 75\%$ students got grade 70. It was indicated that the students' speaking skill was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR) was successful and it would not be continue in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that hot seating technique improve the students' speaking skill.

B. Discussion

In teaching speaking skill to the students' of SMP TMI Roudhlatul Qur'an Metro especially in students of VIII class, the researcher chose gallery walk technique to improve the students' speaking skill.

The researcher used this technique to organize students' idea and made students more active in speaking skill in learning English. Therefore, it is proved that the implementation of Gallery Walk Technique improves the students' learning activities using Gallery Walk Technique. Therefore, gallery walk technique hopefully is useful in the learning activities.

Based on the explanation of cycle I and cycle II, it was investigated that the use of gallery walk technique could improve the students' in speaking skill. There is progress from the students get grade ≥ 70 from pre-test 20% or 5 students, post-test I 40% or 10 students and post-test II become 76% or 19 students. It is inferred that there is improvement on the students' complete grade and total of grade of the students who passed the least from pre-test,

post-test I to post-test II. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 75% of students got grade ≥ 70 are reached.

The result of the student's activities in cycle I and cycle II are improved. Pay' attention of the teacher' explanation from 60% become 84%, the students' ask/answer question from 32% become 76%, the students' activeness in the class from 48% become 72%, the students' able do the task from 64% become 72%. The result of students' activities in cycle I is 51 % and cycle II is 76 %. Therefore, there is improvement in students' learning activity.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the speaking skill could be improved through Gallery Walk Technique at the eight graders of SMP TMI Roudhlatul Qur'an Metro.

It was investigated that the use of gallery walk technique could improve the students' in speaking skill. There is progress of students' grade that achieves the Minimum Mastery Criteria (MMC) from pre-test 20% or 5 students, post-test I 40% or 10 students and post-test II become 76% or 19 students. It is inferred that the use of gallery walk technique could improve the students' in speaking skill because the research result had achieved the indicator of success.

In addition, the result of students' learning activity in cycle I is 51 % and cycle II is 76 %. It means that there is improvement in students' learning activity because the research result had achieved the indicator of success. Therefore, it is concluded that the use of gallery walk technique could improve the students' in speaking skill and their learning activity.

B. Suggestion

Based on the conclusion above, there are some suggestions intended to the improvement of teaching and learning process, as follows:

1. To English Teacher

- a. The teacher is suggested to prepare and select appropriate technique and materials to produce the effective teaching learning process. Also, the teachers should determine the target of the teaching which must be achieved. The teacher should be able to create the teaching learning enjoyable process, such as selecting text or new teaching media. role the teacher how to made student create to achieve material and made english language interest in their learning process.
- b. It is better for the teacher to use gallery walk technique in English learning especially in speaking because it can improve students' speaking skill
- c. The teacher is suggested motivation to the students in order to be active in learning process. Inovation nedeed for teacher to made interest English learning.

2. To the Students

It is suggested to the students to be more active in learning process in the class and improve their ability in speaking skill so they can be successful in English learning. And also gallery walk technique introduce for student about traditional games in generation now to teach move and

jump its mean good impact for health and change mindset about monotone learning.

3. To Headmaster

To support the english teacher to use gallery walk technique in learning proccess, because gallery walk technique is so helpfull. As we know create in process learning outdoor can made interest students' different in the classroom role teacher needed for create innovation in their learning

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APPENDICES

SILABUS SMP/MTs

Mata Pelajaran : Bahasa Inggris

Kelas : VIII

Kompetensi Inti :

- KI 1: Menghargaidan menghayati ajaran agama yang dianutnya.
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3: Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

<p>4.1Menyusun teks lisan sederhana untuk mengucapka n dan merespon ungkapan meminta perhatian, mengecek pemahaman, dan menghargai kinerja yang baik, serta meminta dan mengungkapkan pendapat dengan memperhatikan fungsi sosial, struktur</p>	<p>Struktur teks</p> <p>(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>Excuse me. Attention, please. Yes, please. Alright.,</i> dan semacamnya</p> <p>b. <i>She's kind, isn't she? Yes, she is. Understood</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris, bahasa Indonesia, dan bahasa lain, dengan unsur kebahasaan yang 	<p>KRITERIA PENILAIAN</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial (a) meminta perhatian , (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responny 	<p>8 JP</p>
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<p>teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>d? Is it clear? Yes, Sir., dan semacamnya.</i></p> <p>c. <i>That's great. It's beautiful. Excellent! Thanks you., dan semacamnya.</i></p> <p>d. <i>What do you think? Rudi did it well, didn't he? Is that how you say it? Yes, I think so. I don't think so. No., dan semacamnya.</i></p> <p>Unsur kebahasaan</p> <p>(1) Kosakata: kata sifat sederhana</p> <p>(2) Tata bahasa: kata rujukan <i>it, they, these, those, that, this.</i></p> <p>(3) Penggunaan nominal singular dan plural secara</p>	<p>dipilih untuk mendekatkan hubungan interpersonal dengan siswa (keteladanan).</p> <ul style="list-style-type: none"> Siswa dituntut untuk mencontoh keteladanan tersebut dengan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta meresponnya, dalam bahasa Inggris dan bahasa lainnya. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.</p>	<p>a.</p> <ul style="list-style-type: none"> Tingkat kelengkapan dan keruntutan struktur teks (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya. Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan. Sikap santun, peduli, dan percaya diri yang menyertai (a) meminta perhatian 	
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	<p>tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(4) Ucapan, tekanan kata, intonasi</p> <p>(5) Ejaan dan tanda baca</p> <p>(6) Tulisan tangan</p> <p>Topik</p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.</p>	<p>Mengumpulkan Informasi</p> <ul style="list-style-type: none"> Siswa mendengarkan dan menyaksikan banyak contoh interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat serta responnya dalam bahasa Inggris dari film, kaset, buku teks, dsb. Siswa menirukan contoh-contoh interaksi (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi (a) meminta perhatian, (b) mengecek 	<p>, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya a.</p> <p>CARA PENILAIAN:</p> <p>Kinerja (praktik)</p> <p>Simulasi dan/atau bermain peran (<i>role play</i>) dalam melakukan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya.</p> <p>Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih</p>	
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		<p>pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya.</p> <ul style="list-style-type: none"> • Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya dalam konteks pembelajaran, simulasi, <i>role-play</i>, dan kegiatan lain yang terstruktur. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Siswa membandingkan ungkapan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Siswa membandingkan ungkapan (a) 	<p>cepat)</p> <ul style="list-style-type: none"> • Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, dan responnya, ketika muncul kesempatan di dalam dan di luar kelas. • Observasi terhadap kesungguhan siswa dalam proses pembelajaran di setiap tahapan. • Observasi terhadap kesantunan dan kepedulian dalam melaksanakan akan 	
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		<p>meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.</p> <ul style="list-style-type: none"> • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnya, di dalam dan di luar kelas, dengan unsur kebahasaan yang dapat mendekatkan hubungan interpersonal. • Siswa berupaya berbicara secara lancar dengan ucapan, tekanan 	<p>komunikasi di dalam dan di luar kelas.</p> <p>Penilaian diri:</p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana bahasa Indonesia tentang pengalaman belajar berinteraksi dengan (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, termasuk kemudahan dan kesulitannya.</p>	
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		<p>kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</p> <ul style="list-style-type: none"> • Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk (a) meminta perhatian, (b) mengecek pemahaman, (c) menghargai kinerja yang baik, dan (d) meminta/mengungkapkan pendapat, serta responnyadan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia. 		
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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP KD 3.1; 4.1)

Sekolah	: SMP ROUDHLATUL QUR'AN METRO
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: VIII/2
Materi Pokok	: <i>To get attention, To check understanding, To show appreciation, to tell what we and other people think of something</i>
Alokasi Waktu	: 6 jam pelajaran (3 x pertemuan)

KOMPETENSI INTI

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional
3. memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
4. mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

1. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapinya, sesuai dengan konteks penggunaannya	<p>3.1.1 Menentukan fungsi social</p> <ul style="list-style-type: none"> – fungsi ungkapan <p>3.1.2 Menentukan struktur teks</p> <ul style="list-style-type: none"> – Memulai percakapan – Menanggapi <p>3.1.3 Mengidentifikasi unsur kebahasaan</p> <ul style="list-style-type: none"> – Makna kata dan frasa – Ejaan dan tanda baca – Tulisan tangan – Ucapan, tekanan, intonasi
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p>4.1.1 Melakukan role-play percakapan yang melibatkan tindak tutur yang dipelajari</p> <ul style="list-style-type: none"> – Meminta perhatian – Mengecek pemahaman – Menghargai kinerja – Mengungkapkan pendapat <p>4.1.2 Menyusun teks interaksi lisan sederhana yang melibatkan tindak tutur yang dipelajari</p> <ul style="list-style-type: none"> – Meminta perhatian – Mengecek pemahaman

	<ul style="list-style-type: none"> – Menghargai kinerja – Mengungkapkan pendapat dan menanggapi
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Fokus penguatan karakter: kepedulian, kerja sama, disiplin

2. TUJUAN PEMBELAJARAN

Pertemuan I

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Mengidentifikasi tindakan meminta perhatian
2. Menidentifikasi tindakan meminta pendapat dan menanggapi

Pertemuan II

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Mengidentifikasi tindakan mengecek pemahaman
2. Menidentifikasi tindakan menghargai kinerja

Pertemuan III

Melalui serangkaian kegiatan pembelajaran, siswa dapat:

1. Melakukan roke play
2. Menyusun teks interaksi lisan yang melibatkan tindak tutur yang dipelajari:
 - Meminta perhatian
 - Mengecek pemahaman
 - Menghargai kinerja
 - Mengungkapkan pendapat dan menanggapi

3. MATERI PEMBELAJARAN

Materi Reguler

Lagu yang dekat dengan kehidupan remaja

Fungsi sosial

- Menjaga hubungan interpersonal dengan guru dan teman

Struktur teks lagu

- Memulai
- Menanggapi (diharapkan/di luar dugaan)

Unsur kebahasaan

- Ungkapan a.l. *Excuse me, Is is clear?, Great, I think so, dsb.*
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

Topic

Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat yang dapat menumbuhkan perilaku yang termuat dalam Ki

Materi Pengayaan

Unsur kebahasaan

- makna kata (verba, nomina, frasa)
- lafal dan intonasi

Materi Remedial

Unsur kebahasaan

- makna kata (verba, nomina, frasa)

- lafal dan intonasi

4. METODE PEMBELAJARAN

Pendekatan saintifik

1. MEDIA DAN BAHAN

2. Media/Alat :

1. laptop,
2. LCD

3. Bahan :

1. PPt buatan guru
2. Worksheet buatan guru

5. SUMBER BELAJAR

1. Kementerian Pendidikan dan Kebudayaan, Bahasa Inggris, *When English Rings The Bell*, SMP/Mts Kelas VIII, hal 2 sd 18, edisi revisi 2017 dan sumber lain yang sesuai
2. Ucapan guru

6. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan I

Langkah Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	<p>Guru:</p> <ol style="list-style-type: none"> 1. mengucapkan salam dan tegur sapa 2. mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif 3. mengaitkan materi yang akan dipelajari dengan materi yang sebelumnya 4. menyebutkan tujuan pembelajaran dan rencana penilaian 5. menyebutkan kegiatan belajar yang akan dilakukan 	10'
Kegiatan Inti I Mengamati	<ol style="list-style-type: none"> 1. Siswa melihat tayangan dialog-dialog pendek (BS hlm. 5-7) 2. Siswa mendengarkan ucapan guru membacakan dialog 	60'

dan menanya	<p>tersebut.</p> <ol style="list-style-type: none"> 3. Siswa menirukan ucapan guru membacakan dialog. 4. Siswa menanyakan arti kata dan ungkapan baru. 5. Siswa berlatih mengidentifikasi ungkapan “To Get Attention) dengan mengerjakan Worksheet 1 dan membahasnya secara klasikal. 6. Siswa melihat tayangan dialog-dialog pendek (BS hlm. 9-11) 7. Siswa mendengarkan ucapan guru membacakan dialog tersebut. 8. Siswa menirukan ucapan guru membacakan dialog. 9. Siswa menanyakan arti kata dan ungkapan baru. 10. Siswa berlatih mengidentifikasi ungkapan “To Ask and Give Opinion and Its Response) dengan mengerjakan Worksheet 2 dan membahasnya secara klasikal. 11. Siswa melihat tayangan dialog-dialog pendek (BS hlm. 13-17) 12. Siswa mendengarkan ucapan guru membacakan dialog tersebut. 13. Siswa menirukan ucapan guru membacakan dialog. 14. Siswa menanyakan arti kata dan ungkapan baru. 15. Siswa berlatih mengidentifikasi ungkapan “To Check Understanding and To show Appreciation) dengan mengerjakan Worksheet 3 dan membahasnya secara klasikal. 	
Kegiatan Penutup	<p>Siswa dan guru:</p> <ol style="list-style-type: none"> 1. membahas manfaat pembelajaran yang baru diselesaikan 2. membahas kesulitan dalam melakukan aktivitas pembelajaran 	10'

	3. menyimpulkan hasil pembelajaran 4. menyampaikan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya, yakni belajar melakukan role-play dan belajar membuat teks interaksi lisan	
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Pertemuan II

Langkah Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	Guru: 1. mengucapkan salam dan tegur sapa 2. mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif 3. menanyakan hal-hal terkait kegiatan pada pertemuan sebelumnya 4. menyebutkan kegiatan belajar yang akan dilakukan	10'
Kegiatan Inti Mengumpulkan Informasi dan Mengasosiasi	1. Secara berpasangan, siswa berlatih membuat teks dialog berdasarkan situasi yang diberikan. (Worksheet 4) 2. Siswa dan guru membahas hasil kerja kelompok. 3. Secara berpasangan siswa menampilkan teks dialognya. 4. Siswa dan guru membahas hasil penampilan role play.	60'
Kegiatan Penutup	Siswa dan guru: 1. membahas manfaat pembelajaran yang baru diselesaikan 2. membahas kesulitan dalam melakukan aktivitas pembelajaran 3. menyimpulkan hasil pembelajaran 4. menyampaikan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya, yakni uji kompetensi keterampilan	10'

	“role play”	
--	-------------	--

Pertemuan III

Langkah Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	<p>Guru:</p> <ol style="list-style-type: none"> 1. mengucapkan salam dan tegur sapa 2. mengecek kehadiran siswa, berdoa, menyiapkan suasana belajar yang kondusif 3. menanyakan hal-hal terkait kegiatan pada pertemuan sebelumnya 4. menyebutkan kegiatan belajar yang akan dilakukan 	10'
Kegiatan Inti Mengomunikasikan	<ol style="list-style-type: none"> 1. Secara berpasangan atau dalam kelompok, siswa membuat teks dialog berdasarkan situasi yang diberikan dan menampilkannya. (UK 4.1) 	60'
Kegiatan Penutup	<p>Siswa dan guru:</p> <ol style="list-style-type: none"> 1. membahas manfaat pembelajaran yang baru diselesaikan 2. membahas kesulitan dalam melakukan aktivitas pembelajaran 3. menyimpulkan hasil pembelajaran 4. memberikan penugasan berupa menyalin teks interaksi lisan. 5. menyampaikan kegiatan dan topik rencana pembelajaran untuk pertemuan berikutnya, yakni uji kompetensi pengetahuan (UK 3.1) dan mengumpulkan hasil penugasan. 	10'

PENILAIAN

1. **Penilaian**
2. Sikap Spiritual
 - o Teknik : Observasi
 - o Instrumen : Lembar Observasi/Jurnal

No.	Waktu	Nama Peserta Didik	Catatan Perilaku	Butir Sikap	Ket.	Ttd.	Tindak Lanjut
-----	-------	--------------------	------------------	-------------	------	------	---------------

Sikap Sosial

- o Teknik : Observasi
- o Instrument : Lembar Observasi/Jurnal

No.	Waktu	Nama PD	Catatan Perilaku	Butir Sikap	Ket.	Ttd.	Tindak Lanjut
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Pengetahuan

1. Teknik : Tes Tertulis
2. Bentuk : Pilihan Ganda dan Isian Singkat
3. Kisi :

Indikator Soal	Soal	Bentuk Soal	Nomor Soal
Diberikan dialog singkat tentang meminta perhatian, siswa dapat menentukan tindak tutur yang digunakan dengan benar.	Terlampir	PG	1
Diberikan dialog singkat tentang meminta perhatian, siswa dapat menentukan tindak tutur yang digunakan dengan benar.	Terlampir	PG	2
Diberikan dialog singkat tentang meminta dan memberi pendapat dan responsnya, siswa dapat menentukan tindak tutur yang digunakan dengan benar.	Terlampir	PG	3
Diberikan dialog singkat tentang meminta dan memberi pendapat dan responsnya, siswa dapat menentukan tindak tutur yang digunakan dengan benar.	Terlampir	PG	4
Diberikan dialog singkat tentang meminta dan memberi pendapat dan responsnya, siswa dapat menentukan tindak tutur yang digunakan dengan	Terlampir	PG	5

benar.			
Diberikan dialog singkat tentang meminta dan memberi pendapat dan responsnya, siswa dapat menentukan tindak tutur yang digunakan dengan benar.	Terlampir	PG	6
Diberikan dialog singkat tentang mengecek pemahaman, siswa dapat menentukan tindak tutur yang digunakan dengan benar.	Terlampir	PG	7
Diberikan dialog singkat tentang mengecek pemahaman, siswa dapat menentukan tindak tutur yang digunakan dengan benar.	Terlampir	PG	8
Diberikan dialog singkat tentang menghargai kinerja, siswa dapat menentukan tindak tutur yang digunakan dengan benar.	Terlampir	PG	9
Diberikan dialog singkat tentang menghargai kinerja, siswa dapat menentukan tindak tutur yang digunakan dengan benar.	Terlampir	PG	10
Diberikan dialog singkat tentang meminta perhatian, siswa dapat melengkapi kalimat rumpang dengan kata yang benar.	Terlampir	IS	11
Diberikan dialog singkat tentang meminta dan memberi pendapat dan responsnya, siswa dapat melengkapi kalimat rumpang dengan kata yang benar.	Terlampir	IS	12
Diberikan dialog singkat tentang meminta dan memberi pendapat dan responsnya, siswa dapat melengkapi kalimat rumpang dengan kata yang benar.	Terlampir	IS	13
Diberikan dialog singkat tentang mengecek pemahaman, siswa dapat melengkapi kalimat rumpang dengan kata yang benar.	Terlampir	IS	14
Diberikan dialog singkat tentang menghargai kinerja, siswa dapat melengkapi kalimat rumpang dengan kata benar.	Terlampir	IS	15

Rubrik PG: Jumlah jawaban benar dikalikan 10 ($10 \times 10 = 100$)

1. Rubrik IS : Jawaban benar skor 2, jawaban hampir benar skor 1, jawaban salah atau tidak dijawab skor 0. Skor akhir= total skor dikalikan 10= 100

1. Keterampilan

- Teknik : 1. Praktik / Kinerja , 2. Produk
- Bentuk : 1. Perintah Kerja, Menulis
- Kisi :

Indikator Soal	Soal
<p>Diberikan situasi tertentu, siswa dapat melakukan role-play sesuai situasi yang diberikan</p>	<p>Make a dialog scripts based on the following situations.</p> <p>Situation 1 :</p> <p>In the classroom, a teacher says something to get the students' attention. Some students answer "Yes" but a student doesn't pay attention. Then the teacher says something again to get the student's attention. And finally the student says "Yes".</p> <p>Situation 2:</p> <p>In the classroom, three students talk about a nice picture made by one of the three students. One student says that the picture is nice but too colorful. The other student says that the picture is not natural but creative work.</p> <p>Situation 3:</p> <p>In the classroom, a teacher says something to check students' understanding about a new word. The students answer "Yes" but one student ask the meaning of another new word. Then the teacher answers the student's question.</p> <p>Situation 4:</p> <p>In a classroom, a student just performed a story telling. The teacher appreciates the performance. The student answers "Thank you".</p> <p>Perform one of the dialog based on the ballot you have chosen</p>

<p>Diberikan situasi tertentu, siswa dapat menyusun teks interaksi lisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan</p>	<p>Make a dialog scripts based on the following situations.</p> <p>Situation 1 :</p> <p>In the classroom, a teacher says something to get the students' attention. Some students answer "Yes" but a student doesn't pay attention. Then the teacher says something again to get the student's attention. And finally the student says "Yes".</p> <p>Situation 2:</p> <p>In the classroom, three students talk about a nice picture made by one of the three students. One student says that the picture is nice but too colorful. The other student says that the picture is not natural but creative work.</p> <p>Situation 3:</p> <p>In the classroom, a teacher says something to check students' understanding about a new word. The students answer "Yes" but one student ask the meaning of another new word. Then the teacher answers the student's question.</p> <p>Situation 4:</p> <p>In a classroom, a student just performed a story telling. The teacher appreciates the performance. The student answers "Thank you".</p>
--	--

Rubrik :

1. Role-play/bermain peran

Kinerja	Deskripsi	Rentang Skor
Bermain peran	Mahir: Lancar, mencapai fungsi sosial, struktur lengkap, dan unsur kebahasaan sesuai	86-95
	Memuaskan: lancar, kosakata dan kalimat berkembang, serta ada transisi	76-85
	Terbatas: Membaca naskah, kosakata terbatas, dan tidak lancar	... – 75

1. Produk/menulis

Produk	Deskripsi	Rentang Skor
Menulis teks interaksi lisan	Mahir: Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat serta ada modifikasi	86-95
	Memuaskan: Fungsi sosial tercapai, struktur dan unsur kebahasaan tepat	76-85
	Terbatas: penggunaan kata, kalimat, dan struktur tidak sesuai	... – 75

1. Pembelajaran Remedial

Pembelajaran remedial diberikan kepada mereka yang belum mencapai KKM dengan cara memberi penugasan berupa membuat tabel daftar ungkapan yang sudah dipelajari

2. Pembelajaran Pengayaan

Pembelajaran pengayaan diberikan kepada mereka yang sudah lolos KKM dengan cara penugasan mencari contoh dialog dari berbagai sumber.

Soal Pre-Test

Name :

Class :

Subject :

Time allocation :

Direction :

- **Please practice the English conversation in the topic of giving opinion about one of the following theme :**
 - a. **Giving opinion about the biggest animal in the world.**
 - b. **Giving opinion about Smoking.**

Soal Post-test 1

Name :

Class :

Subject :

Time allocation :

Direction :

- Please practice the English conversation in the topic of giving opinion about one of the following theme :
 - a. Giving opinion about the benefit of smartphone.
 - b. Giving opinion about Metro City.

Soal Post-test 2

Name :

Class :

Subject :

Time allocation :

Direction :

- Please practice the English conversation in the topic of giving opinion about one of the following theme:
 - c. Giving opinion about the our school.
 - d. Giving opinion about the Beach that you have ever visited.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Diyan Triyanto
NPM : 1801070019

Jurusan : TBI
Semester : VII/2021

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
		I		
1.	Senin 9/11-2021	✓	Revise ch. II Perbaiki lagi grammar dalam penulisan.	
	Jum'at 12/11-2021	✓	Kurangi kutipan di ch. III	
	Selasa 23/11-2021	✓	Acc ch. III.	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd

NIP.19871102 2015031 004

Dosen Pembimbing I

Trisna Dinillah Harya, M.Pd

NIP.19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Diyan Triyanto
NPM : 1801070019

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1	Kamis, 13 Januari 2022		Acc Apd	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Diyan Triyanto
NPM : 1801070019

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
	Rabu 30/3-22	✓	Acc ch. iv continue to ch. v.	
	Kamis 31/3-22	✓	Acc ch. v	

Mengetahui/
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B-3676/In.28/J/TL.01/09/2021
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SMP TMI ROUDHLATUL
QUR' AN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	: DIYAN TRIYANTO
NPM	: 1801070019
Semester	: 7 (Tujuh)
Jurusan	: Tadris Bahasa Inggris
Judul	: THE USE OF GALLERY WALK TECHNIQUE TO IMPROVE SPEAKING SKILL PERFORMANCE AT SMP TMI ROUDHLATUL QUR' AN METRO IN THE ACADEMIC YEAR 2022/2023

untuk melakukan prasurvey di SMP TMI ROUDHLATUL QUR' AN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 16 September 2021
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



تربية المعلمين والمعلمات الإسلامية
معهد روضة القرآن الإسلامي

SMP TMI ROUDLATUL QUR'AN METRO

(PROGRAM SEKOLAH BERBASIS PONDOK PESANTREN)

NPSN : 10809699

NSS : 202126103024

TERAKREDITASI A

Jl. Mukti Praja 16 B Kel. Mulyojati Kec. Metro Barat Kota Metro (0725) 41442 Kode Pos. 34125

Email: smpmimetro@gmail.com website: www.smpmimetro.sch.id, www.pprq.or.id

Nomor : 123/ SMP-TMI RQ/IX/2021
Perihal : Surat Izin Prasurvey

Assalamualiakum Wr. Wb

Salam silaturahmi kami sampaikan, semoga kita selalu dalam lindungan Allah SWT, Amin.

Menindak lanjuti perihal Izin Prasurvey Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro.

Nama : Diyan Triyanto
NPM : 1801070019
Semester : VII (Tujuh)
Jurusan : Tadris Bahasa Inggris

Dengan ini memberikan izin, untuk melaksanakan survey di SMP TMI Roudlatul Qur'an Metro dengan judul

“ THE USE OF GALLERY WALK TECHNIQUE TO IMPROVE SPEAKING SKILL PERFORMANCE AT SMP TMI ROUDLATUL QUR'AN METRO IN THE ACADEMIC YEAR 2022/2023 “

Demikian surat ini kami sampaikan, atas kerjasamanya kami ucapkan terimakasih..

Wassalamualaikum Wr. Wb

Metro, 30 September 2021
Kepala Sekolah

M. Iqbal Bony Saputra M. Pd. I





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B-0198/In.28.1/J/TL.00/02/2022
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Trisna Dinillah Harya (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **DIYAN TRIYANTO**
NPM : 1801070019
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : THE USE OF GALLERY WALK TECHNIQUE TO IMPROVE
STUDENT'S SPEAKING SKILL AT SMP TMI ROUDHLATUL
QUR'AN METRO IN THE ACADEMIC YEAR 2021/2022

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 03 Februari 2022

Ketua Jurusan,



Andianto M. Pd

NIP 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
METRO Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-229/In.28/S/U.1/OT.01/03/2022**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :


Nama : Diyan Triyanto
NPM : 1801070019
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1801070019

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 25 Maret 2022
Kepala Perpustakaan


Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah Dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa

Nama : Diyan Triyanto
NPM : 1801070019
Jurusan : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 11 April 2022

Ketua Jurusan TBI

Andianto, M.Pd

NIP. 1987 1102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B-0389/In.28/D.1/TL.00/02/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP TMI ROUDHLATUL
QUR'AN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0390/In.28/D.1/TL.01/02/2022,
tanggal 08 Februari 2022 atas nama saudara:

Nama : **DIYAN TRIYANTO**
NPM : 1801070019
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP TMI ROUDHLATUL QUR'AN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF GALLERY WALK TECHNIQUE TO IMPROVE STUDENT'S SPEAKING SKILL AT SMP TMI ROUDHLATUL QUR'AN METRO IN THE ACADEMIC YEAR 2021/2022".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 08 Februari 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



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SMP TMI ROUDLATUL QUR'AN METRO

(PROGRAM SEKOLAH BERBASIS PONDOK PESANTREN)

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Nomor : 135/ SMP-TMI RQ/II/2022

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Assalamualiakum Wr. Wb

Salam silaturahmi kami sampaikan, semoga kita selalu dalam lindungan Allah SWT, Amin.

Menindak lanjuti perihal surat tugas dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro.

Nama : Dyan Triyanto
NPM : 1801070019
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

Dengan ini memberikan izin, untuk melaksanakan research di SMP TMI Roudlatul Qur'an Metro dengan judul "THE USE OF GALLERY WALK TECHNIQUE TO IMPROVE STUDENT'S SPEAKING SKILL AT SMP TMI ROUDLATUL QUR'AN METRO IN THE ACADEMIC YEAR 2021/2022"

Demikian surat ini kami sampaikan, atas kerjasamanya kami ucapkan terimakasih..

Wassalamualaikum Wr.Wb



Kepala Sekolah
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SURAT TUGAS

Nomor: B-0390/In.28/D.1/TL.01/02/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **DIYAN TRIYANTO**
NPM : 1801070019
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMP TMI ROUDHLATUL QUR'AN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF GALLERY WALK TECHNIQUE TO IMPROVE STUDENT'S SPEAKING SKILL AT SMP TMI ROUDHLATUL QUR'AN METRO IN THE ACADEMIC YEAR 2021/2022".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.



Mengetahui,
Pejabat Setempat

Dikeluarkan di : Metro
Pada Tanggal : 08 Februari 2022

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

THE USE OF GALLERY WALK TECHNIQUE TO IMPROVE STUDENT'S SPEAKING SKILL AT SMP TMI ROUDHLATUL QUR'AN METRO IN THE ACADEMIC YEAR 2021/2022

by Diyan Triyanto 1801070019

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Picture 2. Teaching I in Cycle I

Picture 3. Teaching II in Cycle I



Picture 4. Post-Test I



Picture 5. Teaching I in Cycle II



Picture 6. Process Teaching



Picture 7. Teaching II in Cycle II



Picture 8. Post-Test II



CURRICULUM VITAE



The writer' name is Diyan Triyanto. This writer is the second child of Mr. Musidi and Mrs. Muryantini. The writer was born in Purwodadi, December 16th, 1998. The writer completed kindergarten at TK Dharma Wanita Abung East, Elementary School (SD) at SD Negeri 05 North Metro, graduated in 2012. Continuing to the at SMP Negeri 10 Metro, graduated in 2015. Continuing to high school at SMA KARTIKATAMA METRO and graduating in 2018. Then the writer continued to study at IAIN Metro Lampung by taking the concentration of English Education Department (PBI). In 2019 the writer served as Deputy Chairman of the HMJ TBI Faculty of Tarbiyah and Teacher Training, Member of the Indonesian Islamic Student Movement (PMII) and in 2021 the writer also served as Deputy Chairman of the Student Senate Faculty Tarbiyah and Teacher Training (SEMA FTIK) IAIN Metro Lampung, Until now, the writer is still following the IAIN Metro Organizing.