

The EFFECTIVENESS OF USING WALKING GALLERY IN IMPROVING SPEAKING ABILITY OF RECOUNT TEXT AT GRADE X KULINER 2 SMKN 9 PADANG

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Abstract

The purpose of this study was to determine the significant effect of using the Walking Gallery strategy on students' speaking ability in recount text. This research was conducted at SMKN 9 Padang. The researcher took a sample by using a purposive sampling technique with certain considerations and in accordance with the researcher goals, students at grade X kuliner 2 had criteria that matched the research objectives, therefore the researcher chose a sample in class X kuliner 2 with 33 students. They were taught by using the Walking Gallery strategy. The research method was quantitative with a pre-experimental approach. The instrument of the data collection was a speaking test. The group were given a pre-test and post-test and this test was conducted to see whether the used of the Walking Gallery strategy can improve students' speaking ability or not. After the data was collected, then the data was analyzed using the t-test formula. The results of the analysis showed that the t-test (26.3) was higher than the t-table (2.03) with a significant level = 0.05. The result showed that alternative hypothesis (H_a) has been accepted, whereas null hypothesis (H_0) has been rejected. This indicates that there was a significant effect of using the Walking Gallery strategy on students' speaking ability in recount text.

Key words

Effectiveness, Improving, Ability, Speaking, Recount text, Walking Gallery

Introduction

Speaking is a form of two-way communication, and speaking is an activity to communicate verbally, which involves listeners and speakers. Speaking is one of skill in the four English skills, namely reading, listening, speaking, and writing. Speaking is the most important of the four skills because people who know a language are usually called speakers of that language. Kosdian (2016) states that of all four skills (listening, reading, speaking, writing), speaking seems to be the most important because people who know languages are referred to as 'speakers' of that language, as if speaking includes

all other types know the language." The main goal of all English learning is to enable students to use English effectively to achieve better communication.

Meanwhile, teaching speaking is to produce English speech, sounds, patterns, and fluency. Teaching speaking can organize students' thoughts in a meaningful and 2 logical sequence and share spoken. Teaching speaking skills is vital to language education as it empowers students to communicate effectively in various personal, academic, and professional contexts. In addition, the teacher needs to devise a strategy for teaching speaking ability.

Therefore, the researcher used a walking gallery strategy to improve student speaking abilities. The Walking Gallery is an active teaching strategy that gets students out of their seats and moving around the classroom to different study stations displaying their work related to class activities (Malizia, 2015). A Walking Gallery is an instructional strategy where visual materials or displays are strategically placed around a physical space, such as a classroom or hallway, to engage learners in interactive and immersive learning experiences. It involves creating a series of visuals or exhibits that students can explore and interact with as they move around the designated area.

Consequently, the use of a Walking Gallery can be used to improve speaking skills. The researcher chooses to use Walking Gallery in teaching recount text. Recount text is a genre that focuses on retelling past events or personal experiences. By incorporating the walking gallery strategy into the teaching of recount text.

Based on the researcher's observation when conducting PLK, some phenomena happened at students' SMK N 9 Padang. First, students need more motivation to learn to speak English. Second, students feel that learning to speak is a monotonous activity. Moreover, they feel anxiety when speaking, and students are less active in the classroom when learning to speak because traditional strategies are too teacher-centered. The fear of making mistakes or sounding unintelligent can create anxiety and discourage them from participating in speaking activities.

Based on the problem above, the researcher conduct research with the title "The Effectiveness of Using Walking Gallery in Improving Speaking Ability of Recount Text at Grade X Kuliner 2 SMKN 9 Padang."

Literature Review

According to Nunan (2018), speaking ability is a crucial component of any curriculum meant to teach students learning English. It means that speaking as the primary mode of communication is an important component of the curriculum in every school, and students are instructed to learn English to develop pronunciation and make sounds that match the pronunciation.

Speaking is a fundamental aspect of human communication and involves producing and articulating spoken language. It encompasses various aspects that contribute to effective and meaningful communication. According to Duong (2014), grammar, fluency, precision, vocabulary, and pronunciation are often regarded as the most important qualities of speaking.

Teaching speaking is an important element in any language, not just as the primary communication medium of a classroom but also because it provides education affordances and contributes significantly to curricula content and teaching results. According to Pare (2022), teaching speaking is communicative efficiency. This means that the learners should be able to understand themselves in such a way as to enable them to take full advantage of their existing skills. It means that teaching speaking is not only through oral but can offer as a communicative medium in class and become an important component. Moreover, as explained by Brown (2007), teaching means include guiding and encouraging learning, enabling the learner to learn, and establishing learning circumstances. In teaching, the teachers have to make the learners achieve particular subjects or ability.

Recount text is the simplest type of text in this genre. According to Knapp (2005), a recount is a sequential text which is nothing more than a sequence series of events. Recount is a text that tells the audience what happened in the past. Recount text is a function of text to tell events in the past. That is, recount text has a storyline about past events to entertain readers while enjoying the text. Alnoori and Musawi (2018) state that the simple past is an action or state that has been completed. This means that the simple past tense is a grammatical formula that describes events that have occurred or have been completed, while the simple past tense is always used in writing recount texts.

According to Maulana (2021), the recount text also aims to inform or entertain listeners and readers. Hartono (2005) It is also stated that a recount text is a genre that recounts events to educate or entertain. In general, the purpose of recount text is to tell experiences. This means recount texts with general meanings are used to inform and entertain listeners and readers when telling experiences. In short, recount text is a text that tells about past experiences in a time sequence that occurred in every activity that aims to provide information or entertain listeners and readers.

Stubbs (2000) further categorizes recount texts into various categories. First, a factual recount focusing on accurately recalling events can range from an everyday task like a school accident report to a formal, structured research task like a historical recount. Second, a procedural recount documents completing a task or procedure. A third characteristic of a biographical recount

is using a third-person narrator. Lastly, the author's or speaker's personal experiences form the foundation of a personal narrative.

There are three main parts to a recount text's general structure. According to Sianipar (2020), the generic structure is divided into three categories. First is orientation. Orientation tells basic information that the reader should know. Here explains who is in the story, when and where the author will tell the place, and how the story happened. Second, is the events. Here tells what happened in the story in chronological order and time sequence that occurred at the event. The third is re-orientation. Re-orientation in this section, the author concludes closing the story.

Walking Gallery is an instructional strategy that promotes active student participation and collaboration. It entails setting up a classroom or learning environment where students examine and discuss visual or written content related to a particular topic or theme at various stations or displays. Malizia (2015) states that a walking Gallery is an active teaching strategy that gets students out of their seats and moving around the classroom to different learning stations that display artifacts related to the class activities. In addition, this strategy helps students further develop their mindset about texts, especially recount texts, to meet reading expectations and engage in group conversations to achieve speaking and listening expectations. This Walking Gallery creates student collaboration with one another and makes students creative in various exciting and interactive ways.

Siska Bintang Permata (2022), with the aim of: "The Effectiveness of the Gallery Walk Method in Teaching Speaking Skills at SMAN 2 Ponorogo". This study aimed to determine whether the gallery walk method affects speaking skills in SMAN 2 Ponorogo. The method used in this study is a quantitative 23 method with a quasi-experimental design. The researcher used a sample of 72 students divided into 2 classes: the control class and the experimental. The researcher chooses the sample by random sampling technique. The instrument used in this study was a test. Where there are 2 tests, namely the pretest and the posttest. From the results of the posttest, the average learning outcomes of the two classes were obtained shows a very significant change. the hypothesis test shows that the results obtained are very maximal it can be said that the use of the gallery walk method is effective in teaching speaking skills in class.

Research Method

This is pre-experimental research that consists of only one group pre-test and post-test. This research is using quantitative method. This research was conducted at SMKN 9 Padang. The subject of this research is grade X Kuliner 2 in the academic year 2023/2024. SMKN 9 Padang is a vocational high school that

is a school that is located at Bundo Kanduang Street No 18 Padang, the subject with the total sample 33 students.

In this research, the instruments used to collect data in this study are tests and documentation, the speaking test, for this research. The test was given by the teacher to the students to determine their scores. Pre-test and post-test were administered to the students once. The pre-test assessed the student's speaking test before any treatment was given. The post-test measured the improvement in students' speaking ability after the treatment was provided.

Findings and Discussion

This study aims to determine the effectiveness of using Walking Gallery in improving speaking ability of recount text at grade X kuliner 2 SMKN 9 Padang. To explain how the Walking Gallery strategy can improve speaking ability through recount text of grade X kuliner 2 SMKN 9 Padang. This research findings are related to the analysis of pre-test and post-test scores, mean scores, and t-test scores. The findings were described as follows.

Pre-test

The pre-test was used when the delivery of material is going to take place with the aim of knowing how far the material to be studied has been mastered or not mastered by students. When doing the pre-test, the researcher would explain the material that would be studied by students, namely recount text. The researcher would explain the meaning of recount text, types of recount text, generic structure, and language features used in recount text. After explaining a recount text material, the researcher gave questions in the form of commandsto tell their personal experiences during the holidays, after which students were asked to come forward one by one to convey their experiences in front of the class. Pre-test results data were assessed used 5 aspects of assessment in the pre-test, namely, grammar, fluency, accuracy, vocabulary, and pronunciation.

Table 1. Classification of Students' Pre-test Score

No	Aspect	Symbol
1	Grammar	G
2	Fluency	F
3	Accuracy	A
4	Vocabulary	V
5	Pronunciation	P

(Doung(2014)

$$\bar{x} = \frac{\Sigma Fx}{N}$$

$$\bar{x} = \frac{2226}{33}$$

$$\bar{x} = 67.4$$

Table 2. The Score of Pre-test

TOTAL	2226
MEAN	67.4

From the result of pre-test above, students getting an average score of 60 to 70, and this was still below the KKM, where the KKM for English subjects at SMKN 9 Padang is 75. The test results show the highest score in this pre-test was 83, the lowest score was 48 and the total score was 2226 a score of 67.4 is considered to be mean or average for the pre-test. The pre-test data above showed that students are getting an average score from 50 to 60. The score is still below the KKM of English subjects in SMK N 1 Sumatera Barat, which is 75. From the table above, there were 24 students with scores below the KKM, and only one got a 75. It can be concluded that the students' reading comprehension achievement still needs to improve.

Post Test

Post-test was a form of test that would be given to students after treatment with the aim of whether students experience an increase in learning outcomes after using the Walking Gallery strategy.

$$\bar{y} = \frac{\Sigma Fy}{N}$$

$$\bar{y} = \frac{2921}{33}$$

$$\bar{y} = 89$$

Table 3. The Score of Post-test

TOTAL	2921
MEAN	80

Table 4. Differences Between Pre-test and Post-test

	Pre-Test (X)	Post-Test(Y)	Difference score (d)	Xd	Xd ²
TOTAL	2226	2921	695	0.3	690

Based on the data presented in the table, it is showed that the cumulative pre-test (X) score, including 33 students, the total is 2226, whereas the cumulative post-test (Y) score reached 2921. From the results of the pre-test and post-test, there was a significant influence of the Walking Gallery strategy in recount text, which can be seen from the results of the test carried out by class X Kuliner 2. The overall difference score (d) amounted to 695, the overall Xd amounted to 0.3, whereas the total amount for Xd2 was calculated as 690.

The following is the formula for finding the Md score to find out the score results from Xd:

$$Md = \frac{\sum d}{N}$$

$$Md = \frac{695}{33}$$

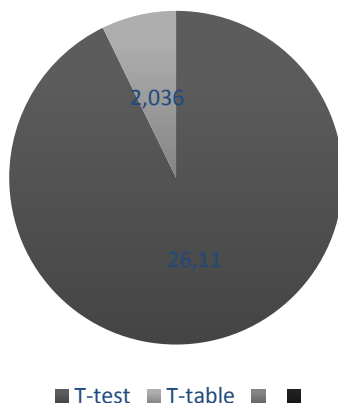
$$Md = 21,1$$

Table 5. T-test of the Students in Speaking Ability

Speaking Ability	T-test	T-table	Comparison	Classification
Pre-test	26,11	2,036	T-Test >T-Table	Significantly

and Post-test score				different
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Comparison of T-test and T-table



Based on the table above, there is a comparison between the T-test and T-table scores for the pre-test and post-test of speaking ability. Based on this table, the T-test results are greater than the T-table, which means the scores are very significantly different.

based on the data presented in the table. This is utilized in the process of obtaining a t_{test} value of 26,11 and the t_{table} value 2,036, it can be concluded that the calculated t_{test} value exceeded the critical t_{table} value ($t_{test} > t_{table}$). The results of the study show that there are differences in students' speaking ability in recount texts. this shows that the Null Hypothesis (H_0) is incorrect, because it is not proven that the Null Hypothesis (H_0) is not significant to the effectiveness of using the Walking Gallery strategy in recount text. While the Alternative Hypothesis (H_a) proved that significant influenced on the effectiveness of using Walking Gallery strategy in recount text.

Conclusion

Based on the results of the research, there is a significant effect of using the Walking Gallery Strategy. this is evidenced in the results of the test scores given by the researchers where the pre-test score was 67.4 and the post-test was 89, with the t_{test} value exceeding the critical t_{table} ($t_{test} > t_{table}$) of these two tests there is a very significant difference before treatment and after treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This study found that there was a significant difference in the speaking ability of students who were invited to use the Walking Gallery strategy and students who were taught without using the

Walking Gallery strategy. From the above results, the use of the Walking Gallery strategy in improving students' speaking ability is able to make students speak confidently and be more active in class. this can be seen from the development of the results before and after treatment.

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