

ABSTRACT

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In English learning schools there are many problems, common problems in learning English include the low interest in students' learning so most of the students are passive in the teaching and learning process. Many factors affect the occurrence of inhibiting in the learning process, including students who do not master English vocabulary, students who cannot concentrate, decreased interest in learning, some students who do not master the subject matter that has been delivered by the teacher, and many other inhibiting. Based on this, the teacher then carried out learning using the Gallery walk technique for 8th-grade students at Mts QodiriyahDemak, with the Gallery walk technique proven to be able to change students' passivity and able to improve the speaking skills of 8th-grade students at Mts QodiriyahDemak. Therefore, researcher are interested and want to investigate more deeply how to apply the Gallery walk technique to class VIII students at Mts QodiriyahDemak.

The aims of this study were: (1) to determine the implementation of the Gallery walk technique to improve speaking skills in 8th-grade students of Mts QodiriyahDemak. (2) to find out the supporting factors, inhibiting, and problem solutions in the implementation of the Gallery walk technique to improve speaking skills in 8th-grade students of Mts QodiriyahDemak. This study uses a qualitative research approach with descriptive methods. Data collection techniques used are observation, interviews, and documentation.

This study succeeded in obtaining the findings: Mts QodiriyahDemak has applied the Gallery walk technique during English language learning, namely by dividing groups, naming groups, giving 2 tasks to visit and maintain galleries, giving appreciation, and finally each group presenting in class. The supporting factor for the implementation of the Gallery walk technique in the classroom is the classroom environment and the majority in one class can speak English more than 50 percent. The inhibiting factors are different English skills in one class, passive students, time, and hyperactive students. The solution to overcome these factors is to provide a minimum standard that must be achieved by students using the teacher giving remedial tests to students. The division of groups must be fair and equitable, create a timeline and provide rewards and punishments. The Gallery walk technique is very much needed by teachers to improve students' speaking skills in English subjects because it emphasizes cooperation and student activities while studying.

Keywords: Gallery walk, Speaking Ability, Students