CHAPTER 1
INTRODUCTION

A. Research Background

The learning process as a vehicle for channeling communication between teachers and students, as well as between students and learning resources (other than teachers) is expected to be a process of motivation and student participation in teaching and learning activities. The success of learning to achieve the specified competency standards is very dependent on the ability of teachers to manage learning well and can create situations that allow children to learn. The low quality of learning has an impact on the ineffectiveness of the teaching and learning process. The cause can come from the students themselves, teachers, or infrastructure. Interest, motivation and low level of student learning participation, less creative and innovative teacher performance, and inadequate facilities and infrastructure are factors for less effective learning.[1]

In English learning schools, there are many problems, common problems in learning English include the low interest in students' learning so that most of the students are passive in the teaching and learning process. Many factors influence the occurrence of inhibiting in the learning process, including students who do not master English vocabulary, students are unable to concentrate, learning interest is decreasing, some students do not master the lesson materials that have been delivered by the teacher, and many other inhibiting. that must be faced by teachers in learning activities.[2]

The lack of student participation in learning English is a problem in the classroom, the role of the teacher is very important in developing and cultivating active learning in the classroom so that active participation of students can be formed properly. Student activity in learning is very important to support teaching and learning activities and participation is

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[1]Ahdar Djamaluddin dan Wardana, *Belajar Dan Pembelajaran 4 Pilar Peningkatan Kompetensi Pedagogis* (Parepare: Cv. Kaaffah Learning Center, 2019).

[2]I Gusti Ayu dan Agung Dian, "Kendala Dalam Bahasa Inggris Dan Cara Mengatasinya" 1, no. 2 (2021): 64–70.

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important in the learning process so that the relationship between teachers and students can be well established.[3] That's all, cooperation is also an important thing that must be applied in learning, wherever it is. Cooperation can facilitate a goal in the learning process. But in reality, the problem faced today is that cooperation and student participation are not yet optimal. The problem is that students go to school using a limited way of learning, only by listening to the teacher's explanation and not trying to understand the content of the field of study taught by the teacher. Such learning is deemed less effective in achieving learning objectives. Learning that is only oriented to learning outcomes will certainly have a less positive impact on students because students will tend to be pope, individualistic, less tolerant, and far from shared values.[4]

اقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ۝ خَلَقَ ٱلْإِنسَٰنَ مِنْ عَلَقٍ ۝ ٱقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ۝ ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۝ عَلَّمَ ٱلْإِنسَٰنَ مَا لَمْ يَعْلَمْ ۝

"Proclaim! (or Read!) in the name of thy Lord and Cherisher, who created. Created man, out of a (mere) clot of congealed blood. Proclaim! and thy Lord is most bountiful. He who taught (the use of) the pen. Taught man that which he knew not." (Q.S. Al-Alaq: 1-5)[5]

Based on the verse above, in the prespective of the Islamic religion, learning is an obligation for every individual who believes in acquiring knowledge as process that will result in changes in the individual. Therefore, this can obtained through the learning process. The explanation from Surah Al-Alaq 1-5 shows that learning has an affect in life to acquire knowledge.

Learning should pay attention to the individual conditions of students as people who will learn. Students are individuals who are different from each other, therefore learning should

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[3]C Asri Budiningsih, "Karakteristik siswa sebagai pijakan dalam penelitian dan metode pembelajaran," n.d., 160–73.

[4]Belajar Peserta dan Didik Smk, "206 faktor-faktor yang mempengaruhi rendahnya partisipasi belajar peserta didik smk" 6, no. 2 (2019): 206–19.

[5] Abdallah Yousuf Ali, "*The Glorious Kur'an: Translation and Commentary.*" (Beirut: Dar Al-Fikr, 2002), p. 1761-1762.

pay attention to the individual differences of students so that learning can be carried out effectively to change the condition of students from those who do not understand to understand, from those who do not understand to understand and from those who behave less better be better to learn. To solve this problem so that it doesn't drag on, a teacher or educator must be a problem solver or problem solver and be able to develop new ideas and innovations so that students are motivated to learn. An understanding of the subject of learning must be possessed by teachers or education personnel in the field of English to be used as a foothold in developing learning techniques, one of which is using the gallery walk learning technique.[6]

The Gallery walk technique is a discussion technique in which students get up from their chairs and are actively involved in understanding the main concepts of the material, writing them down and presenting them in public. Thus, students are required to be able to develop their thinking skills, which ultimately affects learning outcomes. Learning outcomes can show the level of students' abilities in participating in learning. In the Gallery walk technique, students can find their own direct experience, act independently to develop all aspects of the student's personality, cultivate harmonious cooperation among students so that students can learn and work based on their own interests and abilities which can be useful for addressing individual differences and cultivate student discipline in study.[7]Gallery Walk technique is very influential on skills, especially on speaking skills. Because the Gallery walk technique itself is a teaching technique that is grouped together in a cooperative learning model. This technique focuses on the ability of students to explore and express or express their thoughts and ideas through mini-team negotiations while walking as if they were in an exhibition. This technique is not only useful for those who are active and skilled in speaking, it is also very helpful for those

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[6]I T A Rosita, "Meningkatkan Kerja Sama Siswa Melalui Pembelajaran Kooperatif Tipe Think Pair Share" 3, no. 1 (n.d.): 1–10.

[7]Mei Susiatun, "Penerapan metode gallery walk terhadap hasil belajar recount text siswa sma kelas x ipa," n.d., 166–69.

who are less skilled in speaking skills, because this technique prioritizes mutual support among team members and also explains their work which is displayed in the class Gallery. In addition, students can also eliminate boredom sitting in class by moving from one exhibition to another and viewing and commenting on any writing or material displayed in the Gallery so that their interest in learning automatically affects their learning outcomes. The gallery walk technique is a technique effective and efficient which can affect students' abilities, especially in speaking skills. The impact of the Gallery walk technique is very clear when the Gallery walk technique is applied. On the other hand, using the gallery walk technique can make students happy, enthusiastic and active in learning activities. so that it is easier for students to share and express thoughts, ideas, ideas and knowledge to someone. In addition, students can learn from someone about an explanation that students do not know.[8]

With the Gallery Walk learning technique, students will be more active in the learning process and make it easier for students to understand the material being taught. By understanding the material being taught optimally and maximally, student learning outcomes will increase. The Gallery Walk learning technique will improve student learning outcomes and activities. In addition, the Gallery Walk learning method is applied by an English teacher at Mts Qodiriyah Demak with an interesting concept map media. With this kind of learning, it is hoped that it will further turn on the participation of students in the learning process so that students are more active and communicative both physically and psychologically and can also train students to work together and respect the work of fellow students.[9]The Gallery walk technique is one of the most multifunctional student-focused activities. Because Gallery walk itself is a cooperative learning in which students collaborate with each other in a mini team to express each other and share their assumptions and ideas with

[8]M Arif Rahman Hakim dkk., "Gallery Walk Technique in Improving Students ' Speaking Skill" 4, no. 1 (2019).

[9]Hendra Lardiman dan Okti Wilymafidini, "Pengaruh Metode Pembelajaran Gallery Walk terhadap Hasil Belajar IPA Terpadu" 16, no. 2 (2020): 178–84.

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other students. Students must negotiate something and be actively involved in integrating knowledge, writing and especially skills. speak in front of a crowd. By using the gallery walk technique, students are able to engage their sentimental power to gain something new, namely knowledge and encourage them to actively increase their confidence in English, especially in speaking skills. The Gallery walk technique requires students to be actively involved as they walk throughout the class. They work together in small groups to share ideas and respond to meaningful questions, descriptions, and problem solving situations or texts. gallery walking technique can improve students' speaking skill. He also concluded that the gallery walk technique can make students more relaxed in the teaching and learning process because the atmosphere of the learning process is not too formal. Students can express what they want to say and can improve their speaking skills to share their ideas.[10]

Based on an interview with Mr. MiftakhulUlum, M.Pd. as a teacher of English education subjects at Mts QodiriyahDemak school, showed that the English learning process had not run optimally. There are several problems faced by teachers in the classroom, including: Students are passive in the learning process and lack of cooperation between students or can be called (individualist).[11]Based on this, the teacher then carried out learning using the Gallery walk technique in grade 8 at Mts QodiriyahDemak, with the Gallery walk technique it was proven to be able to change students' passivity and be able to improve speaking skills of grade 8 students at Mts QodiriyahDemak. Therefore, researchers are interested and want to research more deeply related to how the implementation of the Gallery walk technique in 8th grade students at Mts QodiriyahDemak.

Based on the background of the problem above, the thesis title is formulated as follows: "THE IMPLEMENTATION OF THE GALLERY WALK TECHNIQUE TO IMPROVE

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[10]Farrah Zakiyah Anwar dan Universitas Muhammadiyah Surakarta, "Enhancing Students ' Speaking Skill through Gallery Walk Technique," no. September (2020), https://doi.org/10.18326/rgt.v8i2.384.

[11]Miftakhul Ulum, M.Pd., interview, 19 February 2022

SPEAKING ABILITY ON 8TH GRADE SUDENT AT MTS
QODIRIYAH DEMAK".

B. Scope of The Research

In this study, the researcher wanted to know the implementation of the Gallery technique in learning English. This scope focuses on learning English with the Gallery walk technique which has already taken place and has been taught at Mts QodiriyahDemak.

C. Research Problem

Based on the research background, the research problem can be formulated as follows:

1. How is the implementation of the gallery walk technique to improve speaking ability on 8TH garde student at Mts QodiriyahDemak?
2. What are the supporting and inhibiting factors in the implementation of the Gallery walk technique to improve speaking ability on 8TH garde student at Mts QodiriyahDemak?

D. Research Objective

Based on the research problems above, the research objectives are to find out:

1. To know implementation of the Gallery walk technique in the eighth grade at Mts QodiriyahDemak.
2. To know the supporting and inhibiting factors in the implementation of the Gallery walk technique in eighth grade students at Mts Qodiriyahdemak.

E. Research Significances

Based on the research objectives above, this research is expected to benefit readers, both theoretically and practically. Which are as follows:

1. Theoretically

This research is expected to provide information and develop knowledge related the implementation of Gallery Walk technique.

2. Practically

The researcher hopes that the result of the research will be helpful for:

a. For students

This research is expected to provide understanding to students in learning English, especially in the implementation of Gallery Walk technique.

b. For teachers

This research is expected to benefit teaching and learning activities the implementation of Gallery Walk technique concerning cooperative learning that involves students being active in group learning in the classroom. In addition, the teachers are expected to improve the system of learning activities well.

c. For the future researcher

The researcher hopes that this study's findings can benefit other researchers who want to study the same topic. Then, it is expected that future researchers can improve and perfect the.