

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Gallery Walk Technique

a. Definition of Gallery Walk

According to Melvin L. Silberman Gallery walk is part of active learning. Gallery walk consists of two words gallery and walk. Gallery has the meaning of show. While walking has the meaning of moving, active. So, the gallery walk is an activity to promote student results or skills, which are then assessed by other students. So that students can reflect when the target comes back from their classmates. Gallery in the Big Indonesian Dictionary is defined as a place used to promote works of art. Gallery walk is a method for evaluating and reviewing what students have learned during the learning process. Gallery walk is a learning that can trigger students' sentimental ability to gain new insights and can facilitate memory if something found is seen directly. Gallery walk can also motivate students' activeness in the learning process because if something new is found that is different from one another, it can correct each other between fellow students, both groups and between students themselves. This condition can make student learning more enjoyable, so that the expected learning objectives can be achieved.¹

According to Francek in the Journal of College Science Teaching, that the Gallery Walk is an assessment method that invites students to take notes, either in writing, even though the scheme is in accordance with the circumstances, or it could be during negotiations at each stage. opportunity. to display in front of the class. Each group evaluates the work of other groups on display, then discusses it

¹Fitri Dengo, "Penerapan Metode Gallery Walk Dalam Meningkatkan Hasil Belajar Peserta Didik Pada Pembelajaran IPA," *Jurnal Pendidikan Islam* 6 (2018): 40–52.

during the team talk and provides feedback. The display of work results is carried out when students have completed their assignments. After all teams have done their work, the teacher provides conclusions and clarifications if there is something that needs to be clarified from the students' understanding. That way they can learn more satisfactorily so that the desired learning goals can be realized.²

Meanwhile to Yusnidar Gallery Walk is a method to measure and bring to life what students have learned after a series of lessons. Linguistically, Gallery Walk consists of two syllables, Gallery and Walk. The gallery is an exhibition. Exhibition is an activity to introduce works, products or ideas to the general public or in public. For example, exhibitions of books, writings, paintings and so on. While Walk means to walk step.³ So, Gallery walk is a discussion technique that makes students get up from their seats and be actively involved in integrating important knowledge points, taking notes, and discussing in public. This technique also builds attention and competence in group formation.

According to Gufron, Gallery walk as cooperative learning. The gallery walk guides students to exchange ideas and present activity products to each team to be exhibited and discussed in class. Each group is responsible for responding to the results of the other teams' assignments on display, where the excavation of the results of the assignments is carried out when students have done their assignments according to the topics that have been given. So that each part of the team has the opportunity to present their participation

²Yusnidar, "Penerapan Metode Gallery Walk Untuk Meningkatkan Kemampuan Menulis Teks Analytical Exposition Bahasa Inggris Siswa Kelas Xi Ipa-1 Man Model Banda Aceh," n.d.

³Yusnidar, "Penerapan Metode Gallery Walk Untuk Meningkatkan Kemampuan Menulis Teks Analytical Exposition Bahasa Inggris Siswa Kelas Xi Ipa-1 Man Model Banda Aceh".

and share and listen to the views and thoughts of other teams.⁴

So it can be concluded that the gallery walk is a technique that can invite students to be actively communicative and productive to recall the English subject matter that has been learned by discussing with their teammates and the results of the discussion are then displayed with the aim of students with other teams. can see the results of the discussion and can ask questions to other groups.

b. Gallery Walk Steps

In the gallery walk learning technique, there are several steps that can be applied, namely explaining the lesson to be conveyed, but only in essence, not comprehensive. The steps according to include:

1. Students are divided into several teams consisting of 3 to 4 students. This number can be matched with the number of students in the class.
2. Each team is appointed by one group to be the team leader, then the teacher appoints the head of each team to come forward and be given instructions regarding the lessons learned from each team.
3. After being given instructions, each team leader is invited to return to their respective groups to present to their respective team members.
4. Each team is given Hvs paper or cardboard or manila paper and asked to make notes, which can be in the form of drawings or schematics on prepared paper containing the results obtained through deliberation.
5. Students are given time to work. After the allotted time is up, each team is asked to walk, observe, take notes, ask questions, and correct the work of each different team.
6. Students return to their respective groups.

⁴Novia Sri Utami Ningsih, "Strategi Guru Dalam Mengimplementasikan Metode Gallery Walk Untuk Meningkatkan Hasil Belajar Akidah Akhlak Kelas VIII Mts Yti Nguling," 2018, [http://repository.uinbanten.ac.id/3218/%0Ahttp://repository.uinbanten.ac.id/3218/3/BAB 1%2C2%2C3.rtf](http://repository.uinbanten.ac.id/3218/%0Ahttp://repository.uinbanten.ac.id/3218/3/BAB%201%2C2%2C3.rtf).

7. The teacher asks a representative from each group to present the results of their discussion in front of the class then asks a representative from each team to respond to the work of all groups in the form of advantages and disadvantages as well as suggestions.
8. The teacher explains and explains the results that are lacking and provides conclusions on all the lessons that have been studied together.⁵

c. Speaking Skills

According to Bygatespeaking is a tool in the diversity of languages studied, one of which is English. Speaking is not just saying a series of words in the correct pronunciation. A person can be called a good speaker, namely where the person who speaks or the speaker is able and can convey something that is on his mind well and the listener can understand what the speaker is talking about. so speaking is a tool to learn all kinds of one's language. In speaking there must also be a listener, namely the opponent in speaking so that something can be said to speak good and right.⁶

Based on Lasim Muzammil speaking is one of the abilities in English to express opinions, comment, and reject the opinions of others.⁷ Using speaking is very helpful when communicating with others, for example during presentations, giving speech, and others.

Then According to Supriyadi Speaking is one of the language skills that is very important supports other sciences. However, so far speaking skills have not received more attention from teachers, as are other language skills (listening, reading, and

⁵Diah Hany Hany Retnosari dan Musaadatul Fithriyah, "Efektivitas Metode Gallery Walk dalam Meningkatkan Hasil Belajar Fiqih Kelas V SD/MI," *At-Thullab : Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 4, no. 2 (2020): 119, <https://doi.org/10.30736/atl.v4i2.283>.

⁶aidil Syah Putra Dkk., "The Correlation Between Motivation And" II, no. 1 (2017): 36–57.

⁷ Lasim Muzammil, "Model Pembelajaran Speaking Bagi mahasiswa Jurusan Pendidikan Bahasa Inggris dengan Melihat Video Berbahasa Inggris yang Menggunakan Subtitle L2," (2015): 1.

writing). Although speaking has not yet received an important role by the teacher, speaking has become a very fundamental skill in language, it seems that speaking a language will never exist, therefore speaking is said to be an instrument or tool to support science.⁸

Meanwhile According to Ladouse speaking is an activity to explain someone in a certain situation or activity to report something. so speaking is an activity to convey an idea of information to someone in the existing situations and conditions,so that any ideas and information can be channeled through speaking.⁹

So it can be concluded that speaking is a skill and ability possessed by humans and is the most important means in human life in order to be able to interact with fellow humans, speaking becomes a medium for conveying ideas and information obtained. conversing, exchanging ideas and ideas, therefore speaking becomes a skill in language.

d. The Relationship Between Gallery Walk Technique and Speaking Ability

The gallery walk technique is an activity that focuses on the student learning process. In addition, the Gallery walk technique is a learning that requires collaboration between students. By using the gallery walk technique, students are able to engage their emotional strength and enthusiasm to learn new knowledge and encourage them to be active in increasing their confidence to learn languages, especially in speaking skills. The gallery walk technique allows students to be actively involved in the classroom. Students work together in small groups to share ideas and respond to meaningful questions, descriptions, and problem-solving situations or texts. The gallery walk technique can improve students'

⁸Sekolah Dasar dkk., "This research aims to find out 1) the quality of speaking learning process" 4 (2016): 128–44.

⁹Atik Rokhayani dan Agung Dwi Nur Cahyo, "Peningkatan Ketrampilan Berbicara (Speaking) Mahasiswa Melalui Teknik English Debate," 2015, 224–33.

speaking skills in two cycles. The gallery walk technique can make students more enjoy in the teaching and learning process because the atmosphere of the learning process is not too formal, students can express what they want and can improve their speaking skills to share ideas with other friends in front of the class. The gallery walk technique can build a good learning community, students can be more independent in class, have more opportunities for students to learn, and develop.¹⁰

Speaking is a statement or expression of one's thoughts and feelings in the form of language sounds. The ability to speak is the ability to say words to express thoughts, ideas and feelings. Speaking is one of the language skills in everyday life. Someone more often chooses to speak to communicate, because communication is more effective if done by talking. Speaking plays an important role in everyday life. Talking alone has several components including; phonology or sound, sentence structure, vocabulary, and fluency or accuracy.¹¹

Then, if the Gallery walk technique and speaking skills are connected, the two are interconnected, because the Gallery walk itself is a technique that invites students to always hone their speaking skills with the gallery walk technique, students are trained to make independent presentations in turns representing the group, that's where their speaking skills come from. tested and trained, it can be said that the Gallery walk technique is a support or complement to the needs of students in the realization of their speaking skills in the English language learning process, the gallery walk

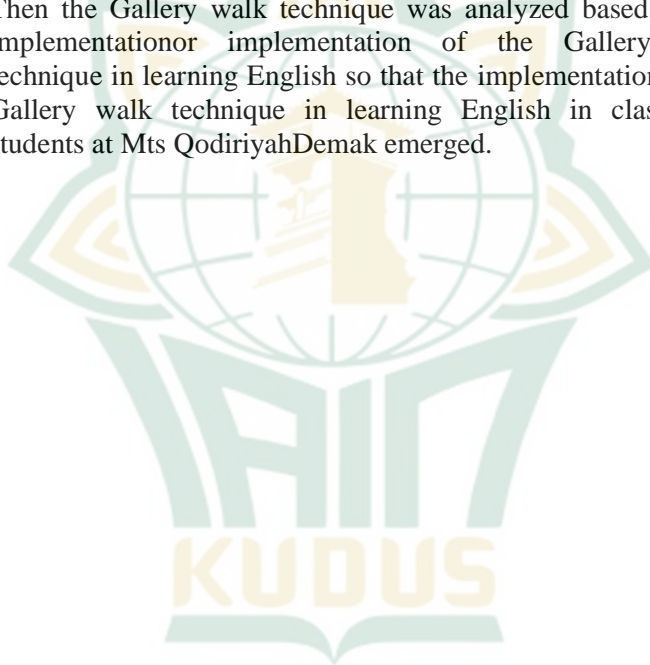
¹⁰Hakim dkk., "Gallery Walk Technique in Improving Students' Speaking Skill."

¹¹Sri Utami dan Universitas Wisnuwardhana Malang, "Pengaruh kemampuan berbicara siswa melalui pendekatan komunikatif dengan metode simulasi pada pembelajaran bahasa indonesia," n.d., 58–66.

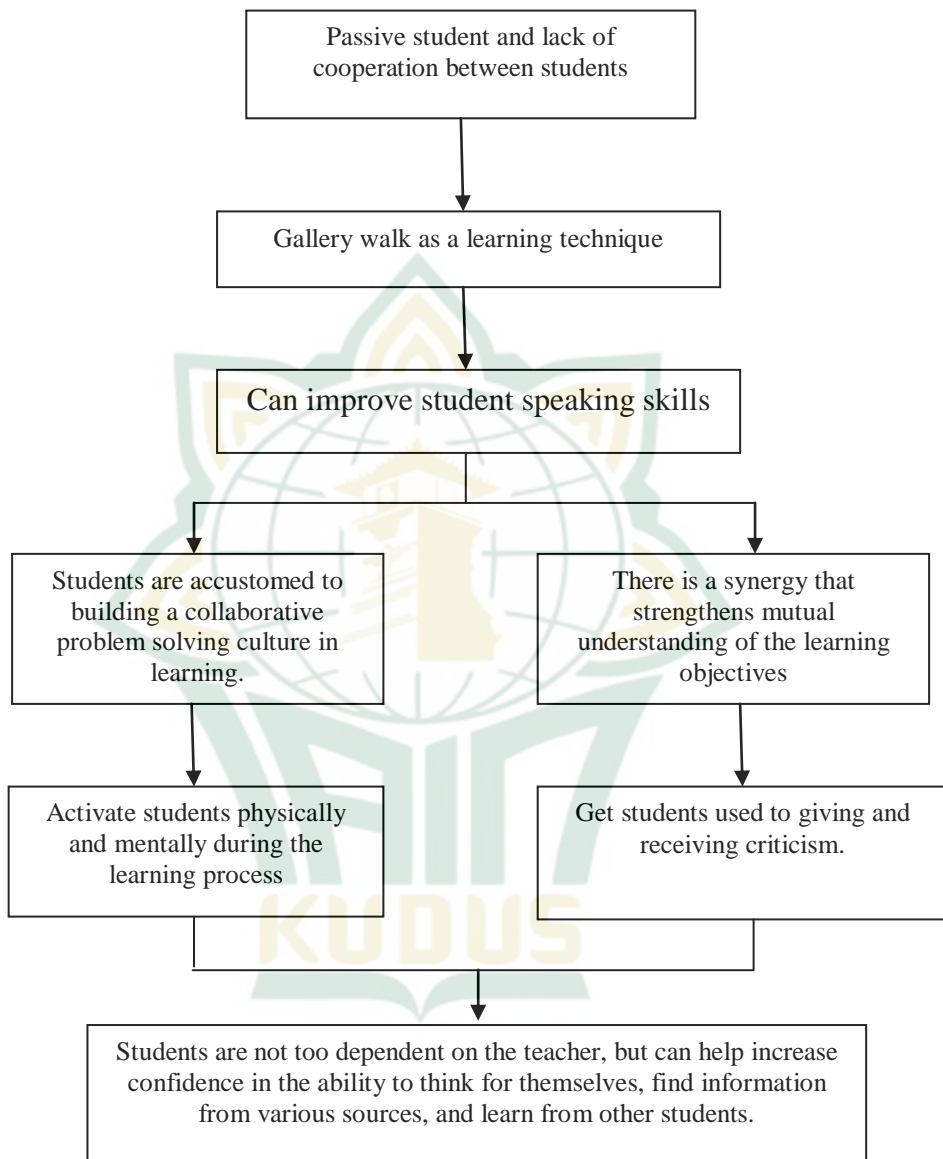
technique is part of the right strategy and a good solution. to improve speaking skills.¹²

B. Theoretical Framework

Judging from the framework above, it can be explained that the presence of student passivity and lack of student cooperation in learning English can use the Gallery walk technique as an appropriate, effective and efficient learning technique in learning English in the classroom. focus of research and learning English as an object or research material. Then the Gallery walk technique was analyzed based on the implementation or implementation of the Gallery walk technique in learning English so that the implementation of the Gallery walk technique in learning English in class VIII students at Mts Qodiriyah Demak emerged.



¹²Caroline V Katemba dan Randison Buli, “Improving Speaking Skills Using the Gallery Walk Technique” 17 (2018): 98–103.



In the process of teaching and learning activities, in its implementation learning techniques are needed, teaching techniques are needed, especially in English subjects which tend to use skill techniques such as reading, writing, memorizing and speaking, fostering students' opinion and

interpretation because of the techniques used. Using it can be said to be very boring, right, so students are less motivated and enthusiastic about learning English. Therefore this technique is done to avoid boredom and boredom of students. Because, if boredom has approached students, then the process of acceptance of what is being taught is not optimal. Of course, no teacher expects students to be bored with their lessons.

The technique that can be used to further advance students' interpretation is the gallery walk technique. Where this technique is active and responsive learning that focuses on students, is tied to clear activities, encourages children to think at a higher level, caters to children's different learning styles, motivates students to connect with learning, uses the teaching and learning environment as an instrument or resource learning. Focuses on students, the management of the teaching and learning environment makes it easier for students to carry out learning activities, educators control the student learning process and teachers give appreciation to students.

With responsive learning, students are not too dependent on the teacher, but can improve their own thinking abilities and skills, get information from various sources, and learn from other students. Responsive learning can foster competence in expressing ideas or ideas orally and comparing them with other students' ideas. Interaction during responsive learning can increase students' enthusiasm to be motivated in the learning process and provide understanding for thinking.

So that the level of student understanding develops marked by a good response to the development of student activities and productivity, the development of learning motivation and the development of learning outcomes in learning English which of course the results and learning objectives that have been arranged in such a way can be realized optimally with the use of active techniques. , responsive, interesting and effective in learning. With the implementation of the gallery walk technique in improving students' understanding in learning English.

C. Review of Previous Studies

The results of previous studies are an analysis of previous works that are in accordance with the theme at a glance the

implementation of the gallery walk technique for learning English, a study of English learning techniques:

1. Research conducted by NailahRizkaApifah's sister with the title EFFECTIVENESS OF THE USE OF THE GALLERY WALK TECHNIQUE ON STUDENT'S SPEAKING ABILITY This study aims to determine the effectiveness of using the Gallery walk technique on students' speaking skills. This research uses quantitative methods and the design is quasi-experimental. The results of this study indicate that the Gallery walk technique is effective in improving students' speaking skills.¹³ The similarity is that the authors and researchers examine the gallery walk technique. Another similarity is that the authors and researchers both use the gallery walk technique to improve students' speaking skills. is the author and researcher both doing research at the MTs level. Another similarity is that the author and researcher are both studying grade 8. The difference lies in the purpose of the study. The author conducts research with the aim of knowing the effectiveness of the gallery walk technique while researchers conduct research with the aim of knowing Implementation or implementation of the gallery walk technique Then the authors took the subject of only students, while the researchers took the subject of teachers, students, principals and vice principals of the curriculum. Furthermore, the method that the author used was a quasi-experimental method. ti uses qualitative methods. Another difference is that the author focuses on the effectiveness of using the Gallery Walk technique on the abilities of eighth graders in speaking in English (Speaking Ability), while the researchers focused on the implementation or implementation of the Gallery walk technique to improve students' speaking skills.
2. The research conducted by AsruantiRahmadani's sister entitled THE EFFECTIVENESS OF THE GALLERY WALK METHOD IN LEARNING TO WRITE POETRY IN CLASS IV STUDENTS OF MI MUHAMMADIYAH

¹³Nailah Rizka Apifah, "The Effectiveness Of Using Gallery Walk Technique On" (UIN SYarif Hidayatullah Jakarta, 2018).

TONROKOMBANG, PARIGI DISTRICT, GOWA REGENCY. Parigi District, Gowa Regency. The results of the study concluded that the gallery walk technique is an effective and efficient way to be applied in the classroom.¹⁴ The similarity lies in the authors and researchers both use the gallery walk technique as a learning method. Another similarity is that the authors and researchers use the technique gallery walk as a language support tool. The difference lies in the writer using the gallery walk as an effectiveness, while the researcher uses the galler walk technique as an implementation to improve speaking skills. Then the author only takes the subject of students, being The researchers took the subject of teachers, students, school principals and vice principals of the curriculum. Another difference lies in the authors conducting research at the MI level while the researchers conduct research at the MTs level. Another difference is that the authors focus on the effectiveness of the Gallery Walk method in Indonesian Language Learning for Class IV students. MI Muhammadiyah Tonrokombang, Parigi District, Gowa Regency. , while the researchers focused on the implementation, benefits, supporting factors, constraints, and solutions found in the implementation of the gallery walk technique. Another difference lies in the type of research, the authors use quantitative or pre-experimental research (one-to-one). pretest-posttest design group). While the researchers used descriptive qualitative research.

3. Research conducted by AdikAtikahRahmah entitled THE EFFECTIVENESS OF USING GALLERY WALKING ACTIVITIES TOWARDS STUDENTS' SPEAKING ABILITY IN PICTURES AND PEOPLE (A Quasi-Experimental Study of Class X MA Annajah Jakarta Academic Year 2019/2020).students in describing places and people. The result of this research is that with the gallery walk technique students can improve their speaking

¹⁴asrianti Ramhmadani, “Kefektifan Metode Gallery Walk Dalam Pembelajaran Menulis Puisi Pada Siswa Kelas Iv Mi Muhammadiyah Tonrokombang Kecamatan Parigi Kabupaten Gowa” (Universitas Muhmmadiyah Makassar, 2021).

skills and are able to describe places and people.¹⁵ The similarity is that the writer and researcher use the gallery walk technique, another similarity lies in the gallery walk technique as an increase in students' speaking skills. as an increase in speaking skills only. Another difference lies in the authors taking the subject of only students, while the researchers took the subject of teachers, students, principals and vice principals of the curriculum. Another difference lies in the authors conducting research at the MA level, while researchers conduct research at the Mts level. While the researchers conducted research in Junior High School. Another difference is that the authors focus on the effectiveness of the use of the gallery walk technique on students' speaking abilities and are able to describe places and people and their benefits, while the researchers focus on implementation, benefits, supporting factors, inhibiting, and solutions found in implementation.

4. Research conducted by sister NiningKurniasih with the title IMPLEMENTATION OF THE GALLERY WALKING LEARNING MODEL TO INCREASE THE CREATIVITY OF MI EL-ZIYAN'S CLASS IV STUDENTS IN Social Studies. The purpose of this study was to increase creativity. students through the Gallery Walk learning model. This research uses Classroom Action Research which is carried out in two ways action cycle. The population in this study were students of class IV MI. The results of this study indicate that the gallery walk technique can increase the creativity of class IV MI students in social studies subjects.¹⁶ The similarities are that writers and researchers use the gallery walk technique as a method of learning. Another similarity lies in in the implementation of the gallery walk technique. The difference is that the authors

¹⁵Atikah Rahmah, "the Effectiveness of Using Gallery Walk Activity on Student Speaking Skill in Discribing Place and Pople" (UIN Syarif Hidayatullah Jakarta, 2020).

¹⁶T M R Laksana, "Penerapan Model Pembelajaran Discovery Learning Untuk Meningkatkan Hasil Belajar Peserta Didik Di Kelas IV (Penelitian Tindakan ...," 2019, [http://repository.unpas.ac.id/id/eprint/45493%0Ahttp://repository.unpas.ac.id/45493/6/BAB II.pdf](http://repository.unpas.ac.id/id/eprint/45493%0Ahttp://repository.unpas.ac.id/45493/6/BAB%20II.pdf).

take subjects only for students, while the researchers take the subjects of teachers, students, and vice principals of the curriculum. Furthermore, the method that the author uses is the classroom action research method (Classroom Action Research). Another difference is that the authors focus on knowing the introduction of the gallery walk technique to increase students' creativity, while the researchers focused on the implementation, benefits, supporting factors, constraints, and solutions found in the implementation of the gallery walk technique.

5. Research conducted by sister Hanan Damayanti Hermana entitled IMPLEMENTATION OF GALLERY WALKING LEARNING METHODS IN IMPROVING CLASS IV LEARNING ABILITY IN MIN 11 BANDAR LAMPUNG. This study aims to Knowing the implementation of the Gallery Walk method in improving student learning outcomes. This study uses a qualitative method, with a research approach descriptive. Researchers conclude that the gallery walk technique can improve students' abilities. The results show that the gallery walk technique can improve learning abilities.¹⁷ The similarity is that writers and researchers examine the implementation of the gallery walk technique. the same type of qualitative research is used with a descriptive approach. The difference is that the researcher focuses on the implementation of the gallery walk technique to improve the learning outcomes of aqidahakhlak, while the researcher focuses on the implementation of the gallery walk technique for improving students' speaking skills. The other difference lies in the writer doing research in the classroom. IV MI, while the researchers conducted research in class VIII Mts.
6. Research conducted by Endang Pancawati with the title Implementasi Metode Pembelajaran *Gallery Walk* untuk Meningkatkan Hasil Belajar Siswa Pembelajaran PPKn Materi Kewenangan Lembaga-Lembaga Negara Menurut UUD Negara Republik Indonesia Tahun 1945 di Kelas X-1

¹⁷Hanan Damayanti Hermana, "Implementasi Metode Pembelajaran Gallery Walk dalam Meningkatkan Hasil Belajar Akidah Akhlak pada Kelas IV di MIN 11 andar Lampung" (UIN Raden Intan Lmpung, 2016).

SMAN 4 Kota Bima Semester 1 Tahun Pelajaran 2021/2022. This study aims to describe the efforts and impact of increasing student learning outcomes in learning PPKn. This study uses action class research. The results show that has achieved indicators of success expected, and the research was deemed successful.¹⁸ The similarity is that writers and researchers examine the implementation of the gallery walk technique. The difference is that the researcher focuses on the implementation of the gallery walk technique in PPKn learning, while the researcher focuses on the implementation of the gallery walk technique for improving students' speaking skills. The other difference lies in the writer doing research in the ten grade, while the researchers conducted research in class VIII Mts.

From previous research, there has been no research that explores "the implementation of the Gallery walk technique on improving speaking skills in class VIII students at Mts Qodiriyah Demak". aims to add research on reference learning techniques with a research focus on "the implementation of the Gallery walk technique on improving the speaking ability of 8th grade students at.

¹⁸ Endang Pancawati, "Implementasi Metode Pembelajaran Gallery Walk untuk Meningkatkan Hasil Belajar Siswa Pembelajaran PPKn Materi Kewenangan Lembaga-Lembaga Negara Menurut UUD Negara Republik Indonesia Tahun 1945 di Kelas X-1 SMAN 4 Kota Bima Semester I Tahun Pelajaran 2021/," *Jurnal Pendidikan dan Pembelajaran Indonesia (JPPI)* 2, no. 1 (2022): 56–66, <https://doi.org/10.53299/jppi.v2i1.169>.