

## CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

### A. Description of Research Object

#### 1. Overview of Mts Qodiriyah Harjowinangun Demak

##### a) History of Mts QodiriyahDemak

To meet the needs of the community, especially in the provision of education and also to see the number of SD/MI graduates who have to continue their schooling, they go very far to the District Dempet, Gajah, City of Demak and even to Kudus.

Thus, community leaders with simple capital, they are called to establish a madrasa foundation named the Qodiriyah Foundation with a Notary Deed number 01 of 1994. Then on June 15, 1994 the Qodiriyah foundation established an educational institution, namely the Tsanawiyah Madrasah Education Institute (MTs). Qodiriyah with a curriculum, Islamic nuances under the auspices of the Ministry of Religion. On September 11, 1994, he received an operational permit from the Regional Office of the Ministry of Religion of Central Java, with the number WK/5.c.006/3229/1994. Madrasah Tsanawiyah was built on a waqf land area of 192 m<sup>2</sup> with 9 classrooms and 1 office space. For development, approximately 3,750 m<sup>2</sup> of land is provided.

To test the operational feasibility of the school and obtain status, Madrasah Tsanawiyah (MTs) QodiriyahHarjowinangun, Dempet District, Demak Regency applied for accreditation in 1997 by obtaining registered status. Then in 2001 re-applied by obtaining the status of being recognized and in 2011 yesterday re-applied with the status of accredited A.<sup>1</sup>

In the development of Madrasah Tsanawiyah (MTs) QodiriyahHarjowinangun, Dempet Sub-district, Demak Regency, it is increasingly advanced, it is proven that the

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<sup>1</sup>Muhammad Latif Rowi, Interview with the Head of MTs Qodiriyah Harjowinangun Demak Demak, July 2, 2022, at 08.25- finished in the headmaster's room.

graduate UN scores are increasing and the number of students is increasing every year.

**b) Geographical Location of Mts Harjowinangun Demak Madrasah Tsanawiyah (MTs)**

Madrasah Tsanawiyah (MTs) Qodiriyah Harjowinangun, Dempet Subdistrict, Demak Regency is located in an interior area in the northernmost region of Dempet Subdistrict. The distance from the attached sub-district is approximately 9 km and the atmosphere is still relatively quiet and about.

The location of Madrasah Tsanawiyah (MTs) Qodiriyah Harjowinangun, Dempet District, Demak Regency is very strategic and suitable for an educational institution, because it is located in the middle of the village in the mosque, MI, SD and also close to Islamic boarding schools.<sup>2</sup>

The regional boundaries are as follows:

- 1) To the south it is bordered by Kramat Village
- 2) To the north, it is bordered by Tanjunganyar Village
- 3) In the west it is bordered by Gedangalas Village
- 4) In the east it is bordered by Sidomulyo Village.<sup>3</sup>

**c) Vision, Mission, Motto and Slogan**

- 1) Vision of Mts Qodiriyah Demak  
Noble in character, superior in achievement
- 2) Mission of Mts Qodiriyah Demak
  - a) Growing and getting used to morality in madrasah
  - b) Creating a religious atmosphere in society
  - c) Organizing education with effective and quality learning in achieving academic achievement
  - d) Improving and developing human resources with high potential for all madrasah residents
  - e) Organizing education and training in the field of sports intensively in optimizing the interests and talents of students

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<sup>2</sup> Results of Observations at MTs Qodiriyah Harjowinangun Dempet Demak, quoted on 26 June 2022.

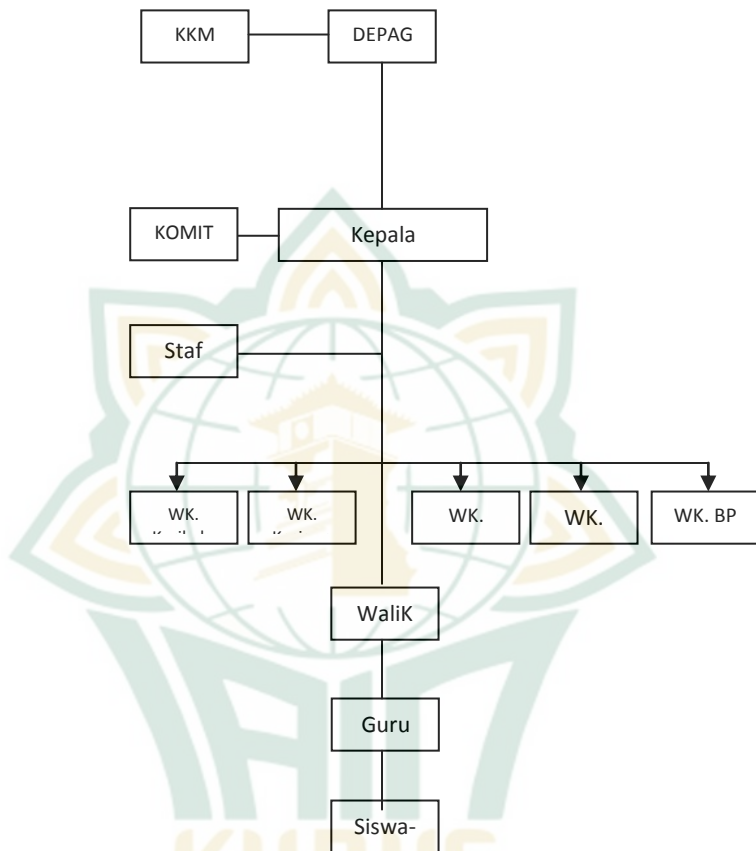
<sup>3</sup> Results of Observations at MTs Qodiriyah Harjowinangun Dempet Demak, quoted on 26 June 2022.

- f) Organizing intensive coaching and training in the field of artistic creativity in optimizing the interests and talents of students.
- 3) Motto
- Mts QodiriyahDemak has a motto that consists of 3S, namely greetings and greetings. First is smile. Smiling is an attitude that is easy to do but begins to disappear in our daily lives when we meet other people. Second is Greetings. Salam is an Islamic teaching that reflects a true person. Third is Greet. Sapa is a high act in elevating the degree of one's personality.
- 4) Slogan
- A slogan is a beautiful sentence, stands out and is easy to remember to inform, and introduce an activity. The slogan has a function as an information message to the general public. Mts Qodiriyah has a distinctive slogan which includes "Qodiriyah Jaya, Qodiriyah Bisa and Qodiriyah only."<sup>4</sup>

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<sup>4</sup> Documentation of Madrasah Qodiriyah Harjowinangun Dempet Demak, quoted on 26 June 2022

**d) Organizational Structure**



Source: Documentation Data of MTs Qodiriyah Harjowinangun Dempet Demak, 2022

## e) Teacher's State

No	Name	Position	Education	Start task
1	M. Latif Rowi,M.Pd.I	Kamad	S2	17-07-1994
2	K. Samaun	Guru	Pesantren	17-07-1994
3	KH. Fauzan	Guru	Pesantren	17-07-1994
4	Sofiyah, S.Pd	WK.Sarpras	S1	17-07-1994
5	Sujono, S.Pd.I	Guru	S1	17-07-1994
6	Ida Munawaroh, S.Ag	Wk. Humas	S1	18-07-1995
7	Isnaeni Salim, S.Pd	WK. Kurikulum	S1	19-07-
8	Sri Fatmawati, S.Pd	WaliKelas/Guru	S1	2003
9	M. Suyanto	WaliKelas/Guru	S1	17-07-2004
10	Halim Rois	Guru	SLTA	16-07-2005
11	Khoirul HP, S.Kom	Guru	S1	17-07-2005
12	MiftahulUlum, S.Pd	WaliKelas/Guru	S1	17-07-2007
13	Nur rokim,S.Pd.I	Guru	SI	17-07-2010
14	Muqoddimah, S.Pd	WaliKelas/Guru	S1	17-07-2005
15	M. Dikiya S, S.Pd	Ka TU/ Guru	S1	17-07-2004
16	AizatusShohifah	WaliKelas/Guru	SLTA	17-07-2012
17	Nur Khasani, A.Md	WaliKelas/Guru	D3	17-07-2012
18	Sita Kusumahati, S.Pd	WaliKelas/Guru	S1	18-07-2012
19	AsroruMaula,S.Sos	Staf / TU	S1	17-07-2013
20	LilikKanaah,S.Pd.I	WaliKelas/Guru	S1	17-07-2013
21	LailySetyaSeptina,S.Pd	WaliKelas/Guru	S1	10-07-2018
22	M.HaromainHalimi,M.Pd	WaliKelas/Guru	S2	10-07-2020
23	NunugPujiAstutik,S.Pd			10-07-2010
24	Khumaeroh,S.E	Guru	S1	
		WaliKelas/Guru	S1	10-07-2018
				10-07-2017

Source: Documentation Data of MTs Qodiriyah  
Harjowinangun Dempet Demak, 2022

#### f) Employee Condition

The number of employees on duty at Madrasah Tsanawiyah (MTs) QodiriyahHarjowinangun, Dempet District, Demak Regency consists of 4 people. They are the ones who help in the areas of administration, cleanliness and security of the madrasah.

The conditions for the employees of Madrasah Tsanawiyah (MTs) QodiriyahHarjowinangun, Dempet Sub-district, Demak Regency are as follows:

No	Name	Position	Education	Start Task
	Nur Rokim	Kepala	S1	2006
2	Nur Khasani,	TU	D3	2011
3	A.Md	Staf TU	SD	1994
	Faozan	Penjaga		

Source: Documentation Data of MTs Qodiriyah Harjowinangun Dempet Demak, 2022

#### g) Student Condition

The state of the students of Madrasah Tsanawiyah (MTs) QodiriyahHarjowinangun, Dempet Subdistrict, Demak Regency in the 2020/2021 academic year totaled 376 students consisting of 171 male students and 205 female students. The details are as follows:

No	Class	L	P	Amount	Information
1	VII A	14	20	34	
	VII B	17	22	39	
	VII C	17	23	40	
	VII D	16	20	36	
2	VIII A	22	20	42	
	VIII B	20	15	43	
	VIII C	17	22	39	
3	IX A	20	19	39	
	IX B	17	22	39	
	IX C	11	25	36	
Amount		171	205	376	

Source: Documentation Data of MTs Qodiriyah Harjowinangun Dempet Demak, 2022

#### h) State of the Infrastructure of Mts QodiriyahDemak

The condition of the facilities and infrastructure of Madrasah Tsanawiyah (MTs) QodiriyahHarjowinangun, Dempet District, Demak Regency in the 2020/2021 academic year, as follows:

No	ItemName or Type	A lot	Information
1	Ruang kepalasekolah	1	Baik / di pakai
2	Ruang guru	1	Baik / di pakai
3	Ruang TU	1	Baik / di pakai
4	Ruang Kelas	10	Baik / di pakai
5	Ruang OSIS	1	Baik / di pakai
6	Ruang BP	1	Baik / di pakai
7	Ruang UKS	1	Baik / di pakai
8	Ruang Perpustakaan	1	Baik / di pakai
9	Ruang Lab. Komputer	1	Baik / di pakai
10	Ruang Ketrampilan	1	Baik / di pakai
11	Halaman	1	Baik / di pakai
12	Gudang	1	Baik / di pakai
13	Lapanganolahraga	1	Baik / di pakai
14	Kamar mandi / WC	6	Baik / di pakai
15	Tempatparkirsepeda	1	Baik / di pakai
16	Mejakursisiswa	400	Baik / di pakai
17	Papantulis	10	Baik / di pakai
18	Bank data	10	Baik / di pakai
19	Mejakursi guru	24	Baik / di pakai
20	Almari	10	Baik / di pakai
21	Komputer	10	Baik / di pakai
22	Tape recorder	2	Baik / di pakai
23	TV	1	Baik / di pakai
24	Antena grid	1	Baik / di pakai
25	Peralatandrumband	1	Baik / di paka
26	Lcd	1	Baik / dipakai

Source: Documentation Data of MTs Qodiriyah Harjowinangun Dempet Demak, 2022



**i) Extra-Curricular Mts QodiriyahDemak**

1. Silat  
Tuesday morning
2. Tambourine  
Friday morning
3. Scouts  
Friday afternoon

**B. Research Results**

In this study, the researcher will describe the data that the researchers obtained in the field regarding the implementation of the Gallery Walk Tec hnique to improve students' speaking skills in Grade 8 of MTs Qodiriyah Harjowinangun Demak as follows:

(1) Conduct pre-research in the target school, namely MTs Qodiriyah Harjowinangun Demak to find out the techniques or methods taught in class. Questions given to the Headmaster, English Teacher, and eighth graders as resource persons from the core data to determine and confirm the learning methods applied in the school (2) After receiving information from the Headmaster, English Teacher, and eighth graders it can be seen that there is an implementation The learning technique at MTs Qodiriyah Harjowinangun Demak is the Gallery Walk technique to improve English speaking skills (3) Based on the data obtained, then it can be identified about the English Lesson Plan (RPP) in the Greeting Card learning process to improve speaking skills by applying the Gallery Walk technique source of documentation, interview, and observation (4) The research was conducted during the learning process of Greeting Cards by applying the Gallery Walk technique in the eighth grade of MTs Qodiriyah Harjowinangun Demak with samples or data sources from the Headmaster, English Teacher, and eighth graders is considered in the Greeting Card learning process to improve speaking skills by applying the Gallery Walk Technique.



## **1. Implementation of the Gallery Walk Technique to Class VIII Students of Mts Qodiriyah Demak, especially to Improve Students' Speaking Skills.**

The results of research at MTs Qodiriyah Demak on the implementation of the Gallery Walk technique in improving English speaking skills, it is explained as follows:

The implementation of the Gallery Walk technique is one of the techniques used by English teachers to teach English. This technique is very much needed by teachers to improve students' speaking skills in schools as research targets. The Gallery Walk technique emphasizes collaboration and student activity while studying. The data obtained are supported by the results of field observations when English teachers teach materials to improve English speaking skills.

Muhammad Latif Rowi as the Principal said, "To support learning techniques, one of which is English, all teachers are invited to attend workshops to support and master the techniques that will be applied in classroom learning."<sup>5</sup>

Several efforts were made to support learning techniques, especially English subjects to improve students' speaking skills, namely students were trained to speak but not lectures with very long texts and then practiced speaking with fellow students in the form of light daily conversations. Students are trained as if they were tour guides, guided by English teachers at tourist spots that have a lot of visitors from abroad. The teacher of MTs Qodiriyah Demak, Miftakhul Ulum in implementing Gallery Walk used some steps, there are said:<sup>6</sup>

The first, the teacher makes groups of students consisting of 4 to 5 people the total of students is 39 students so in a classroom containing 7 groups, then the teacher ask to the students to give the name of each group

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<sup>5</sup> Muhammad Latif Rowi, The Principal, The Interview from The Researcher, transcript, 16 July 2022.

<sup>6</sup> Miftakhul Ulum, The English Teacher, The Interview from The Researcher, transcript, 16 July 2022.

and give them assignments to work on. Project, project depends on the material later and I asked each group to divide into two roles two tasks.

The next step, the teacher visits the gallery of each group, so later when the teacher supervises, those who visit the gallery are asked by the teacher to criticize and ask about the work of other friends, for example why their work is different. Then, the other group work gets a turn to answer questions from the visiting group, for example, what is the reason for the results carried out.

Then, when everything is finished, when the teacher visited observed the group to see the other groups he gives stars as a form of appreciation and value. The results of this assessment are based on how many friends are visited, so each group of visitors who visit is asked to give an assessment. The last step, after the teacher finished going around each gallery and asking for the conclusion section, each group represented what and how they responded to other groups, and when all group presentations have been completed, the teacher ends the activity and clarifies.

Based on the observation, after the used those steps, there is improving students' skill in speaking. Miftakhul Ulum said,

“The students are more confidence and brave to speak in English with their friends.”

According to Andika, implementing the Gallery Walk technique for Grade VIII students can help because the methods used in groups and discussions make it easy to understand, familiar, and fun when learning English.<sup>7</sup> Another opinion from Bella is that this technique is lighter, so practicing speaking skills

really helps improve our abilities.<sup>8</sup> Thus, the use of the Gallery Walk technique attracts students' attention because

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<sup>7</sup> Andika, The Student, The Interview from The Researcher, transcript, 16 July 2022.

<sup>8</sup> Bella, The Student, The Interview from The Researcher, transcript, 16 July 2022.

the technique is simple and easy for students to understand so it can help improve their speaking skills.

## **2. Supporting Factors, Inhibiting and Solutions for the Implementation of the Gallery Walk Technique in Class VIII Mts QodiriyahDemak, Specifically to Improve Students' Speaking Skills.**

### **a. Supporting Factors the Implementation of the Gallery Walk Technique in Class VIII Mts QodiriyahDemak**

Based on the results of research at MTs QodiriyahDemak about the factors supporting the Gallery Walk technique in improving students' English speaking skills, it is explained as follows Zaskia, one of the students said:

"The Gallery Walk technique can help build cooperation with friends so that they can alleviate and solve problems together".<sup>9</sup>

The Gallery Walk technique is one of the techniques used by English teachers to improve students' speaking skills in Class VIII Mts Qodiriyah Demak, as a learning technique that is widely used by teachers in the teaching and learning process which is quite effective with the support of various delivery factors, media and materials. The data obtained are supported by the results of observations in the field during the teaching and learning process between teachers and students in learning English to improve students' speaking skills.

According to Miftakhul Ulum as an English teacher, the factor that supports the implementation of the first Gallery walk technique is the classroom environment which of course is often used for practice in English like this, if possible all activities run smoothly and the students are fluent in English, so the majority must be above fifty percent There are students who are accustomed to using English. When the teacher invites

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<sup>9</sup> Zaskia, The Student, The Interview from The Researcher, transcript, 16 July 2022.

students to visit each other, they can practice their speaking skills, if many students cannot speak English, then when they visit here and there, the activity will stop because students are too forced to speak a language that has not been mastered. well.<sup>10</sup>The above statement was corroborated by the principal.

Muhammad Latif Rowi said. “That the factor that supports the implementation of the Gallery walk technique is by holding a special workshop or training to support English learning techniques. Especially in the Gallery walk technique, all teachers at Mts QodiriyahDemak are invited to attend training or workshops as well, so that not only English teachers, but all other teachers or teachers also participate in the training”.<sup>11</sup>

Based on observations, students have been quite happy, have been satisfied and have enjoyed the gallery walk technique that has been applied in class, because learning English is more varied, easy to understand, and not boring during the teaching and learning process.

Supporting factors that come from students, namely Dahlan, stated that the application of this technique was fun because it was not long so it was not boring and not complicated when understanding the material being taught.<sup>12</sup> Akrom also believes that this technique is fun when used, so it makes us enthusiastic.<sup>13</sup> So, these factors support the application of the Gallery Walk technique to help improve speaking skills.

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<sup>10</sup> Miftakhul Ulum, The English Teacher, The Interview from The Researcher, transcript, 16 July 2022.

<sup>11</sup> Muhammad Latif Rowi The Principal, The Interview from The Researcher, transcript, 16 July 2022.

<sup>12</sup> Dahlan The Student, The Interview from The Researcher, transcript, 16 July 2022.

<sup>13</sup> Akrom, The Student, The Interview from The Researcher, transcript, 16 July 2022.

## **b. Inhibiting Factors of the Implementation of the Gallery Walk Technique in Class VIII Mts QodiriyahDemak**

Based on the results of research at MTs QodiriyahDemak about the inhibiting factors of the Gallery Walk technique in improving students' English speaking skills, it is explained as follows:

Observing the advantages of the gallery walk technique applied in class VIII of Mts QodiriyahDemak, it shows that every learning strategy implemented by the teacher is not always positive (advantages), but there are also negative values (weaknesses). This strategy is a way to assess and remember what students have learned. MiftakhulUlum said that the factors that can hinder the implementation of the Gallery walk technique in the classroom are:

"The first inhibiting factor is seing from the diverse and different abilities of students, some are smart and some are not so smart, and the inhibiting is that when there is a team in which students with high English proficiency, then later they will face it with other students. those whose English skills are low, they will be somewhat biased. Good group division is not good alias must be evenly distributed. The second inhibiting factor is student activity. So not all students are active, there must be passive, introverted, shy and so on. The third inhibiting factor is time management because one of the inhibiting I encountered when modeling groups like this was time and energy draining, the teacher had to talk a lot and had to give instructions on what to do next, but if this is done often the students will get used to it, so it will reduce the activity time The fourth inhibiting factor is students who are active in the sense of talk a lot (hyperactivity) and act a lot".<sup>14</sup>

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<sup>14</sup> Miftakhul Ulum, The English Teacher, The Interview from The Researcher, transcript, 16 July 2022.

Based on the statements of Aris and Agung, the inhibiting factor when this technique is used is the lack of self-confidence because they are not used to giving presentations or speaking in front of many people.<sup>15</sup> So, the inhibiting factors based on teacher and student statements that appear when this technique is applied also exist because not all students have the same characteristics when learning.

### **c. Solution for the Implementation of the Gallery Walk Technique in Class VIII Mts QodiriyahDemak**

Based on the results of research at MTs QodiriyahDemak on the solution of the Gallery Walk technique in improving students' English speaking skills, it is explained as follows:

Regarding the students' speaking ability, various solutions that can be used and what can be done are so that each student knows the minimum student standards that must be achieved. If the student can achieve the minimum standard, then the student is considered complete, and if the student does not reach or meet the minimum standard that we provide, the task of a teacher is to provide remedial and reinforcement reinforcement aimed at improving students' abilities and achievements. minimum standards of students or other students.

MiftakhulUlum said that "A teacher must be able to understand about student activities between active students and passive students. Then the equalization of turns which does not only apply to active students but also students who are not active must also get a turn which aims to make the distribution of turns fair and even, the next solution is about time management. To overcome time management as much as possible, a timeline is made or given a duration per stage, so that the planned activities are not wasted and waste time. As for the final solution regarding hyperactive

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<sup>15</sup> Aris and Agung, The Student, The Interview from The Researcher, transcript, 16 July 2022.



students, a teacher can provide rewards (award) and punishment (punishment) or can be given a warning (warning) at the beginning which aims to make students pay more attention".<sup>16</sup>



Source: Documentation Data of MTs Qodiriyah Harjowinangun Dempet Demak, 2022

The opinion of Rizki and Maulida as students, the Gallery Walk technique can help remind material that has been taught before through discussions with friends.<sup>17</sup> Therefore, the solution to the inhibiting factors can be overcome by helping each other, asking questions, discussing, and being united so that they can complete the tasks given by the teacher so that group activities run smoothly and speaking skills also increase.

### C. Discussion

#### 1. Analysis of the Implementation of the Gallery Walk Technique in Class VIII of Mts Qodiriyah Demak on the Improvement of Students' Speaking Skills.

The implementation of the Gallery walk technique in learning activities is needed to facilitate the maximum learning process in subjects, especially English lessons in class. The Gallery walk technique is a part of active

<sup>16</sup> Miftakhul Ulum, The English Teacher, The Interview from The Researcher, transcript, 16 July 2022.

<sup>17</sup> Rizki and Maulida, The Student, The Interview from The Researcher, transcript, 16 July 2022.



learning that emphasizes students to be active in listening, seeing, asking questions and discussing a learning material. Gallery walk learning procedure draws cognitive psychology as theoretical support that focuses on what students think. In this activity the teacher is the person who provides facilities for students to think and explore new information as a solution to a problem. Therefore, Gallery walk is a group learning that requires teamwork. The steps of the Gallery walk technique according to Melvin L Silberman are dividing students into groups of 2 to 4 people. Then the teacher asks each group to discuss what their team got, then the teacher asks the students to paste their work/results to display or in the gallery, then the teacher asks the students to walk and walk around through each of the results in the gallery, and the last is the teacher gives clarification and conclusions.<sup>18</sup>

Regarding the implementation of the Gallery Walk technique in Class VIII Mts Qodiriyah Dem, several groups were first made, and after that the teacher asked them to name the group, then the teacher gave the students an assignment to work on a project, after that the teacher would ask each group to be divided into groups. two roles or two tasks. the first one gets the task of guarding the gallery and the second gets the task of visiting other friends' galleries, and if the tasks and roles have been divided and the person has been appointed, the teacher asks the task to be posted on the wall, after that the person in charge can take care of the task, while the students who get a visit will visit another gallery, he will visit another friend's gallery. Of course, with orders the teacher will take turns, during a visit, the teacher asks to criticize and ask about the work of other friends, later that friend gets a turn to watch and then he will answer questions from the visiting group, if everything is finished, then when he visits my teacher will also ask to give a star, the star is a form of appreciation and the value is approximately how many friends A will be selected, so each group that visits I will ask to give an assessment, when the

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<sup>18</sup>Dengo, "Penerapan Metode Gallery Walk Dalam Meningkatkan Hasil Belajar Peserta Didik Pada Pembelajaran IPA."

tour is over, at the end, the teacher asks each group representative to present what and how they respond to other groups, when the teacher ends the activity and clarifies it.

From Nailah Rizka Afifah, previous research aimed to determine the effectiveness of the Gallery walk technique which focuses on students' English speaking skills, while the researcher focuses on the implementation of the Gallery walk technique to improve students' speaking skills. In previous studies, by Nailah that is:

- Using Gallery walk technique had a significant effect on student's speaking skills, than those who did not learn with it.
- Gallery walk technique is effective to improve student's speaking skills.

It was shown the effectiveness of the Gallery walk implementation on students in learning English. Then the researcher applied the Gallery walk technique through written media as a work and presented it to be assessed by fellow students.<sup>19</sup>

It can be concluded that the implementation of the Gallery Walk technique in Class VIII Mts QodiriyahDemak in English subjects can affect students' speaking skills, where students are given roles and responsibilities as listeners, speakers as well as providers of learning media, so that the level of students' knowledge of the material presented can be absorbed effectively. more.

## **2. Analysis of Supporting Factors, inhibiting, and Solutions in the Implementation of the Gallery Walk Technique in Class VIII Mts QodiriyahDemak, Specifically to Support Students' Speaking Skills.**

### **a. Analysis of Supporting Factors in the Implementation of the Gallery Walk Technique to Improve Students' Speaking Skills**

Teaching and learning activities in the world of education become the seed of a process that can give

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<sup>19</sup>Nailah Rizka Apifah, "THE EFFECTIVENESS OF USING GALLERY WALK TECHNIQUE ON."

birth to interactions in which there are various forms or techniques whose purpose is to increase students' enthusiasm for learning so that it can be more optimal, as for the factors that can support the implementation of the gallery walk technique, namely self-concept learning habits, motivation, attitude and interest. Interest itself is a feeling of joy that is actualized by students in describing their enjoyment of something, especially education. One of the techniques that can be applied to support the learning process, especially for English language learners, is the Gallery walk technique, because the Gallery walk technique has such a significant role in arousing students' interest in learning. This technique has also been recognized as a discussion method. in a learning where this technique emphasizes or requires students to be actively involved in a discussion and in understanding the core subject matter that has been taught by the teacher and then discussed jointly between the teacher and students. The learning technique using the Gallery walk method is part of an effort to understand the technical related students of a technique that has been applied by English teachers in the classroom.<sup>20</sup>

Regarding the supporting factors for the implementation of the Gallery Walk technique in Class VIII Mts QodiriyahDemak, namely the classroom environment, with a class environment that is conducive and clean, safe, comfortable and well organized, especially from students who are easy to manage, the implementation of this gallery walk technique can run as it should be. Then, as for other factors that can support the gallery walk technique, the majority of students in the class must master one of the skills in English, for example the ability to speak because in the

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<sup>20</sup>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>.

implementation of the gallery technique, interaction is needed between students and teachers whose goal is to create discussion. This can be a factor that supports the implementation of the gallery walk technique, so if these two things are aligned and applied to the implementation of the gallery walk technique, the technique will run smoothly, because it becomes a crucial thing or very important in the implementation of the gallery walk technique. the implementation of the gallery walk technique, therefore the teacher must pay more attention and observe these two things more intensely. classroom environment that is often used to practice English. Then the second is that intelligent students are expected to be able to launch activities during the learning process.

From Asrianti Rahmadani In a previous study, it was shown that the factor that supports that is:

- the gallery walk technique towards improving speaking skills is an adequate classroom.
- the gallery walk technique attract students' attention.<sup>21</sup>

It can be concluded that the supporting factors for the implementation of the Gallery Walk technique in Class VIII Mts QodiriyahDemak to improve students' speaking skills are comfortable class conditions that can affect the effectiveness of material delivery and adequate learning media facilities to implement English language learning using the gallery walk technique, as well as a teacher who active and creative as a material provider can be a facilitator for students in developing innovation, knowledge, and especially students' speaking skills which are quite the responsibility of a teacher in honing the skills of their students.

#### **b. Analysis of inhibiting in the implementation of the Gallery Walk Technique to Improve Students' Speaking Skills**

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<sup>21</sup>Asrianti Ramhmadani, "Kefektifan Metode Gallery Walk Dalam Pembelajaran Menulis Puisi Pada Siswa Kelas Iv Mi Muhammadiyah Tonrokombang Kecamatan Parigi Kabupaten Gowa."

In the learning process, there are many inhibiting or inhibiting that become one of the main factors in education. It was found several factors that hindered the implementation of the Gallery walk technique, namely the existence of several techniques applied by the teacher, namely the existence of a learning implementation model whose value was still not in accordance with the material that had never been taught, so that students felt bored or bored in learning in class. the lack of student interest during the learning process, then the inhibiting in implementing the Gallery walk technique is the lack of interaction between students and teachers which can cause misunderstandings during the learning process. This is because during the teaching and learning process the teacher still applies the old method, namely the lecture method where students only listen where overall the teacher has not involved active students to cooperate with each other during the teaching and learning process, the impact is that students only pay attention to the teacher's explanation. only at the beginning but at the end of the explanation from the teacher the students already feel bored and bored, if this kind of learning is still continued and not immediately changed it will have an impact on student learning outcomes.<sup>22</sup>

Regarding the inhibiting factors for the implementation of the Gallery Walk technique in Class VIII Mts QodiriyahDemak, looking at the diverse and different abilities of students, some are smart and some are not so smart, and the problem is when there will be a team in which there are students who have the ability If their English is high, then they will be faced with students with low English skills, there will be a significant difference in terms of assessment. A fairly low level of English can lead to bias. So it can be

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<sup>22</sup>Rustam Rustam, St Syamsudduha, dan Eka Damayanti, "Pengaruh Penerapan Metode Gallery Walk Terhadap Minat Belajar Peserta Didik Biologi," *Bioma : Jurnal Biologi dan Pembelajaran Biologi* 5, no. 1 (2020): 1–10, <https://doi.org/10.32528/bioma.v5i1.3672>.



concluded that the division of language between different students must be fair and equitable. The second inhibiting is about student activities. So not all students are active, but some are passive, introverted, shy and so on. While the third inhibiting is time management because one of the inhibiting faced by all teachers when creating a group model like this is that it takes time and energy. the teacher has to talk a lot and has to give instructions on what to do next, but if this is done often the students will get used to it, so it will reduce the activity time used. The last inhibiting is hyperactive students who are very difficult to manage which can hinder the teaching and learning process.

From Hanan Damaryanti, In previous studies, it was shown that the factors that hinder the Gallery walk technique include;

- too many group members resulting in students too dependent on other students to do it,
- teachers are required to supervise their students and assess students, student arrangements are more complicated,
- in developing the Gallery walk technique that must be gradual, not just one time,
- and the last is teaching that effective so that it can be understood by students. Meanwhile, the researcher analyzed that the factors that hindered the Gallery walk technique were students' diverse abilities, student activities, time management and hyperactive students.<sup>23</sup>

It can be concluded that the inhibiting factors for the implementation of the Gallery Walk technique in Class VIII Mts QodiriyahDemak to improve students' speaking skills are influenced by the limitations of students to understand foreign languages, different levels of ability and confidence of students, then the allocation of short learning time becomes an inhibiting for a teacher. in

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<sup>23</sup>Hanan Damayanti Hermana, "Implementasi Metode Pembelajaran Gallery Walk dalam Meningkatkan Hasil Belajar Akidah Akhlak pada Kelas IV di MIN 11 andar Lampung."

delivering the material using techniques that emphasize student activity during the teaching and learning process.

**c. Analysis of solutions in the Implementation of the Gallery Walk Technique to Improve Students' Speaking Skills**

Gallery walk technique is a cooperative learning and active learning that invites students to work together with other students, Gallery walk technique is one of active learning learning that makes students more active in the learning process. Gallery walk technique is part of the existing learning strategy in PAIKEM learning which is abbreviated as active learning, innovative, creative and fun. Therefore, this technique can be a more effective teaching and learning solution. Where Gallery walk is learning in which there is an activity that is followed by several groups, invites discussions and completes tasks together then the task is shown while walking to other groups. Gallery walk itself is a technique that is very easy to apply but must Therefore, Gallery walk can be categorized as cooperative learning and active learning and can also be considered as a very effective method in learning, because Gallery walk teaches how to assess and remember what students have learned. learn during the learning process.<sup>24</sup>

Regarding the solution for applying the Gallery Walk technique in Class VIII Mts QodiriyahDemak to students' speaking skills, namely:

1. The teacher provides minimum standards that must be achieved by students, in learning one of them is learning English, a teacher applies several qualifications that must be achieved by each student with the aim that the material conveyed by the teacher can be accepted and can be applied in teaching and learning activities, one of them is in English subjects where English is a foreign language that is difficult to

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<sup>24</sup>Ela Fidayanti, "Implementasi Metode Pembelajaran Kooperatif Teknik Keliling Ruangan (Gallery Walk) pada Hasil Belajar Mata Pelajaran Aqidah Akhlak," *Al Ulya : Jurnal Pendidikan Islam* 4, no. 2 (2019): 156–65, <https://doi.org/10.36840/ulya.v4i2.233>.



understand and requires the implementation of more material by using several techniques, one of which is the Gallery walk technique as the teacher's solution in conveying material to students so that students can understand what is being conveyed. and can practice it with several learning methods.

2. Student activity, a teacher pay more attention to student activity. A teacher must be able to understand between active students and passive students. Where the teacher here requires more intense supervision of students so that teachers can understand more clearly between which students are active and which students are passive. conveyed by the teacher and students are also more able to practice one of the techniques that have been applied by the English teacher in the classroom, namely the Gallery walk technique, because the Gallery walk technique itself is one of the cooperative learning techniques and active learning where students are invited to appreciate cooperation between students more. students and can be more active in the implementation of the Gallery walk technique that has been applied by English teachers in the classroom in particular.
3. Time management, each activity has a duration or time of an activity. One solution that can be used and can also be implemented by a teacher in overcoming the implementation of the Gallery walk technique is to pay attention to time management. and conceptualized as it should be, it is necessary to apply what is called time management. Where this time management is needed, the name is the preparation of the duration of each activity or technique that should be applied. With time management, the activities or techniques to be implemented can be coordinated and organized.
4. Rewards or punishments for students who are fairly hyperactive, in a class there are some students who are (Hyperactive) which can cause some other students to be disturbed, but not only that, but in the

implementation of the Gallery walk technique it can be disrupted as well. given to students who are hyperactive can be a solution so that students do not repeat their mistakes, and with the rewards and punishments given to students who are hyperactive, it can minimize the implementation of the Gallery walk technique so that the implementation can run smoothly or be carried out. as it should be.

From Nining Kurniasih, Previous research has shown that the solution that can be used to overcome the problems of the Gallery walk technique is that:

- a teacher must be more creative and innovative in implementing the Gallery walk technique
- Gallery walk technique paying more attention for each student.<sup>25</sup>

It can be concluded that the solution to the implementation of the Gallery Walk technique in Class VIII Mts QodiriyahDemak to improve students' speaking skills is the implementation of a teacher's minimum standard in assessing students' abilities so that it can raise students' enthusiasm in achieving learning success, more active students when using gallery learning techniques walk because each student is required to be a provider of learning media as well as listeners and assessors who will affect the level of student speaking, besides that good time management so that the implementation of the gallery walk technique can be conveyed properly in the learning process while providing punishment for students who make a mistake in order to achieve effective teaching and learning process in the implementation of the gallery walk technique.

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<sup>25</sup>Laksana, "Penerapan Model Pembelajaran Discovery Learning Untuk Meningkatkan Hasil Belajar Peserta Didik Di Kelas IV (Penelitian Tindakan ...."