

**TEACHING SPEAKING HORTATORY EXPOSITION TEXT BY USING
GALLERY WALKS STRATEGY FOR SENIOR HIGH SCHOOL
STUDENTS**

PAPER

*Submitted as a Partial Fulfillment of the Requirements for
the Strata one (S-1) Degree*



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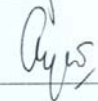
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ABSTRACT

Ariansyah, Ida. 2016. Teaching Speaking Hortatory Text by Using Gallery Walks Strategy for Senior High School Students.

Strategi pembelajaran *speaking* menjadi sangat penting bagi siswa sekolah menengah pertama. Hal ini disebabkan oleh adanya beberapa kendala yang membuat *speaking* menjadi sangat sulit. Kesulitan dalam *speaking* ini juga ditemukan dalam pengajaran teks hortatory. Kendala-kendala tersebut muncul dari guru maupun siswa. Kendala yang dihadapi siswa yaitu kurangnya motivasi dan kurangnya kosakata yang mereka miliki. Sementara kendala dari guru yaitu kurangnya kesesuaian aktivitas pembelajaran yang dipilih guru untuk mengajarkan *speaking*. Di samping itu, guru juga tidak memberikan waktu yang cukup bagi siswa dalam menyiapkan presentasi. Kendala-kendala tersebut bisa diatasi dengan menggunakan *Gallery Walks*. *Gallery Walks* merupakan strategi pembelajaran yang memungkinkan siswa untuk bekerja di dalam kelompok, berjalan mengelilingi kelas untuk memperhatikan presentasi dan melakukan diskusi singkat sehingga memungkinkan siswa berlatih *speaking*.

Keyword: *teaching speaking, hortatory text, Gallery Walks*

ACKNOWLEDGMENT

Bismillaahirrahmaanirrahiim. In the name of Allah SWT, the most Gracious and most Merciful. Praise to Allah SWT who has given the writer knowledge and strength in completing the paper entitled **“Teaching Speaking Hortatory Exposition Text by Using Gallery Walks Strategy for Senior High School Students”**. Shalawat and salam to Prophet Muhammad SAW, may Allah SWT blesses him and given him peace.

In this occasion, the writer would like to express her sincere gratitude to her honorable advisor, **Fitrawati, S. S., M. Pd.** who has kindly and patiently given me her attention, supports, suggestion, and advice throughout the process of writing this paper.

Additionally, her sincere gratitude is also given to all lecturers involved in her examination, **Dra. Aryuliva Adnan, M. Pd.** and **Drs. Jufri, M. Pd.**, for the improvement, suggestions and comments. Furthermore, the writer also expresses her gratitude to **Drs. Jufri, M. Pd** and **Yuli Tiarina, S.Pd, M. Pd.** as her academic advisors for their support, attention, and care during her study, and also to all lecturers of English Department who had taught her during her study in this Department. Besides that, she is also great full to employee and librarians in English Department State University of Padang for their valuable help.

Next, the writer’s deeply appreciation and gratitude are expressed to her beloved parents, **Wiarito** and **Elfance Yuza**, for their continuous prayer, love, support advice, sacrifice, care, hope, and understanding. Besides that, she also expressed her gratitude to her lovely sister, **Setia Purnama Wia Erlina**, who always stays around her with their great love, care and encouragement over the time.

Then, the writer also express her gratitude to all of her friends in English Department especially K2-2011 students for sharing ideas, happiness, and motivation. Finally, the writer realizes that this paper is still having some weaknesses. Therefore, the writer hopefully needs constructivism critics and suggestions that can make this paper become much better.

Padang, January 2016

The Writer

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGMENTS	ii
TABLE OF CONTENTS	iii
 CHAPTER I: INTRODUCTION	
A. Background of the Problems.....	1
B. Limitation of the Problems	6
C. Formulation of the Problems	7
D. Purpose of the Paper	7
 CHAPTER II: REVIEW OF RELATED LITERATURE	
A. Speaking	8
B. Teaching Speaking to Senior High School Students.....	11
C. Gallery Walks Strategy	15
D. Hortatory Exposition Text.....	20
 CHAPTER III: TEACHING SPEAKING HORTATORY EXPOSITION TEXT BY USING GALLERY WALKS STRATEGY FOR SENIOR HIGH SCHOOL STUDENTS	
A. Preparation	23
1. Core Competence	23
2. Basic Competence	24
3. Indicators	24
4. Learning Material	25
5. Learning Model	25
6. Teaching and Learning Activity	26
7. Media	26
8. Evaluation	27

B. Implementing Gallery Walks in Teaching Speaking for Senior High School Students	27
1. Pre-teaching	28
2. Whilst-teaching.....	28
3. Post-teaching	30
C. Discussion	30
D. The Advantages of Using Gallery Walk in Teaching Speaking for Senior High School Students	32
 CHAPTER IV: CONCLUSSIONS AND SUGGESTIONS	
A. Conclusions	34
B. Suggestions	35
 BIBLIOGRAPHY	37
APPENDIX	39

CHAPTER I

INTRODUCTION

A. Background of the Problems

Speaking is one of important skills in language teaching. Since it becomes an important skill to be learned by language learners, speaking is set as well as possible in the curriculum to achieve students' communicative competence. Almost all language teaching material involves speaking practice activity which is integrated with other skills, like listening, reading, and writing in a particular time.

In its relationship with another skills in achieving communicative skill, speaking is not easy for students. They used to get problems in delivering their ideas or they did not have any idea to be delivered. Moreover, some of them become not interested in speaking activity. And it makes their frequency in speaking practice decreased and their speaking ability became worse.

There are two reasons that make speaking not easy for students. The reasons came from the students and the teachers. The first reason that came from student factor is commonly because of the lack of inner motivation to learn speaking. It is known that motivation is a big influencing factor that makes students interested to learn. It becomes one of affective factors beside confidence and anxiety problems that influence a speaking performance (Tuan, 2015:9).

Second, it is found that students who were not involved in a speaking activity in class have poor knowledge about a topic which is learned. It is seen as a weakness that blocks the students to speak. Sometimes it is also found that students have ideas to say but they do not know how to transform the language into English. It makes them choose to keep silent rather than try to deliver the ideas. This case was found by the writer in teaching practice. Most students who did not involve in speaking activity has limited vocabulary to be used to speak.

Besides, there are two problems from teachers that also influence students' speaking ability. Those problems usually appear in teaching process. First, it was found that teachers do not apply a teaching activity appropriately. Some of them are monotonous. It is not suitable with the material that is being learned in class. Some teachers understood that when the focus of teaching has changed to students-centered teaching, they only let students learn with books or another sources. Teachers instructed students what to do and let them work on all materials independently without any enough control from the teacher. As example, when a teacher uses a book as a learning material source, it is often found the teacher only instruct students to do several activities that consist of reading and writing material and neglect the listening and speaking activity. While it is known that teacher should make a sequence of related experiences so that they can be built on each other to take students from their existed knowledge and skills move to a new place of competence (Weimer, 2002:85).

Second, teachers used to allocate a limited time for students to prepare a speaking project or a speaking activity. As it is known that to conduct a speaking class to make students speak, teacher should provide various activities. These activities are commonly realized in form of a speaking project or speaking task that must be done by students to practice speaking. And it is not an instant thing that can directly completed by students. They need an enough time to prepare everything. It because the preparation can possibly influence students' work which finally influence their confidence. When students have low confidents, it will be hard for them to practice and speak in front of people. Students' speaking frequency will also be decreased because the situation does not allow them to practice freely in front of another students.

At Senior High School, English teaching materials consists of almost all kinds of genre. One of them is hortatory exposition. It is stated in curriculum that hortatory includes in Basic Competence that must be achieved by students grade XI (Permendikbud No. 60/2013). Students must be able to analyze the explanation about a hortatory exposition which includes its social function, generic structure, and language features. Besides, the most important thing is that students have to be able to create and response the hortatory exposition orally. It is known as a speaking skill competence in language leaning.

The ability to speak up the response about a hortatory exposition is crucial as long as it is being required by the curriculum in its Basic Competence. It is known that constructing a respond about a hortatory

exposition is not an easy work for students. In many researches it is found various strategies and media in teaching a hortatory exposition for Senior High School students. It proved that teaching an hortatory exposition is not easy and must take a hard effort so that the students understand the content and the way to practice responding the information in a hortatory exposition. Students in this situation still need help.

Moreover, a hortatory exposition becomes an uneasy thing to be understood or delivered. It needs to be considered the organization of the information that is read or delivered. It was because a hortatory exposition is not a narrative, descriptive, or argumentative information which is served by simple words that need to be understood. It is more complex. It is an expository which the content consists of clear, concise, and organized information to educate and influence the readers so they begin or stop doing something. It gives a recommendation for the readers at the last part of the information that is served. It can be found in books, articles, magazines, news, etc. It can be found that to understand a part of a hortatory expository text, readers sometimes need to read more or listen to the information repeatedly more than once.

Because of the reasons that have been explained previously, it is important to innovate a strategy that can facilitate students in speaking hortatory class activity. The strategy must be able to offer students good motivation, vocabulary help, and attractive speaking class so that students are not easily getting bored to be involved in the activity. These important points can be achieved by applying a Gallery Walk activity.

Gallery Walks can be an activity to be applied to students in class since it provides good chance for them to practice their speaking. It is an activity that sets students to be involved in a cooperative learning where they need to do an oral presentation about their group work (Hogan, 2011: 4). This activity also makes students move around the class which is set like in an exhibition room where each group has their own stands as a place to present their work to another group members. It is also possible for them to discuss the topic which is presented by the group.

Because Gallery Walks is a prepared activity, in its relation with students' knowledge problem that makes students do not want to speak, Gallery Walk can assure that students have a sufficient knowledge and vocabulary to speak and deliver their speaking materials in form of a presentation. Students can prepare their presentation and conceive the vocabulary related to the materials.

Besides, Gallery Walk provides a cooperative learning. As it is known that cooperative learning can encourage students to work together in a common task (Arends, 2009: 351). By having cooperative learning in class which is formed in Gallery Walks strategy, students will get a new point of view about speaking activity. Students may see the speaking is fun and interesting to be learned. It because they are also served a chance to work in group and interact with another students. By the interaction, students will not feel like bounded to socialize with another students so they will feel more comfort when they study and not easily getting bored.

The activity at each stand in Gallery Walk enables students to do a speaking practice in a presentation. The setting of the presentation is not too formal. It keeps the class pressure so that students can deliver their presentation in a comforting situation. When a positive learning environment such as pleasant, safe, and secure condition of class has been created, students will be more motivated so they have a degree of self-determination and assume responsibility for their own learning (Arends, 2009:159). Students who have low confidence can be helped well through this situation setting. And by the activity of delivering information in an oral presentation, all students can practice speaking to improve their speaking competence.

Because Gallery Walks offers students good motivation to learn, knowledge to be delivered, and an attractive speaking class so that students are not easily getting bored to be involved in the activity, it is believed that Gallery Walks is very appropriate to be used in teaching speaking a hortatory exposition. It will work much better when teachers understand and provide a sufficient preparation to apply the strategy in a speaking class.

B. Limitation of the Problems

Based on the problems which are explained previously, this paper will be limited on the way teachers use Gallery Walks to teach speaking hortatory exposition to Senior High School students

C. Formulation of the Problems

Based on the limitation of the problems, the formulation of the problem is “How do teachers apply Gallery Walks in teaching speaking hortatory exposition to Sehir High School students?”

D. Purpose of the Paper

The purpose of this paper is to explain the way teachers can apply Gallery Walks in teaching speaking hortatory exposition to Senior High School students.

CHAPTER IV

CONCLUSSION AND SUGGESTIONS

A. Conclusion

Speaking is an important competence in language learning. Almost every stduents in every level of education learn it, from the basic to advance level. It has become a need for students in developing themselves, not only in language area but also in many other areas. They can do information exchange more easily if they can speak English well. However, many students face problems in speaking class. They find it an uneasy skill to be learned.

There are some problems that make speaking, especially in Senior High School, becomes not easy for students. The problems come from students and teacher factors. From the students factor, students use to have lack of inner motivation and poor vocabulary. It makes them uninterested to practice and although they want to practice, they do not have enough vocabulary to express their idea. Besides, from teachers factors it is found that teachers sometimes use inappropriate teaching strategy. Teacher also uses to make time allocation which is very limmited for students to prepare their speaking project. It makes students not ready to perform the project.

One of the project will be found in teaching speaking an hortatory exposition. As it is known that an hortatory exposition is not an imaginative thing whis is explained by simple words and simple organization of text. It makes students as the readers should read more then once. It has its characteristic on its social function, language features, and generic structure. All

of the characteristic in this type of text must be organized well so that it achieves the purpose of the text where it is functioned to influence the readers to believe or to do something should or should not be in case. The ability to deliver this kind of text orally is a competence that must be achieved by students. Students should get a good preparation and learning strategy that is appropriate for them to practice their speaking competence in delivering an hortatory exposition.

To overcome students' problem in learning speaking and hortatory exposition text, Gallery Walks is one of good alternative strategies. It is because Gallery Walks provides good motivation and attractive class in learning speaking an hortatory exposition text. It is an activity where students will involve in a cooperative class and all of students will be given a chance to practice their speaking ability. The speaking practice activity will be in form of presentation of an hortatory exposition text which is supported by posters as a presentation media. One student from one group will present an hortatory exposition to another group members at a stand where his or her poster is displayed. Every group has to move from one stand to another stand around the classroom and do a presentation.

B. Suggestions

Gallery Walks will become a good activity for students in practice speaking an hortatory exposition if it is planned well. *First*, teacher should prepare an interesting poster to be chosen and observed by students. It becomes important because it is one of aspects that can make students interested to pay attention to the lesson. *Second*, the teacher has to make sure that students are

grouped equally, in their quality and quantity so that they feel a fair distribution of group members in their groups. *Third*, teacher should be able to give feedback to students for appreciating their effort in practicing their speaking competence. All of the important things will make students achieve the goal of Gallery Walks activity a way for them to do a speaking practice.

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