

**TEACHING SPEAKING BY USING GALLERY WALK
TO JUNIOR HIGH SCHOOL STUDENTS**

PAPER

*Submitted as Partial Fulfillment of
the Requirement to Obtain Strata One (S1) Degree*



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STATE UNIVERSITY OF PADANG
2011**

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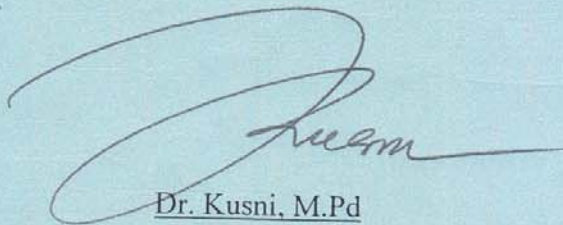
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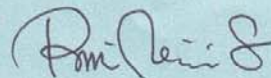
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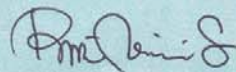
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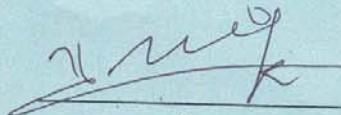
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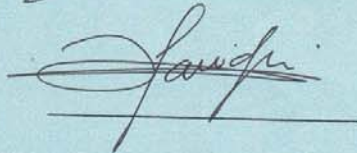
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ABSTRAK

Nurmailis. 2008. Teaching Speaking by Using Gallery Walk to Junior High School Students. *Makalah*. Jurusan Bahasa Inggris. Fakultas Bahasa Sastra dan Seni Universitas Negeri Padang.

Speaking merupakan salah satu dari empat keterampilan berbahasa yang sangat penting dalam mempelajari bahasa Inggris, karena tujuan utama dari belajar bahasa Inggris adalah mampu berkomunikasi baik secara lisan maupun secara tulisan. Namun, mengajak siswa untuk berkomunikasi dalam bahasa Inggris bukanlah hal yang mudah. Banyak siswa yang tidak mau menggunakan bahasa Inggris untuk berkomunikasi. Karena itu guru harus kreatif dalam mengajar. Salah satu cara yang bisa dipakai guru dalam mengajar *speaking* adalah dengan menggunakan *gallery walk*.

Gallery walk adalah semacam teknik diskusi dimana siswa diminta untuk bekerja dalam kelompok kecil untuk bekerjasama dan saling berbagi ide untuk merespon pertanyaan-pertanyaan, skenario, atau teks yang diberikan. Siswa diminta bekerja dalam kelompok, kemudian masing-masing kelompok mencari informasi mengenai tugas yang diberikan guru pada “*station*” (beberapa tempat di dalam ruangan kelas dimana guru meletakkan informasi yang dibutuhkan siswa untuk tugas yang mereka kerjakan). Berikutnya, setelah informasi terkumpul, siswa melaporkan hasil kerja mereka di depan kelas.

Gallery walk bisa meningkatkan kemampuan berbicara siswa dalam bahasa Inggris, karena melalui *gallery walk* siswa bisa berlatih bagaimana cara berbicara di depan umum dengan melaporkan hasil kerja mereka. Selain itu, melalui penggunaan *gallery walk* di dalam kelas, siswa juga bisa berdiskusi dengan teman-temannya mengenai kerja mereka.

ACKNOWLEDGEMENTS

First of all, the writer would like to express her thanks to Allah SWT, who has given her a chance to accomplish this paper. This paper is intended to fulfill one of the requirements for getting S1 degree in English department of State University of Padang.

The writer would express her deepest gratitude and appreciation to Rima Andriani Sari, S. Pd, M. Hum for her patience, valuable guidance, encouragement, and time throughout the process of finishing this paper. The writer would also like to express a great gratitude to the examiners Yuli Tiarina, S.Pd, M.Pd and Havid Ardi, S.Pd, M.Hum, your suggestions and critics have opened the writer's mind and widen the writer's view of the academic world. Next, The writer would like to express her thanks to Dr. Kusni, M.Pd. as the chair person of English Department, Dra. An Fauzia Rozani Syafei, M.A. as the vice chair person of English Department and to all lecturers of the English Department, the Faculty of Languages and Arts State University of Padang, for the precious lessons and assistance during the studies.

The writer would like to dedicate the deepest love to her beloved husband and her beloved children who always give the writer support, love, and prayer. Last but not least, for the writer's lovely friends in English Department 08. Keep our friendship forever.

Padang, January 2011

The writer

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CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

There are four skills that have to be mastered by junior high school students in learning English, they are: listening, speaking, reading, and writing. Speaking is one of important skills in English because the aim of learning English is the students have to be able to communicate in English. It is stated clearly in 2004 curriculum that one of the aims of English subject at junior high school is to develop the ability to communicate in English both spoken and written include listening, speaking, reading, and writing.

Teaching speaking at junior high school cannot be separated from the teaching of text types or genres as the focus of teaching English at junior high school nowadays. There are four text types that have to be learned by junior high school, they are: narrative text, descriptive text, report text, and recount text. Among of those texts, descriptive text is a text which says what a person or a thing is like. Descriptive text has purpose that is to describe and reveal a particular person, place, or thing. Learning descriptive text can be beneficial for students to give description about something or someone.

Although speaking is one of skills which must be mastered by students, it does not mean junior high school students are able to describe something well. Sometimes they do not know how to describe something in English, for example how to describe his body or tell about his experience. Based on the writer's

experience as an English teacher at junior high school, there are some problems that are faced by junior high school students in speaking. The first, they are shy to speak English because they worry about grammar and pronunciation. In daily life, students are used to speaking in Bahasa Indonesia or in their mother tongue. So, speaking in English can be a difficult thing for them.

Besides that, they have to be aware about grammar and pronunciation. If they make a mistake in speaking, their friends laugh and make it as a joke. The second problem is about time. There is no enough time for students to practice their English. The teacher is dominant in class because she needs to explain the lesson. Therefore, the students only have a little time to speak in class. The last problem is the boredom in the classroom cannot be avoided. Many students are not interested in learning English because the process of teaching and learning cannot attract their attention. The teacher does not use media, technique, and strategy that really consider about students' desire or students' want, and as the result, the students tend to ignore the lesson and their teacher.

In order to solve the problems above, the teacher needs a technique that can attract students' attention in learning speaking descriptive text. One of technique that can be used is gallery walk. Gallery Walk is a discussion technique that gets students out of their chairs and into a mode of active engagement (Rodgers 2000). In this activity, the students work in groups, and then each group has to find out questions, answers, statement, or pictures on the wall or white board which is called station.

This technique is very suitable for junior high school students because junior high school students love activities that involve them physically such as: do discussions, perform dramas, or tell stories. They do not like sitting on the chair, listen to teacher's explanation, and then do homework or schoolwork. That is why, gallery walk can be a good technique for students, especially junior high school students because this technique can improve students' ability in speaking, and also can motivate them to speak. So, the aim of this paper is to explain how to use or implement gallery walk in the classroom.

1.2 Limitation of the Problem

Based on the background of the problem above, this paper is limited to teaching speaking by using gallery walk to junior high school students.

1.3 Formulation of the Problem

The problem is formulated into the following question:

“How could an English teacher use gallery walk to teach speaking to junior high school students?”

1.4 Purpose of the Paper

The purpose of the paper is to explain about how to use gallery walk as a technique in teaching speaking to junior high school students.