

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the problem of the study, the objective of the study, the significance of the study, the hypothesis of the study, the scope and limitation and the definition of key term.

A. Background of the Study

Language is the way to communicate. The first language used is mother tongue; it means the language from mother such as Javanese, Sundanese, and etc. The second language is Indonesian or national language. And English is a foreign language which has to be mastered by Indonesian besides their language because English is international language which is used to communicate in the world. So that is why Indonesian has to learn English.

There are four skills influencing the ability in mastering a language; listening, speaking, reading, and writing. Students have to master all skills to understand English. On the lesson plan and also syllabus all of the English skills have to be mastered by the students of junior high school or in senior high school with the different level. Therefore the students have to learn about how to read, listen, write and speak using English words. In this study the researcher will focus on speaking skill.

Speaking is the most important thing In English. Speaking is one of skills that important in communication. It is very important to be improved in teaching and learning process because speaking plays an essential role in facilitating the students to master speaking skill. Speaking is the goal of learning English. Because when people meet the foreigner from the other country and make engagement with them the language used is English. Moreover now days science and technology have been develop immediately and English become the main language of it.

Beside the researcher focus on speaking skill, in this study also focus on speaking narrative text. Because narrative text is one of subjects in English lesson that asks the students to tell about the story. A narrative text focuses on pattern of events with a problematic and/or unexpected outcome that entertains and educates the reader. Narrative text contains of three parts, they are orientation, complication and resolution.¹ There are many kinds of narrative text such as legend story, fable story, myth and fairy tale. And the goal of the study the students have to be able to communicate the narrative text using English.

The writer finds the phenomenon that is difficult for students speaking using English. Most of them are unfamiliar with the English words. The students get difficulties in speaking English because English is not their daily language. So most of students think that English is difficult thing and it makes them have no pretention to learn about it. Most of students are shy speaking English. They are shy if they have mistakes in their speaking. Therefore it makes them do not want to try speaking English. Sometimes when the teacher asks the students to discuss about the material not all students want to appreciate to speak. Only several students want to participate because the other students have no bravery to open their mouth. And sometimes the students feel bored with English lesson because of the difficulties of understanding English language. Also it is caused the boring teacher. The teacher needs some technique to make it easy and fun.

Students need some motivation from the teacher to build the students' pretension in speaking. The teacher has to find a method which can solve the students' problem in speaking. Students need stimulus to construct their confidence. Fun teaching learning process needed to support them understanding English. In this study the researcher tries to recognize one of methods in teaching speaking. It is gallery walk method.

Gallery walk method is good for maintaining the cooperative learning and active learning. It is a technique that gets the students out of the chair and into

¹ Joko, Arnys dan Virga Renita Sari, *Scaffolding English for Junior High School* (Jakarta: Pusat Perbukuan Department Nasional, 2008), 177.

active engagement.² The students will walk around the gallery to observe some works. In this method the students have to be active. No one will be silent because all of students in the class will get the opportunity to tell their opinion about the information. The students will be divided into some groups. It gives the appreciation and correction each other in learning. And it is the effective learning that is easy to prepare as long as knowing the steps of the method. It is also the easy way for teachers in explaining the material to the students. And this method also can build the creativity of the students. The students will use their creativity to make their own gallery and explore it.

In the previous study also indicated that Gallery Walk is effective method to develop students' skill. Majiasih, in her thesis "*The Effectiveness of Gallery Walk to Teach Speaking Viewed from the Students' Self-Esteem (An Experimental Study at the Eleventh Grade Students of SMAN 3 Cilacap in the Academic Year of 2011/2012)*" indicated that students who were taught by using gallery walk method got better score than who were taught without gallery walk method. The data analysis used Ancova because she used true experiment in her research. And the result of this method is effective.³

Marini, the student of unhas (Sastra Asia Barat Fakultas Sastra Unhas) in her thesis "*Efektifitas Penggunaan Metode "Gallery Walk" Dalam Meningkatkan Kemampuan Siswa Pada Pembelajaran Bahasa Arab Di Madrasah Tsanawiyah Al-Fatah Tarakan*" indicated that gallery walk method can improve the students' achievement in arabic language. In her research, she used *Classroom action research*. The collecting data used in this research was observation, interview and questioner.⁴

² Taylor P, *Gallery Walk* (online), <http://www.cct.umb.edu/gallerywalk>, 3rd of October 2004, accessed on September 18, 2014.

³ Hariyati Majiasih, "The Effectiveness of Gallery Walk to Teach Speaking viewed from the Students' Self-Esteem (Sebuah penelitian experimental pada siswa kelas XI SMAN 3 Cilacap tahun pelajaran 2011/2012)" (Thesis. Surakarta. Program Pendidikan Bahasa Inggris, Fakultas Paska Sarjana, Universitas Sebelas Maret Surakarta, Januari 30th, 2012).

⁴ Marini, *Efektifitas Penggunaan Metode "Gallery Walk" Dalam Meningkatkan Kemampuan Siswa Pada Pembelajaran Bahasa Arab Di Madrasah Tsanawiyah Al-Fatah Tarakan*, www.unhas.ac.id, 21st of May 2012, accessed on February 08, 2015.

Mulyani in the Journal of English Language Teaching “*Teaching Written Announcement through Gallery Walk Technique (An Experimental Study of Eighth Grade Students at SMP Muhammadiyah 1 Weleri, Kabupaten Kendal, in the Academic Year of 2013/2014)*” indicated that the use of Gallery Walk technique in teaching writing announcement text brought about significant improvement.⁵

Elfita, the student of STKIP PGRI Sumatera Barat in her thesis “*Teaching Speaking by Combining PMI (Plus, Minus, Interesting) and Gallery Walk Strategies for Junior High School*” indicated that Gallery Walk can give the benefit for the students. It can make the students being active and improve their speaking skill.⁶

Marianingsih in the journal of economic education “*Peningkatan Aktivitas dan Hasil Belajar Akutansi Materi Laporan Keuangan Melalui Metode Gallrey Walk Duata-Duata*” indicated that the use of Gallery Walk method could be one of the references of teachers in implementing the learning process.⁷

Widarti et.al, in the Unnes Journal of Biology Education “*Pembelajaran Gallery Walk Berpendekatan Contextual Teaching Learning Materi Sistem Pencernaan Di Sma*” also indicated that Gallery walk learning approaches with CTL brought a positive effect on students’ activity and learning outcomes on digestive system learning materials at SMA Negeri 1 Gringsing.⁸

Therefore based on the evidence above, the researcher will conduct a research entitle “Enhancing Students’ Speaking Skill in Narrative Text through Gallery Walk for the Eighth Graders of MTsN Model Pare.”

⁵ A’in Ratna Mulyani, “Teaching Written Announcement through Gallery Walk Technique (An Experimental Study of Eighth Grade Students at SMP Muhammadiyah 1 Weleri, Kabupaten Kendal, in the Academic Year of 2013/2014)”, *Journal of English Language Teaching*, No. 3 (January, 2014), <http://journal.unnes.ac.id/sju/index.php/elt>, accessed on May 15, 2015.

⁶ Suryani Elfita, “Teaching Speaking by Combining PMI (Plus, Minus, Interesting) and Gallery Walk Strategies for Junior High School”, *Pendidikan Bahasa Inggris*, vol. 1, No. 1 (2014), pendidikanbahasaInggris.htm, accessed on 05th of May 2015.

⁷ Nining Mariyaningsih, “Peningkatan Aktivitas dan Hasil Belajar Melalui Metode Gallery Walk Duata Duata”, *Jurnal Pendidikan Ekonomi Dinamika Pendidikan*, Vol. IX, No. 1 (June, 2014), 57-69.

⁸ Sri Widarti, et. al. “Pembelajaran Gallery Walk Berpendekatan Contextual Teaching Learning Materi Sistem Pencernaan Di Sma”, *Unnes Journal of Biology Education*, 2 (January, 2013), <http://journal.unnes.ac.id/sju/index.php/ujeb>, accessed on May 15, 2015.

B. Research Problem

Based on the background of study above, the researcher intends to investigate the effectiveness of using gallery walk method to enhance students' speaking skill in narrative text for the eighth graders of MTsN Model Pare. This study attempts to answer the following research question: Is using gallery walk method to enhance students' speaking skill in narrative text for the eighth graders of MTsN Model Pare effective?

C. The Objective of The Study

Based on the research problem, the researcher intends to investigate the effectiveness of using gallery walk method to enhance students' speaking skill in narrative text for the eighth graders of MTsN Model Pare.

D. The Hypothesis

Based on the objectives of the study, the researcher builds the hypothesis to make the purpose clear. That hypothesis is:

Hypothesis 0 (H0) = Enhancing students' speaking skill in narrative text through Gallery Walk is not effective.

Hypothesis 1 (H1) = Enhancing students' speaking skill in narrative text through Gallery Walk is effective.

E. The Significance of the Study

From this research, the researcher hopes that the result of this research will be useful for the teacher and the students.

1. Teachers

Teachers can use gallery walk method as an innovation to increase students' speaking skill. And the teachers are expected to build the bravery of the students to speak English.

2. Students

The students can learn speaking early, so that they can improve their achievements in speaking English.

F. The Scope and Limitation

The scope of the study is the effectiveness of using gallery walk method in enhancing students' speaking skill in narrative text. The subject of this study is limited to the students at the eighth graders of MTsN Model Pare. The analysis is focused on the score of the effect of using gallery walk method in enhancing students' speaking skill. And to get the data, the researcher uses the test instrument.

G. The Definition of Key Term

1. **Effectiveness** is a capability of producing an intended result. It means this research presents the effectiveness of using gallery walk method to bring the result on students speaking skill.
2. **Enhancing** is something which someone has succeeded in improving the quality and the value after being given instruction.
3. **Gallery Walk** is one of the cooperative learning methods which use a gallery as a media to teach. In this method students will out of the chair and walk around the gallery to observe something.
4. **Speaking** is one of English skills which has to be mastered by the students. Speaking is the way to communicate. Thus students will be able to tell the stories.