

USING GALLERY WALK STRATEGY TO IMPROVE STUDENTS' PARTICIPATION IN SPEAKING ACTIVITIES

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Abstract

This study aimed to improve the year-10 students' participation in speaking activities through the gallery walk strategy. Classroom action research was applied to conduct this study. The year-10 students of SMK Subur Insani Sambas in Academic Year 2020/2021 became the research participant. The researcher used an observation checklist and field note to find out and get data from the research participant. This study was conducted in two cycles. This research result showed good progress in improving the students' participation through the gallery walk strategy, even though only a few students participated enthusiastically in the speaking activity and had enough bravery to speak English in the first cycle. The researcher modified the gallery walk strategy in the second cycle to actively talk in English during the presentation, meaning the gallery walk strategy could improve the year-10 students' participation. The result showed the percentage of the students categorized as very active and active was approximately 71%. The researcher recommended that the gallery walk strategy can also be applied in the teaching and learning process.

Keywords: *Gallery Walk, students' participation, speaking*

INTRODUCTION

In the recent language context, one of the greatest challenges for English teachers is to enable the students to participate in class actively. A learning process is considered effective when the students participate in the class actively during the learning process. A good learning process can occur when the teachers can encourage the students to involve in the learning process actively (Abdullah, Bakar, & Mahbob, 2012, p. 61). Unfortunately, many students still do not actively participate or are passive in the learning activities, even though the teachers use various teaching methods to stimulate active participation from the students.

In reference to the pre-observation, the students of 'SMK Subur Insani Sambas encountered difficulty in participating in the class. There were only 2 or 3 students who could respond or ask the teachers in English and other students kept silent. Thus, most students were passive during the learning process. The potential problems for the students' passive participation were the good technique applied did not support the students to involve in the learning process, get interested in learning English and they were afraid of making mistakes.

Good learning activities should encourage the students to take apart either ideas or opinions related to the learning process in oral and written form (Czekanski & Wolf, 2013, p. 2). Thus, participation is an important aspect of student learning in expressing their ideas through which the speech participants can understand. When they ask questions, the students learn how to obtain

information and enhance their understanding of a particular topic. Thus, it is important to improve their participation, especially in learning speaking skills. Therefore, it can be done by using a gallery walk strategy. It is a strategy that can create the learning process fun and active. It encourages the students to be active, meaning the students should move or walk around the classroom to different learning stations during the learning process (Anwar, 2015, p. 266). Based on the background above, this research aims to find out how the Gallery walk Strategy improves students' participation in speaking activities.

Gallery Walk

Gallery walk is an active teaching strategy that gets students out of their seats and moving around the classroom to different learning stations that display artefacts related to the class activities (EdelMalizia, 2015, p. 1). It can be anything from open-ended questions about the content being taught to photographs related to the content, or even to demonstrations or finished projects. Gallery walk is used as a presentation technique in which individual learners or groups display their work products (often on posters) and then walk around the room viewing each other's work. They may be asked to provide feedback to the group of individuals who created the work (Francek, 2006, p. 27). In short, the gallery walk allows students to be actively engaged as they walk throughout the classroom. They work together in small groups to share ideas and respond to meaningful questions, images, and problem-solving situations or texts.

Gallery walk uses a discussion technique that gets students out of their chairs and into active engagement (Francek, 2006, p. 27). The advantage is its flexibility. A Gallery walk holds a variety of benefits for students and teachers alike. It is a powerful opening, closing, or review activity. In this activity, participants write on various pieces of chart paper that they have taped to the training room walls. Through a gallery walk, the students are able to learn from one another and their own previous knowledge. The techniques used in Gallery Walk Strategy serve many different types of students' intelligence and many different ways in which students learn. It serves the kinesthetic learner because it involves walking around and another movement, it serves the interpersonal learner, because it includes small group interaction, and it serves the verbal/linguistic learner because it includes discussion and written answers.

There are procedures to conduct gallery walks in the class taken by Francek (2006, p. 27). They are creating and posting questions, making group students, assigning roles, stressing team building, assigning stations and beginning comments, and rotating.

Participation

Participation is a proactive process during the learning process by the students and teachers in order to learn the materials and lessons taught. Therefore, the students should ask questions, show respect, seek help and make good use of class time because students who do not participate in the aforementioned activities are considered passive students (Abdullah, Bakar, & Mahbob, 2012, p. 517). Participation requires students to interact processes in the classroom to indicate that they are learning and paying attention to the materials and lessons taught. Participation promotes active involvement in the discussion, raising questions and answering questions (Hamzah & Asokan, 2016, p. 2).

Good participation during the learning process can encourage the students to discuss the material taught by the teacher (Gonzalez-Cuevas, Rubio, Hernando, Alvarez, & Tavera, 2017, p. 1279). Crosthwaite, Bailey, and Meeker (2015, p. 2) state that the participation in terms of 'talkers' who prefer 'speaking out in class', and 'non-talkers' who participate through 'attendance, active listening, sitting in their seats, doing the assignments, and being prepared for class. There are several criteria for classroom participation (Crosthwaite, Bailey, & Meeker, 2015, pp. 3-4). They are as follow:

- a. Participating in course content activities appropriately and pro-actively, according to type (e.g. pair/group/class discussion, role plays, presentations etc.)
- b. Volunteering answers to teacher questions about course content (in the L2),
- c. Asking the teacher questions about course content (in the L2),
- d. Following teacher's instruction or giving instructions to others (in the L2),
- e. Making an effort to fully complete in-class activities in a timely manner,
- f. Using English at all times, including downtime in the classroom (e.g., small talk while an activity is being set up),
- g. Helping others who are having trouble with course, either in their L1 or in the L2
- h. Active listening (when required) during lectures (can have points deducted for mobile phone use, sleep, non-pertinent chatter during teacher talk)
- i. Coming prepared with the necessary materials (e.g. textbook, homework (if given), preparatory materials required to complete in-class activities)
- j. Taking notes about course content

METHOD

To improve students' class participation by using Gallery Walk Strategy, the researcher decided to use classroom action research since it was employed to see the students' progress from each cycle. In classroom action research, a teacher became an investigator or explorer of his or her personal teaching context, while at the same time being one of the participants in it to improve the teaching and learning process in order to improve the teaching and learning process (Burns A. , 2010, p. 2). The classroom action research was done through cycles, each of which has four stages. They are planning, acting, observing, reflecting (Burns A. , 2010, p. 4)

Participants

The sample of this research was the year-10 of SMK Subur Insani Sambas in Academic Year 2020/2021 that consisting of 21 students and all of them are boys.

Instrument

In order to conduct this research, the writer used the observational technique. It was used to observe teacher and students during teaching and learning process. In addition, the researcher used the observational technique in order to investigate and observe the students' participation, class condition or climate and teacher's performance. The tools of data collection used were an observation checklist and field notes

Data Analysis

Data were analyzed by calculating the percentage of active participation in each activity through the proportion technique formula as follows:

$$K = \frac{A}{N} \times 100$$

Note:

K= The percentage of active participation in each activity

A= The number of students' participation

N = The number of active participation items

In order to classify the students' qualification in participating in learning English, Heaton cited in Aprila, Rosnija, and Rezeki (2017) classified the criteria of the students' participation as follows:

Range (%)	Qualification
76-100	Very Active
51-75	Active
26-50	Low Active
1-25	Passive

Modified from Heaton cited in Aprila, Rosnija and Rezeki (2017)

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Cycle 1

The first meeting was focused on the students' participation in speaking activities which were discussion and presentation. In Cycle 1, the students looked very enthusiastic in working on assignments in groups. They discussed each other and worked together to do the task given by the teacher. However, they did not use English to ask questions as they tended to use their first language or even their mother tongue. In terms of participation, the students had low self-esteemed and confidence to elaborate their ideas. Many of the students appeared to be not interested in sharing their ideas during the discussion session. As expected by the researcher, the Gallery Walk Strategy had successfully helped them be more active participants in the classroom discussion; some students usually did not participate in class but seemed to give comments and respond to other stations.

From the explanation above, the percentage of the students' participation can be seen in figure 1, which is displayed below:

Figure 1 The Percentage of Students' Participation in the First Cycle

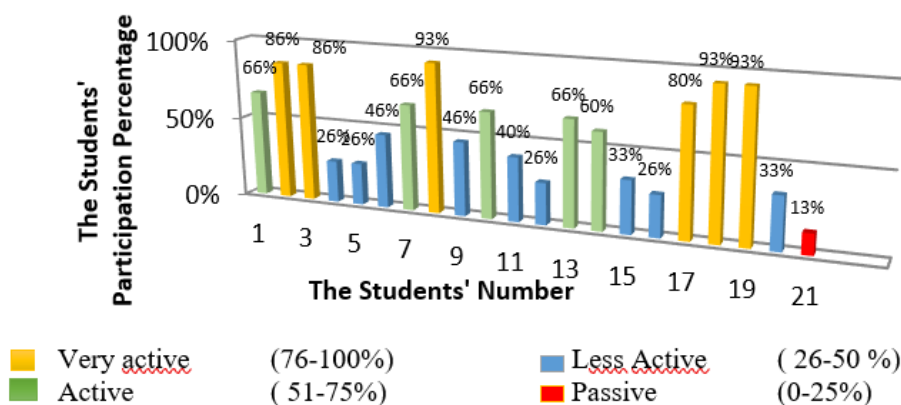


Figure 1 displays the percentage of the students' participation individually. From 21 students in class 10 TKRO, six students are categorized as very active, with a percentage of 28%. The students were active and dominant in the classroom discussion and had better English compared to other students in different categories. These active students also liked to share their thoughts, give remarks and assist others in the learning process. Moreover, these six students also showed consistency to participate in the classroom as they followed the teacher's instructions satisfactorily.

On the other hand, the percentage of students who were categorized as active was 23%, while nine students were classified as less active students. The last 13% of students were ordered as passive students. To sum up the data from the observation above, the percentage of the students' participation in meeting one and two was still low, with only 52 % for very active and active students). The other 42% were not actually adequate in classroom participation as they are less active students. With a percentage of 6%, the other students were in passive participation. It means that the students' active participation in the implementation of the Gallery Walk Strategy was improved but not satisfactory in the first cycle.

Based on the findings of the observation phase mentioned above, the first cycle of the Gallery Walk implementation was not particularly good because many students were lack of English vocabulary. This matter undoubtedly affected their reticence and anxieties to share their thoughts with other students. Many of them expressed they were afraid that their friends would laugh at their mistakes in pronunciation, grammar and diction. The limitation of students' vocabulary mastery also affected their participation in the discussion

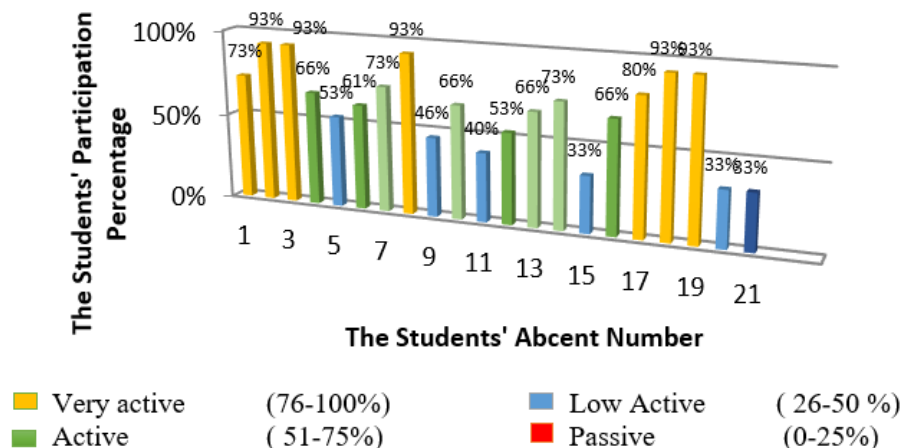
Cycle 2

In cycle 2 of this research, the researcher determined to resolve the problems in cycle 1. In the first cycle, the students still faced difficulties maintaining better participation in speaking activities. The first problem was that the percentage of students who willingly answered questions or responded to other groups' comments was descending. In the presentation activity, only the presenter dared to respond when there were questions or comments from other groups during a group presentation. Whereas other group members should also helped explain or add ideas, they were kept silent, afraid to talk even in their first language or their mother language. Students' oral presentation was the second problem in cycle 1. Only 38% of the students successfully did a presentation in cycle one. This situation is due to the fact that in Gallery Walk Strategy, there is only one student who was chosen to represent the group result. Based on this problem, the teacher then modified away at this "presentation" stage. The stage that changed in cycle 2 was in the process of visiting each other between groups. In cycle 2, there should be one member from each group who had to stay in their station. The task of the station guard was to present the results of the group's work and respond to questions or comments from visiting groups. Each group would arrange the order of guarding the station.

The second cycle of this Classroom Action Research revealed that some students showed some improvements in their participation in speaking activities in cycle 2, 33% of students were categorized as very active, and 38 % were active. The last 29 % of students were still classified as passive students. About 90 % of students did an oral presentation when they were on duty as "station guard", but

only 55% of students presented well enough as a “station guard”, while others were not present satisfactorily. The result of students’ participation in cycle two was respectively described in figure 2 below:

Figure 2 The Percentage of Students' Participation in the Second Cycle



Based on the figure 2 it can be concluded that the implementation of the Gallery Walk Strategy can encourage the students to participate more in the learning process and speaking activities. Furthermore, the bar graph above also shows that the percentage of the students categorized as very active and active was approximately 71%. According to the researcher's previous investigation, the students felt more confident and comfortable participating in the speaking activities with the Gallery Walk Strategy because they worked in a team. Also, it did not feel boring as they moved around visiting each other's group.

Discussion

The researcher found that the implementation of the Gallery Walk Strategy has proven to immensely improve the students’ participation in speaking activities to Year 10 students of Class TKRO at SMK Subur Insani, Sambas. According to the observation checklist and field notes done by the observer, it could be concluded that the second cycle was particularly better than the previous cycle. The teaching and learning process was run well as the students could participate excellently working in a group, answer the question well, do a presentation and follow the teacher’s instructions.

From the previous studies, the gallery walk strategy proved that it can create a good atmosphere of the learning process and make the students more active and enjoy in learning process. It can also motivate the students to speak up and build the students’ speaking confidence (Hakim, Anggraini, & Saputra, 2019, p. 37). It also happened in the 10 TKRO class when the Gallery Walk Strategy was implemented. The class condition felt cheerful and active when the Gallery Walk was implemented. There were some improvements of students when teacher implemented the Gallery Walk. The improvement was on students’ ability to elaborate their ideas in asking questions and giving opinion. They could construct their statements better to state their ideas and confidently speak up using English.

CONCLUSION AND SUGGESTION

Based on the research finding, it can be concluded that the use of Gallery Walk Strategy improved the students' participation to be more active in learning English. It can be seen from the observation checklist, there was more than 50% of the active participation indicators achieved 51-75% (active). The students were more enthusiastic to participate in speaking activities using Gallery Walk Strategy. Gallery Walk triggered the students to be more respectful on the teacher's instructions such as answering questions in group discussion and presenting their tasks. During the presentation, the students were more confident to defend their ideas because they have friends as their learning partners.

The progress of students' participation also improved from cycle 1 to cycle 2. Moreover, there are two indicators of active participation, which are significantly improved. First, the students practised answering questions from another group, and second; the students did the oral presentation satisfactorily.

Based on the finding and conclusion above, there are two suggestions regarding this research to other English teachers and future researchers. First, it is better for English teacher to prepare all of the things before teaching, such as the material, the method, and also the media used. Teachers need to consider what method or activity will be applied related to the material. The teacher should prepare a poster and other necessary equipment to engage and catch students' attention. It would be ideal to choose the posters with which students have previous knowledge or something they are familiar with. Second, the teacher should pay more attention to time management. The students might spend more than the given time, and then the teacher might let them continue during the subsequent learning activities are running. Moreover, it would be better for the teacher to provide a guideline procedure for the Gallery Walk Strategy to avoid feeling confused about the instructions.

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