

The Use of Gallery Walk to Enhance Speaking Ability of the Eleventh Grade Students of State Madrasah Aliyah

Kerisnin Otoy

English Instructor at Gloria English Course Palembang, South Sumatera, Indonesia

Otoy3194@gmail.com

Abstract

The objectives of the study were to find out (1) the significant improvement on the eleventh grade student's speaking ability before and after being taught using Gallery Walk strategy at one State Madrasah Aliyah in Palembang, South Sumatera, Indonesia; and (2) the significant difference on the eleventh grade students' speaking ability between those who were taught by using Gallery Walk Strategy and those who were not at State Madrasah Aliyah in Palembang. Quasi experimental with pretest and posttest non equivalent-group design was used. There were 301 students at eleventh grade students of State Madrasah Aliyah Palembang in academic year of 2016/2017 who were used as the population of the study. 76 students were taken as sample by using purposive sampling. 38 students from the first class of eleventh grade students were chosen as experimental group and 38 students from the second class of eleventh grade students were chosen as control group. This study used speaking performance test to collect the data in a form of oral test. There were two kinds of test which administered in this study. They were pretest and posttest for both experimental and control groups. The results of the test were analyzed by using paired sample t-test and independent t-test. The result of this study showed that (1) significant improvement on the eleventh grade students' speaking ability before and after the treatment at was found since the p-output was lower than 0,05; and (2) significant difference from students' posttest score in experimental and control group on the eleventh grade students' speaking ability taught by using Gallery Walk Strategy and teacher's strategy were found since the p-output was lower than 0,05. In short, Gallery Walk strategy can be implemented as one of the strategies since it can enhance students' speaking ability.

Keywords: gallery walk strategy, speaking ability, speaking performance, quasi experimental

Manuscript submitted: September 3, 2018
Manuscript revised: September 17, 2018
Accepted for publication: November 30, 2018

Introduction

The objectives of teaching and learning English are that students can understand the general information and how to give response by using English in their daily life. As stated by Masita (2013), English is used by more than one billion people in the world to access information, do business, and maintain social communication. According to Lauder (as cited in, Saputra & Marzulina, 2015, p.1), It is widely recognized that English is as a global international language since it is communicated in all aspects of life (Putra & Marzulina, 2015).

As a compulsory subject at Indonesian school, students must learn English. It is in line with what Marzulina, Pitaloka, Herizal, Holandyah, Erlina, and Lestari (2018) stated that English is one of the compulsory subjects in Indonesia's educational system. In Indonesia, on the 2013 Curriculum (K-13) mentioned the teaching of English as one of compulsory subjects. In

reference to this Curriculum proposed by the Ministry of National Education in 2013, oral and written communications are focused as the objective of teaching English in Indonesia.

All students should master four main skills (listening, speaking, reading and writing) which are stated in the 2013 curriculum (K-13). Those four language skills are very necessary to be learned, including speaking skill. As it stated in this curriculum that students have to master speaking utterances orally and creative thinking are proposed in the classroom. Besides, some expressions, such as; expressions of asking and giving opinion, suggestion and advice, invitation, and telling about their hobbies and interests are asked to be involved. Thus, the students need to have a good speaking ability in order to achieve the objectives of English teaching and learning.

Speaking is considered as a first productive, a priority and the most important language skill in many schools. Richards (2008) mentions that for many second-language or foreign-language learners, the mastery of speaking skills is as a main priority to communicate. Furthermore, Gert and Hans (2008) claim that speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. Then, Asrida (2014) proves that the process of building a sharing meaning through the use of language orally may encourage students to build their communication effectively. In addition, Hughes (2006) states that speaking is the first mode in which children acquire language. It is the prime motor of language change and it also provides our main data for understanding bilingualism and language contact.

Recently, many people think speaking in a different language which is not their mother tongue is more difficult than just reading, writing or listening. One of the possible reasons is that speaking requires complex skills, not merely conveying ideas verbally (Abrar et al., 2018). Dwintan (2017) persuades that lack of good communication skills can lead to misspellings of words. Furthermore, Alonso (2013) states that one of the problems that students suffer is that when students have finished their English lesson, they will forget the language. As found in a research by Novita (2017), the first cause that makes the students difficult to speak English is that the environment (outside the class) which does not support the students to speak English frequently. According to Zaim (2002) and Arif (2015), it happens because the learner makes the similarity between the sentence in English (as target language) and the sentence in Indonesia (as mother tongue) that he mastered. In addition, Ur (1996) declares some problems of speaking that are faced by the students in the class are inhibition, nothing to say, low or uneven participation, and mother-tongue use. And also one of the psychological factor has the role to make a conversation run smoothly. Furthermore, Gunawan (2017) adds that psychological factor is a factor which comes from the inner of individual.

Based on the preliminary study conducted in this school through teacher's and students' interview, it revealed some of the students thought that speaking was one of the most difficult lessons because they could not manage their self-confidence or their attitude when they wanted to begin to speak. They also had to consider about grammar, vocabulary and being criticized when they are speaking. Sometimes, they were also confused what to say and if they met the people with the same mother tongue, they would prefer using their L1 to using practice their English.

Considering the importance of speaking skill and some problems in speaking class, teachers can actually help students enhance their speaking ability by providing them with effective speaking strategies, techniques and skills rather than using conventional methods that can make students feel bored. As mentioned by Hendriani (2010) that the teacher is an external factor which can help students to get much success in their language learning. In addition, Saswandi (2014) explains that different teaching styles give different responses to students, especially on students' interest in learning process and it has a big deal toward the effectiveness of teaching learning process. Furthermore, Gallery Walk Strategy is one of strategies that can be used and make them more confident to speak English to the whole classroom. As proposed by

Gregory and Kuzmich (2007), Gallery Walk Strategy is a collaborative problem-solving tool. It is an excellent means for communication that acknowledges the creativity and power of the group. As stated by Fox and Hoffman (2011), this strategy requires students to physically move around the room. The advantage of the Gallery Walk Strategy is that students are actively engaged as they walk throughout the classroom and discuss to have team building. As mentioned by Harris (2013), students who participate in gallery walk strategy get the benefit of physical movement combined with sharing of information with a partner. Hence, Gallery Walk Strategy can be used as an appropriate strategy for teacher when teaching speaking in the classroom. It can make the teacher more creative in teaching speaking, and the students can discuss some problems and share their ideas confidently in the classroom. Moreover, Gallery Walk strategy also gives some advantages in its application such as giving chance to move around the classroom, directing students' focus and interrupting the lethargy.

The objectives of the study were finding out: (1) significant improvement on the eleventh grade students' speaking ability before and after the treatment at one State Madrasah Aliyah in Palembang and (2) significant difference on the eleventh grade students' speaking ability between those who were taught by using Gallery Walk Strategy and those who were not at one State Madrasah Aliyah Palembang.

Literature Review

The nature of speaking

Speaking is spoken productive language skill. Paramaditha (2015) suggests that productive skills refers to oral skills which should be mastered by all students. Speaking consists of producing systematic verbal utterance to convey meaning (Mart, 2012, as cited in Nunan, 2003). Additionally, Dwintan (2017) indicates that speaking is one way to share the ideas and thought which are delivered through message orally. It is supported by Yonsisno (2014) who states speaking is the process of sharing with another person, or with other persons, one's knowledge, interests, attitudes, opinions or ideas.

The elements of speaking

Speaking is considered to be the most complex skill. In the process of communication, the utterances should be adapted by the learners to the hearer. They have to use a range of ways to express themselves; to clarify their thoughts and sustain their utterance to develop thinking and reasoning, they should use communication. According to Yonsisno (2015), in speaking, students should master the elements of speaking, such as vocabularies, pronunciation, grammar, and fluency. Furthermore, Harmer (2001) proposes that the ability to speak in English needs the elements necessary for the spoken production such as: 1) language features; connected speech, expressive device, negotiation language, lexis and grammar, 2) mental/ social processing; language processing, interacting with others, and (on the spot) information processing. Meanwhile, Heaton (1990) claims that in the process of speaking, each learner should master four components; they are: 1) pronunciation, 2) grammar, 3) vocabulary, and 4) fluency.

Teaching speaking

The aim of teaching speaking in the classroom is to maintain students' ability to speak well and to improve their ability in oral communication. Learning a foreign language can be a frustrating experience for language learners if teaching learning process happening in the classroom are not interesting, motivating and/or meaningful to them (Hendriyani, 2014). A lot of types of classroom speaking activities are found in the teaching process. Harmer (2001) observes six classroom speaking activities, such as: acting from script, communication games, discussion, prepared talks, questionnaires, simulation, and role play.

Since English is included as a compulsory subject (Lestari, 2003) at high schools in Indonesia, the students' goal are passing the examinations to graduate from the school, studying at university and getting a better job, and the key for the success is the students need to be able to speak and hold in conversations. For teachers of English, Nunan (2003) offers some principles for teaching speaking such as: 1) be aware of the differences between second language and foreign language learning contexts; 2) give students practice with both fluency and accuracy; 3) use group work or pair work; 4) plan speaking tasks that involve negotiation for meaning; and 5) design activities that involve guidance and practice in transactional and interactional speaking.

Every student has his/her own characteristics and motivation to learn. Arib (2017) states that motivation in learning English is also shaped by a variety of factors like family inputs, teacher inputs, and school inputs. As the teacher, we must know what is the best and worst for their learning activities. Moreover, students have various personality factors that should be considered by the teacher in planning and conducting learning activities (Astrid et al., 2017). There are some factors that could give positive impact to teaching and learning activities, but there are others that could give bad effects. Related to this, before the teachers want to conduct the teaching process, the teachers have to know what the students need. As mentioned by Irwan (2009), there are several steps teachers can do to analyze the students' need, they are: 1) Knowing the materials teachers have presented: teachers need to know all materials they have explained to their students along the teaching learning process. They may not give the test material to their students that they have not explained yet. If they did, there will be many mistakes made by their students. It does not become a valid test. 2) Grouping students' ability: know how far the students can understand the materials. 3) Mapping students' difficulties: in what topics or subjects they have many difficulties. For example, most of students have difficulty in vocabulary building, then, teachers have to stress their test material about vocabulary. 4) Keeping focus on purposes of testing: never let teachers' purposes go away without any purposes. Be consistent with the purposes stated at the beginning of the test.

Gallery Walk Strategy

According to Gregory and Kuzmich (2007), Gallery Walk is a collaborative problem-solving tool. It is an excellent means for communication that acknowledges the creativity and power of the group. Pitaloka (2014) states that multimedia can facilitate students in decoding the information and increase their effective cognitive encoding as it has various representations which facilitated both verbal and visual modes of processing in human's mind. Furthermore, Jonson (2006) comments that gallery walk is an exhibit of students' comments about and personal responses. Students walk through the gallery to view each other's thought just as one might walk through an art gallery to view artwork.

Indeed, one researcher commented that "The gallery walk connects learners to each other and learners to the training topic in a number of interesting, interactive ways" (Bowman, 2005). Using gallery walk is to promote class discussion, higher order thinking, cooperative learning, and team building. Jonson (2006) declares that the implementation of using Gallery Walk, as follows: 1) the teacher hangs up three or more large piece of butcher paper in the room. At the top of one is label "Comment." Another is labeled "Questions." The third is titled "Personal Responses;" 2) they are all asked to walk around the "gallery" to see what the pictures are about; 3) after students have completed seeing, they are instructed to write down their thoughts for each of the three categories listed on the butcher paper; 4) finally, students take their seats and discuss what they have seen. They may ask for clarification of comments, suggest answers to questions, or build on or questions responses.

Methodology

Research design, research site, sampling, and participants

A quasi-experimental design with a pretest-posttest non-equivalent group design was used in this study. A non-random sampling method was used to select the sample. This study included two groups, experimental and control groups. The experimental group was given treatment by using Gallery Walk Strategy and the control group was not given any treatment. 301 students at the eleventh grade students of one state Madrasah Aliyah in Palembang were chosen as the population of the study which consisted of eight classes.. This study used purposive sampling method. The total numbers of students as the sample in this study were 76 students from 2 classes, had the same background knowledge and difficulties of speaking ability. Besides, the number of the sample was the same in both classes (38 students for each).

Data collection

The progress of students' speaking ability scores before and after treatment was measured by using oral test. The students were given some pictures and they gave their opinion within 3 minutes. While they were presenting their opinion, I recorded the students' performance. Giving opinion was taken as a test material as stated in the syllabus of Curriculum 2013. The purpose of the test in this study was to know the results in the teaching of speaking by using Gallery Walk Strategy.

In this study, test was conducted twice; pretest and posttest. The pretest measured students' English speaking ability before giving the treatment. To know the post-test of students' English speaking ability scores after the treatment, posttest was administered. The result of this test was compared to know the result of the effect of teaching speaking through Gallery Walk Strategy and those who are not to the students' speaking ability.

The students' speaking test was scored by three raters using speaking scoring rubrics suggested by Brown (2004). They are: 1) grammar (1-5), 2) vocabulary (1-5), 3) comprehension (1-5), 4) fluency (1-5) and 5) pronunciation (1-5).

Research instrument analysis

Research instrument was analyzed for their validity and reliability tests. Validity was defined as referring to the appropriateness, meaningfulness and usefulness of the specific inferences researchers make based on the data they collect (Fraenkle, Wallen, & Hyun, 2012). In this study, expert judgments were required to check the construct validity. The format of the instrument test and lesson plan were measured by three validates before doing tryout.

English lecturers from one state university in Palembang were validators in this study. They checked the clarity of printing, size of type, adequacy of work space (if needed), appropriateness of language, clarity of directions, and so on regardless of the adequacy of the question in an instrument before it was given as test instrument or tryout to students later on. The content validity was achieved by devising a topic in accordance with the objectives of the test to measure students' speaking skill. The result analysis in content validity was described in the table of specification including: objective, indicator, item and number of item. Then, three experts were asked to check the appropriateness of the content of the test.

Research instrument was measured by the reliability test to find out whether pretest and posttest activities are reliable or not. Fraenkel, Wallen, and Hyun (2012) describes reliability as consistency of the scores obtained, how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. To prove the instrument, tryout was given to non-sample students. To find out the reliability of the test, inter-rater reliability was applied. The result showed that the speaking test is reliable, since the

reliability score was higher than 0.70. The result of validity and reliability tests were appropriate and instrument could be used since the reliability score was 0.96.

Data analysis

The data from the test were analyzed to determine whether the use of Gallery Walk Strategy is effective or not to be used for enhancing students' speaking ability. Paired t-test was administered to measure a significant improvement for testing the students' pre-test to post-test scores in speaking by using Gallery Walk Strategy in experimental group. A significant improvement was found whenever the p-output was lower than 0.05 and t-table 2.026 (with $df = 37$). To measure the significant difference, independent sample t-test was used for testing the students' post-test scores in speaking in both control and experimental groups. A significant difference was found whenever the p-output is lower than 0.05 and t-table 1.994 (with $df = 74$).

Before analyzing the obtained data from students' pretest and posttest scores in both groups (experiment and control), normality and homogeneity tests were done. Normality test was administered to measure the obtained data whether it was normal or not. The data was obtained from students' pretest and posttest in control and experimental groups. The data can be classified into normal whenever the p-output is higher than 0.05 (Basrowi & Soenyono, 2007). In measuring normality test, *one-sample Kolmogorov Smirnov* was used. Homogeneity test was administered to measure the obtained data whether it was homogenous or not. The data can be categorized homogenous whenever it is higher than 0.05 (Basrowi & Soenyono, 2007). In measuring homogeneity test, *Levene Statistics* was used.

Findings

The result of gallery walk strategy

The result analysis of students' pretest scores in control group showed that thirty one students (82%) got the score between 41-55 in poor category, seven students (18%) got the score between 0-40 in very poor category. In the analysis of students' posttest scores in control group, it showed one student (2.6%) got the score between 56-70 in average category, and twenty eight students (73.7%) got the score between 41-55 in poor category, and nine students (23.7%) got the score between 0-40 in very poor category. And then, the result analysis of students' pretest scores in experimental group showed that one student (2.6%) got the score between 56-70 in average category, twenty five students (65.8%) got the score between 41-55 in poor category, and twelve students (70%) got the score between 0-40 in very poor category. After the analysis of students' posttest scores in control group was done, it showed that two students (5.3%) got the score between 71-85 in good score, thirty four students (89.4%) got the score between 56-70 in average category, and two students (5.3%) got the score between 41-55 in poor category. Furthermore, the result analysis of descriptive statistics in experimental and control groups are described in the following table:

Table 1. Descriptive statistics of the students in both groups

	N	Min	Max	Mean	Std. Dev
Pretest in control	38	33	52	45.1316	5.08932
Posttest in control	38	32	56	44.4211	5.16030
Pretest in experimental	38	32	56	43.7895	6.46470
Posttest in experimental	38	51	77	60.8947	5.55459
Valid N (Listwise)	38				

The result of normality and homogeneity test

The result analysis of normality test indicated that the significance (2-tailed) of pretest and posttest of the control group were 0.225 and 0.850, while the significance (2-tailed) of pretest and posttest of the experimental group were 0.468 and 0.065. From those scores, it showed that all values were higher than 0.05, it means that the data were considered normal and homogeneous.

Students' speaking improvement and difference between those who were taught using gallery walk strategy and those who were not

Paired sample t-test was administered to measure significant improvement on the eleventh grade students' speaking ability score taught by using Gallery Walk Strategy before and after treatment. While, Independent sample t-test was used to measure a significant difference on the eleventh grade students' speaking ability score taught by using Gallery Walk Strategy and those who were not.

Table 2. Result analysis in measuring significant improvement on students' speaking ability on the experimental group taught using gallery walk strategy

	Paired Sample T-test			Ha
	t	Df	Sig. (2-tailed)	
Gallery Walk Strategy	-11.630	37	0.000	Accepted

Based on the table analysis, the p-output was found 0.000 with $df=37$ (2.026), and t-value -11.630. from the score, it could be stated that a significant improvement from students' pretest to posttest scores in experimental group taught using Gallery Walk Strategy was found since the p-output was lower than 0.05.

Table 3. Result analysis of independent sample t-test on post-test

	Independent Sample T-test			Ho
	t	Df	Sig. (2-tailed)	
Using Gallery Walk Strategy and Those who are Taught Using Teacher's Method	-13.394	74	0.000	Rejected

From the table analysis above, it was found that the p-output was 0.000 and t-value was -13.394. From the scores, a significant difference on students' speaking ability score taught by using Gallery Walk strategy and those who were not at MAN 2 Palembang was found since it was lower 0,05.

Discussion

First, pretest and posttest were given in experimental and control groups and treatment was only applied in experimental group. During the pretest, I found that students faced

difficulties in speaking, such as the students could not express what was in their mind. It could be said so because before doing the pretest, the teacher of English in the school just asked the students to read the conversation and the students listened to their teacher, so they could not understand about how to have a good speaking skill. It was because the teacher seldom used interesting media such pictures, posters and laptop to encourage them to speak. These factors made them have no high motivation in learning speaking. Second, the treatment in experimental group was applied by using Gallery Walk Strategy to help students to enhance the students' speaking ability. After using Gallery Walk strategy, it was found that the students were more motivated, active and interested in the learning process. It is in line with Francek (2006) who declares that the use of gallery walk in teaching English can provide an interesting activity because it involves open-ended questions using the terminology and language of the discipline.

In this study, the students' speaking achievement with Gallery Walk strategy in teaching speaking was implemented. Based on the informal interview with the teacher of English in preliminary study, the students were lacking of speaking and writing ability. They found difficulties in speaking because of their less motivation and afraid of making mistake. Then, the class of eleventh grade MIA 3 and eleventh grade MIA 5 were recommended because they had the same speaking level. Based on the pretest result, the first class of eleventh grade students got the higher mean score than the second class of eleventh grade students. The result of the first class of eleventh grade students' speaking achievement were thirty one students in poor category and seven students in failed category and the result in the second class of eleventh grade students were one student was in average category, twenty-eight students were in poor category, and nine students were in failed category. It was because the students were not accustomed to speaking in English, they were shy to talk in English in front of the class because they were afraid of making mistake. Lack of vocabulary made them hard to express what they wanted to say and it became their main problem in speaking. To translate the words directly from Indonesian to English were often done by them because they felt it was easier and more natural to express themselves in L1.

The students' speaking ability was enhanced and proved by the progress of the students before and after given treatment by using Gallery Walk Strategy. During the first to second meeting, the students still felt confused about what they had to do in this Gallery Walk. I gave them explanation about the strategy and motivated them to learn speaking by using Gallery Walk Strategy. Therefore, in the third to seventh meeting, the students were more enthusiastic when Gallery Walk strategy was implemented in learning process. It happened because they thought that they had something new and fun. The students took part in experimental group actively in the class; they used English more often and could say what they wanted to say. The students shared one another and did repetition to memorize what they got. During the Gallery Walk strategy in the eighth to the tenth meeting, the students were motivated in learning and students were more confident to share their opinions by using English to the classroom. No wonder the students' progress was better and they obtained higher score after the treatment. Indeed, one researcher commented that "The gallery walk connects learners to each other and learners to the training topic in a number of interesting, interactive ways" (Bowman, 2005). Using gallery walk is to promote class discussion, higher order thinking, cooperative learning, and team building.

The implementation of Gallery Walk strategy makes the class well organized and more engaged. This finding is supported by Gregory and Kuzmich (2007) who state that Gallery Walk is a collaborative problem-solving tool because it is an excellent means for communication that acknowledges the creativity and power of the group. It was seen during the repetition session that the students could remember the lesson easily and took part actively with their classmates. The students in experimental group involved more actively in posttest than in pretest. They did not have much difficulties to express their opinions in English even though they used simple sentences.

Conclusion and Recommendations

From the previous findings and interpretation, it was clear to see that the improvement of the eleventh grade students made the students become more active in learning process. The students had more motivation to learn English, especially speaking and they had more courage share their opinion in public. From that result, I can say that Gallery Walk Strategy was effective to enhance the students' speaking skill of the eleventh grade students. The students got more progress from the implementation of Gallery Walk strategy.

From the the study, some suggestions were offered to teachers, students, and the other researchers. For the teachers, the Gallery Walk strategy can be useful to improve their English teaching and learning especially for teaching speaking skill. For the students, Gallery Walk strategy can be used as their favourite learning strategy to improve their speaking skill. So that, they can learn with a fun condition and can get best result in their speaking achievement. For other researchers who want to conduct the research in teaching speaking, they can use the result of this research as a basic way for conducting the research and as an additional reference for further relevant research certainly with different variables and conditions. The other researchers can also consider the weaknesses of the result from this research to conduct a better research.

In conducting this study, I found some limitations; there were too many students in a class, so I had a difficulty to manage the students to speak in every meeting. I only provided the students with the small pictures, so it made the students hard to see the pictures clearly since they were in the large group. It would be better for the next researchers to patch or provide the students with the better media for the gallery. Besides, this study only focused on the speaking ability, it would be better for the next researchers to combine with other skills, or choose other skills to compare the result with this study. More importantly, this study was only taken in eleventh grade of the Madrasah Aliyah students, it would be better for the next research it will be taken in other levels of education to make the better research in the future.

References

- Abrar, M., Mukminin, A., Habibi, A., Asyraf, F., Makmur, M., & Marzulina, L. (2018). "If our English isn't a language, what is it?" Indonesian EFL student teachers' challenges speaking English. *The Qualitative Report*, 23(1), 129-145. Retrieved from <http://nsuworks.nova.edu/tqr/vol23/iss1/9>
- Alonso, S. (2013). *The importance of teaching listening and speaking skills*. Retrieved from <https://www.ucm.es/data/cont/119-2015-03-1712.RocioSeguraAlonso2013.pdf>
- Arib, W., A. (2017). Do family backgrounds control students' motivation and achievement in learning a foreign language? The case of one Islamic senior high school in Jambi. *Ta'dib: Journal of Islamic education*, 22(1), 1-38.
- Arif, N. (2015). Mother-tongue interference in the error of learners' grammar. *Jurnal penelitian Universitas Jambi seribu maniora*, 17(2), 26-30.
- Asrida, D. (2014). Communicative activities of teaching speaking for the students. *Ta'dib: Journal of Islamic education*, 17(1), 60-65.
- Astrid, A., Rukmini, D., Sofwan, A., & Fitriati, S., W., (2017). The effect of writing feedback techniques and students' writing anxiety on students' essay writing ability. *International Journal of Foreign Language Teaching & Research*, 5(18), 37-51.
- Bailey, K. M. (2005). *Practical English language teaching: Speaking*. New York, NY: McGraw-Hill.
- Basrowi and Soeyono. (2007). *Metode analisis data sosial*. Kediri, Indonesia: CV Jengala Pustaka Utama.
- Bowman, L. S. (2005). *The gallery walk: An opening, closing, and review activity*. Glenbrook, NV: Bowperson Publishing and Training, Inc.

- Brown, H. D. (2004). *Teaching in principle: An interactive approach to language pedagogy* (2nd Ed.). New York, NY: Longman.
- Cresswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th Ed). Boston, MA: Pearson Education, Inc.
- Dwintan, D., A., (2017). Improving the eleventh grade students' speaking achievement through whole brain teaching method at SMK Farmasi Bina Medika Palembang. *Edukasi: Jurnal Pendidikan dan Pengajaran*, 4(1), 125-136.
- Fox, J., & Hoffman, W. (2011). *The differentiated instruction book of lists*. San Francisco, CA: Jossey-Bass.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education* (8th Ed). New York, NY: Mcgraw Hall, Inc.
- Gert, R. and Hans, S. (2008). *Handbook of communication competence*. Bielefeld, Germany: University of Bielefeld.
- Gregory, H. G., & Kuzmich, L. (2007). *Teacher teams that get results: 61 strategies for sustaining and renewing professional learning communities*. Thousand Oaks, CA: Corwin Press.
- Gunawan, J. (2017). The correlation between students' self-esteem and speaking achievement of undergraduate EFL students of English education study program of Islamic State University of Raden Fatah Palembang. *Edukasi: Jurnal Pendidikan dan Pengajaran*, 4(1), 1-10.
- Harmer, J. (2001). *How to teach English*. England, UK: Longman.
- Harris, B. (2013). *Battling boredom: 99 strategies to spark students' engagement*. New York, NY: Routledge.
- Heaton, J. B. (1990). *Longman handbooks for language teachers: Writing English Language test* (3rd Ed). New York, USA: Longman, Inc.
- Hendriyani, S. (2010). Improving learners' English proficiency through learning strategy instruction. *Ta'dib: Journal of Islamic Education*, 13(2), 170-177.
- Hendriyani, S. (2014). Implementing task-based language teaching to overcome the problems of teaching speaking. *Ta'dib: Journal of Islamic Education*, 17(1), 75-80.
- Holandyah, M. (2014). *Designing and evaluating quantitative research in education* (2nd Rev). Palembang, ID: NoerFikri Offset.
- Hughes, R. (2006). *Spoken English, TESOL, and applied linguistics*. New York, NY: Palgrave Macmillan.
- Irwan. (2009). Designing students worksheet: a sociolinguistic approach for testing speaking and listening. *Ta'dib: Journal of Islamic Education*, 11(1), 43-48.
- Jonson, F. K. (2006). *60 strategies for improving reading comprehension in grades k-8*. Thousand Oaks, CA: Corwin Press.
- Lestari, A. L. (2003). Should English be a compulsory subject in primary schools? *Bahasa Dan Seni*, 31(2).
- Mart, T. C. (2012). Developing speaking skills through reading. *International Journal of English Linguistics*, 2(6), p. 91-96. doi:10.5539/ijel.v2n6p91
- Marzulina, L., Pitaloka, N., Herizal, Holandyah, M., Erlina, D., & Lestari, I. (2018). Looking at the link between parents' educational backgrounds and students' English achievement. *Indonesian Research Journal in Education | IRJE |*, 2(1), 51-60. Retrieved from <https://online-journal.unja.ac.id/index.php/irje/article/view/4425>
- Masita, E. (2013). Bilingual education: A way to promote English literacy? *Jurnal Penelitian Universitas Jambi* 15(1), 31-38.
- Novita, T. (2017). Students' English speaking skill and motivation method: the case of one senior high school. *Edukasi: Jurnal Pendidikan Dan Pengajaran*, 4(2), 10-17.
- Nunan, D. (Ed.). (2003). *Practical English language teaching*. New York, NY: The McGraw-Hill Companies, Inc.

- Paramadhita, T. (2015). The use of task-based learning to develop English speaking ability of the fifth year students of MIN 1 Teladan Palembang. *Edukasi: Jurnal Pendidikan Dan Pengajaran*, 2 (1), 69-76.
- Pitaloka, N. (2014). Developing interactive multimedia with local-content-based narrative texts for grade eight. *Lingua, Jurnal Bahasa dan Sastra*, 15(1),1-22.
- Putra, H., & Marzulina, L. (2015). Teaching reading comprehension by using content-based instruction(CBI) method to the second year learners at MTSAl-furqon Prabumulih. *Edukasi: Jurnal Pendidikan dan Pengajaran*, 2(1), 1-12.
- Richards, C. J. (2008). *Teaching listening and speaking: from theory to practice*. New York, NY: Cambridge Univesity Press.
- Saputra, H., & Marzulina, L. (2015). Teaching writing by using process genre approach to the eighth grade students of SMP Negeri 22 Palembang. *Edukasi: Jurnal Pendidikan dan Pengajaran*, 2 (1), 1-12.
- Saswandi, T. (2014). Teaching style and students' interest in learning English. *Jurnal Penelitian Universitas Jambi Seri Humaniora*, 17(1), 33-39.
- Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge, UK: Cambridge University Press.
- Yonsisno. (2014). Improving students' speaking skill using role play technique at grade XI IPA 1 of SMAN 2 kota Sungaipenuh. *Jurnal Penelitian Universitas Jambi Seri Humaniora*, 16(2), 37-40.
- Yonsisno. (2015). The effect of using debate technique toward students' speaking skill at the eleventh grade students of SMA Negeri2 Kota SungaiPenuh. *Jurnal Penelitian Universitas Jambi Seri Humaniora*, 17(1), 40-44.
- Zaim, M. (2002). *Kesalahan sintaksis dan semantic dalam terjemahan pembelajaran bahasa Inggris*. Padang: Universitas Negeri Padang Press.