THE EFFECTIVENESS OF GALLERY WALK TECHNIQUE TOWARD GRAMMAR COMPETENCE OF ENGLISH DEPARTMENT STUDENTS OF UNHASY

Mukminatus Zuhriyah
Universitas Hasyim Asy'ari Tebuireng Jombang
Email: zoehrea@gmail.com

Abstract
Almost all of the students who learn English assume that learning the grammar of English is not so important. They often think that their English is already acceptable in every condition without good grammar. This assumption makes their care about how important grammar is for their English less. It causes their grammar competence to become low. Besides, the lecturer's way of teaching which is not interesting also gives a contribution to this low competence. This pre-experimental research was done by implementing a gallery walk technique which is believed as an interesting and challenging teaching technique in intermediate English grammar class. The objectives of this research were to know: (1) the students' grammar competence before the implementation of the gallery walk technique, (2) the students' competence in grammar after being taught by using GWT and (3) the effectiveness of GWT towards students' grammar competence. The population of this study was two classes of the third-semester students of the English language education department of UNHASY in the academic year of 2019/2020. The sample was class B comprising of 19 students by using purposive sampling. The students' average score of grammar before GWT was applied was 67. After GWT was implemented, their mean score of grammar became 73. Because of the value of sig. (2-tailed) was lower than 0.05, it showed that the improvement of the average results of pretest and posttest was significantly different. Then, it concludes that GWT was effective for teaching grammar.

Keywords: *Effectiveness, Gallery Walk Technique, and Grammar Competence*

Abstrak
Hampir semua mahasiswa yang belajar bahasa Inggris berasumsi bahwa belajar grammar dalam bahasa Inggris itu tidak begitu penting. Mereka sering berpikir bahwa bahasa Inggris mereka sudah bisa diterima dalam semua kondisi tanpa grammar yang bagus. Asumsi ini membuat kepedulian mereka terhadap betapa pentingnya grammar bagi bahasa Inggris mereka kurang. Ini menyebabkan kompetensi grammar mereka rendah. Selain itu, cara dosen mengajar yang tidak menarik juga berkontribusi pada rendahnya kompetensi gerammar ini. Penelitian pre-eksperimen ini dilakukan dengan mengimplementasikan gallery walk technique yang dipercaya sebagai tehnik mengajar yang menarik dan menantang di kelas intermediate English grammar. Tujuan dari penelitian ini adalah untuk mengetahui: (1) kompetensi grammar mahasiswa sebelum implementasi dari gallery walk technique, (2) kompetensi grammar dari mahasiswa sesudah diajar

dengan menggunakan GWT dan (3) efektifitas GWT terhadap kompetensi grammar mahasiswa. Populasi dari penelitian ini adalah dua kelas dari mahasiswa semester tiga prodi pendidikan bahasa Inggris UNHASY pada tahun akademik 2019/2020. Sedangkan sampelnya adalah kelas B yang terdiri atas 19 mahasiswa dengan menggunakan teknik purposive sampling. Skor rata-rata mahasiswa pada pretes grammar adalah 67. Nilai rata-rata pada postes grammar adalah 73. Karena nilai sig. (2-tailed) lebih rendah dari 0.05, ini menunjukkan bahwa peningkatan nilai rata-rata pretes dan postes berbeda secara signifikan. Sehingga, bisa disimpulkan bahwa GWT efektif untuk mengajar grammar.

Kata Kunci: *Efektifitas, Gallery Walk Technique dan Kompetensi Grammar*

INTRODUCTION

Grammar is often ignored when people learn English. In their minds, the purpose of their learning English is to be able to speak it. They usually keep the thought that it is enough for them when knowing that their speaking can be understood by their partners in their conversations. Moreover, they are also often told that the important thing to have for the first time is the confidence to use English in their communications. They do not need to think more about the mistakes in grammar that they make. Those kinds of mistakes are still natural for them. That is why their care for learning grammar is very low.

The understanding of the roles of grammar in learning English should be strengthened. It is because to learn English means to study the four English skills and the language components itself including grammar. Grammar as one of the language components has very important roles in the success of English learning. The four skills of English completed by the grammar will be meaningful (Zuhriyah, 2017). Additionally, the mastery of the grammar of a language will influence the mastery of its language skills (Effendi, Rokhyati, & Rachman, 2017). To master all four skills of English cannot be separated from the existence of grammar. Applying the correct grammar in English usage will make communication more understandable and meaningful. The fact tells that grammar is the knowledge that should be known well by the learners.

That grammar is pivotal to be learned is a fact. Enough grammar provision is needed by the students to have good skills in the language learned (Effendi et al., 2017). When learning reading, the learners need the grammar to understand what the text tells about. When studying speaking, grammar is needed to clarify the real feelings and thoughts which are expressed. Grammar mastery is one of the things which is required in improving speaking skill (Alvarez, 2017). Grammar is necessary for learners of listening to comprehend the messages which are delivered in the listening texts. Learning to write also needs grammar very much so that the written texts that are created by the learners can be well understood and do not lead misunderstandings. If a scientific text which has been written by a writer is unreadable in the target readers' eyes because of the bad grammar in that text, the text is considered less qualified (Khamesian, 2016).

There are some roles of grammar in language usage as follows:

1. making communication become clear
2. bringing the speaker's reputation when doing communication with others
3. helping people become more confident in their communications
4. influencing the result of learning of other English skills (Dehghani, Bagheri, Sadighi, & Tayyebi, 2016).

All of the facts about grammar above are the reasons why grammar becomes one of the courses to be studied in the English language department. The department of English language education of UNHASY puts grammar as the courses which must be studied in three semesters. The materials of grammar are divided into basic, intermediate and advanced English grammar. They are in the second, third and fourth semesters. However, the students' grammar competence in basic English grammar was still low. It was known from the scores that the students got. Almost all of them got the scores less than 70. Those scores tell that their grammar competence is

low. Based on the interview that those students answered in the preliminary study of this research, the students felt that the method of the teaching and learning that was used in grammar class was not appropriate. The lecturer in the previous class always used a presentation method for explaining grammar. The presentations were done by the students themselves and those were ended by some corrections and clarifications from the lecturer. Most of the students did not have questions in the session of discussion after the presentations finished. This condition was assumed that they could understand what had been presented in front of the class.

The real condition of the students' understanding was contrary to what had been thought in the above statement. They did not understand the materials of grammar yet but they did not have any heart to ask the students who were presenting the materials. They knew that their friends also did not understand the materials presented well. So that they decided not to ask more questions. Besides, they were also afraid if the turn of presentation for their group came, their friends would revenge by having many questions for their materials in the presentation. It was what the students had experienced during the presentations of the grammar class.

The data of the students' grammar scores and the interview results interests the researcher to conduct the study in the grammar class by using another teaching technique. The teachers or the lecturers of grammar for EFL learners should use the technique which is motivating and conducive to balance the grammar knowledge inadequacy of the students (Dehghani, Sadighi, & Seyari, 2015). The technique which was chosen for teaching grammar in this study is the gallery walk technique. It is one of the cooperative learning techniques which gives time for the teacher to plan some questions or problems relating to the materials being studied and then, posts them on the walls while the students see and talk about those questions or problems (Khairunnisak & Rosa, 2018). In addition to the above statement, in a

gallery walk, the students deliver the ideas in their small groups and give responses to the questions, images, and problems which seem very meaningful (Anwar, 2018). These facts lead the researcher to decide to use a gallery walk for teaching grammar.

The reasons for choosing this kind of teaching technique are:

1. It is an active teaching technique which allows the students to go around the classroom to know the posters or the pictures of their works and their friends' work
2. It gives the chance to the students to do discussion after seeing all the galleries in the class
3. It provides time for the students to have comments and suggestions to their friends' work and even to ask clarification from them.

It is supported by the expert who states that there are some strengths of the gallery walk. They are:

1. The teacher is flexible in selecting computers or papers as the media in teaching
2. The students have an opportunity to share ideas in the setting which is intimate and supportive
3. The teacher also can measure the students' understanding of the materials when applying this technique (Francek, 2006).

This kind of teaching technique is assumed to be able to make students interested in learning grammar because they will not only talk about the patterns of words and sentences but also the correct usage of them by walking through all the galleries in the class.

A lot of researches were conducted by implementing gallery walk technique in some English language teaching classrooms, such as speaking, reading, and writing. The researchers have already proven that the gallery walk technique is effective for teaching speaking and can improve students' speaking ability (Dinata & Anggraini, 2017; Hakim, Anggraini, & Saputra, 2019; Otoyo, 2018; Puspitasari, 2019). For reading class, it was found that the students' reading comprehension and high order thinking skills could

increase after the researchers implemented gallery walk in their class of reading (Elshinta & Rohmah, 2017; Khasanah, Purwati, & Munir, 2019). Meanwhile, students' writing ability also got improvement after the teaching and learning process of writing used gallery walk (Khairunnisak & Rosa, 2018; Nurani & Rukmini, 2017). Unfortunately, no research was carried out by implementing a gallery walk technique in grammar class. This made the researcher focus on her research on grammar class by applying this technique as her teaching and learning technique. Meanwhile, the purposes of this research were to find out:

1. The students' grammar scores before the gallery walk technique was applied

2. To the students' grammar scores after the implementation of the technique of gallery walk

3. The effectiveness of the gallery walks technique toward the students' grammar competence.

METHOD

This was pre-experimental research. The design of it was one group pretest-posttest.

There were two classes of the third-semester students of the English language education department in the academic year of 2019/2020. Those two classes became the population in this study. Moreover, the sampling technique used in this study was purposive sampling so that the sample which was taken was class B of the third-semester students. There were nineteen students in this class.

Furthermore, the instruments which were used to collect the data were the grammar tests of grammar for pretest and posttest. So, the data of this research was got from the students' scores in the pretest and posttest of grammar. Before the gallery walk technique was implemented, the students were given the pretest of grammar. The posttest was administered after the implementation of the gallery walk finished. That was why the data was in the form of the students' scores of grammar.

The scores of grammar in the pretest were counted to know the average score of the pretest. It also happened to the posttest scores of grammar. It was to find the mean score of the scores of the posttest. The next was finding the homogeneity and the normality of those two kinds of scores. After that, their significant improvement was analyzed by using a paired-sample t-test. When the difference of pretest average score and posttest mean score was significant, it was said that the teaching and learning technique, which was the gallery walk technique, used was effective for teaching grammar. This effectiveness was reached when the value of sig. 2-tailed was lower than 0.05.

FINDINGS AND DISCUSSION
1. The Results of Grammar Pretest

This pre-experimental research was conducted after the midterm test in the academic year of 2018/2019. It was in the grammar class, especially intermediate grammar class. Before the treatment was done, the pretest of grammar was administered to the students. It was exactly in the first meeting after the midterm test. The scores of this test were not different from their scores in their grammar class in the second semester. Almost all of them got the scores which were less than 70. The mean score was 67.

The students' grammar competence before the treatment was still low. They found that grammar was difficult. One problem that the learners of the language must face when learning another language is its grammar (Widianingsih & Gulö, 2016). They were also still lazy to join grammar class. It was because they thought that learning grammar was only about learning and memorizing its patterns. Not all of the students could memorize the patterns well. The big problem recorded in this grammar class was that many of the students argued were that the main point was that they entered the class of grammar to lose the obligation of their courses.

The students' awareness of learning grammar was still low. They believed that grammar did not have any effect on their English. They often said that they could speak with

foreigners without using the patterns of grammar. Their belief that their speaking was understood by whoever who spoke with them was very big. They forgot that they also used their body language to explain what they were saying with others. It made their willingness to having high competence less because their confidence in their English was very high.

The external factor which came from the lecturer also influenced the students' competence in grammar. It was about the way that the lecturer used when teaching grammar. Because grammar contained many rules and patterns, the lecturer always explained or asked the students to present the materials of grammar in front of the class. This technique of teaching was boring. Many students complained that they needed other methods of teaching to conquer grammar materials. They often understood after getting the explanation but they did not have a chance to apply their grammar in the real conditions, such as in the situations of writing sentences and having conversations

by including the kinds of grammar rules that they had just learned. Moreover, they often felt bored with their presentation class in grammar so that they often fell asleep in the grammar class. All the above conditions which were both from internal and external made the students' grammar low.

2. The Results of Grammar Posttest

The next meeting after the meeting of the pretest, the implementation of the gallery walk technique started. It was done for two meetings. The procedures of the gallery walk used in this study can be described as follows:

1. The lecturer explained the materials of grammar shortly in five minutes.

2. The lecturer explained the use and the steps of the gallery walk technique for her grammar teaching.

3. The lecturer divided the students into five groups.

4. The lecturer posted examples of the grammar materials and the questions on the papers which were stuck on the wall.

5. Each group had to answer all the questions on the papers provided below the materials. The questions of this session were about finding the patterns of the grammar for the sentences which had been underlined by the lecturer.

6. The lecturer checked the answers and corrected them when there was a mistake.

7. The lecturer gave the time for each group to ask questions about the patterns which were being learned.

8. Each group was asked to make two examples by using the patterns having been discussed on a piece of paper and had to stick it on the wall.

9. Each group walked around the class to see the others' examples and gave their comments below the examples having been written.

10. After all of the groups gave comments to others' work, the lecturer reviewed the comments given one by one.

11. The lecturer pointed the group which was the owner of the examples to make clarifications when there was an objection comment on their work.

12. The lecturer gave the reinforcement.

After the two meetings of treatment, the students got the posttest of grammar. The scores of this posttest were better than those of pretest. Thirteen students were getting a score of 70 minimally. It is proof that the gallery walk technique has a positive impact on students' grammar competence. It is because the average score of a posttest (73) was higher than that of the pretest (67). The following table shows a summary of the results of the pretest and posttest of grammar in the class of intermediate English grammar.

Table 1: Average Scores of Pretest and Posttest

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	67.4737	19	5.89132	1.35156
Posttest	73.0526	19	6.20460	1.42343

The students were not sleepy anymore in the class of grammar because they had to walk around the class during the teaching and learning process. They were forced to answer the questions having been posted by the lecturer and they could discuss the answers with their group those answers. They were asked to find the reasons for their answers because the other groups would ask about their answers. It made their understanding deeper. They tried to understand the materials well by having a discussion and be able to explain what they have understood to others. Their grammar understanding and competence turned better because of it.

3. The Effectiveness of Gallery Walk Technique for Teaching Grammar

After knowing that the results of the posttest were better than those of the pretest, the improvement was analyzed by using paired samples t-test. It was done to know whether the improvement was significant or not. The table below presents the results of data analysis by using a t-test.

Table 2: Results of t-test

	Paired Differences			t	df	Sig. (2-tailed)
	Mean	95% Confidence Interval of the Difference				
		Lower	Upper			
Pair 1 pretest-posttest	-5.57895	-6.76301	-4.39488	-9.899	18	.000

It can be known from the table that sig. (2-tailed) is lower than 0.05. It means that the average score of pretest differs significantly from that of the posttest. We can say that the improvement of students' grammar scores from pretest to posttest were significant. Then, it is said that the gallery walk technique is effective for teaching grammar. In other words, it is told that there is the effectiveness of the gallery walk technique toward students' grammar competence.

Competence in grammar could be developed by applying the gallery walk technique. This technique could make the students awake and focus on the materials of grammar. The students did not feel

sleepy because they moved around the classroom to see one gallery to other galleries. There was a movement that could lose their feeling of sleepy. They also interacted actively with other students both the members of their group and the other group members. They were in an active involvement during the process of learning (Katemba & Buli, 2018). They talked and asked questions one another about what had been displayed on the galleries. They were stimulated to be critical with the answers of other groups. When there was something different from what they had understood, they could ask for clarification from the owners of the answers.

Their discussion did not stop in this session. At the end of gallery walk technique procedures, there were sessions of a review and a reinforcement from the lecturer. They would get the guide from the lecturer directly about the wrong and the correct answers. They got the time to practice their grammar by making examples that could be connected to real situations. In this

session, the lecturer gave them the freedom about the theme of the sentences they wrote. The main thing to be considered was that their sentences contained the grammar materials that they were discussing.

When the students did a discussion for asking questions and requesting clarification, they used their English. Of course, they tried to use their good grammar when discussing. Indeed, this teaching technique motivated students to speak more and more to know the correct forms of grammar that they were learning. Unconsciously they developed their speaking when they discussed what was wrong and correct in their grammar materials. They improved their speaking on not only the fluency but also the usage of the grammar. It means that the quality of their speaking became better.

Their reading comprehension was also boosted. When making examples based on the patterns of the grammar, the students not only used the daily vocabularies but also the academic vocabulary. The students made a high effort to comprehend the

meanings of the sentences that had been written by their friends. They did not forget to look at the part of speech of those words to be able to decide whether the sentences were in the right forms of grammar or not. It seemed that they started to be used to using the right grammatical form in everything they did. They were already aware of the roles of grammar for their better English. Their ignorance of grammar in their English was getting less

Their faces told the different things from the former situation where they did the pretest. When pretest, they looked so confused to do the test. After they were taught by using a gallery walk technique, they seemed curious to know the right one about the grammar that they used. They enjoyed doing all the activities in their grammar class. Their complaint about the difficulty in learning grammar was decreased. They answered all the questions on the posttest better.

CONCLUSION

The three problems of this research had been answered. They were:

1. The students' mean score of grammar in the pretest was 67.
2. The students' average score of grammar in the posttest was 73.
3. The effectiveness of the gallery walk technique was proven because the result of the paired-sample t-test showed that sig. (2-tailed) was lower than 0.05.

It leads the researcher to recommend the gallery walk technique to be used in the class of grammar. This kind of technique is very helpful to make the students feel enjoy learning grammar. Afterward, there are many other areas of grammar teaching and learning that can be more deeply researched by implementing GWT. Because the study on this paper was still carried out in the design of pre-experimental research, the future researchers can do a similar study with other designs with more populations and samples.

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