

Appendix A

Transliterations

Transliteration	English translation by Mohammad Habib Shakir	Indonesian Translation
<p>ud'u ilā sabīli rabbika bil-ḥikmati wal- mau'izatil-ḥasanati wa jādil-hum billatī hiya aḥsan, inna rabbaka huwa a'lamu biman ḍalla 'an sabīlihī wa huwa a'lamu bil- muhtadīn</p>	<p>all to the way of your Lord with wisdom and goodly exhortation, and have disputations with them in the best manner; surely your Lord best knows those who go astray from His path, and He knows best those who follow the right way.</p>	<p>Serulah (manusia) kepada jalan Tuhanmu dengan hikmah dan pengajaran yang baik, dan berdebatlah dengan mereka dengan cara yang baik. Sesungguhnya Tuhanmu, Dialah yang lebih mengetahui siapa yang sesat dari jalan- Nya dan Dialah yang lebih mengetahui siapa yang mendapat petunjuk.</p>

Appendix B

Questionnaire

Table 4.1 the students' Perception toward the Activity Using Gallery Walk						
No	Statement	Strongly agree	Agree	Neither agree or Disagree	Disagree	Strongly disagree
1	Gallery walk is one of innovative and creative supplementary teaching methods that encourage students to be active in class					
2	Gallery walk helps me to identify the important information are there in a text					
3	The method is more effective rather than hearing presentation in front of the class					
4	The activity very fun and easy for understanding the material					

5	Feedback from the lecturer and classmates can improve my knowledge toward the history of English literature					
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Table 4.2. The student's perception toward the Advantages of gallery walk in Learning History of English Literature.						
No	Statement	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
1.	This strategy is student-centered in which giving much time for students to practice discussing, debating, and organizing the content rather than just hearing ideas presented by the teacher					
2.	Emphasizes the collaborative, social nature of learning because					

	students work in teams to synthesize information written from a variety of perspectives.					
3.	The description of the content in gallery walk is understandable or easier rather than the explanation on the book.					
4.	Promotes team building, fosters persuasive argument, and encourages consensus as students work together to accurately represent group members' ideas at different junctures of the Gallery walk.					
5.	Encourages student interaction as groups move from gallery to gallery, interrupting the exhaustion that sometimes results from being seated for					

	long periods.					
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4.3. the students' perception toward the Disadvantages of Gallery Walk in learning history of English literature.						
No	Statement	Strongly Agree	Agree	Neither agree or Disagree	Disagree	Strongly Disagree
1.	Some student prefer to learn individually and hence may not participate in discussions					
2.	A few students In the group may not actively participate in the knowledge construction					
3.	The time for walking around is limited. So, the students cannot write all information properly.					
4.	The condition of the classroom is crowded because of the gallery walk's activity					
5.	Some groups cannot explain the key points					

	of the topic clearly, thus, other members seem a little bit confuse					
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Appendix C

Questionnaire Result

Table 4.1 the students' Perception toward the Activity Using Gallery Walk						
No	Statement	Strongly agree	Agree	Neither agree or Disagree	Disagree	Strongly disagree
1	Gallery walk is one of innovative and creative supplementary teaching methods that encourage students to be active in class	25%	71.3%	3.7%	-	-
2	Gallery walk helps me to identify the important information are there in a text	16.3%	78.8%	5%	-	-
3	The method is more effective rather than hearing presentation in front of the class	28.7%	46.3%	25%	-	-
4	The activity very fun and easy for understanding the material	15%	57.5%	26.3%	1.2%	-
5	Feedback from the lecturer and classmates can	27.5%	65%	7.5%	-	-

	improve my knowledge toward the history of English literature					
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Table 4.2. The student's perception toward the Advantages of gallery walk in Learning History of English Literature.						
No	Statement	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
1.	This strategy is student-centered in which giving much time for students to practice discussing, debating, and organizing the content rather than just hearing ideas presented by the teacher	21.8%	59%	19.2%	-	-
2.	Emphasizes the collaborative, social nature of learning because students work in teams to synthesize	12.7%	70.9%	16.5%	-	-

	information written from a variety of perspectives.					
3.	The description of the content in gallery walk is understandable or easier rather than the explanation on the book.	21.3%	56.3%	20%	2.4%	-
4.	Promotes team building, fosters persuasive argument, and encourages consensus as students work together to accurately represent group members' ideas at different junctures of the Gallery walk.	13.8%	72.5%	12.5%	1.2%	-
5.	Encourages student interaction as groups move from gallery to gallery, interrupting the exhaustion that sometimes results from being seated for long periods.	19%	68.4%	10.1%	2.4%	-

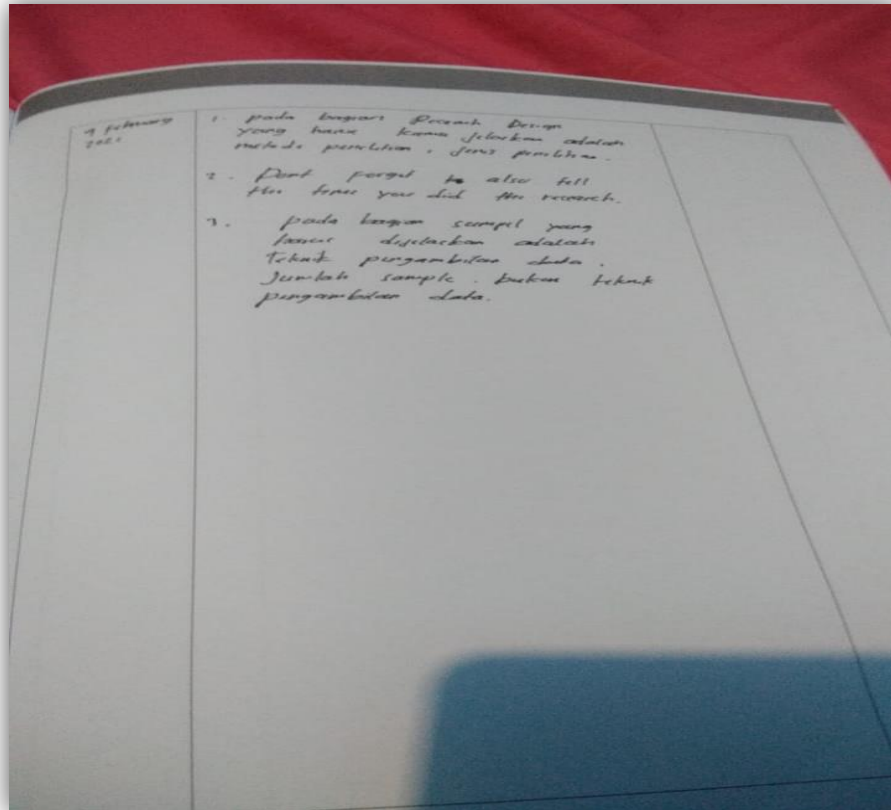
4.3. the students' perception toward the Disadvantages of Gallery Walk in learning history of English literature.

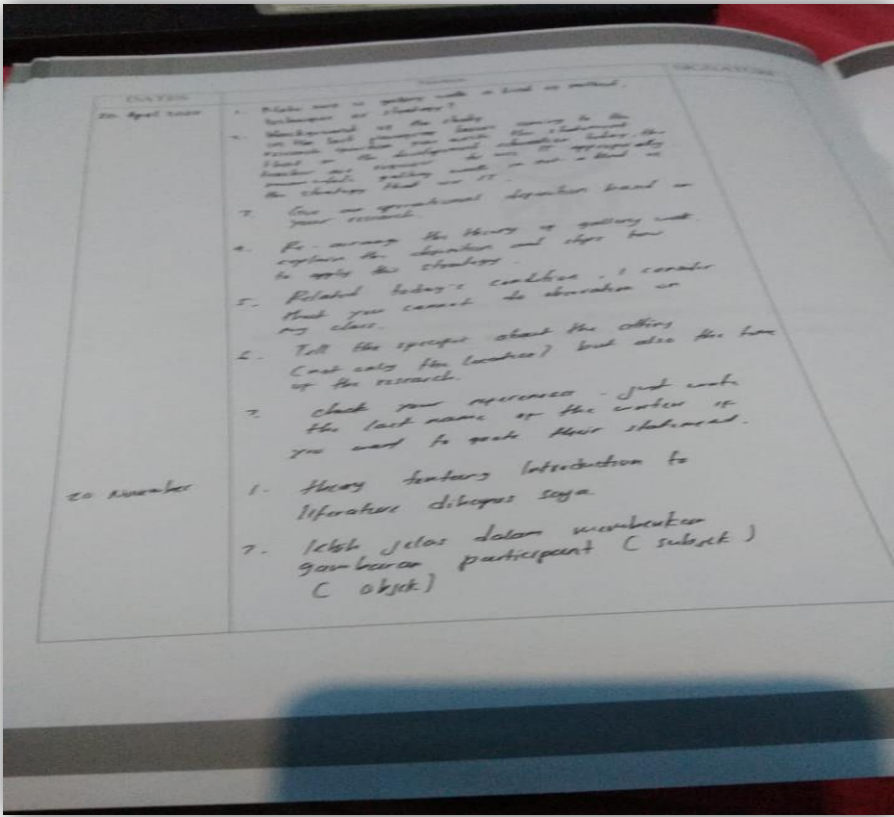
No	Statement	Strongly Agree	Agree	Neither agree or Disagree	Disagree	Strongly Disagree
1.	Some student prefer to learn individually and hence may not participate in discussions	2.45%	41.3%	40%	13.8%	2.45%
2.	A few students In the group may not actively participate in the knowledge construction	12.5%	36.3%	32.5%	17.5%	0.9%
3.	The time for walking around is limited. So, the students cannot write all information properly.	27.5%	47.5%	16.2%	8.8%	-
4.	The condition of the classroom is crowded because of the gallery walk's activity	16.3%	40%	28.7%	13.8%	-
5.	Some groups cannot explain the key points of the topic clearly, thus, other members	22.5%	55%	18.8%	3.7%	-

	seem a little bit confuse					
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Appendix D

Consultation Result





20 April 2020

1. What are you getting with a kind of method. Underneath or students?
2. Background of the study refers to the on the last paragraph before the statement. Review of the development of the theory. The point of the development of the theory. Review of the development of the theory. Review of the development of the theory. Review of the development of the theory.
3. Give an operational definition based on your research.
4. Be aware the theory of getting with capture the definition and steps how to apply the theories.
5. Related today's condition. I consider that you cannot do observation in my class.
6. Tell the specifics about the others (not only the location) but also the time of the research.
7. Check your references. Just write the last name of the writer if you want to quote their statement.

20 November

1. Theory tentang Introduction to literature dibatasi saja.
2. Letih jelas dalam wawancara gambaran participant (subjek) (objekt.)

6 Desember
2020

Susun Serapi murfin parts bagian
tabel dan hasil penelitian agar
mudah dipahami

Date	Notes	SIGNATURE
20 April 2020	<ol style="list-style-type: none"> 1. after reading ishal and receipt Suggestion. i hope that you must learn how to write academic writing. not only copy paste. our system use APA. 2. your title is written integrative but in background of the study you write explanation. please be consistent to use them. 3. however, integrating and implementation is different. 	
5. December 2020.	<ol style="list-style-type: none"> 1. perbaiki dalam membuat cover halaman. 2. Harus jelas penjelasannya galeri walk metode atau media. 3. Research questions diubah jadi kalimat tanya. 4. Letakkan penjelasan yang panjang tentang nursing & pun pada definition of key term, chapter II and Data in chapter III 5. konsisten dalam menggunakan apakah gallery walk media, metode atau strategi. 	

Appendix E

CURRICULUM VITAE

I. Personal Details

Name : Aditya Prawira
Place and Date of Birth : Tanah Laut, March 29th, 1998
Gender : Male
Marital Status : Single
Religion : Islam
Nationality : Indonesia
Parents : Bambang Cipta Prawira and Agus Latifah
Siblings : Aulia Nur Azwarini, Dani Marwan Fiqri, and Ananda Syaqueeena Humaira

II. Formal Educational Background

2002 – 2004 : Raudhatul Atfal Pelaihari
2004 – 2009 : State Elementary School of Angsau 4 Pelaihari
2009 – 2010 : State Elementary School of Batu Piring
2010 – 2013 : State Middle School of Paringin 4 (Bilingual School)
2013 – 2016 : State Islamic Senior High School 1 Kurau (SMAN 1 Kurau)
2016 – 2020 : English Education Department of Antasari State Islamic University Banjarmasin

III. Organization Experience

2016 – 2020 : Linguistic and Debating Society (LiDS)
: Satria Fighting Club
: Saka Bhayangkara Polres Tanah Laut