

**THE APPLICATION OF GALLERY WALK TECHNIQUE TO
STUDENTS' WRITING ACHIEVEMENT AT SMAN 1 MANYAK PAYED,
ACEH TAMIANG**

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**MINISTRY OF RELIGIOUS AFFAIRS
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STATEMENT OF APPROVAL

**THE APPLICATION OF GALLERY WALK TECHNIQUE TO
STUDENTS' WRITING ACHIEVEMENT AT SMAN 1 MANYAK PAYED
ACEH TAMIANG**

Submitted to the Tarbiyah and Teachers Training
State Institute For Islamic Studies Langsa as Fulfillment of the
Requirement
For The Degree of *Sarjana Pendidikan (S.Pd)* In English Education

By

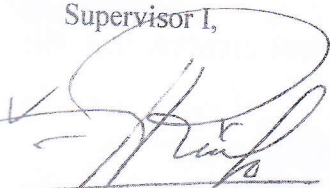
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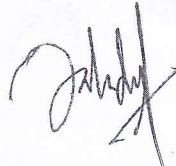
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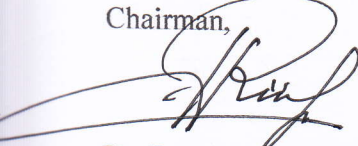
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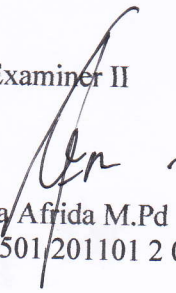
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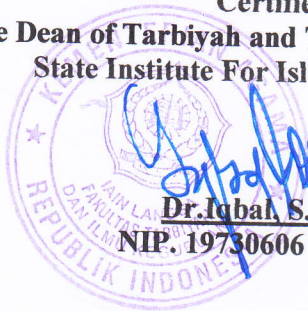
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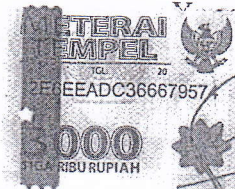
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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul "*The Application of Gallery Walk Technique to Students' Writing Achievement at SMAN 1 Manyak Payed Aceh Tamiang* " untuk memperoleh gelar sarjana pendidikan merupakan hasil karya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 27 November 2020
membuat pernyataan



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TABLE OF CONTENTS

	PAGE
ACKNOWLEDGEMENT	iv
TABLE OF CONTENT	v
ABSTRACT	vii
CHAPTER I: INTRODUCTION	1
A. Background of Study	1
B. Research Question of Study	4
C. Purpose of Study	4
D. Significance of Study	5
E. Terminology	6
F. Previous of Study	7
CHAPTER II: LITERATURE REVIEW	8
A. Writing	8
a. Definition of Writing	8
b. Writing Skill	10
c. Writing Process	12
d. Writing Assessment	13
e. Types of Writing Performance	19
B. Gallery Walk Technique	21
a. Definition of Gallery Walk Technique	21
b. Benefit of Gallery Walk Technique	22
c. The Use of Gallery Walk Technique	23
d. Impact of Gallery Walk Technique	23
e. Procedure of Gallery Walk Technique	24
CHAPTER III: RESEARCH METHOD	28
A. Research Design	28
B. Place and Time of Research	29
C. Population and Sample	29
D. The Technique of Collecting Data	30

E. Technique of Analysis Data	31
F. Hypothesis	31
CHAPTER IV: FINDING AND DISCUSSION.....	33
A. Research Finding	33
B. Discussion	42
CHAPTER V: CONCLUSION AND SUGGESTION.....	44
A. Conclusion	44
B. Suggestion.....	44
BIBLIOGRAPHY.....	48

LIST OF TABLES

Table 3.1 Quasi Experimental Design	34
Table 4.1 Normality Test Result of Experimental Class	45

ABSTRACT

Raihan Fahira 2020. The Application of Gallery Walk Technique to Students' Writing Achievement at SMAN 1 Manyak Payed, Aceh Tamiang. *Skripsi* English Department, Tarbiyah and Teacher Training Faculty, State Institute for Islamic Studies (IAIN) Langsa

Supervisor (1). Dr. Razali Mahmud, MM (2). Zahratul Idami, M.Pd

ABSTRACT

Gallery walk technique as an innovative technique to help students writing, especially writing achievement. Gallery walk is presentation technique which individual learners or group to display product with walk around the classroom. The objectives of research were to find out Gallery Walk technique for students writing achievement and to find out students difficulties in writing achievement and solution. The method of research was quantitative research with kinds quasi experimental research using pre- test and post- test design. The researcher took only one class as sample in this research XI IPA². The total of sample is 20 students and two English teachers as subject to collect information about students difficulties in writing achievement and to get school data. The data were collected used test. The results of test is mean of Pre- test 60,9 with the highest score was 78 and the lowest score is 50. Then, post-test with mean 79,4 and the highest score is 87 and the lowest score is 75. The researcher used close *df* at significance level 5%, 0,05. The researcher found students were increasing in writing achievement by using Gallery Walk Technique based on the result of pre-test and post-test. The researcher found that Gallery Walk Technique can be used the in improving students writing achievement.

Keywords : *Gallery Walk technique, and Writing Achievement.*

CHAPTER I

INTRODUCTION

A. Background of Study

Writing is one of the language skills that should be mastered by the students besides listening, reading, and speaking. Sharples states that writing allows students to express something about themselves, explore and explain ideas.¹ Through writing, student can convey their ideas in their mind by organizing them into a good text.

However, writing is considered as difficult skill to study for many students.² The researcher observation revealed that the students had problem in transferring ideas into writing. Although the students had been given some topics to write, they seemed to struggle with organizing initial ideas and arranging them into a well-organized writing. Moreover, they also confused to use the correct grammar, appropriate language, and mechanic.

In addition, based on the pre- observation, the students were lack of opportunities to practice writing. It was because the teacher taught them with a conventional method and rarely used certain techniques to engage students in writing activities. The teacher just explained the materials and then asked the students to do the exercises. It contributed to the students' less motivation in

¹ M Sharples, . *How we write: writing as creative design.* (London: British Library,1999), 8.

² D Allen and R Vallette. *Classroom technique foreign language and English as second language.* (New York: Harcourt Brave Javanovich, 1997), 75.

learning English especially in writing. This phenomenon also became one of the obstacles that made the students were difficult in mastering writing skill.

In order to solve the problems mentioned above, Gallery Walk was suggested as an innovative technique to help improve the students' writing ability. Gallery Walk is a discussion technique that gets students out of their chair and actively involved in synthesizing important science concept, writing, and public speaking.³

Teachers can use this technique for students to share their work with classmates or to examine learning materials prepared by the teacher in advance. This technique can be particularly engaging to kinesthetic learners, as they are required to physically move around in the classroom.⁴ Gallery Walk provides an opportunity for active learning by encouraging learners' participation.⁵ From the according Franck and Daniel, using Gallery Walk technique to teaching has benefits for students and teachers. A Gallery Walk is a good forum for using misconceptions as discussion topics.

Moreover, according to Silberman, Gallery Walk is 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.⁶ They may be asked to provide feedback to the group of individual who creates the

³ M Francek. Promoting discussion in the science classroom using gallery walks. *Journal of College Science Teaching*. Retrieved from <http://blog.stetson.edu/jrseminars/wp-content/uploads/Gallery-Walk.pdf>. 2009.

⁴ Sarojini Daniel, GE. *Biology Education and Research in a Changing Planet*. (Springer: Kuala Lumpur Malaysia, 2015), 17.

⁵ Chee Keong Chin. *Peer-Assessed Gallery Walk as a Teaching Strategy*. (University Sains Malaysia, 2016), 90.

⁶ M Silberman. *Active learning: 101 strategies to teach any subject*. (U.K: Pearson Education Company, 1996), 174.

work. In this research, students in group were given questions or certain topic to write. Students were given time to discuss. Then, their results of writing were shown through gallery. Each student moved around the classroom visiting the gallery to give comments or suggestions to others' work. The feedbacks from other students were considered as materials for revising their writing.

Gallery Walk provides an opportunity for active learning by encouraging learners' participation.⁷ Students' discussion promotes higher-order thinking skills as learners exchange ideas based on the tasks given. Furthermore, Bowman identifies that the gallery walk connects learners to each other and learners to the training topic in a number of interesting, interactive ways.⁸ The Gallery Walk instrument offers many advantages towards students' learning such as cooperative learning, peer assessment, practice on a variety of problems and tasks, and written and oral communication within the classroom setting.⁹

Based on the fact, students at SMAN 1 Manyak Payed had less ability in writing like; developed their idea in writing, less vocabulary, and also their less ability in understanding meaning about the text they write. Based on the fact, the researcher want to apply Gallery Walk technique for students improving in writing. Based on the explanation above, the researcher will divide the students into five groups. Each group will rotate and answer some questions based on the text given. Here, the group will practice as a small group four discussion. After

⁷M Francek,. Promoting discussion in the science classroom using gallery walks. *Journal of College Science Teaching*. Retrieved from <http://blog.stetson.edu/jrseminars/wp-content/uploads/Gallery-Walk.pdf> .2006.

⁸ S. L Bowman. *The gallery walk: an opening, closing, and review activity*. (Glenbrook, NV: Bowperson Publishing and Training, Inc. 2005), 1

they have finished answering all questions, there will be a class discussion. By using Gallery Walk, each group also can leave a comment or feedback to other groups' works. In this research, the researcher wants to see the different achievement in writing narrative between the students who are taught using Gallery Walk Strategy and those who are taught using conventional method. It is hoped that using Gallery Walk technique can improve the students' writing achievement. Using Gallery Walk technique, students are fun and understand in writing learning. Gallery walk strategy can be one of ways to improve students in writing achievement. Based on the explanation above, the writer is interested in conducted a research entitled:” The Application Galery Walk Technique to Students Writing Achievement at SMAN 1 Manyak Payed”.

B. Research Question of Study

Based on the discussion of the background, so problems raised during this research can formulated as:

1. Does Gallery Walk technique improve students writing achievement at the second grade of SMAN 1 Manyak Payed?
2. What are difficulties that faced by students in writing achievement and the solution?

C. Purpose of Study

This research has some following purposes:

1. To find out whether Gallery Walk technique improves students' writing achievement at the second grade of SMAN 1 Manyak Payed.
2. To find out difficulties faced by students in writing achievement and solution?

D. Significance of Study

The study expected to have both academic and practical benefit.

1. Theoretically

In theoretically this study will help the teacher or researcher to find out the effective way of teaching English to improve writing skill student with Gallery Walk technique, especially in writing skill to produce the relevant and valid knowledge for their class to improve their teaching.

2. Practically

The research can be used by the teachers, students, schools, researchers, and another researcher who are interested in analyzing teaching writing skill by using Gallery Walk technique.

- a. For the teacher

The positive result of this research can support the English teacher to apply this strategy in teaching learning writing.

- b. For the students

The positive result of this research can support the students to improve the writing skill. Teaching writing using Gallery Walk

technique can make the students more comprehend in teaching learning process.

c. For the researcher

The positive result of this research can support the researcher to enrich the strategy of writing skill. The researcher knows deeply about teaching writing using Gallery Walk technique.

E. Terminology

1. Gallery

Gallery is a room or building devoted to exhibition of works of art.¹⁰

2. Walk

Walk is a viewed from many different perspective, but it lacks informed advocacy group and a unified made that both ganders use.¹¹

3. Gallery Walk Technique

Gallery Walk is a good way to assess what students have learned about the content being taught. The artifacts of a gallery walk can be anything from open ended questions about the content being taught, to photographs related to the content, or even to demonstrations or finished

¹⁰Mariam Webster. Com Dictionary, <https://www.merriam-webster.com/dictionary/gallery>.accessed 22 January.2021

¹¹ M.R. Wigan, *Australian Personal Travel Characteristic*. (Australian Road Research Board, : Vermont Victoria, 1987), 88.

projects.¹² Gallery Walk provides an opportunity for active learning by encouraging learners' participation.¹³

Based on the definition above, Gallery Walk Technique is a technique used in the classroom with the process of circling the class to find out students' obstacles in learning activities and to get closer to the student learning process.

4. Writing

Writing is a way to end up thinking something you couldn't have started out thinking. In fact, writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive.¹⁴

5. Achievement

Achievement is viewed basically as the competence a person has in an area of content.¹⁵

6. Writing achievement

Writing achievement is a lead somebody to have critical thinking about what they wanted to say. And it's one skill which informs the writer's idea in written form.¹⁶

It can be concluded that, writing achievement is a competence persons which individually skill they have in writing especially.

¹² E, S Malizia. *Pedagogical practice- Gallery Walk*. (2015)

¹³ M Francek, . Promoting discussion in the science classroom using gallery walks. *Journal of College Science Teaching*. Retrieved from <http://blog.stetson.edu/jrseminars/wp-content/uploads/Gallery-Walk.pdf> .2006.

¹⁴ H. Douglas Brown. *Language Assessment principles and Classroom Practices*. (Logman : Pearson Education., 2004), 377.

¹⁵ R.E Bannet, *Reinventing Assessment* (Technical Report) (Princeton (N.J: Educational testing service, 1998), 114.

¹⁶ Mc James Crimmon. *Writing With a Purpose*. (Ball State University: Houghton Millfin, 1984), 55.

F. Previous Study

There are the previous of research with the title about gallery walk. The first is by Farrah Zakiyah Anwar. 2015. *enhancing students' speaking skill through gallery walk technique (a classroom action research at the first grade students of sma muhammadiyah (plus) salatiga in academic year 2014/2015)*. Graduating Paper English Education Department of State Institute for Islamic Studies (IAIN) Salatiga. Counselor: Mashlihatul Umami, S.Pd.I, M.A. The aims of her research are (1) to describe the procedure of enhancing students' speaking skill by "gallery walk" technique at the first grade students of SMA Muhammadiyah (plus) Salatiga in academic year 2014/2015. (2) to find out whether the "gallery walk" technique can enhance students' speaking skill or not and (3) to find out the extent of the use of "gallery walk" technique enhancing students' speaking skill. The research method that is used in this research is classroom action research. The subject of the research were 34 students in grade X at SMA Muhammadiyah (plus) Salatiga. The researcher uses two cycles; each cycle consist of planning, action, observation and reflection. The result of her research shows that there is an enhancement of the students' speaking skill using "gallery walk" technique. It can be seen from T-Test calculating in cycle I is 5.09 and cycle II 6.70; T-Table with N = 34 is 2.035. And also the increasing students' mean score in percentage from cycle I to cycle II with the standardized score (the minimum of passing criteria) is 75, At the cycle I is 55.88% students and 82.35% in the cycle II. The increasing of score in percentage from cycle I to cycle II is 26.47

%. This indicates that by applying “gallery walk” technique, the students’ speaking skill can be enhanced.

The second is by Khairunnisa with the title “Using A Gallery Walk Technique In Teaching Writing Announcement Texts to Junior High School Students”. at university Padang. The aim of this paper is to discuss the use of gallery walk technique in teaching writing announcement texts to junior high school students. This technique is applied to help the students in organizing their ideas. In addition, it allows the students to share and exchange thoughts in a small group discussion. Besides, the students can also take part actively. The different activity given helps them to reduce the boredom during seating for a long time. It is due to the students go around the class to solve the problem that posted in the chart. In conclusion, gallery walk technique can help the teacher in teaching writing an announcement text to the students

Based on the previous study above, the different of the studies and this research are; the first research focuses on the application of speaking skills, and also uses research with the classroom action research method to get students' speaking improvement through gallery walk techniques. while the second research focuses on teachers who implement gallery walks in the teaching process, and want to see student problems in the classroom. Meanwhile, this study focuses more on improving students' understanding in writing using experimental methods and focuses on one group with the type of one group pre-post test design. therefore, previous studies are different from this study.

CHAPTER II

LITERATURE REVIEW

A. Writing

a. Definition of Writing

There are many definitions of writing available in literature. Writing is one of English skills. It is an act of communication in which people make marks on a paper surface or other in the form of graphic symbols: that is letters or combinations of letters which relate to the sound that the learners make when they speak, to make meaning.¹⁷

Writing is a type of thinking. It means that writing is an action of process to clarify ideas, issues, events, feeling or thinking to the others through written form. Its believed that ability to able to write is a special talent. Yakhontova states that writing is a complex process that requirea a number of various skill.¹⁸ Futhermore, Ken stated that writing and its product; text was a communication way through mechanical and systematical process in order to transfer idea from one to another.¹⁹ In addition, Jeremy mentioned that writing involve planning what we are going to write. First, drafting it. Then reviewing and editing what we

¹⁷ Hornby, A. Sidney. *Oxford Advance Learner's Dictionary* (England: Oxford University Press 1974), 994.

¹⁸ Yakhontova, *English Academic Writing: for Students and researchers* (2003),18

¹⁹ Ken Hayland, *Teaching and Researching Writing* (Harlow: Pearson Education, 2002), 7.

have written and producing a final version.²⁰ Finally it can be summarized that writing is a complex process that need a number of various skill and it also consist of standardlized system of procesess planning, drafting, editing and making final version.

Writing is described as the use of the visual medium to manifest the graphological and grammatical system of the language. That is to say, writing in one sense is the production of sentences as instances of usage. But of course, writing is not just a production of a sequence of English sentences. The sentences can be used to create a discourse and each sentence takes on a particular value as a part of this discourse. In this case, writing can be said as the act of making up correct sentences and transmitting them through the visual medium as marks on paper. This kind of activity is called composing (writing as usage).

Writing as can be said to be receptive in the sense that it proceeds by reference to the writer's own interpretation of what has preceded and to the writer's assessment as to how what has been written and is being written will be received by the reader.²¹ According to Longman Dictionary, writing means the activity of creating pieces of written work, such as stories, poems or articles.

Byrne stated that is produce a sequence of sentences arranged in a particular order and linked together in certain ways.²² The sequences maybe very short-perhaps only two or three sentences but, because of the way the sentences have been put in order and linked together, they form a coherent whole. They form what it is call a 'text'. Writing also involves the encoding of a message of

²⁰ Jeremy Harmer, *How to Teach Writing* (London: Person Education, 2001) , 5.

²¹ Weisman Herman M. *Basic Technical Writing* (Ohio: A Bell & Howell Co, 1980),63.

²² Donn Byrne. *Teaching Writing Skills*. (New York: Longman Inc, 1997), 1.

some kind : that is, we translate our thoughts into language. Hughes stated that the best way to test people's writing ability is to get them to write.²³

From several definitions of writing in the previous section, it can be concluded that writing means the activity of creating pieces of written work, a communicative act, a way of sharing observation, information, thoughts, or ideas with ourselves and others into language that linked together in certain ways and form a coherent whole in its purposeful selection and organization of experience and also as the production of sentences as instances of usage.

b. Writing Skill

Heaton stated that the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. The following analysis attempts to group the many and varied skills necessary for writing good prose into five general components or main areas.²⁴

- 1) Language use: the ability to write correct and appropriate sentences;
- 2) Mechanical skills: the ability to use correctly those conventions peculiar to the written language - e.g. punctuation, spelling;
- 3) Treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information;

²³ Arthur Hughes. *Testing for Language Teachers*. (Cambridge: University Press, 2003), 75.

²⁴ J.B Heaton. *Writing English Language Tests*. (New York: Longman, Inc, 1975), 175.

- 4) Stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively;
- 5) Judgment skills; the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.

Brown states there are 12 micro skills for writing. They are as follows:²⁵

- 1) Producing graphemes and orthographic patterns of English;
- 2) Producing writing at an efficient rate of speed to suit the purpose;
- 3) Producing an acceptable core of words and use appropriate word order patterns;
- 4) Using acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules;
- 5) Expressing a particular meaning in different grammatical forms;
- 6) Using cohesive devices in written discourse;
- 7) Using the rhetorical forms and conventions of written discourse;
- 8) Appropriately accomplishing the communicative functions of written texts according to form and purpose;
- 9) Conveying links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification;
- 10) Distinguishing between literal and implied meaning when writing;

²⁵ Brown H Douglas. *Teaching by Principles, an Interactive Approach to Language Pedagogy*. (New York: Addison Wesley, 2001), 343.

- 11) Correctly conveying culturally specific references in the context of the written text;
- 12) Developing and using a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

c. Writing Process

A process is a sequence of operations or actions by which something is done. In writing, writers are supposed to know the process thoroughly. Then, they divide it into steps or stages. Finally, he needs to explain each step into details so that readers will see how it works. Writing process refers to everything a writer does from the moment he or she starts thinking about what to write until the final copy is completed. This process emphasizes on ideas to write down as well as the form in which the ideas are written down.

According to Hedge Writing Process Approach is an approach to teach writing that allows students to write their own ideas with their own process.²⁶ The writing process approach includes five steps: pre writing, drafting, revising, editing and publishing. The steps are not separated and not happen in a sequence. But, they might occur at the same time. Some people may edit as they revise a draft, while others edit when the whole draft is completed. Still, others revise as

²⁶ Tricia Hedge. *Writing: Resource Books for Teachers*. (Oxford: University Press, 1988), P. 20-22.

they draft. As the term suggests, the teaching of writing focuses on what goes on when learners write and what the teacher can do to help the learners get into a good writing.

d. Writing Assessment

There are two different approaches for assessing writing ability according to Weir.²⁷ Firstly, writing can be divided into discrete levels, e.g., grammar, vocabulary, spelling, and punctuation, and these elements can be tested separately by the use of objective tests. Secondly, more direct extended writing tasks of various types could be constructed.

One example of direct writing task is controlled writing task. Free, uncontrolled writing would seem to be an invalid test of the writing ability required by most students. It is easier to extrapolate writing test when care is taken in specifying for each task: the media, the audience, the purpose and the situation in line with the target level performance activities.

When the task is determined more precisely in this manner it is also easier to compare performances of different students and to obtain a greater degree of reliability in scoring. If the writing task is uncontrolled, examinees may also be able to cover up weaknesses by avoiding problems. By controlling the writing tasks, we might improve their validity and reliability.

There was a need for 'controlled' writing sub-tests in which the register, context and scope of the writing task were determined for the candidate. This would facilitate marking and allow more reliable comparison across students.

²⁷ Weir Cyril. *Communicative Language Testing*. (Prentice: Hall Europe, 1990), 58.

There are various types of stimuli that can be used in controlled writing tasks. Stimuli can be written, spoken or most effectively nonverbal, e.g., a graph, plans or drawing which the student is asked to interpret in writing.

According to Madsen a wide variety of writing tests are also needed to test many kinds of writing tasks that we engage in. There are usually distinct stages of instruction in writing, such as pre-writing, guided writing, and free writing.²⁸ Each stage tends to require different types of evaluation. Another reason for the variety of writing tests in use is the great number of factors that can be evaluated: mechanics (including spelling and punctuation), vocabulary, grammar, appropriate content, diction (or word selection), rhetorical matters of various kinds (organization, cohesion, unity; appropriateness to the audience, topic, and occasion); as well as sophisticated concerns such as logic and style. The list is enough to boggle the mind.

Madsen also says that there are some techniques for evaluating writing in its various stages, from pre-writing to free writing. For evaluating prewriting, they are as follows:²⁹

Writing	Component Score	Description
Grammar	5	Mastery of grammar taught on course, only 1-2 minor mistakes.
	4	A few minor mistakes only (e.g. preposition, articles).

²⁸ Madsen Harold S. *Techniques in Testing*. (Oxford: University Press, 1983), 101.

²⁹ Madsen Harold S. *Techniques in Testing*, 102.

	3	Only 1 or 2 major mistakes but a few minor ones.
	2	Major mistakes lead to difficulty in understanding, lack of mastery of sentence construction.
	1	Numerous serious mistakes, no mastery of sentence construction, almost unintelligible.
Style	5	Use of wide range of vocabulary taught previously.
	4	Good use of new words acquired, appropriate synonyms, circum location.
	3	Attempts to use word acquired, appropriate vocabulary on the whole but sometimes restricted, have to resort to use synonyms circum location on a few occasions.
	2	Restricted vocabulary, use a synonym (but not always appropriate), imprecise and vague, affect meaning.
	1	Very restrictive vocabulary, inappropriate use of synonyms seriously hinders communications

mechanic	5	No errors.
	4	1 or 2 minor errors only.
	3	Several errors, do not interfere significantly with communication, not too hard to understand.
	2	Several errors, some interfere with communication, some words very hard to recognize.
	1	Numerous errors, hard to recognize several words, communication is made full difficult.
Content	5	All sentences support the topic, highly organized, clear progression of ideas well linked like educated native speaker.
	4	Well organized ideas, links could occasionally be clearer but communication not impaired.
	3	Some mediocre organization, reading required for clarification of ideas.
	2	Little or no attempt at connectivity, though reader can deduce some organizations, individual ideas may be clear but very difficult to deduce

		connection between them.
	1	Lack of organization so severe that communication is seriously impaired.
form	5	Flowing style; very easy to understand, both complex and simple sentences, very effective.
	4	Quite flowing style; mostly easy to understand, a few complex sentences, very effective.
	3	Reasonably smooth style; not too hard to understand mostly (but not all), simple sentences, fairly effective.
	2	Jerky style; an effort needed to understand and enjoy, complex sentences, confusing mostly (but not all), simple sentences, fairly effective.
	1	Very jerky; hard to understand, can not enjoy reading, almost all simple sentences confusing, excessive use of “and”.

1. Sentence combining: a common pre-writing task takes many forms. We will look at just two of them: combining by adding a connective and combining by putting one sentence inside the other.

2. Sentence expansion is another kind of pre-writing evaluation. This can involve simply adding words such as adjectives and adverbs. Or it can require adding phrases and clauses.
3. Sentence reduction, often provides a cue word to show how to begin the new phrase.
4. Copying (sometimes timed) can make students more aware of extended discourse and also of mechanics (especially punctuation and spelling).

According to Jacobs in Anderson the evaluation which using analytic score elaborates writing product into five components. They are: content, form/organization, vocabulary/style, language use/grammar, and mechanics.³⁰

Component	Score	Criteria
Content	30 – 27 Excellent to very good	Knowledgeable, substantive, development of thesis, relevant to assigned topic
	26 – 22 Good to average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail
	21 – 17 Fair to poor	Limited knowledge of subject, little substance, inadequate development of topic
	16 – 13 Very poor	Does enough to evaluate not show knowledge of subject, non substantive, not enough to evaluate
Form/Organization	20 – 18 Excellent to very good	Fluent expression, ideas, clearly stated/supported, succinct, well organized, cohesive
	17 – 14 Good to average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but

³⁰ Mark Anderson, and Kathy. *Text Types in English 3*. (Australia: Mac Millan Education, 1998), 116.

		incomplete sequencing
	16 – 13 Fair to poor	Non fluent, ideas confused or disconnect, lack logical sequencing and development
	12 – 10 Very poor	Does not communicate, no organization, or not enough to evaluate
Vocabulary/ Style	17 – 14 Good to average	Adequate range, occasional errors of word, idiom choice and usage but meaning not obscured
	13 – 10 Fair to poor	Frequent errors of word/idiom form, meaning confused or obscured
	9 – 7 Very poor	Essentially translation, little knowledge of vocabulary word form or not enough to evaluate
Grammar	25 – 22 Excellent to very good	Effective, complex, construction, tenses, number word, function, articles, pronouns, preposition
	21 – 18 Good to average	Effective but simple construction, minor problem complex construction, tenses, number word, function, articles, pronouns, preposition, meaning seldom obscured
	17 – 11 Fair to poor	Major problem in simple/complex construction, tenses, number word, function, articles, pronouns, preposition and/or fragment, deletions, meaning confused or obscured
	10 – 5 Very poor	Virtually no mastery of sentence construction rule, dominated by errors, does not communicate, or not enough to communicate
Mechanics	5 Excellent to very good	Demonstrate mastery of conventions, few error of spelling, punctuation, capitalization, paragraphing
	4 Good to average	Occasional errors of spelling, punctuation, capitalization, paragraphing, meaning not obscured
	3 Fair to poor	Frequent errors of spelling, punctuation, capitalization, paragraphing, meaning confused or obscured
	2	No mastery of conventions,

	Very poor	dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate
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For evaluating beginning writing, among the limited-response techniques is the task of simply changing questions to statements, thus ‘writing’ a paragraph. Several multiple-choice items are introduced to test mechanics (such as spelling and capitalization). Easy dictation passages can be given on material such as dialogs that students are already familiar with. Picture can also be used to cue the writing of short, easy paragraphs

In guided writing, Madsen explains that the objective is to check student ability to handle controlled or directed writing tasks. One way is to make certain kinds of changes in a story (text manipulation). Another is to expand the outline of an article. Another guided-writing test is dictation. Most teachers know about this technique, but few handle it properly. Actually, this is one of the easiest tests to use, and it gives very good information on the student’s language ability. But, this is true only if you prepare it right, present it right, and score it right.

Few teachers have students write without giving them a specific topic. One reason for this is that the skills used in telling a story are quite different from those used in making analogies or refuting arguments. We need to make sure that we are testing what we have taught. Also we need to be certain that each student is performing the same kind of task. Otherwise, we cannot make a fair comparison of their writing. For these reasons, we have to provide clear and rather detailed guidelines for writing-even for advanced students.

The minimum criteria for the candidate's performance according to Heaton are as follows:³¹

Basic Level: No confusing errors of grammar or vocabulary; a piece of writing legible and readily intelligible; able to produce simple unsophisticated sentences.

Intermediate Level: Accurate grammar, vocabulary and spelling, though possibly with some mistakes which do not destroy communication; handwriting generally legible; expression clear and appropriate, using a fair range of language; able to link themes and points coherently.

Advanced Level: Extremely high standards of grammar, vocabulary and spelling; easily legible handwriting; no obvious limitations on range of language candidate is able to use accurately and appropriately; ability to produce organized, coherent writing, displaying considerable sophistication.

e. Types of Writing Performance

Brown also states that there are at least five types of classroom writing performance. The first is imitative or writing down. At the beginning level of learning to write, students will simply write down English letters, words, and possibly sentences in order to learn the conventions of orthographic code. The second is intensive or controlled. A common form of controlled writing is to present a paragraph to students in which they have to alternative.

³¹ J.B Heaton. *Writing English Language Test*, 185.

A given structure through for example, the students may be asked to change all present tense verbs to past tense; in such a case, students may need to alter other time references in the paragraph. The next type is self-writing. The most salient instance of this category in classrooms is note taking, where students take notes during a lecture for the purpose of later recall. Diary or journal writing also falls into this category. The last type is real writing. The two categories of real and display writing are actually two ends of a continuum, and in between the two extremes lay some combination of display and real writing. Three subcategories illustrate how reality can be injected: academic, vocational/technical or personal.³²

From several definitions of writing in the previous section, it can be concluded that writing means the activity of creating pieces of written work, a communicative act, a way of sharing observation, information, thoughts, or ideas with ourselves and others into language that linked together in certain ways and form a coherent whole in its purposeful selection and organization of experience and also as the production of sentences as instances of usage. In conclusion, there are some aspects to be evaluated in writing activity according to some experts.

Some of them are: mechanics that relate to spelling, punctuation, handwriting, etc., contents that have relation with relevance, originality, logic, etc., word choices that include vocabulary, idiom, diction, etc., organizations that have something to do with paragraphs, topic and support sentence, cohesion, unity, etc., and grammar in relation to the rules for verbs, articles, pronouns, etc.

³² Brown H Douglas. *Principle of Language Learning and Teaching* (New York: Person Education,2000), 112.

Since the subjects of the research are the eighth grade students of junior high school, they belong to intermediate level. In the intermediate level, it needs not too many aspects to be evaluated or it does not need too high standard of evaluation, as stated by Heaton The minimum criteria for the intermediate level are: accurate grammar, vocabulary and spelling, though possibly with some mistakes which do not destroy communication, handwriting generally legible, expression clear and appropriate, using a fair range of language, able to link themes and points coherently.³³

B. Gallery Walk Technique

a. Definition of Gallery Walk Technique

Gallery Walk Is a cooperative learning strategy in which the instructor devises several questions/problems and posts each question/problem at a different table or at a different place on the walls (hence the name "gallery"). Students form as many groups as there are questions, and each group moves from question to question (hence the name "walk"). After writing the group's response to the first question, the group rotates to the next position, adding to what is already there. At the last question, it is the group's responsibility to summarize and report to the class.³⁴

Gallery walk is an active teaching technique that gets students out of their seats and moving around the classroom to different learning stations that display artifacts related to the class activities. A gallery walk is a good way to assess what

³³ J.B. Heaton . *Writing English Language Test*, 136.

³⁴ Hossain Ali Integrating gallery walk and wikis in a synergetic instructional activity: an exploratory study of student's perceptions. AC 2011-702 (2014), 67.

students have learned about the content being taught. The artifacts of a gallery walk 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. Often students work through a gallery walk in pairs or small groups. Each group visits each display station, taking notes on what they learn, and then talking afterward to reflect upon their learning.³⁵

It means that, Gallery Walk technique normally involves posting butcher paper with a topic that needs defining, a text that needs discussing, questions that need answering or a student's work for feedback around the classroom. This strategy 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, documents, images, problem-solving situations or texts.

b. Benefit of Gallery Walk Technique

Gallery Walk is flexible and has many benefits. Gallery Walk can be organized for a simple fifteen minute ice breaker or for a week long project involving graded oral and written reports. The technique encourages students to speak and write the language of earth science rather than just hearing it from the instructor. In addition to addressing a variety of cognitive skills involving analysis, evaluation, and synthesis, Gallery Walk has the additional advantage of promoting cooperation, listening skills, and team building.³⁶

³⁵ E, S. Malizia. Pedagogical practice- Gallery Walk. (Yogyakarta : Diva Press, 2015), 117.

³⁶ Hossain Ali .*Integrating gallery walk and wikis in a synergetic instructional activity*.,68.

c. The Use of Gallery Walk Technique

In Gallery Walk student teams rotate to provide bulleted answers to questions posted on charts arranged around the classroom. After three to five minutes at a chart or "station" the team rotates to the next question. Gallery Walk works best with open ended questions, that is, when a problem, concept, issue, or debate can be analyzed from several different perspectives. In this section find a variety of instructional resources such as preparing students for this technique, a step by step guide for using Gallery Walk, evaluation rubrics, and challenges in implementing the technique.³⁷

d. Impact of Gallery Walk Technique

Pedagogy in Action, Why Use a Gallery Walk, and this technique can impact instruction through:³⁸

1. Dedicating time for students to practice discussing, debating, organizing, and writing about the topic the rather than just hearing ideas presented by the instructor.
2. Promoting the use of higher order thinking skills such as analysis, evaluation, and synthesis.
3. Emphasizing the collaborative, constructive nature of knowledge.
4. Encouraging alternative approaches to problems, because students are exposed to a variety of perspectives posted at different discussion "stations."
5. Reassuring students that their voices, ideas, and experiences are valued.

³⁷ Hossain Ali., 69

³⁸ Chee Keong. Chin. *Peer-Assessed Gallery Walk as a Teaching Strategy*. (University Sains Malaysia, 2016), 71.

6. Providing an opportunity to gauge prior knowledge, skills, and misconceptions.
7. Promoting team building, fostering debate, and encouraging consensus as students work together to accurately represent group members' ideas at different gallery walk "stations."
8. Encouraging movement around classroom as groups move from “station” to “station.”³⁹

e. Procedure of Gallery Walk Technique

1. First step : Select texts

Select the texts (e.g. quotations, images, documents, and/or student work) you will be using for the gallery walk. You could also have students, individually or in small groups, select the text for the gallery walk.

2. Second Step: Organize texts around the classroom. Texts should be displayed “gallery-style” - in a way that allows students to disperse themselves around the room, with several students clustering around a particular text. Texts can be hung on walls or placed on tables. The most important factor is that the texts are spread far enough apart to reduce significant crowding.
3. Third steps: Instruct students on how to walk through the gallery. Viewing instructions will depend on your goals for the activity. If the purpose of the gallery walk is to introduce students to new material, you might want them to take informal notes as they walk around the room. If the purpose of the gallery

³⁹ E, S. Malizia. *Pedagogical practice- Gallery Walk...*, 90.

walk is for students to take away particular information, you can create a graphic organizer for students to complete as they view the “exhibit,” or compile a list of questions for them to answer based on the texts on display. Sometimes teachers ask students to identify similarities and differences among a collection of texts. Or, teachers give students a few minutes to tour the room and then, once seated, ask them to record impressions about what they saw. Students can take a gallery walk on their own or with a partner. You can also have them travel in small groups, announcing when groups should move to the next piece in the exhibit. One direction that should be emphasized is that students are supposed to disperse themselves around the room. When too many students cluster around one text, it not only makes it difficult for students to view the text, but it also increases the likelihood of off-task behavior.

C. Gallery Walk Technique can Improve Students’ Writing

From Silberman’s statement means gallery walk allows students improved to be actively engaged as they walk throughout the classroom.⁴⁰ They work together in small groups to share ideas and respond to meaningful questions, images, and problem-solving situations or texts. In the other hand, Francek describes that gallery walk is a discussion technique that gets students out of their chairs and into active engagement.⁴¹ The advantage of the method is its flexibility.

⁴⁰ Melvin Silberman. *Active Learning: 101 Strategies to Teach Any Subject.* (U.K.A : Pearson Education Company, 1996), 24

⁴¹ Francek, Mark.. Promoting Discussion in the Science Classroom Using Gallery Walks. *Journal of College Science Teaching*,P. 27. Available at <http://blog.stetson.edu/jrseminars/wp-content/uploads/Gallery-Walk.pdf> 2006. [accessed 25December 2020]

A Gallery walk holds a variety of benefits for students and teachers alike. The gallery walk 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 from their own previous knowledge. The strategy serves many different types of students' intelligences and many different ways in which students learn. It serves the kinesthetic learner, because it involves walking around and other 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. During a Gallery Walk, students explore multiple texts or images that are placed around the room. Teachers often use this strategy as a way to have students share their work with peers, examine multiple historical documents, or respond to a collection of quotations.

CHAPTER III

RESEARCH METHOD

A. Research Design

In the step of conducting research, there are several steps that the researcher took in compiling this thesis, namely, starting from the choice of looking for a title, then submitting a title, and making a proposal to finally following the proposal seminar activities at the beginning of 2020/2021. After attending the proposal seminar, the title that the researcher submitted was accepted and was ready to be continued in the field of thesis preparation. In the preparation of this thesis, researchers found problems related to the condition of Covid-19 which resulted in the preparation of the thesis a little late until it was almost 9 months from the time the proposal was drafted. Then, the researcher will discuss the methods developed in this study.

The method used in this study was the quasi experimental with using one group pretest- posttest design. Quasi experimental methods that involve the creation of a comparison group were most often used when it was not possible to randomize individuals or groups to treatment and control groups. According Latipun, an experimental method of research conducted the manipulation aims to determine the result of manipulation of individual behavior observed.⁴² The formula of One groups pretest – posttest design by Arikunto.⁴³

⁴² Latipun. *Psikologi Eksperimen*. (Malang: UMM Press, 2002), 45

⁴³ Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2002), 112



Fig. 3 Formula one group pretest- posttest design

Explanation :

O1 : Pre- Test

X : Treatment

O2 : Post- test

For the first step in research to determine students' ability in writing achievement the researcher gives a test called pre-test (O1) and after giving pre-test for the next step the researcher observes an students achievement after apply treatment Gallery Walk technique (X) to improve writing achievement student. Furthermore, as a final step the researcher gave a post-test (O2) to see significant differences in the students' writing achievement before and after treatment.

B. Place and Time of Research

a. Place of research

This research was conducted at SMAN 1 Manyak Payed. This school is one of formal school in here. The researcher choose this setting because the researcher want to know students achievement before and after implemented Galery Walk Technique. This school was located on Tualang Baru Manyak Payed, Kec.Aceh Tamiang.

b. Time of Research

Time of research was conducted from November to October 2020 as one month in as four meeting in two weeks

C. Population and Sample

1. Population

Population is the whole of the object of research that aims to take the formulation or conclusion on the overall object.⁴⁴ In this research, as the population is all students at the second grade of SMAN 1 Manyak Payed that is the all of the second grade class with total of population were 130 students.

2. Sample

Sample is a data collection by recording and researching all elements of the subject of research.⁴⁵ The researcher make a randomly sample to get the subject of this research. The in this research, the researcher only focused for one class as 15 students at the second grade of SMAN 1 Manyak payed. Because the condition of education in Indonesia now with Covid- 19 this school used google classroom to learning. Based on the reason the researcher only get research permission in one class at IPA ² class.

D. The Technique of Collecting Data

Sugiyono said that, data collection techniques is the most important step in the study, because the main goal of the research is to get the data.⁴⁶ Sugiyono Collecting data in this study conducted in ways to collect the necessary data so that it becomes an instrument of research. In this study the researcher use quasi experimental study. In this data collecting technique the researcher used test,

⁴⁴ Arikunto, *Prosedur Penelitian*, 96.

⁴⁵ Anas Sudijino, *Pengantar Statistik Pendidikan*, (Jakarta: Rajawali, 1991), p.26.

⁴⁶ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R & D*, (Bandung: Alfabeta. 2009), 308.

interview to evaluate writing achievement by using Gallery Walk Technique. The research instruments used to facilitate researchers in conducting this research, among others:

a. Test

The test is a series of questions or exercises that are used to measure the skills of knowledge, intelligence, ability or aptitude of the individual or group Riduwan.⁴⁷ This research used achievement test is conducted in writing text in the written form and answers are also reading tests. Implementation of tests in this study performed twice, before learning process (pre-test) and after the learning process (post test).

b. Interview

In addition, interview were conducted for the students in order to confirm the data collected from the observation analysis, and to collect other necessary information, that is some variation of interview. Esterberg, as quoted Sugiyono said several kinds of interviews, namely: structured interview, semi-structured interviews, and an unstructured interview.⁴⁸ The researcher will use semi structured interviews to obtain information from the teacher about Gallery Walk technique.

E. The Technique of Data Analysis

⁴⁷ Riduwan. *Rumus dan Data Dalam Aplikasi Statistik* (Bandung: Alfabeta, 2005), 76.

⁴⁸ Esterberg in Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R & D*, (Bandung: Alfabeta. 2009), 308.

The objective of this study was tested using t-test. T-test is a statistical method that is used to see if two sets of data differ significantly.⁴⁹ It was to answer the problem that claimed whether there was significant difference of students score in writing achievement between the students who are taught using Gallery Walk technique. Before that, the writer compute the difference between two means of the group. The researcher compute the mean, standard deviation, and variance students' scores of pre- test and post- test design.

1. To analysis score experiment with used pre- test and post-test one group design:

$$t = \frac{Md}{\frac{\sqrt{\sum X^2 d}}{N(N-1)}}$$

Md = Mean of Students pre- test and post-test

xd = deviation of subject

$\sum X^2 d$ = total quadrat deviation

N = subject of sample.

There are several steps to prove the hypothesis, as the following formula.

2. Determining mean of pre- test score , with formula as follows:

$$Mx = \frac{\sum x}{N}$$

Md : Mean of the score pre-test

⁴⁹ Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2002), 316

N : Total of Students

3. Determining mean of post-test score , with formula as follows

$$My = \frac{\sum y}{N}$$

My : Mean of the score post- test

N : Total of Students

G. Hypothesis

The hypothesis of study is related :

Ha : The application of Gallery Walk technique improves students' writing achievement at the second grade of SMAN 1 Manyak Payed

Ho : The application of Gallery Walk technique can not improve students' writing achievement at the second grade of SMAN 1 Manyak Payed.

4. Hypothesis of Statistic

The hypothesis of statistic that will be used in this research is:

$$Ho : \mu_1 = \mu_2$$

$$Ha : \mu_1 \neq \mu_2$$

Ho : Null hypothesis

Ha : Alternative hypothesis

μ_1 : Students' writing achievement who are taught by Gallery Walk technique

μ_2 : Students' writing achievement , who are taught without using Gallery Walk technique.

The assumption of the hypothesis as follows:

- a. If $t_o > t_{table}$, the null hypothesis H_o is rejected and the alternative hypothesis (H_a) is accepted. It means that there is significant difference between the students' score in learning writing by using Gallery Walk technique and before using Gallery Walk technique ($\mu_1 \neq \mu_2$).
2. If $t_o < t_{table}$, the null hypothesis H_o is accepted and the alternative hypothesis (H_a) is rejected. It means that there is no significant difference between the students' score in learning writing by Gallery Walk technique the students' score before Gallery Walk technique at the second grade of students SMAN 1 Manyak Payed.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

In this study, the researcher explained a little description of the SMAN 1 Manyak payed schools. Where, this school is one of the schools that has complete facilities in the Aceh district of Aceh Taming, and also many paid schools that have internet access in them which makes it easier for teachers to find teaching materials and more. The school also has partnerships with external parties for school sanitation, such as the puskesmas. Besides that, the researcher also wanted to explain the completeness of the rooms at SMAN 1 Manyak Payed school such as; teacher room, laboratory, library, UKS room, bathroom, canteen, and student classrooms. Basically, in addition to the school having complete facilities, this school also has very disciplined rules which are arranged to be obeyed by students. Based on the description of school, the researcher chooses this school is the place of the researcher to conducted this research.

Based on the research question of study to find out Gallery Walk technique improves students' writing achievement at the second grade of SMAN 1 Manyak Payed. The researcher found that before implemented Gallery Walk technique students had problem in writing achievement, they were less in understanding to write a paragraph with their idea. The results of student writing still below the standard. After that, the researchers explained the Gallery Walk technique for the students, they look more enthusiasts and understand how to

write more easily and understand the text, because Gallery Walk technique prefer the important in writing and students do not had to write the whole contents, with write the point from their text only, students was found that the contents of text quickly.

1. Pre- test Activity

a. Explained about spoof text

In the first meeting the researcher gave pre- test was conducted on 28th September 2020. For the first step the researcher explained about spoof text and asked for some students to explain about spoof text. after process teaching and learning about spoof text finished, the researcher want to know students ability in writing achievement about the students funny experience. During the pre-test activity, the researcher found students who were still confused in explaining the spoof text and also when the researcher asked the students to write the text in a few paragraphs about the spoof text, the students looked confused and had difficulty writing their ideas.

b. Result of pre- test

There were the score of students pre-test in writing achievement before applied Gallery Walk Technique, the result of students pre-test in the following table;

Table 4.1
The result of students' pre-test

Students	Pre test
AN	50
AM	63
AF	65
AP	70
CA	71

CF	60
FS	50
FA	72
FAT	55
GL	54
LR	46
MF	62
MH	71
MA	56
MN	60
MC	56
NA	71
NT	65
NR	59
NZ	62
Total	1218

After give pre- test the researcher found that all of students loss of criteria standard minimum. The researcher found that there were still many students who were confused in writing spoof text, they were still often misunderstood in making sentence with the topic that give by the researcher. Furthermore, students for the first meeting, when the researcher gave pre-test students more difficulties to explain about spoof text they seem difficult to explain about the text. Based on the table above, the researcher calculated the result of variable x (Σx) is 1218 and seeking the mean score of variable y, the higher score, and the lower score of the students' pre- test with formula:

$$1. Mx = \frac{\Sigma x}{N} = \frac{1218}{20} = 60,9$$

$$a. \text{ The higher score } = 71$$

$$b. \text{ The lower score } = 46$$

Based on the result of pre- test the researcher give conclude that only there of students who have good categories of score 71. So that, 20 students not passed of KKM. In addition, the researcher want to analysis students ability in writing achievement by using gallery walk technique.

2. Implemented Gallery Walk Technique as the treatment

In this research the researcher explain about Gallery Walk technique for students and give explanation about spoof text with clearly. When the researcher explain about step of Gallery Walk technique their very enthusiastic in listening to the teacher's explanation and they feel understand how the Gallery Walk technique works. The researcher give explanation for students how to use focus for learning writing with used Gallery Walk technique.

a. First step (select text)

For the first step, the researcher selects the text that will be used as a material or material that is appropriate to their level. In this study, the researcher chose a spoof text that would become the student's material. in this case the researcher prepares everything related to the material, from the text, to the writing exercise task of the students as well as the researcher prepares before starting to enter the treatment. Besides, meeting on 2th October 2020, the researcher explains about spoof text material. In the first treatment, the researcher applied the Gallery Walk technique individually to students by asking students to sit in a circle, then the researcher began to explain the material from understanding the spoof text to the types of text spoof before asking students to write about the spoof the text the

researcher asked for. Students to ask questions about the material they do not understand and also the researcher gives questions to students to see their understanding of the material presented.

b. Second step (Organize text around classroom)

In this activity, the researcher started walking around the class to explain the text, which then displayed the spoof of the text in front of the class. Then pay attention to the students while explaining and walk around the student table. In this activity, researchers conducted individual activities to see how interested and their ability to learn writing through gallery walk techniques. Then, the researcher began to exchange questions and answers with students and also asked students about the material they did not understand when walking around the student's desk. In this activity, researchers as much as possible try to identify students' abilities closely and surely in order to get good cooperation between researchers and students

Furthermore, after finishing in 20 minutes, explaining the material and exchanging answers and asking the researcher asks students to write a spoof text with the theme "funny stories or funny events" that they have experienced with topics of their own choosing. During the students 'writing activities in this stage the researcher saw how the students wrote process and began to observe the students' way of expressing their ideas in paragraph form. The researcher walks around the class and sees students' progress while asking students what their problems are and also the researcher provides the opportunity to exchange ideas or ask questions that they do not understand with the researcher. In the second

meeting and the first treatment the researcher also found that the student have constrains in writing spoof text.

3. Third step (Instruct students on how to walk through gallery)

In the third step the researcher began to introduce the gallery walk to students where the implementation of walking in the classroom was used by the researcher for the purpose of implementing a more active classroom atmosphere, and also making students more relaxed in learning. In this activity, the researcher asked students in pairs and groups to write down their ideas while giving them time and freedom to walk in the classroom both to ask questions and exchange opinions related to the theme they are going to write, namely spoof text. Students participate in walking activities in class, they pair up and walk in groups in groups and exchange ideas related to what they want to write. the application of gallery walk is very effective because students are very interested and enjoy to walked around of class.

Furthermore, the researchers began to carry out the second treatment on October 5, 2020, in this writing activity the researcher applied the Gallery walk technique in a group way. In one group the researcher divided the students into each group of 4 people and into 5 groups. In the second treatment activity the researchers still used spoof text material, but in the first treatment the researcher carried out activities in an individual way and still found many students who had problems in writing activities. At the treatment meeting, the researcher asked them to work together in writing and had to give each other ideas related to the topic they wrote about. During group activities in writing in this study, researcher began

to find students who were active, cooperated with each other, and also communicated well with each other during writing activities. So that researcher see the development of students in writing using the Gallery walk technique better than before in an individual way.

For the last meeting, 9th 2020, the researcher gave post- test for student to know students ability in writing achievement with give assignment for students about spoof text with group like that on third meeting and the second treatment, in this activity the researcher tell stories in the form of images about spoof text then ask students to observe the image then write stories in text form based on the images they observe. This last activity was very interesting because it was very clear that they exchanged thoughts and ideas in observing the picture before they started writing. After all the activities are finished. The Researcher began to provide post-test scores to see students' improvement in writing activities. The following are the students' post test results that were collected:

Table 4.2
The result of the students' post-test

Students	Post test
AN	75
AM	76
AF	80
AP	75
CA	75
CF	80
FS	75
FA	87
FAT	75
GL	82
LR	84
MF	86
MH	80
MA	83
MN	85

MC	80
NA	80
NT	75
NR	75
NZ	80
Total	1588

Based on the data collected in post-test, the researcher calculated the result of variable y (Σy) is 1588. Then she calculated the mean score of variable y , and seeking the higher score, and the lower score of the students' pre-test with formula:

$$2. \text{My} = \frac{\Sigma y}{N} = \frac{1588}{20} = 79.4$$

- a. The higher score = 87
- b. The lower score = 75

It can be conclude that students more increasing in post-test activity in post-test activities students better understand and pay attention to the form of questions given by the teacher. In addition, researchers also see students pay more attention and also the student more focused and active in writing spoof text with group when the researcher implemented treatment. Then, the score of students in pre-test activity and post test activity more higher on post test with Mean 79.4 and also who graduate of standard criteria minimum (KKM).

4. The Comparison of Students' Pre-test and Post-test

After getting the data, the writer analyzed it by using statistic calculation of test formula

Table 4.3
The result of the students' English pre-test and post-test

Initial student	Pre test	Post test	D= (x-y)
AN	50	75	+25
AM	63	76	+13
AF	65	80	+15
AP	70	75	+5
CA	71	75	+4
CF	60	80	+20
FS	50	75	+25
FA	72	87	+15
FAT	55	75	+20
GL	54	82	+28
LR	46	84	+38
MF	62	86	+24
MH	71	80	+7
MA	56	83	+24
MN	60	85	+23
MC	56	80	+29
NA	71	80	+9
NT	65	75	+10
NR	59	75	+16
NZ	78	80	+2
N= 20	1218	1588	$\sum d$
	$\bar{X}_1 =$ 60,9	$\bar{X}_2 =$ 79.4	352

$$Md = \frac{\sum d}{N} = \frac{352}{20} = 17.6$$

Table 4.4
The result of gained score pre- test and post test

Initial student	d	x_d (d- Md)	x_d^2
AN	+25	-458	209.764
AM	+13	-470	220.900
AF	+15	-468	219.024
AP	+5	-478	228.484
CA	+4	-479	229.441
CF	+20	-463	214.369
FS	+25	-458	209.764
FA	+15	-468	219.024
FAT	+20	-463	214.369

GL	+28	-455	207.025
LR	+38	-445	198.025
MF	+24	-459	210.681
MH	+7	-476	226.576
MA	+24	-459	210.681
MN	+23	-460	211.600
MC	+29	-454	206.116
NA	+9	-474	224.676
NT	+10	-473	223.729
NR	+16	-467	218.089
NZ	+2	-481	231.361
N= 27	$\sum d$ 352		$\sum X^2 d$ 58.412

$$\begin{aligned}
 t &= \frac{Md}{\frac{\sqrt{\sum X^2 d}}{N(N-1)}} \\
 &= \frac{352}{\frac{\sqrt{58.412}}{20 \times 19}} \\
 &= \frac{352}{\frac{\sqrt{58.412}}{380}} \\
 &= \frac{7.64}{380} \\
 &= 0,02
 \end{aligned}$$

According to the data in the table above, the researcher calculated the result of the students' pre-test (variable x) and post-test (variable y). The first steps was seeking the difference between variable x and y and we got it by using Gallery Walk technique with gained score 58.412

In order to answer the question, the researcher writes the *Alternative Hypothesis (Ha)* and the *Null Hypothesis (Ho)* as follows:

1. The Null Hypothesis (Ho): there is no significant difference of students' writing achievement by using Gallery Walk technique

2. The Alternative Hypothesis (H_a): there is a significant difference of students' writing achievement through Gallery Walk technique. To prove the hypothesis, the data obtained in experimental class are calculated by using ttest formula with assumption as follows:
- a. If $t_o > t_{table}$, the Null Hypothesis (H_o) is rejected and alternative hypothesis (H_a) is accepted. It is proven that Gallery Walk technique was effective to improve students' writing achievement.
 - b. If $t_o < t_{table}$, the Null hypothesis (H_o) is accepted and alternative hypothesis (H_a) is rejected. It is proven that focus on Gallery Walk technique is not effective to improve students' word class.

5. Result of students difficulties in writing achievement and solution

To determine students' difficulties in writing skills and solution about it, the researchers conducted interviews with English teachers at SMAN 1 Manyak Payed to obtain data related to student difficulties, while the data sources obtained were as follows:

There is Teacher opinion regarding the students' ability in writing skills "In my opinion, writing is a skill that must be possessed by students. but many students do find that they have difficulty in writing activities, because often their obstacles in writing activities are finding confusion in expressing their ideas when writing. and, my students' ability in writing activities can be said to be in a poor category even though some of them are able and understanding".

Furthermore, Teacher obstacles in teaching writing the teacher said that “In teaching must have different constraints, like me, for example the obstacles I often find are when asking students to do writing assignments I have to make them understand what they are writing as much as possible, for example when asking them to write descriptive text I have to repeatedly explain about the characteristics of the text, then the generic structure, and also other charts that cover the text, so my constraints are more to make them understand and repeatedly explain about the material that I provide.

Besides, there are teacher way of overcoming these obstacles and the solution to students difficulties in writing achievement, his stated that “ always use is to implement an attractive strategy to make students not bored and they are happy in following the learning process, for example, I use games to make the classroom atmosphere more active, and students are also more happy in participating in learning activities. So that, they are not bored and it is not difficult to follow the learning process. Then, teacher also used strategy in teaching English writing achievement. Like statement “yes I always used strategy in teaching English writing especially, because with used strategy the classroom atmosphere is more lively. Then, students also very enjoy in learning activity. Then, there are many strategies that I used which in my opinion are able to break the class atmosphere and they are also able to follow the strategy.

Furthermore, teaching strategy or technique that most important in process teaching and learning, one of them is Gallery Walk Technique. But, based on teacher interview the researcher found teacher do not used this technique and

never used at all. The teacher is also very curious about these technique, he also says that if the techniques are effective then he will also try to apply these techniques later

Based on the results of the interview with the English teacher, the researcher can conclude that the difficulty of students in writing skills is that students often have difficulty thinking of the ideas they write into paragraphs and students are often confused when asked to write paragraphs. Besides that the solution used by the teacher to overcome student difficulties is to use a strategy that can make students more understand and like the learning process. one of them is like using games and other strategy.

B. Discussion

Based on the theory of Silberman's in (chapter II, P,29) gallery walk allows students improved to be actively engaged as they walk throughout the classroom The researcher found that students improve in writing achievement by using Gallery Walk technique based on the test. In the last meeting, the researcher found that student understood in writing achievement by using Gallery Walk technique and help they in communication with teacher and students. Besides, students also very enthusiastic in process teaching and learning by using Gallery Walk Technique.

The students could understand that how much they had learnt and in which point they should pay more attention. They also reported that their ideas became clear when teachers asked for then One of the major roles of a question is to

promote critical thinking of the learners. Furthermore, based on the result that give for students the researcher found that students improve in writing achievement by using Gallery Walk technique. Then, in process teaching and learning they more brave to do writing paragraph. So that, Gallery Walk technique very effective to apply in process teaching especially in teaching writing achievement, because good impact that make students more active, interactive, and can help their brain in think something to answer each question for teacher. Then, the researcher found that students before implementing Gallery Walk technique they still often used mistakes student more clearly in writing spoof text paragraph. Based on the reason, students more improving in writing by using Gallery Walk technique. In addition Gallery Walk technique give influence toward students understanding in teaching and learning writing.

Based on the result of test and interview, the researcher found that process of students ability in understanding writing achievement by Gallery Walk technique they were more enthusiastic and can manage time in work of test. Then, the students able to collaboration with their group in writing paragraph spoof that gave by the researcher. Besides, student more understanding in writing achievement especially about spoof text. Since process of teaching and learning the researcher gave students explanation about steps of Gallery Walk technique. So that, based on the researcher implemented Gallery Walk technique students more ability and increasing in writing achievement.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research at the second grade of SMAN 1 Manyak Payed and analyzing the data, the observer draws the conclusions based on the research question of study as follows:

1. There was very improving after and before the researcher implemented Gallery Walk technique in improving students' writing achievement for students at the second grade of SMAN 1 Manyak Payed more understanding and they had time to know meaning of the text. Besides, Gallery Walk technique had significance for students in improving their knowledge in word classification, especially spoof text. The improving of students in writing achievement by using gallery walk technique can be seen as the result of pre- test and post test with mean of pre- test 60,9 and mean of post- test 79,4. Based on the result the researcher found that students improvement in writing achievement through gallery walk technique
2. The students difficulties in learning writing achievement they were difficulty in writing activities, because often their obstacles in writing activities are finding confusion in expressing their ideas when writing. and, my students' ability in writing activities can be said to be in a poor category even though some of them are able and understanding.

Based on the research question, Gallery Walk Technique can be applied to improve students achievement in writing. Because, after applied the technique the researcher found that students more knowledge in word classification and also the students had good collaboration with their friend in writing process. Therefore, there were some students difficulties in writing achievements activity like their obstacles in confused expressing their idea in writing activity.

B. Suggestions

In reference to the conclusion above, the researcher recommends some suggestions as follow:

1. Since the students have the lowest score in finding specific information, it is necessary for the teacher to increase students' understanding of finding specific information by doing some activities: for example, the teacher gives the students time to make a list of points which would like to locate in the text so that the students will not miss the details information in the text.
2. Teacher who intends to teach reading skill through Gallery Walk technique should aware of level of difficulty and theme of the texts: for example, by choosing a good material such as choosing the word of the text, theme of the text in order to make the students are not difficult in learning process.

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