

## CHAPTER I

### INTRODUCTION

#### A. Background

Language is a cognitive tool.<sup>1</sup> It is a way of human to communicate, in either spoken or written way. It is used to express ideas, feelings, aims, thoughts, and opinions. It is useful for people in the world to interact and communicate. It cannot be denied that until now the first International language in common is English.

English is an International language because it is spoken by many countries.<sup>2</sup> Therefore, English is taught in many countries, such as in Indonesia. English as a foreign language in Indonesia is one of the most important languages for communicating in the world. Using English in every nation can promote communication with other nation throughout the world. Therefore, many people use English to communicate with others in either spoken or written forms such as in government, education, law-court, banking, and teaching and learning English activities.<sup>3</sup>

---

<sup>1</sup>Arais Wrang Basumatary, Proceedings. *The 4th International Language and Language Teaching Conference Proceedings* (Sanata Dharma University, Yogyakarta, Indonesia, November 2017), p. 62.

<sup>2</sup>David Crystal, *English as a Global Language* (New York: Cambridge University Press, 2003), p. 3.

<sup>3</sup>Hendri Dinata and Retika Wista Anggraini, *The Use of Gallery Walk Too Enhance The Speaking Achievement of The Ninth Grade Students of SMP PGRI Palembang* (Palembang: Global Expert, Vol. 6, No.1, July 2017), p.50.

In learning English there are four skills; listening, reading, speaking, and writing.<sup>4</sup> Listening and reading are receptive skills. It means, when people listen and read, there is no produced. Speaking and writing are productive skills. It means, when people speak, they will produce spoken product and when people write, they will produce written product. Those skills are related to each other and cannot be independent. Therefore, students are expected to be able to know all of the four skills. One of skills should be known in English is writing.

“Writing is an extremely complex cognitive activity in which the writer is required to demonstrate communication by means of conventionally visible marks.”<sup>5</sup> Writing is difficult. It is complex cognitive activity because students have to focus in some elements concurrently. As for the elements in writing are organization, vocabulary, mechanic, content, and grammar. “Writing is a process which involves several identifiable steps.”<sup>6</sup> Writing also is a way for sharing information, idea or thought in grammatically correct sentences. Hence, writing is ability.

From the citations above, writing is ability that important to learn because there are some elements that should be known in writing. Consequently, students should enhance their writing skill and students need effective writing skill to meet their academic needs and workplace requirements.<sup>7</sup> Because of the importance writing for students so that writing is difficult. Therefore, students often find some

---

<sup>4</sup>Agnessia Dwi Elshinta, St. Shabibatul Rohmah, Gallery Walk Strategy in Classroom : Pathway to Improve EFL Students’ Reading Achievement. *Channing: English Language Education and Literature*. Vol. 2, No. 2, October 2017, p. 95.

<sup>5</sup>Ashok Sapkota, Developing Students’ Writing Skill through Peer and Teacher Correction: An Action Research. *Nepal English Language Teachers’ Association*. Vol.17, No. 1-2, December 2012, p.2.

<sup>6</sup>Ms. Satya Sri Durga and Dr. C. S. Rao, Developing Students’ Writing Skills in English- A Process Approach. *Journal for Research and Professionals of English Language Teaching*. Vol.2. 2018, p.4.

<sup>7</sup>Ibid,p.3.

difficulties in writing that make students are weak in writing. The researcher had done pre-observation in school of MAS Nurul Akbar Pongka. The students at the eleventh grade said that writing was difficult because they had to know about grammar, an apt choice of words, coherence, and cohesion. It was marked by students when they learnt about announcement text.

Announcement text is one of short functional texts. “Announcement is a statement in spoken or written form that makes something known publicly.”<sup>8</sup> It has to be brief and could answer WH question. Announcement looks like easy to make it, but most of students cannot make an announcement because it was difficult as the students said before.

Based on the citation above, the researcher found out students’ difficulties at the eleventh grade of MAS Nurul Akbar Pongka namely; first, they did not have background knowledge to develop the ideas of topic given by the teacher when writing. Second, the students were just taught about grammar and vocabulary of writing without involving the learners to more practice in writing. Third, it was lack of students’ participation in the classroom. Fourth, the students felt bored because the technique used by the teacher was monotonous.

Based on the students’ difficulties above, the researcher found out that there were many students who felt sleepy when the teacher explains the materials. It could be because the teacher did not use good technique in the class. Hence, the researcher regarded that one of techniques could be used in writing is gallery walk technique. The researcher used gallery walk technique in teaching writing especially, announcement text.

---

<sup>8</sup>A’in Ratna Mulyani, Teaching Written Announcement through Gallery Walk Technique (An Experimental Study of Eighth Grade Students at SMP Muhammadiyah 1 Weleri, Kabupaten Kendal, in the Academic Year of 2013/2014). *Journal of English Language Teaching*. Vol. 3, No. 1, June 2014, p. 33.

“Gallery walk technique is one the most versatile learner centered activities.”<sup>9</sup> Gallery walk technique is also including cooperative learning because this technique is designed to educate students’ team work and students’ interaction to express and share students’ opinions and ideas to each student in learning. Gallery walk technique can make students go out from their chair and make students active in teaching and learning process. “Gallery walk, an activity in which the students can develop their ideas in unusual way by showing their thought through gallery so that other can see or evaluate, it is promoted as a motivating technique.”<sup>10</sup> The researcher believes that by using gallery walk technique students can involve the emotional power to find a new knowledge and motivate students to be active and enhance students’ self-confidence and make students do not feel sleepy and bored in learning English especially in writing. Gallery walk technique has many benefits.

“The benefits of gallery walk technique according to Dinata; first, the gallery walk provides such an opportunity, allowing students to address interesting, open-ended science questions using the terminology and language of the discipline. Second, oral reports conclude every gallery walk and the instructor has the option of extending this activity with written assignments. Third, team-building skills are emphasized, as groups need to organize comments written form a variety of perspectives and reach consensus as to which remarks are most compelling.”<sup>11</sup>

Based on benefits that Dinata had been declared above, the researcher hoped that students of MAS Nurul Akbar Pongka specially the eleventh grade can enhance their writing ability through gallery walk technique.

The researcher would like to research in MAS Nurul Akbar Pongka because in this school is a religion school. In the other hand, religion school

---

<sup>9</sup>M. Arif Rahman Hakim, et al. Gallery Walk Technique in Improving Students’ Speaking Skill. *Journal of Linguistic and English Teaching*. Vol.4, No.1, April 2019, p.28.

<sup>10</sup>Thorpe Bowker, Proceedings of The First International Conference on Language Development (Vietnam general confederation of labour: Ton DucThang University, 2016), p.45.

<sup>11</sup>Hendri Dinata and RetikaWista Anggraini, The Use of Gallery Walk Too Enhance The Speaking Achievement of The Ninth Grade Students of SMP PGRI Palembang (Palembang: Global Expert, Vol. 6, No.1, July 2017), p.53.

applies 2 languages that students should master it, namely Arabic and English so that the researcher chose that school.

Based on the statement above, the researcher formulated a title Enhancing Students' Writing Ability through Gallery Walk Technique at The Eleventh Grade of MAS Nurul Akbar Pongka.

## **B. Problem Statement**

Based on the background above, the researcher formulated the research question of the research as follow: "Is the use of gallery walk technique effective to enhance students' writing ability at the eleventh grade of MAS Nurul Akbar Pongka?"

## **C. Operational Definition**

The title of this research is "Enhancing Students' Writing Ability Through Gallery Walk Technique." To know the definition about it, the researcher has to mention it was definition each word of it follows :

Enhancing is to increase or improve in value, quality, desirability, or attractiveness.<sup>12</sup>

Student is person who is studying at college or university.<sup>13</sup> Students are people who attend in a school, college, or university or learners who study something. It means that, people who are joining a learning process in education.

"Writing is an activity for producing and expressing, it is producing the words and sentences then it expressing with the meaning of ideas."<sup>14</sup> It means writing is an activity used to express ideas and opinions, and what the author thinks in written from.

---

<sup>12</sup>Merriam webster's Dictionary, access sin: January 9<sup>th</sup> 2020.

<sup>13</sup>*Oxford Learner's Pocket Dictionary, The Fourth Edition* (Oxford University press, 2008), p. 441.

<sup>14</sup>Merriam webster's Dictionary, access sin: January 11<sup>th</sup> 2020.

“Ability is the quality or state of being able or competence in doing something or natural aptitude or acquired proficiency.”<sup>15</sup> It means that ability is a skill to do something.

“Gallery walk is an activity that possible to carry out by using paper, computer, and other common stuff used in the school.”<sup>16</sup>

Technique is the manner in which technical details are treated (as by writer) and also a body of technical methods (as in craft or in scientific research) or a method accomplishing desired aim.<sup>17</sup> It means that a way carrying out a particular task, especially the execution or performance of an artistic work or a scientific procedure.

#### **D. Objective and Significant of the Research**

Based on the problem statement above, the objective of the research is to know enhancing students’ writing ability through gallery walk technique.

The result of this study is expected to provide these following benefits:

1. Theoretically, this research is expected to be a good reference to know enhancing students’ writing ability through gallery walk technique.
2. Practically, this research is expected to be one of the sources of knowledge and information for people:
  - a. For the teachers, this research is expected to be useful reference for the English language teaching.
  - b. For the students, this research is expected to be able to make the students are more understand about writing ability through gallery walk technique, so students can enhance their wiring ability.

---

<sup>15</sup>Merriam webster’sDictionary, access sin:January 11<sup>th</sup> 2020.

<sup>16</sup>Thorpe Bowker, Proceedings of The First International Conference on Language Development (Vietnam general confederation of labour: Ton DucThang University, 2016), p.45.

<sup>17</sup>Merriam webster’sDictionary, access sin:January11<sup>th</sup> 2020.

- c. For the next researchers, this research will be as a comparative study for reference materials.

### **E. Previous Related Research Findings**

Some researchers have reported their findings about technique to explore the students' writing ability. Some of findings are presented in the following section.

A research was done by M Arif Rahman Hakim, Nike Anggraini, Andri Saputra in their research, gallery walk technique in improving students' speaking skill, Indonesia 2019. The objective of this research is to overcome some problems of students' speaking ability at the second grade students' of senior high school number 6 Bengkulu Tengah, Bengkulu, Indonesia by using gallery walk technique. By using gallery walk technique, researchers believe the students are able to active to improve their self-confidence on English language, especially in speaking ability.<sup>18</sup>

A research was done by Agnessia Dwi Elshinta, St. Shabibatul Rohmah in their research, gallery walk strategy in classroom: pathway to improve EFL students' reading achievement, Indonesia 2017. The subjects of this research were class X NKN 1. This class was determined purposively because most of the students got low score of the reading process and could not achieve the students passing level. The classroom action research consisted of one cycle with four meetings. The data about the students reading achievement were collected through reading exercise, reading test and observation. Based on the observation in the first meetings, there were 60% or 19 out of 32 students who showed a positive

---

<sup>18</sup>M. Arif Rahman Hakim, et al. Gallery Walk Technique in Improving Students' Speaking Skill. *Journal of Linguistic and English Teaching*. Vol.4, No.1, April 2019, p.28.

attitude in teaching learning process through gallery walk strategy. Then, it increases to 87% or 28 students who showed a positive attitude in teaching learning process using gallery walk strategy in the last meeting. The result of reading exercise from first meeting until the last meeting also increase, from 50% or 16 students in the first meeting to 75% or 24 students in the last meeting. The result of reading test in cycle one showed that there were 26 students or 81% of the students achieved the target. “To surd up, the use of gallery walk strategy is effective to improve students’ reading achievement and students’ participation in teaching and learning process.”<sup>19</sup>

Muhammad Ridwan (2019) also examined gallery walk; an alternative learning strategy in increasing students’ active learning. In his research, the resultsshow that the gallery walk exercise can effectively engage students in the learning process. “The students can obtain knowledge effortlessly, utilize their skills in understanding the topic discussed and create a constructive attitude towards other students.”<sup>20</sup>

The research was conducted done by Wahyu Diny Sujannah and Lucia Niken Tyas Utami in their research namely gallery walk as a strategy to improve learner autonomy. This paper aims to share ideas about how to implement gallery walk strategy in the classroom to improve learner autonomy. Moreover, is also explore the benefits of gallery walk as this strategy is able to build a powerful

---

<sup>19</sup>Agnessia Dwi Elshinta and St. Shabibatul Rohmah, Gallery Walk Strategy in Classroom: Pathway to Improve EFL Students’ Reading Achievement. *English Language Education and Literature*. Vol. 2, No. 2, October 2017, p. 95.

<sup>20</sup>Muhammad Ridwan, Gallery Walk; an Alternative Learning Strategy in Increasing Students’ Active Learning. *Department of West Asian Studies, Faculty of Cultural Sciences, Hasanuddin University*. Vol. 16, May 2019, p. 49.



learning community promote self-regulated learning (SRL), provide more opportunities for learning, and develop creativity.<sup>21</sup>

The research on gallery walk technique was done by Khairunnisak and Rusdi Noor Rosa (2018). They describe that 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 students in organizing their ideas. In addition, it allows the students to share and exchange thoughts in a small group discussion. Beside that, 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.”<sup>22</sup>

Referring to the previous research finding above, it is indicated that all the researchers use gallery walk technique, but of course each research has differences. The differences are about the skill and the subject. In generally, all the research use gallery walk technique same with this research.

## **F. Conceptual Framework**

Based on the theoretical framework explains before, the conceptual framework is arranged by the researcher as follows:

---

<sup>21</sup>Wahyu Diny Sujannah and Lucia Niken Tyas Utami, Gallery Walk As a Strategy to Improve Learner Autonomy. *The 4<sup>th</sup> International Language Teaching Conference*. November 2017, p. 257.

<sup>22</sup>Khairunnisak and Rusdi Noor Rosa, Using Gallery Walk Technique in Teaching Writing Announcement Texts to Junior High School Students. *Journal of English Language Teaching*. Vol 7, NO.4, December 2018, p.1.



Figure 1.1

The conceptual framework above, it can be understood that the researcher wanted to research about gallery walk technique in enhancing students' writing ability. In writing there must be some problems that students face, to overcome the problems the researcher provided pre-test, treatment, and post test writing ability knowledge.

### **G. Hypothesis**

The hypothesis of the result research is formulated as follow:

H<sub>0</sub>: There is no enhancement of applying gallery walk technique in students' writing ability.

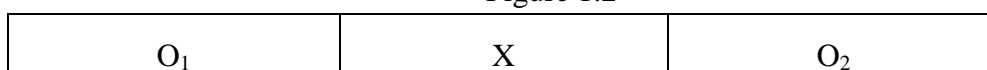
H<sub>1</sub>: There is an enhancement of applying gallery walk technique in students' writing ability.

## H. Methodology of Research

### 1. Research Method

The method of this research was applied by using pre-experimental design with one group pre-test and post-test design. The diagram was presented as follows:

Figure 1.2



Where

O=pre-test.

X=treatment.

O=post-test.<sup>23</sup>

Before using gallery walk technique, the researcher gave pre-test as a comparative in post-test after doing treatment. The post-test gave to know the achievement of the students after doing treatment.

### 2. Variable of Research

In this research had two variables, namely independent and dependent variable.

- a. Independent variable of this research was gallery walk technique in learning. This technique was applied to know the enhancement of gallery walk technique in students' writing ability at the eleventh grade of MAS Nurul Akbar Pongka.
- b. Dependent variable of this research was the students' writing of announcement text. It was hoped that the students can express their idea in writing.

---

<sup>23</sup>L.R.Gay, et al. Educational Research Competencies for Analysis and Applications Tenth Edition, p.265.

### 3. Population and Sample

#### a. Population

The population of this research was the eleventh grade of MAS Nurul Akbar Pongka in academic years 2020/2021. The class of eleventh grade of MAS Nurul Akbar Pongka was two classes with difference department (science and social department), researcher researched social department.

#### b. Sample

The technique of selecting the sample was cluster random sampling. The sample of this research was students of social department that consist of 33 students.

### 4. Procedure of Collecting Data

This procedure of collecting data of the research followed the procedure as follows:

#### a. Pre-test

The researcher applied a pre-test to students, the pre-test was intended to know the students' ability in writing and as comparison to know students' improvement.

#### b. Treatment

After giving pre-test, the researcher gave treatment. The treatment conducted eight meetings. These procedures of giving treatment as follow:

- 1) The first meeting, the researcher gave explanation about writing generally.
- 2) The second meeting, the researcher gave explanation about announcement text generally.

- 3) The third meeting, the researcher gave explanation about kinds of announcement. After that, the researcher asked students to chose what topic of announcement that they wanted to make.
  - 4) The fourth meeting, the researcher divided students in 7 groups and asked them to make task of announcement text that had been chosen by using paper or chart or poster or large sheet and they made chart or draw their paper for making their text more interested.
  - 5) The fifth meeting, the students stuck their task on the wall and other groups walked around class to see their friends' paper and every group rotated and criticise by giving question, suggestion, and comment for other groups. After that, students answered the question or repair it if they got suggestion or comment.
  - 6) The sixth meeting, the students stuck their task or paper with the answering of question and repairing of suggestion or comment that students got before. After that, every group walked around class for checking others' group task or paper. Then, 3 groups was doing discussion about their task.
  - 7) The seventh meeting, 4 other groups were doing discussion as other group did before.
  - 8) The eighth meeting, the researcher checked and gave more explanation about their paper or task.
- c. Post-test

After applying the treatment, the researcher gave post-test to students to obtain data, whether there were some progresses or improvements of students' in writing ability after having treatment

namely using gallery walk technique or not .The test was same as the test given in pre-test.

## 5. Technique of Data Analysis

### a. To measure student writing ability

The researcher used test to measure students' writing ability that was included content, organization, vocabulary, language use and mechanic. The researcher gave score for every component accompanying the following rule.<sup>24</sup>

#### 1) Content

Table 1.1

“Classification of content’s score”

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Excellent to very good	30-27	Knowledge, substantive, imaginative.
Good to average	26-22	Some knowledge of subject, imagination, adequate range.
Fair to poor	21-17	Limited knowledge of subject, little substance.
Very poor	16-13	Does not show any knowledge of subject /imagination, on-substantive.

---

<sup>24</sup>M.Basri Wello and SyarifuddinDollah, Fundamental Aspect of English for Purposes (Makassar.The UNM publisher,2008),p.109-110.

## 2) Organization

Table 1.2

“Classification of organization’s score”

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Excellent to very good	20-18	Fluent expression, ideas clearly stated.
Good to average	17-14	Somewhat choppy, loosely organized but main ideas standard.
Fair to poor	13-10	On fluent, ideas, confused or disconnected.
Very poor	9-7	Does not communicate, no organization.

## 3) Vocabulary

Table 1.3

“Classification of vocabulary’s score”

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Excellent to very good	20-18	Sophisticated range, effective word /idiom choice, usage.
Good to average	17-14	Adequate, occasional error of word/idiom choice, usage but meaning not obscured.
Fair to poor	13-10	Limited range, frequent error of word /idiom form choice, usage.
Very poor	9-7	Essentially translation, little knowledge of English vocabulary.

## 4) Language use

Table 1.4

“Classification of language use’s score”

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Excellent to very good	25-22	Effective complex construction.
Good to average	21-18	Effective but simple construction.
Fair to poor	17-11	Major problems are simple/complex construction.
Very poor	10-5	Virtually no mastery of sentence construction.

## 5) Mechanic

Table 1.5

“Classification of mechanic’s score”

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Excellent to very good	5	Demonstrates mastery of conventions.
Good to average	4	Occasional errors of spelling, punctuation.
Fair to poor	3	Frequent errors of spelling, punctuation.
Very poor	2	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing.



- b. Calculating the students' score

$$\text{Scoring: } \frac{\text{students' correctanswer}}{\text{totalnumberofitems}} \times 100$$

- c. To calculate the mean score of the students' test, the researcher used formula as follow:

$$\bar{x} = \frac{\sum x}{n}$$

Where  $\bar{x}$  : Mean score

$\sum x$  : The sum all scores

$n$  : Total number of subject<sup>25</sup>

- d. Comparing the result of the test to know whether using gallery walk technique or not, classifying the students' score into following criteria:

Table 1.6

Classifying the students' score<sup>26</sup>

No	Classification	Score
1	Excellent	89-100
2	Very Good	78-88
3	Good	67-77
4	Fairly Good	56-66
5	Fair	45-55

<sup>25</sup>L.R.Gay, et al. Educational Research Competencies for Analysis and Applications Tenth Edition, p.323

<sup>26</sup>Depdikbud, Petunjuk Proses Pelaksanaan Belajar Mengajar dan Petunjuk Pelaksanaan System Pendidikan, (Jakarta,1985), p.6.

6	Fair Poor	34-44
---	-----------	-------

- e. Computing the frequency and the rate percentage of the students' score:

$$P: \frac{fq}{n} \times 100\%$$

Where

p: Percentage

*fq*: Frequency

*n*: The total number of students<sup>27</sup>

- f. Calculating the standard deviation of the students' score in pre-test and post-test by using the following formula:

$$SD = \frac{\sqrt{SS}}{N-1} \text{ where } SS = \sum x^2 - \frac{(\sum x)^2}{N}$$

Where:

SD : Standard deviation

$\sum x$  : The sum all the scores

*N* : The total number of subjects<sup>28</sup>

- g. Finding out the significant different between the pre-test and post-test by calculating the value of the test.

$$\bar{D} = \frac{\sum D}{N}$$

Where

---

<sup>27</sup>DzulAshifah, Developing the Students' Writing Competence Using Writing Task-Based Instruction Approach (Unpublished Thesis UIN Alauddin Makassar,2010), p.34.

<sup>28</sup>L.R.Gay, et al. Educational Research Competencies for Analysis and Applications Tenth Edition, p.338

- $\bar{D}$  : The sum of all score  
 $\sum D$  : The sum of all scores  
 N : Number of students

h. To calculate the value of t-test of the hypothesis concerning the difference between pre-test and post-test using the following formula:

$$T = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where

- T : Test of significance  
 $\bar{D}$  : The difference of mean score  
 $\sum D^2$  : The sum of the difference score  
 N : Total number of sample <sup>29</sup>

---

<sup>29</sup> M. Subana, Moerstyo R and Sudrajat, *Statistik pendidikan* (Yogyakarta: Pustaka Setia,2000) p.112-117.