



The Effect Of Gallery Walk Techniques On Students' English Writing Ability In Report Texts

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ABSTRACT

The objective of this research was to find out the effect of that gallery walk technique on students' English writing ability in report texts at the tenth grade students of SMA Swasta Baitul Aziz Bandar Klippa. The type of research was quantitative research and it was conducted by using experimental design with two classes, in experimental class consisted of 23 students and control class consisted of 27 students. In technique of collecting data, the researcher conducted pre-test, treatment and post-test by writing test. The data were analyzed by using t-test formula. The result of the data showed that toobserve (6.55) value was higher than the ttable in which toobserve>ttable (6,55>1,67). The finding showed that the hypothesis was accepted. It means that there was a significant effect of gallery walk technique on students' English writing ability in report texts at SMA Swasta Baitul Aziz Bandar Klippa Academic Year 2021/2022.

Kata Kunci

Gallery Walk Technique, Report Text, Writing Ability

INTRODUCTION

English is currently one of the subjects that students are encouraged to master. People in many nations, including Indonesia, place a high value on mastering the English language. English has evolved into the most convenient medium of instruction for communicating with one another in several areas of life, including business, economy, technology, education, and social life. Listening, reading, speaking, and writing are the four skills that make up the English language.

The researcher focuses on writing in this research. Writing is an indisputable talent that students must develop while learning a foreign language. Writing is an activity that people engage in when they desire to share or express their thoughts in written form. Pardede and Herman (2020) claim that writing is communication in other words, writing is how do someone more what are here in their mind by written and a way of communication and course communicates all the time, mainly talking to other people. writing is a complex activity that requires the writer's brain to pay attention to many parts of the written form, including content, structure, word choices, punctuation, and grammar.

Furthermore, there are other types of writing genres, including report, recount, descriptive, narrative, exposition, and procedure. Every genre contains characteristics that distinguish it from others, it has a distinct purpose, an overall structure, a distinct language element, and is shared by people of the culture. It implies that there are numerous types of writing texts, each of which differs from the others.

Based on the researcher's experience of observation in SMA Swasta Baitul Aziz Bandar Klippa many students had some difficulties in learning writing especially in study report text and based on teacher's explanation, students' ability in English especially in study report text was still low. A report text is a paragraph of text that gives information about a certain topic. Dirgeyasa (2016) states that report text is to describe the way things around our environment are described. The function of report text is to classify and describe something by providing facts. Many things in the environment, such as animals, plants, natural events, and social phenomena, can be classified using report text. Furthermore, report text describes something in general.

Gallery Walk is an active teaching technique that encourages students to get out of their seats and move about the classroom to different learning stations where items linked to class activities are displayed (Malizia: 2015). According to the idea of Retnosari and Fithriyah (2020), gallery walk is a method for remembering something students have learned and assessing it. It can be understood that the gallery walk method inspires students to make lists in the form of schematics, pictures, diagrams or other things obtained during group discussions to be displayed or exhibited in front of the class. As a result, a gallery walk refers to an activity that allows students to display their work.

Believes (2012) explains several procedure in implementing Gallery Walk in the classroom as follow:

1. Create or locate various stimuli for students to review and respond.
2. Post each stimulus on an individual poster or chart paper in different areas of the room.
3. Assign students to small groups.
4. Provide students with questions or prompts to respond to as they review the stimulus.
5. Students have a structured amount of time to discuss and respond to the provided questions or prompts on sticky notes or directly on the chart paper.
6. After the designated time, have groups walk to the next stimulus and allow the same amount of time to respond. Continue until each group has reviewed all stimuli.

7. Conclude the gallery walk by discussing student learning from the task as a whole class.

RESEARCH METHODOLOGY

The researcher used quantitative through experimental design. Based on Sugiyono's explanation (2013) quantitative research methods is a way for testing theories by examining the relationship between variables. Therefore, this research conducted to test whether the use of gallery walk was effective or not on students' English writing ability in report text. This research conducted using two groups of samples namely control group and experimental group. This research sample consists of two class. The sample of this research are X MIA 1 as a control class and X MIA 2 as an experiment class. X MIA 1 consists of 27 students and X MIA 2 consists of 23 students. So, the total samples will be 50 students.

In collecting data, the researcher used writing test as the instrument, The researcher gave a test namely pre-test and post-test in each class. The researcher used pre-test in the first meeting of the research to find out the prior knowledge of students' writing report text before giving treatment. After that, students gave treatment namely post-test. The researcher gave the treatment to students in the experimental group by applying gallery walk technique while control class without applying gallery walk technique. In analyzing the data, the researcher used t-test formula to look for the significant effect of gallery walk technique on students' English writing ability in report text.

RESULT AND DISCUSSION

After conducting the research, the data was analyzed by using t-test to see the effect of gallery walk technique on students' writing ability. After calculating the data, it can be found that there was significant effect on English writing ability of report texts by using gallery walk techniques. The students that were taught by gallery walk techniques have higher score than were taught by lecturing method. After previous data have been measured data by using t-test formula. The calculation shows that, t-observation was 6,55 in the degree of freedom (dk/ df) of this research are 48 obtained $(N_a + N_b - 2) = (23 + 27 - 2 = 48)$ with the level significance $\alpha = 0.05 = 1,67$, from the analysis of the data above, the hypothesis that had been formulated can be answered. This of t-observation is later compare to t-table critical value $(6,55 > 1,67)$. So, it can be concluded that scores students better after applying gallery walk technique.

CONCLUSION

After conducting the research, the research can be concluded that there was a significant effect of gallery walk techniques on students' English writing ability, and especially in report text learning. The gallery walk techniques was higher the mean score of students' writing report text ability than not using gallery walk techniques. The researcher has computed these two means score by using t-test formula; the value of t-test was higher than the value of t-table.

Based on the result of the pre-test and post-test the researcher found there were students' in writing ability, which is that proven from the result of the test to observe $>$ t-table or $(6,55 > 1,67)$. It indicated that there was a difference on the students' ability that was taught gallery walk techniques. In fact, the hypothesis H_a was accepted and H_o was rejected.

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