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THE EFFECT OF GALLERY WALK STRATEGY ON THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE PARAGRAPH AT SMA NEGERI 2 BIREM BAYEUN ACEH TIMUR

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ABSTRACT

This study was aimed to obtain empirical evidence about the effect of the gallery walk strategy on students' ability in writing descriptive paragraphs in the tenth grade of SMA Birem Bayeun Aceh in 2020/2021 academic year. This research used quantitative method and the research design used is a quasi-experimental design. The population of this study were all tenth grade students of SMA Negeri 2 Birem Bayeun Aceh Timur. The sample technique used total sampling that consist of 47 students. The sample are divided into two groups: class X MIA¹ as an experimental class consist of 24 students and X MIA² as a control class consist of 23 students. The instrument of this research was written test. The results and the effect size of this study were obtained from data calculations using t-test with a significance level of (α) =0,05. The results showed that the post-tests' mean score in the experimental class was 78,45 while in the control class it was 60,26. thus means the post-tests' mean score in the experimental class is higher than the control class (78,45 > 60,26). Therefore, the statistical hypothesis test showed that the p -value of the post-test and the gained score is $0.000 < \text{sig } \alpha 0,05$. The effect size of this result is 1,53. It can be conclude that the alternatives hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. It means that the gallery walk strategy was significant effect on the students' ability in writing descriptive paragraph at SMA Negeri 2 Birem Bayeun Aceh Timur in academic year.

Keywords: *Gallery Walk Strategy, Students' Writing Ability, Descriptive Paragraph*

INTRODUCTION

In the teaching and learning process of English, there are four language skills that should be learned: listening, speaking, reading and writing. In this research, the researcher focused on writing. Writing is one of skill that needed in written communication. It requires critical thinking. Good writing is not easy and is a challenge for each students.

writing is a way of communicating with the public in written form. For example, write a message for communication with family, friends, or other people, and it can build students' relations, both at the national and international levels by using the written form itself. It cannot be denied that having good writing skills helps people in communication and it is very helpful in the workplace. Even in the globalization era like today, writing is used to send emails and send text messages via smartphones. On the other hand, writing is very widely used in the work and education environment even in daily activities, wherefore it becomes very important the students in the future because by writing students can communicate well with others to develop professional social network.

Descriptive is one kind of the texts that exists in the school curriculum and should be taught in English teaching and learning process. Descriptive paragraph is one type of paragraph in English lesson to describe and express a certain objects, person, animals, or places, so it makes students think about that object.¹ As discussed in the topic, descriptive paragraphs make students to think critically when describing a person, objects or animal for the reader or listener so that they can imagine.

Based on the researcher's observation in SMA Negeri 2 Birem Bayuen Aceh Timur there are several factors that can be mentioned in relation to the issues that faced by the students. The first issue is related to the student's mindset. Some students felt worried, confused and thought negatively that writing descriptive paragraphs seemed to be a difficult skill to learn because students had to balance many issues such as content (generic structure), using the right words, correct grammar, and arranging the paragraphs in detail so can make the reader seem real and can imagine the object.

The difficulties that faced by students in learning English, finding the right strategy in teaching is the best way to solve these problems. As Nunan's statement that learning strategies will help students to develop critical thinking and academic cognitive.² Therefore, using the right strategy will help students understand the lesson better than before.

Therefore, the researcher will use the gallery walk as a good strategy to help students in writing descriptive paragraphs. Francek stated that gallery walk strategy is a discussion strategy that gets students off their seats and actively involved.³ This strategy will make it easier for students to write descriptive paragraphs and explore their ideas by thinking

¹ Ai Siti Djamila, *et. Al., Bahasa Inggris: Communicative English in Context*, (Bandung: Grafindo Media Pratama, 2017), p. 142.

² David Nunan, *Practical English Language Teaching*, (New York: Mc-Graw Hill, 2003), p. 271.

³ John M. Francek, *Promoting Discussion in The Science Classroom Using Gallery Walk*, *Journal of Collage Science*, 2016 p. 27.

critically to provide arguments and comments on other students' assignment and give the feedback. In addition, it will make students active and fun in learning by moving from one group to another. Kolodner agrees that students can cooperate and learn from others by providing feedback.⁴ It means the gallery walk strategy is a strategy that involves students in class activities.

Based on the explanation above, the researcher was interested in conducting or having a research which focuses in quasi experimental study entitled "The Effect of Gallery Walk Strategy on The Student's Ability in Writing Descriptive Paragraph At SMA Negeri 2 Birem Bayeun Aceh Timur"

LITERATURE REVIEW

According to Nunan, writing is a mental act that creates ideas and expresses ideas into sentences and even paragraphs so that clarifies understanding the reader.⁵ Secondly, according to Harmer, writing is an activity to help students solve problems with their thinking by focusing on using accurate language and developing language into written form.⁶

With those statements, students should think about how to express their thoughts into paragraphs that can be read in good language use. It is expressing the ideas or information through organizing thought into good arrangement of written text. This statement is supported by Al-Quran. Allah states in the glorious Al-Quran (Al-Qalam:1):

وَأَوْقَلِّمُوا مَاطَسْرِنُونَ

Meaning : *Nun. By the Pen and by the (Record) which (men) write.*⁷

The verse contains the command to write with a qalam (pen). Writing is the essence of knowledge that comes from Allah. Writing has a function as a tool to understand human interests. If there is no writing, the knowledge will be lost, the religious route will be uncomfortable. Because writing contains ideas, desires, and expressions that will be expressed.

Therefore, according to Wilson and Burks, descriptive text is a form of writing that can be used to describe something that resembles and creates a visual image of a certain place, person, or unit of time. They add in describing a person, not only telling about appearance but

⁴ Janet L. Kolodner, Facilitating the Learning of Design Practices: Lesson Learned from an Inquiry into Science Education, *Journal of Industrial Teacher Education*, Vol. 39, No. 3, 2002, p. 3.

⁵ *Op.cit.* p. 88.

⁶ Jeremy Harmer, *How to Teach Writing*, (Harlow: Pearson Education Limited, 2004), p. 31.

⁷ Basheer Ahmad Mohyidin, (2004), *Quran The Living Truth*, New Delhi: Continental Book Center, p. 1054.

also describing a personality or character in a description that can be imagined until it looks real.⁸

So it can be concluded that the general function of descriptive paragraphs is to describe an object physically such as the characteristics by using special words, such as adjective clause and adverbs of place so the reader is impressed with an object and can imagine how it feels and its shape.

As defined by Allen and Tanner in C.K. According to Chin, the gallery walk strategy is known as active learning to find new information, a meaningful way to organize ideas, and to provide opportunities for students to present the results of their learning process to others.

From the definition above, the researcher concluded that the gallery walk strategy is a good and meaningful way to promote creativity and teamwork in classroom, as well as active learning where students move around the class to see other friends' work and provide feedback. in order to encourage students to be active in the class. So that they can measure the understanding of the lesson and train them to think critically because they have to revise the work from the input of other students and they can learn in a fun way.

METHODOLOGY OF THE RESEARCH

The method used in this research is quasy experimental because quasy experimental design is aimed to find out the cause-effect between two variables.⁹ It is appropriate with the problem and purpose of the research it self. The research was conducted at SMA Negeri 2 Birem Bayeun Aceh Timur. This study was conducted for four meetings from 9th August to 21th September, 2020.

The researcher took two classes: control class and experimental class. The experimental class was the class taught descriptive paragraph by implementing gallery walk strategy while the control class is the class who taught descriptive paragraph without implementing gallery walk strategy. Control class and experimental class are given a pre-test before teaching and learning descriptive paragraph.

Then, the experimental class was taught by using gallery walk strategy and the control class was taught without using gallery walk strategy. After four meetings, a post-test was given to know the effect of gallery walk strategy on students' writing ability. the

⁸ George E. Wilson and Julia M. Burks, *Let's Write English*, (New York: Litton Educational Publishing, Inc., 1980), p. 379.

⁹ John W. Creswell, *Research Design*, (United Kingdom: SAGE Publication, 2014) p. 295

researcher took all the classes and divide them into two groups; 24 students of control group from X MIA¹ and 23 students of experimental group from X MIA².

The researcher used the data from students' tests to find out the result of students' writing ability by using gallery walk strategy which was applied in the experimental class, an without gallery walk strategy in the control class. After all students' scores were obtained, next the writer conducted prerequisite data analysis: normality and homogeneity.

After analyzing the normality test and homogeneity test, the writer used the T-test to find out the differences between students' scores that were taken from pre-test and post-test in experimental class and control class.

RESEARCH FINDINGS AND DISCUSSION

The result of the research showed the mean score on the test of the students' achievement in writing descriptive paragraph was gotten from Class X MIA¹ of senior high school at Aceh who were taught by gallery walk strategy was higher than the mean score of the students' achievement in writing descriptive paragraph that was gotten from grade X Class X MIA² who were taught without gallery walk strategy.

The researcher got the general achievement of class samples that consist of 24 students in experimental class and 23 students in control class from pre-test and post-test result. At the first, pre-test score is obtained from students' ability in writing descriptive paragraph in the both experimental class and control class before getting the treatment. The mean score of pre-test in experimental class is 61,54 while in control class is 60,26. The differences pre-test score from two classes are 1,28 points. It is also described in Table 4.1 that the pre-test score of experimental class and control class are dominated by students who get the score between 51-60, 61-70, and 71- 80. So, it indicates that experimental class and control class did not perform well in the pre-test.

Furthermore, the researcher gave the treatment to the experimental class which is gallery walk as a strategy to teach writing descriptive paragraph. Then the significant results of the mean score are obtained by experimental class is 78,45 and the median score is 77,50, meanwhile, the mean score of control class is 68,65 and the median score is 67. It indicates that both of classes have increased in the post-test score, but the control class increased 8,39 points; from 60,66 to 68,65 and experimental class increased 15,96 points; from 61,54 to 78,45. It means that the post-test score of experimental class is increasing significantly than control class can be seen in Table 4.1, Table 4.2 and Table 4.3 in

which in Table 4.1 the range of scores are presented in percentage and the others are presented in the table description.

In addition, the data analysis was calculated by using SPSS which is independent sample *t-test* result proved statistically of gallery walk strategy that used during the treatment. Based on the *t-test*, it showed that p -value (*sig. 2-tailed*) = 0,000 that is less than significance level *sig* $\alpha = 0,05$ ($0,000 < 0,05$). It indicates that null hypothesis (H_0) is rejected and the alternatives hypothesis (H_a) is accepted. It shows that gallery walk strategy gave significant effect on students' ability in writing descriptive paragraph. Additionally, an effect size has been calculated to present the level of significance by using Cohen's *d* formula. The effect size result is 1,53 in which it points out gallery walk strategy is strong effect in this research.

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of this research, it can be concluded that this research was successful. The finding was proven by using effect size of the results is 1,53. It means that gallery walk strategy has significant effect. Moreover, the findings integrate with the goals of curriculum 2013 which is students can be active, productive, and innovative learners with interactive way to build students' critical thinking. It can be concluded that gallery walk strategy shows the significant effect on students' ability in writing descriptive paragraph.

B. Suggestion

As the result of the study, the researcher would like to give some suggestions. Firstly, To the teachers who use gallery walk strategy in teaching learning process, it is important to give clear instruction when using this strategy. The instruction is useful for students engage the activities and do not make them confused to do the activities. It also helps teachers to assess the students and control the teaching learning process in order to make sure this strategy is successful. Secondly, the researchers who are interested in doing a research related to this study should try to apply gallery walk strategy on different level of learners through.

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