

## THE EFFECT OF GALLERY WALK STRATEGY ON STUDENTS' WRITING ABILITY IN DESCRIPTIVE PARAGRAPH OF TENTH GRADE AT SMK SWASTA PALAPA BINJAI

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The objective of this study is to find out the effect of effect of gallery walk strategy on students' writing ability in descriptive paragraph. This study applied quasi experimental research. This study was conducted of the tenth grade students at SMK Swasta Palapa Binjai as the population of the study. The sample was selected by using random sampling, with 50 students as the sample of this study. the writer used clas X-AP which consist of 25 students as the experimental class and X-TSM which consist of 25 students as controlled class.. The data collected from this study were analyzed using t-test formula. The result from calculating the data was t-observation ( $t_o = 7,73$ ) and t-table ( $t_t = 1.67$ ). Based on the statistical calculation, it showed that  $t_o$  is higher than  $t_t$  in significant level 5%. Therefore the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. It means that there was an effect of Gallery Walk Strategy on Students' Writing Ability in Descriptive Paragraph of Tenth Grade at SMK Swasta Palapa Binjai

Keywords: Writing, Gallery Walk Strategy, Descriptive Paragraph.

### 1. INTRODUCTION

English language is become an international medium of communication among the people on the earth. English becomes more important in modern life which was parallel to the development of science and technology. That is why English was taught from elementary schools up to all university level as a foreign language in Indonesia. Hopefully, after studying the language for six years, the student would be able to actively master the language. In other words the students would be able to perform language skills known as listening, speaking, reading, and writing.

Nunan (2003 : 88 ) who says that writing is a mental act that creating ideas, and expressing the ideas into sentences even paragraphs in order to make a reader clear understanding. Writing is a tool of communication by using written language through writing someone can convey the information, message, and idea to the other people. Writing involves some language components (spelling, grammar, vocabulary, and punctuation).

Writing is an important role in students' life and it becomes a medium for students to expert their feeling to other. Conny ( 2018 :3) writing is one of the worl's oldest technologies uses an expansive array of tools, from pencil or pen to softwere programs and vidio streaming capacities. Writing ability is the ability to express the writer thought in order to make the readers understand the ideas in coherence and cohesion written form so make the paragraphs unity.

In order to make students understand about the writing, coherence is needed. According to Harmer ( 2004: 25), coherence is the reader can understand two things, first is the writer purpose and the second is understanding the writer line means that the readers can follow the story. From several definitions of writing, it can be concluded that writing is a complex activity which involves writers brain to shares the ideas by paying attention in many aspects, such as content, structure, word choices, punctuation and grammar in written form. Writing ability is the ability to express the writer thought in order to make the readers understand the ideas in coherence and cohesion written form so make the paragraphs unity.



According to Harmer ( 2004: 25), coherence is the reader can understand two things, first is the writer purpose and the second is understanding the writer line means that the readers can follow the story. English for senior high school based on K13 curriculum in which focuses on genre taught from the first to third grade. They are descriptive, recount, narrative, report, news item, analytical exposition, spoof, hortatory exposition, explanation, discussion, review and procedure.

The Researcher find, students' ability in English especially in study descriptive paragraph is still low. Students could not write descriptive paragraph. In teaching descriptive paragraph teacher use using lecturer method or traditional method so students felt bored in learning descriptive paragraph.

Paragraph is a group of about 6-12 sentences about one topic. Every sentence in strong paragraph is about the same topic. Descriptive paragraph is a piece of writing that presents the ideas by providing the details about the characteristic of people and thing. Elaine ( 2007 ) said in his book that descriptive is to make an object, person or activities vivid for your readers, describe it in concrete, specific words.

Descriptive paragraph has a purpose to convey the reader what something looks like. It means that something looks like actually the goal of description paragraph. White states that description deals with what something looks like or does not and uses of language are of particular importance and frequency in describing thing, event, people, place, and process. Moreover he explain some types of description as follows.

Describing Personality If we want to describe a person, the first think that we do recognize his or her individual characteristics. Describing Place, The best way of describing a place is by presenting some concrete example such as hotel, school, house, and so on. Describing an object, The best way to describe an object is providing the physical characteristic of an object such as the sizes, shapes, color, and so on Describing an event, In describing an event the writer should be able to memorize what happened in the event. Suppose the writer about an accident that happened two days ago. In that case the writer has to explain all details related to the event clearly.

Gallery walk is one of the most versatile learner centered activities. according to Siberman (1996), Galerry walk is a presentation technique in which individual learners or group display their work products (often on posters) and than walk around the room viewing each other's work. 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.

Francek ( 2006 : 28 ) describes that gallery walk is a discussion technique that gets students out of their chairs and into active engagement. The advantage of the method is its flexibility for students, it's a chance to share thoughts in a more intimate, supportive setting than a larger class discussion. For teachers, it's a chance to gauge the depth of student understanding of particular concepts and to note and use misconceptions to shape instruction. During a Gallery Walk, students explore multiple texts or images that are placed around the room. Teachers often use this strategy to have students share their work with peers, examine multiple historical documents, or respond to a collection of quotations.

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. Bowman (2018) suggests the general instructions for teaching using Gallery Walk as following: First, each group hangs large sheets of paper on the wall in the classroom. When putting the papers, give space to make students easier to move one group to another. Second, write in the papers with a question, statement, or issue related to the topic. Then, learners walk around the classroom and write their responses to the papers. After that, the students move randomly or from teachers' instructions.

Gallery Walk Strategy Procedures: There are steps in doing Gallery Walk as shown below:

- a. Step one: 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 Taylor ( 2017).

- b. Step two: 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
- c. Step three: Instruct students on how to walk through the gallery  
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

There are some advantages of using Gallery Walk in teaching. The advantages as follows:

1. Gallery Walk Strategy help students to practice discussing, debating, organize, and writing about course content rather than just hearing ideas presented by the teacher.
2. helps the teacher make the students active by giving challenging question to get the use and form of descriptive paragraph
3. Emphasizes the collaborative, social nature of learning because students work in teams to synthesize information written from a variety of perspectives;
4. Encourages alternative and multiple approaches to problems, because students are exposed to a variety of perspectives posted at different discussion "stations";

The Disadvantages of Gallery Walk Strategy

1. Not all students will actively follow the activities. In this case, some group members are the followers and not all members engage in making and presenting the works.
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## 2. RESEARCH METHODOLOGY

This research will be conducted in SMK Swasta Palapa Binjai. The location of the school was on Jl.Sei Musi No. 19 Tanah Seribu, Binjai Selatan.This study focused of the tenth grade students at SMK Swasta Palapa Binjai in academic year 2020/2021. A sample is part of the population which was researched Arikunto (2010:174) The sample was selected by using random sampling, with 50 students as the sample of this study. The sample X-AP as the experimental class which consisted 25 students and X-TSM as the control class which consisted 25 students.

In this research, the researcher used quantitative research. According to Syahrudin and Salim (2007:113), a quantitative research was an empirical research that consisted of statistical data. It meant that the writer collected and analyzed the data statistically. The research use Quasi Experiment. Quasi Experimental was a quantitative research design the aims to get the correlation of cause and effect clearly between some factors of causes with problem or condition.

Table 1. Sample of the research

Group	Class	Students
Experiment Class	X- AP	25
Control Class	X- TSM	25
Total		50

This study was conducted by applying an experimental research. There were two classes to this research, namely control and experimental class. The writer took 50 students for sample. X-AP (Administrasi Perkantoran) was as experimental class and X-TSM (Teknik Sepeda Motor) was as control class.

The writer gave a test namely pre-test and post-test in each class. The writer used pre-test in the first meeting of the research to find out the prior knowledge of students' writing descriptive paragraph before giving treatment. After that, students gave treatment namely post-test. The writer did different treatment. The writer gave the treatment to students in the experimental group by applying Gallery Walk Strategy while control class without applying Gallery Walk Strategy.

The data of students' ability were divided into two kinds, the data in the experimental class and controlled class which had gained from pre-test and post-test that was applied in both of class.

### 3. RESULT AND DISCUSSION

In collecting the data, the writer taught both classes: experimental and control class using different treatments, In the control class students are given descriptive text learning by applying conventional methods, namely the lecture method commonly applied by teachers. Then the data was analyzed by using t-test to see the effect of Gallery Walk Strategy on students' writing ability.

After calculating the data, the value of  $t_{\text{observed}}$  was 7,73. Then to see whether the hypothesis of this study was accepted or not, the value was compared with to the value from t-table distribution  $df= 48$  so Degree of Freedom =  $(N_1 + N_2) - 2 = (25+25-2= 48$ . Because there was  $df 48$  showed that the value of t-table is 1.67. The hypothesis criterion states that: if  $t_o > t_t = H_a$  is accepted and  $H_o$  is rejected. In other condition, if  $t_o < t_t = H_a$  is rejected and  $H_o$  id accepted.  $t_o$  is t-observation and  $t_t$  is t-table. The result from calculating the data is t-observation ( $t_o = 7,73$ ) and t-table ( $t_t = 1.67$ ), it means,  $t_o$  is higher than  $t_t$  in significant level 5%, so the null hypothesis ( $H_o$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. This meant that the students' writing ability in descriptive paragraph that taught by Gallery Walk Strategy was better than taught by conventional method.

### 4. CONCLUSION

This research used quasi-experimental design in order to get the effect of gallery walk strategy on students' writing ability in descriptive paragraph of tenth grade at SMK swasta Palapa Binjai. From the result of the data analysis in the previous chapter, the writer compose a conclusion that in testing the hypothesis, the value of  $t_{\text{count}} > t_{\text{table}}$ . Has been known the  $t_{\text{table}}$  is 1,67 then  $7,73 > 1.67$ . It concluded the hypothesis is accepted, so it can be concluded that treatment with Gallery Walk Strategy affects on Students' writing ability in descriptive paragraph of Tenth Grade at SMK swasta Palapa Binjai.

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