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The Influence Of Using Gallery Walk Towards Students' Ability In Writing Descriptive Text

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Abstract

This research aimed to get empirical evidence on the influence of using Gallery Walk towards students' ability in Writing Descriptive Text at SMP YPM Mojowarno Jombang in Academic Year 2022/2023. This research used quantitative method and the research design used is a quasi-experimental design. The method used by the researcher was Gallery Walk. The population of this research is all eighth Grade students of SMP YPM Mojowarno. 40 students were chosen at random as part of the sample technique. Class VIII-A is used as the control class and class VIII-B is used as the experimental class when dividing the samples into two groups. 20 students are enrolled in each class. This study's tool was a written test. The study's findings show that there was a substantial difference between the pretest and posttest scores. The results showed that the experimental class's mean post-test score (70.25 > 25.1) was higher than the control class. The results of this study were calculated using the Menn-Whitney test, which had a significance level of 0.000 (0.05). It demonstrated that the null hypothesis (Ho) is rejected and the alternatives hypothesis (Ha) is accepted. Thus it can be said that there is a difference in the value of students' Writing skills between the Experiment Class and the Control Class. In other words, using the Gallery Walk technique on students' Writing skills is effective.

Keywords: *Descriptive Text, Gallery Walk, and Writing*

Abstrak

Penelitian ini bertujuan untuk mendapatkan bukti empiris tentang pengaruh penggunaan Galeri Berjalan pada kemampuan siswa dalam Menulis Teks Deskriptif di SMP YPM Mojowarno Jombang di tahun akademik 2022/2023. Penelitian ini menggunakan metode kuantitatif dan desain penelitian yang digunakan adalah desain kuasi-eksperimental. Metode yang digunakan oleh peneliti adalah Galeri Berjalan (Gallery Walk). Populasi penelitian ini adalah semua siswa kelas delapan dari SMP YPM Mojowarno. 40 siswa dipilih secara acak sebagai bagian dari teknik sampel. Kelas VIII-A digunakan sebagai kelas kontrol dan kelas VIII-B digunakan sebagai kelas eksperimental ketika membagi sampel menjadi dua kelompok. 20 siswa terdaftar di setiap kelas. Alat penelitian ini adalah tes tertulis. Temuan penelitian menunjukkan bahwa ada perbedaan besar antara skor pretest dan posttest. Hasil penelitian menunjukkan bahwa skor rata-rata post-test kelas eksperimental (70,25 > 25,1) lebih tinggi dari kelas kontrol. Hasil penelitian ini dihitung menggunakan uji Menn-Whitney, yang memiliki tingkat signifikansi 0,000 (0,05). Ini menunjukkan bahwa hipotesis nol (HO) ditolak dan hipotesis alternatif (HA) diterima. Dengan demikian dapat dikatakan bahwa ada

perbedaan dalam nilai keterampilan Menulis siswa antara kelas percobaan dan kelas kontrol. Dengan kata lain, menggunakan teknik Galeri Berjalan (Galery Walk) pada keterampilan Menulis siswa sangat efektif.

Kata kunci: Teks Deskriptif, Galeri Berjalan, dan Menulis.

I. LATAR BELAKANG

For the learners of language, Writing requires many efforts to deliver the message to be written through several stages. Therefore, one of the English language skills that students must learn and acquire for some reasons is Writing. First, Writing allows students to express themselves, share knowledge and explore critical thinking skills. Overbaugh & Schultz (as cited in Indah, 2017) state that essay Writing skills include the development of critical thinking skills. They also show that Writing can increase students' critical thinking skills if they develop the habit of Writing regularly. Therefore, Writing has a great impact on critical thinking exhibition, because it develops notion or idea by Writing.

Second, Writing is a way to communicate verbally with people by written form. For example, make a letter to communicate with family, friends, family or other people, and it will build up the right relationship, every country level, and world level with the help of using how to use the written form itself. There is no denying that having excellent Writing skills aids communication and is extremely beneficial in the workplace. Even in the digital age, Writing is used to send emails and SMS through smartphones. This is supported by Harmer (2004) who said that currently, the latest model of verbal exchange or written text is obtained through cell phones. So that in a unique way Writing can be put to good use, each letter and E-mail. As Klimova (2012) said that Writing is widely used in the workplace and in training, so it is very important in student life. He conveyed the idea that students could communicate effectively with others by Writing. To that end, students have the important challenge of finding a critical discovery and opinion, percentage ideas, and talking to others on their way to understanding the world. The Indonesian government have classified English as a first language outside of Indonesia, and it has become one of the most essential topics taught at all levels of education, from junior high school to university, in recognition of the importance of Writing. Excessive command of English Writing in junior high has proven to be one of the prima donnas,

making English specialization difficult. Students are supposed to increase their Writing talent in many sortsof Writing, which is one of the goals of improving English in Junior High School. As a result, one of the information gained through learning English lessons in junior high school is strong Writing and familiarity with many types of textual content.

II. LITERATURE REVIEW

The relevant previous study that conducted by Lestari (2016), she wanted to see how the Gallery Walk method affected students' skill in Writing of Descriptive Text. The research methodology used in this research is experimental research, where the experimental class and control class are carried out. The Gallery Walk technique improves students' ability to write descriptive paragraphs significantly. Students taught through Gallery Walk method scored higher than those taught through the lecture method.

The relevant previous study that was conducted by Batubara (2017), It was thought that by adopting the Gallery Walk technique, students' announcement-Writing skills would improve. This study used classroom action research as a research tool. In his analysis, he combined qualitative and quantitative data. The qualitative data came from student interviews, observations, and documentation, and the quantitative data came from the final exam. It was found that using the Gallery Walk method to teach students how to produce announcement text could enhance their Writing abilities.

The relevant previous study conducted by Dinata & Anggraini (2017) were interested in determining whether ninth-grade students who had been taught using the Gallery Walk method compared favorably to those who had not in terms of speaking proficiency. In this study, the researcher used a non-equivalent group pretest-posttest design. A presentation-style oral test was used to collect the data. The test was administered twice, once as a pretest and once as a posttest, to both the experimental and control groups. They found that students who were taught using the Gallery Walk method had much better listening comprehension than those who were taught using the teacher's method.

The relevant previous study that conducted by Hakim, et al. (2019), this study employs the Gallery Walk technique to address issues with students' speaking abilities at Senior High School 6 Bengkulu Tengah, Bengkulu, Indonesia. A total of 30 students took part in this investigation. Classroom Action Research (CAR) was the research approach employed in this study. This research was completed in two stages.

There were four meetings in each cycle. Each cycle has four stages: planning, activity, observation, and reflection. The kids' speaking skill improved once the action was given to them, according to the results. Furthermore, adopting the Gallery Walk strategy can encourage students to speak up with confidence, as well as make them more engaged and enjoy the learning process in the classroom. Finally, the gallery tour technique has the potential to benefit students. In conclusion, the Gallery Walk technique has the potential to increase students' speaking abilities.

III. METHOD

A. Technique of Data Collection

To determine the influence of the picture series media in this study, the researcher used three techniques to obtain valid data and objective information, as follows:

1. Test of Writing

In this study, the test used as the main instrument in order to determine the results of improving student learning in Descriptive Text Writing skills. This test used in both the experimental class and the control class. Researchers did two tests for the experimental class. The first test was pre-test and the second was post-test. Further explanation below:

a. Pretest

The pretest was conducted at the first meeting before the students are given treatment, with the aim of knowing the basis and similarities of the two classes in Writing Descriptive Text. Then, the researcher conducted the test on 2 classes that was selected as control and experimental class. Experimental class was class that will receive treatment, in which students were taught to write Descriptive Text using the Gallery Walk technique and the control class was taught without using Gallery Walk, but using lecturing method only.

b. Posttest

The posttest was given when the control and experimental class had received treatment in several class meetings. The purpose of the posttest was to determine the progress of the experimental class that had given treatment and to measure the effectiveness of the technique that was given by the teacher in Descriptive Text Writing skills and to know the students' post-test scores. In this post-test, the

researcher used an essay with the same level of difficulty as the pre-test.

Before the pretest and posttest of Writing is administered, they were tested first its validity and its readability.

a) Validity

Brown (2001) states the fundamental concept to keep in mind when create any assessment is validity. Validity refers to what the test wants to measure. For example, in this study, the researcher will make a question sheet for the Writing test which will be validated by two English lecturers at Hasyim Asy'ari University.

b) Readability

A text's readability is a gauge of how simple it is to read. How legible your Writing is will depend on the difficulty level, familiarity, legibility, and typography. User experience is greatly influenced by readability.

c) Variables

Variables can be defined as individual or organizational characteristics that can be measured and vary among people or organizations (Creswell, 2009). In other words, a variable is a condition in which a researcher manipulates controls or observations in research. There are two types of variables used in this study, namely the independent variable and the dependent variable.

- **Independent Variable**

According to Creswell (2009) The variables that the investigator modifies to test their dependent variable are known as independent variables. The dependent variable changes as a direct result of changes in the independent variable. According to the description, guided Writing technique for teaching how to write Descriptive Text was one of the independent variables in this study.

- **Dependent Variable**

Creswell (2009) Declare the dependent variable to be "dependent" on the independent variable. The researcher observes and records the change in the dependent variable while they alter the independent variable. The definition indicates that the capacity of the students to write descriptive prose served as the dependent variable in this study.

B. Technique of Data Analysis

In the next phase of the investigation, the pre-test and post-test results will be processed and examined. The researcher examined the pre-test results of the experimental class with the control class in the beginning to ascertain the baseline knowledge of the students before to treatment. The researcher then compares the results of the post-test for the experimental class with the control class. to ascertain whether there is a substantial difference between the experimental class and the control class' post-test results. Third, the study compares the experimental and control group test outcomes. After gathering data, the following stage is to analyze the information. The t-test formula will be used in this study to compare the findings of two investigations and compare the outcomes for the experimental group and the control group. The Men Whitney test is performed if the samples are correlated or paired, such as when comparing the samples before and after treatment or when comparing the samples from the control group and the experimental group. However, there is a preliminary test to establish the validity of the sample that must be performed before testing the hypothesis that compares variations in student Writing achievement. Here, the researchers checked the pretest data's normality and homogeneity. After that, examine the posttest results to determine whether the hypothesis is correct.

1. Analysis Data of Pre-Test

The data from the pre-test results of the two groups will be analyzed to determine the normality and homogeneity of the data.

a. Normality Test

It is used to determine the normality of the data to be analyzed whether the two groups are normally distributed or not

b. Homogeneity Test

The purpose of this test is to determine whether or not the given experimental class and control class are derived from populations with substantially similar variation. With a 5% threshold of significance, the results of the calculation of Fcount are compared to those of Ftable. The data is not homogeneous if F count > F table, and the data is homogeneous if F count F table.

c. **Menn Whitney Test**

It is used to determine whether the results of the pre-test and post-test after treatments were applied significantly differed. The research's independent sample test was run using the software SPSS 25.

2. Analysis Data of Post Test

To establish normality, post-test data from the experimental and control groups will be evaluated. The t-test formula was then used to compare the outcomes of the two groups. To differentiate between students who are taught utilizing Gallery Walks as a medium and those who are not, the t-test is employed to determine whether or not photo series are important. To find out the difference in student scores using different methods, the data analysis technique that the writer uses in this study is statistical analysis with the t-test, which is to test the significance of the mean scores of the experimental group and the control group. The author uses SPSS to determine the t-test of the test.

IV. FINDINGS AND DISCUSSION

Findings

The findings of the researchers' data analysis from the gathered data are detailed in Findings. The objective is to identify notable variations in students' Writing abilities prior to and following the application of the gallery stroll technique. A pre-test and a post-test make up the test. Pre-tests were used to gauge students' Writing skills prior to the use of methods and treatments, and post-tests were used to gauge how much the students' Writing skills had improved. Results from the pre- and post-tests indicate an improvement in speaking skills. When researchers compare the results of the pretest and posttest, they find that the student's learning outcomes are improving if the posttest score is higher than the pretest.

Researchers described the process from pre-testing to post-testing. the writer was used pre-test and post-test by a written test procedure. Written test applied to see students' Writing ability in Descriptive Text. The test consists of a test in the control and the experiment class. The researcher gave a test at the beginning of learning without giving treatment using Gallery Walk to the control class or experimental class. Then, the researcher conducted a test in control and experimental class which had been given treatment. The treatment in control class was using lecturing method and the treatment in

experimental class was using Gallery Walk technique. Then, in the end, the researcher compared the negative and positive effects of the two classes on the influence of using the Gallery Walk technique in Descriptive Text lessons. Researchers conducted tests on students after being given treatment with the aim of seeing whether there was progress in Writing Descriptive Texts after receiving treatment. Here, students had to write a Descriptive Text based on the assignment from the researcher.

Discussion

In this study, the researcher conducted research at SMP YPM Mojowarno Jombang. The sample in this study was students of VIII A as control class and VIII B as experimental class. Each of the class consists of 20 students. The research was conducted based on interviews that the researcher had conducted with the English teacher at the school. The researcher concluded that the students at the school had difficulty in Writing lessons because they get difficulties in finding ideas for Writing, and often felt bored or sleepy, so they could not fully concentrate on learning. Therefore learning activities did not run well. So the researcher tried to do research at the school class VIII by using Gallery Walk technique to teach Writing for the material Descriptive Text.

The Researcher conducted research for 5 consecutive days in experimental class. The researcher conducted a pre-test on the first day, asking students questions about the supplied content, which was Descriptive Text, in advance. The researcher started the therapy on the second day, using Gallery Walks to teach the students about descriptive language. The first step, researcher explained Descriptive Text material shortly and then students made 4 groups that each group consists of 5 students. Every group got a task to made Descriptive Text about artist on a paper, then they stuck the task on the wall. On the third day, every group presented their task in front of the class. Then, each group rotated from station one to other station to evaluate the work of other students, as well as to get ideas from other groups' work and to provide feedback or comments on other groups' work. According to Silberman (1996), A presentation style known as a "Gallery Walk" involves people or groups displaying their work products (usually on posters) and then moving around the space while admiring one another's works of art. They may be given the opportunity to make suggestions to the person or group who came up with the work. According to Silberman's assertion, Gallery Walks enable students to actively participate while they move around the classroom. The fourth day marked the end of the

researcher's treatment. The students completed the same exercise as the researcher utilizing a different topic and group in order to increase the Descriptive Text's supporting evidence through Gallery Walks. On the fifth day, the researcher asked the students to write a Descriptive Text about their family as part of a post-test that took the form of post-test questions.

V. CONCLUSION AND SUGGESTION

Conclusion

After the writer has finished the previous chapters, the writer will convey conclusions as a result of research on the effectiveness of the use of Gallery Walk in learning to write Descriptive Texts at SMP YPM Mojowarno in the 2022/2023 academic year. The conclusion of the research as follow:

1. Students' Writing skill at control class before and after the treatment showed the difference score from the low to the high score. This implies that the students got improvement skill in their Writing. The mean of controlled class of pre-test got 28,1 while in post-test got 52,1. The lowest score in pre-test is 25 and the highest score in pre-test is 36. While in post-test, the lowest score is 45 and the highest one are 61. The result of the data showed the improvement of the students' score from the pretest to the posttest. the smallest and the biggest score of pretest and posttest showed the improvement. The mean of both tests also showed better result.
2. The mean of experimental class of pre-test got 28,7 while in post-test got 70,25. The lowest score in pre-test is 25 and the highest score in pre-test is 36. While in post-test, the lowest score is 50 and the highest one are 91. It showed the difference score of students' Writing skill before and after the treatment from the low to high. The result of the data showed the improvement of the students' score from the pretest to the posttest. the smallest and the biggest score of pretest and posttest showed the improvement. The mean of both tests also showed better result.

3. Gain the mean score of the control group between the pretest to posttest was 24,05 and the average score of the experimental group between pretest and posttest was 41,55. The researcher got the result of Writing score between students in experiment class and students in control class by comparing the post test score of these two classes. After the researcher calculated the data, the researcher analyzed the data by using Menn Whitney. The data above shows a significance value of 0.000 (<0.05) so it can be said that the underlying "Hypothesis is Accepted". Thus it can be said that there is a difference in the value of students' Writing skills between the Experiment Class and the Control Class. Because there is a significant difference, it can be said that there is an effect of using the Gallery Walk technique on students' Writing skills. Finally, Gallery Walk was effective to teach Descriptive Text to eighth grade of SMP YPM Mojowarno in academic year 2022/2023.

Suggestion

This study demonstrated that the Gallery Walk method can help students write more Descriptive Texts. The author then offers suggestions for additional investigation. The recommendations should prove useful to instructors, students, and future researchers. Here are some recommendations:

1. For Teachers

Teachers who incorporate the Gallery Walk technique into Writing assignments or class activities must be sure to give students clear instructions. The guidance is helpful for students to participate in the activities and does not perplex them. It is simpler for students to comprehend each stage when examples or simulations are provided. Additionally, it supports teachers in monitoring activities and evaluating students to ensure the efficacy of this technique.

2. For Students

Students can use the Gallery Walk technique to learn how to write Descriptive Texts more effectively. Students are given the chance to offer feedback or comments without being intimidated or fearful thanks to the technique. Students benefit from studying their classmates' work in order to develop their critical thinking skills.

3. For Further Researchers

Researchers can continue to employ the Gallery Walk method with a range of samples and teaching resources in different contexts. It's critical to offer a thorough explanation when employing this technique to aid kids in their learning. This study's findings should serve as a foundation for subsequent research.

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