

PROMOTING GALLERY WALK TO FOSTER THE STUDENTS' RECOUNT TEXT WRITING SKILL

By:

Ujang Amrullah

SMP YPI Tunas Bangsa Palembang, South Sumatera

amrullahujang@gmail.com

Rahma Dianti

Universitas Tridianti Palembang, South Sumatera

rahma_dianti@univ-tridianti.ac.id

Abstract: This research highlighted the application of gallery walk to enhance students' achievement in writing a recount text. The goal of this research are to assess whether or not the use of gallery walk could foster the students' writing score and to find the significant difference in students' recount text writing achievement between those who were taught by using gallery walk and that of those who were not. This research used a quasi-experimental research design with no random sampling. The samples were taken by using purposive sampling, consisting of 37 students for the experimental and control groups. The data were collected by using a written test and administered before and after the treatment. To verify the hypotheses, the data were analyzed using paired sample t-test and independent sample-test and the calculation was done using SPSS program. The result showed that the promotion of gallery walk could foster students' achievement in writing a recount text and there was a significant difference between posttest results of both groups.

Keywords: gallery walk, writing achievement, recount text

INTRODUCTION

Every human needs language capacity to communicate one to another. The main role of language is purely for communication. It aids human beings to communicate with others (Jay, 2002, p.2). People use language for a variety of purposes,

such as issuing orders, asking questions, and sharing emotions, but we use it most often to communicate and exchange knowledge about the world and life. Communicative skills as parts of language skills are used to interact with other people around the world (Ikhrom, Ruswan, and Fadlilah,

2018). Nowadays, the influence of globalization may create the culture and lifestyle and effect on the language used which is going to make people in society use different modes of language. In this case, the mode of language used in Indonesia is English that covers listening, speaking, reading, and writing skills.

Learning written English is challenging for Indonesian students learning English as a foreign language. As supported by Novariana Sumardi, and Tarjana (2018), most senior high school students have problems in writing that comes from internal and external factors. The internal problems in writing faced by students such as have less motivations, get difficulty to select a suitable words, limited vocabulary, lack knowledge of arrange words based on the correct order, have

problem in spelling the words, write the sentences using right grammar, and were passive learners. Meanwhile, in terms of the external problems, students are seldom to practice writing and teachers are rarely to give feedback on students' writing.

Based on the problems of writing mentioned, teachers should make the teaching writing effective so that students can be active and creative so that they enjoy learning and improve their writing skill. The teachers have to be able to find an appropriate, fun, and effective technique in teaching writing. One of the techniques that can be used for teaching writing is Gallery Walk.

Gallery Walk is a technique that facilitates students to work in a team to help them practice their writing ability since this technique relies on

during writing instruction (Khairunnisak and Rosa, 2018). It makes the students interact and communicate with each other in oral and written English. In addition, Gallery Walk technique promotes the students' creative thinking and encourage them to share their ideas and thought around the class (Perez, 2014, p.89). The whole class discussion makes students actively engaged during class instruction. Additionally, students get an opportunity to tour the class and survey multiple texts or photos displayed in the room.

Writing utilizes word inscribing to represent and communicate the meaning. Tulgar (2018) states that writing is a way of practical interaction that permits students to design their picture of the world. In the globalization era, writing is used

to communicate in distance in the form of text (Liza and Refnaldi, 2013, p.1). Writing is not all about expressing ideas or sharing information, but it is an indicator in mastering a language; it means that in writing, the students are practicing their communicative skill such as interacting with other people or readers by delivering or conveying their writing's messages.

In curriculum 2013, a recount monologue text should be mastered by secondary school students. According to Saragih, Sumardi, and Tarjana (2014), a recount text explains about a fundamental essay of past events or experiences using chronological order in which it happened, evaluates, and judges the experience in specific way. The communicative purpose of retelling a recount text is to amuse audiences by

informing a particular set of past experiences chronologically (Husna and Multazim, 2019).

METHODOLOGY

The research was conducted using experimental research with quasi design as the framework. The research was conducted at SMA Negeri 11 Palembang in 2016. Seventy-six students in the tenth grade participated as the sample and chosen using the purposive sampling technique that is based on their writing achievement.

A writing test was used to obtain the data. The test was administered twice; before and after the treatment. To determine the validity of the test, content validity was done by making test specifications based on the English

syllabus. After collecting the data, the obtained data were analyzed using paired sample t-test and independent sample t-test.

RESULT AND DISCUSSION

The results of the pretest in the experimental group showed that the highest score was 62 and the lowest score was 38. Meanwhile, in the control group, it was found that the maximum score was 80 and the minimum score was 38.

Then the posttest results of the experimental group revealed that the highest score was 87 and the lowest score was 44. For the control group, the highest score of the posttest was 86 and the lowest score was 43. The summary of the test result for the two groups can be seen in Table 1 below.

Table 1
Test Results for Experimental and Control Group

Test	N	Minimum	Maximum
Pretest of Experimental Class	38	38	62
Posttest of Experimental Class	38	44	87
Pretest of Control Class	38	38	80
Posttest of Control Class	38	43	86

Next, the summary of paired sample t-test results is presented in Table 2 below.

Table 2
The Results of Paired Sample T-Test

Group	T	Df	Sig. (2 tailed)
Pretest and Posttest	13.74	36	.000

From Table 2, it showed that the value of $t_{obtained}$ (13.74) was higher than t_{table} (2.0281) and the significance value of 2-tailed (0.00) was lower than 0.05. It was discovered that promoting the Gallery Walk technique greatly enhanced the students' ability to write a recount text.

After that, the result of the independent sample t-test revealed that the value of $t_{obtained}$ (5.178) was higher than the value of t_{table} (1.994) and the significance value (2-tailed) was 0.00. It was lower than 0.05. It confirmed that there was a significant difference between the posttest of the experimental and control group. The summary of the independent sample t-test result is presented in Table 3.

Table 3
The Results of Independent Sample T-Test

Posttest of Exp and Con	t	Df	Sig. (2 tailed)
Equal variances assumed	5.178	72	.000

Based on the findings, it could be said that promoting Gallery Walk in writing class could significantly foster the students' writing achievement in recount text. The students were inspired to engage more actively in writing class as a result of the gallery walk. It was in line with

Otoyo (2018) who find that gallery walk could motivate students to interact actively in writing classes.

Then the student's level of writing skill after being taught using gallery walk also increased. Before they got treatment using Gallery Walk, most of the students were categorized as poor in writing. Following the implementation of the Gallery Walk technique, the majority of students were classified as having better writing abilities. It proved that promoting Gallery Walk in writing class contributed significant improvement in students' writing skills. Based on the findings, it could be said that promoting Gallery Walk in writing class could significantly foster the students' writing achievement in recount text. The students were inspired to engage more

actively in writing class as a result of the gallery walk.

Next, the student's level of writing skill after being taught using gallery walk also increased. Before they got treatment using Gallery Walk, most of the students were categorized as poor in writing. Following the implementation of the Gallery Walk technique, the majority of students were classified as having better writing abilities. It proved that promoting Gallery Walk in writing class contributed significant improvement in students' writing skills.

Finally, the result of the independent sample t-test proved that the use of the Gallery Walk strategy to experimental groups could make a significant difference in students' writing achievement. It confirmed that students in the experimental group

exceeded students in the control group in writing performance. It proved that the use of Gallery Walk affects students' writing performance better than the use of the lecturing method.

CONCLUSION

Some conclusions can be drawn from the elaboration above. First, the teachers of English can consider applying Gallery Walk as a teaching technique to be applied in writing class. The results of data analyses revealed that the students for the two groups improved their writing skills after they got treatment. However, the experimental group performed better than the control group in their writing achievement after they got treatment using Gallery Walk. It confirmed that Gallery Walk contributed a positive impact toward the students' writing achievement of

recount text. This condition suggests that Gallery Walk can be promoted as an alternative to various teaching techniques for writing classes.

Second, since English is a foreign language and a complex language to be learned for Indonesian students, the teachers of English must consider their teaching varieties and design their teaching plans that promote the learning atmospheres for students to practice and explore more the real use of English for both spoken and written communication.

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