



THE GALLERY WALK TECHNIQUE (GWT) ON WRITING SKILLS OF ANNOUNCEMENT TEXT

Khairunnisah

E-mail: khairunnisah@um-tapsel.ac.id

Universitas Muhammadiyah Tapanuli Selatan

Happy Sri Rezeki Purba

E-mail: happysumts@gmail.com

Universitas Muhammadiyah Tapanuli Selatan

Abstrak

The research purpose is to improve writing skill on writing announcement text by using Gallery Walk Technique (GWT). It is conducted by using Classroom Action Research as the methodology of the research. The technique of analyzing the data by quantitative and qualitative. The quantitative data apply the tests, whether the qualitative are observation sheet, interview and photography evidence. This research accomplished in three terms, the first is pre-test, then first cycle, the last is second cycle and each cycle consisted of four steps of action research (planning, acting, observing, and reflecting). Pre-test conducted in one meeting, the first cycle conducted in two meetings and the second cycle conducted also in two meetings. In this research, the researcher uses 5 indicators, they are *content*, *organization*, *vocabulary*, *grammar*, and *mechanics*. In pre-research, most of the participants are still not able to master the indicators. After that, in first cycle there is an improvement on participants' test. In this cycle, organization and mechanics became indicators that are quite confusing for them. The last, in second cycle 87% of the students have mastered 5 indicators of success mentioned above. As the conclusion, there is an improvement on writing announcement achievement from pre-test, first cycle and second cycle.

Key words: *writing, the gallery walk technique, announcement text*

Abstrak

Tujuan penelitian ini adalah untuk meningkatkan keterampilan menulis dalam menulis teks pengumuman dengan menggunakan Gallery Walk Technique (GWT). Penelitian ini dilakukan dengan menggunakan Penelitian Tindakan Kelas sebagai metodologi penelitian. Teknik analisis data secara kuantitatif dan kualitatif. Data kuantitatif menggunakan tes, apakah kualitatif berupa lembar observasi, wawancara dan bukti fotografi. Penelitian ini dilaksanakan dalam tiga tahap, yang pertama adalah pre-test, kemudian siklus pertama, yang terakhir adalah siklus kedua dan setiap siklus terdiri dari empat langkah penelitian tindakan (perencanaan, tindakan, pengamatan, dan refleksi). Pre-test dilakukan dalam satu pertemuan, siklus I dilakukan dalam dua pertemuan dan siklus II dilakukan juga dalam dua pertemuan. Dalam penelitian ini peneliti menggunakan 5 indikator yaitu isi, organisasi, kosakata, tata bahasa, dan mekanik. Pada pra-penelitian, sebagian besar peserta masih belum menguasai indikator. Setelah itu,



pada siklus I ada peningkatan pada tes peserta. Dalam siklus ini, organisasi dan mekanik menjadi indikator yang cukup membingungkan bagi mereka. Terakhir, pada siklus II 87% siswa telah menguasai 5 indikator keberhasilan tersebut di atas. Kesimpulannya, terdapat peningkatan prestasi menulis pengumuman dari pre-test, siklus I dan siklus II.

Kata kunci: menulis, teknik galeri walk, teks pengumuman

INTRODUCTION

Writing is one of the important skill that should be known and mastered by the students. Based on Graham & Perlin (2007:7) Writing is sometimes seen as the “flip side” of reading. It is often assumed that adolescents who are proficient readers must be proficient writers, too. If this were the case, then helping students learn to read better would naturally lead to the same students writing well. However, although reading and writing are complementary skills whose development runs a roughly parallel course, they do not necessarily go hand in hand. Many adolescents are able to handle average reading demands but have severe difficulties with writing. There are many causes why learning English is difficult for the students. Learning to write is a long process. Students have to improve their grammar, choice of words, and use right vocabularies which are difficult for them. The learners can be stuck and unable to elaborate their idea in writing process. Writing is one of the productive skills which need to be learned by language learners. They learn writing as an essential component not only for their academic practice but also later in their professional life. Later on, they will have appropriate background knowledge about writing.

According to Richard Kern (2000:172) Writing is functional communication, making learners possible to create imagined worlds of their own design. According to Alan Mayers (2005:1), Writing is a way to produce language, which you do naturally when you speak. You say something, think of more to say, perhaps correct something you have said, and then move on to the next statement. Writing is not much different, except that you take more time to think about your subject, the person or people you will be discussing it with, and the goal you hope to achieve in that discussion. And, if you are writing in a second language, you also take more time to revise your work.

If we take a look at the teaching learning process at school, writing is difficult to be learned by students but it is important for them which especially in mastering short functional text. One kind of short functional texts that students have to mastered is announcement text. Announcement is a statement in spoken or written form that makes something known publiced.

Teaching writing for students who learn English is one of the important things that has to be done well because it will influence the students’ ability in developing their writing ability. It is commonly believed that an appropriate teaching technique will have a contribution to the success of students’ writing ability. Furthermore, it will be true that teaching writing will be influenced by the teaching technique which is used by the teacher.

Harmer (2004: 31) argues that writing should encourage students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds. The essence of teaching writing is guiding and facilitating students to work. This is supported by Brown (2007: 8) who proposes that “teaching is guiding and facilitating



learning, enabling the learner to learn, and setting the conditions for learning”. It implies that teaching cannot be separated from learning. When teachers teach writing to the students, they do not only teach how to develop ideas in writing, but they also need a serious attention of how to write English sentences grammatically and systematically. Hence, teaching writing depends on the teachers’ ability of how to teach writing effectively which can make writing skill improved.

Gallery walk is one of the teaching techniques that can be used to teach writing. According to Mark Francek (2006:27) states that Gallery Walk is a discussion technique that gets students out of their chair and actively involved in synthesizing important science concept, writing, and public speaking. In this technique, the students was divided into some groups. Each group rotated and answered some questions based on the announcement given. Here, the group would practice as a small group discussion. After they have finished answering all questions, there would be a class discussion. By using Gallery Walk, each group also can leave a comment or feedback to other groups’ works.

This research investigation attempted to found out the use of Gallery Walk Technique towards students’ skill in writing announcement text at SMA Negeri 1 Panyabungan, Indonesia.

METHOD

This research was a kind of Classroom Action Research (CAR) that tried to solve the problems of classroom activity in teaching and learning process. As starting point, it necessary to present the definition of action research. According to Kemmis (1993:44), Action research is a form of self-reflection enquiry undertaken by participants in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practice, (b) their understanding of these practices, and (c) the situations in which the practices are carried. It is most rationally empowering when undertaken by participants collaboratively, though it is often undertaken by individuals, and sometimes in cooperation with ‘outsiders’. In education, action research has been employed in school-based curriculum development, professional development and school development. It means that action research is systematic study of efforts to overcome education or to change things related to educational problem for improvement. It is done by practitioners or teacher, or in collaboration of teacher and researcher by means on their own practical action.

This research conducted at SMA Negeri 1 Panyabungan. Which is located in *Jalan Sutan Soripada Mulia, Kayu Jati, Kecamatan Panyabungan Kota, Kabupaten Mandailing Natal, Indonesia*. The subject of this research was *kelas 10 IPA 1* of SMA Negeri 1 Panyabungan. And the number of the students were 32 students. The procedure of this research conducted planning, acting, observing and reflecting in first cycle, then recycle until cycle two. First step is planning, the researcher designed a lesson plan for four meetings and chose the appropriate material. And then, the researcher prepared the model of the model of Gallery Walk Technique was using cartoon and paper and then the researcher prepared the material and source of study and prepared the media of learning and exercise as the instrument of collecting the data. The last, the researcher also prepared observation sheet. Furthermore, the researcher and the collaborator teacher determined the criteria of success. The criterion of success was ≥ 75 of the students’ writing score achieved.



The second step is acting, the researcher implemented the teaching learning process based on the lesson plan has been made and in this phase, there were some activities did by the researcher, they were the implementation of procedure of Gallery Walk Technique as follows :(1). Create and post questions which the researcher wrote questions addressing a central class concept or debatable issue with no one right answer. The number of questions that needed to be written depends on class size. Wrote the questions on large sheets of self-adhering chart paper, self-supporting flip charts, whiteboards, or even on pieces of loose-leaf paper placed on walls or desks spaced throughout the classroom. (2)Group students, assign roles, and stress team building, the researcher arranged students into five groups . Each group provided with a different colored marker or pen. Each group then chose a recorder who was responsible for writing group comments. The role of recorder switched at each station. (3) Assign stations and begin comments, To avoid chart clutter and rumbling comments, the researcher encouraged the recorder to wrote in a concise bulleted format working down from the top of the sheet. (4)Rotation, after three to five minutes, the researcher said “Rotate!” the group then moved from the initial home station, clockwise, to the next station. Here, the team added new comments and responds to notes left by the previous group. The researcher acted as a facilitator, circulating around the classroom, clarifying questions, and gauging students’ understanding. Beside that, the researcher recorded any misconceptions or lapses for later discussion during the groups’ final presentation.(5)Begin oral presentation, students returned to their original station and took 5-10 minutes to synthesized all comments on the posted sheet there. The reporter, selected previously, made an oral presentation listing and recording key points either on the blackboard or on an overhead projector. The oral report did not exceed five minutes in length. During the presentation, the researcher reinforced important concepts and corrects misconceptions and errors. After the students conducted the whole procedures of the Gallery Walk Technique, the researcher asked them to wrote an announcement text based on the theme that given by researcher.

The third step is observing, the researcher observed the teaching learning process by monitoring the students’ activities. The last step is reflecting toward the acting done by researcher and collaborator based on observation and test score ‘s students. The reflection was done based on evaluated and the another things that happened in the classroom. The cycle 1 reflection’s result became sources for planning and acting to cycle 2.

The result of research of cycle 1 and cycle 2 as formulated then discussed. Specifically, the result of research was described, anylized, and reflected for each cycles. After formulating was done, the next steps were discussed the result of research.

In analyzing the data related to the students’ test of writing skill, the researcher used analytical scoring rubric adapted from Weigle as quoted by Brown (2001:244). There were five components presented in the analytical scoring rubric for writing, i.e., content, organization, vocabulary, language use, and mechanics. In this study, the writer combined vocabulary and mechanic component.

RESULTS AND DISCUSSION

This research investigation sought to find out the use of gallery walk technique toward writing skill announcement text of students at the tenth grade as measured by pre-test



and post-test for each cycles, namely, cycle 1 and cycle 2. The pre-test scores ($M = 61,3$), cycle 1 score ($M= 73,3$) and cycle 2 ($M = 84,4$) . The increase of mean can be seen in figure below.

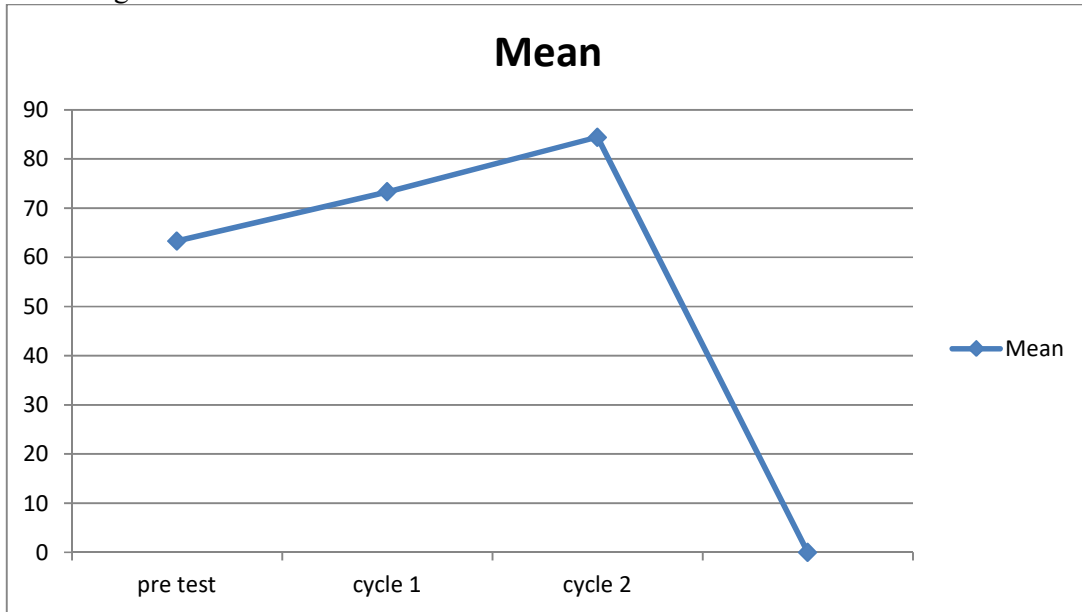


Figure 1. Means Score

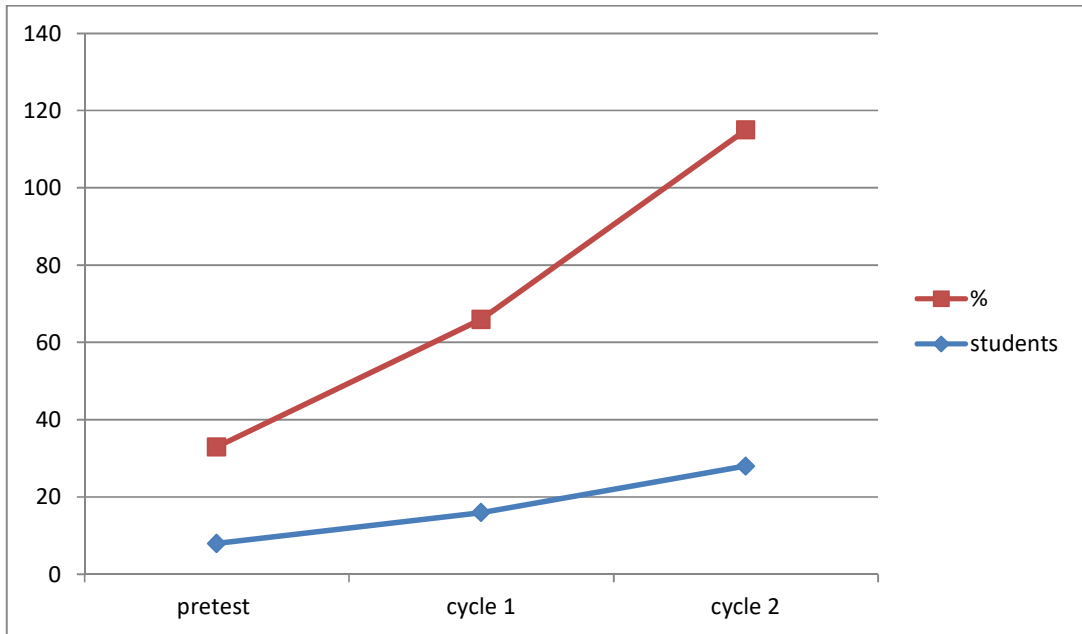
The research result showed that there was improving of students' score in writing skill announcement text at the tenth grade *SMA Negeri 1 Panyabungan*,Indonesia by using gallery walk technique. The *mean* score in pretest was 63,3 , in cycle 1 increase became 73,3, so, it increase about 10,0 point. While in cycle 2 the mean also increase about 84,4, it can be seen that the increasing of the mean score about 11,11.

In addition, the improving of students' writing skill can be seen from the percentage of students' quantity who was failed the test. From the data, there are 32 students in the class. In pretest only 8 students passed the test, having given the acting from cycle 1 until cycle 2 there was increasing about 87. It showed in table below.

Table1. The Percentage of Students' Writing Announcement Text in Pre-test, Cycle 1 and Cycle 2

Category	The Component Students	Percentage
Pre-test	8	25%
Cycle 1	16	50%
Cycle 2	28	87%

From the table above, there were only 8 students passed the score with percentage 25%, while in cycle 1 the number of students increase became 16 students with percentage 50% and the last cycle or cycle 2, the number of students more increase reach 28 students with percentage 87%. It can be conclude that the students' writing skill of announcement text improve by using gallery walk technique. To make it clear, it can be showed in the figure below.



From the qualitative data, almost students's skill in writing announcement text showed was improved by using gallery walk technique. It can be proved from the students' score and the antuciastic of students in learning process. The teacher could created the comfortable situation of learning as the facilitator to divided the students into some groups.

The learning process showed the improving of students' writing skill announcement text by using gallery walk technique at the tenth grade of students SMA Negeri 1 Panyabungan,Indonesia.

CLOSING

In this part the writer give the conclusion of the research's result and some suggestions.

Conclusion

From this research can be conclude that the implementation of Gallery Walk Technique gave a good effect toward the students' skill writing announcement text at SMA Negeri 1 Panyabungan. There was an improvement on students' achievement from pre-test, first cycle and second cycle. In pre-test the students still confused how to made a good announcement based on content, organization, vocabulary, grammar and mechanics, in first cycle they only faced some problems in organization and mechanics, and in second cycle most of the students were able to made a good announcement text based on those criteria mentioned above. The observation conducted by researcher during the CAR, it



showed that the students were motivated and interested to participate and actively involved in writing announcement activity.

Suggestion

The suggestions from this research that the English teachers can support to apply this technique in teaching writing. It is not just for announcement text but all kind of text. The teacher can make the students feel enjoy and enthusiast in teaching and learning process. The use of Gallery Walk Technique gave a good effect toward students' skill in writing announcement text and the students should be actively involved in teaching and learning process. They should not judge that writing as a boring activity. The students in general should encourage themselves to learn more, to ask what they do not understand and to learn as much as possible. Study hard is an absolute to achieve a successful English mastery.

REFERENCES

- A'in Ratna Mulyani, *Teaching Announcement Through Gallery Walk Technique*, Journal <http://englishadmin.com/2015/08/generic-structure-and-example-of-announcement-in-english.html>. <http://febrinapn.blogspot.co.id/2011/01/announcement.html>.
- Bowman, Sharon L., *The Gallery Walk: an Opening, Closing, and Review Activity*. Available at <http://www.Bowperson.com/BOWPERSON/GalleryWalk.pdf>
- Brown, Douglas, 2004, *Language Assessment*, New York: Longman
- Celce, M, and Murcia Elite olstain, 2000, *Discourse and Context in Teaching*, New York: Cambridge University.
- Francek, Mark, 2006, *Promoting Discussion in the Science Classromm Using Gallery Walks*. Journal of College Science Teaching. Available at <http://blog.stetson.edu/jrseminars/wp-content/uploads/Galley-walk.pdf>
- Harmer, Jeremy, 2007, *How To Teach Writing*, England: Person Education Limited
- Hopkins, David, 1993. *A Teacher Guide to Classroom Research*. Buckingham: Open University Press.
- McDonald, C.R. and McDonald, R.L. (Ed.). (2002). *Teaching Writing. Landmark and Horizons*. Illinois: Southern Illinois University Press.
- Meyers, Alan, 2005, *Gateways to Academic Writing: Effetictive sentences, Paragraph and Essay*, New York: Longman
- Kern, Richard, 2000, *Literacy and Language Teaching*, New York: Oxford University

