THE INFLUENCE OF USING GALLERY WALK TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY OF DESCRIPTIVE TEXT AT THE SECOND SEMESTER IN THE EIGHTH GRADE OF SMPN 5 TERBANGGI BESAR IN THE ACADEMIC YEAR OF 2018/2019

A Thesis

Submitted as a Partial Fullfillment of the Requirements for S1-Degree

By:

UMI KULSUM
NPM : 1411040372

Study Program   : English Education

Advisor   : Meisuri, M.Pd

Co-Advisor   : Dian Reftyawati, M.Pd

TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2019

ABSTRACT

THE INFLUENCE OF USING GALLERY WALK TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY OF DESCRIPTIVE TEXT AT THE SECOND SEMESTER IN THE EIGHTH GRADE OF SMPN 5 TERBANGGI BESAR IN THE ACADEMIC YEAR OF 2018/2019

By
UMI KULSUM

Writing is skill in which we express ideas, feelings and thought in written form. Most of students at the eighth grade of SMPN 5 Terbanggi Besar got the score under the criteria. The objective of this research is to know whether there is significant influence of using gallery walk technique towards students' writing ability of descriptive text at the eighth grade of SMPN 5 Terbanggi Besar.

The research methodology used was experimental method. The researcher dealt with two classes, they were an experimental class and a control class. In experimental class, the researcher used gallery walk technique, whereas in the control class the researcher used free writing. Each class received the same pre-test and post-test. The population of this research was the eighth grade of SMPN 5 Terbanggi Besar. The samples of this research were 2 classes consisting 59 students. In collecting the data, the researcher used writing test to collect the data.

After testing the hypothesis, the result was that there is an influence of using gallery walk technique towards students' writing ability of descriptive text at the eighth grade of SMPN 5 Terbanggi Besar in the academic year of 2018/2019. From the data analysis computed by using SPSS, it was obtained that $Sig = 0.035$ and $\alpha = 0.05$. It means H_a is accepted because $Sig < 0.05$. Therefore, there is significant influence of using gallery walk technique towards students' writing ability of descriptive text at the second semester in the academic year of 2018/2019.

Keywords: *descriptive text, gallery walk, quasi experimental design, writing ability.*

APPROVAL

Title : THE INFLUENCE OF USING GALLERY WALK TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY OF DESCRIPTIVE TEXT AT THE SECOND SEMESTER IN THE EIGHTH GRADE OF SMPN 5 TERBANGGI BESAR IN THE ACADEMIC YEAR OF 2018/2019

Student's Name : Umi Kulsum

Student's Number : 1411040372

Study Program : English Education
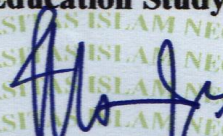
Faculty : Tarbiyah and Teacher Training

APPROVED

Was tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty, State Islamic University
Raden Intan Lampung

Advisor   **Co-Advisor**

Meisuri, M.Pd   **Dian Reftyawati, M.Pd**
NIP: 198005152003122004

The Chairperson of
English Education Study Program

Meisuri, M.Pd
NIP: 198005152003122004

KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTANLAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Letkol Endro Suratmin, Sukarame, Bandar Lampung. Telp. (0721) 703289

ADMISSION

A thesis entitled: **THE INFLUENCE OF USING GALLERY WALK TECHNIQUE TOWARDS STUDENTS' WRITING ABILITY OF DESCRIPTIVE TEXT AT THE SECOND SEMESTER IN THE EIGHTH GRADE OF SMPN 5 TERBANGGI BESAR IN THE ACADEMIC YEAR OF 2018/2019**, by: **UMI KULSUM, NPM: 1411040372**, Study Program: **English Education**, was tested and defended in the examination session held on: Wednesday, June 26th 2019.

Board of examiners:

Chairperson	: Bambang Irfani, M.Pd	( )
Secretary	: Septa Aryanika, M.Pd	( )
Primary Examiner	: Istiqomah Nur R., M.Pd	( )
Second Co-Examiner	: Meisuri, M.Pd	( )
Advisor	: Dian Reftyawati, M.Pd	( )

The Dean of
Tarbiyah and Teacher Training Faculty

Prof. Dr. Hj. Nirva Diana, M. Pd
NIP. 19640828 198803 200 2

DECLARATION

Hereby, I state this thesis entitled "The Influence of Using Gallery Walk Technique towards Studens' Writing Ability of Descriptive Text at the Second Semester in the Eighth Grade of SMPN 5 Terbanggi Besar in the Academic Year of 2018/2019" is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung,   2019

Declared by,

Umi Kulsum
NPM. 1411040372

MOTTO

وَلَوْ أَنَّمَا فِى ٱلْأَرْضِ مِن شَجَرَةٍ أَقْلَٰمٌ وَٱلْبَحْرُ يَمُدُّهُۥ مِنۢ بَعْدِهِۦ سَبْعَةُ أَبْحُرٍ مَّا نَفِدَتْ كَلِمَٰتُ ٱللَّهِ ۚ إِنَّ ٱللَّهَ عَزِيزٌ حَكِيمٌ

"And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet world not the words of Allah be exhausted (in the writing): for Allah is exited in power, full of wisdom" (QS. Luqman: 27)[1]

[1]*Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani), p.1219
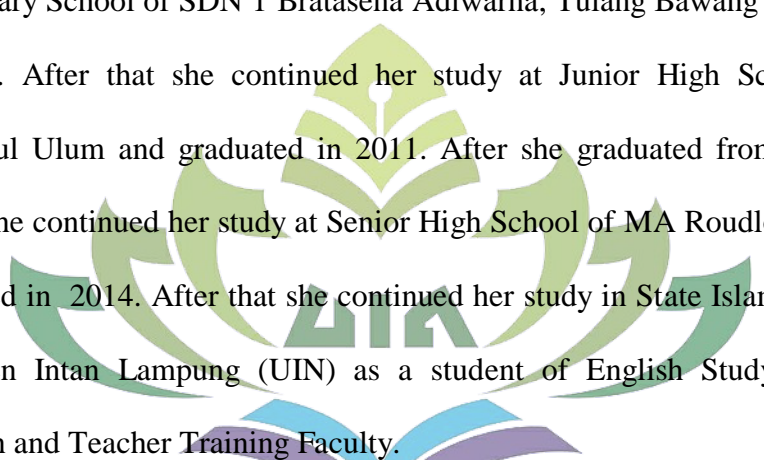
DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Sugiman and Ms. Siti Masriyah who always pray for my success and give me motivation and support to study hard until now. I love them so much.

2. My beloved sister Isti Robaniah, S.Pd and Nurul Hidayati who always give me spirit and suggestion for my success.

3. My beloved nephews and niece; Muhammad Ardan Putra Ilham and Muhammad Arkan Putra Ilham who always support me.

4. My beloved Almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

The researcher's name is Umi Kulsum. She was born in Karang Endah on May 18th, 1996. She is the last daughter of three daughters of Mr. Sugiman and Ms. Siti Masriyah. She has two beloved sisters, Isti Robaniah, S.Pd and Nurul Hidayati.

The researcher began her study in kindergarten of TK Bratasena Adiwarna, Tulang Bawang in 2001 and graduated in 2002. Then, she continued her study in Elementary School of SDN 1 Bratasena Adiwarna, Tulang Bawang and graduated in 2008. After that she continued her study at Junior High School of MTs Roudlotul Ulum and graduated in 2011. After she graduated from Junior High Shool, she continued her study at Senior High School of MA Roudlotul Ulum and graduated in 2014. After that she continued her study in State Islamic University of Raden Intan Lampung (UIN) as a student of English Study Program of Tarbiyah and Teacher Training Faculty.

ACKNOWLEDGEMENT

Praise be Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon to our Prophet Muhammad SAW, as well as his family and followers. This thesis entitled "The Influence of Using Gallery Walk Technique towards Students' Writing Ability of Descriptive Text at the Second Semester of the Eighth Grade of SMPN 5 Terbanggi Besar in the Academic Year of 2018/2019" is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) of Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and and Teacher Training Faculty of UIN Raden Intan Lampung.

2. Meisuri, M.Pd, as the first advisor and the chairperson of English Education Study Program of UIN Raden Intan Lampung who has patiently guided and directed the researcher until the completion of this thesis well.

3. Dian Reftyawati, M.Pd, the second advisor, who has always patiently guided, helped, supervised especially in correcting and giving countless time for the researcher to finish this thesis well.

4. All lecturers of English Department of UIN Raden Intan Lampung, who have taught the researcher since the beginning of the study.

5. Supriyono, S.Pd, the Headmaster of SMPN 5 Terbanggi Besar for allowing the researcher to conduct the research.

6. Ruslina, S.Pd, the English teacher of SMPN 5 Terbanggi Besar for being helpful during the research process and giving suggestion during the research and the students at the second semester of eighth grade of SMPN 5 Terbanggi Besar for allowing to carry out the research in their institution and for giving the contribution and being cooperative while the researcher was conducting the research there.

7. The researcher's beloved friends Vika Khairunissa, Yuyun Wahyuni, Sulisma Diana, Yuliani Rollyana, and Titik Yuniarsih, thanks for your friendship, your help and motivation given to researcher.

8. The researcher's beloved friends; big family of class G'14, KKN, PPL and for all of the researcher's friends of English Program of UIN Raden Intan Lampung, thank for your friendship and motivation given to researcher.

Finally, it has been admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestion from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful

for the researcher particularly and the readers generally, especially for those who are involved in English teaching profession.
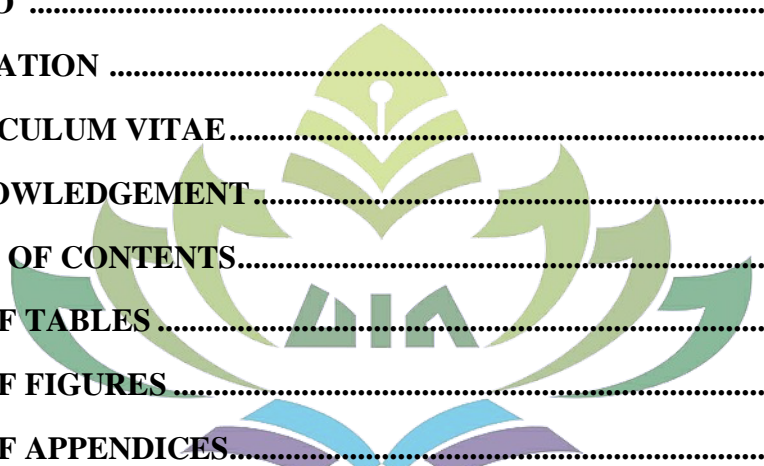
Bandar Lampung,   2019

The researcher,

Umi Kulsum
NPM. 1411040372

TABLE OF CONTENTS

CHAPTER I INTRODUCTION

CHAPTER II REVIEW RELATED OF LITERATURE

CHAPTER III RESEARCH METHOD

LIST OF FIGURES

Page

LIST OF APPENDICES

Page

CHAPTER I
INTRODUCTION

A. Background of the Problem

English is one of the language used by many countries in the world. It is language where most of the current international communication uses English. English is one the international languages, which is learnt by people as their second language or as their foreign language. They learn it in order to be able communicate to each other in English and they can use it for their specific purposes.

It has to be taught as the compulsory subject starting from junior school until university. English is also the most famous and important language in the world, since there are many scientific books printed in English, and English is also used informal and non formal communication in the world.

In English, there are four skills that should be mastered, there are; listening, speaking, reading and writing. Writing is one of the language skills. Writing has an important role in English language. According to Nation, writing is an activity that can usefully be prepare for by work in the order skills of listening, speaking and reading.[1] It means that writing is very important, because someone certainly has trouble in some ways such as discussing and conveying message from speaker to listener or writer to reader.

---

[1]I.S.P. Nation, *Teaching ESL/EFL Reading and Writing* (New York: Rouletdge, 2009), p.1

Richards and Renandya states that writing is a means of communication when the students can not express with speech. Therefore, writing is one of activities for the students to express their ideas and feeling in form of written language.[2] It means that writing is the way to communication with the other when they can not express their ideas with speech, so they write the letter to communicate with the other people.

Moreover, according to Raimes, writing is a skill in which we express ideas, feelings and although that are arrange in the words, sentence and paragraph by using eyes, brain and hand.[3] It means that writing is a skill to express ideas by using written form.

Writing English for a foreign learner is difficult because English is different from Indonesia language in structure, spelling and lexical meaning. Writing is one of English skills that difficult and complicated language skill to be learned in every level in education, this difficulty happens because writing has its own characteristic, categories and form both in the mother tongue and in a foreign language especially English Language, Actually, writing needs well knowledge and hard thinking when the students procedure words, sentence, paragraph at the same time with good English grammatical. English grammar is more complicated than Indonesia grammar.

---

[2]Jack C.Richards and Willy A. Renandya, *Methodology in Language Teaching; An Anthologyof Current Practice* (New York: Cambridge University Press, 2002), p.303.

[3]Ann Raimes, *Technique in Teaching Writing* (New York: Oxford University Press, 1983), p.2

Some mistakes are made when the students do not understand well about the English grammar. Many of the students commonly make mistakes in their learning especially in writing. But, sometimes the teacher does not aware about students' mistakes.

Based on the preliminary research in SMPN 5 Terbanggi Besar at the eighth grade, the researcher asked Ms. Ruslina, S.Pd as the English teacher about the capability in mastering English, especially about their writing. She said that the students' ability is still low, because the students still cannot develop their idea in writing and the students have difficulties to find the meaning of vocabulary. In the process of language learning, the teacher use free writing as technique in teaching writing.[4]

The researcher also asked the teacher about the students' score especially in writing text. From that the interview, the researcher also got the data that showed more than 66% of students of the eight grade did not pass the minimum score as shown on the table 1.

---

[4]Ruslina, *An English Teacher of SMPN 5 Terbanggi Besar*, on Tuesday, March, 20th, 2018 (An interview), unpublished.

Table 1
Students' Score of Writing Descriptive Text at the Eighth Grade of SMPN 5
Terbanggi Besar in the Academic Year 2017/2018

No.	Class	Students' Score		Number of Students
		<70	≥70	
1	VIII 1	19	9	28
2	VIII 2	19	11	30
3	VIII 3	11	8	29
4	VIII 4	13	6	29
5	VIII 5	22	8	30
Total		**84**	**42**	**126**
Percentage		**66%**	**34%**	**100%**

Source: The Data from English Teacher of SMPN 5 Terbanggi Besar

From the data on table, the total number of students in failed category is higher than in the passed category. There are 84 students in failed category (66%) and 42 students in passed category (34%). Because the criteria of minimum mastery (KKM) score of English subject at that school is 70. It indicated that most students still face difficulties in writing descriptive text.

Based on the preliminary research, the researcher found that the students has difficulties in sharing ideas and writing descriptive text. The researcher has interviewed the English teacher, it happens because the students were still found difficulties to get started in writing descriptive text and the students have difficulties to find the meaning of vocabulary. To give motivation to students' in writing descriptive text needs a technique and a method to helping them as solution for their problems.

A previous research was conducted by Aulia Fahmi entitled "*Improving Students'*
Ability in Writing Announcement Through Gallery Walk Technique of Eight
Grade at MTs Jam'iyatul Alwashliyah Tembung". In other words, based on the
result Gallery Walk technique is good technique for teaching writing ability to the
students, by using Gallery Walk students can feel easy in teaching learning
process. Moreover, Gallery Walk can be used to teach English from junior high
school until university.[5] It means that Gallery Walk is a good technique for
teacher in teaching writing and in teaching learning process the students can feel
simple.

According to Silberman, gallery walk is a presentation technique in which
individual learners or groups display their work products (often on posters) and
then walk around the room viewing each other's work. They may be asked to
provide feedback to the group of individual who created the work.[6] It means that
gallery walk allows students to be actively engaged as they walk throughout the
classroom. They work together in small groups to share ideas and respond to
meaningful questions, images, and problem-solving situations or texts.

Based on the explanation above, the researcher is interested to conduct a research
entitled: The Influence of Using Gallery Walk Technique towards Students'

---

[5]Fahmi Aulia Batubara, *Improving Students' Ability in Writing Announcement Through Gallery
Walk Technique of Eight Grade at MTs Jam'iyatul Alwashliyah Tembung,* Medan, 2017. Available on
http://repository.uinsu.ac.id/2627/1/Skripsi Fahmi Aulia Batubara 34131112.pdf, accessed on April 18th, 2018
[6]Melvin Silberman, *Active Learning: 101 Strategies to Teach Any Subject.*, (United Kingdom. A.
Pearson Education Company, 1996), p. 24

Writing Ability of Descriptive Text at the Eighth Grade of SMPN 5 Terbanggi Besar in the Academic Year of 2018/2019.

B. Identification of the Problem

Based on the background of the problems above, the researcher conclude the identification the problem as follows:

1. The students were still found difficulties to get started in writing descriptive text.
2. The students have difficulties to find the meaning of vocabulary.

C. Limitation of the Problem

Based on the identification of the problem described above, the research focuses on the influence of using gallery walk technique towards students' writing ability of descriptive text at the eighth grade of SMPN 5 Terbanggi Besar in the academic year of 2018/2019.

D. Formulation of the Problem

In this research, the formulation of the problem formulated as follows: "Is there a significant influence of using gallery walk technique towards students' writing ability of descriptive text at the eighth grade of SMPN 5 Terbanggi Besar in the academic year of 2018/2019?"

E. Objective of the Research

Based on the background of the problems, the objectives of this research is: to know whether there was a significant influence of using gallery walk technique

towards students' writing ability of descriptive text at the eighth grade of SMPN 5 Terbanggi Besar in the academic year of 2018/2019.

F. Uses of the Research

The uses of research are follows:

1. Theoretically

The result of this research can be used as the reference for those who want to conduct a research in English teaching process.

2. Practically

For students:

a. This research is expected to help the student to produce a good descriptive text that is stimulated by galley walk technique.
b. This research can be used to motivate the student in learning English.

For teacher:

a. This research can be used by English teacher to add their teaching technique in certain material of learning.
b. Give description to English teacher about how to apply gallery walk technique in descriptive text.

G. Scope of the Research

1. The subject of the research

   The subject of the research was the students of the eighth grade.

2. The object of the research

The object of the research was the use of Gallery Walk technique and students' writing ability descriptive text.

3. The place of the research

The place of the research was at SMPN 5 Terbanggi Besar.

4. The time of the research

The research was conducted at the first semester in the academic year of 2018/2019.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theories

1. Concept of Writing

Writing is one of four skills in English must be mastered by students. Raimes states that writing is a skill in which we express ideas which are arranged in words, sentences and paragraph by using eyes, brain, and hand.[1] When we write, our mind gets an idea and expresses the idea by letter that is arranged to be word form and the word is arranged to be sentence form, so that the researcher can give the information or tell the reader about their ideas by using writing.

As stated in Harmer, writing (as one of the four skill of the listening, speaking, reading and writing) has always formed part of the syllabus in the teaching of English.[2] Writing is viewed as the result of complex processes of the first and the second language writing suggest students learn how to generate the ideas with the steps and process of writing that should be followed to make it coherently.

Other experts such as Murcia and Olshtain state that, writing is the production of the written word that results in a text but the text must be read and comprehended in order communication to take place.[3] In short, writing is like a message when

---

[1]Ann Raimes, *Technique in Teaching Writing* (New York: Oxford University Press, 1983), p.3
[2]Jeremy Harmer, *How to Teach Writing*, (Essex: Pearson Education Limited, 2004), p.31
[3]Marianne Celce-Murcia and Elite Olshtain, *Discourse and Context in Learning Language Teaching*, (London: Cambridge University Press, 2000), p.142

someone could not speak with oral communication, she can communicate through written text.

Based on the definition of writing about, it can be concluded that writing is an activity to express an idea or thought with a good organization of the written language that requires several stages and activities to express thoughts and feelings in written from which is expected to be understood by the reader and serves as a communication tool is not directly. Furthermore, writing process is an activity to produce a good language that suitable based on the rule of written. Nonetheless, written language needed some steps or process. The students make a good writing if they follow rule of writing process, like they begin with planning, drafting, editing and final version.

2. Concept of Writing Ability
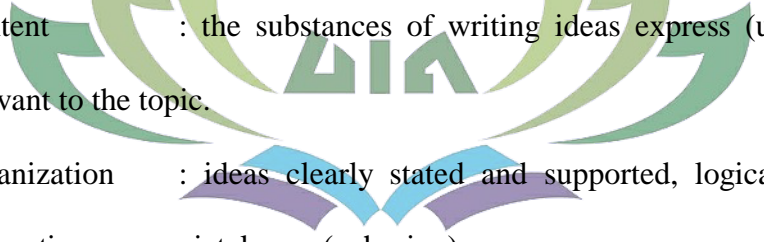
Writing is the skill of research to communicate information to a reader or group of a reader.[4] It means that writing ability is the ability to express the idea and though that should be ordered by research.

Another definition comes from Byrne who states that writing is the act forming letters or combination of letters: making marks on flat surface of same kind. It is more than the production of graphic symbols, just are speech is more than the production of sounds. The symbols have to be arranged according to certain

---

[4]George E. Wishon and Julia M. Burks, *Let's Write English,* (New York: Nostrand Reinhold ltd, 1998), p.383

conventions to form words and words arranged to form sentence.[5] From the definition above, it can be concluded that writing is the production of graphic symbols which have to arranged to certain conventions to form meaningful words, sentences, etc.

The term of ability is defined as skill or power. Concisely, writing ability is the skill to express idea, thoughts and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. In other words, writing ability is an ability to write ideas or experiences by putting words on the paper based on the aspect in writing. According to Tribble, there are five aspects in writing: Content, organization, vocabulary, language use and mechanics.

a. Content   : the substances of writing ideas express (unity), content relevant to the topic.

b. Organization   : ideas clearly stated and supported, logically sequence, connective appropriately use (cohesion).

c. Vocabulary   : the section of words what suitable with the content.

d. Language use   : the employment of grammatical forms and syntactical pattern.

e. Mechanics   : the use of graphic convention of language (demonstrates good command of spelling, punctuation and capitalization).[6]

---

[5]Donn Byrne, *Teaching Writing Skill* (Londom: Longman Group UK, 1997), p.1
[6]Christoper Tribble, *Language Teaching Writing* (New York: Oxford University Press, 1996), pp.130-131

Based on the explanation above, it can be concluded that writing ability is defined as technique competence to arrange and produce written form in which the researcher use certain of aspect in writing (content, organization, vocabulary, language use, and mechanics) in order to express idea thought, opinion and feeling so that people as readers can understand.

3. Concept of Teaching Writing Ability

In learning writing, sometimes students feel uncomfortable and boring. There are many reasons for students such as they do not have ideas, do not have anything to say, lack writing habit, lack grammar and vocabulary then there is no motivation in themselves, according to Harmer, students are extremely unconfident and unenthusiastic writers. The may be many reason for this. They have never written much in their first language, they think that they do have anything to say and cannot come up with ideas.[7] Furthermore, according to Harmer, teaching writing for writing is entirely different, however, since an objective here is to help students to become better writers and to learn how to write in various genres using different registers.[8] It means that the teacher needs interesting techniques that can make the students comfortable in developing ideas in writing.

Harmer also says that teachers need to help such students build the writing habit so that students recognize writing as being a normal part of classroom practice and they come to write tasks with as much enthusiasm as they do other activities. Teachers must make sure, however, that teachers give them enough information to

---

[7] Jeremy Harmer, *How to Teach Writing* (New York: Longman 2007), p.329
[8] *Ibid*

do what they have asked. Teachers need to be able to give students ideas to compete the task, as well. Sometimes teachers will feed ideas to students or students as they do the tasks.[9]

Based on the statement above, teachers should give clear information and help to rise students' ideas in order to students can express their idea into writing. Then teacher are needed to give motivation to the students in writing and help students in writing and help students come up writing habit in the classroom practice.

Teacher can make students enjoy in the learning process, if they can apply interesting technique in teaching descriptive text writing ability with the types of classroom. The following types of classroom writing performance that can help the teacher in writing process:

1. Imitative or writing down

   At the beginning level of learning to write, students will simply "write down" English letter, words, and possibly sentence in order to learn the conventions of the ertograpic code.

2. Intensive or controlled

   Writing is sometimes used as production mode for learning, reinforcing or testing grammatical concepts. This intensive writing typically appears in controlled, writing grammar exercise. This types of writing does not allow much, if any creativity on the part of the writer.

---

[9]*Ibid*

3. Self writing

A significant proportion of classroom wring may be devoted of self writing or writing with only the self in mind as an audience. The most silent instance of this category in classroom in note taking, where students take notes during a lecture for the purpose of later recall.

4. Display writing

It is noted writing whitin the school curricular context is a way of life. For all language students, short answer exercise, essay examinations and even research reports will involve an element of display.

5. Real writing

In every classroom writing task will have an element of display writing in it, some classroom writing aims at the genuine communication of massage to an audience in need of those message.[10]

From the statements above, it can be concluded that the teacher can use classroom performance to make students enjoy in the learning process. The types of classroom writing are imitative or writing down, intensive or controlled, self writing, display writing and real writing. Then, the teacher should find an appropriate technique in teaching descriptive text writing ability to the students, in order to develop their writing ability. Students need to be helped by teacher to get good writing. In other word teacher guides students' writing and come up

---

[10]H. Douglas Brown, *Teaching by Principles, An Interractive Approach to Language Pedagogy,* Pearson Education (New Jersey: Prentice Hall Regents, 2007), p.85

students' ideas, in other to make students are interested and enjoyable to do writing.

4. Concept of Descriptive Text

Gerot says that descriptive text is a text which lists the characteristics of something. Description is to describe a particular person, place and things.[11] Therefore, our visualization is needed. To create this text our imagination must flow on a paper. It means that descriptive text is a way to describe everything such as description of person, description of place and description of thing which is seen by writer in detail.

In addition, descriptive text is giving information about something or someone. It can be concrete object such as person, animal, car, etc.it can also be abstract object such as opinion, idea, love, hate, belief, etc.[12] In other words, descriptive text make someone imagine about something that is describe in concrete object or in abstract object. Pardiyono says that there are several things that we need to know and understand about descriptive writing. They are purpose, rhetorical structure and grammatical pattern.

a. Purpose

Description is a type of written text, which has specific function to give description about an object (human or non-human).

---

[11]Linda Gerot and Peter W, *Making Sense of Function Grammar,* (Sydney: GerdStabler, 1994), p.208

[12]Dorothy E. Zemach & Lisa A Rumisek, *Academic Writing from Paragraph to Essay,* (Oxford: Macmillan Publishers, 2005), p.25

b. Rhetorical Structure

A descriptive writing has generic structure. They are:

1. Identification: general description about an object.

2. Description: specific description about an object.

c. Grammatical Pattern

1. Use declarative sentence and simple present tense.

2. Use conjunction.[13]

It means descriptive text is a written text that have specific function to give description about an object that contain identification and description that use grammatical pattern.

In the case point, descriptive writing is a type of writing that describes about an object such as things, place, animals or people specifically by using declarative sentence. This kind of writing describes an object so that the reader can imagine about the object because the writer describe it specifically.

The researcher choose descriptive text to be investigated because the students still difficult to writing in descriptive text, it can be showed interviewed with the teacher in the chapter one. So, the researcher only focus in descriptive text as the form of writing that will be investigated.

---

[13]Pardiyono, *Teaching Genre Based Writing,* (Yogyakarta: CV Andi Offset, 2007), p.34

5. Concept of Gallery Walk Technique

In this topic, the researcher will explain about the definition of gallery walk technique, the procedure of gallery walk technique, the advantages and disadvantages of gallery walk technique and teaching writing by using gallery walk technique.

a. Definition of Gallery Walk Technique

Gallery Walk technique is an active teaching technique that make the students to create a good list of images or text according to what things are found or obtained during the discussion in each group to be displayed in front of the class.

According to Silberman, gallery walk is a presentation technique in which individual learners or groups display their work products (often on posters) and then walk around the room viewing each other's work. They may be asked to provide feedback to the group of individual who created the work.[14] It means that gallery walk allows students to be actively engaged as they walk throughout the classroom. They work together in small groups to share ideas and respond to meaningful questions, images, and problem-solving situations or texts.

In addition, according to Francek, gallery walk as "a discussion technique that gets students out of their chairs and actively involved in synthesizing important science concept, writing, and public speaking." The technique also cultivates

---

[14]Melvin Silberman, *Active Learning: 101 Strategies to Teach Any Subject.*, (United Kingdom. A: Pearson Education Company, 1996). p. 24

listening and team-building skills.[15]It means that gallery walk is the technique in which the students work actively.

Based on the statement above, gallery walk is a technique in which the students work actively in the classroom to create a good list of images or text according to what things are found or obtained during the discussion in each group to be displayed in front of the class.

b. Procedure of Gallery Walk Technique

According to Bowman, the Gallery Walk connects learners to each other and learners to the training topic in a number of interesting, interactive ways. Bowman suggests the procedure of using Gallery Walk as follows:

1. Tape a number of large sheets of paper to the wall of the training room. Space the chart pages so that learners can walk from one chart to another.

2. Label each chart with question, statement, or issue related to the topic.

3. Learners walk around the room writing their responses on the charts.

4. Assign a direction to move or they can move randomly. They can do the activity as individuals or in groups of two to four.

5. After the learners have written on all the charts and jotted down their observation on a work sheet, learners then spend a short period of time in small groups discussing their observation.

---

[15]Mark Francek. 2006. *Promoting Discussion in the Science Classroom Using Gallery Walks*. Journal of College Science Teaching, p.27. Available at http://blog.stetson.edu/jrseminars/wp-content/uploads/Gallery-Walk.pdf accessed on march, 2018

6. Finally they discuss the activity with the whole group.[16]

Based on the explanation above, the researcher concludes Gallery Walk technique is an activity that make the students work actively, the students will rotate from one chart to another. Then they give feedback or comment to the other groups' works.

c. Advantages and disadvantages of Gallery Walk Technique

1. Advantages of Gallery Walk

a. Dedicates time for students to practice discussing, debating, organizing, and writing about course content rather than just hearing ideas presented by the teacher.

b. Emphasizes the collaborative, social nature of learning because students work in teams to synthesize information written from a variety of perspectives.

c. Encourages student interaction as groups move from station one to another station.

d. To provide participants with the opportunity to think about and share the process that is used to read, write, or speak.

In other word, using gallery walk technique has many advantages and really helps the students to work together in group. This learning model is suitable for the

---

[16]Bowman, Sharon L. *The Gallery Walk: An Opening, Closing, and Review Activity*.2005.p,1. Available at http: //www. Bowperson.com/ BOWPERSON/GalleryWalk. pdf. Accessed on March, 2018.

students to increase their motivation in learning writing ability because their work with their friend.

2. Disadvantages of Gallery Walk

a. If the member is too much to expect some students hang their work.

b. Teachers need to be extra careful in monitoring and assessing the activity of the individual and the collective.

c. Setting the classroom is more complicated.[17]

In other word, this technique can make the students will be lazy and hang his/her work to their friends if the group is too much. And for the teacher must be more careful in monitoring students, because setting the classroom is more complicated.

6. Teaching Descriptive Text Writing Ability by Using Gallery Walk

Gallery Walk technique to teach descriptive text writing ability consist of some step as follows:

a. Teacher divides the students in some groups which consist of four students in each group.

b. Teacher provides carton paper on each group.

c. Teacher gives the topic or lesson theme for their description.

---

[17]Wood, Karen D and Janis M. Harmon, *Strategies for Integrating Reading and Writing in Middleand High School Classrooms,* National Middle School Association. Available at https://books.google.co.id/books?id=4Z0BvdSvOpcC&printsec=frontcover&dq=inauthor:%22Karen+D.+Wood%22&hl=id&sa=X&ved=0ahUKEwiWtpHVvurjAhVBg, accessed on April, 2018.

d. Each group discuss the topic and write on the carton.

e. Then, after finished every group put their work in front of the class.

f. Each group will rotate from station one to another station.

g. The students give feedback or comment to the other groups' works.

h. After finished, the teacher gives clarification and conclusion.

It can be concluded that gallery walk is a technique that allows the students to share their ideas with others. Good way to assess what students have learned about the content being taught. It can make the students to explore their own thinking becomes the better one.

7. Concept of Free Writing

In this topic, the researcher will explain about the definition of free writing technique, the procedure of free writing technique, the advantages and disadvantages of free writing technique.

a. Definition of Free Writing Technique

According to Oshima and Hogue free writing is brainstorming activity in which you write freely about a topic because you are looking for a specific focus. Another prewriting technique is free writing. When you free write "freely" without stopping on a topic for a specific amount of time. You just write down sentence as sentence are correct or not.[18] In other book according to Oshima and Hogue also support that, as with listing, the purpose of free writing is to generate

---

[18]Alice Oshima and Ann Hogue, *Introduction to Academic Writing* (3th Ed) (New York: Pearson Education, 2007), p.34

as many ideas as possible and to write them down without worrying about appropriateness, grammar, spelling, logic or organization.[19]

The students will write without regarding to spelling, grammar, etc, and will make no corrections. If the students reach the point when they cannot think anything to they will write, they will continue write until they find another line of thinking. At the time, the student may also do a focus on free write, letting choose the topic structure their thinking. Explain from the topic. This technique help the researcher explore a particular subject before putting ideas into a more basic content.

In conclusion, free writing is an activity in which you write freely about a topic because you will look for a specific focus. It is a simple process that is the basic for other discovery technique.

b. Procedures of Teaching Writing Using Free Writing Technique

There are some of procedures teaching writing using free writing technique as follows:

1. Write the topic at the top of your paper

2. Write as much as you can about the topic until you run put of ideas.

3. After you have run put of ideas, reread your paper and circle the main idea that you would like to develop.

4. Take that main idea and free writing again.[20]

---

[19]Alice Oshima and Ann Hogue, *Introduction to Academic Writing,* (New York: Addison Wesley Longman, 1997), p.2
[20]*Ibid*

The key to free writing is to make the students not to think in their head. They just pick up a pen and write. Write about the topic and ignore about the correct punctuation, grammar or spelling. Re-read the paper and circle the main ideas that they would like to develop. Use one of these key words or phrases to form a new focused free writing prompt. Start a new round of focused free writing about this point. Repeat the process, focusing on related points to explore further until reaching a clear understanding of the concepts. Then, write a paragraph defining the concept.

c. Advantages and Disadvantages of Using Free Writing Technique

1. Advantages of free writing technique

There are some advantages of using free writing technique

   a. Teach you to put words on paper without judgment.

   b. Separate the creation process from the revision process.

   c. Train you to write without thinking about writing.

   d. Provide an outlet for emoticons so they don't get in the way.

   e. Allow you to overcome resistance of writing.

   f. Give a space for a perspective on your ideas.

   g. Assist you in thinking about the topic from different ages.

   h. Improve your writing.

   i. Lead to powerful thinking and writing.[21]

---

[21]Peter Elbow, *Writing With Power, Technique for Mastering the Writing Process*, (2nd ed), (New York: Oxford University Press, 1998) p.14

Based on the advantages of free writing above, the students know if that technique is good enough to be applied in writing process. Therefore, the researcher used this technique to teach in the control class. In this technique, students learn not to edit their words or their thoughts. Most of us have a compulsive habit of editing as we write, resulting in a repression of thoughts and emotions we consider unacceptable or not good enough.

2. Disadvantages of Free Writing Technique

There are some disadvantages of using free writing technique

a. They can be very time consuming as you often cannot use much of what you free-write in your final essay. In need, you will absolutely need to resist the urge to treat your free writing as a formal draft of the essay.

b. You need to make sure to create an outline of your free writing so that you can apply it to your formal draft.[22]

Besides the advantages, free writing also has disadvantages. Disadvantages of this technique are: it can be very time consuming, and the students need to make sure to create an outline of free writing. To avoid the disadvantages above, the students must be able to write and think quickly what they need to write in order not to spent a lot of time and they are need to make sure to create an outline of their free writing so that they can apply in to their formal draft.

---

[22]*Ibid*

B. Frame of Thinking

Writing is assumed as the difficult skill because it needs many aspects and elements should be understood by the language learners to communicate in written form. In fact, there are many junior high school students who do not know to write well. It is caused by some reasons such as due to lack of vocabulary, get hard in finding the ideas and elaborate them into sentences. Hence, teacher should find the appropriate way to get the students more motivate in learning writing and easier to be understood by them. Moreover, students have to consider to practice their writing ability.

Descriptive text is a text which draw something in a written text to make the readers imagine, feel, hear or taste it clearly. Some students are hard to get started their writing and some do not know how to continue it after the topic has been written. Actually, in writing descriptive text the students should know first what they want to describe. Teacher can not ask the students to describe something the students do not see directly or indirectly. It has to be something they have known and ever seen directly or indirectly before. Hence, gallery walk was chosen as the way in teaching and learning descriptive text writing ability.

Gallery Walk is the alternative activity for the teacher in learning process. Gallery walk technique for teaching writing can help the students be more active and enjoy to share information with their friends. The researcher believe that the teaching learning by using Gallery Walk can give good influence for the students writing ability. It can reduce boring teaching learning situation and the student

will feel interesting and it will motivate in studying English well as to increase their writing ability.

C. Hypothesis

Based on the theory and statement above, the researcher states the hypothesis as follows:

H_a : There is a significant influence of using gallery walk technique towards students' writing ability of descriptive text at the first semester in the eighth grade of SMPN 5 Terbanggi Besar of the Academic Year of 2018/2019.

H_o : There is no significant influence of using gallery walk technique towards students' writing ability of descriptive text at the first semester in the eighth grade of SMPN 5 Terbanggi Besar in the Academic Year of 2018/2019.
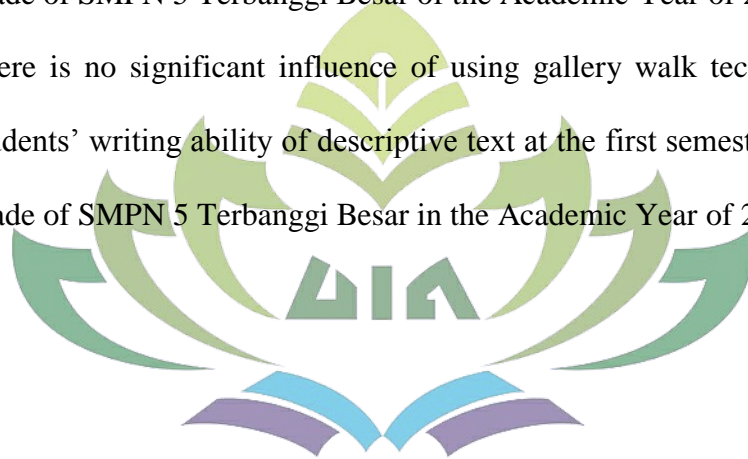
CHAPTER III
RESEARCH METHOD

A. Research Design

In this research, the researcher used an experimental design. The researcher used this study to see the influence of using gallery walk technique towards students' writing ability in descriptive text at SMPN 5 Terbanggi Besar. According to Creswell, an experimental designs (also called intervention studies or group comparison studies) are procedures in quantitative research in which the investigator determines whether an activity or materials make a difference in results for participants.[1] It means that in experimental design is approach to apply quantitative research for get the result research of some group studies whether make a difference in results after apply the research.

Quasi experiments include assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.[2] Creswell said that, "we can apply the pre-test and post-test design approach to a quasi-experimental design. The researcher assigns intact groups the experimental and control treatments, administers a pretest to both groups, conducts experimental treatment activities with the experimental group only, and then administers a post-test to assess the differences between the two groups.[3] It means that in quasi experimental design, the researcher used pre-test

---

[1] John W, Creswell, *Educational Reearch Planning, Conducting and Evaluating Quantitative and Qualitative Research,* (4th Ed), (Boston: Pearson Education, 2008), p. 21
[2] *Ibid*, p. 309.
[3] *Ibid*, p. 310

and post-test for both of class groups to know the differences between the to groups and only conducted treatment in experimental class.

The research design can be presented as follows[4]:

     G1   : T1 X T2
     G2   : T1 O T2
     Notes:
     G1 : Experimental class.
     G2 : Control Class.
     T1   : Pre-test.
     T2   : Post-test.
     X   : Treatment by using Gallery Walk Technique.
     O   : Treatment by using Free Writing Technique.

B. Variable of Research

There are two variables in this research, namely:

1. Independent variables are antecedent to dependent variables and are known or are hypothesized to influence the dependent variable, which is the outcome. Independent variable in this research is gallery walk technique symbolized as (X).

2. Dependent variable is the consequence of another variable. Students' writing descriptive text ability is dependent variable (Y).

C. Operational Definition of Variable

The operational definition of variable is used to explain the characteristics of the variables investigated by the researcher as follows:

---

[4] Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction To Research In Education*, (8th Ed), (Canada:Wadsworth Cengange Learning, 2010), p. 301

1. Independent Variable (X)

Gallery walk technique is a technique used in teaching descriptive text work in group that consists of four students by asking them to make a sentence according to what things are found or obtained during the discussion in each group to be displayed in front of the class.

2. Dependent Variable (Y)

Students' descriptive text writing ability is their ability to express their ideas and thoughts in describing a person, thing or place to compose a text and is aimed to the readers to imagine it in their mind, which fulfills the criteria of good writing such as content, organization, vocabulary, language and mechanics.

D. Population, Sample and Sampling Technique

1. Population

According to Arikunto, population is all of the research subjects.[5] It is supposed by Setyadi who states that all individuals which can be the target in research were called population.[6] Thus, the population in this research is the students at the eighth grade of SMPN 5 Terbanggi Besar in the academic year of 2018/2019. The total number of population are 146 students divided into 5 classes.

---

[5] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2014), p. 173.

[6] Ag Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif.* (Yogyakarta: Graha Ilmu, 2006), p.38.

Table 2
The Population of Eighth Grade of SMPN 5 Terbanggi Besar in the academic year of 2018/2019

No.	Class	Gender		Total
		Male	Female	
1	VIII.1	11	17	28
2	VIII.2	11	19	30
3	VIII.3	10	19	29
4	VIII.4	18	11	29
5	VIII.5	12	18	30
Total		62	84	146

2. Sample

Sample is the part of population which will be investigated.[7] The sample of this research are two classes. One is experimental class and the other one is control class.

3. Sampling Technique

Sampling technique is the way to decide the subject of research that represent all of the population. Fraenkel and Wallen states that the selection of groups, or cluster of subjects rather that individuals is known as cluster random sampling.[8] Based on the explanation above to determine the sample, the researcher applied cluster random sampling because the population is in groups and homogenous. To determine whether as experimental and control class, the researcher writes all classes in a small pieces of paper then roll and shake it. The first paper which out is an experimental class, whereas the second paper is a control class.

---

[7] Suharsimi Arikunto, *Op.Cit,* p.130
[8] Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Educational,* seventh edition, (New York: McGraw-Hill, 2009), p.95.

E. Research Procedure

In conducting the research, the researcher applied some procedures as follows:

1. Planning

a. Finding the subject

The researcher chooses the students of eighth grade of SMPN 5 Terbanggi Besar as the subject of this research. There applied two classes as experimental class and control class.

b. Selecting Material

The researcher selected the material suit to the students based on the syllabus. The material is descriptive text.

c. Preparing pre-test

Pre-test prepared and given to the students in order to know the students' descriptive text writing ability before treatment. The students assigned to write descriptive text based on provided topics which are "my mother, my house, cat."

d. Determining the material

The researcher determined the material that was taught to the students which is descriptive text writing about the place, a person or an animal.

e. Preparing post-test

Post-test was given to the students to know their descriptive text writing ability after being given the treatment with the topics "my best friend, beautiful place and pet".

2. Application

After making the planning, the researcher applied the research procedure. There were some steps in doing this research:

a. In the first meeting, the pre-test was given to the students to find out their descriptive text writing ability before being given the treatment. The researcher asked them to write the descriptive text consists of 70-100 words to know students' descriptive text writing ability before being given the treatment with the topics provided.

b. Three next meetings, the students in the experimental class was taught descriptive text by using gallery walk technique. Whereas, free writing technique will be used to teach in control class.

c. The last meeting is for post-test. The students are assigned to write a descriptive text consists of 70-100 words with provided topics. It is used to know their descriptive text writing ability after being given the treatment. The test item was determined before using validity and reliability analysis of pre-test. Therefore, the items that is used in post-test only the valid and reliable item.

3. Reporting

After the planning is done, the result of pre-test and post-test was collected to analyze whether the result of post-test is higher than pre-test or not. It means that the result is used to know gallery walk technique can give significant influence towards students' descriptive text writing ability, and the last thing to do is report the findings.

F. Data Collecting Technique

In collecting the data, the researcher used test. A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned.[9] The tests that researcher used were pre-test and post-test.

1. Pre-test

The researcher conducted pre-test to know or find out the students' score of writing descriptive text before give the treatment. The test was done by writing the descriptive text consists of 70-100 words based on the provided topics. (See appendix 7)

2. Post-test

Post-test was given to know what the students achieve after they are given the treatment. It used to see the influence of using gallery walk technique in writing descriptive text. It was conducted by asking them to write descriptive text consists of 70-100 words based on the provided topics. (See appendix 8)

G. Research Instrument

According to Cresswell, an instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that people establish or develop in advance of the study.[10] Douglas states that one type of writing test creates the opportunity for test-takers to offer an array possible creative responsive within pedagogical or assessment

---

[9] Donald Ary, et.al *Op.cit* , p.201
[10] John W. Cresswell, *Educational Research, fourth edition* (Lincoln: Pearson, 2002), p.14

framework.[11] It requires learners to perform at a limited discourse level, connecting sentence into a paragraph and creating a logically connected sequence of two or three paragraphs.[12] Therefore in this research, the researcher used a test as instrument. The kind of test will be given is writing test.

The researcher made two tests which are pre-test and post-test. In this case, the students have to write descriptive text consists of 70-100 words. In writing the text, students have to use present tense to describe the topics are provided.

The students were given 60 minutes for time allocation to make a descriptive text. It is supported by Weigel who stated that cultural preferences and practices of the test takers is such one of aspect to the problems of time limit.[13] Additionally, the amount of time students will take is largely dependent upon what they are used to. It can be 30, 40, 45, 60 or 180 depend on what type of text they are asked to write and how many task to complete.[14] Therefore, the students were given 60 minutes to complete the test because of they were asked to produce one descriptive text only. The topics given to the students are:

---

[11]H.Douglas Brown, *Language Assesment: Principles and Classroom Practice,* (New York; Longman, 2004), p.321

[12]*Ibid,* p.20

[13]Sara Cushing Weigle, *Assessing Writing*, (New York: Cambridge University Press, 2002), p.101

[14]*Ibid,* p.102

Table 3
Research Instrument for Pre and Post-Test

Instrument	Topic
Pre-test	1. My Mother 2. My House 3. My Cat
Post-test	1. My Best Friend 2. Beautiful place 3. My Pet

H. Scoring Criteria

The score of test is calculated based on the following scoring system proposed by

Tribble:[15]

Table 4
Scoring System

Area	Score	Descriptor
Task Fulfillment/ Content	20-17	**Excellent to very good:** Excellent to very good of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail
	16-12	**Good to average**: Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail
	11-8	**Fair to poor**: Treatment of topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	**Very poor**: Inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail.
	4-0	**Inadequate**: Fails to address the task with any effectiveness.
Organization	20-17	**Excellent to very good**: Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
	16-12	**Good to average**: Uneven expression, but main ideas stand out;

---

[15]Christoper Tribble, *Language Teaching Writing,* (New York: Oxford University Press, 1996), p.130

		paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion).
	11-8	**Fair to poor**: Very uneven expression, ideas difficult follow; paragraphing/organization ideas does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion).
	7-5	**Very poor**: Lacks fluent expression, ideas very difficult to follow. Little sense of paragraphing/organization; no sense of logical sequence.
	4-0	**Inadequate**: Fails to address his aspect of the task with any effectiveness.
Vocabulary	20-17	**Excellent to very good**: Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.
	16-12	**Good to average**: Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.
	11-8	**Fair to poor**: Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
	7-5	**Very poor**: No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of appropriate.
	4-0	**Inadequate**: Fails to address his aspect of the task with any effectiveness.
Language	30-24	**Excellent to very good**: Confident handling of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, prepositions; meaning never obscured.
	23-18	**Good to average**: Acceptable grammar-but problem with more complex structures; mostly appropriate structures; some errors of agreement, number, word order, articles, pronouns, prepositions; meaning something obscured.
	17-10	**Fair to poor**: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning something obscured.
	9-6	**Very poor**: Major problems with structures – even simple ones; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, meaning often obscured.
	5-0	**Inadequate**: fails to address his aspect of the task with any effectiveness.
Mechanics	10-8	**Excellent to very good:** Demonstrates full command of spelling, punctuation, capitalization, and layout.
	7-5	**Good to average**: occasional errors in spelling, punctuation, capitalization, layout.

	4-2	**Fair to poor**: frequent errors in spelling, punctuation, capitalization, and layout.
	1-0	**Very poor:** fails to address his aspect of the task with any effectiveness.

The final score: Content + Organization + Vocabulary + Language + Mechanics

Note:

Content   : 20
Organization   : 20
Vocabulary   : 20
Language   : 30
Mechanics   : 10 +
             100

I. Validity, Readability and Reliability of the Test

1. Validity Test

A good test should has a validity. Arthur states that the validity test is conducted to check whether the test measure what is intended to be measured.[16] It means that before the test is given, it should be checked first whether the test fulfill the criteria need to be tested or not.

In addition, based on Best and Kahn, a test is valid if it is measured what it claim to measure.[17] It can be said that the test is valid when it contains the thing needs to measure. Therefore, to measure the validity of the test, the researcher used content and construct validity.

a. Content Validity

Best and Kahn say that content validity refers to the degree to which the test actually measures, or specifically related to, the traits for which it is designed.

---

[16] Hughes Arthur, *Testing for Language Teacher,* Second Edition, (Cambridge: Cambridge University Press, 2003), p.26

[17] John W. Best and James V. Kahn, *Research in Education,* Seventh Edition, (New Delhi: Prentice-Hall, 1995), p.219

Content validity is based upon the examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.[18] It means that when arrange the test for the students, the researcher should make it along with the students' needs and meets based on the curriculum and syllabus. Therefore the researcher should take a look at the textbook which is used by students in order to make the test is suit to their material and the objectives of teaching and learning. Based on the syllabus, KI 3/KD 3.1 in this research is understanding social function, generic structure, and grammatical feature of descriptive text and considering it to write short and simple descriptive text about animals, people and things. Then, the instrument were consulted to the eighth grade English teacher in SMPN 5 Terbanggi Besar, Ms. Ruslina, S.Pd to make sure that the instrument was valid.

b. Construct Validity

Best and Kahn states, "construct validity is the degree to which scores on a test can be accounted for by the explanatory constructs of a sound theory".[19] It is supported by Yi in David Nunan, states that construct validity is establishing correct operational measures for the concept being studied.[20] It means that the test should have a clear purpose of what the test meant to be. In this case, the writing descriptive text is arranged to measure the students' descriptive text writing ability based on the criteria of good writing that contains of five aspects. Content, organization, vocabulary, language and mechanic are the criteria that should be

---

[18]*Ibid.*
[19]*Ibid.*
[20] David Nunan, *Research Methods in Language Teaching,*(Cambridge: Cambridge University Press, 1992), p.80

fulfilled by the students in writing activity. Then, the instrument were consulted to the eighth grade English teacher in SMPN 5 Terbanggi Besar, Ms. Ruslina, S.Pd to make sure whether the instrument had been valid. (See appendix 9)

2. Readability of the Test

Readability tests are indicators that measure how easy a document is to read and understand.[21] Test should be easily to understand. To know readability of the descriptive text writing ability test instrument, the researcher follow Kouame's research. The participants evaluated instructions and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and 10 describes an item that is difficult to read.[22] The questions was tested individually the questionnaire for readability is attached. After that, the researcher measured mean of each item.

Based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers. Thus, based on the finding of Kouame's research, if the mean of all items of the instrument text has mean under 4.46, the instrument is quite readable and understandable by the readers or test takers. It can be concluded that the writing test is quite readable and understandable by the students since the mean was 1.68 and it was lower than 4.46. (See appendix 21)

---

[21]*Julien B. Kouamé, Journal of Multi Disciplinary Evaluation Vol. VI No. 14 August 2010*:Using Readability Tests to Improve the Accuracy of Evaluation Documents Intended for Low-LiterateParticipants, Western Michigan University, Michigan, p.133. Available on http://www.readabilitytest.com.pdf, accessed on April, 2018.
[22]*Ibid, p.134*

3. Reliability of the Test

Reliability means that scores from an instrument are stable and consistent. Score should be nearly the same when writers administer the instrument multiple times at different times.[23] Additionally, Donald states that reliability is the degree of consistency with which it measures whatever it is measuring.[24] The test should be reliable besides valid. To measure it, the researcher used inter-rater reliability which involves two or observers to score the test was given to the students. In this case, the researcher with the eighth grade English teacher was the examiners of students' description text writing test.

To measure the reliability of students' descriptive text writing test, the rank order correlation will be used as follows:

$$\rho = 1 - \frac{6(\Sigma D^2)}{N(n^2 - 1)}$$

Notes:

ρ : the number of rank order correlation (Rho)
6 & 1 : constant number
D   : the different of rank correlation (D = R_1-R_2)
N   : number of students[25]

Moreover, to know the degree or the level of the reliability of writing test, the researcher used the criteria as follows:[26]

a. A very low reliability ranges from 0.00 to 0.19

b. The low reliability ranges from 0.20 to 0.39

---

[23]John W Creswell,*Op.cit,* p. 159
[24] Donald Ary, et.al *Op.Cit,* p. 236
[25] Ag,Bambang Setyadi,*Op.cit,* p.19
[26] *Ibid*, p. 317

c. An average reliability ranges from 0.40 to 0.59

d. A high reliability ranges from 0.60 to 0.79

e. A very high reliability ranges from 0.80 to 1.00

From the data gained, the reliability of pre-test was 0.99, while the reliability of post-test was 1. Then these resulted were consulted to the category of reliability test. Based on the category, it was known that the reliability test of pre-test and post-test were very high reliability.

J. Data Analysis

1. Fulfillment of the test Assumptions

a. Normality test

Normality test is used to measure whether the data in the experimental class and control class are normally distributed or not.[27] In this case, the researcher used the researcher statistical computation by using SPSS (*Statistical Program for Social Science*). The test of normality employed are Kolmogrov – Smirnov and Shapiro Wilk.

The hypotheses for the normality test are formulated as follows:

H_o : the data is normally distributed

H_a : the data is not normally distributed.

While the criteria of acceptance or rejection of normality test as follows:

H_o is accepted if sig $\geq \alpha = 0.05$

---

[27] Budiyono, *Statistika Untuk Penelitian.* (Surakarta: 11 Maret Univeersity Press, 2004), p.170.

H_a is accepted if sig $< \alpha = 0.05$

b. Homogeneity Test

Homogeneity test is used to determine whether or not the data collected from the sample is homogenous or not. The test of homogeneity employing Levene's Test.

The hypotheses for the homogeneity test were formulated as follows :

H_o : The variances of the data are homogenous

H_a : The variances of the data are not homogenous

While the criteria of acceptance or rejection of homogeneity test are as follow:

H_o is accepted if sig $\geq \alpha = 0.05$

H_a is accepted if sig $< \alpha = 0.05$

2. **Hypothetical Test**

After the fulfillment of the assumptions normally test and homogeneity test are fulfilled, the researcher used t-test.

The hypotheses are:

H_o : There is no significant influence of using gallery walk technique towards students' writing ability in descriptive text at the eighth grade of SMPN 5 Terbanggi Besar in the Academic Year of 2018/2019.

H_a : There is a significant influence of using gallery walk technique towards students' writing ability in descriptive text at the eighth grade of SMPN 5 Terbanggi Besar in the Academic Year of 2018/2019.

While the criteria acceptance or rejection of hypothesis test are:

H_a is accepted if sig $\leq \alpha = 0.05$

H_o is accepted if sig $> \alpha = 0.05$

CHAPTER IV
RESULT AND DISCUSSION

A. Research Procedures

The research was conducted in February 2019. Before conducting the research, firstly the researcher asked permission to the headmaster and English teacher at the school. After the researcher got the permission, the researcher conducted the following steps:

1. Determined the subject of the research, namely the students at the eighth of SMPN 5 Terbanggi Besar.
2. Designed the test which was the writing test.
3. Determined the sample of research by using cluster random sampling.
4. Held the readability of the test on Tuesday, February 12th, 2019 (it was given to the students out of the research sample).
5. Held pre-test on Thursday, February 14th, 2019 and Saturday, February 16th, 2019 in order to know students' score in descriptive text writing ability before they had treatment.
6. Analyzed the data was gotten through pre-test.
7. Gave the treatment to the sample of the research by implementing Gallery Walk technique in teaching and learning descriptive text writing ability.
8. Held post-test on Saturday, March 2nd, 2019 and Tuesday, March 5th, 2019 in order to know students' score in descriptive text writing ability after the treatments.

9. Analyzed the data that was gotten through post-test. The data were analyzed by using SPSS.

10. Tested the hypothesis and made the conclusion.

11. Reported the result of the research.

B. Description of the Treatments

The researcher gave the pre-test, on Thursday, February 14th, 2019 at 12.35 – 13.55 pm in experimental class and on Saturday, February 16th, 2019 at 12.35 – 13.55 pm in control class. In experimental class which consisted of 30 students and in the control class which consisted of 29 students. When the researcher gave the pre-test all the students follow the test.

The first treatment was conducted on Tuesday, February 19th, 2019 at 09.50-11.30 a.m. In the first treatment, the students felt surprised to see new teacher, the students seemed nervous. The lesson was started by greeting. The teacher also check students' attendance list. Before explaining more about the material, they were asked about descriptive text. Almost all students knew it in the simple understanding. It was good enough for the beginning. After that, they were given explanation about the material taught where they listed some information that was related to descriptive text. After that, the students were given more explanation about what descriptive text including its generic structures and grammatical features. Furthermore, the students were given explanation about simple present tense and adjective to be used when they describe people like beautiful, tall, short hair, long hair, kind and clever.

Next, the students were asked to make a group consists of four people in order to make a descriptive text. Each group was given the carton paper. The teacher gave the topic for their description. Each group discussed the topic and wrote on the carton. They were still looked a little bit confused about vocabulary that should be used. Therefore, they were allowed to open the dictionary but just some of them who brought it. Then, after finished every group put their work in front of the class. Each group was rotate from station one to another station. The students gave feedback or comment to the other groups' works.

In the last session, the students were asked about the material and made the conclusion together. This meeting was closed then they were greeted.

The researcher gave the second treatment on Wednesday, February 20th, 2019 at 09.50-11.30 a.m. The lesson was started by greeting. Then, the attendance list was checked. The students were asked to review the last material first before starting the lesson. In the second treatment was same like the first which they were asked to make a descriptive text in grouping but in different topic. The topic for this treatment was an animal. The students were asked to join their group to get the carton paper. Then, the students made a descriptive text in a group. After finished it, they were asked to put their work in front of the class. Every group was rotate from station one to another station. The students looked more ready in this meeting. They also can manage their time better than the first meeting. In the last session, they were asked to review this meeting and made the conclusion.

The researcher gave the third treatment on Tuesday, February 26th, 2019. The treatment started by greeting. Then, the attendance list was checked. The third treatment was better since the students were accustomed to teaching and learning descriptive text writing by using gallery walk. Like the first and the second treatment, the students were in group. They were more excited to make a descriptive text. They were given the carton paper. After that, the students were asked to make a descriptive text in a group. After they finished it, they were asked to put their work in front of the class. The students enjoyed the process of gallery walk which they did. They did not look so confused anymore about how to make descriptive text. They were better than two last treatments in managing time and choosing the words.

For the last meeting, the researcher gave the post-test to the students in experimental class on Saturday, March 2nd, 2019 and on Tuesday, March 5th, 2019 in control class. All of students in experimental class and control class followed the test.

C. Result of the Research

1. Result of Pre-Test

The pre-test was conducted in order to know students' writing ability before the treatments were given. It can be seen from the pre-test score of students' descriptive text writing ability in the control class and experimental class. At the first meeting the researcher conducted pre-test in order to find out the previous students' descriptive text writing ability. The pre-test was given on Thursday,

February 14th, 2019 for the VIII E as experimental class and Saturday, February 16th, 2019 for the VIII D as control class. The score of the students' writing ability that were tested could be seen in Figure 1 and 2.
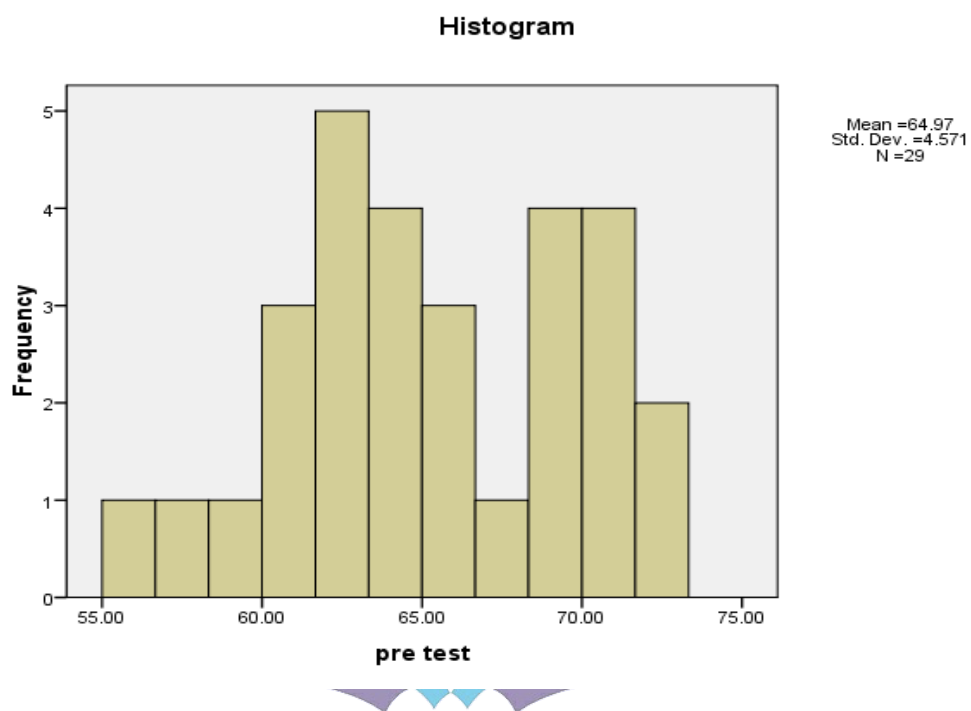

Figure 1
The Graph of Pre-test Result in Control Class

Based on the figure 1, the mean of pre-test in control class was 64.97, standard deviation was 4.571, N was 29, median was 64.00, variance was 20.892, minimum score was 56 and maximum score was 73. (See appendix 22)
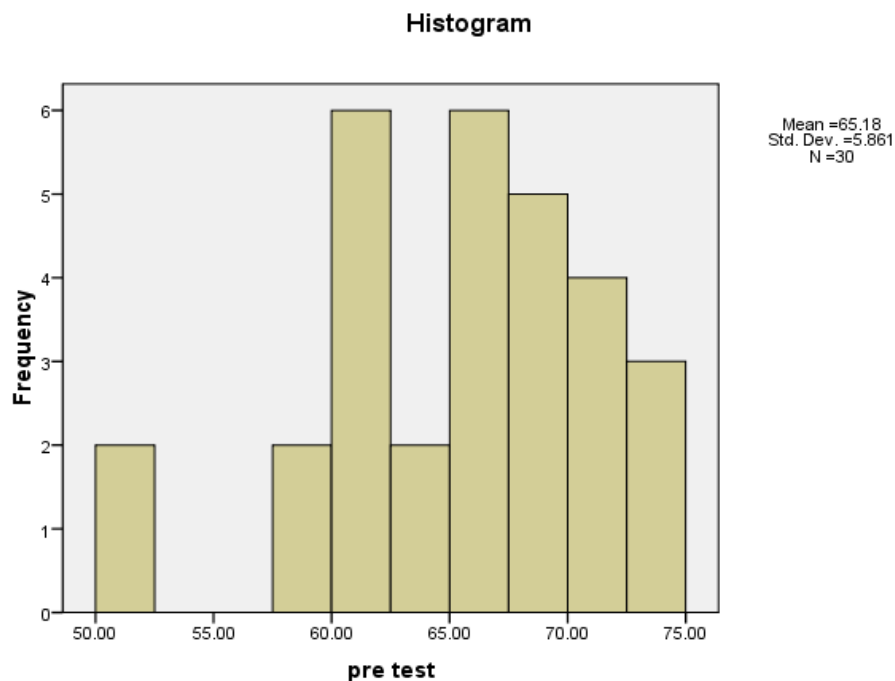
Figure 2
The Graph of Pre-test Result in Experimental Class

Based on the figure 2, the mean of pre-test in experimental class was 65.18, standard deviation was 5.861, N was 30, median was 66.75, variance was 34.353 minimum score was 51, and maximum score was 74.5. (See appendix 22)

2. Result of Post-test

After conducting three meetings of treatment the researcher conducted the post-test to the sample. The researcher conducted post-test in order to know whether the students' score increased or not. The post-test was conducted on Saturday, March 2nd, 2019 in control class and on Thursday, March 5th, 2019 in experimental class.
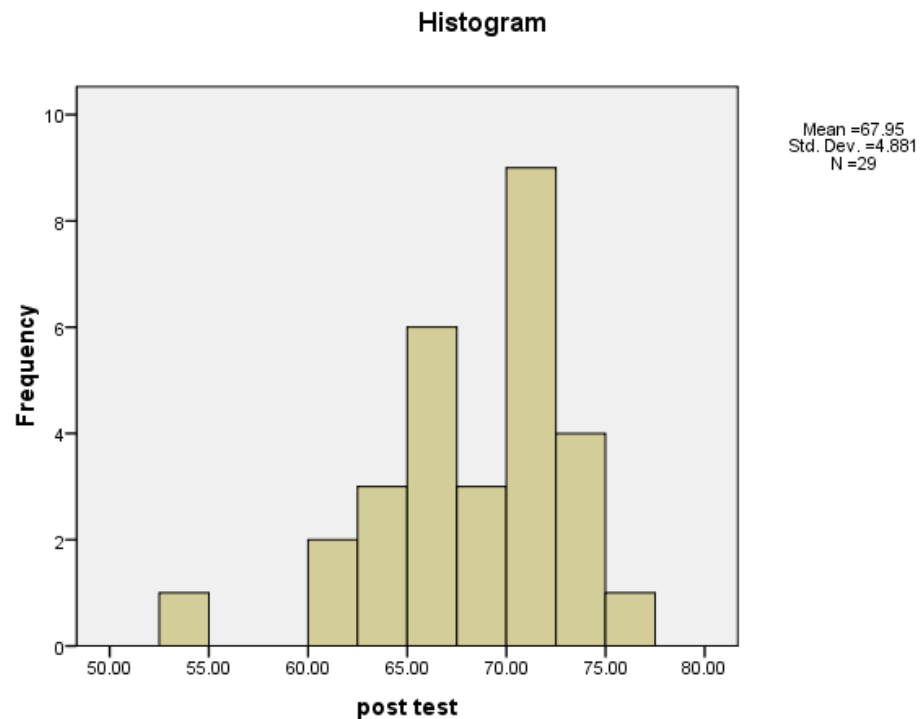
Histogram

Figure 3
The Graph of Post-test Result in Control Class

Based on the figure 3, the mean of post-test in control class was 67.95, standard of deviation was 4.881, N was 29, median was 68.50, variance was 23.828, minimum score was 54 and maximum score was 75. It showed students' descriptive text writing ability after they got treatments. (See appendix 23)
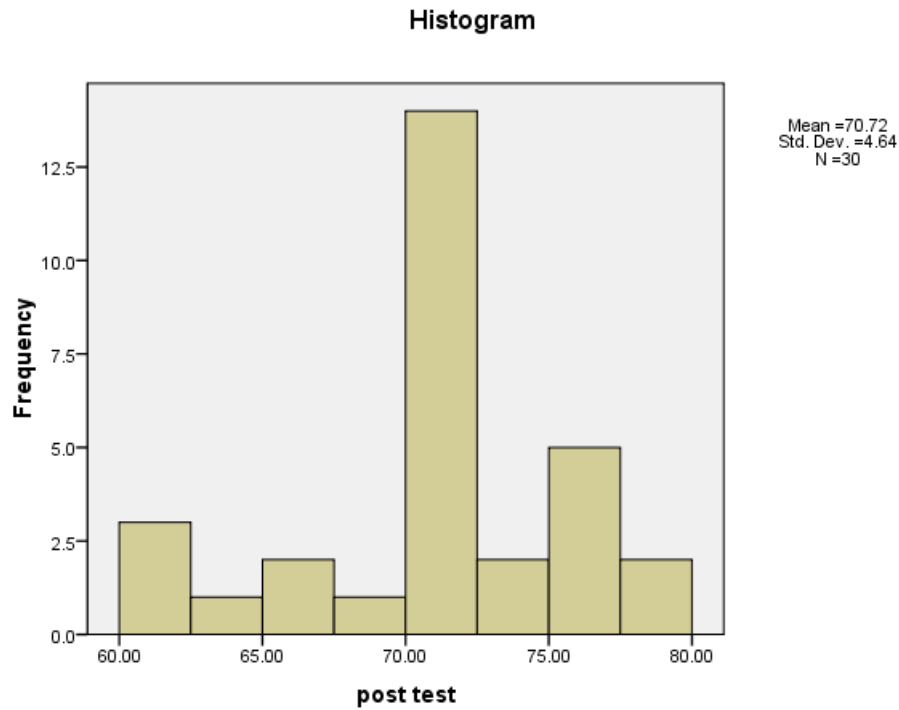
Figure 4
The Graph of Post-test Result in Experimental Class

Based on the figure 4, the mean of post-test in experimental class was 70.72, standard deviation was 4.64, N was 30, median was 71.00, variance was 21.529, minimum score was 61 and maximum score was 78. (See appendix 23)

D. Data Analysis

1. Fulfillment of the assumption

Parametric test are significance test which assume a certain distribution of the data (usually the normal distribution) assume an interval level of measurement and assume homogeneity of variances when two or more sample are being

compared. In order to get a certain distribution of the data, the researcher did some test and homogeneity test.

a. Result of Normality Test

The normality was used to measure whether the data in experimental class and control class has the normal distribution or not. In this research, the researcher used statistical computation by using SPSS (Statistical Package for Social Science) was used in statistical computation for normality test. The test of normality test. The test of normality employed are Kolmogorov- Smirnov and Shapiro Wilk.

The hypothesis for the normality test was formulated as follows:

H_o: the data are normally distributed

H_a : the data are not normally distributed.

While the criteria of acceptance or rejection of normality test were as follows:

H_o is accepted if sig > α = 0.05

H_a is accepted if sig < α = 0.05

Table 5
The Result of Normality Test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Class		Statistic	Df	Sig.	Statistic	Df	Sig.
gain score	experimental class	.118	30	.200[*]	.973	30	.627
	control class	.148	29	.102	.956	29	.260

a. Lilliefors Significance Correction

Based on the table 5, it can be seen that Sig. (P_{value}) for experimental class was 0.200 and for control class was 0.102 and $\alpha = 0.05$. It means that Sig. (P_{value}) > α and H_o is accepted. The conclusion is the data has normal distribution. It is calculated based on the gain of the experimental and control class.

b. Result of Homogeneity Test

After the researcher got the conclusion of normality test, the researcher did the homogeneity test in order to know whether the data is homogenous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*). The test of homogeneity employing Levene's Test.

The hypotheses for the homogeneity test were formulated as follows :

H_o = The variances of the data are homogenous

H_a = The variances of the data are not homogenous

While the criteria of acceptance or rejection of homogeneity test were as follow:

H$_o$ is accepted if sig > α = 0.05

H$_a$ is accepted if sig < α = 0.05

Table 6
The Result of Homogeneity Test

Test of Homogeneity of Variances

gain score

Levene Statistic	df1	df2	Sig.
1.087	1	57	.302

Based on the results obtained in the test of homogeneity of variances in the column, it can be seen that Sig. (P$_{value}$) = 0.302 > α = 0.05. It demonstrated that H$_o$ was accepted because Sig. (P$_{value}$) > α = 0.05. It means that the variance of the data was homogenous.

c. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test was satisfied. Therefore the researcher used the following t-test by independent t-test for hypothetical of test.

The hypothesis formulas are:

H$_a$: There is a significant influence of using Gallery Walk Technique towards students' writing ability of descriptive text at the second semester in the eighth grade of SMPN 5 Terbanggi Besar in the academic year 2018/2019.

H_o : There is a no significant influence of using Gallery Walk Technique towards students' writing ability of descriptive text at the second semester in the eighth grade of SMPN 5 Terbanggi Besar in the academic year 2018/2019.

The criteria of acceptance or rejection of the hypothesis for Hypothetical test was:

H_a is accepted if Sig. < α 0.05

H_o is accepted if Sig. ≥ α 0.05

Table 7
The Result of Hypothetical Test

T	Df	Sig. (2-tailed)
2.163	57	.035

Based on the result obtained in the independent sample t-test in the table 7 that the value of significant generated Sig. (P_{value}) = 0.035 < α = 0.05. So, H_0 is rejected and H_a is accepted. Based on the computation, it could be concluded that there was significant influence of using Gallery Walk technique towards students' writing ability of descriptive text at the second semester of the eighth grade of SMPN 5 Terbanggi Besar in the academic year of 2018/2019.

E. Discussion

The research had been conducted since February 14th, 2019. There were some steps in conducting the research started from pre-test, treatment and post-test.

Before giving treatment, pre-test was managed to know the students' ability before being given treatment. The result showed the difference mean score between experimental class and control class. If the mean of experimental class was 65.18 while the mean of control class was 64.97.

After conducting pre-test, the researcher gave the treatments to the students in three times. At the first treatment which was conducted on February 19th, 2019. The second treatment on, February 20th, 2019. Then, the last treatment was conducted on February 26th, 2019.

After the treatment was given, the researcher gave post-test to measure the student's descriptive text writing ability after treatment was done. The mean score of experimental was 70.72 while the mean score of control class was 67.95. It showed that the students' score in experimental class who were taught by using gallery walk technique was higher than the students' score in control class who were taught by using free writing .

Based on data calculation, the result of the calculation showed that the null hypothesis (H_o) is refused while the alternative hypothesis (H_a) is accepted. The data analysis showed that Sig.(2-tailed) of the equal variance assumed in the independent sample t-test was 0.035, it was lower than $\alpha = 0.05$. It proved that there was significant influence of using Gallery Walk technique towards Students' Writing Ability of Descriptive Text at the Second Semester in the Eighth Grade of SMPN 5 Terbanggi Besar in the Academic Year of 2018/2019.

Based on the explanation above, it can be said that gallery walk technique was helpful way to built the students' descriptive text writing ability. This finding of this research is also relevant to the previous research had been conducting by Aulia Fahmi on Improving Students' Ability in Writing Announcement through Gallery Walk Technique of Eighth Grade at MTs Jam'iyatul Alwashliyah Tembung. Therefore, it can be concluded that there was significant influence of using Gallery Walk Technique towards students' writing ability of descriptive text at the second semester in the eighth grade of SMPN 5 Terbanggi Besar in the academic year of 2018/2019.

In this research, there was a slightly misunderstanding when the researcher did the treatments. If gallery walk technique in experimental class was done by grouping or working together, whereas in control class that used free writing technique was done by individually. Since the gallery walk technique was done by grouping together, the test was also administered to measure the ability of member in each group. It assumed that every member in each group has the same ability in writing. Meanwhile, in free writing technique, the test was given individually. Then, the result showed the writing ability of every student. It can be said that the using of gallery walk technique and free writing technique at the same time was quite unfair. Since there were some procedural differences between these two techniques, the result of the test was also different. The students who were taught by using gallery walk technique got the higher score than the students who were taught by using free writing technique.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research and analyzing the data, the researcher concluded that there was a significant influence of using Gallery Walk technique towards students' writing ability in descriptive text. It was proven by looking at the result of the data calculation in previous chapter where null hypothesis (H_o) was rejected, an alternative hypothesis (H_a) was accepted, it means that Gallery Walk Technique could give a significant influence towards students' writing ability in descriptive text. The result could be seen from Sig. (2-tailed) of the equal variance assumed in SPSS table where the Sig. (2-tailed) is 0.035. It was lower than $\alpha = 0.05$ and it means that H_o was rejected and H_a is accepted.

Based on the result of the data analysis, the researcher concluded that there was a significant influence of using Gallery Walk technique towards students' writing ability in descriptive text at the second semester of the eighth grade of SMPN 5 Terbanggi Besar in the academic year of 2018/2019.

B. Suggestion

In reference to the conclusion above, the researcher proposed suggestion as follows:

1. Suggestion to the Teacher

   a. The teacher should be more careful in monitoring the students', because setting the classroom is more complicated. So, the teacher should be more active in the class.

   b. As the teacher, they have to understand what the students' need, especially in writing. They must also know their difficulties, problems from the students and the way to solve them.

2. Suggestion for the Students

   a. The students should focus when teaching and learning descriptive text. They should not chitchat with others or be noisy during teaching and learning process. So, they can focus to hear and follow the teachers' direction.

   b. The students should be more active and be motivated to learn and increase their writing habit especially writing descriptive text at school or out of school.

3. Suggestion for the next Researcher

   a. In this research, the researcher used Gallery Walk technique to teach writing descriptive text. For the next, the other researcher can conduct this technique in different genre of text or other English skill.

   b. In this research, the researcher did the research at junior high school at the eighth grade. The next researcher can do it with different grade.

Documentation of the Research

The researcher gave the pre-test in experimental class

The researcher gave the pre-test in Control class

The students made a descriptive text in a group

The students gave comment to the other groups' work

The researcher gave the post-test in experimental class

The researcher gave the post-test in control class