IMPROVING STUDENTS' ABILITY IN WRITING THROUGH GALLERY WALK TECHNIQUE OF EIGHTH GRADE AT SMP SWASTA DARUL IMAN KUTACANE, ACEH

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Abstract

The purpose of this research was to improve students' ability in writing through the Gallery Walk technique for class VIII students at SMP Darul Iman Kutacane, Aceh. This research was conducted on students of class VIII-B SMP Darul Iman Kutacane, Aceh by involving 30 students through the Gallery Walk technique using classroom action research by applying both techniques, namely quantitative with tests and qualitative with interviews and observations. This research was divided into two cycles, namely pre-test, and post-test I. The results showed the students' ability at writing before using the gallery walk technique was low, the mean score of the pre-test (54.13). The percentage of the students who got point 70 in pre-test was 0% or none of students passed the KKM. Meanwhile, after applying the gallery walk technique in cycle II the mean score of the post-test (84) and the percentage of the students who got point 70 in post-test was 100% or all students passed the KKM.

Keywords: Gallery walk, writing ability, student's ability

BACKGROUND OF STUDY

English is a subject that must be learned from every level of education in Indonesia with the aim of developing language empathy skills: listening, speaking, reading, and writing. One of the vital skills to be mastered by students is writing in English. Where writing is the ability to express ideas. In line with Hogue "writing is the process of creating, organizing, and polishing by applying language elements such as vocabulary, content, grammar, spelling simultaneously (Hogue, 2000).

In addition, the position of English as a foreign language for Indonesian students makes writing lessons more difficult for them. As a result, students may have difficulty in carrying out this activity because it involves multifaceted processes such as generating certain feelings or impressions, setting, scripting, and refinement (Hogue, 2009).

Apart from speaking, writing is a way to communicate with one another. According to Tarigan in Asmayana (2015: 1) writing is a language skill used in direct communication. Writing can be used by people through letters, massage, etc. This means that writing is very important for students to learn. There are some students' problems in writing skills. One of the obstacles in writing English for students is lack of vocabulary, laziness, motivation and many more. In this case, the researcher must think of several attempts to solve the problem using the Gallery Walk technique.

"Gallery Walk is a discussion technique that gets students out of their chair and actively involved in synthesizing important science concepts, writing, and public speaking". In this technique, the researcher will divide the students into five groups. Each group will rotate and answer some

questions based on the announcement given. Here, the group will practice as a small group discussion. After they have finished answering all questions, there will be a class discussion. By using Gallery Walk, each group can also leave a comment or feedback to other groups' works (Mark, 2006).

In writing, we need a good idea in order to produce a composition or written material (Syamsuri, Muhsin & Nurmayani, 2016).

If students do not have ideas, they will get bored and disinterested in writing. For writing subject, students must have ideas about what they will write and how far they know about the topic (Patel & Jain, 2008); sometimes they have to choose one theme and then decide on one topic, finding the appropriate word to express an idea (Anderson & Anderson, 1997).

As experienced by every writing teacher, students often worried about the prospect of writing in English (Gerlach, 1994). They worry about writing paragraphs almost as much as a longer research paper in English (Patel, 2008).They are worried about expressing their ideas clearly within the limits of correct usage, grammar, spelling, and punctuation (Byrne, 1986).

Often in their early years of language learning, there is little focus on the creative aspects of writing as exams generally focus more on grammar, spelling, or punctuation. Because of this, students develop a fear of writing and think that everything they write is full of mistakes (Derewianka, 2004).

In line with the background of the study, the writer formulates the research question as follows:
1) How is the students' ability in writing announcement before using gallery walk at Eight Grade at SMP Swasta Darul Iman Kutacane, Aceh?
2) Is there significant improvement Student's ability at writing announcement after using gallery walk at Eight Grade at SMP Swasta Darul Iman Kutacane, Aceh?

RESEARCH METHODS
This research was conducted at Darul Iman Private Junior High School Kutacane, Aceh. In this research classroom action research (CAR) is a method used by research. It is kind of research that is conducted in the classroom by a teacher. This research can offer new ways and procedures to improve and increase teacher professionalism in teaching learning process and students' learning result. According to Arikunto, action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence and situation (Arikunto, 2008). Classroom Action Research (CAR) is an action research conducted by teachers in the classroom. Action research is essential a series of "research action - research - action". Which carried out the cycle, in order to solve the problem, the problem was solved. There are several types of action research, two which are individual action research and collaborative action research (CAR). Thus, CAR can mean to things, namely lassroom action research and collaborative action research both refer to the same thing (Aqib, 2006).

The research employed two instruments for collecting data:
1. Test
The test was used to measure the students' writing skills through Transition-Action-Details Strategy. It was done to know the improvement of writing skills of students. The test was given at the end of cycle one. Then, at the end of cycle two, a test was given again as the last evaluation test. From that last test, the author knew the improvement of students' writing skill.

2. Observation sheet
It was aimed to collect data about the students' participations in teaching learning process through Transition Action-Details Strategy.

Figure 1. The Cycle of Classroom Action Research
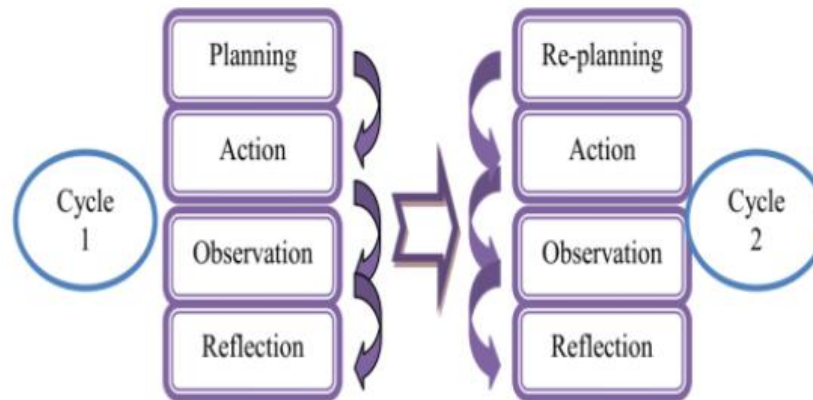
The data in the CAR from the score was analyzed using the following formula: a) To find out the mean score of the students' writing test through TAD Strategy, the author used the following formula:

$$\bar{x} = \frac{\sum x}{N}$$

Note   :

$\bar{x}$ = Mean Score

$\sum x$ = Total Score

N   = Number of Subject (Gay, 1981).

b) To know the class percentage of students got score 70 that's using the following formula:

$$P = \frac{R}{T} \times 100\%$$

Note:

P : The percentage of students who get the point
(≥70)
R: The number of students who get the point up
(≥70)
T: The total number of students who do the test (Hatch and Hassen in Ike 2007: 26).
T: The total number of students who do the test (Hatch and Hassen in Ike 2007: 26).

RESULT AND DISCUSSION
1. The result of Pre-Test

Table 1. The Result of Pre-Test

No.	Students	Writing Score
1.	Student 1.	56
2.	Student 2.	52
3.	Student 3.	64

4.	Student 4.	56
6.	Student 5.	40
6.	Student 6.	44
7.	Student 7.	44
8.	Student 8.	40
9.	Student 9.	60
10.	Student 10.	52
11.	Student 11.	40
12.	Student 12.	48
13.	Student 13.	48
14.	Student 14.	44
15.	Student 15.	48
16.	Student 16.	56
17.	Student 17.	60
18.	Student 18.	60
19.	Student 19.	56
20.	Student 20.	60
21.	Student 21.	56
22.	Student 22.	64
23.	Student 23.	56
24.	Student 24.	52
25.	Student 25.	56
26.	Student 26.	56
27.	Student 27.	68
28.	Student 28.	64
29.	Student 29.	60
30.	Student 30.	64
The Total Score		**1624**
The Average Score		**54,13**

From the table above it is shown that the result students' score in English writing skill is not more than seventy score with total score is 1624. They just can achieve for sixty eight and the total average score is 54.13 from 30 students. Thus, there were no students passed minimum completeness criteria is 70. Therefore, the researcher decided to use the gallery walk technique to increase the level of scores obtained during the pre-test to cycle 1, namely the post-test.

2. The Result of Post Test
After researcher carried out the second cycle using an effective media, namely gallery walk in this research. Researcher asked students to make English stories using gallery walk to improve their writing skills. The researcher asked them to make a story using their own sentences that had been studied previously with some vocabulary shared previously and then written using a gallery walk. From there, researchers could assess their writing skills. Afterwards, the written story was asked to tell their friends about the story and they had to listen to it and answer the questions previously made related to the story. So, from this cycle, English students' writing skills have improved. Researchers only need two cycles to improve students' writing skills.

Table 2. The Result of Post-Test

No.	Students	Writing Score
1.	Student 1	88
2.	Student 2.	88
3.	Student 3.	88
4.	Student 4.	92
6.	Student 5.	84

6.	Student 6.	76
7.	Student 7.	80
8.	Student 8.	88
9.	Student 9.	80
10.	Student 10.	84
11.	Student 11.	80
12.	Student 12.	88
13.	Student 13.	76
14.	Student 14.	88
15.	Student 15.	88
16.	Student 16.	72
17.	Student 17.	84
18.	Student 18.	88
19.	Student 19.	92
20.	Student 20.	72
21.	Student 21.	76
22.	Student 22.	84
23.	Student 23.	92
24.	Student 24.	84
25.	Student 25.	92
26.	Student 26.	80
27.	Student 27.	80
28.	Student 28.	84
29.	Student 29.	84
30.	Student 30.	88
The Total Score		**2520**
The Average Score		**84**

From the table above it could be analyzed that there is an increase in students' writing skills when using the gallery walk. The students have achieved a minimum score of 72 and a maximum of 92, with a total score of 2520 and an average of 84. So, the researcher decided to end the research in cycle I only.

3. The class percentage of students got score 70 in Pre-test

P = $\frac{0}{30} x$ 100%

P = 0%

From the table above, it could be seen that none of the students met the KKM, which was 70 at the time of the pre-test or before applying the gallery walk. Thus, it appears that students still have difficulty in English writing.

4. The class percentage of students got score 70 in Post-test

P = $\frac{30}{30} x$ 100%

P = 100%

From the table above, it could be seen that 30 of the students or all students met the KKM, which was 70 at the time of the post-test after applying the gallery walk in the class or before applying the gallery walk. Thus, the gallery walk successed improved students' English writing skill.

CONCLUSION AND SUGGESTION
CONCLUSION
After analyzing the data, it could be concluded that:

1. Gallery walk technique could improve the students' writing skill Eighth Grade at SMP Swasta Darul Iman Kutacane, Aceh
2. The students' ability at writing before using gallery walk technique was low, the mean score of the pre-test (54,13). The percentage of the students who got point ≥70 in pre-test was 0% or none of students passed the KKM. Meanwhile, after applying the gallery walk technique in cycle II the mean score of the post-test (84) and the percentage of the students who got point ≥70 in post-test was 100% or all students passed the KKM.

SUGGESTION
Based on positive research results, it shows that the use of the gallery walk technique can improve students' writing skills. Some suggestions for learning English are proposed as follows:

1. For English teachers, it is better to apply the gallery walk technique as an alternative teaching and to vary the teaching-learning process so that students feel enthusiastic.
2. For students, the use of the gallery walk technique can improve students' ability to write announcements. It is recommended for other researchers to use the gallery walk technique as a reference in teaching writing

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