

**THE INFLUENCE OF USING GALLERY WALK STRATEGY
TOWARDS STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT
TENTH GRADE STUDENTS OF SEKOLAH ALAM LAMPUNG IN
THE ACADEMIC YEAR OF 2020/2021**

**A Thesis
Submitted as a Partial Fulfillment of
The Requirement for S1-Degree**



By:

Evi Tamara

NPM: 1611040244

Study Program : English Education

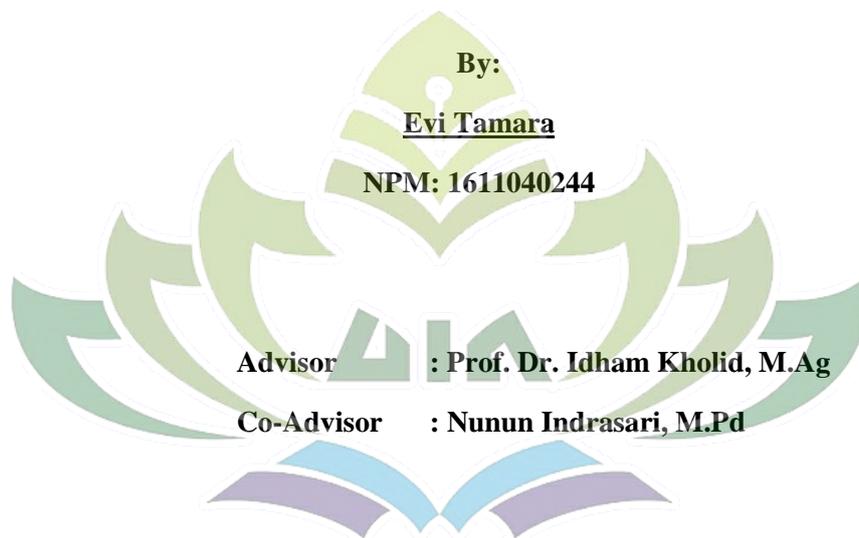
**TARBIYAH AND TEACHER TRAINING FACULTY
ISLAMIC STATE UNIVERSITY OF RADEN INTAN
LAMPUNG**

2021

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2021

ABSTRACT

THE INFLUENCE OF USING GALLERY WALK STRATEGY TOWARDS STUDENTS' ABILITY IN WRITING NARRATIVE TEXT AT TENTH GRADE STUDENTS OF SEKOLAH ALAM LAMPUNG IN THE ACADEMIC YEAR OF 2020/2021

By :

Evi Tamara

The purpose of this research was to know whether there was a significant Influence of gallery walk strategy towards Students' Ability in Writing Narrative Text at Tenth Grade Students' of Sekolah Alam Lampung in the Academic Year of 2020/2021. Writing is one considered the difficult skill for language learners, because writing as process to construct some assessment of writing such as content, organization, vocabulary, language and mechanics.

Gallery walk strategy is strategy for teaching writing which includes three steps analyzing, discussing and writing. Based on preliminary research it showed the students' writing ability at the tenth grade of Sekolah Alam Lampung were still low. It can be seen from the writing score which shows that there were 56.67% of the students who got score under the criteria of minimum mastery.

In this kind of quantitative research, the researcher employed pre-experimental design, one group pre-test and post-test. The population of this research was the tenth grade of Sekolah Alam Lampung. The sample was X IPA as an experimental class, consist 30 students. The researcher took the sample by using cluster random sampling. There are two sessions when applied this strategy in experimental class, 15 students for session one and 15 students for session two. In collecting the data, the researcher used writing test for pre-test and post-test. After giving post-test the researcher analyzed the data by using SPSS to count paired t-test.

After doing the hypothetical test, based on the data anlysis computed by SPSS, the result of paired t-test where t_{observed} was 17.109 and t_{table} was 2.028. Which means that t_{observed} is higher than t_{table} $17.109 \geq 2.028$. The result means there is influence of using Gallery walk strategy towards students' writing ability in narrative text at the second semester of Sekolah Alam Lampung in the academic year 2020/2021.

Keywords: Gallery Walk Strategy, Pre-Experimental Design, Writing Ability

DECLARATION

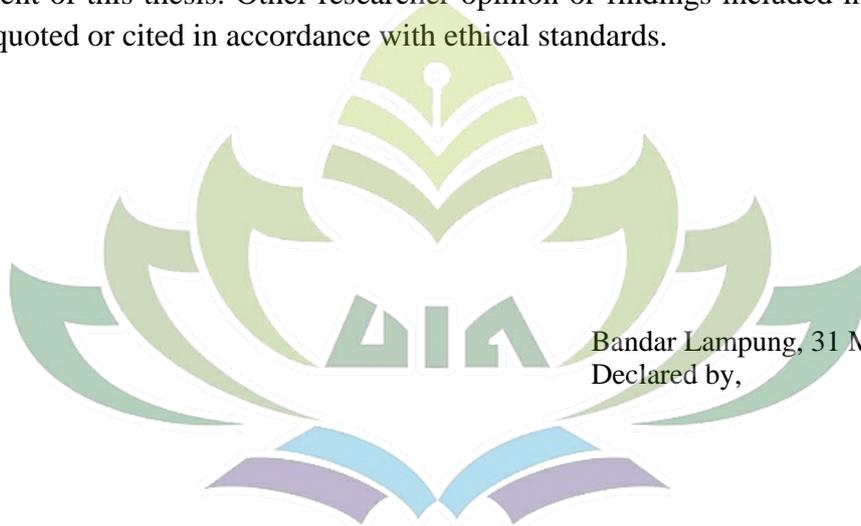
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Cerify this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other researcher opinion or findings included in this thesis are quoted or cited in accordance with ethical standards.



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MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

“Nun. By the pen and that which they write.” (QS. Al Qalam:1)¹



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

DEDICATION

This thesis dedicated to:

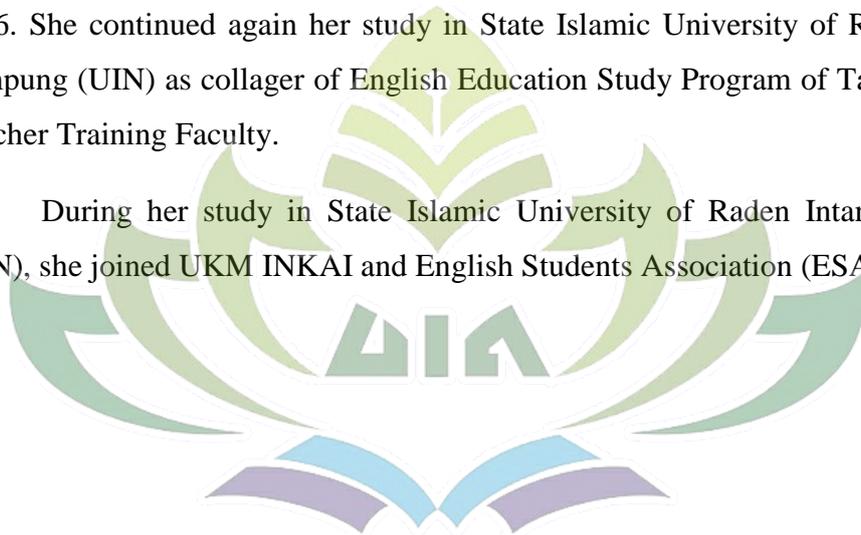
1. Allah SWT who always gives me hopes that i can not even imagine to finish this thesis.
2. My beloved parents: Mr. Idwin and Mrs. Masroh who always gave best prayed and supported me in my study and my life.
3. My Brother: Andanan Zidan who always give me love and support for finishing this thesis
4. My beloved lecturers and almamater UIN Raden Intan Lampung, who made me grow up and have contributed much for my self-development.
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6. English Education class E has been being my biggest support since 2016 until now.
7. My Beloved almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

Evi Tamara was born in Lampung April 26th 1998. She is the first child of romantic couple, Mr. Idwin and Mrs. Masroh. She has one brother namely Andanan Zidan.

SDN Semanan 03 Jakarta Barat is her primary Education and graduated on 2010. Then, she continued to Junior High School of SMPN 225 (SSN) Jakarta Barat and finished on 2013. After she graduated from Junior High School on the same year she was accepted to SMK Kartika X-1 Jakarta Barat and graduated on 2016. She continued again her study in State Islamic University of Raden Intan Lampung (UIN) as collager of English Education Study Program of Tarbiyah and Teacher Training Faculty.

During her study in State Islamic University of Raden Intan Lampung (UIN), she joined UKM INKAI and English Students Association (ESA).



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First of all, all praise is due to Allah, the most merciful, the most beneficent for His blessing and mercy given to the researcher during her study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness. This thesis entitled “The Influence of Using Gallery Walk Strategy towards Students’ Ability in Writing Narrative Text at Tenth Grade Students of Sekolah Alam Lampung In The Academic Year of 2020/2021” is presented to English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students’ task in partial fulfillment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people. Therefore the researcher would like to express the deepest sense of gratitude to:

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Finally, nothing is perfect and neither in this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, May 31st 2021
The Researcher,

Evi Tamara
NPM.1611040244



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CHAPTER I

INTRODUCTION

A. Background of the problem

Language is a means of communication. People can communicate with each other by using language. As an international language, English has been used by most people from different nations around the worlds to express their ideas, thoughts and desire communicate in spoken or in written forms.

In the process of teaching English we must mastered the four skills of teaching English namely listening, speaking, reading and writing. Writing (as one of the four skills of listening, speaking, reading and writing) has always formed part of the syllabus in the teaching of English. It means that learning English is part of a lesson in formal education from elementary to high school. Writing skill is a component of language skill with important role in human life. Through writing activity, an individual can express his idea and thought to achieve purpose and objective. For that reason, writing skill is the language skill considered as most difficult to master compared with other skills.

According to Nunan writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people.¹ Writing can also make us think how an idea can be put into good writing. Through writing we can also make a work that is indeed the result of our own writing.

¹David Nunan, *Practical English Teaching*, (America: McGraw Hill Companies, 2003), P. 88

Harmer said that, writing is away to produce language and express idea, feeling and opinion. Furthermore he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities.² In writing we must also be able to pay attention to the general structure of the writing guide so that the writing can be good and can be read by the readers.

The writing skill difficulties are one of the most significant problems that affect not only native English speakers, but also hundreds of students that are learning English as a second or foreign language around the world. The fact that the latter do not have interest in the Composition field leads them to be poor writers, have low scores in their courses, increase the errors in their homework, write run-on sentences and create incoherent paragraphs.³

According to Meyers, narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.⁴

Based on the pre- research data obtained on 19th February 2021, by interviewing the English teacher, Paridah, S. Pd at Sekolah Alam Lampung, the researcher found some problems in teaching writing. Paridah, S. Pd said the problem is the students are also less control vocabulary in English and

²Jeremy Harmer, *How to Teach Writing*. (Longman: Pearson Education Limited, 2004), P. 31.

³Lamberg, W. J, *Major problems in Doing Academic Writing*, (New York: College Composition and Communication, 1975).

⁴ Meyers, allan, *Gateways to Academic Writing: Effective Sentences Paragraph and Essay*, (New York: Longman, 2005), P. 52.

also in grammar. From the results of interviews with the teacher, she said that the problem of writing is the students did not have much vocabulary to write, some children already have a lot of vocabulary but many others still do not have enough vocabulary because they are lazy to open a dictionary and would rather ask directly with the teacher. The writing is still lacking, the grammar is still difficult and they are still difficult to distinguish plural and singular so writing for them is very difficult. In writing they have to write the word by word correctly and must be repeated so that there are no errors in the writing process and the teacher used text book in the school because they learn that all skills are not focused on one skill.⁵

In doing preliminary the researcher indicates that the students score in writing narrative text on Table 1:

TABLE 1
The Students' Writing Narrative Text Score at Sekolah Alam Lampung in Academic Year 2020/2021

NO	CLASS	SCORE		TOTAL
		≤75	>75	
1	X IPA	15	15	30
2	X IPS	18	12	30
TOTAL		34	26	60
PERCENTAGE		56,67%	43,33%	100%

Source: English teacher's document of Sekolah Alam Lampung in the Academic Year 2020/2021.

From table 1, there are so many students got a minim score of English score that was still less based on students writing score where the standard

⁵Interview with Teacher in Sekolah Alam Lampung, Paridah, S.Pd.

score is 75. The students of the tenth grade still had problems in learning English especially in writing. The problem are students have less of motivation to learn English because the technique that the teacher used is monotonous in which the technique that teacher used is free writing. The students have to always follow the teacher rules, the teacher never give the students an opportunity to be active in the class.

The researcher choose narrative text because this text is available at the second semester of the tenth grade in syllabus. In conducting the research, the material should be appropriated to the material of teaching learning in classroom. In narrative text the students are able their ideas. It means that the students use their imagination and knowledge in their writing so, the students can feel more comfortable in writing. To help students interested in learning English and changing the mindset of students who consider that English is unattractive and very difficult and then the researcher will use a strategy.

There are several strategies for writing narrative text, one of which is the gallery walk strategy. A gallery walk strategy is a student engagement activity where groups of students interact with different stations set up around the classroom. At each station there is a question written on a large sheet of butcher paper or poster board that students have to think critically about to answer. Students usually write their response on a sticky note or directly on the large sheet of paper and then continue to the next station. At the end of the walk, a student at each station reviews what is written on the poster board/butcher paper.

Gallery walk strategy can be used as a solution to problems in writing because the existence of these strategies can make students want to read and write what has been read with good vocabulary and general structure. Therefore, learning to use this strategy can make students write more carefully and precisely.

On the previous research by Fuad with the title *The use of Gallery Walk Strategy to Improve Students' Writing Skills at The Twelfth Grade Student of MA NU 03 Sunan Katong Kaliwungu in The Academic Year 2017/2018 Graduating Paper* the result is the technique encourages students to speak and write the language of earth science rather than just hearing it from the instructor. In addition to addressing a variety of cognitive skills involving analysis, evaluation, and synthesis, Gallery Walk has the additional advantage of promoting cooperation, listening skills, and team building.⁶

The result of previous research by Lestari with the title *The Effect of Gallery Walk Strategy on the Students' Ability in Writing Descriptive Paragraph at MAS Al ITTIHADIIYAH* is a Gallery walk holds a variety of benefits for students and teachers alike. The gallery walk is a powerful opening, closing, or review activity. In this activity, participants write on various pieces of chart paper that they have taped to the training room walls. Through a gallery walk, the students are able to learn from one another and from their own previous knowledge. The strategy serves many different types of students' "intelligences and many different ways in which students learn. It

⁶Fajar Nurliana Fuad, *The use of Gallery Walk Strategy to Improve Students' Writing Skills at The Twelfth Grade Student of MA NU 03 (Sunan Katong Kaliwungu in The Academic Year 2017/2018 Graduating Paper)*, P, 20.

serves the kinesthetic learner, because it involves walking around and other movement, it serves the interpersonal learner, because it includes small group interaction, and it serves the verbal/linguistic learner, because it includes discussion and written answers.⁷

Mulyani has done the research with the title Teaching Written Announcement through Gallery Walk Strategy. The result showed that the advantage of this strategy is its flexibility. It can be organized for a simple 15-minutes ice breaker or a week-long project involving graded oral or written reports. It can be used with introductory or advanced material and with a variety of class sizes. Finally, a Gallery Walk gives chance to move around the classroom, directing their focus and interrupting the lethargy that sometimes results from being seated for long periods.⁸

From the background of the problem, the researcher is interested in conducting a entitled "The Influence of Using Gallery Walk Strategy Towards Students' Ability In Writing Narrative Text at Tenth Grade Students of Sekolah Alam Lampung In The Academic Year of 2020/2021".

B. Identification of the problem

Based on the background of the problem, researcher identify the problem as follow:

1. The students ability in writing is very low.
2. Students have difficulty in writing because of lack vocabulary.

⁷Desi Lestari, *The Effect of Gallery Walk Strategy on the Students' Ability in Writing Descriptive Paragraph* at MAS Al ITTIHADIAH (UIN-SU Medan), P. 30.

⁸A'in Ratna Mulyani, *Teaching Written Announcement Through Gallery Walk Technique*, (Semarang State University, 2014), P. 20.

3. Grammar preparation is difficult so that makes students difficult in writing.

C. Limitation of the problem

Based on the background and identification of the problem above, the researcher will focus on writing narrative text with the title “The Influence of Using Gallery Walk Strategy Towards Students’ Ability In Writing Narrative Text at Tenth Grade Students of Sekolah Alam Lampung In The Academic Year of 2020/2021”

D. Formulation of the problem

From the identification and limitation the researcher formulate the problem as follow: “Is there any significant influence of using Gallery Walk Strategy towards students’ ability in writing Narrative Text at Tenth Grade Students of Sekolah Alam Lampung In The Academic Year of 2020/2021?”

E. Objective of the research

The objective of the research is to know whether there is significant influence of using gallery walk strategy toward students’ ability in writing narrative text at Tenth Grade Students of Sekolah Alam Lampung in The Academic Year of 2020/2021.

F. Uses of the research

1. Theoretically

The result of the research will be expected to be used to support the theory which will be explained in the next chapter about increasing students writing ability through using Gallery Walk Strategy.

2. Practically

The result of the research may become new information for English teacher about how to increase student's ability in writing class by using Gallery Walk Strategy.

G. Scope of the research

1. Subject of the research

The subject of this research is the student at the second semester of the tenth grade of Sekolah Alam Lampung.

2. The object of this research

The object of the research is the use of Gallery Walk Strategy and students' writing Narrative Text.

3. Place of the research

The research was conducted at Sekolah Alam Lampung.

4. Time of the research

The research was conducted at the second semester in the academic year of 2020/2021

CHAPTER II

LITERATURE REVIEW

A. Writing

1. Definition writing

Writing is one of the skills in English which requires a lot of vocabulary so that it can be a good writing. Writing is also a means of expressing our feelings, thoughts or ideas. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

According to Brown “writing is a skill that is the exclusive domain of scribes and scholars in educational or religious institutions. As the basic of learning those skills, the role structure and vocabulary are very crucial”.⁹ It means in writing we also have to pay attention to role structure and vocabulary, we cannot arbitrarily write without knowing how to write it.

Nunan said that “writing is needed to communicate with others who are removed in time and space, or is used for those occasions on which a permanent or semi-permanent record is required”.¹⁰ It means that writing

⁹ Brown, H. Douglas, *Language Assessment Principles and Classroom Practices*, (New York: Longman, 2004), P. 218.

¹⁰Nunan, David, *Introducing Discourse Analysis*, (London: Penguin English, 1993), P. 187.

is also needed to communicate with other people without knowing the limitations of space and time.

Harmer stated that “writing is away to produce language and express idea, feeling and opinion. Furthermore he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities”.¹¹ In writing we must also be able to pay attention to the general structure of the writing guide so that the writing can be good and can be read by the readers.

From all the statements above it can be concluded that writing is an efficient learning process which is utilized to communicate information, clarify thinking, and learn new concept and information, also the role structure and vocabulary are very crucial. Because writing is needed to communicate with others without knowing the limitations of space and time.

2. Writing Ability

When we discuss about the definition of writing ability to the approaches to the teaching of writing, it is not plausible to find “the” writing ability which is accepted and agreed amongst all researchers and practitioners of English writing. Since writing ability is multifaceted in its own right, any approach and accordingly its definition of writing ability cannot be thorough and comprehensive in its own right.

¹¹Jeremy Harmer, *How to Teach Writing*. (Longman: Pearson Education Limited, 2004), P. 31

Each approach and definition has its own merits and demerits, depending on which facet it mainly focuses on among complex aspects of writing. Some approaches in teaching writing can be grouped into two groups: the product approach vs. the process approach. It appears, however, appropriate to classify them into three approaches, Writing ability is then defined as technical competence to arrange and produce written form in which the writer uses certain of variables. As Peha states that writing is the communication of content for a purpose to an audience.¹²

Based on the explanation above, it can be concluded that writing ability is the most difficult skill for the English learners as the second language to master. Writing can be said as a process of giving and putting idea or message into words. In short, the successfulness in writing is depend on how much the readers can understand what the writer's mean. So, to be a good writer is not easy because a writer must pay attention to principal purpose or writing and also must consider the aspects of writing in his writing.

¹² Steve Peha, *A Journal: The Writing Teacher's Strategy Guide* (online), Retrieved on September, 9 2019 at 7:39pm from <http://www.ttms.org>.

3. Aspects of Writing

According to Harris there are five aspects of writing such as:

1. Grammar

Grammar is employment of grammatical form and syntactic pattern. It means that sentence is another aspect that should be considered.

2. Form (organization)

Form means the organization of the content. We should clarify our idea and make it clear. So, the reader can deduce some organization well. Organization means there is a communication between the reader and the writer.

3. Vocabulary

Vocabulary is the important aspect in teaching a language. Vocabulary refers to the selection of words which are suitable with the content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he/she can. As a general rule, clarity should be his/her prime objective.

4. Mechanic

Mechanic refers to the use of conventional graphic of the language, i.e., the step of arranging letters, words, paragraphs, by using knowledge of structure and some others related to one another. We have to pay attention to the use of the punctuation and applying of the word of sentences.

5. Style

Style means the choice of structure and lexical items to give a particular tone to the writing. It should be noted that the choice of lexical item to be used in writing must be accordance with the readers.¹³

4. Process of Writing

According to Anthony Seow cited by Jack C. Richard “Writing process as a private activity may be broadly seen as comprising four main stages: planning, drafting, revising and editing.”¹⁴

1) Planning (Pre-Writing)

Pre-Writing is any activity in the classroom that encourages students to write. It moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. When planning, writers have to think about three main issues, there are:

- a) They have to consider the purpose of their writing since this will influence not only the type of the text they wish to produce, but also the language they use, and the information they choose to include.
- b) Experienced writer think of the audience they are writing for, since this will influence not only the shape of the writing but also the choice of language.

¹³Harris, *Language Assessment*, (New York: Longman , 1979), P. 68.

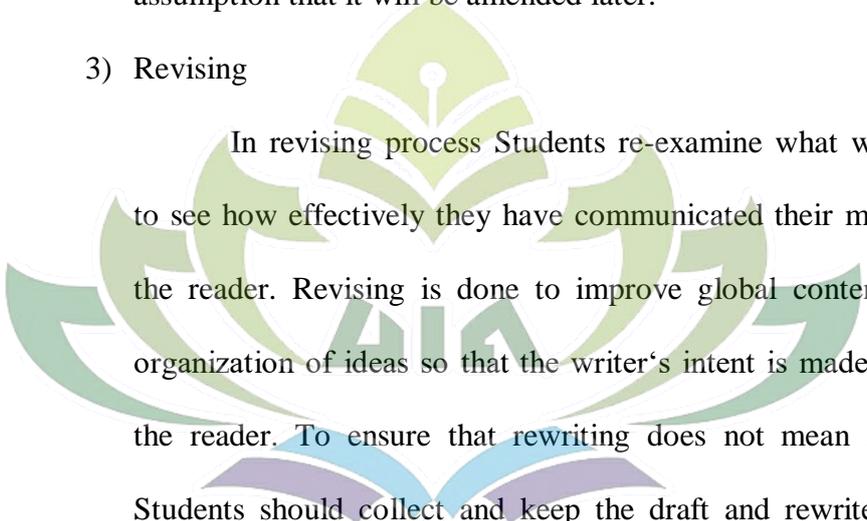
¹⁴ Jack C. Richards, *Methodology in Language Teaching*, (USA: Cambridge University Press), p. 315-318

c) Writers have to consider the content structure of the piece – that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

2) Drafting

At drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. This first “go” at a text is often done on the assumption that it will be amended later.

3) Revising



In revising process Students re-examine what was written to see how effectively they have communicated their meanings to the reader. Revising is done to improve global content and the organization of ideas so that the writer’s intent is made clearer to the reader. To ensure that rewriting does not mean recopying. Students should collect and keep the draft and rewrite. Another activity for revising, students work in pairs to read aloud each other’s drafts before they revise.

4) Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer’s work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like. Formal

editing is deferred till this phase in order that its application not disrupts the free flow of ideas during the drafting and revising stage. We have to know the step of writing before we start to write, each step has the different purpose. The researcher concluded that writing is an activity of developing ideas and feelings to produce an arrangement sentence.

5. Concept of Teaching Writing

Writing is one of the language skills in English that should be required by the students. In the word, the role of the teacher is very important to help the students to master the writing skill. Therefore, teaching writing to students of English is more important than other language skills, teaching or learning how to write successfully gets even more complicated and challenged for both language teachers and students. However, many teachers agree that in the classroom, writing should be given much attention as reading, speaking and listening.

It means that teaching writing text beside very important; however, learning it is not easy because the students should learn some of components namely; structure, spelling, punctuation. The teacher can teach writing easily to make students feel viable to learn. Good performance can help the teacher to send material perfectly. Brown states that there are five types of writing class performances:

1. Imitative, or writing down

Beginning level of learning to write, students will simply “writing down” English letters, word, and possibly sentence in order to learn the convention of the orthographic code.

2. Intensive, or controlled

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

3. Self-writing

As significant proportion of classroom writing may be devoted to self-writing or writing with only the self in mind as an audience.

4. Display writing

It was noted earlier that writing the second curricular context is a way of life. For all language students, short answer exercise, essay examination, and even research reports will involve an element of display.

5. Real writing

While virtually every classroom writing task will have an element of display writing in it, the same classroom writing aims at the genuine communication of message to an audience in need of those message.

There are subcategories illustrate how reality can be injected:

1. Academic
2. Vocational/technical
3. Personal¹⁵

When teaching writing in the classroom, has come activities in learning. The teacher not only ask her students to write sentence or composition, but also focus on refers to activity in language practice an make them more active. For example the teacher ask them to write dialog with their partner. It makes the students get ideas or suggestion from the other students.

Teaching writing does not only teach how to develop ideas in writing, but also need a serious attention of how to write English sentence grammatically and systematically. Thus teaching writing will be good if the teacher ability is being improved.

B. Gallery Walk Strategy

1. Definition

Gallery walk is a strategy where students can see other people thinking and working. They work together in small groups to share ideas and respond to meaningful questions, images, and problem-solving situations. Gallery walk is also a strategy that allows the students to share their ideas with others. It can make the students to explore their own thinking become the better one.

¹⁵ H. Douglas Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, Second Edition, (Longman, Inc), p. 343-346.

According to Francek “Gallery Walk is a discussion technique that gets students out of their chairs and actively involved in synthesizing important science concept, writing, and public speaking”.¹⁶ It means the Gallery Walk helps students to be more active in learning in the classroom.

Hosseinali said “Gallery Walk is a cooperative learning strategy in which the instructor devises several questions/problems and posts each question/problem at a different table or at a different place on the walls (hence the name "gallery")”.¹⁷ This strategy helps students to be more active and think more about how they solve a problem.

Furthermore according to Malizia, ES “Gallery walk is an active teaching strategy that gets students out of their seats and moving around the classroom to different learning stations that display artifacts related to the class activities”.¹⁸ This makes the learning not boring so students can understand what they have learned at school.

The researcher can conclude that Gallery walk is an active teaching strategy that gets students out of their seats and moving around the classroom to different learning stations. Gallery Walk Strategy makes the student more active and think more in learning in the class and makes the learning not boring.

¹⁶Francek, Mark, *Promoting Discussion in the Science Classroom Using Gallery Walks*, (Journal of College Science Teaching, 2006), P. 27-31.

¹⁷Hosseinali, *Integrating gallery walk and wikis in a synergetic instructional activity: an exploratory study of student's perceptions*, (University Sains Malaysia, 2007), P. 35.

¹⁸Malizia, ES, *Pedagogical practice- Gallery Walk* (Cambridge University Press, 2015), P. 43.

2. Procedure of Gallery Walk Strategy

Some experts suggest some steps in applying this strategy in teaching writing. However the writer choose one of the procedures. according to Bowman explain that gallery walk strategy can be applied through these following steps:

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.
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.
6. Finally they discuss the activity with the whole group.¹⁹

Based on statement above the researcher modify procedure by Bowman as a follow:

1. The teacher asks the students some questions related to the gallery walk.
2. The teacher and the students discuss how to use the gallery walk in writing activity.
3. The class is divided into five groups.

¹⁹Bowman, 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.

4. In class there will be five stations, each station will be provided with example of narrative and question.
5. Each groups will rotate from station one to five to answer all questions based on the example of narrative on the answer sheet in a given time.
6. After all groups have finished rotating and answering all questions, there will be class discussion.
7. Then, still in groups, students try to make a narrative.
8. After that, they stick their group works on the wall.
9. Nearly similar to the activity they have done before, each group visits the other group works. However, this time they don't answer the questions but they give feedback or comment to the other group's works.
10. Then they go back to their desks and do a class discussion.
11. Individually, students try to make their own narrative. Their individual assignment will be assigned as a post-test of galley walk strategy.

3. Advantages and Disadvantages of Gallery Walk Strategy

- 1) Advantages of Gallery Walk
 - a. Students are used to build a culture of collaboration to solve problems in learning.
 - b. There is a mutually reinforcing synergy understanding of the learning objectives.
 - c. Familiarize students be respectful and appreciate the results of his study.

d. Enable the physical and mental students during the learning process. Familiarize students give and receive criticism.

2) Disadvantages of Gallery Walk are:

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

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

c. Setting the classroom setting is more complicated.²⁰

C. Narrative Text

1. Definition of Narrative Text

Anderson say that “Narrative Text is a piece of text which tells a story and in doing so entertains and informs the reader or listener”. It means by narrative text students can tell what has been read to the reader or listener.²¹

2. Generic Structure of Narrative Text

The generic structures of narrative text are:

1) Orientation/Exposition

The introduction of what is inside the text. What the text is talk in general. Who involves in the text. When and where is happen.

2) Complication/rising action

The complication is pushed along by a serious of events, during which usually expect some sort of complicating or problem to arise. It explores the conflict among the participant. Complication is the main

²⁰Ibid.

²¹Anderson, Mark and Anderson, Kathy, *Text Types in English 2*, (South Yarra: Macmillan Education Australia PIY LTD, 1997), P. 63.

element of narrative. Without complication, the text is not narrative.

The conflict can be shown as natural, social or psychological conflict.

3) Sequence of events

Sequence of events is where the narrator tells how the character react to the complication. The events can be told chronological order (the order in which they happen) or with flashback. The audience is given the narrators point of view.

4) Resolution

The crises are resolved. In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved although this is of course possible in certain types of narrative which leaves us wondering “How did it end?”²²

3. Language Feature

The language features of narrative text are:

- A narrative text usually uses past tense.
- The verbs used in narrative are behavioral processes and verbal processes. Behavioral processes: do, make, sing, sit, sleep. Verbal processes: say, remark, insist, ask.
- The use of noun phrase, that is a noun that followed by adjective, for example; 40 cruel thieves, a beautiful princess and a kinds person.²³

4. Example of Narrative Text

²²Alifiyanti Nugrahani and Fernando, *Language To Use English*. (Jakarta: Piranti Darma Kalokatama, 2006), P. 147

²³Mukarto and dkk, *English on Sky*. (Jakarta: Penerbit Erlangga, 2004), P. 133

The Legend of Rainbow

A long time ago, there was a farmer. He had a small farm. one day he found that a wall which he had built on previous days was getting knocked down. The farmer did not know who or what made it. Because he felt tired of this happening the farmer decided to catch who should be responsible.

One evening, while the farmer was in guard he heard something strange near that wall, then he ran to find out who or what it was. It was surprising him because there were three star maidens there. When they saw the farmer was approaching, they tried to escape. Two of the star maidens could run and escape but one of them was left behind.

The farmer then caught the star maiden. She was beautiful and soon the farmer felt in love with her. Because he was afraid that the star maiden would run away, the farmer hid her magical wings so she could not fly anymore. The farmer and the star maiden got married.

Time went by they live together and got a beautiful baby boy. They lived happily for a long time, until one day, the star maiden found her magical wings near their house. She wore her wings back and flew with her son next to her. The farmer was alone and heart broken.

The gods saw the tears of the farmer. They felt pity of him so they decided to build a bridge of different colors for him to climb to the sky and see his son and wife.²⁴

D. Frame of Thinking

In learning activity, both teacher and students are having an interaction. In learning a new material especially in skill writing, students feel difficult in expressing their feeling in written form. Teachers still use a method that somehow, students feel bored. Then to make it attractive and interesting it is good for the students using a strategy.

²⁴ <http://understandingtext.blogspot.com> on August 8th 2020

Gallery walk strategy is a good strategy to help students' ability in writing. This strategy enables the students to get idea and express their ideas because in this strategy the student can develop their idea in narrative text that they want to write. It will help students to write what they want to write. The writer will assume that there is influence using gallery walk strategy toward students' writing ability, practically in narrative text.

From those explanations, the researcher conclude that by using gallery walk strategy in teaching writing especially narrative text leads to the students to elaborate their skill in writing and make them interested in learning process. Therefore, it is giving good impact for students in learning process. It helps the students in understanding the lesson inside the classroom.

E. Hypothesis

The researcher formulated the hypotheses were of this research as follows:

Ha: There is a significant influence of gallery walk strategy towards the narrative text at the tenth grade of Sekolah Alam Lampung in the academic year of 2020/2021.

Ho: There is no significant influence of gallery walk strategy towards the narrative text at the tenth grade of Sekolah Alam Lampung in the academic year of 2020/2021.

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