

**THE INFLUENCE OF USING GALLERY WALK TECHNIQUE  
TOWARDS STUDENTS' ABILITY IN WRITING  
ANNOUNCEMENT TEXT AT THE FIRST SEMESTER OF  
EIGHTH GRADE OF SMP NEGERI 2 ABUNG TENGAH IN  
ACADEMIC YEAR 2019/2020**

**A Thesis**

**Submitted as a Partial Fulfilment of the Requirements for S1  
Degree**

**By:**

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**Study Program: English Education**



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

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LAMPUNG  
2019**

## ABSTRACT

In teaching and learning process in the class there are lot of students who find some difficulties in learning English. One of difficulties which is faced by students of SMP Negeri 2 Abung Tengah was lack writing ability. This can be seen from the students' writing scores in preliminary research. There were 18 students (31%) achieved score above the criteria of Minimum Mastery (KKM) and the rest (69%) was not in the criteria. It can be concluded that the students' writing ability in SMP Negeri 2 Abung Tengah was still low. To solve this problem, the researcher used Gallery Walk Technique towards students' ability in writing announcement text. The objective of this research was to know whether there is a significant influence by using Gallery Walk Technique towards students' ability in writing announcement text at the first semester of eighth grade of SMP Negeri 2 Abung Tengah in academic year of 2019/2020.

The research methodology was quasi experimental design. The population of this research was the students of the Eighth Grade of SMPN 2 Abung Tengah in Academic Year of 2019/2020. The researcher applied cluster random sampling to determine the sample. The sample of this research were two classes consisting of 28 students for control class and 30 for experiment class. In collecting the data, the researcher used pre-test and post-test. After the post-test conducted, the researcher analyzed the data by using SPSS v.22 to compute independent sample t-test.

After giving the post-test, the researcher analyzed the data by using independent sample t-test. The researcher reached the following conclusion: there was a significant influence in using the gallery walk technique toward students' writing skills. Because by looking at the results of data calculations in the previous chapter where the null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_a$ ) was accepted. It means that the researcher correct agreement, the gallery walk technique had given a significant influence on students' writing abilities. It was supported by scores supported by students where they got better scores after the researcher provided treatment of Gallery Walk Technique as a learning media for teaching writing. There was a significant influence on the use of the Gallery Walk Technique on students' writing abilities in the eighth grade of SMP Negeri 2 Abung Tengah in the academic year 2019/2020.

**Keyword :** Gallery Walk Technique, Students' Writing Ability



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ADMISSION

A thesis entitled: **THE INFLUENCE OF USING GALLERY WALK TECHNIQUE TOWARDS STUDENTS' ABILITY IN WRITING ANNOUNCEMENT TEXT AT THE FIRST SEMESTER OF EIGHTH GRADE OF SMP NEGERI 2 ABUNG TENGAH IN ACADEMIS YEAR 2019/2020**, by: **FITRI FEBRY LIANTI, NPM: 1511040047**, Study Program: English Education, was tested and defended in the examination session held on: Monday, December 16<sup>th</sup> 2019.

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## DECLARATION

I declare that this thesis entitled “The influence of using Gallery Walk Technique towards students’ ability in writing announcement text at the first semester of eighth grade of SMP Negeri 2 Abung Tengah in academic year 2019/2020” is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in the text.

Bandar Lampung. 16<sup>th</sup> December 2019

Declared by,

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## MOTTO

قُلْ لَوْ كَانَ الْبَحْرُ مِدَادًا لِكَلِمَاتِ رَبِّي لَنَفِدَ الْبَحْرُ قَبْلَ أَنْ نُنْفِدَ كَلِمَاتِ رَبِّي  
وَلَوْ جِئْنَا بِمِثْلِهِ مَدَدًا ﴿١٠٩﴾

Meaning: “ Say: “If the ocean were ink (where with to write out) the words of my Lord, sooner would the ocean be exhausted than would the words of my Lord, even if we added another ocean like it for its aid.” (QS. Al-Kahfi:109)<sup>1</sup>



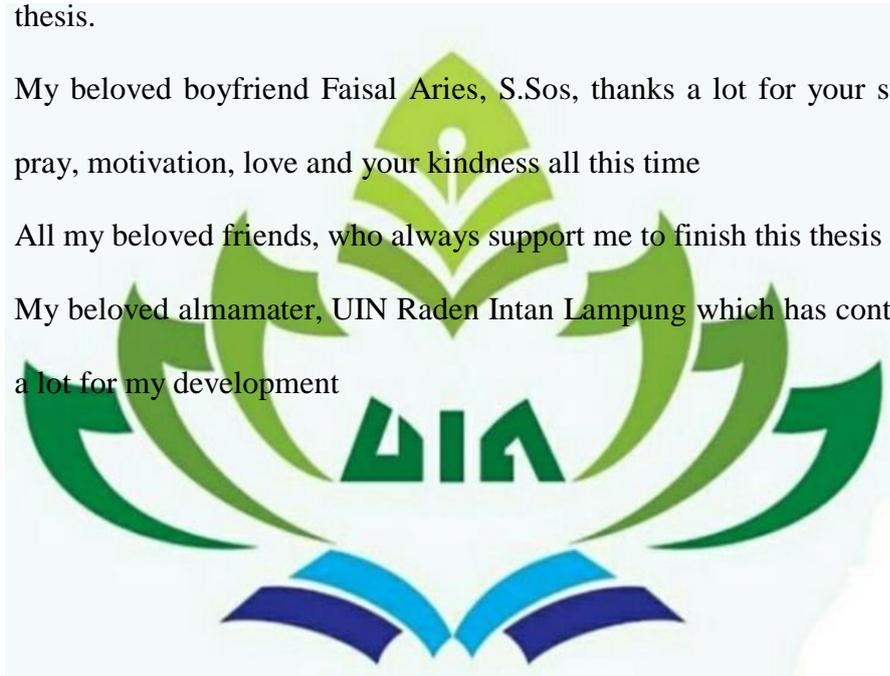
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<sup>1</sup> Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an*, (Meriland: Amana Publications, 1989), pp. 736-737

## DEDICATION

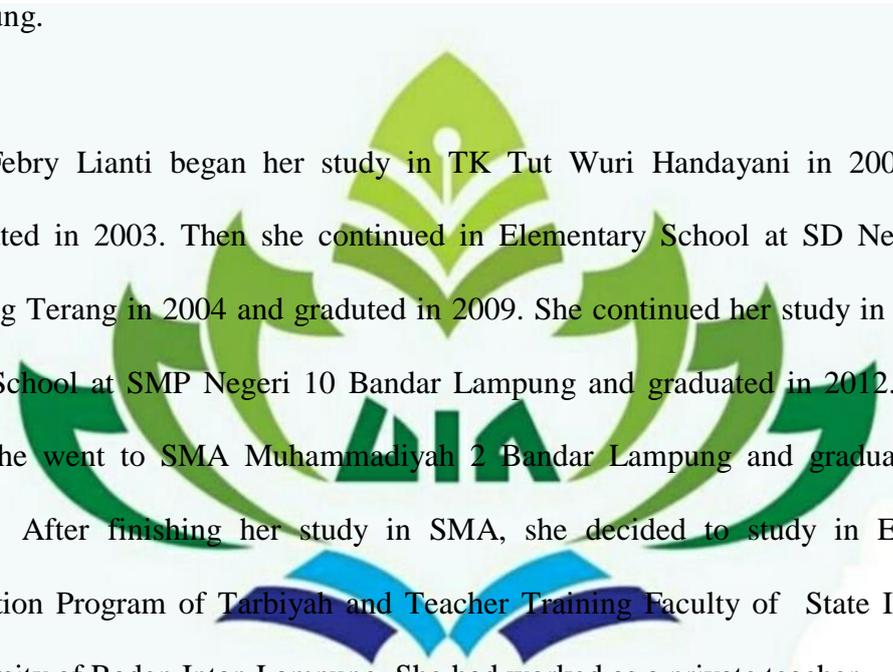
From my deepest heart, I would like to dedicate this thesis to:

1. My beloved parents Tarhadi dan Sumarni who always pray and give me support and spirit as well as wish for my success.
2. My beloved sister Fefi Febri Lianti who always give me support to my thesis.
3. My beloved boyfriend Faisal Aries, S.Sos, thanks a lot for your support, pray, motivation, love and your kindness all this time
4. All my beloved friends, who always support me to finish this thesis
5. My beloved almamater, UIN Raden Intan Lampung which has contributed a lot for my development



## CURRICULUM VITAE

Fitri Febry Lianti was born on February 10<sup>th</sup>, 1997 in Bandar Lampung. She is the youngest child of Tarhadi and Sumarni. She has one sister. She lives on Jalan Purnawirawan, Kelurahan Gunung Terang, Kecamatan Langkapura, Kota Bandar Lampung.



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This thesis is presented to the English Education study program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students' test in partial fulfillment of the requirement to obtain S1- degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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Finally, none or nothing is perfect and neither is this thesis. Any Correction, Comments, and Criticism for this final project are always open-heartedly welcome.

Bandar Lampung, 16<sup>th</sup> December 2019  
The researcher,

Fitri Febry Lianti  
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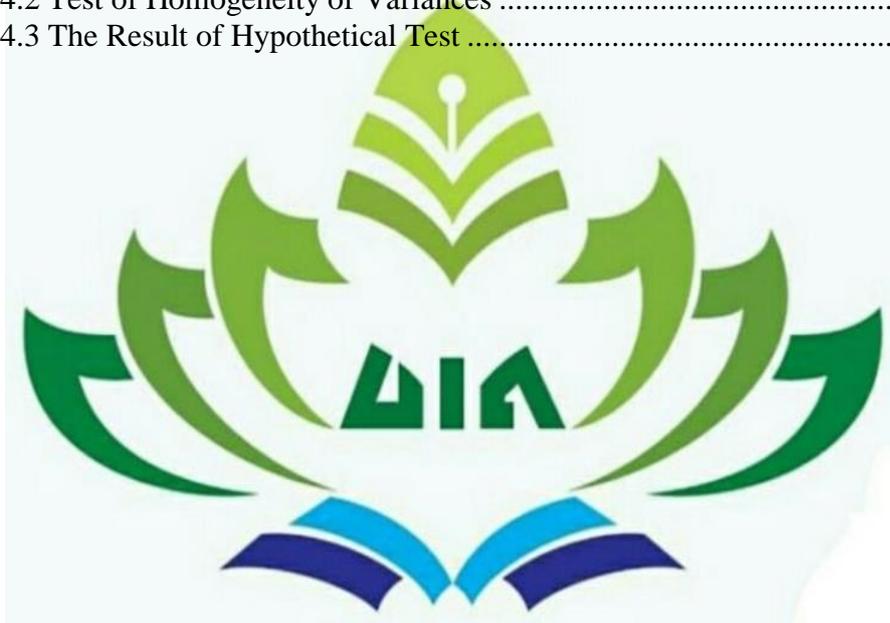
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Language is the main communication tool, and communication almost always takes place in a kind of social context. For example communicating with the surrounding environment. Everyone uses language to communicate and understand the mind, but in addition to communicating language is one aspect for learning, especially foreign languages. In general, the foreign language used is English. English language consists of four skills listening, reading, speaking and writing. In this research, researcher focuses on writing. Writing is an inseparable skill students have to improve while studying foreign languages.<sup>2</sup>

Furthermore, writing seems to be the most difficult one in the sense that it needs a long process starting from brainstorming up to final product. In addition, it involves some writing elements such as content, grammatical function, vocabulary, and the mechanics like punctuation, capitalization and spelling. Writing belongs to the productive skill that should be mastered by the students in order to communicate their ideas and feelings with others in written form.<sup>3</sup>

Writing was a generally known as a common English skill that should be mastered by students beside speaking, listening and reading. It was used to express our ideas, opinions and suggestions. In writing. We need to clear our ideas

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<sup>2</sup>Kuliskova, Daniela. *Using Writing in English Language Classroom*. Faculty of Education Department of Language and Literature, MASARYK UNIVERSITY, 2011

<sup>3</sup>Imelda Wardani, *et.al*, "Improving the ability in writing descriptive text through guided-questions technique", e-Journal of English Language Teaching Society Vol. 2 No. 1, 2014, p. 1, <http://media.neliti.com/media/publications/243280-improving-the-ability-in-writing-descrip-3639df36.pdf> (accessed 18<sup>th</sup> February 2019).

to make our reader understand what we talk about, and it must be reasonable. One of texts that students have to mastered is announcement text. Announcement was something that someone says or writes formally or informally to give information for public.<sup>4</sup>

In teaching techniques for writing, there are several materials, one of which was the gallery walk technique a learning method that is able to generate the emotional strength of students to find new knowledge and can facilitate memory if something found is seen directly. Gallery walk technique was a learning method that requires students to make lists in the form of drawings and schemes in accordance with what was found or obtained during the discussion in each group to be displayed in front of the class. Each group assesses the work of the other groups that are copied, then is questioned during group discussions and responded to.

Based on preliminary research conducted by researchers on February 11, 2019 in SMP Negeri 2 Abung Tengah, obtained some data from interviews with Miss Rika Septiani S.Pd as an English teacher SMP Negeri 2 Abung Tengah. She said most students still had difficulty in mastering language skills, especially in writing. This may be because they lack knowledge of grammar and vocabulary.<sup>5</sup>

In addition, this was supported by the result of the questionnaires with fifty eight students of the eighth grade of SMP Negeri 2 Abung Tengah. Based on the

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<sup>4</sup>Era Vika Indra Swari, *et.al*, *An Analysis of the Ability of the First Year Students of SMPN 3 Padang in Writing an Announcement Text*, (Padang: Universitas Bung Hatta), pp. 1-2, <https://www.com/url?sa=t&source=web&rct=j&url=http://ejournal.bunghatta.ac.id/index.php%3Fjournal%3DJFKIP%26page%3Darticle%26op> (accessed 19<sup>th</sup> February 2019).

<sup>5</sup>Rika Septiani, *an interview*, The English Teacher at SMP Negeri 2 Abung Tengah, on 11<sup>th</sup> of February 2019, Unpublished

questionnaire with the students, it was found that they could not learn how to master writing especially to write announcement text because they easily felt bored of the teaching technique used by the teacher. The teacher used a lecturing technique to teach them to write. It seemed monotonous to them. Consequently, this made them bored and lazy to learn english especially writing.<sup>6</sup>

Based on the result of interviews above, we can conclude that the students always feel difficult to write announcement text because they easily felt bored of the teaching technique used by the teacher and the teacher said that the students lack of the master of vocabulary and grammar. So, that the researcher will try to use gallery walk technique to overcome the problems of students and teacher.

According Bower and Keisler, gallery walk was a technique requires the students to visually represent their knowledge to unit of study. This technique allows students to explore the usage of academic language in a low stress environment while receiving feedback from their peers.<sup>7</sup> In this technique, the researcher will divide students into seven groups based on the procedure that Silberman revealed.<sup>8</sup> Each group will rotate and answer several questions based on the announcement given. Here, a group of four to five people to discuss together. By using Gallery Walk, each group also can leave a comment or feedback to other groups' works. Gallery Walk Technique can then be mutual

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<sup>6</sup>Eighth Grade Student of SMP Negeri 2 Abung Tengah, on 11<sup>th</sup> of February 2019, *an questionnaire*, Unpublished

<sup>7</sup>Bowers, Erica, and Laura Keisler. *Building Academic Language Through Content Area Text* (Huntington: Shell Education Publishing, Inc: 2011) p. 158.

<sup>8</sup>Silberman, M. L. *Active Learning : 101 Cara Belajar Siswa Aktif. Terjemahan Rasul Maltaqien* (Bandung, Nuasa Cendikia : 2014) p. 274.

correct among fellow students both groups and between students itself.<sup>9</sup>

The table below was the value of writing the text of the announcement of students in the eighth grade of SMP Negeri 2 Abung Tengah in the 2019/2020 academic year as follows:

**Table 1.1**  
**Score of student's writing of the Eighth Grade of SMPN 2 Abung Tengah in the Academic Year Of 2019**

| No    | KKM | Class |       | Total | Percentage |
|-------|-----|-------|-------|-------|------------|
|       |     | VIIIA | VIIIB |       |            |
| 1     | <73 | 19    | 21    | 40    | 69%        |
| 2     | ≥73 | 11    | 7     | 18    | 31%        |
| Total |     | 30    | 28    | 58    | 100%       |

Based on the table above explains that most students get low marks on the exam. In other words, their achievement in English subjects was low because they score below the minimum mastery criteria (KKM) in schools which was 73. This can be seen in the student score table for the English writing test given by the teacher.

This condition showed that students' writing score was still under the standard. From the table above, the number of students under criteria were 40 from 58 students. It means that students who felt difficult to understand in writing were 69%, and only 18 students were above the criteria. Eventually, it could be concluded that the students' writing ability in SMP Negeri 2 Abung Tengah was still low.

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<sup>9</sup>FitriDengo. *Application Of The Gallery Walk in Method Improve Student Learning Outcome in Learning IPA*. Jurnal Manajemen Pendidikan Islam, 2018 Vol. 3, No.1 (accessed 11<sup>th</sup>October 2019).

This study has close similarity with study conducted by Apifah “The Effectiveness of Using Gallery Walk Technique on Students’ Speaking Skill”.<sup>10</sup> Gitaningrum (2014) conducted a research entitled “Developing Announcement Multimedia Material to Teach Written Short Functional Text in Junior High School Level”.<sup>11</sup> Ahera (2014) conducted a research entitled “ The Use of Gallery Walk to Improve Students’ Writing Skill in Hortatory Exposition Text at Eleventh Grade Students of MA Sunniyyah, Selo, Tawangharjo, Grobogan in Academic year of 2013/2014”.<sup>12</sup>

Based on the background and in previous studies it can be concluded that the researcher in this study used the gallery walk technique in hortatory exposition texts. This study that researchers will focus on the use of different variables, it was announcement text.

Thus the researcher was interested to conduct a research entitled “The influence of using Gallery Walk Technique towards students’ ability in writing announcement text at the first semester of eighth grade of SMP Negeri 2 Abung Tengah in academic year 2019/2020”.

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<sup>10</sup>Nailah Rizka Apifah, *The Effectiveness of Using Gallery Walk Technique on Students’ Speaking Skill at the Eight Grade Students of MTS Yaspina Rempoa, Ciputat in Academic year of 2017/2018*. Research Paper (Jakarta: Universitas Islam Negeri Syarif Hidayatullah), <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/41925/1/NAILAH%2520RIZKA%2520APIFAH-FTIK.pdf>, (accessed 19<sup>th</sup> March 2019).

<sup>11</sup>Gitaningrum, *Developing Announcement Multimedia Material to Teach Written Short Functional Text in Junior High School Level in Academic year 2013/2014*. Research Paper (Semarang: Universitas Negeri Semarang), <https://lulusan.unnes.ac.id/kependidikan/fajar-gitaningrum-2>, (accessed 19<sup>th</sup> March 2019).

<sup>12</sup>Rifqi Nuril Ahera, *The Use of Gallery Walk to Improve Students’ Writing Skill in Hortatory Exposition Text at Eleventh Grade Students of MA Sunniyyah, Selo, Tawangharjo, Grobogan in Academic year of 2013/2014*. Research Paper (Semarang: Institut Agama Islam Walisongo) [https://eprints.walisongo.ac.id/4223/1/103411064\\_cove rdll.pdf](https://eprints.walisongo.ac.id/4223/1/103411064_cove rdll.pdf), (accessed 18<sup>th</sup> March 2019).

## **B. Identification of the Problem**

Seeing the background of the problem above, the researcher identifies five problems as follows:

1. The students' ability at writing announcement are still low because almost the students' score in writing was under KKM writing.
2. According to student's questionnaire, the teacher seldom uses various technique in teaching that make student bored.
3. According to interview the teacher, the students have limited number of vocabulary that make students difficult to writing text especially announcement.

## **C. Limitation of the Problem**

Considering the identification of the problem above, the researcher focus the problem on the use gallery walk technique and students' write of announcement text for eighth grade subject on topic "Various activities in school".

## **D. Formulation of the Problem**

According to the background and identification of the problems above, the researcher formulates the problem as follows: "Is there any significant influence of using gallery walk technique towards students' ability in writing announcement text at the first semester of eighth grade of SMP Negeri 2 Abung Tengahinacademic year of 2019/2020?"

### **E. Objective of the Problem**

Based on the formulation of the problem, the objective of this research was to know whether there was a significant influence by using gallery walk technique towards students' ability in writing announcement text at the first semester of eighth grade of SMP Negeri 2 Abung Tengah in academic year of 2019/2020.

### **F. Significance of the Research**

The research was intended to give some significants in English teaching field. The significants of the research are:

1. For the students

The application of Gallery Walk Technique has made students interested in teaching learning process. Moreover, it helps them improve their skill in writing announcement.

2. For the teacher

The study is hoped to give information about the appropriate technique to improve the teaching learning.

3. For the institution

To help forward the institution in order to be able to improve the students' ability and the teacher's capability in teaching to raise the quality of the institution.

4. For the other research

To give information for further research.

## **G. Scope of the Research**

### **1. Subject of the Research**

The subject of the research is the eighth grade students of SMP Negeri 2 Abung Tengah.

### **2. Object of the Research**

The object the research is the students' ability in writing announcement by using gallery walk technique.

### **3. Place of the Research**

The research was conducted in SMP Negeri 2 Abung Tengah. It is located on Jl. Raya Subik, Kedaton, North Lampung.

### **4. Time of the Research**

The research was conducted in the first semester in academic year of 2019/2020.



## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Theory

#### 1. Writing

##### a. Definition of writing

McKay that writing is both a process and a product.<sup>13</sup> 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.<sup>14</sup>

Raimes states that writing means of communication in which the researcher used the language to express his or her ideas, though and feeling that are arranged in.<sup>15</sup> According to Harmer, Writing is a media of communication through writing message.<sup>16</sup>

White states writing is more than public communication; it is a way of thinking.<sup>17</sup> We can say that in written communication, written signs or symbols are used to communicate. From the opinion above, writing is the way of thinking or sending message from the writer to the reader which becomes the part of language or language skills and it also means communication.

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<sup>13</sup> Penny McKay, *Assessing Young Language Learners* (Cambridge: Cambridge University Press, 2008), p. 245

<sup>14</sup> Nunan D, *Practical English Language Teaching*, (McGraw-Hill Company, 2003), p. 88

<sup>15</sup> Ann. Raimes, *Technique in Teaching Writing* (New York: Oxford University Press, 1983) p.3

<sup>16</sup> Jeremy Harmer , *The Practice of English Language Teaching*(Edinburgh: Pearson Education Limited, 2007), p. 213

<sup>17</sup> Fred D. White, *The Writer's Art*, (California: Wadsworth Publishing Company, 1986), p. 7

## **b. Process of writing**

Writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.<sup>18</sup> Furthermore, Oshima stated that writing is never one step action: it is a process that has several steps.<sup>19</sup> It means that writing is not instantly activity. It contains a process to exploring and reshaping the ideas so that it can be clearly understand by the readers.

### **1. Planning**

Before starting to write or type, student should try and decide what it is they are going to write. For some writes this may involve making detailed notes, for others a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since they may do all their planning in their heads. When planning, students have to consider the purpose of their writing since this will influence (among other things) not only of the text they wish to produce, but also the language they use and information they choose to include. Secondly, they should thing the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how, the paragraphs are structured, etc), but also choice of

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<sup>18</sup> Caroline Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill, 2006), p. 98

<sup>19</sup> Alice Oshima, *Introduction Academic Writing, 3<sup>rd</sup> Edition*, (New York, Addison Wesley Longman, 1997), p. 15

language-whether, for example, it is formal or informal in tone. Thirdly, students should have to consider the content structure of piece-that is, how best to sequence the facts, ideas or arguments which they have decided to include.

## 2. Drafting

Draft is the first version of a piece of writing. This, first “go” at the text is often done on the assumption that will be amended later. As the writing process proceeds into editing, a number of drafts may be produces on the way to the final version.

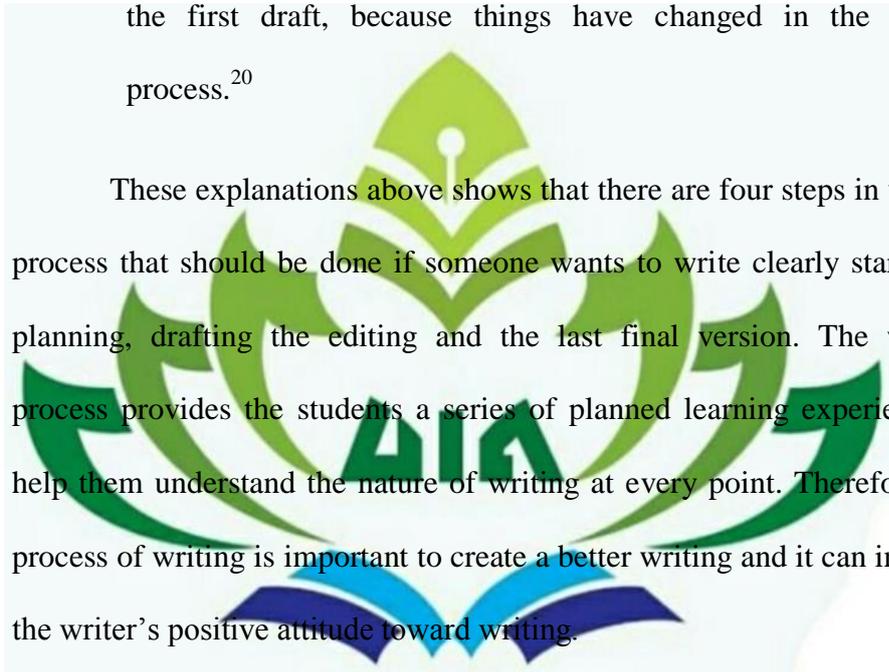
## 3. Editing

Once the students have produces a draft they then, usually, read through what they have written to see where it doesn't, perhaps the order the information is not clear. Perhaps the way something written in ambiguous of confusing. They may then move paragraphs around or write a new introduction. They may use a different from a words for a particular sentence. More skilled students tend to look at issues of general meaning and overall structure before constructing on detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in that process. Reflecting and revising are often helped by other readers (or students) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make

appropriate revisions.

#### 4. Final Version

Once students have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process.<sup>20</sup>



These explanations above shows that there are four steps in writing process that should be done if someone wants to write clearly start from planning, drafting the editing and the last final version. The writing process provides the students a series of planned learning experience to help them understand the nature of writing at every point. Therefore, the process of writing is important to create a better writing and it can increase the writer's positive attitude toward writing.

#### c. Types of writing

Type of writing activities to perform writing should be based on students' level and capacity. According to Brown, there are five major categories of classroom writing performance:

##### a. Imitative, or writing down

This type is at the beginning level of learning to write. Students will simply write down English letter, words and possibly sentences in

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<sup>20</sup> Jeremy Harmer, *How to Teach Writing*, (New York: Longman, 2009), pp. 3-5

order to learn the conventions of the orthographic code.

b. Intensive, or controlled

This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much creativity on the part of the writer. A controlled writing is to present in which the students have to alter a given structure throughout.

c. Self-writing

The most salient instance of this category in classroom is note-taking by the students. Diary or journal writing also falls into this category.

d. Display writing

For all language students, short answer exercise, essay examination and research reports will involve an element of display. One of the academic skills that's students need to master is a whole array of display writing techniques.

e. Real writing

Some classroom writing aims at the genuine communication of messages to an audience in need of those messages.<sup>21</sup>

From the theories above, the teaching of writing skill should be well constructed. Those types of writing activities that will be applied in

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<sup>21</sup> H. Douglas Brown, *Teaching by Participle An Interactive approach to Language Pedagogy, Second Edition*, (London: Longman, Inc, 1994), pp. 343-346

teaching writing are based on the students' level and capacity. Also, the writing practices, including writing paragraphs or simple essays should be based on standards of competence and the basic competencies. Those efforts above should be done well to improve the students' writing skill.

#### **d. Purposes of writing**

According to Braine and May defined four common purposes in writing, there are; writing to inform, writing to explain, writing to persuade, and writing to amuse others. First, writing to inform purposed to educate the readers about a topic of which we have some knowledge. Writing that provides interesting details and facts to hold an audience's attention. It means that writers share interest knowledge to readers knows. Second, writing to explain is to describe the topic which was not clearly becomes more understand able, by using examples or other facts. In other words, a writer takes what is unclear and makes it clear. Then, writing to persuade is more demanding and more ambitious than many other types of writing. It means that writers convince the readers to accept the ideas.

The last, writing to amuse other means someone who uses language and established forms well to express his or her point of view. It is writing to entertain and give the reader something to enjoy.<sup>22</sup>

Based on the statement above, the researcher concludes that writing has a purpose to be conveyed to the reader. Braine and May

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<sup>22</sup> George Braine and Claire May, *Writing from Sources: A Guide for ESL Students*, (California: Mayfield, 1996), p. 141.

argue that the purpose of writing is to inform, explain, persuade, and entertain others.<sup>23</sup>

## 2. Text

### a. Definition of text

Anderson and Anderson said that texts are pieces of spoken or written language created for a particular purpose.<sup>24</sup> It means, when we write or we speak, we create texts. When we listen, read or view texts we interpret them for meaning. A text is a meaningful linguistic unit in a context it is both spoken text and written text.<sup>25</sup> It means that a text is a branch of meaningful linguistic which studies to any meaningful spoken or written. Several definitions above described that a text is a combination of the sentences whether spoken or written that has meaning. It is generally sentences that combine together and become a text and has a particular purpose.

### b. Definition of Short Functional Text

According to Cameron and Myers, functional text is a text which has the purpose to give the reader specific information or to help the reader performs a day to day task.<sup>26</sup> It means that functional text is generally a text used for a specific purpose. It is not only gives information but also to

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<sup>23</sup> George Braine and Claire May, *Writing from Sources: A Guide for ESL Students*, (California: Mayfield, 1996), p. 141.

<sup>24</sup> Mark Anderson and Kathy Anderson, *Text Types in English 3*, (South Yarra: McMillan education Ltd, 1998), p. 28

<sup>25</sup> Sanggah Siahaan and Krisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 1

<sup>26</sup> Cameron S, and Myers, *Comprehending functional text: instruction, practice, assessment*. Quincy, IL: Mark Twain Media, Inc, 2013. P. iii

described in daily life.

Anderson and Anderson state that functional text is used for everyday information. It presents information or ideas and aims to show, to tell or to persuade the readers. It is called functional because it helps the readers function in their day life.<sup>27</sup> It means that short functional text as types of informational texts which help the information receivers or readers grasp the information quickly.

For the explanation above, short functional text can be described as a kind of the text which has specific information or ideas and helps the reader in specific topics or areas in their daily life. This kind of text can be found anywhere in the school, streets, even around the house. However students may not be well aware since they don't have much exposure and knowledge to this kind of text.

### **c. Types of Short Functional Text**

In general, there are several aspects of short functional text such as characteristics and the various types of it. The text uses clear, simple, and concise sentences. In addition, it can contain pictures or symbols, and uses particular words the letter. Some types of short functional texts are meant to give the reader information or instructions, or ask the reader to provide information, while some do both.

There are many types of short functional text can be around us.

Aryati stated that type of short functional text has seven types, such as:

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<sup>27</sup> Mark Anderson, and Kathy Anderson, *Text types in English* (South Melbourne: Macmillan Education Australia, 1997), p. 3

1) Announcement, 2) Advertisement, 3) Memo, 4) Invitation Letters, 5) Label, 6) Postcard, 7) Notice. These variations are known as types.

#### 1. Announcement

An announcement is a statement addressed to the public to provide information that something has happened or is going to happen.

#### 2. Advertisement

Advertisement can be defined as typical information used to persuade an audience (readers or listeners) to do something or to take some action.

#### 3. Memo

Memo is used to convey some basic information, particularly to persuade action, to issue a directive, or to provide a report.

#### 4. Invitation letters

An invitation is a type of letter which is written to invite a guest to a particular event or celebration.

#### 5. Label

Labels function to communicate product-specific information to the consumers and encourage a purchase.

#### 6. Postcard

Postcard or postal card can be defined as a small, usually having a picture on one side and space for a short message on the other for sending a message by post without an envelope.

#### 7. Notice

Notice is a symbol or text to inform or instruct people to do or not to do

anything.<sup>28</sup>

Based on explanation above that types short functional text has seven types such as announcement, advertisement, memo, invitation, label, postcard, and notice. The researcher focuses at announcement text in short functional text to teach writing ability. The researcher focuses on announcement to teaching writing in short functional text because announcement text exists in syllabus.

### 3. Announcement Text

#### a. Definition of announcement text

Announcement text is a text that contains information of facts, event, or intentions that that written presented to the public.<sup>29</sup>The function is printed to make know that has happened or what will happen. We can find a written announcement on the wall magazine or on the public place, and also we can find a spoken announcement when teacher call chief of the students or when there is an event in the school.<sup>30</sup>

#### b. Generic structures of announcement text

The purpose, function, and goal of announcement are giving certain people some information of what has happened or what will happen. The generic structures of announcement in English text can be seen below:

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<sup>28</sup> Aryati Prasetyarini, "Short Functional Text", *Modul Bahasa Inggris*, Vol. 1, No. 2, (Surakarta: Muhammadiyah University, 2013), p. 2

<sup>29</sup> Wildan Muhammad Yusuf. *Technique For Teaching Announcement Text At The Seventh Grade Of SMP Negeri 1 Sambu In 2016/2017 Academic Year.*, Publication Article (Surakarta: Muhammadiyah University, 2016), p. 9,

<sup>30</sup> Wildan Muhammad Yusuf. *Technique For Teaching Announcement Text At The Seventh Grade Of SMP Negeri 1 Sambu In 2016/2017 Academic Year.*, Publication Article (Surakarta: Muhammadiyah University, 2016), p. 9,

1. Opening: In announcement text are sentences to greeting reader for first before give information.
2. Content: In announcement text include date, time and more information about the event.
3. Closing: Closing that is about contact person or the announcer and the additional information about event.<sup>31</sup>

**c. Language features of announcement text**

The language features of announcement text are used the simple present tense.

**d. Example of announcement text**

The example of announcement text:



*Source: [www.borneochannel.com/contoh-announcement-singkat/](http://www.borneochannel.com/contoh-announcement-singkat/)<sup>32</sup>*

<sup>31</sup> *Ibid*

<sup>32</sup> <https://borneochannel.com/contoh-announcement-singkat/> (accessed 05<sup>th</sup> October 2019)

#### 4. Concept of Gallery Walk Technique

##### a. Definition of Gallery Walk Technique

Gallery walk is a discussion technique that makes the students out of their seats and active in collecting the concept of the important sentence, write and speak in public.<sup>33</sup>

According to Dengo, gallery walk is a model group learning that each member gets a chance to make their contribution and listen to views as well the thoughts of other members.<sup>34</sup> Gallery walk is a method of discussion which get students out of place sit them and be active input together important sentence concepts, writing and speaking in public.<sup>35</sup>

According Jonson, gallery walk is an exhibit of students comment about, question about, and personal respons to a reading selection. Students walk through the gallery to view each other's though just as one might walk throught an art gallery to view artwork.<sup>36</sup> Based on theories above, it can be synthesized that gallery walk technique can encourage students to be active in the classroom. Students can be share their ideas, they also interact and communicate with their friends, and they can be as free as possible to ask question and answers to a related topic.

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<sup>33</sup>Fitri Dengo, *Penerapan Metode Gallery Walk Dalam Meningkatkan Hasil Belajar Peserta Didik Pada Pembelajaran Ipa*. Mts Negeri 2 Kabupaten Gorontalo, Vol. 6, No. 1, Februari 2018, p. 41

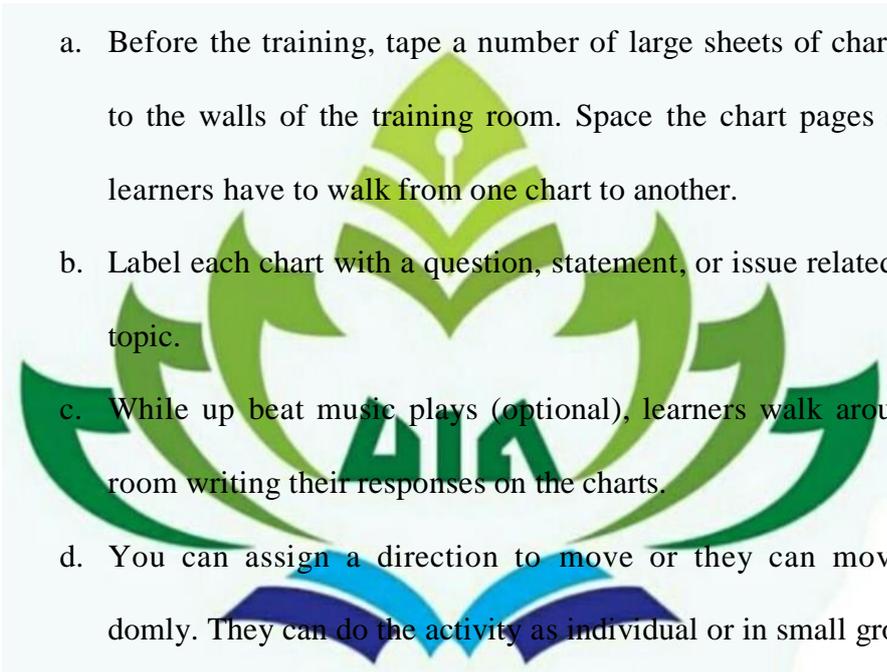
<sup>34</sup>Fitri Dengo, *Penerapan Metode Gallery Walk Dalam Meningkatkan Hasil Belajar Peserta Didik Pada Pembelajaran Ipa*. Mts Negeri 2 Kabupaten Gorontalo, Vol. 6, No. 1, Februari 2018, p. 41

<sup>35</sup>Fitri Dengo, *Penerapan Metode Gallery Walk Dalam Meningkatkan Hasil Belajar Peserta Didik Pada Pembelajaran Ipa* .Mts Negeri 2 Kabupaten Gorontalo, Vol. 6, No. 1, Februari 2018, p. 42

<sup>36</sup>Jonson, K.F. *Strategies for Reading Comprehension in Grade K-8*. (California, Corwin Press, 2008) p. 60

## b. Procedure of Gallery Walk Technique

The Gallery walk connects learners to each other and learners to the training topic in a number of interesting, interactive ways. According to Bowman, the steps to implement gallery walk technique are as follows: general instruction :

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- a. Before the training, tape a number of large sheets of chart paper to the walls of the training room. Space the chart pages so that learners have to walk from one chart to another.
  - b. Label each chart with a question, statement, or issue related to the topic.
  - c. While up beat music plays (optional), learners walk around the room writing their responses on the charts.
  - d. You can assign a direction to move or they can move randomly. They can do the activity as individual or in small groups of two to four.
  - e. After they've written on all the charts, learners take a "gallery walk" or tour of the room, reading the charts and jotting down their observations on a work-sheet.
  - f. Participants then spend a short period of time in small groups discussing their observations.
  - g. Finally, you discuss the activity with the whole group, having them share their small-group discussions.<sup>37</sup>

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<sup>37</sup> Sharon L. Bowman. *The Gallery Walk : An Opening, Closing, and Review Activity*.

There are variations in the steps in using the gallery walk method according to the needs of each teacher, learning material, and based on student characteristics. In terms of applying learning steps, the method of procedure according to the teaching team which will later be applied to this research, and is expected to later be applied to this research, and is expected to increase student interest in learning.

### **c. Using Gallery Walk To Teach Writing**

The idea of using gallery walk technique to teach writing is to make the students get actively involved in the class activity. As they feel excited to the technique. It will arouse them to get into the subject and make them understand faster.

Before the teacher chooses a certain topic using this technique, teacher must prior to instruction to ensure successful use of this technique. Defining the purposes for the activity is important, whether it is to determine students' prior knowledge or to allow students to extend concepts learned previously or to allow students an opportunity to summarize previous learning.<sup>38</sup>

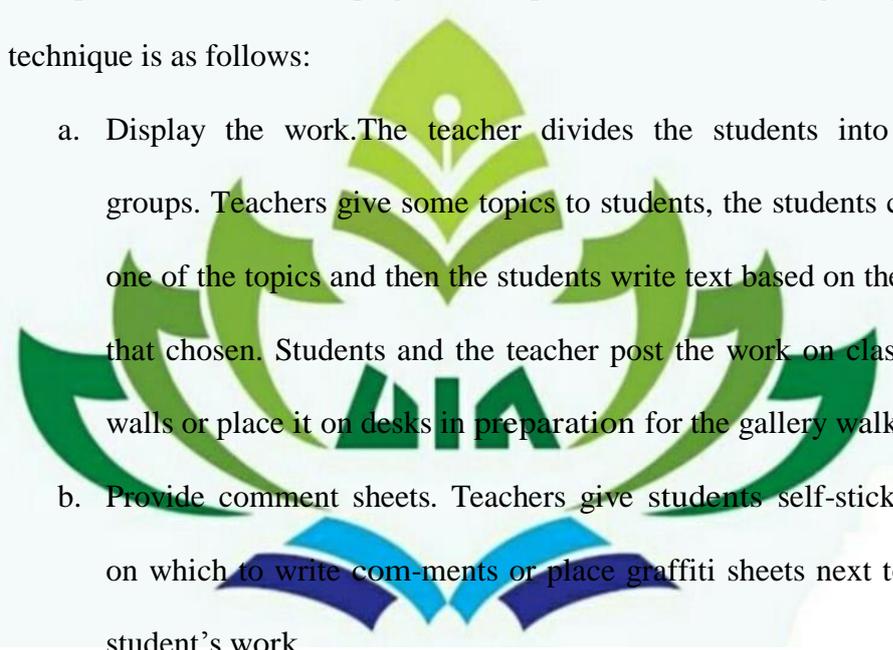
According to Bergen (2005) in Tompkins (2013) Walk Gallery provides direct hearings for student writing, multigenre and multimedia

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(Bowperson Publishing and Training, Inc.,2005).

<sup>38</sup>CSCOPE (Texas Education Service Center Curriculum Collaborative) E-Newsletter. Edited by ESC Region XIII

projects.<sup>39</sup> This activity can be completed much faster than if each student shared his work in front of the class, and because classmates will see their work, students are more motivated than when the teacher is the only audience. In addition, students provide supportive feedback through their responses to their classmates, and they learn new ideas that they can incorporate into their own projects. The procedure used in the gallery walk technique is as follows:



a. Display the work. The teacher divides the students into some groups. Teachers give some topics to students, the students choose one of the topics and then the students write text based on the topic that chosen. Students and the teacher post the work on classroom walls or place it on desks in preparation for the gallery walk.

b. Provide comment sheets. Teachers give students self-stick notes on which to write comments or place graffiti sheets next to each student's work.

c. Give directions for the gallery walk. Teachers explain the purpose of the gallery walk, how to view and/or read the work, and what types of comments to make to classmates. Teachers also set time limits and direct students to visit three, five, eight, or more students' work, if there isn't time to see everyone's work.

d. Model how to view, read, and respond. Teachers model how to be have during the gallery walk, using one or two students' work as

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<sup>39</sup>Gail. E. Tompkins. *50 Literacy Strategies: Step-by-step Fourth Edition*. (California State University: Fresno, Amerita, 2013) p. 40

examples.

- e. Direct the flow of traffic. Teachers direct students as they move around the classroom, making sure that all students' work is viewed, read, and responded to and that comments are supportive and useful.
- f. Bring closure to the gallery walk. Teachers ask students to move to their own projects and look at the comments, questions, or other responses they've received. Often one or two students share their responses or comment on the gallery walk experience.<sup>40</sup>

#### **d. Advantages of gallery walk technique**

There are some advantages that can be given by gallery walk technique, they are:

1. Students are used to it building a culture of cooperation solving problems in learning,
2. Synergies are mutually reinforcing understanding of learning goals,
3. Familiarize students with attitude respect and appreciate results study his friend,
4. Activate physically and mental learners during the process learning,
5. Familiarizing students giving and receiving criticism,
6. Participants students are not too dependent on teacher, but can add ability to think for themselves, find information from various source,

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<sup>40</sup>Gail. E. Tompkins. *50 Literacy Strategies: Step-by-step Fourth Edition*. (California State University: Fresno, Amerita, 2013) p. 41

and learn from other students.

Based on the explanation, it can be concluded that gallery walk let the students to respect, criticism and find information from the work of their friends.

#### **e. Disadvantages of gallery walk technique**

There are some disadvantages that can be given by gallery walk technique, as follows:

1. If the member is too much to expect some students hang his work
2. Teacher need to be extra careful in monitoring and assessing the activity of individuals and groups,
3. Setting more class settings complicated.<sup>41</sup>

Based on explanation above, it can be concluded that gallery walk naturally just a technique which has both positive and negative thing inside oftentimes, the learners can take the advantages though this technique meanwhile the disadvantages can not be separated from its use. It depend on the user to maximize the advantages of using gallery walk.

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<sup>41</sup>Prasis Indahwati, *Meningkatkan Kemampuan Matematika Dengan Metode Pameran Berjalan Bagi Peserta Didik Kelas VIII*. SMP Negeri 2 Blitar, Vol. 3, No. 1, Mei 2017, p. 523

## 5. Concept of Group Discussion Technique

### a. Definition of Group Discussion Technique

According to Dewa Ketut Sukardi group discussion Technique is a meeting of two or more people who are aiming to produce a joint decision through the process of exchanging experiences and opinion .<sup>42</sup>

The objectives and benefits obtained from the use of group discussion techniques for students, among others: students obtain valuable information from discussion partners and discussion guides, arousing student motivation and enthusiasm for do something assignment, develop the ability of students to think critically, able conduct analysis and synthesis of data or information it receives, develops students' skills and courage to express opinions clearly and directed and familiarized cooperation in between students.<sup>43</sup>

Discussion according to Prayitno is an interaction process conducted by two people or more individuals who face each other face with the aim of exchanging information, defend opinions or problem solving.<sup>44</sup>

Technique this discussion can be carried out either by students themselves and by counselor, or teacher.

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<sup>42</sup>Dewa Ketut Sukardi. *Pengantar Program Bimbingan dan Konseling di Sekolah*. (Jakarta : Rineka Cipta, 2008).

<sup>43</sup>Urip Mulyani. Pengaruh Teknik Diskusi Dalam Bimbingan Kelompok Terhadap Peningkatan Pemahaman Siswa Tentang Dimensi Seksualitas Manusia. (Jakarta: Universitas Negeri Jakarta, 2016), Vol 5 (1) p.120

<sup>44</sup> Prayitno. *Layanan Bimbingan Kelompok Konseling Kelompok*. (Padang:UNP, 2004) p.269

## **b. Procedure of Group Discussion Technique**

In the discussion all group members were included actively achieve the possibility of solving problems together expressing the problem, expressing ideas, expressing suggestions, responding to one another in the context of solving the problem at hand.<sup>45</sup> In the activity group discussions that play a role are mentors. The counselor tries to create situations that encourage the counselee to involved in discussions and always actively participating and mutually interact between them. After the group discussion went on, the supervisor is expected to not interfere too much in a pattern the problem. As Sujiono has quoted from Winkel by The purpose of the group is to discuss together the problem at hand. The purpose of the discussion is:

- a. Give each participant an opportunity to take something lessons from the experiences of the other participants in reached a solution to a problem.
- b. Provide an awareness for each participant that each that person has their own problems if there are the equation problem expressed, by one of the members of this matter, will provide relief for members of the coincidence the problem is the same.
- c. Encourage individuals who are closed and difficult to express the problem is, to dare to express the problem.
- d. The tendency to change certain attitudes and behaviors after listen to

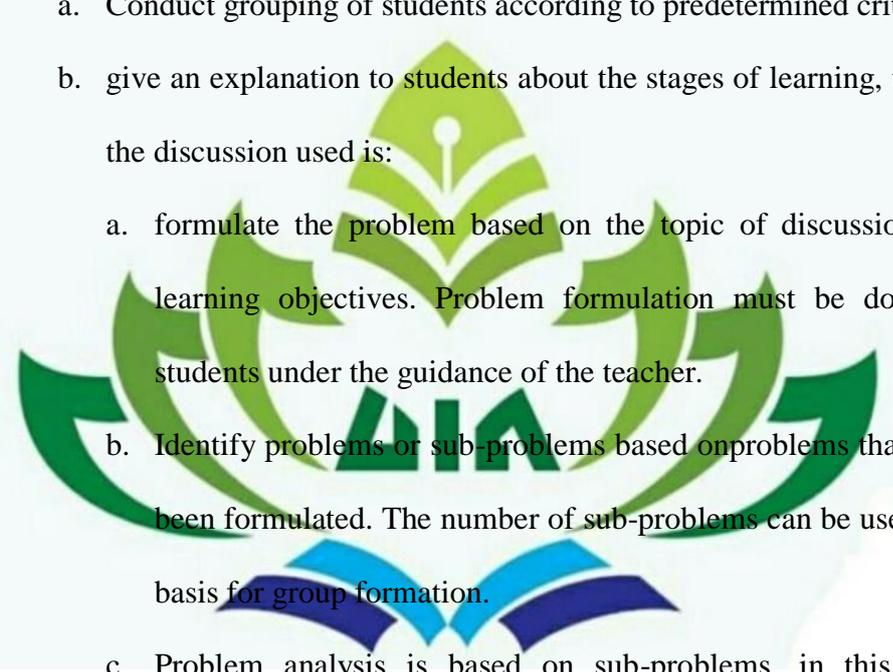
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<sup>45</sup> Ibid

the views, criticisms or suggestions of members of friends group.<sup>46</sup>

### c. Using To Group Discussion Teach Writing

According to Ruhimat group learning with discussion techniques at the stage of presentation / discussion of writing subject matter can use the following stages:<sup>47</sup>

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- a. Conduct grouping of students according to predetermined criteria.
  - b. give an explanation to students about the stages of learning, then if the discussion used is:
    - a. formulate the problem based on the topic of discussion and learning objectives. Problem formulation must be done by students under the guidance of the teacher.
    - b. Identify problems or sub-problems based on problems that have been formulated. The number of sub-problems can be used as a basis for group formation.
  - c. Problem analysis is based on sub-problems, in this stage students are conditioned individually as a group to answer questions or problems until they reach an agreement to answer group problems.
  - d. Prepare a report by each group, if the discussion is carried out in groups.
  - e. Group presentations or report the results of small group

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<sup>46</sup> <http://ponsijono.blogspot.com/p/teknik-rapat-dan-diskusi.html> ( accessed on 05 September 2019, 11.00 WIB)

<sup>47</sup> Toto Ruhimat. *Prosedur Pembelajaran*. FIP : UPI.  
([http://file.upi.edu/Direktori/FIP/JUR.\\_KURIKULUM\\_DAN\\_TEK.\\_PENDIDIKAN/195711211985031-TOTO\\_RUHIMAT/Prosedur\\_pembelajaran\\_di\\_SD.pdf](http://file.upi.edu/Direktori/FIP/JUR._KURIKULUM_DAN_TEK._PENDIDIKAN/195711211985031-TOTO_RUHIMAT/Prosedur_pembelajaran_di_SD.pdf)) ((accessed 14<sup>th</sup> October 2019).

discussions in all groups followed by class discussions that are directly guided by the teacher. In this stage at the same time carrying out strengthening of understanding of the concepts and principles obtained from the discussion.

- f. Summing up the results of the discussion based on the problem formulation and sub-problems.

#### **d. Advantages of Group Discussion Technique**

There are some advantages that can be given by Group Discussion Technique:

- a. Extending student insight.
- b. Can stimulate student creativity in generating ideas in solve the problem.
- c. Can develop an attitude of respect for the opinions of others.
- d. Requires student participation to be more active.<sup>48</sup>

#### **e. Disadvantages of Group Discussion Technique**

There are some disadvantages that can be given by Group Discussion Technique:

- a. The possibility of discussion is dominated by students who like to talk or whoself-assertion.
- b. Cannot be used in large groups.

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<sup>48</sup> <http://ponsijono.blogspot.com/p/teknik-rapat-dan-diskusi.html> ( accessed on 05 September 2019, 11.00 WIB)

- c. Participants get limited information.
- d. Takes quite a lot of time
- e. Not all teachers understand the way students conduct discussions.<sup>49</sup>

## B. Relevance Studies

Review of the previous study is made in order to avoid replication. The first is a study conducted by Apifah “The Effectiveness of Using Gallery Walk Technique on Students’ Speaking Skill”. She found that there was a significant difference in the speaking score of students who were taught by Gallery Walk Technique and the other who did not. It is proved by the result of hypothesis test by using significance 5% (0.05).  $H_a$  is accepted and  $H_o$  is rejected because  $t_o$  (2.338) was higher than  $t_t$  (2.011). It is also supported by the test of effect size which resulted that the effect is categorized as modest effect because the calculation presented 0.30. It could be interpreted that Gallery Walk Technique on student’s speaking skill was effective for eight graders of MTS Yaspina.<sup>50</sup>

The previous research and the present research are the same about using gallery walk technique. The differences are the previous research focused on speaking but the present research focuses on writing and the present research using announcement to know the ability of students writing but there is no the kind of text by using in the previous research.

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<sup>49</sup> <http://ponsijono.blogspot.com/p/teknik-rapat-dan-diskusi.html> ( accessed on 05 September 2019, 11.00 WIB)

<sup>50</sup> Nailah Rizka Apifah, *The Effectiveness of Using Gallery Walk Technique on Students’ Speaking Skill at the Eight Grade Students of MTS Yaspina Rempoa, Ciputat in Academic year of 2017/2018*. Research Paper (Jakarta: Universitas Islam Negeri Syarif Hidayatullah), <http://repository.uinjkt.ac.id/dspace/bitstream/123456789/41925/1/NAILAH%2520RIZKA%2520APIFAH-FTIK.pdf> , (accessed 19<sup>th</sup> March 2019).

The second is study conducted by Ahera (2014) a research entitled “ The Use of Gallery Walk to Improve Students’ Writing Skill in Hortatory Exposition Text at Eleventh Grade Students of MA Sunniyyah, Selo, Tawangharjo, Grobogan in Academic year of 2013/2014”.<sup>51</sup> In this research, she used gallery walk to improve students writing skill in hortatory exposition text. The result of the research is there was improvement in writing skill by using Gallery Walk Technique. The researcher suggested that the use of Gallery Walk Technique could be an alternative to teach English, especially to enhance students’ writing skill.

The previous research and the present research are the same about using gallery walk technique and writing skill. The differences is the previous research focused on hortatory exposition text but in present research focuses on announcement text.

The third is study conducted by Gitaningrum (2014). In his study entitled “Developing Announcement Multimedia Material to Teach Written Short Functional Text in Junior High School Level”.<sup>52</sup> This research was applied for junior high school students seventh grade for teaching short functional text especially announcement text. The media that were used are multimedia materials

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<sup>51</sup>Rifqi Nuril Ahera, *The Use of Gallery Walk to Improve Students’ Writing Skill to Hortatory Exposition Text at Eleventh Grade Students of MA Sunniyyah, Selo, Tawangharjo, Grobogan in Academic year of 2013/2014*. Research Paper (Semarang: Institut Agama Islam Walisongo), [https://eprints.walisongo.ac.id/4223/1/103411064\\_coverdll.pdf](https://eprints.walisongo.ac.id/4223/1/103411064_coverdll.pdf) , (accessed 18<sup>th</sup> March 2019).

<sup>52</sup>Gita ningrum, *Developing Announcement Multimedia Material to Teach Written Short Functional Text in Junior High School Level in Academic year 2013/2014*. Research Paper ( Semarang: Universitas Negeri Semarang), [https://lulusan.unnes.ac.id/kependidikan\\_/fajar-gitaningrum-2](https://lulusan.unnes.ac.id/kependidikan_/fajar-gitaningrum-2), (accessed 19<sup>th</sup> March 2019).

which contain announcement. She used these media because in two-way communication. This research that she had done showed that multimedia materials could engage students' attention and helped them in learning writing announcement text.

The previous research and the present research are the same about using announcement text and writing skill. The differences is the previous research focused on multimedia materials but in present research focuses on gallery walk technique.

### **C. Frame of Thinking**

In learning English, the students are going to learn about the four skills. They are listening, speaking, reading and writing. Many junior high school students are not able to write well. In fact, student's writing ability is still low. Even through, the students only ask to make such a announcement text, there are still many students who able to make it. Most students say writing because most students say writing is a difficult skill to do because it contains several language components that must be mastered such as grammar, vocabulary and others.

In this case, the researcher is going to use gallery walk texhnique teaching writing announcement text. Gallery walk is a discussion technique that makes the students out of there seats and active in collecting the concept of the important sentence, write and speak in public.

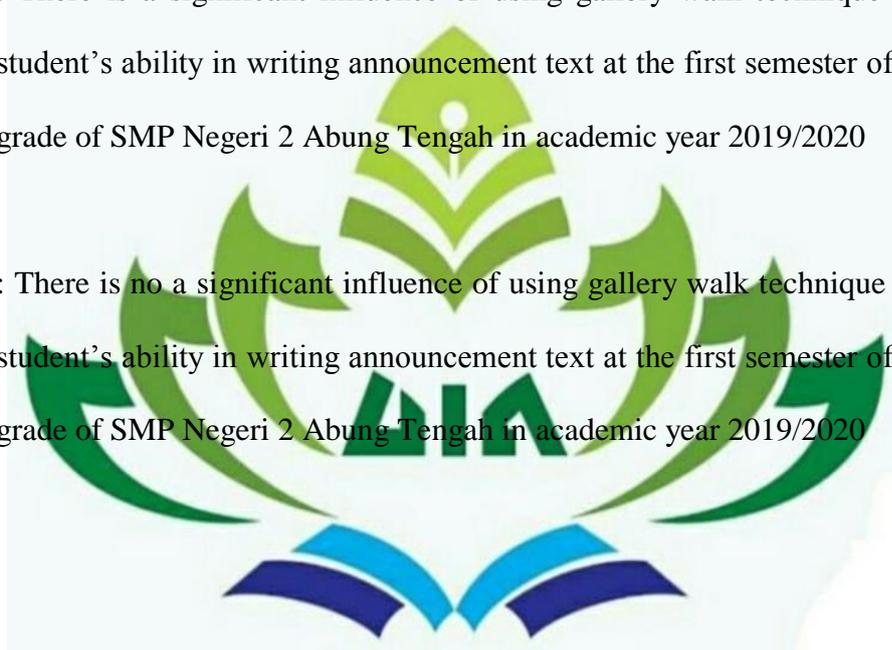
#### D. Hypothesis

According to Arikunto, hypothesis is the theoretical temporary answer of the research problem until they are proved by empirical data.<sup>53</sup>

Based on the theories and frame of thinking above, the researcher propose the hypotheses as follow:

H<sub>a</sub> : There is a significant influence of using gallery walk technique toward student's ability in writing announcement text at the first semester of eighth grade of SMP Negeri 2 Abung Tengah in academic year 2019/2020

H<sub>o</sub> : There is no a significant influence of using gallery walk technique toward student's ability in writing announcement text at the first semester of eighth grade of SMP Negeri 2 Abung Tengah in academic year 2019/2020



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<sup>53</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2006), p. 71

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