THE EFFECT OF GALLERY WALK TECHNIQUE ON STUDENTS' ACHIEVEMENT IN WRITING

SKRIPSI

Submitted Partial Fulfillment of the Requiretments
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By

VIVI LESTARI
1502050118

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA

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MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

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Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

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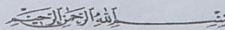
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Nama : Vivi Lestari
NPM : 1502050118
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Gallery Walk Technique on Students' Achievement in Writing

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Ketua   Sekretaris

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.   Dra. Hj. Syamsuyurnita, M.Pd.

ANGGOTA PENGUJI:

1. Fatimah Sari Siregar, S.Pd, M.Hum

2. Drs. Ali Amran, M.Hum

3. Dr. T. Winona Emelia, M.Hum

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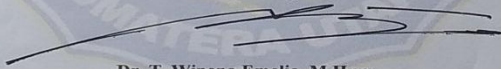
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N.P.M   : 1502050118
Program Studi   : Pendidikan Bahasa Inggris
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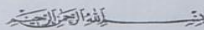Pembimbing

Dr. T. Winona Emelia, M.Hum

Diketahui oleh:

Dekan   Ketua Program Studi

Dr. H. Elfrianto Nasution, S.Pd, M.Pd   **Mandra Saragih, S.Pd., M.Hum.**

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Nama Lengkap   : Vivi Lestari
N.P.M   : 1502050118
Program Studi   : Pendidikan Bahasa Inggris
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Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

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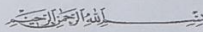
BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Vivi Lestari
N.P.M : 1502050118
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Gallery Walk Technique on Students' Achievement in Writing

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
27 Agt 2019	• Abstract	
	• Acknowledgement	
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	• References	
31 Agt 2019	• Chapter II	
	• Chapter III	
2 Sept 2019	• Chapter IV	
	- Data analysis	
4 Sept 2019	• Chapter V	
	- Conclusion	
	- Suggestion	

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Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd., M.Hum.)

Dosen Pembimbing

(Dr. T. Winona Emelia, M.Hum)

ABSTRACT

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The objective of this research was to find out the effect of that gallery walk technique on students' achievement in writing. This resaerch has been conducted at SMP Muhammadiyah 05 Medan, Jl. Bromo Gg. Aman No. 38 Medan Denai The population of this research were the eight grade in academic year 2019/2020 which consisted of two classess that VIII A and VIII B were consist 60 students, and only one classwere taken as the sample that is class VIII A were consist 30 students. This research was applied purposive sampling. This research used experimental research design namely One group pre-test and post-test. The instrument for collecting data in this research was writing test. Which was use pre-test and post-test. The test was divided in two sessions, the first was pre-test before treatment. The second was post-test after the treatment.The data were analyzed by using t-test formula. The result of the data showed that $t_{observe}$(6.8) value was higher than the t_{table}in which $t_{observe} > t_{table}$ (6,8>1,701). The finding showed that the hypothesis was accepted. It means that there was a significant effect of gallery walk technique on students' achievement in writing.

Keyword: *Gallery Walk Technique, Writing, Descriptive Text, Students' Achievement*

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This study by the title The Effect of Gallery Walk Technique on Students' Achievement in Writing as partial fulfillment of the requirements for the degree of Sarjana Pendidikan. There were so many troubles faced by rhe researcher and without mush help from the following people, it was impossible for her to complete this study.

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Then, researcher realized that this study is far from perfection. So, the researcher hopes suggestions and comments from all the reader, especially for the students of English Department who want to do a research. May Allah Subhanahu Wata'alabless all for us.

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Medan,   September 2019
The Researcher

Vivi Lestari
1502050118

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one skill in english that must be improved in the learning process. Because by writing we can provide ideas or information for readers. Richards and Renandya (2002) stated that writing is the most difficult skill for foreign language learner to master, which its difficulties are not only laying in organizing and generating ideas but also in translating those ideas into readable text. Additionally, writing is a process allowing writer to explorer thoughts and ideas, and make them visible and concrete. In writing, we not only give ideas but also make the ideas meaningful by arranging words into meaningful sentences. The level of writing skills will be more difficult when someone write using a foreign language.

Based on the researcher's experience of observation at SMP Muhammadiyah 05 Medan many students have some difficulties in learning writing especially in study descriptive paragraph, students' ability in english especially in study descriptive paragraph was still low.

The problem why the students difficulties to learn descriptive text is students can not write descriptive paragraph. In teaching descriptive paragraph teacher use using conventional method so students felt bored in learning descriptive paragraph. Students can not get the material clearly. The teacher usually asks them to write descriptive text based on their own experience for them

to answer based on the paragraph. But this was still difficult to do because they had poor vocabulary and cannot construct from of the descriptive paragraph.

After knowing and learning students difficulties in writing skill especially descriptive text, the researcher help students to overcome their problems. One of ways to help students is applying appropriate technique in the classroom which makes the students interested to start learn descriptive text. One of the alternative techniques that can be conducted in the classroom is gallery walk technique.

Gallery walk is a technique that can help students become active during the learning process. This technique connects students with other students in a learning activity. Where each group displays their work products and walks around the room to see each other's work. They are asked to provide feedback or opinions to other groups. This technique can be collaborated with various media, such as computer, carton, paper, or graph. However, by using this technique students have the opportunity to share ideas, to interact with their friends, to make an active class.

Therefore, this technique as an alternative technique to improve students vocabulary when their write a descriptive text. Francek in Mariyaningsih (2014:59), 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. The technique also cultivates listening and team building skills. Gallery walk technique is a technique that can make students active because each group has the opportunity to get around seeing the results of ideas

from other groups and each student can work together, interact with their friends and improve students' creativity.

The researcher is interested to do a research about gallery walk technique. In hopes, this technique can help students to overcome their problems in vocabulary when their write descriptive text. The researchers will conducted a research at SMP Muhammadiyah 05 Medan entitled "The Effect of Gallery Walk Technique on Students' Achievement in Writing".

B.   The Identification of the Problems

Based on the background of the study, some problems were as:

1.   Students are lack of vocabulary

2.   Students are not interested in learning English especially in writing

3.   Teacher used conventional method

C.   The Scope and Limitation

Based on the identification of problem, the scope in this study was focussed on writing skill. It was limited this study on descriptive text.

D.   The Formulation of the Problem

The problem of this study is formulated as follow:

1. Is there any effect of using gallery walk technique on students' achievement in writing?

E.   The Objective of the Study

To find out the effect of using gallery walk technique on students' achievement in writing.

F.   The Significance of the Study

a. Theoretical

This study is expected to be useful to provide information by using gallery walk technique on students' achievement in writing.

b. Practical

1. For students, by using gallery walk technique, students will be fun and enjoy the lesson. So, this technique will be useful fo students to encourage them to write descriptive text.

2. Teachers, it is expected to give benefits for all English teacher, they know new knowledge and information about new technique which is appropriate to teach about writing skill.

3. Further researchers, this study can also be a reference for the next researcher who want to conduct a further research that related to teaching about writing through gallery walk technique.

CHAPTER II

REVIEW OF LITERATURE

A.   Theoretical Framework

In conducting a research, theories are needed to explain some concepts or terms which are applied research. The term must be clarified to avoid confused. Thus, the following explanation is aimed toward to clear explanation.

1.   Description of Writing

Writing is the one of the skills in language learning. It is very important in teaching and learning English. Writing is an activity when the people want to share or express the ideas on their mind into written language. In a process of writing the people used the sentences to express their opinion, feeling, idea, or intention into written from to communicate each other. It is expressing the ideas or argument about information through organizing thought into good arrangement of written text. Writing is also defined as the act of putting letters, symbols, or words on paper or typed on a computer screen. That is used to explain and express ideas and also as a language expression in front of letters, symbols, words or sentences.

Johansson (2009:29) states "Writing is used in its own right as a form of communication everywhere in our society today." While Harmer in Sarwanti (2015:22) says, writing a process and often heavily influenced by constraints of genres, then these elements have to be present in learning activities. Good in Yuharniaty (2002:6) states that writing is the graphic repsresentation of a language that follows some systematic order; pictures or graphic symbols are not

considered a form of writing unless they form part system that can be grasped by the reader familiar with the system.

Furthermore, Davies and Pearse (2000) states that writing not only involves low-level skills of hand writing/typing, spelling, constructing grammatical sentences, and punctuating; but also high-level cognitive skills of processing, selecting, organizing the ideas and information into rational sequence, arranging the sequence, drafting the sequence in the form of paragraphs, editing the draft, and writing the final product.

Based on definition above the writer can conluded that writing is a study or an activity to share opinion, idea, argument or information for the reader by using words, phrase, sentences, and the formulation or regulation that used in language.

1.1. The Writing Process

Jeremy Hammer (2004:4) states, when producing a writing matter, there is a process involved and process can be affected by the content (subject matter of the writing, type of writing, and the medium it is written in). There are four elements of the writing process:

1. Planning

   Before starting to write or type, students 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, writers have to think about three

main issues. Firstly, the writers 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, the writers 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 language whether, for example, it is formal or informal in tone. Thirdly, the writers 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 writers have produced 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 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 letter 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 suggestion. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

4. Final Version

Once writers 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.

1.2. The Purpose of Writing

When we write a something it is that any reason or purpose about it. Because it is not possible to write without reason to do it. To illustrate simple things about this goal, complete the following activities. Identifying all the purposes for a particular writing project will help to make important decisions about what type of paragraph to write, what type of paragraph to write, what information to include, and what information to leave out. Having a strong sense of purpose will also motivate they to write clarify and power. There are three levels of purpose:

a. General purpose

In the broadest sense, the purpose of all writing is to communicate information or ideas. There are the general purposes for the most of the writing that we do:

1. To inform: To provide information about a specific issues or topic. For example, a visitors center at state park might offer a brochure informing hikers about the causes and prevention.

2. To educate: To broaden someone's knowledge or expertise, textbook for a human development course might offer an in-depth discussion of the stages of emotional development in children.

3. To entertain : To provide fun amusement. For instances, a celebrity Magazine might share gossip abou a star's wedding.

4. To inspire : To positively influence or motive others.

5. To persuade : To argue that a certain action should be taken. For instance, well written letter might persuade city officials that a parking fine that you received was excessive and should be lowered. Knowing the general purpose of your writing project will help you make effective choices about the information to include and how to present this information. If you are trying to include and how to present them clearly and directly.

b. Specific purpose

Once you have identified the general purpose for you writing project, you will need to select the specific information or ideas you want to communicate to your audience. There is a lot of information that you could provide about your, so you will have to narrow your options and select one specific purpose.

c. Personal purpose

As the student or an employee, much of writing you do will be required writing. This is writing that you must complete in order to pass a class or keep your job. Sometimes, it is difficult to feel motivated to do required writing because you may have little personal interest in the topic. To stay motivated when doing required writing. It is a good idea to identify a personal purpose that may or may not be related to the topic you are writing about.

1.3. The Forms of Writing

a. Narrative

Narrative is the form of writing used to relate the story of acts or events. It places occurances in time and tells what happened according to natural time sequences. Types of narrative include short stories, novels, and new stories, as well as large part of our everyday social interchange in the form of letters and conversation (McDougal, Littlell & Company, 1999:104).

b. Descriptive

Descriptive reproduces the way things look, smell, taste, feel, or sound. It may also evoke moods, such as happiness. It is used to create a people, places, even of units of time-days, times of day or seasons. Descriptive may tell about their traits of character or personality.

c. Recount

Recount is a text which retells events or experience in the past. Its purpose is to retell events.

d. Expository

That is usesd in giving information, making explanations, and interpreting meanings. It includes editorials: essay, and imformative and intructional material. Used in combination with narrative, exposition supports and illustrates. Used apart from narrative, is stands alone as an essay.

e. Argumentative

That is used in persuading and convincing. It is closely related to exposition and it is often found combined with it. The aim is to make a case or to prove or diprove a statement or proposition. It may present arguments to persuade the reader to accept an idea or a point of view.

1.4. Why Teach Writing?

The reasons for teaching writing to students of English as a foreign language include:

a. Reinforcement

Some students acquire languages in a purely oral/aural way, but most of us benefit greatly from seeing the language written down.

b. Language development

We can not be sure, but it seems that the actual process of writing (rather like the process of speaking) helps us to learn as we go along. The mental activity we have to go through in order to construct proper written texts is all part of the on going learning experiences.

c. Learning style

Some students are fantastically quick at picking up language just by looking and listening. For the rest of us, it may take a little longer. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is appropriate for such learners. It can also be a quiet reflective activity instead of the rush and bother of interpersonal face-to-face communication.

d. Writing as a skill

By far the most important reason for teaching writing, ofcourse , is that it is a basic language skill, just as important as speaking, listening and reading.

2. Descriptive Text

Descriptive text is a text that says what someone or object is like it. But specifically, descriptive text is a text which says what person or athing is like. Its purpose to describe and reveal a particular person, place or thing. So, it can be said that descriptive text is a text that explains whether a person or object is like, what is the shape, the characteristics, number, etc. The purpose of descriptive text

is clear, to describe, represent to express someone or an object, both abstract and concrete.

Pardiyono (2007:34) states that description paragraph is a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and it has the aim that is giving description of the object to the reader clearly. From the definition above, it can be conluded that the description of a paragraph or text is a paragraph that describes a particular person, place, or event in many ways. Writing a description clearly describes a person's condition, place, shape, type, or things in such a way that the reader can visualize the topic and enter into the author's experience. This is way to enrich other people's writing forms or as a dominant strategy to develop a picture of what something is like.

Furthermore, Jolly (1984:470) states there are five types of descriptive writing paragraph:

a. Describing process

Describing process not only explains how something was done, but also explains why it was done and what was needed to complete the process.

b. Describing an event

That is describe an event, a writer should be able to memorize and remember what happened in the event. Supposed the writer will write about Tsunami that was happened in Japan. In this case, he/she has to

explain all detail related to the event, so that the readers can imagine the real situation and condition.

c.   Describing a personality

In describing a person, the first thing that we do was recognizing his/her individual   characteristics. We need to describe people occurs fairiy areas of physical attribute (hair,eyes), emotional (warm,nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception).

d.   Describing a place

Presenting something concrete was the way to describe place, for example: a home, a hospital, a school etc.

e.   Describimg an object

That is to describe an object accurately was done by providing the physical characteristics of the object such as the color, form, shape and so on.

2.1.   Generic Structure of Descriptive Text

1. Identification: identifies the phenomenon to be described.

2. Description of features: describes features in order of importance:

   a.   Parts/Things (physical appearance).

   b.   Qualities (degree of beauty, exceilence, or worth/value).

   c.   Other characteristics (prominent aspects that are unique).

2.2.   Generic Futures of Descriptive Text

1. Use of simple present tense.

2. Frequent use of epithets and classifiers in nominal groups.

3. Use of "be": is, am, are, for the identification and showing qualities.

4. Use of verb "have": have, has, and had, to give detailed description of the object's features.

5. Use of action verbs related to the topic, especially when describing behaviors or personalities (for person).

6. Use of adjectives in describing especially the qualities.

3. Gallery Walk Technique

Francek in Mariyaningsih (2014:59) says, "Galerry walk is a discussion technique that gets students out of their chairs and actively involved in synthesizing important science concept, writing , and public speaking. The technique also cultivates listening and team building skilss." While Siberman (2007:274) says, "Gallery walk is one way to assess and remember what had students learned during this time".

Gregory and Kuzmich (2007) states that gallery walk strategy is a collaborative problem-solving tool. It is an excellent means for communication that acknowledges the creativity and power of the group. Fox and Hoffman (2011) states this strategy requires students to physically move around the room.

Furthermore, Jonson (2006) states that gallery walk is an exhibit of students' comment about and personal responses. Students walk through an art gallery to view artwork. Bowman (2005) states the walking gallery connects learners to each other and students to training topics in a number of interesting interactive ways.

From the all explanation, it can concluded that gallery walk technique is the technique that can make students active, that because each group has the oppurtunity to get around seeing the results of ideas from other groups and each students can work together, interaction with their friends and to improve students creativity. Moreover, Gallery Walk strategy also gives some advantages in its application such as giving chance to move around the classroom, directing students' focus and interrupting the lethargy.

Jonson (2006) states that the implementation os using gallery walk, as follows: Firstly, the teacher hangs up three or more large piece of butcher paper in the room. At the top of one is label "comment". Another is labeled "questions". The tird is titled "personal responses". Secondly, they are all asked to walk around the "gallery" to see what the pictures are about. Thirdly, after students have completed seeing, they are instructed to write down their thoughts for each of the three categories listed on the butcher paper. Finally, students take their seats and discuss what they have seen. They may ask for clarification of comments, suggest answers to questions, or build on or questions responses.

3.1. Gallery Walk Technique Procedures

a. Step one: Select texts

Select the texts (e.g. quotations, images, documents, and/or student work) you will be using for the gallery walk. You could also have students, individually or in small groups, select the text for the gallery walk.

b. Step two: Organize texts around the classroom

Texts should be displayed "gallery-style" - in a way that allows students to disperse themselves around the room, with several students clustering around a particular text. Texts can be hung on walls or placed on tables. The most important factor is that the texts are spread far enough apart to reduce significant crowding.

c. Step three: Instruct students on how to walk through the gallery

Viewing instructions will depend on your goals for the activity. If the purpose of the gallery walk is to introduce students to new material, you might want them to take informal notes as they walk around the room. If the purpose of the gallery walk is for students to take away particular information, you can create a graphic organizer for students to complete as they view the "exhibit," or compile a list of questions for them to answer based on the texts on display. Sometimes teachers ask students to identify similarities and differences among a collection of texts. Or, teachers give students a few minutes to tour the room and then, once seated, ask them to record impressions about what they saw. Students can take a gallery walk on their own or with a partner. You can also have them travel in small groups, announcing when groups should move to the next piece in the exhibit. One direction that should be emphasized is that students are supposed to disperse themselves around the room. When too many students cluster around one text, it not only makes it difficult for

students to view the text, but it also increases the likelihood of off-task behavior.

3.2. Gallery Walk in Teaching Writing

Bowman suggests the general instructions for teaching using Gallery Walk as follows:

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

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

3.3. The Advantages of Gallery Walk Technique

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

2. Promotes the use of higher-order thinking skills like analysis evaluation, and synthesis when teachers choose levels of abstraction when designing questions.

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

4. Encourages alternative and multiple approaches to problems, because students are exposed to a variety of perspective posted at different discussion "stations".

5. Reassures students that their voices, ideas, and experiences are valued because student are more likely to share ideas among a non-threatenig group of peers.

6. Provides an oppurtunity to gauge a student's prior knowledge, skils, and misconceptions. The exiting conceptual framework of students can be challanged and if faulty corrected during the "report out" phase of the gallery walk.

7. Promotes team building, fosters persuasive argument, and encourages consensus as students work together to accurately represent group members' ideas at different junctures of the gallery walk.

8. Acts as an ice breaker because students interact with classmates and the teacher when debating responses at each gallery walk "station".

9. Encourages student interaction as groups move from station to station, interrupting the lethargy that sometimes results from being seated for long periods.

3.4. The Disadvantages of Gallery Walk Technique

a. A few students in the group may not actively participate in the knowledge construction. This can be addressed up to a certain extent by assigning specific roles to students in a each group and then asking them to ro rotate the roles when they reach the next station. The teacher can also ask some evaluative questions to the students during the activity in order to bring them back to the activity.

b. Some students prefer to learn individually and hence may not participate in discussions. For these learners, the teacher can mention the benefits of teamwork and how it can be helpful for them in the future

c. The evaluation may not be just. This issue can be addressed by the teachers by having an evaluation rubrics in advance and making the students familiar with it.

4. Students' Achievement

Longman (2001:11) states achievement is something important that you succeed in doing yourself effort. So, simply students achievement is the goal that students meet the criteria proposed with their efforts and skills in the teaching and learning process. Students' achievement is related to how students have carried out these criteria in relation to certain courses of programs. They usually come at the end of the program, and are the moderate intentionally based on the content included in it.

5. Definition of Effect

Harmer (2009) states the effect is a change or something of a similar nature you make it come into being or bring it do succesful conduction. So, the is influence or outcome that occurs after doing something. Effect can change condition from bad into good or good into bad. Effect can also affect positive things after doing something and that also applies to methods, systems or techniques that are given to students who will definitely produce results.

6. Definition of Technique

Technique is a way or activity that is done to get the results you want to achieve. In teaching and learning activities techniques are used to realize the objectives of the lesson to be achieved. The teacher used teaching techniques in accordance with the material to be taught. So the purpose that we want is reached.

Brown (2001) states that technique is any of wide variety of exercise, activities, or task used in language classroom for realizing lesson objectives. So, that the lesson easy to be understand to made mastered by student well. Then, a different purpose, the teacher must use different technique to make the learning process useful.

B. Previous of Study

1. Research on behalf of Naila Rizka Apifah in 2018 with the title "The Effectiveness of Using Gallery Walk Technique on Student's Speaking Skill".

In this research, the method is quantitative method and design is quasi-experimental. Population of the research is the eight grade of MTS YASPINA that

consist of 50 students. The writer used purposive sampling because those classes almost have similar ability in English. VIII-1 as the controlled class and VIII-2 as the experimental class. The instrument of this study is speaking test and it was conducted before and after using the treatment. The result of the data was analyzed using Microsoft Excel. The mean score of controlled class post-test is 69.44 and the mean score of experimental class post-test is 72.2. Therefore, the end result is 2.338>2.011. The meaning is that $t_o>t_a$ (observation is higher than t_a t_{table}). That means H_O is rejected (Null Hypothesis) and H_a is accepted (Alternative Hypothesis). To sum it up, the results shows that gallery walk technique was effective on students' speaking skill.

2. Research on behalf of Irfan Fahmi in 2011 with the title "Developing Students' Writing Ability of Descriptive Text Through Clustering Technique".

Based on the research results, the application of learning writing skill of descriptive text through clustering technique has improved before the implementation of research (pre-test), among 47 students there were only 13 students or 27.66% who passed the criterion of minimum completeness (KKM) 70, and the mean of pre-test is 54,46. In the end of cycle three. The result, of the post-test showed that there 47 students or 100% who passed the criterion of minimum completeness with the mean of post-test about 87,12. In addition, students' responses to learn are generally positive. Based on these findings, it can be concluded that the application of clustering technique can improve students' writing ability of descriptive text at VII-4 class of SMPN 38 Bekasi.

3. Research on behalf of Siti Fatimah in 2018 with the title "The Effect of Applying Brain Writing Strategy on the Students' Writing Achievement Assisted Wordless Picture Book Media".

The objective of this research was to find out the effect of that applying brain writing strategy on the student writing achievement assisted wordless picture book media. This research applied experimental research. The population of this research was taken from the Eight grade and the second year students of junior high school in SMP Ali Imron Medan Jl. Tembung at academic 2017/2018 with the total population were 133 students. This research was applied purposive sampling. This research used experimental research design namely One group pre-test and pos-test. Therefore, the research took one class at the experimental class. The sample was taken from third parallel classes with the total number of sample was 30 student. The researcher were given treatment strategy. The instrument of collecting data writing test which consist of one items. The data were analyzed by using t-test formula. The result of the data showed that $t_{observe}$ 6.8>2.42857 t_{table} 2.0 with degree of freedom (df)=n-k. The hyphotesis was accepted. It proves applying brain writing strategy on the student writing avhievement assisted wordless picture book media.

C.   The Conceptual of Framework

Writing is the one skill that must be improved in the learning process. But, writing is the most difficult process in language, students have to study harder to be able to write effectively. There are some reason which make writing difficult. Firstly, students don't have many vocabulary. Secondly, writing requires good

grammar. Thirdly, they are not interested to writing because when they write a something they think what they write is correct or incorrect. Writing is the most difficult skill that learners got. Students need the motivation to writing and using interesting techniques can make students interested to writing. For this reason, the researcher tried to used learning strategies to describe people, objects, and others by using the gallery walk technique.

The research will be done by giving pre-test, traetment, and post-test. The post-test is given before traetment. The treatment provides learning to students by using gallery walk technique. The post-test is given to experimental group the test same at the pre-test. After giving post-test, calculating the the students' score in pre-test and post-test. In this study, the researcher using gallery walk technique of teaching writing, which is motivated by students to share their ideas or opinions based on what they see.

D. Hypothesis

Based on the problems of the study, the hypothesis is formulated as the following:

Ha : "There is a significant effect of gallery walk technique on student's achievement in writing"

Ho : "There is no significant effect of gallery walk technique on student's achievement in writing"

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

The research was conducted at SMP Muhammadiyah 05 Medan in academic year 2019/2020 which is located at Jln. Bromo Gg Aman No.38 Medan Denai. The reason for choosing this school as a location of this research because the researcher have found some problems about students achievement especially in writing learning. So, the researcher used gallery walk technique on students' achievement in writing.

B. Population and Sample

1. Population

The population of this research was focused on the eighth grade students' of SMP Muhammadiyah 05 Medan in academic year 2019/2020. Which consist of two classes. They are VIII-A consist of 30 students, and VIII B consist of 30 students. So, the total number of population is 60 students.

Table 3.1
The Population of Research

Class	Population
VIII A	30
VIII B	30
Total	60

2. Sample

The sample of this research is VIII-A at SMP Muhammadiyah 05 Medan that consist 30 students. The sample was taken by the researcher with using purposive sampling.

Table 3.2
The Sample of Research

Class	Class	Sample
VIII-A	Experimental class	30
Total		30

C. Research Design

This study was conducted by using an experimental group namely one group pre-test and post-test. The experimental group received traetment gallery walk technique.

Table 3.3
Research Design One Group Pre-Test Post-Test Design

Group	Pre-Test	Treatment	Post-Test
Experimental group	✓	Gallery walk technique (x)	✓

Based on the explanation above, the research used gallery walk technique in writing.

a. Pre-test

Before treatment, a pre-test is administered to the experimental group. The functions of pre-test are used to find out the students' achievement in writing before having treatment, the pre-test is writing test.

b.   Treatment

The activities during the treatment are used gallery walk technique in learning writing in the experimental group. The steps in applying gallery walk technique in writing learning are as follows:

Table 3.4
Treatment of Experimental Group

Steps	Experimental Group (Using Gallery Walk Technique)	
1	Pre-test	Pre-test
	➢ Teacher greets the students	➢ The students give a respons for the teacher's greeting
2	Treatment	Treatment
	Giving Information ➢ Teacher introduces the material and explained to the students about the theory of descriptive text (definition, generic structure, language feature, and grammatical). ➢ The teacher introduces a gallery walk technique to students. ➢ The teacher and student discuss how the use of gallery walk technique in writing activity especially in descriptive textual learning. Grouping ➢ The researcher divided the students into small groups that consist five until seven members of each group.	➢ Students listen to the teacher ➢ Students listen to the teacher ➢ Students listen to the teacher ➢ Students sit in group.

		➢ In class there will be five four stations, each station will be provide with descriptive paragraph and question. ➢ Each group will rotate from station one to four. ➢ They sticky their group works on the wall. ➢ Then they go back to their desks and do a class discussion.	➢ Every groups writer descriptive paragraph and question ➢ Every groups answering all questions. There will be class discussion ➢ This time they don't answer the question but they give feed back or comment to the other groups' works. ➢ Students try to make descriptive paragraph. Teacher and students make a conclusion.
3		Post-Test	Post-Test
		Individual ➢ Students try to make their own descriptive paragraph. ➢ After the time is out, teacher collects the paper	➢ Students write descriptive paragraph. ➢ The students give their writing

c. Post-test

After teaching it given post – test to the experimental group in order to see the result whether the method and media given the effect or not , the test of pre-test are same, the are writing test.

D.   Instrumen of the Research

The instrument of this research was collected by form of test that writing test. Tests are given the form of writing which the topic has been determined by the researcher. In this research, the researcher given a pre-test and post-test. Pre-test and pos-test are given for the experimental group. The aimed of pre-test are used to find out the students' achievement in writing before having treatment. Besides that, post-test are carried out after the treatment in the experimental group. This aimes to determine students' ability to write after conducting an treatment.

There are five components scale in scoring students writing:

Table 3.5
Scoring in Writing Skill

Score	Level	Criteria
Content	30-27	Excellent to very good: knowledgeable, substantive, through development of thesis, relevant to assigned topic.
	26-22	Good to average: some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	21-27	Fair to poor: limited knowledge os subject, little substance, inadequate development of topic.
	16-13	Very poor: does not show knowledge of subject, non-substantive, not pertinent or not enough to evaluate.
Organization	20-18	Excellent to very good: fluent expression, ideas clearly stated/supported, well-organized, logical sequencing, cohesive.
	17-14	Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support,

		logical but incomplete sequencing.
	13-10	Fair to poor: non-fluent;ideas confused or disconnected; lacks logical sequencing and development.
	9-7	Very poor: does not communicate, no organization, or not enough to evaluate.
Vocabulary	20-18	Excellent to very good: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	17-14	Good to average: adequate range, occasional error of word/idiom form,choice usage but meaning not obscured
	13-10	Fair to poor: limited range; frequent errors of word/idiom form, choice, usage; meaning confused or obscured
	9-7	Very poor: essentially translation; little knowledge of English vocabulary, idioms, word form; or not enough to evaluate.
Language use	25-22	Excellent to very good: effective complex constructions: few errors of agreemrnt, tense, number, word order function, articles, pronouns, prepositions.
	21-18	Good to average: effective but simple constructions; minor problem in complex constructions; several errors of agreement, tense, number, word order function, articles, pronouns, prepositions but meaning seldom obscured.
	17-11	Fair to poor: major problem in simple/complex construction; frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions; meaning confused or obscured.
	10-5	Very poor: virtually no mastery of sentence constructions rules; dominated by errors; does not communicate; or not enough to evaluate.
Mechanics	5	Excellent to very good: demonstrates mastery of

		conventions; few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing.
	3	Fair to poor: Frequent errors of spelling, punctuation and capitalization, write sentence.
	2	Very poor: No mastery of conversation, dominated by errors of spelling, punctuation, capitalization, write sentence, hand write not enough to evaluate.

E. The Technique of Collecting Data

In collecting data, some steps were applied as follow:

1. Giving pre- test to experimental group.

2. Giving the treatment to experimental group by using gallery walk technique.

3. Giving post- test to experimental group.

F. Technique of Data Analysis

After collecting data from the test, the data will be calculated. The following procedure will be implemented to analyze the data identifiying the students answer. Analyzing the students' answer based on the five components to evaluate writing ability namely content, organization, vocabulary, language use, and mechanics. Listing their scores in scores table, for the experimentalscores as X and scores as Y variable. The calculating correlation of product moment between x and y will be calculated as follows:

1. Finding the correlation of the teaching method.

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{(n(\sum x^2) - (\sum x)^2)(n(\sum y^2)(\sum y)^2)\}}}$$

2. Determining T-test by formulation.

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

3. Testing Linear Regression.

$$\hat{y} = a + bx$$

With :

$$a = \frac{\sum y}{n} - b\frac{\sum x}{n}$$

$$b = \frac{n \sum xy - (\sum x)(\sum y)}{n(\sum x^2)(\sum x)^2}$$

Where :

$\hat{y}$ = Individual work

a = Consonant

x = Independent Variable

b = Correlation Coefficient

4. Finding the significant effect by formulation:

$$D = rx_{y^2}x \ 100\%$$

G. Statistical Hypothesis

In this research, stastical hypothesis are described whether the hypothesis is accepted or rejected. The statistical hypothesis formula is:

Ha: $T_{observe} > T_{table}$

Ho: $T_{observe} < T_{table}$

Where:

Ha : There is a significant effect of gallery walk technique on student's achievement in writing. (The hypothesis is accepted)

Ho : There is no significant effect of gallery walk technique on student's achievement in writing. (The hypothesis is rejected)

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

After conducting the research, the researcher find the results based on writing test that given to students. The number of students taken as the sample are 30 students. This research only used one group that is experimental group, and two kinds of test in experimental group, pre-test and post-test. There are indicators in writing that are used to obtain data collection:

Con   : Content

Orga   : Organization

Voc   : Vocabulary

Lang   : Language use

Mec   : Mechanics

The following are the tables of the data result by studetnts in writing test from pre-test and post-test questions from the experimental group.

Tabel 4.1
The Score of Pre-test of Experimental Group

No	Student's Initial	Indicators					Pre-Test
		Cont	Orga	Voc	Lang	Mec	
1.	AD	17	14	16	16	2	65
2.	AF	21	19	20	17	3	80
3.	AG	12	12	12	12	2	50
4.	AJ	12	12	12	12	2	50
5.	AL	16	17	17	17	3	70
6.	AM	17	14	16	16	2	65
7.	AP	8	7	7	7	1	30

8.	AR	15	13	14	12	2	56
9.	AY	17	14	16	16	2	65
10.	DE	14	13	14	12	2	55
11.	DI	14	13	13	11	2	53
12.	DJ	17	14	16	16	2	65
13.	ER	16	17	17	17	3	70
14.	FF	16	16	14	12	2	60
15.	FR	17	13	14	18	3	65
16.	GR	16	16	14	12	2	60
17.	HP	16	17	17	17	3	70
18.	KA	16	16	14	12	2	60
19.	MA	14	13	13	12	2	54
20.	MR	7	7	7	7	1	30
21.	NA	17	13	15	17	3	65
22.	NS	16	17	17	17	3	70
23.	PA	16	17	17	17	3	70
24.	RE	15	13	14	12	2	56
25.	RP	17	13	14	18	3	65
26.	SA	17	13	14	18	3	65
27.	SB	14	13	13	12	2	54
28.	SP	16	16	14	12	2	60
29.	VI	16	17	17	17	3	70
30.	ZR	17	17	17	18	3	72
Total							1820

Based on the table above, it can be seen that the highest value of the pre-test results that have students in the experiment group was 80 and the lowest value was 30. So, the average value of the experimental group was 60,6.

Tabel 4.2
The Score of Post-test of Experimental Group

No	Student's Initial	Indicators					Post-Test
		Cont	Orga	Voc	Lang	Mec	
1.	AD	27	20	20	20	3	90
2.	AF	29	20	21	21	4	95
3.	AG	19	19	19	15	3	75
4.	AJ	19	19	19	15	3	75
5.	AL	22	20	20	20	3	85
6.	AM	22	20	20	20	3	85
7.	AP	19	19	19	15	3	75

No.							
8.	AR	22	20	20	20	3	85
9.	AY	22	20	20	20	3	85
10.	DE	19	19	19	15	3	75
11.	DI	21	19	20	17	3	80
12.	DJ	27	20	20	20	3	90
13.	ER	27	20	20	20	3	90
14.	FF	22	20	20	20	3	85
15.	FR	21	19	20	17	3	80
16.	GR	21	19	20	17	3	80
17.	HP	29	20	21	21	4	95
18.	KA	21	19	20	17	3	80
19.	MA	21	19	20	17	3	80
20.	MR	19	19	19	15	3	75
21.	NA	22	20	20	21	3	86
22.	NS	27	20	20	20	3	90
23.	PA	29	20	21	21	4	95
24.	RE	19	19	19	15	3	75
25.	RP	22	20	20	20	3	85
26.	SA	22	20	20	20	3	85
27.	SB	21	19	20	17	3	80
28.	SP	22	20	20	20	3	85
29.	VI	29	20	21	21	4	95
30.	ZR	27	20	20	29	3	90
Total							2520

Based on the table above, it can be seen that the highest value of the post-test results that have students in the experiment group was 95 and the lowest value was 75. So, the average post-test score in the experimental group was 84.

Table 4.3
The Differences Score of Pre-Test and Pos-Test of Experimental Group

No	Student's Initial	Pre-Test (x)	Post-Test (y)
1.	AD	65	90
2.	AF	80	95
3.	AG	50	75
4.	AJ	50	75
5.	AL	70	85
6.	AM	65	85
7.	AP	30	75

8.	AR	56	85
9.	AY	65	85
10.	DE	55	75
11.	DI	53	80
12.	DJ	65	90
13.	ER	70	90
14.	FF	60	85
15.	FR	65	80
16.	GR	60	80
17.	HP	70	95
18.	KA	60	80
19.	MA	54	80
20.	MR	30	75
21.	NA	65	80
22.	NS	70	90
23.	PA	70	95
24.	RE	56	75
25.	RP	65	85
26.	SA	65	85
27.	SB	54	80
28.	SP	60	85
29.	VI	70	95
30.	ZR	72	90
Total		1820	2520

Based on the table above, it can be seen that the post-test value is higher than the pre-test value. Where the pre-test value was 1820, while the post-test value was 2520.

B. Data Analysis

1. Finding Correlation

<div align="center">

Table 4.4
The Calculation Table of Experimental Group

</div>

No	Student's Initial	X	Y	X^2	Y^2	XY
1.	AD	65	90	4225	8100	5850
2.	AF	80	95	6400	9025	7600
3.	AG	50	75	2500	5625	3750

4.	AJ	50	75	2500	5625	3750
5.	AL	70	85	4900	7225	5950
6.	AM	65	85	4225	7225	5525
7.	AP	30	75	900	5625	2250
8.	AR	56	85	3136	7225	4760
9.	AY	65	85	4225	7225	5525
10.	DE	55	75	3025	5625	4125
11.	DI	53	80	4900	9025	6650
12.	DJ	65	90	4225	8100	5850
13.	ER	70	90	4900	8100	6300
14.	FF	60	85	3600	7225	5100
15.	FR	65	80	4225	6400	5200
16.	GR	60	80	3600	6400	4800
17.	HP	70	95	4900	9025	6650
18.	KA	60	80	3600	6400	4800
19.	MA	54	80	2916	6400	4320
20.	MR	30	75	900	5625	2250
21.	NA	65	80	4225	6400	5200
22.	NS	70	90	4900	8100	6300
23.	PA	70	95	4900	9025	6650
24.	RE	56	75	3136	5624	4200
25.	RP	65	85	4225	7225	5525
26.	SA	65	85	4225	7225	5525
27.	SB	54	80	2916	6400	4320
28.	SP	60	85	3600	7225	5100
29.	VI	70	95	4900	9025	6650
30.	ZR	72	90	3025	5625	4125
Total Score		1820	2520	113454	213050	154450

N   = 30

ΣX = 1820

ΣY = 2520

ΣX^2 = 113454

ΣY^2 = 213050

$\Sigma XY \quad = 154450$

Based on the data in table 4.4 finding the correlation between pre-test and post-test by using this formula:

1. Finding the correlation of the teaching method.

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{(n(\sum x^2) - (\sum x)^2)(n(\sum y^2)(\sum y)^2)\}}}$$

$$r_{xy} = \frac{30(154450) - (1820)(2520)}{\sqrt{\{(30(113454) - (1820)^2)(30(213050)(2520)^2)\}}}$$

$$r_{xy} = \frac{4633500 - 4586400}{\sqrt{(3403620 - 3312400)(6391500 - 6350400)}}$$

$$r_{xy} = \frac{47100}{\sqrt{(91220)(41100)}}$$

$$r_{xy} = \frac{47100}{\sqrt{3749142000}}$$

$$r_{xy} = \frac{47100}{61230.23}$$

$$r_{xy} = 0,8$$

2. Determining T-test by formulation:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0,8\sqrt{30-2}}{\sqrt{1-(0,8)^2}}$$

$$t = \frac{0.8\sqrt{28}}{\sqrt{1-0.64}}$$

$$t = \frac{0.8\sqrt{28}}{\sqrt{0.36}}$$

$$t = \frac{0.8(5.29)}{0.6}$$

$$t = \frac{4.07}{0.6}$$

$$t = 6.8$$

Based on the test above, $t_{observe}$ 6,8 with df= n-2. So, 30-2=28 and t_{table} 1,701. If $t_{observe} > t_{table}$ or 6,8>1,701. So, Ho was rejected and that Ha was accepted "There was a significant effect of the effect gallery walk technique on the student's achievement in writing".

2. **Testing linear regression**

$$\hat{y} = a + bx$$

To finding the value of $\hat{y}$, find the value of a and b with the following this formula:

$$a = \frac{\sum y}{n} - b\frac{\sum x}{n}$$

$$a = \frac{2520}{30} - (0.51)\frac{1820}{30}$$

$$a = 84 - 30.94$$

$$a = 53.06$$

$$b = \frac{n \sum xy - (\sum x)(\sum y)}{n(\sum x^2)(\sum x)^2}$$

$$b = \frac{30(154450) - (1820)(2520)}{(113454)(1820)^2}$$

$$b = \frac{4633500 - 4586400}{(3403620)(3312400)}$$

$$b = \frac{47100}{91220}$$

$$b = 0,51$$

After finding the value of a and b, input the value and the finding as at the following:

$$\hat{y} = 53,06 + 0,51$$

3. **Calculating Determination**

$$D = (r_{xy})^2 \times 100\%$$

$$D = (0,8)^2 \times 100\%$$

$$D = 0,64 \times 100\%$$

$$D = 64\%$$

From the determination above it was know that the effect of gallery walk technique on the student's achievement in writing. That achievement was 64% and 36% from other factors.

C. **Testing Hypothesis**

Ha: There was a significant effect of gallery walk technique on the student's achievement in writing.

Because $T_{observe} > T_{table}$ or 6,8>1,701, Ha was accepted, "There was a significant effecr of gallery walk technique on the students achievement in writing". The percentage of the variable x to the variable y or the effect of gallery walk technique on the student's achievement in writing 64% and 36% from the influence of other factors.

D.   The Findings

Based on the analyzing of the data, the use of gallery walk technique was a significant effect. It can see from the differences of mean score of Pre-test and Post-test in experimental class. The average pre-test score of the experimental class students was 60,6 and the average value post-test of the experimental class students was 84.

The significant effect can be seen based on the result of the $T_{observe} > T_{table}$ or 6,8> 2,42857. The results of the pre-test before applying gallery walk technique are 1820, and the results of the pos-test are 2520. So, it can be concluded that scores students better after applying gallery walk technique.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the data analyzing, the researcher can be concluded that there was a significant effect of gallery walk technique on the student's achievement in writing, and especially in descriptive text learning. Based on the result of the pre-test and post-test the researcher found there were student's in writing achievement, which is that proven from the result of the test $t_{observe} > t_{table}$ or $6,8 > 1,701$. In fact, the hypothesis Ha was accepted and Ho was rejected. The percentage of the effect of gallery walk technique on the student's achievement in writing 64% and 36% other factors.

B. Suggestions

Based on the conclusion above, the reserearcher suggested as follows:

1. The teacher especially English teacher can apply the gallery walk technique in their teaching learning process in the class. This technique can make students more active and sharing their ideas based on the material given by the teacher.

2. Students should pay attention to the teacher when the teacher gives the material, it can make the teaching learning process is well. Students should also practice a lot to improve their writing skils.

3. The readers, it can be information to use gallery walk technique. It can also be a reference to teaching writing skill.

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TEST ITEM

Test Item Pre-Test

Test Item Post-Test

Afdal Fadillah
Kelas 8a

The Rabbit

That is a rabbit. It is has long ears.
Has Fur white. Has eyes. She has Four
leg. She lives in grass. It like a carrot.
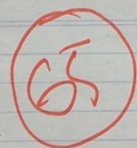She is small. the eyes is red.

80

Cont : 21
Orga : 19
Voc : 20
L.U : 17
Mec : 3   +
          80

65

Nur Aisyah
Kelas 8 A

Rabbit

Rabbit have fur is white
He have mustache. he have two ears.

Cont : 17
Orga : 13
Voc : 15
L-U : 17
Mec : 3 +
_____
65

Delpi eka putri

0a.

She is a rabbit.
She fur is white, soft.
She has a ears.

(55)

Coat : 14
Orga : 13
Voc : 14
L.u : 12
Mec : 2   +
─────────
    55

No

Farel Ferdiansyah

8A

rabbit has ear is long

she has 4 fut

she has a mustache

60

Cont : 16

Orga : 16

Voc : 14

L.U : 12

Mec : 2   *

60

75

Nama : Delpi Eka Putri
Kelas : VIII A

RABBIT
Characteristics :
1. Long pointed ears
2. White
3. Red eyes
   4. Mustache
   5. Strong hind leg to jump
   6. Live in a burrow

"Rabbit"
~~(~ kelinci) ~~

The Rabbit is long pointed ears white Fur red eyes
mustache long. it's strong hind leg to jump
Rabbit this live in a burrow. it is two kg
weight. it is eat grass.

I Like Rabbit

75

Cont : 19
Orga : 19
Voc : 19
L.U : 15
Mec : 3 +
_____
75

Comment :
There is typex in text,
and little decoration.

80

Nama : Nur Aisyah
Kelas : VIII A

RABBIT
Characteristics :
1. Long Pointed ears   4. Mustache
2. White   5. Strong hind leg to jump
3. Red eyes   6. Live in a burrow

a. Rabbit

It is a Rabbit it to have long pointed ears and
it to have Fur white and to have Red eyes, and
mustache, strong hind leg to jump and live
in a burrow. it love carrots and spinach.

80

Comment :
Nice, but in text
there is typex.
And little decoration.

Cont : 22
Orga : 20
Voc : 20
L.U : 21
Mec : 3 +
_____
80

Poster 1

95

Nama : Afdal Fadillah
Kelas : VIII A

A Rabbit

1. A rabbit she has long pointed ears, it also for white, it also has red eyes. It also has mustache, it has strong hind leg to jump, and it also live in a burrow. It also eat a vegetables. It is animal herbivore, and it is Rabbit animal small. It also has four legs.

WE LOVE Rabbit

(95)

RABBIT
Characteristics :
1. Long Pointed ears   4. Mustache
2. White   5. Strong hind leg to jump
3. Red eyes   6. Live in burrow

COMMENT :
That is good, but in writing /
text, there is typex.
The description text is quite
clear.

Cont : 29
Orga : 20
Voc : 21
L.U : 21
Mec : 4 +
        95

Poster 2

e5

Nama : Fares Ferdiansyah
Kelas : VIII A

RABBIT
Characteristics :
1. Long Pointed ears
2. White
3. Red eyes
4. Mustache
5. Strong hind leg to jump
6. Live in a burrow

RABBIT

This is a Rabbit it is a small and long Pointed ears, white fur and eyes red and Mustache a has jump to leg hind strong and a burrow in live a like eat carrot a has leg four Nose the small

(85)

COMMENT :
In this Picture, the text is good.
but, intext there is typex.

Cont : 22
Orga : 20
Voc : 20
L.U : 20
Mec : 3 +
        85

DOCUMENTATION

CURRICULUM VITAE

Name   : Vivi Lestari

Registered   : 1502050118

Place/date of birth   : Merbau Selatan, August 31th 1997

Sex   : Female

Religion   : Moslem

Marital Status   : Single

Nationally   : Indonesia

Father's Name   : Joni

Mother's Name   : Kasimah

Adress   : Merbau Selatan

Mobile Phone   : 082174534151

Email   : vvlestari0@gmail.com

Education:

1. Elementary School at SDN 118181 Kampung Jawa (2004-2009)

2. Junior High School at SMPN 3 Marbau (2009-2012)

3. Senior High School at SMK Swasta Al-Washliyah 1 Marbau (2012-2015)

Medan,   September 2019