THE EFFECT OF GALLERY WALK STRATEGY ON THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE PARAGRAPH AT SMA NEGERI 2 BIREM BAYEUN ACEH TIMUR

THESIS

Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan
As A Partial Fulfilment of the Requirements For The
(Educational Bachelor) S-1 Program

By:
NURHALIMAH
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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS' TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA

MEDAN

2020

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2020

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Lampiran	: -	Kepada Yth :
Perihal	: Skripsi	Bapak Dekan Fakultas Ilmu
	a.n. **Nurhalimah**	Tarbiyah dan Keguruan UIN
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		Di
		Medan

Assalamu'alaikum Wr. Wb

Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan seperlunya terhadap skripsi saudari :

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Judul	: The Effect of Gallery Walk Strategy on The Student's Ability in Writing Descriptive Paragraph At SMA Negeri 2 Birem Bayeun Aceh Timur

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

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SURAT PENGESAHAN

Skripsiini yang berjudul **"THE EFFECT OF GALLERY WALK STRATEGY ON THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE PARAGRAPH AT SMA NEGERI 2 BIREM BAYEUN ACEH TIMUR"**, disusun oleh: **Nurhalimah,** yang telah dimunaqasyahkan dalam sidang Munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:
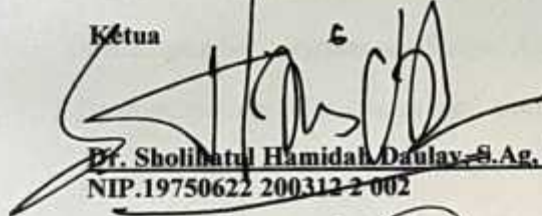
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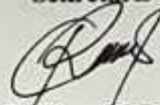
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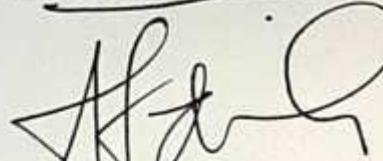**Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan**

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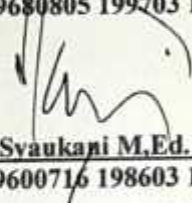
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Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah dijelaskan sumbernya. Apabila di kemudian hari terbukti skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan batal saya terima.

Medan, 4 Desember 2020

Yang Membuat Pernyataan

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ABSTRACT

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Thesis Title : **The Effect of Gallery Walk Strategy on The Student's Ability in Writing Descriptive Paragraph At SMA Negeri 2 Birem Bayeun Aceh Timur**

This study was aimed to obtain empirical evidence about the effect of the gallery walk strategy on students' ability in writing descriptive paragraphs in the tenth grade of SMA Birem Bayeun Aceh in 2020/2021 academic year. This research used quantitative method and the research design used is a quasi-experimental design. The population of this study were all tenth grade students of SMA Negeri 2 Birem Bayeun Aceh Timur. The sample technique used total sampling that consist of 47 students. The sample are divided into two groups: class X MIA^1 as an experimental class consist of 24 students and X MIA^2 as a control class consist of 23 students. The instrument of this research was written test. The results and the effect size of this study were obtained from data calculations using t-*test* with a significance level of ( ) =0,05. The results showed that the post-tests' mean score in the experimental class was 78,45 while in the control class it was 60,26. thus means the post-tests' mean score in the experimental class is higher than the control class (78,45 > 60,26). Therefore, the statistical hypothesis test showed that the -value of the post-test and the gained score is $0.000 < sig$ $0,05$. The effect size of this result is 1,53. It can be conclude that the alternatives hypothesis (H$_a$) is accepted and the null hypothesis (H$_0$) is rejected. It means that the gallery walk strategy was significant effect on the students' ability in writing descriptive paragraph at SMA Negeri 2 Birem Bayeun Aceh Timur in academic year.

Keywords: Gallery Walk Strategy, Students' Writing Ability, Descriptive Paragraph

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بِسْـــــــــــمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

In the Name of Allah the Most Gracious and the Most Merciful

Alhamdulillahirabbil'alamiin, all praise and thanks to Allah SWT, because of His mercy and blessing the writer could finish this thesis entitled **"The Effect of Gallery Walk Strategy on The Student's Ability in Writing Descriptive Paragraph At SMA Negeri 2 Birem Bayeun Aceh Timur"**.

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Last but not least, the researcher realizes that this paper is not perfect. Hopefully this research will be useful not only for the researcher but also to the readers and futher researchers. Therefore, the researcher is very welcome to accept feedback, suggestion and critiques to make this thesis better.

Medan, 4 Desember 2020

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CHAPTER I

INTRODUCTION

A. The Background of Study

There are four language skills that should be mastered while teaching and studying English: listening, speaking, reading and writing. In this review, the writer concentrated on writing. In written communication, writing is one of the skills required. This is because writing skills require critical thinking. It is not easy to produce good writing, and it is a challenge for each student.

Therefore, writing is an important English language skill for students to learn and mastering how to write is essential, There are several reasons why mastering how to write is so important. First, Writing can help students to express what they are thinking and their point of view and think critically. Indah stated that the quality of writing an essay involves developing to think critically.[1] Quitadamo and Kurtz also said that writing skill can develop the way students' to think critically through practice of writing continuously, so that writing becomes their habit.[2] On the other hand, writing has a significant effect on critical thinking performance because it builds the way they think and convey their ideas.

Secondly, writing skill is on of the way to communicate with the public in written form. For example, send a text (short message service) via smartphone to communicate with family, friends, or other people, and it can develop students in

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[1] Rohmani N. Indah, Critical Thinking, Writing Performance and Topic Familiarity of Indonesian EFL Learners, *Journal of Language and Research,* Vol. 8, No. 2, 2017, p. 233.

[2] Ian J. Quitadamo and Martha J. Kurtz, *Learning to Improve: Using Writing to Increase Critical Thinking Performance in General Education Biology,* CBE Life Science Education, Vol. 6, 2007, p. 149.

terms of building relationships with the public, it can be national or international relationship levels through the use of written media. It can not be denied that having the ability to write helps people connect and that supporting students in the workplace is important. Writing is used to send emails and send text messages via smartphones, especially in the era of globalization like today. On the other hand, writing is a common activity and is commonly used in educational settings, workplaces even in daily activities, wherefore it becomes very important the students in the future because by writing students can communicate well with others to develop professional social network.

One form of text that occurs in the school curriculum is descriptive and should be taught in the teaching and learning phase of English. Descriptive paragraph is one type of paragraph in English lesson to describe and express a certain objects, person, animals, or places, so it makes students think about that object.[3] As discussed in the topic, descriptive paragraphs make students to think critically when describing a person, objects or animal for the reader or listener so that they can imagine.

Based on the researcher's observation in SMA Negeri 2 Birem Bayuen Aceh Timur there are several factors that can be mentioned in relation to the issues that faced by the students. The first issue is related to the student's mindset. Some students felt concerned, confused and pessimistic that writing descriptive paragraphs seemed to be a challenging skill to learn since students need to be able to balance and solve many problems, such as material (generic structure), use of the right terms,

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[3] Ai Siti Djamila, *et. Al., Bahasa Inggris: Communicative English in Context,* (Bandung: Grafindo Media Pratama, 2017), p. 142.

correct grammar, and organize the paragraphs in detail so that readers can imagine how they see the real objects.

Secondly, the cause of students having difficulty in writing skills is the lack of vocabulary mastery and motivation. This is because some students said that they have difficulty in describing something clearly, especially when making sentences, students felt difficult when looking for words without using a dictionary, so that why students felt lazy to write. This causes a decreasing of students' motivation in writing skills.

In addition, the reason why students felt difficult when putting their ideas into written form because of students' vocabulary is limited. So, they could not choose the right word for the sentences. It was also difficult for students when using sentences in a grammatical sentence structure and students could not write their writing clearly. This is confirmed by Novita writing descriptive paragraphs is challenging, especially when describing the object to be clear and unforgettable for the reader.[4]

In addition, according to Rozimela, there are five things that make students have difficulty in writing descriptive paragraphs. First, students have difficulty in developing their ideas into sentences or even paragraphs into their writing clearly and well. Second, students have difficulty in organizing an idea according to the generic structure and systematic rules in the description paragraph, so that students could not identify and describe an object clearly. Third, the students have difficulty in grammar, such as difficulty in arranging words in the correct pattern. Fourth, students lacked of vocabulary. So, difficult for students to develop their ideas and are

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[4] Cut Santi Novita, *"An Analysis of Students' Ability and Difficulties in Writing Descriptive Text,"* THESIS, (Banda Aceh: Department of English Education, 2017), p. 2.

hesitate to choose the right word when make a sentences. Fifth, experiencing problems in the use of punctuation, spelling, and capitalization.[5] In many aspects of writing descriptive paragraphs, students face difficulties, such as content, concept creation, grammar, vocabulary, punctuation, spelling, capitalization and generic structures as well.

The teaching method is another explanation why descriptive paragraphs are difficult. In the classroom, the teaching process for writing English is passive. When attempting to follow the lesson, students appear bored and do not understand the content clearly from the teacher's description. Writing is the most difficult skill, according to Richards, since it must produce and organize ideas and even translate these ideas into readable text. So, according to him, the teachers have the responsibility to make guidelines in teaching learning process.[6] With that argument, the role of the teacher is very important in the writing phase of teaching by providing the correct method so that students understand the lesson well.

The difficulties that faced by students in learning English, finding the right strategy in teaching is the best way to solve these problems. As Nunan's statement that learning strategies will help students to develop critical thinking and academic cognitive.[7] Therefore, using the right strategy will help students understand the lesson better than before.

Therefore, the researcher used the gallery walk as a good strategy to help students in writing descriptive paragraphs. Francek stated that gallery walk strategy

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[5] Lailatul Husna, Zainal, and Yenni Rozimela, An Analysis of Students' Writing Skill in Descriptive Text at Grade XI IPA I of MAN 2 Padang, *Journal of English Language Teaching,* Vol. 1, No. 2, p. 2-3.
[6] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Antalogy of Current Practice,* (New York: Cambridge University Press, 2002), p. 303.
[7] David Nunan, *Practical English Language Teaching,* (New York: Mc-Graw Hill, 2003), p. 271.

is a discussion strategy that makes student move from their seat and creates an active atmosphere in the classroom.[8] This strategy will make it easier for students to write descriptive paragraphs and explore their ideas by thinking critically to provide arguments and comments on other students' assignment and give the feedback. In addition, by switching from one community to another it will make learners involved and fun to learn. Kolodner acknowledges that by giving input, students will collaborate and learn from others.[9] It means the gallery walk strategy is a strategy that involves students in class activities.

From the issues that have been discussed, the researcher will conduct a quasi experimental study entitled "The Effect of Gallery Walk Strategy on The Student's Ability in Writing Descriptive Paragraph At SMA Negeri 2 Birem Bayeun Aceh Timur"

B. The Identification of Study

Based on the explanation in the background of the study, the problem that can be identified as follows:

1. Students lack confidence in making sentences using their own words, this is because of the limitation of their vocabulary to describe the characteristics and appearance of person, objects and animals.

2. Difficult for students to make the text according to the rules of making descriptive paragraphs such as language features in describing the characteristics and appearance of person, objects, and animals.

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[8] John M. Francek, *Promoting Discussion in The Science Classroom Using Gallery Walk,* Journal of Collage Science, 2016 p. 27.

[9] Janet L. Kolodner, Facilitating the Learning of Design Practices: Lesson Learned from an Inquiry into Science Education, *Journal of Industrial Teacher Education,* Vol. 39, No. 3, 2002, p. 3.

3. Students realize that the teaching and learning process and the strategies used in the teaching and learning process in the classroom have not been able to help students solve problems and do not motivate them to write descriptive paragraphs clearly.

C. The Limitation of Study

There are many factors that can cause the low level of writing ability: self-confident, motivation, learning style, teachers' performance, media and teaching strategy. Teaching strategy can influence the students' writing ability because it will go along way toward effectively conveying ideas, concepts, and facts to the students. Gallery walk can influence writing ability because it helps students to expand their ideas or works.

Therefore the researcher would like to conduct a study about the effect of gallery walk strategy on the students' writing ability in descriptive paragraph at SMA Negeri 2 Biren Bayeun Aceh Timur.

D. The Formulation of Study

Based on the problem identification, the researcher will address the following question: "Does the gallery walk strategy significantly affect on students' ability in writing descriptive paragraph than expository strategy?"

E. The Objective of Study

The objective of the research is to find out whether gallery walk strategy significantly affect students' ability in writing descriptive paragraph.

F. The Significances of Study

The researcher hopes that this research will be useful not only theoretically but also practically. The significance of the research is as follow:

1. For the teachers, this research can be used as an alternative in the teaching and learning process, and get teaching references with other strategies that can be applied in the teaching and learning process to increasing the ability of teachers in teaching English, especially descriptive paragraphs.

2. For students, to increase their ability, especially in writing descriptive paragraph.

3. Further researchers, the results of this study are expected to provide basic information in conducting further research and can be used as a reference for the development of similar research.

CHAPTER II

LITERATURE REVIEW

A.   Theoretical Framework

In conducting a study, a theory is needed to explain some of the concepts or terms used in the research. These terms should be clarified to avoid confusion. Thus, the following explanation is intended to clarify the explanation.

1. Concept of Writing

Writing has an important role for students and writing is one of the important media for students to be mastered, so students can express their feelings to others and the ideas in writing form. Many scholars have several definitions to explain the true meaning of the text. Furthermore, The definition of the experts' writings will be referred to Nunan, writing is a mental act that produces thoughts and communicates ideas in phrases and even paragraphs to explain the reader's understanding.[10] Secondly, according to Harmer, writing is a skill that can help students think critically and put it into writing by focusing on using appropriate language and developing language in written form.[11]

Students should think about how to communicate their ideas in paragraphs with these statements that can be read in good language use. In reality, Richards and Renandya have believed that writing is a difficult skill because the author not only communicates the essence of his thoughts but also puts thoughts on words and focuses on spelling, grammar, choice of words, and so on.[12] By organizing thoughts into a

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[10] David Nunan, *Practical English Language Teaching,* (Singapore: McGraw-Hill, 2003), p. 88.
[11] Jeremy Harmer, *How to Teach Writing,* (Harlow: Pearson Education Limited, 2004), p. 31.
[12] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching on Anthology of Current Practice,* (New York: Cambridge University Press, 2002), p. 303.

good arrangement of written text, it communicates ideas or knowledge. Al-Quran supports this assertion. In the glorious Al-Quran (Al-Qalam:1)

ن ﴾ وَالْقَلَمِ وَمَا يَسْطُرُوْنَ

Meaning : *Nun. By the Pen and by the (Record) which (men) write.*[13]

The verse includes a qalam (pen) instruction to write with it. The essence of wisdom that comes from Allah is writing. Writing has a function as an instrument for understanding human interests. If there is no publication, the understanding will be lost, the religious journey will be awkward. Since writing includes thoughts that will be shared, wishes, and expressions.

Beside that, Allah also states in the glorious Al-Qur'an (Al-'Alaq : 1-5) :

(   )4 (   )3 (   )2 (   )1

5 (عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ)

"Read in the name of Lord who created. Created man from a clot. Read and your Lord is the most Generous. Who taught by the pen. Taught man what he did not know".

Allah taught man with a pen. With a pen, humans can record a variety of knowledge that they get, with a pen humans can express and interpret the ideas, opinions and desires of his heart and from the pen humans also get a variety of new knowledge.

Because as Muslims we must always seek knowledge and practice the knowledge we get as well as possible. By writing, the knowledge we get will be able to be well practiced if we are able to maintain our writing. See the hadits our prophet Muhammad (peace be upon him) :

قَيِّدُوا الْعِلْمَ بِالْكِتَابِ

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[13] Basheer Ahmad Mohyidin, (2004), *Quran The Living Truth,* New Delhi: Continental Book Center, p. 1054.

The meaning : *"Tie science with writing"* (Geneology Alhadist Ash-Shahiihah number. 2026)[14]

The hadith encourages people to write the knowledge they have acquired. By writing knowledge they have gained, they can repeat the knowledge they have gained by looking back at what they have written and the knowledge they have achieved is not forgotten and is not in vain.

إذا سمعت شيئا فاكتبه ولو في الحائط

The meaning : "*When you hear something (from knowledge) then write it down even on the wall.*" (HR. Abu Khaitsamah in Al-Ilmu no.146)

The meaning of the hadith is, write down the knowledge that we get even if it is on the wall, because if we don't write down the knowledge that we get, then we are wasting that knowledge. By writing, it becomes easier for us to remind that knowledge for us to practice in our life.

Basically, to be a good writer, students must be able to produce good writing, including grammar and proper English vocabulary, with the ability to understand the steps in writing. They need to understand how their information and thoughts can be structured, so that the written results are linked. This is in line with Schunk, who argues that writing requires cognitive processes, grammar, and ideas as a way to improve the intellectual abilities and achievements of students.[15] Therefore, they must have the ability to learn the language itself, grammar and vocabulary in order for students to become successful authors, so that they can produce their own written ideas.

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[14]Yananto Sulaimansyah, 2012, Ikatlah Ilmu dengan Tulisan,(https://kunaasyaa.wordpress.com/2012/11/08/ikatlah-ilmu-dengan-tulisan/) accessed on January 29th 2020, 20.58

[15] Dale H. Schunk, *Learning Theories An Educational Perspective.* Sixth Edition. (New Jersey: Pearson Education, Inc., 2011), p. 439.

Writing skill is the ability to articulate the thoughts of the author by which readers understand, in coherence and continuity, the ideas expressed by the author so that a paragraph becomes a successful writing. This is in line with the argument by Jyi-Yeon Yi that writing ability is the ability to create and organize ideas by developing a coherent and cohesive writing pattern that corresponds to the writing pattern.[16] In order to produce good writing, the writer must pay attention to the aspects of the writing, not only about the idea to be told but also how to arrange each sentence which is coherence, cohesion, and unity so that the reader understands the writing.

Therefore, so that students can understand that coherence in writing is something that is really needed. According to Harmer, coherence is that the reader should understand two things, the first is the intention of the author and the second is to understand the plot of the writer, meaning the story can be followed by the reader. By using appropriate pronouns, using transition signals, and how the author arranges the ideas in a chronological order, analyze text coherence.[17] It means that coherence paragraph should be clear and linked well from one paragraph to another so the readers can understand and follow the author's ideas.

On the other hand, cohesion is also needed in understanding a paragraph. Cohesion can be used to prevent needless repetition, so that each phrase is well related to another phrase. Cohesion is a number of linguistic techniques that help the writer to make feelings' hold together '. Harmer has introduced coherence that can help readers understand the use of different grammars, such as lexicon cohesion and grammatical cohesion.[18] Therefore, making sentences using the correct grammatical and lexicon cohesion it is important to make good writing.

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[16] Jyi-Yeon Yi, Defining Writing Ability for Classroom Writing Assesment in High Schools, *Pan-Pacific Association of Applied Linguistics,* No. 13, Vol. 1, p. 58.

[17] Jeremy Harmer, *Op. Cit.*, p. 25.

[18] *Ibid*, pp. 22-23.

In addition, it is not only important to learn about cohesion and coherence, but also about unity, which is one of the important aspects of good writing. Unity implies that from beginning to end, one paragraph only addresses one key concept. More than one key concept may be written in a paragraph, but they should be connected to one another. Oshima and Hogue added that the main idea must be supported by unity.[19] This means that unity is one of the main elements of compiling a good idea in writing.

To sum up, the students must have the ability to write the essays by knowing the author's goals, understanding the ideas and contents as a whole, and even mastering grammar. Therefore coherence, cohesiveness, and unity in writing are the important aspects that should be learned by students.

a. The Writing Process

In a writing process this combines some aspects, such as developing related ideas to the content to be written, choosing the right words, grammar should be good, and how to combine each word to build a sentence into a paragraph.

Furthermore, Langan claimed that the writing process includes the following steps:

a) Prewriting

The writer should be ready to identify the ideas to make a paragraph by making free writing, question and answer, making an outline, and diagrams.[20]

b) Writing a First Draft

When the author wants to write the first draft, first write the topic that will be used as a text. after being fixed on the topic and thesis, the writer is expected to be able to make a clear thesis statement and develop the content with specific details.[21]

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[19] Alice Oshima and Ann Hogue, *Writing Academic English,* (Pearson: Longman, 2009), p. 18.

[20] John Langan, *College Writing Skills, Media Edition,* Fifth Edition, (New York: McGraw-Hill, 2006), p. 23.

[21] *Ibid*., p. 32

c) **Revising**

Revision is the third writing process in which revision is the writer's process of correcting, modifying, and eliminating irrelevant material on paper to make better improvements. At this point, the emphasis is on the essay's style and content. These are summarized into three steps that may help to simplify the process of revision. First by reviewing each paragraph, and using supporting information, revise the content. Second, study sentences to make words successful by looking at handwritten types, such as parallelism, inaccurate specific words, and avoiding slang words. Finally, editing, which involves contributing to the thoughts of the author and modifying the margins or styles that require revision.[22]

d) **Editing and proofreading**

Editing is the process of reading paper carefully, looking for mistakes in grammar, punctuation, and spelling. After correcting typos and formatting, the essay will ready to be read.

This is in line with Harmer's statement that explains the writing process in four phases with similar words as well. Harmer said the first step is to plan where the writer can understand the object of the writing for which the writing is intended and the structure of the content of the writing itself including concepts, facts and arguments.

Drafting is the second step. Drafting is a process in which the author starts writing the first edition of the text that will later be revised. Editing (reflecting and revising) is the third step. Most authors need assistance from other readers at this point to help them provide feedback and suggestions that represent the ideas. The author should be focused on seeing the whole content (clear or unclear information, sentences are not structured and well ordered) and also writing details, such as grammar accuracy and word choice.

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[22] *Ibid.*, p. 35.

The last step is the final version. The author at this stage has revised and edited the draft and produced the final version so that it is ready to be sent or shared to the readers.[23]

2. **Concept of Students' Ability**

In Hornby's dictionary, ability is the capacity or strength to perform both physical and structural function. Hornby also described ability as intellect, particularly in the academic field.[24]

Ability cannot be separated from the action, mentally, physically. Mental actions cannot be called abilities, neither are physical actions. Intention without application is not an ability, because everyone can have intentions, but not everyone can make it happen. Therefore, ability is a mental and physical act simultaneously.

We know that we are creatures of Allah Subhanahu wa Ta'ala with the best structure. That's why we have the ability since we were born and are balanced in form and nature, that is based on the verse At-tin: 4

خَلَقْنَا الْإِنْسَانَ فِي أَحْسَنِ تَقْوِيمٍ

Meaning: *We have created man on his best form.*[25]

Based on the verse above, the researcher conclude that ability is the capacity of someone such as the hearing, vision, intelect, knowledge that are needed to do activity in daily life.

3. **Concept of Descriptive Paragraph**

There are many types of text that learners have mastered. And a descriptive paragraph is one of them. Where an object, such as a thing, person, animal, or location, is defined by students so that the reader can imagine that the object looks real. A descriptive paragraph is one form of English text to describe and convey a certain

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[23] Jeremy Harmer, *Op.Cit*, p. 4-5.
[24] Hornby, As. 1192. *The Advance Learner's Dictionary of Current English.* London: Oxford University Press. P. 28.
[25] Bakry Oemar. 1981. *Tafsir Rahmat.* Jakarta: PT Mutiara. P. 1251.

object, human, animal, or location, according to Djamila, et al., so it lets students think about that object.[26] It provides the characteristics of individuals, animals, objects, and locations in detail.

According to Wilson and Burks, descriptive paragraph is a type of writing that can be used to describe anything that resembles a certain location, person, or unit of time and provides a visual picture. They also involve not only telling about appearance in describing a person, but also describing a personality or character in a description that can be imagined until it looks real to the reader.[27] Another specialist, Plooger, mentioned that a descriptive paragraph adds information about an object's physical appearance and explains the object's physicality using sensory language, thoughts, and concepts.[28] The writer focuses on describing a person in this case. As Djamila argued, the learners say or explain details about a person's appearance, mannerisms, character traits, and emotion when describing a person.[29] By those statement, describing someone should be included the characteristics and physicality of that person by providing a clear description.

From the explanations of several experts above who have the same concept of descriptive paragraphs, the researcher concluded that descriptive paragraphs are a type of text that describes a person, place, object, etc., physically and the characteristics of an object so the readers can imagine an object.

a. The Purpose of Descriptive Paragraph

From the explanations previously mentioned, it has been explained by several experts that the purpose of descriptive paragraphs is to describe something, someone, and a place. On the other hand, the researcher has several references to describe the

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[26] Ai Siti Djamila, *et. Al., Bahasa Inggris: Communicative English in Context,* (Bandung: Grafindo Media Pratama, 2017), p. 142.
[27] George E. Wilson and Julia M. Burks, *Let's Write English,* (New York: Litton Educational Publishing, Inc., 1980), p. 379.
[28] Kathrine Plooger, *Simplified Paragraph Skills,* (USA: NTC Publishing Group, 2000), p. 241.
[29] Ai Siti Djamila, *et. al., Op.Cit,* p. 98.

function of this text. First, according to Hartono, descriptive paragraphs have a social function to describe buildings, animals, places, and person.[30] Secondly, The object of descriptive paragraphs, according to Smalley, is to write paragraphs on how to define individuals, locations, etc., to use modifiers as supporting information in paragraphs, to also use location adverbs and adjective clauses to improve coherence and to organize ideas into text.[31] In addition, a descriptive paragraph's main objective is to write objects so that readers can feel, hear, see and visualize the object.[32]

It can be concluded that the general purpose of descriptive paragraphs is to define an object visually by using special terms, such as adjective clauses and adverbs of position, such as characteristics, so that the reader is fascinated with an object and can visualize how it feels and its form.

b. Generic Structure of Descriptive Paragraph

According to Sumarsih and Sanjaya, the generic structure of the descriptive paragraph is divided into two parts, there are:

a) Identification

Identification of objects, animals, locations, or individuals to be known.It introduces the name, location, etc.

b) Description

Describe an object, animal, place, or person, institution and characteristics in detail.[33] So the contents are more detailed, both explanations and descriptions of the identifications that have been explained about objects, animals, places, and person.

Furthermore, according to Knapp and Watkins, which states that generic descriptive paragraph structures are classification and description. The purpose of

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[30] Rudi Hartono, *Genre of Texts,* (Unpublished, Semarang State University: English Department Faculty of Language and Art, 2005), p. 6.

[31] Regina L. Smalley, *et.al, Refining Composition Skills: Academic Writing and Grammar,* Sixth Edition, (Boston: Heinle Cengage Learning, 2012), p. 52.

[32] John Langan, *College Writing Skills with Readings,* (New York: McGraw-Hill, 2001), p. 175.

[33] Ai Siti Djamila, *et. al., Op. Cit.,* p. 143.

classification is to introduce or classify objects, such as the names of objects, animals or individuals. They can find it from objects. The classification of features, appearance, personality and behaviors.[34] It can be inferred that the classification is intended to introduce an object's identification, while the definition is intended to explain the object in detail, both personal and physical details.

c. Language Features of Descriptive Paragraph

According to Djamila, there are several characteristics of language in descriptive paragraphs which include the following indicators:[35]

a) Using certain nouns, such as teacher, house, my cat, bridge and other words.

b) Using simple present tense eg. work, love, go and other words.

c) Use detailed noun phrases to provide information about a subject, such as a large open rowboat, a cute young woman, the deaf and so on.

d) Using a variety of adjectives to describe, number, classify such as two beautiful eyes, beautiful fingers, straight hair, etc.

e) Provide information about the subject using related verbs, such as my hardworking father; the room is very neat, and so on.

f) Using thinking and feeling verbs to express the author's point of view, as she thought her father was very wise; according to her cooking is a very easy thing, and so on.

g) Using action verbs, such as my sister studied everytime before bed; walking every morning is a good habit, etc.

h) Using adverbs to provide additional knowledge on etiquette, such as routine analysis, every chance, etc.

i) Using figurative language, such as simile, metaphor, e.g. her mother is beautiful as the moon, sat tight, etc.

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[34] Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing,* (Sydney: UNSW Press Book, 2005), p. 101-103.
[35] Ai Siti Djamila, *et. al., Op. Cit.,* p. 142.

d. The Example of Descriptive Paragraph (Describing Person)

My Beloved Family

Identification

My name is Faqih. I am fifteen years old. I want to tell you about my family. There are three persons in my family: mother, father, and me. Let's start with my mother.

Description

My mather is thirty nine years old. Her name's Halimah. She's thin-faced and she's got long black hair and beautiful dark brown eyes. She is slim because she always diet in order to maintain the ideal body shape. She is very good-looking, always well-dressed and elegant.

My father, Farhan, is fourteen years. He is fifty-three years old. In spite of his age, he's still handsome and strong to go to our field to grow the vegetables. He has bright brown eyes. He is taller than the whole family. He is a loving father and cares for family members. My father can cook, the meals he cooks are always very tasty as well as my mother. He also likes doing sport.

4. Concept of Gallery Walk Strategy

The Gallery Walk is a discussion strategy, according to Francek, that gets students off their seats and into an active mode of engagement. Furthermore, Bower and Keisler suggested that the gallery walk is a technique in which learners visually show their work on lessons.[36] Using the gallery walk strategy, teaching and learning exercises in class include learners, helping students to understand the lesson well.

More than that, As Gregory and Kuzmich quoted in Otoyo, the gallery walk is a collaborative problem solving strategy that is an outstanding communication suggestion

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[36] Bowers, Erica and Laura Keisler. *Building Academic Language through Content Area Text.* (Huntington Shell Education Publishing, Inc: 2011) p. 158.

that acknowledges the ingenuity and strength of working together in a group.[37] The gallery walk technique that described by Allen and Tanner in C.K., according to Chin, is known as active learning to discover new knowledge, a meaningful way to coordinate ideas, and to provide learners with opportunities to present the outcomes of their learning process to others.[38]

The researcher concludes from the above description that the gallery walk strategy is a successful and practical way of encouraging innovation and collaboration in the classroom, as well as active learning where students travel around the class to see and provide input on the work of other peers. In order to inspire students in the class to be involved. To assess the comprehension of the lesson and train them to think critically because they need to review the work from the input of other students. To assess the comprehension of the lesson and train them to think critically, so they have to review the work from other students' input and can learn in a fun way.

a. Procedures of Gallery Walk Strategy

Students organize the answer to several questions posted while practicing the Gallery Walk Technique in groups on classroom walls. The general procedure for implementing the Gallery Walk strategy are:[39]

a) Creating and posting the questions

The teacher writes questions relevant to the learning material and relies on the size of the class on the number of questions to be written. Write questions on big paper, flip charts for self-help, whiteboards, or even loose-leaf paper mounted on walls. Question examples include:' What is a descriptive paragraph? ';' What is the

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[37] Kerisin Otoyo, The Use of Gallery Walk to Enhance Speaking Ability of The Eleventh Grade Students of State Madrasah Aliya, *Journal of Teaching and Learning,* Vol 5, No. 2, 2018, p. 104.

[38] Chee Keong Chin, Kwan Hooi Khor, and Tiam Kian Teh, *Is Gallery Walk an Effective Teaching and Learning Strategy for Biology?,* Biology Education and Research in a Changing Planet, Selected Papers from the 25th Biennial Asian Association for Biology Education Conference, p. 56.

[39] John Mark Francek, *Loc. Cit.*

characteristic of the language in descriptive paragraphs? ';' Write a descriptive paragraph about your mother and identify the text's general structure and language features! '

b) Making group, giving a job for each student and emphasizing team building

Provide the learners with instructions on how to process and divide the gallery walk strategy into four or five groups. Then a recorder responsible for writing group comments is selected by each team. In each party, the reporter needs to turn. For instance, create one group and each group consists of five or six individuals. In each group, one of the members must be a reporter!.

c) Allocate stations and give comments

The teacher give the directions to each different discussion group. To avoid noise and to control the class well, encourage reporters to write clearly and concisely on paper. Then the teacher gave the instruction 'Please move from group to group after visiting each group for five minutes! Please write other comments that are different from each group!.

d) Rotation

Say "Rotate!" after three to five minutes, then each group moves in a clockwise direction from the original group to the next group. Then a new comment was made by each group and responded to feedback. The teacher acts as a facilitator, supervises the course, clarifies questions and measures the understanding of students.

e) Begin oral presentation

Students return to their respective groups after visiting each group and take 5-10 minutes to collect all the feedback on the sheet posted there. An oral presentation is made by the reporter and he mentions the key points on the board. Five minutes is the length of the oral presentation. Teachers need to pay attention to relevant concepts during presentations and correct misconceptions and errors.

b. Gallery Walk Strategy in Teaching Writing

In the teaching and learning process using the gallery walk strategy, Bowman proposed some general guidelines as follows: First each group placed a paper on the wall of the classroom. Provide space when placing the paper down to make it easier for students to switch from one community to another. Second, write with questions, statements, or issues that suit the subject on paper. Then, students go around the room and write on paper their replies. After that, Students move spontaneously or obey orders from the teacher. After students write all the reports and write their findings on the worksheets, then students spend a short time discussing their observations in their small groups. Finally, with the whole group, students explore these activities.[40]

Furthermore as quoted in Sujannah and Utami by Ridwan, he claimed that there are many steps to teaching using a gallery walk. The first step is to build groups according to the subject to be addressed, the size of the class, and the number of students. A different topic or the same subject may be obtained from each group. Ultimately, by using a gallery walk, students can compare and achieve their job with others.

In the second step, each group discusses the topic given and students are responsible for learning to build independent learning on their own. The third step, On the text, each group should write their conclusion and stick it on the wall. Students, whether in the form of diagrams, mind maps, graphs, or those that are easy to understand, should be imaginative and think critically to present their work. Therefore each community has its own team and the teacher can ensure that the classroom stays supportive so that it is not crowded and well managed.

The fourth step, Each group member takes turns from one group to another and the instructor should ensure that the data provided is understood by all group members.

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[40] Sharon L. Bowman, *The Gallery Walk: An Opening, Closing, and Review Activity.* Available at http: //www.bowperson.com/BOWPERSON/GaleeryWalk.pdf Retrieved on January 25, 2020.

To set the time for each presentation and rotate all classes, the instructor should be a timekeeper, so that the time allocated is enough. This move often invites students to provide written input or suggestions on the article, of course.

However after the group has shifted from one group to another, by using the gallery walk technique, the instructor should inquire about the feelings and difficulties of the students. Solve misunderstandings during the gallery walk approach that is used.[41]

As Jonson quoted in Otoyo, who in several measures announces the execution of gallery walk. "First in class, the instructor posts three or four papers and gives "comments" and "questions" marks. Then, to see what the image looks like, students are asked to walk outside. When all students have finished seeing the results of the work of the other groups, they should write down their thoughts on the report. Finally, The students went back to their seats and had a debate. They may ask for misunderstandings or understandings, explain remarks or answer questions.[42]

In this research, by using gallery walk to achieve the objective of teaching descriptive paragraph writing, the writer mobilizes the teaching directions or the teaching steps as follows:

a) The teacher asks students a variety of questions relating to the subject to be presented on the gallery walk as fundamental information for students. Descriptive paragraphs are taught by the researcher, so the questions can relate to the theory of descriptive paragraphs, the appearance and characteristics of animals, things or individuals. For example, what is a desciptive paragraph? What is the languange features of descriptive paragraph? Or 'please, describe your mother's appearance!'

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[41] Wahyu Diny Sujannah and Lucia Niken Tyas Utami, *Gallery Walk as Strategy to Improve Learner Autonomy,* The 4th International language and Language Teaching Conference at Sanata Dharma University, Yogyakarta, p. 260.

[42] Kerisin Otoyo, *Loc. Cit.*

b) As students acquire basic knowledge of the subject, the teacher offers instructions on how to use the gallery walk strategy and discusses what they will learn.

c) The teacher devided the students into five groups.

d) There were five groups in the classroom, each group would answer the teacher's questions and write down the answers in the paper.

e) After that, the students stick their group works on the classroom wall.

f) In order to check the work of other students, each group can rotate from one group to another and they will express their ideas from the results of group work, where they take ideas to review their work and provide input or suggestions on the work of other groups. For example: stressing incorrect phrases or using language features in incorrect sentences.

g) After each group has finished rotating to all groups, they will have a class discussion from the students' comments and ideas taken.

h) Then, Still in groups, students try to make descriptive paragraphs that get ideas from the work and comments of other groups.

i) Individually, students try to make their own descriptive paragraph. Their individual assignment will be assigned as post-test of gallery walk.

c. The Advantages of Gallery Walk Strategy

According to some experts, there are several benefits to this gallery walk strategy. First the gallery walk will prepare students to practice, analyze, coordinate, and compose instructor explanations for lesson topics, according to Taylor. The gallery walk strategy may also enable students to think critically, such as observing and assessing the work of other students, she added. Promote collaborative learning, team building and attempt to solve issues across different groups from different viewpoints. Students should also exchange ideas and provide an opportunity to gauge the past experience, talents, and misconceptions of students. The gallery road, of course, builds

student interaction by turning to each group.[43] The gallery walk not only provides students with opportunities to actively learn, but also creates critical thinking by providing comments and demonstrating effective teamwork.

In addition, the technique of the gallery walk also allows students to give positive feedback to each other, share ideas so that class activities evolve and understand the lesson better. Students may also revise their respective tasks from the work and comments of other students.[44] Meanwhile, according to Harmer, the gallery walk strategy uses a flip chart where students can move from one group to another to see the results of the other groups' work that has been written on the flip chart. He also added that they can take ideas from students' thoughts and write these ideas down in their own work.[45] It can be concluded that the gallery walk strategy encourages students to go around the class so that they can see the results of other group assignments in order to provide comments and take ideas from different groups to revise assignments that have been written or completed.

The benefits mentioned above suggest that the gallery walk approach is integrated with the goals of the 2013 curriculum features, where students can develop, be innovative, efficient, involved and contribute to society.[46] This means that the aims of the 2013 curriculum can be accomplished by using a gallery walk as a good approach that provides students with opportunities to think objectively from the viewpoint of both individuals and communities, facilitates collaborative team building, and students can learn not just from books, but also from their work and input from peers. So in the learning process, the gallery walk will create the interest of students.

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[43] Taylor, p. 2001. Gallery Walk, http://www.cct.umb.edu/gallerywalk.html Retrieved on 25 January 2020.

[44] Holbrook, J., dan Kolodner, J.L., *Scaffolding The Development of an Inquiry Based (Science) Classroom. In B. Fishman and S. O'Connor-Divelbiss (Eds.),* Mahwah, NJ: Erlbaum Fourth International Conference of the Learning Sciences, 2000, p. 222.

[45] Jeremy Harmer, *The Practice of English Language Teaching,* (Essex: Pearson Education Limited, 2007), p. 186.

[46] The Regulation of Indonesian Government Number 35 Year 2018 about the objective of Curriculum 2013

Gallery walks also have a positive effect on students in the development of good social ties, in accordance with the characteristics of the 2013 curriculum. Students should engage with students or other social groups since each community can correct each other and provide feedback on the outcomes of their tasks. This trains students without blaming the work of other friends to talk well and respectfully. Furthermore to obtain good conclusions, each student should exchange ideas, value each other's viewpoints and open minds. This illustrates that in socializing in the neighborhood, the gallery walk approach has a positive influence on learners.

    d. The Disadvantages of Gallery Walk Strategy

Francek said that there are several weaknesses in using the gallery walk strategy, apart from the strengths that have been mentioned. First, not all students can engage in events actively. In this situation, certain members of the group were followers and not all students were interested in making their assignments and presenting them. Second, the instructor must pay attention to the management of each group and ensure that all members of the group engage in the timely implementation of activities. The situation in the classroom can be crowded and take longer if the teacher does not handle the time well. Third, since they lack experience working in groups, students tend to work individually.[47] The use of gallery walk strategy also has some disadvantages for learners in the learning process, in addition to the previous benefits mentioned above.

5. Concept of Expository Strategy

One of the community teaching strategies that should be implemented in the teaching learning process is the Expository Strategy. Essentially, it is direct instruction. A teacher who teaching in the classroom when the teaching and learning activities are run and students take notes. Students were instructed what they need to know (expository learning). According to Ulit stated that in expository, the teacher is the

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[47] Francek, *Loc. Cit.*

information giver. He gives all the information needed by the pupils, after which, he gives an evaluation or a test.[48] It can be explained that, expository teaching strategy is known as direct instruction in which the teachers role as information giver. They deliver what the students need to know by lecturing and the students can be given evaluation after the teacher transfer the information. In this expository strategy, the teacher controls their students by managing what information is needed by the students to be learnt.

B.   Conceptual of Framework

Based on the theoretical framework gallery walk strategy is better on the students' ability in writing descriptive paragraph than without gallery walk strategy because Students may improve imagination and collaboration through the gallery walk strategy, as well as active learning in which students travel around the classroom to see the outcomes of the tasks of other friends and provide input to inspire active students in the classroom. So it will assess the lesson's comprehension and train them to think critically so they need to revisit tasks from the input of other students, but they can learn with fun.

C.   Previous Study

There are many studies conducted to find out whether the gallery walk strategy can improve students' writing skills. The following are some of the studies conducted by several researchers.

The first study-related article was carried out by M. Arif Rahman Hakim, Nike Anggraini, and Andri. This research aims to solve the problem of speaking abilities of SMA Negeri 6 Bengkulu Tengah, Bengkulu second grade students by using the gallery walk technique. 30 students were the research subjects. Classroom Action Analysis is the process used in this report. The analysis was done in two cycles. Four phases are included in each cycle - planning, execution, observation and reflection. In addition, the

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[48] Ulit, Enriqueta, *Teaching the elementary School Subjects,* Manila: Book Store, Inc. 2004.

outcome showed that after the action was given to the students, the speech capacity of students was enhanced.

Khairunnisak and Rusdi Noor Rosa, published in 2018, performed the second article relating to the study. They tried to find "The Use of the Gallery Walk Technique in Teaching Writing Announcement Text in Junior High School Students". In learning to write announcement text to junior high school students, this study aims to explore the use of the gallery walk technique. Classroom Action Research is the procedure used in this report. The analysis was done in two cycles. It consists of four meetings per cycle. Four phases are included in each cycle - planning, execution, observation and reflection. In addition, the result showed that the gallery walk technique would assist the teacher in teaching the student to write an announcement text.

The third linked study has been carried out by Danik Widayanti. She sought to find the "The Effectiveness of Using Gallery Walk Technique to Teach Students' Speaking Skill at The Eight Grade of MTs Negeri 2 Boyolali in The Academic Year 2018/2019" Experimental research performed in the experimental and control class was the research methodology of this study. The researcher population was the students of MTs Negeri 2 Boyolali, which consists of 36 students in two classes. As the experimental class, 18 students of VIII A are the control class and 18 students of VIII B, all as a sample. She used pre-test and post-test, then she used the formula to evaluate the t-test results. In addition, the outcome showed that the mean pre-test for the experimental class was 66.5 and 73.94 after the test. The mean pre-test was 71 for control class 66,1 and post-test. In other words, the ability of students to speak with the right to communicate was enhanced.

The fourth previous study was conducted by Fajar Nuliana Fuad. The research title of her study was "The Use of Gallery Walk Strategy to Improve Strudents' Writing Skill at The Twelfh Grade Students of MA NU 03 Sunan Katong Kaliwungu in The Academic Year 2017/2018". As a research approach, this research uses

classroom action research. Qualitative and quantitative data are being combined by researchers. Qualitative data from student interviews, observation and documentation were collected, while quantitative data from the final examination was obtained. Teaching writing skills by gallery walk strategy has been found to enhance the ability of students to write skills.

The last previous study was conducted by Desi Lestari. The researcher conducted this research to find "The Effect of Gallery Walk Strategy on The Students' Ability in Writing Descriptive Paragraph at MAS Al-Ittihadiyah Medan 2016/2017 academic year." This study used experimental research. The result of this study showed that using gallery walk strategy has significant effect on the students ability in writing descriptive paragraph.

D.   Hypothesis

Based on the theoretical above and conceptual framework, the following hypotheses were formulated by the writer:

a) H_a : There is a significant effect of gallery walk strategy on the students' ability in writing descriptive paragraph than without gallery walk strategy.

b) H_0 : There is no a significant effect of gallery walk strategy on the students' ability in writing descriptive paragraph than without gallery walk strategy.

CHAPTER III

RESEARCH METHOD

A. The Location of Research

This research was conducted at class X of SMA Negeri 2 Birem Bayeun Aceh Timur in 2020/2021 Academic Year . This school is located in Desa Alue Sentang Birem Bayeun Aceh Timur. The researcher choose SMA Negeri 2 Birem Bayeun Aceh Timur as the location of her study because :

1. The information that is needed in this research can be found in this school

2. A representative sample of the number of students is appropriate.

3. There is no similar study conducted before in the same school and most students in the first year still have a problem writing descriptive paragraphs.

B. The Population and Sample

The population of this research is all the first-grade of SMA Negeri 2 Birem Bayeun Aceh Timur in Academic year 2020/2021 that consist of 47 students divided into two classes. This in line with Sugiyono which stated that a population is all the objects that will be researched.[49]

Table 3.1
The Population of Research

Number	Class	Number of student
1.	X^1	24
2.	X^2	23
Total		47

[49] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D,* Bandung: Alfabeta, 2018, p. 80.

The sample is part of a number and features of the population.[50] In this analysis, the sample is a subgroup of the target population representing the entire population intended for testing by the researcher.[51] There will be samples collected from the whole population this is in line with the statement of arikunto. "If the research population is less than 100, the whole sample can be taken, so that the research becomes a population study,".[52]

Because the 10th grade students consisted of two classes, the researcher took all the classes and classified them into two groups in this study; 24 control group students from X MIA^1 and 23 experimental group students from X MIA^2.

Table 3.2
The Sample of Research

Number	Class	Students
1	X MIA^1	24
2	X MIA^2	23
	Total	47

C. The Design of Research

The methodology used in this research was quasy experimental because the object of quasy experimental design is to find out between two variables the cause-effect. It is sufficient for the issue and purpose of the study itself. quasi experimental will be described in the following table :[53]

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[50] *Ibid,* p. 81.
[51] John W. Creswell, *Research Design,* (United Kingdom: SAGE Publication, 2014) p. 295.
[52] Suharsimi Arikunto, *Prosedur Penelitian:Suatu Pendekatan Praktek*, (Jakarta: PT.Rineka Cipta, 2006) p. 71.
[53] Ary,Donald, *Introduction to Research in Education 8th Edition,* WADSWORTHCENGANGE Learning Product in Canada by Nelson Education, 2010, p.316.

Table 3.3
Pre-test and Post-test Design

Group		Treatment		Class
Select Control Group	Pre Test	Experimental Treatment (Using Gallery Walk Strategy)	Post Test	X MIA^1
Select Experimental Group	Pre Test	Treatment Using Expository Teaching Strategy	Post Test	X MIA^2

The researcher took two classes on a basic principle of the above design: control class and experimental class. The experimental class was the class that taught descriptive paragraph by implementing gallery walk strategy while the control class was the class that taught descriptive paragraph without gallery walk strategy. A pre-test is given before teaching and learning descriptive paragraphs in the control class and experimental class. Then using the gallery walk strategy, the experimental class was taught using gallery walk strategy while the control class was taught without using the gallery walk strategy. A post-test was given after four meetings to understand the impact of the gallery walk strategy on the writing skill of students.

D. The Operational Variable

This study has two variables, an independent variable and a dependent variable.

1. Gallery walk strategy is an independent variable of this research in the teaching of descriptive paragraphs. This strategy was used to understand the effect of the gallery walk strategy on the ability of

students to write descriptive paragraph in the first grade at senior high school at Aceh.

2. The dependent variable is the writing ability of the students in the descriptive paragraph. It is hopeful that by writing a descriptive paragraph, the students will convey their idea.

E. The Instrument of Research

The instrument is the medium of the methodology used in the analysis to obtain the data. The researcher used different instrument to perform the research. The research instrument was a written test. In order to compile a written test, the researcher followed this procedure:

The researcher asked the students to write a descriptive paragraph with a maximum of 150 words about their mother. The students focused on writing descriptive paragraphs and were given the exam. In this research, the evaluation was divided into two pre-test and post-test samples. The pre-test was offered to the experimental class and control class at the first meeting with same item test. The researcher asked students to write a descriptive paragraph with a maximum of 150 words about their mother. The researcher checked their assignment at the end and gave the scores. In the meantime the post-test is a test offered to the students to assess the potential of the students after the treatment. After the treatment, the researcher asked the students to write a descriptive paragraph with a maximum of 150 words about their best friend. In appendix I, the instruments for both experiments are attached.

The instrument was made by the researcher with the syllabus as necessary. To assess the instrument, the researcher used content validity. The content validity analysis can be seen in the appendix.

F. The Technique for Data Collection

There are some technique that used by the to collect data,:

A. Test

The test was used to gather information about the ability of students to write descriptive paragraphs. The test will be divided into pre-test, treatment and post-test.

a. Pre-Test

Pre-test was planned to know the potential of the students before giving the treatment in writing descriptibe paragraph. The pre-test sought to see if two of the students' groups were relatively homogeneous. The students will be given a pre-test before the students receive the treatment.

b. Treatment

In order to discover the impact of gallery walk strategy in descriptive paragraph teaching. The experimental class can be seen in Appendix I that a class was taught by using gallery walk strategy and the control group taught without using gallery walk strategy can be seen in Appendix II.

c. Post-Test

The post-test was administered to experimental and control group after the treatment was conducted. The outcome of each group is analyzed to assess the impact on the students' ability to write paragraphs in detailed by using of gallery

walk strategy. After treating the students, the post-test will be provided using the gallery walk strategy. The evaluation form is a written descriptive paragraph test.

G. The Technique for Data Analyzing

Using the t-test formula, the data of this study was analyzed because it used to find the variations between the pre-test and post-test performance of students in both the experimental and control group. The researcher examined the validity and reliability of the test before the pretest and post-test were given to the students in control and experimental class. Reliability and validity are two significant components used in the analysis to assess the calculation of instrument tests. Furthemore, the objective scoring used by the researcher, scripts score on many aspects of writing, such as content features, structure, vocabulary, usage of language, and mechanics.[54]

Then, Using analytical scoring, the student test was scored and collected as pre-test data. The analytical scoring rubric used by the researcher to test writing adopted by Jacob in Sara Chusing Weigle in the following table.

Table 3.4
Analytical Scoring Rubric Adopted from Weigle

Component of Writing	Level	Criteria
Content	30-27	Excellent to very good: Acquainted with knowledge, substantive, throughgoing development of thesis relevant to the topic
	26-22	Good to average: Some knowledge of subject, adequate range, limited

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[54] Sara Cushing Weigle, *Assessing Writing,* (Cambridge: Cambridge University, 2002), p.116.

		knowledge of thesis, mostly relevant to the topic but deficiency detail
	21-17	Fair to poor: Limited knowledge of subject, little substance, insufficient for developing the topic
	16-13	Very poor: does not show knowledge of subject, non substantive, not relevant, or not enough to evaluate.
Organization	20-18	Excellent to very good: Fluent expression, ideas clearly stated/supported, concise, well-organized, logical sequencing, cohesive
	17-14	Good to average: Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequence.
	13-10	Fair to poor: Non-fluent, ideas confused or disconnected, lacks logical sequencing and developing
	9-7	Very poor: does not communicate, no organization, not enough to evaluate
Vocabulary	20-18	Excellent to very good: Sophisticated range, effective word/idiom choice and usage, mastery of word form, appropriate register
	17-14	Good to average: Adequate range, infrequent errors of word/idiom form choice, usage and meaning bewildered or obscured
	13-10	Fair to poor: Limited range, frequent errors of word/idiom form choice, usage but meaning bewildered or obscured

	9-7	Very poor: Essentially transalation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate
Language Use	25-22	Excellent to very good: Effective multiplex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	Good to average: Effective but simple constructions, several errors of agreement, tense, number, word form/function, articles, pronouns, preposition but meaning seldom obscured
	17-11	Fair to poor: Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, article, pronouns, preposition, an/or fragments, run-ons, deletions, meaning confused or obscured
	10-5	Very poor: Nearly no mastery of sentence construction rules, dominated by errors, does not communicate or not enough to evaluate
	5	Excellent to very good: Show mastery of conversations, few errors of spelling, punctuation, capitalization, paragraphing
Mechanics	4	Good to average: Several errors of spelling, punctuation, capitalization,

		paragraphing but meaning not obscured
	3	Fair to poor: Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning unclear or obscured
	2	Very poor: No mastery of convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting unreadable or not enough to evaluate

The researcher used the student test data to find out the outcome of the writing skill of students by using the gallery walk strategy that was applied in the experimental class, and in the control class without the gallery walk strategy. hThe researcher performed the prerequisite data analysis after all student scores were obtained: normality and homogeneity. The writer used the T-test after evaluating the normality test and homogeneity test to figure out the differences between the scores of students taken from the pre-test and post-test in the experimental class and control class.

a. Validity and Reliability

In quantitative analysis, the quality of a sample should be considered.By testing the validity of the assessments that were given in a sample, one way to find out the accuracy . According to Heale and Twycross, validity is the extent to which a notion in a quantitative study is accurately measured."[55] This implies that validity is the extent to which a system tests everything it seeks to measure.

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[55] Roberta Heale and Alison Twycross, Validity and Reliability in Quantitative Studies, *Evid Based Nurs,* 18, 2015, pp. 66 – 67.

Reliability refers to an instrument's consistency. Creswell said that reliability is the continuity and accuracy of the scores of students when the instrument is administered repeatedly at various times.[56] Otherwise, It is said that a test is inaccurate if it is used twice in the same situation and the outcome of the measurements obtained is relatively different. It can also be inferred that reliability allows the researcher to understand whether or not the instrument study is appropriate for pre-test and post-test use.

This research used written test as the instrument of the test that was taken from the *Look Ahead 1* English Book for Senior High School students that published by Erlangga. Thoha mentioned that the test taken from the book was already accurate and effective since it was tested as feasible and the criteria for measuring the item were fulfilled.[57] This implies that the measurement instrument, measurement purpose and measurement objective have been related.

b. Normality Test

Normality testing is conducted to assess whether or not the data obtained from the sample has a normal distribution. The normality test was carried out using the *Shapiro Wilk Test* in this analysis.. After getting L_o, it was compared to L_t =0,05. The characteristic of Lilifors test is:

If $L_o<L_t$ = data is normal

If $L_o>L_t$ = data is not normal

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[56]*Ibid*., Creswell., p. 124.

[57] Thoha. *Teknik Pengukuran dan Evaluasi Pengajaran.* (Jakarta; PT. Raja Grafindo Persada, 1990). p. 22.

c. Homogeneity Test

The homogeneity test is conducted in order to know whether or not the sample is homogeneous. In this analysis, the homogeneity test is carried out by the *Levene* test. After getting the F_o, it will be compared to F_t −0,05. The characteristic of Levene test is:

If $F_o < F_t$ = sample is homogenous

If $F_o > F_t$ = sample is heterogeneous

d. Hypotheses Test

The approach for evaluating the data was to use the *t-test* statistical calculation. The investigator also used SPSS 23 in this research to compare the ratings of the experimental class and the control class. *t-test* was used to find out if the writing skill of the students was better taught by gallery walk strategy than without gallery walk strategy.

The effect size is measured after the *t-test* to measure the intensity of the treatment effect or the degree of significance of the effect. Statistical results of significance are provided by such *t-test*. Similarly, effect size outcomes are statistical data indicating whether the impact size is high or small. In this analysis, the cohen's d effect size formula is adopted as follows:[58]

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[58] Daniel Muijs, *Doing Quantitative Research in Education with SPSS,* (London: SAGE Publications, 2004), p. 136-139.

$$\sigma\ pooled = \frac{Std\ Deviation\ 1 + Std\ Deviation\ 2}{2}$$

$$d = \frac{Mean\ of\ group\ 1 - Mean\ of\ group\ 2}{\partial\ pooled}$$

As the basis for assessing the degree of significance, the cohen's d effect size parameters are used to interpret the effect size. Cohen's d 'effect size parameters are:

a. 0 - 0,20 = Weak effect

b. 0,20 - 0,50 = Modest effect

c. 0,51 – 1,00 = Moderate effect

d. >1,00 = Strong effect

Statistically, the hypotheses are expressed as a follow:

H_0 : μA=μB
H_a : μA>μB

In which:

H_0 = Null Hypothesis
H_a = Alternative Hypothesis
μA = Students" score in test, who are taught by gallery walk strategy.
μB = Students" score in test, who are taught without gallery walk strategy.

The statistical hypotheses above means:

➢ If t-test (t_0) < t-table (t_t) in significant degree of 0.05 (5%), it means that H_a is rejected and H_0 is accepted.

➢ If t-test (t_o) > t-table (t_t)in significant degree of 0.05 (5%), it means that H_a is accepted and H_o is rejected.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the writer presents the data result of the research in descriptive statistic. The test results were obtained from pre-test and post-test scores in each experimental class and control class through writing test.

A. Data Description

After conducting the study, the researcher obtained both experimental and control group data from the student scores in pre-test and post-test. The test was a written test. Pre-tests and post-tests were given to each group. The pre-test was administered prior to treatment and the post-test was administered after treatment. The researcher provided the treatment to students in the experimental group by using gallery walk strategy and the treatment not be be given in control group or without using gallery walk strategy. The population of this research was the students of Senior High School at Aceh Province. The experimental group was X MIA-1 consisted of 24 students and the control group was X MIA-2 consisted of 23 students. The pre-test and post-test scores for each class are listed in the following table in terms of percentage and data description:

Table 4.1
Percentage of Pre-test and Post-test Score of Experimental Class and Control Class

Score Band	Experimental Class				Control Class			
	Pre-Test		Post-Test		Pre-Test		Post-Test	
	F	%	F	%	F	%	F	%
50-60	9	37,5%	0	0%	16	69,5%	1	4,3%
61-70	15	62,5%	3	12,5%	6	26,0%	13	56,5%
71-80	0	0%	10	41,6%	1	4,3%	8	34,7%
81-90	0	0%	10	41,6%	0	0%	1	4,3%
91-100	0	0%	1	4,1%	0	0%	0	0%
	24	100%	24	100%	23	100%	23	100%

F= Frequency

From the table above, it is shown that each experimental class and control class group has a low pre-test score of 50-60. There are nine students in the experimental class, or 37.5% of students, who get a score of 50-60. Otherwise, in the control class, 16 students or 69.5 percent of students get a score of 50-60. This indicates the disparity in outcomes from the experimental class in which the majority of students showed a score of 61-70. 15 students or 62,5 per cent of students are the total frequency. Just 6 students in the control class, or 26.0% who earn scores between 61-70. In addition, there are no students or 0 percent of the experimental class who get a score of 71-80, although there is 1 student in control or 4.3 percent who gets that score. In the pre-test, the ability of students to write descriptive paragraphs is extremely low and nobody gets a score greater than 80.

After the researcher gives the students the treatment by using gallery walk strategy in teaching writing descriptive paragraph, the data shows that the scores of the students are increased. No one student in the experimental class gets the scores <60, while the student frequency decreases from 16 students to 1 student or 4.3 percent of students in the control class. The scores in the control class were

61-70 for 56.5% of students or 13 students. Meanwhile, only three students or 12.5 percent of students in the control class get the score 61-70. Most students in the experimental class earned a score between 71-80 and 81-90, or 41.6 percent of each score. There is a student who gets a score between 91-100 or a rate of 4.1 percent of that amount. Meanwhile, there are 8 students in the control class, or 34.7% who get the score between 71-80 and 1 student, or 4.3% of students get the score between 81-90, then there are no students who get the score between 91-100. The progress of two groups in a written descriptive paragraph is shown in Figure 4.1 below.
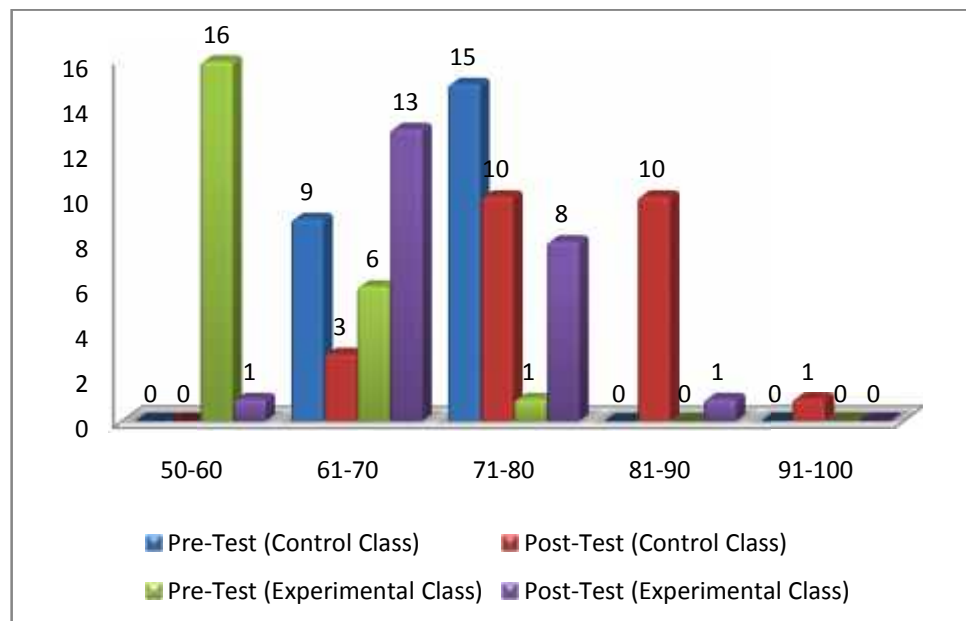
Figure 4.1
Students' Score of Pre-Test and Post-Test

It can be concluded that each class has the improvement in writing a descriptive paragraph, although the students have achieved higher significance scores from pre-test to post-test from the experimental class taught using gallery walk strategy.

a. **The Data of Experimental Class**

The experimental class was a group that was given by the treatment. The researcher divided the sample on this occasion into two groups, which were used as the experimental class and the control class. The experimental class in this study consisted of 24 students who taught using the gallery walk strategy. Data was obtained by pre-test and post-test students. Before the researcher applied the gallery walk strategy, the students' pre-test was done. In Table 4.2 the data can be seen.

Table 4.2
The Students' Scores of Experimental Class

No	Students' Initial	Experimental Class		Gained Score
		Pre-Test	Post-Test	
1	ALB	52	73	**21**
2	DP	61	87	**26**
3	GS	58	77	**19**
4	AA	67	81	**14**
5	MA	61	66	**5**
6	HR	58	77	**19**
7	WS	63	76	**13**
8	JAA	58	63	**5**
9	SF	56	82	**26**
10	PN	68	92	**24**
11	IM	69	85	**16**
12	NM	58	87	**29**
13	RM	56	76	**20**
14	FA	66	85	**19**
15	DM	63	83	**20**
16	MAD	65	85	**20**
17	AM	69	70	**1**

18	ALY	60	73	**13**
19	ZRG	62	73	**11**
20	SG	63	83	**20**
21	RH	63	82	**19**
22	SR	61	78	**17**
23	MZ	61	73	**12**
24	YTM	59	76	**17**
		1477	**1883**	**406**
Mean		**61,54**	**78,45**	**15,96**
Median		**61,00**	**77,50**	**16,5**
Maximum Score		**69**	**92**	**23**
Minimum Score		**52**	**63**	**11**

From the table above shows that there are a significant effect between pre-test and post-test in which the mean score of post-test is higher than pre-test 78,45>61,54. In addition, the mean gained score of experimental class is also higher than the control class in which the mean obtained pre-test and post-test score in the experimental class is 15.96, with the highest score achieved being 23 and the lowest score being 11. This implies that the gallery walk strategy is efficient for teaching descriptive paragraph writing.

b. The Data of Control Class

An experimental research group is required. This control group or control class was taught without a gallery walking strategy. In addition, data was collected from pre-test and post-test student scores from different classes, but still in the same school and semester. The following data values are collected by 23 students in the control class. The details can be found in Table 4.3.

Table 4.3

The Students' Scores of Control Class

No	Students' Initial	Control Class		Gained Score
		Pre-Test	Post-Test	
1	SLM	55	64	9
2	HRL	66	71	5
3	ARM	60	67	7
4	TM	59	69	10
5	CHY	60	67	7
6	LSM	70	78	8
7	AR	76	80	4
8	KRN	59	71	12
9	MTR	66	69	3
10	SRD	52	62	10
11	DA	63	65	2
12	FR	50	60	10
13	RP	50	63	13
14	SLT	66	67	1
15	AZR	60	63	3
16	ND	60	63	3
17	DW	70	74	4
18	DL	54	74	20
19	ITP	60	73	13
20	BG	60	82	22
21	RDH	55	61	6
22	HRB	55	74	19
23	MJ	60	62	2
		1386	1579	193
Mean		60,26	68,65	8,39
Median		60	67	7

Maximum Score	76	82	6
Minimum Score	50	60	10

The table above indicates that there is a small effect between the control class pre-test and post-test. hinThis indicates that the use of the strategy in teaching a control class does not have a direct impact on students' ability to write a descriptive paragraph.
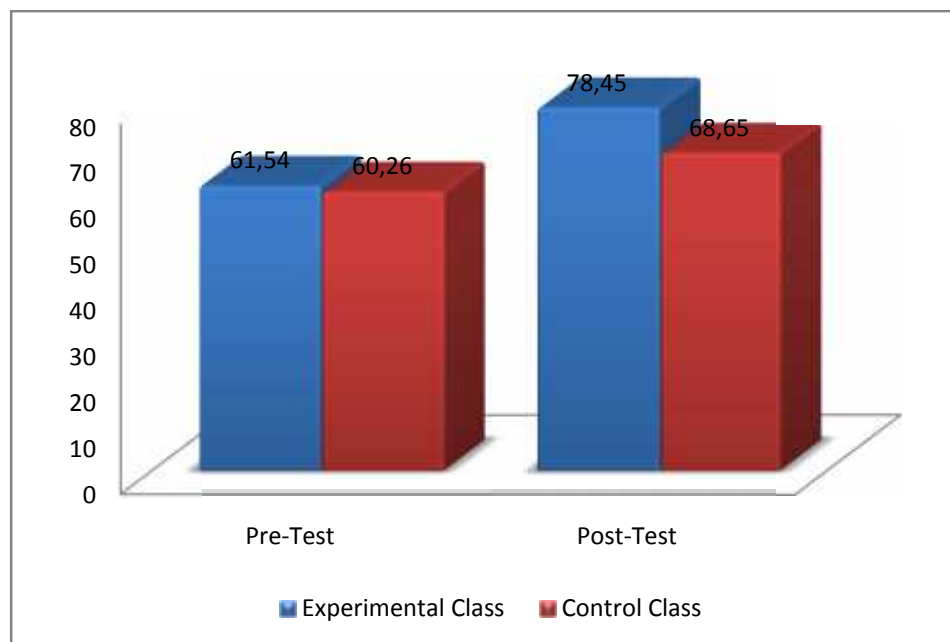
Figure 4.2
The Mean Score of Pre-Test and Post-Test

Figure 4.2 has shown that the mean post-test score is higher than the pre-test experimental and control class. Even though there is an enhancement both experimental and control class but in control class is slight improvement while in experimental class is significantly effect in teaching writing descriptive paraghraph. In addition, the data shows that the gallery walk strategy is signifacantly effect for teaching writing descriptive paragraph.

In addition, The mean gained score of experimental class is also higher than the control class in which the mean gained score of pre-test and post-test

score in the experimental class is 15.96 with the highest score being 23 and the

lowest score is 11.
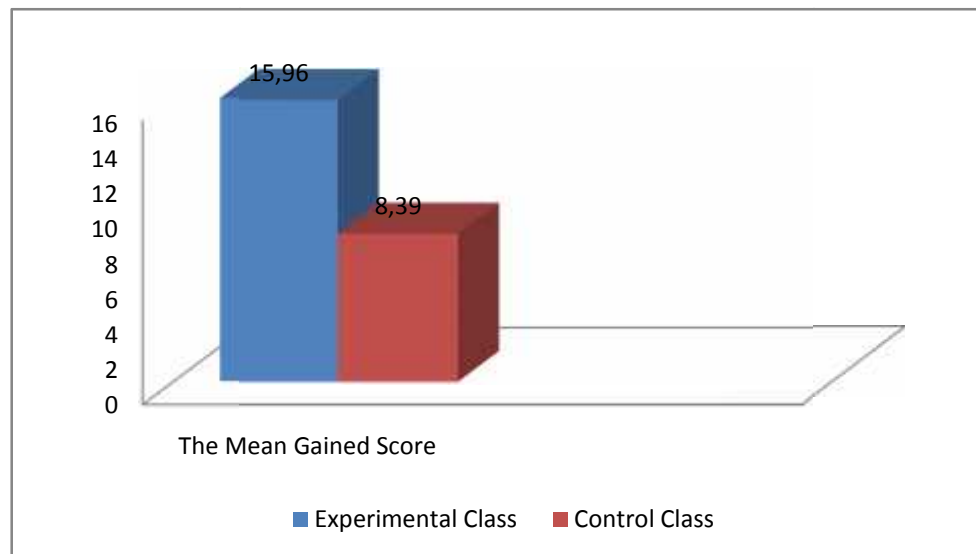
Figure 4.3
The Mean Gained Score of Pre-Test and Post-Test

It indicates that there is a substantial increase in the gained score of experimental class.

In the following figure, the researcher attempts to summarize and compare the pre-test, post-test and score of each group of experimental and control groups.
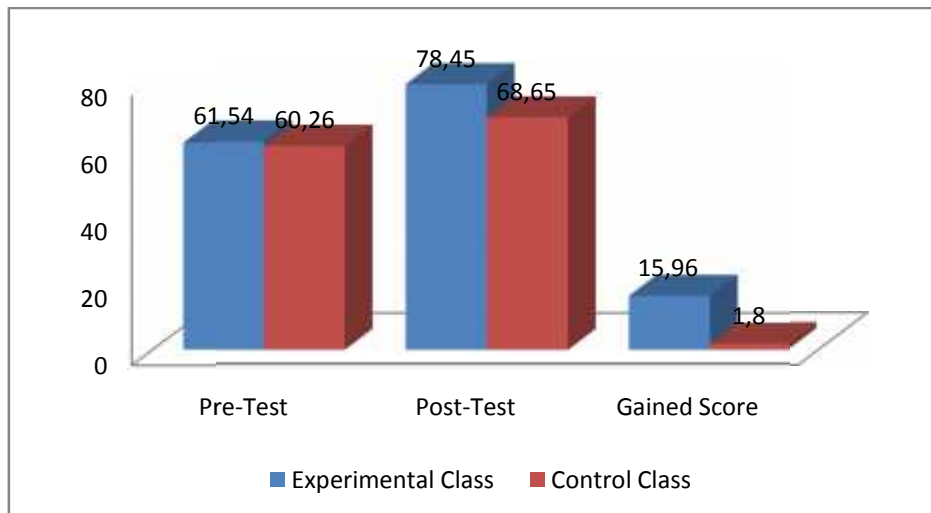
Figure 4.4
The Differences between the Mean Score of Pre-Test, Post-Test, and the Gained
Score

Figure 4.4 above indicates that all pre-test, post-test, student scores in the experimental class are higher than the student scores in the control class. This indicates that the Gallery Walk Strategy has a huge effects on students' ability to write a descriptive paragraph.

B. Data Analysis

The researcher statistically evaluated the pre-test and post-test outcomes of each class using t-test. Until the researcher calculates the hypothesis test, the researcher should calculate the normality test and the homogeneity test to measure the normal distribution and homogeneity of the study sample variances. At the end of the study, the T-test was determined to measure the sensitivity of the efficiency of the use of the gallery walking strategy in this study.

a. Normality Test

Shapiro Wilk used by the researcher to measure the normality test. The researcher carried out the normality test before measuring the t-test. Table 4.4

reveals that the results of pre-test students in the experimental class are 0.649 and

pre-test students in the control class are 0.246. It can be concluded that there are

significant effects of each group of experimental class and control class based on

the normality of the data distributed, since the data is higher than the α = 0,05

(0,649 > 0,05; 0,246 > 0,05).

At the same time, the significance of the post-test results was 0.753 in the

experimental class and the significance of the post-test results was 0.175 in the

control class. Out of the findings, it can be concluded that the data as usual are

differentiated by the fact that the post-test data is higher than the α = 0,05 and that

each group has higher significance (0.753 > 0.05; 0.175 > 0.05). The data is

presented as follows:

Table 4.4
Normality Test of Pre-Test and Post-Test in Experimental and Control Class

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre-Test (Experimental Class)	,119	23	,200[*]	,968	23	,649
Pre-Test (Control Class)	,211	23	,009	,946	23	,246
Post-Test (Experimental Class)	,119	23	,200[*]	,973	23	,753
Post-Test (Control Class)	,125	23	,200[*]	,939	23	,175

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

b. Homogeneity Test

After the normality test, the researcher measured the homogeneity test.

Levene The statistical test used by the researcher to measure the homogeneity test.

From the data results shown in Table 4.4, there is a significant pre-test result of

0.193 from the experimental class, which is higher than the $= 0,05$ (0.193 > 0.05). It can be concluded that the pre-test data for each group are homogeneous.

Table 4.5
Homogeneity Test of Pre-Test and Post-Test

Results

Levene Statistic	df1	df2	Sig.
1,747	1	45	,193

In addition, the findings of the post-test from each category showed that this is significant because the data are higher significance than $= 0,05$ with a significance of 0.610 (0.610 > 0.05). This indicates that post-test results of experimental and control class data are homogeneous. The results can be found in the table below;

Table 4.6
Homogeneity Test of Pre-Test and Post-Test

Results

Levene Statistic	df1	df2	Sig.
,263	1	45	,610

c. The Hypotheses Test

After the data revealed normality and homogeneity, the researcher carried out an in-depth analysis to analyze the research hypothesis using the *t-test*. The Hypothesis Test is intended to examine the feasibility of the use of a gallery walking strategy for students' ability to write a descriptive paragraph at senior high school. The researcher used the mean experimental and control class score to measure the *t-test*. The significance value or alpha ( ) is 5% or 0,05. The results can be seen in the table below:

1) Post-Test Result

Table 4.7 reveals that the mean experimental class score is 78.46, while the mean control class score is 68.65. Based on the results, the independent sample test shows that the t_{value} is (5,029) $_{value}$ or *sig (2-taied)* = 0,000.

The researcher then compared the t_{table} to the t_{value} to see if the gallery walking strategy has a significant effect on students' ability to write a descriptive paragraph. The table shows 1,679 with 45 as the degree of freedom (*df*) at the level of significance of 0,05. The relation shows t_{value} (68,65) > t_{table} (1,679) and p-value or *Sig*. (*2-tailed*) of the post-test score is lower than (0,05). 0,000 < 0,05. As a result, it can be inferred that the alternative hypothesis is accepted and that the null hypothesis is rejected because the p-value (0,000) is less than *Sig* = 0,05 (5%). This indicates that there is a significant effect on student writing of the descriptive paragraph of the Gallery Walking Strategy.

Table 4.7
***t-test* Result of Post-Test**

	Class	N	Mean	Std. Deviation	Std. Error Mean
Post-Test	Post-Test (Experimental Class)	24	78,46	7,034	1,436
	Post-Test (Control Class)	23	68,65	6,293	1,312

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
						Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	T	Df				Lower	Upper
Post-Test	Equal variances assumed	,263	,610	5,029	45	,000	9,806	1,950	5,879	13,733
	Equal variances not assumed			5,042	44,795	,000	9,806	1,945	5,888	13,724

2) Gained Score Result

The researcher used the *t-test* to analized the post-test and gained score of the experimental class and control class. The mean gained score of experimental class 16,96 with Std. Deviation is 6,820 in the following data. Deviation is 6.820 and the mean gained score of control is 8.39 with Std. Deviation is 5,592. In addition, the result of t (45) = 4,558 and -value 0,000.

It shows that there is a significant between experimental class and control. The results also shows that t_{value} (4,558) > t_{table} (1,679) and *Sig. (2-tailed)* is 0,000 < 0,05. Therefore, it can be concluded that the alternatives hypothesis is accepted and null hypothesis is rejected because the -value (0,000) is less than 0,05 (5%). In other words, there is significant effect of gallery walk strategy on students' ability in writing descriptive paragraph.

Table 4.8

***t-test* Results of Gained Scores**

	Class	N	Mean	Std. Deviation	Std. Error Mean
Gained Scores	Post-Test (Experimental Class)	24	16,96	6,820	1,392
	Post-Test (Control Class)	23	8,39	5,952	1,241

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Gained Scores	Equal variances assumed	,178	,675	4,558	45	,000	8,525	1,871	4,758	12,293
	Equal variances not assumed			4,571	44,621	,000	8,525	1,865	4,768	12,283

d. Effect Size

Effect size is the final measurement after obtaining proof of t-test in the post-test and the gained score. The effect size of the *t-test* outcome is intended to assess the significance to the effect of this study. The researcher used the measurement of the effect size of *Cohen's d* to get the effect size. The effect size outcome is summarized in the following table:

Table 4.9
Effect Size Result

Statistic of Post-Test	Experimental Class	Control Class
Mean	78,45	68,65

Std. Deviation	6,820	5,952
Effect Size	1,53	

Calculation from the formula of *Cohen's d* are obtained by manual calculation

$$\sigma \, pooled = \frac{Std \, Deviation \, 1 + Std \, Deviation \, 2}{2}$$

$$d = \frac{Mean \, of \, group \, 1 - Mean \, of \, group \, 2}{\partial \, pooled}$$

$$\sigma \, pooled = \frac{6,820 + 5,952}{2} = 6,386$$

$$d = \frac{78,45 - 68,65}{6,386} = 1,53$$

From data above , the result of the effect size is 1,53. As stated in Chapter III, 1,53 is the size of the strong effect referred to in *Cohen's d* formula.It can be concluded that the use of a gallery walki strategy has a significant effect on students' ability to write a descriptive paragraph.

C. Research Findings

The data analysis generated some findings that were important in providing the answer to the research question. Based on the analysis data above, the researcher obtained the general achievement of class samples consisting of 24 students in the experimental class and 23 students in the control class from the pre-test and post-test results. The pre-test score is derived from the ability of students to write a descriptive paragraph in both the experimental class and the control class before obtaining treatment. The mean pre-test score in the experimental class is 61.54, while the control class is 60.26. The difference in the pre-test score from two groups is 1.28 points. It is also mentioned in Table 4.1 that students who obtain the score between 51-60, 61-70, and 71-80.

dominate the pre-test score of experimental class and control class. So it reveals that in the pre-test, the experimental class and control class did not perform well.

In addition, the researcher provided the experimental class, which is a gallery walk, with the treatment as a strategy to teach descriptive paragraph writing. The important results of the mean score are obtained by the experimental class of 78,45 and the median score is 77,50, while the mean control class score is 68,65 and the median score is 67. It shows that in the post-test score, both classes were increased, but the control class increased by 8.39 points, from 60.66 to 68.65 and the experimental class increased by 15.96 points, from 61.54 to 78.45. This means that the post-test score of the experimental class is substantially higher than the control class in Table 4.1, Table 4.2 and Table 4.3, where the percentage range of scores is presented in Table 4.1 and the other scores are presented in the summary of the table.

Furthermore, using SPSS, which is an independent sample *t-test* outcome, the data analysis was determined statistically from the gallery walk strategy used during treatment. Based on the t-*test,* it showed that   -value (*sig. 2-tailed)* = 0,000 that is less than significance level *sig*   = 0,05 (0,000 < 0,05). This shows that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It indicates that the gallery walk strategy had a significant effect on the ability of students to write descriptive paragraphs. In addition, by using *Cohen's d* formula, an effect size has been determined to present the degree of significance. The outcome of the effect size is 1,53 in which it points out that the gallery walk strategy has a good effect on this study.

D. Discussion

The focus of this research was the students' achievement in writing descriptive paragraph which was taught by using gallery walk strategy. The result of the research showed the mean score on the test of the students' achievement in writing descriptive paragraph was gotten from Class X MIA[1] of senior high school at Aceh who were taught by gallery walk strategy was higher than the mean score of the students' achievement in writing descriptive paragraph that was gotten from grade X Class X MIA[2] who were taught without gallery walk strategy.

These results was related to what Desi Lestari has found that gallery walk strategy had a significant effect in writing descriptive paragraph on student score at MAS Al Ittihadiyah. Then the same thing was also found in Fajar Nuliana Fuad that teaching writing skill through gallery walk strategy could improve students' ability in writing skill.

As well as the related study was conducted by Danik Widayanti who used gallery walk strategy to teach students' speaking skill . The result has the same result with another previous study even the researcher used different English skill where there is significant effect of using gallery walk strategy on the students' ability in speaking skill. The related study was conducted by Khairunnisak, and Rusdi Noor Rosa which . They found that gallery walk technique can help the teacher in teaching writing an announcement text to the student. Based on those four related studies, this further research has proven that gallery walk strategy aslo can be effective for teching English on another English skill not only writing skill.

From the related study above can be compared with this research. Which, the differences between that related study are found in this research of methodology, where research methodology used by the researcher are experimental research and classroom action research, while in this research, the researcher used quasi experimental research. On the other hand, the differences also found on students' ability of the research, the researcher of the related study above chose another students' ability while the researcher of this research chose students' ability in writing descriptive paragraph. Beside that, the results of this research were similar to the previous study above. The results of t-test and the mean score of that previous study showed that teaching learning process through gallery walk strategy could significantly effect the students' ability.

The results are in line with previous research that indicated that the gallery walk strategy is very useful for improving the ability of students to write descriptive paragraphs and to integrate with the 2013 curriculum objectives. According to religious ideals, students should draw closer to the Lord, be active, efficient, imaginative, and contribute to the society. It can be inferred that the aims of curriculum content 2013 can be accomplished by the use of a gallery walking approach that offers opportunities for students to think critically about the experiences of both individual and group work by offering positive input. The gallery walk strategy has a positive effect on the community of students because it argues that students communicate with other students without blaming feedback on the work of their peers in order to get a successful conclusion. This indicates that the gallery walk technique has a huge influence on students' ability to write a detailed paragraph.

Then the conclusion of the hypothesis indicates that the use of a gallery walking strategy has had a significant effect on students' ability to write a descriptive paragraph. The ability of students to write a descriptive paragraph in an experimental class that taught using a gallery walk strategy is higher than the ability of students to write a descriptive paragraph in a control class that taught without using a gallery walk strategy.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and suggestion related to research finding discussed in the previous chapter.

A. Conclusion

This study used quasi-experimental design in order to obtain empiric evidence on the impact of the gallery walki strategy on students' ability to write a descriptive paragraph.As presented in the first chapter, the purpose of this research was to find out whether there was a significant effect on students' ability to use a gallery walk strategy in writing, as mentioned in the paragraph.

Based on the results of data analysis can be concluded that gallery walk strategy is effective on students' ability in writing descriptive paragraph. It showed that the students' posttest score in experimental class was higher than students' post test score in control class. The result can be seen from *Sig.* (2-tailed) is 0,000. It is lower than $= 0,05$. It means that H_o is refused and H_a is accepted.

It can be concluded that there was a significant effect of using gallery walk strategy on students' ability in writing descriptive paragraph at the tenth grade of senior high school in Aceh. The finding has been proven by using the effect size of the findings is 153. This means that the Gallery Walk Strategy has a significant effect. In addition, the results integrate with the objectives of the 2013 curriculum, which encourages students to be engaged, efficient and creative learners with an engaging approach to building critical thinking among students. It can be assumed

that the Gallery Walk Strategy shows a significant effect on students' ability to write a descriptive paragraph.

B. Suggestions

This research demonstrates that the use of a gallery walk strategy is successful in the ability of students to write a descriptive paragraph. The researcher thus makes recommendations for potential researchers. Hopefully that the ideas are helpful for teachers, students, or potential researchers. Suggestions are presented as follows:

1. For Teachers

To the teachers who use gallery walk strategy in teaching learning process, it is important to give clear instruction when using this strategy. The instruction is useful for students to engage the activities and this avoid the student from the confusion when carrying out teaching and learning activities using this strategy. This will make it easier for student to understand by giving the appropriate examples or simulation from each step. It also helps teachers to assess the students and control the teaching learning process in order to make sure this strategy is successful.

2. For Students

Students should use a gallery walk strategy to improve their ability to write a descriptive paragraph. The strategy allows students the ability to make suggestions or feedback without feeling lost or frightened. It also lets students learn about other friends' work so that they can develop critical thinking.

3. For Futher Researchers

Gallery walk strategies for various samples, subject to teaching in different areas, can be used by potential researchers. It is important to provide clear explanations when using this approach to support students in the learning process. Luckily, this study can be used as basic knowledge with related studies.

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APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Nama Sekolah	: SMA Negeri 2 BiremBayeun	**Kelas / Semester**	: X MIA[1] / Ganjil
Mata pelajaran	: Bahasa Inggris	**Alokasi Waktu**	: 2 X 30 Menit
Materi	: ParagrafDeskriptif	**(Experimental Class)**	

A. TUJUAN PEMBELAJARAN

Denganmenggunakanpendekatansaintifik, model pembelajaran*Lecturing, group* discussion, dan metodepembelajaran*Gallery Walk* diharapkansiswadapatmenjelaskan, menentukan, menyajikan, dan menyelesaikanmasalahberkaiatandengan*Pengertianteksdeskriptif, contoh dan penggunaannya.*

B. LANGKAH-LANGKAH PEMBELAJARAN

KEGIATAN PENDAHULUAN (8 MENIT)
Ñ Melakukanpembukaandengansalampembuka dan berdoa.
Ñ Mengecekkehadiransiswa
Ñ Guru masukkekelas dan langsungmenyapasiswamengguanakanbahasaInggris agar *English Environment* dapatlangusngtercipta. Guru dapatmempergunakankalimat (Good morning students, How are you? Are you ready for English class today?

KEGIATAN INTI(45 MENIT)	
Stimulus	Ñ Menstimulasisiswasecaralisandenganmengaitkanlingkungansekitardenganmateri (Do you know her/him?, Who is she/he?, what does she/he look like?
	Ñ Guru mengumpulkanbanyakresponsiswa dan menghubungkanjawabansiswadenganmenyampaikanindikatorpembelajaran di depankelas.
	Ñ Guru menjelaskanpengertian, fungsisioal, dan jenis-jenisdariparagrafdeskriptif.
	Ñ Guru menjelaskanstrukturgenerikdariparagrafdeskriptif.
	Ñ Guru menjelaskanunsurkebahasaan yang digunakandariparagrafdeskriptif.
	Ñ Guru memberikancontohparagrafdeskriptif
	Ñ Siswamemperhatikanfungsisosial, jenis-jenis, strukturparagraf, maupununsurkebahasaandariparagrafdeskriptif.
	Ñ Guru mengenalkan*Gallery Walk Strategy*untukmemfasilitasisiswadalammemahami, membuat dan menganalisaparagrafdeskriptif.
Identifikasimasalah	Ñ Guru memberikankesempatan pada pesertadidikuntukmengidentifikasisebanyakmungkinpertanyaan yang berkaitandenganmateri :*Pengertianteksdeskriptif, contoh dan penggunaannya*
Eksplorasi	Ñ Siswadibagikedalamtigakelompok yang berisi 4-5 orang dan duduk bersamakelompoknyamasing-masing
	Ñ Guru memberikanbeberapapertanyaan yang ditulis di papantulis dan masing-masingkelompokmenjuawabpertanyaantersebut (What is descriptive paragraph? What is the language features of descriptive paragraph? What is the generic structure of descriptive paragraph? Make one descriptive paragraph about your best friend)
	Ñ Guru memintasiswauntukmenganalisisstrukturgeneriksertaunsurkebahasaan yang dipakaidalamparagraftersebutdenganmemberikantanda.
Asosiasi	Ñ Secaraberkelompoksiswamenganalisisparagrafdeskripsi yang tertulisdenganfokus pada fungsisosial, struktur, dan unsurkebahasaan.
	Ñ Guru memfasilitasisetiapkelompokdalammelaksanakantugasdenganmenghampirisetiapkelompoksatuper

	satu dan siswamemperoleh*feedback* dari guru hasiltugasmereka
Menarikkesimpulan	Ñ Secaraberkelompoksiswamempresentasikantugas yang telahdibuatkedepankelasdenganmenempelkankaryamereka di dinding
	Ñ Setiapanggotakelompokberkelilingdarisatukelompokkekelompok yang lain untukmelihathasilkerjakelompoklainnya
	Ñ Setiapkelompokmencatathal-hal yang bisadidapatdarikelompok lain untukmemperbaikihasilkerjamasing-masingkelompok
	Ñ Setiapkelompokmemberikan*feedback*atau*comment*terhadaphasilkerjakelompoklainnya
	Ñ Setiapkelompokmelakukandiskusikembali dan memperbaikitugasmereka
REFLEKSI DAN KONFIRMASI(7 MENIT)	

Ñ Guru menyampaikanrencanapembelajaran pada pertemuanberikutnya

Ñ Siswadimintamembuatkesimpulan pada pertemuanini

Ñ Guru mengakhirikegiatanbelajardenganmemberikanpesan dan motivasitetapsemangatbelajar dandiakhiridenganmengucapkanhamdalah dan memberisalam.

C. PENILAIAN PEMBELAJARAN (*ASESMEN*)

Indikator	Teknik	Bentuk
• Mengidentifikasifungsisosial, strukturteks dan unsurkebahasaandalamdeskriptifparagraf • Mengidentifikasi kata-kata sifat yang digunakandalammendeskripsikanciri-cirifisik dan karakterseseorang • Menjelaskanpolakalimatdalambentuk*simple present tense* yang tepatsesuaidengankontekspenggunaannyadalamparagrafdeskriptif • Memahamimakna pada paragrafdeskriptif	Testertulis	Essay

InstrumenPenilaian

• Lembar kerjasiswa

• Lembar penilaiansikap

PedomanPenilaian

Score: Content + Organization + Vocabulary + Language Use + Mechanics

Proficiency Description	Score
Content	30
Organization	20
Vocabulary	20
Language Use	25
Mechanics	5
Total	100

Mengetahui,　　　　　　　　　　　　　　　　**Aceh Timur, 21 September 2020**
KepalaSekolah　　　　　　　　　　　　　　　**Guru Mata Pelajaran,**

SYARIFUDDIN, S.Pd　　　　　　　　　　　　**JASRI IRAWAN, s.Pd., Gr**
NIP.19790108 200312 1 001　　　　　　　　　**NIP. 19880131 201506 1 001**

Peneliti

Nurhalimah
NIM: 0304162109

APPENDIX II

RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Nama Sekolah	: SMA Negeri 2 BiremBayeun	**Kelas / Semester**	: X MIA^2 / Ganjil
Mata pelajaran	: Bahasa Inggris	**Alokasi Waktu**	: 2 X 30 Menit
Materi	: ParagrafDeskriptif	(Control Class)	

A. TUJUAN PEMBELAJARAN

Denganmenggunakanpendekatan*teacher centered*, model pembelajaran*direct intruction,* dan metodepembelajaran*Expository* diharapkansiswadapatmenjelaskan, menentukan, menyajikan, dan menyelesaikanmasalahberkaiatandengan*Pengertianteksdeskriptif, contoh dan penggunaannya.*

B. LANGKAH-LANGKAH PEMBELAJARAN

KEGIATAN PENDAHULUAN (8 MENIT)	
Ñ	Melakukanpembukaandengansalampembuka dan berdoa.
Ñ	Mengecekkehadiransiswa
Ñ	Guru masukkekelas dan langsungmenyapasiswamengguanakanbahasaInggris agar *English Environment* dapatlangusngtercipta. Guru dapatmempergunakankalimat (Good morning students, How are you? Are you ready for English class today?

KEGIATAN INTI(45 MENIT)		
Stimulus	Ñ	Menstimulasisiswasecaralisandenganmengaitkanlingkungansekitardenganmateri (Do you know her/him?, Who is she/he?, what does she/he look like?
	Ñ	Guru mengumpulkanbanyakresponsiswa dan menghubungkanjawabansiswadenganmenyampaikanindikatorpembelajaran di depankelas.
	Ñ	Guru menjelaskanpengertian, fungsisoial, dan jenis-jenisdariparagrafdeskriptif.
	Ñ	Guru menjelaskanstrukturgenerikdariparagrafdeskriptif.
	Ñ	Guru menjelaskanunsurkebahasaan yang digunakandariparagrafdeskriptif.
	Ñ	Guru memberikancontohparagrafdeskriptif
	Ñ	Siswamemperhatikanfungsisosial, jenis-jenis, strukturparagraf, maupununsurkebahasaandariparagrafdeskriptif.
Identifikasimasalah	Ñ	Guru memberikankesempatan pada pesertadidikuntukmengidentifikasisebanyakmungkinpertanyaan yang berkaitandenganmateri :*Pengertianteksdeskriptif, contoh dan penggunaannya*
Eksplorasi	Ñ	Guru memintasiswauntukmembuatdeskripsisingkattentangbestfriend.
Asosiasi	Ñ	Setiapsiswamemberikanhasilkerjamerekakepadatemansebelahnyauntukdiperiksabersama-sama
	Ñ	Siswamemperoleh*feedback*dari guru pada hasiltugasmereka
Menarikkesimpulan	Ñ	Bertanyaataspresentasitentangmateri :*Pengertianteksdeskriptif, contoh dan penggunaannya*dan pesertadidik lain diberikesempatanuntukmenjawabnya.

REFLEKSI DAN KONFIRMASI(7 MENIT)	
Ñ	Guru menyampaikanrencanapembelajaran pada pertemuanberikutnya
Ñ	Siswadimintamembuatkesimpulan pada pertemuanini
Ñ	Guru mengakhirikegiatanbelajardenganmemberikanpesan dan motivasitetapsemangatbelajar dandiakhiridenganmengucapkanhamdalah dan memberisalam.

D. PENILAIAN PEMBELAJARAN (*ASESMENT*)

Indikator	Teknik	Bentuk
• Mengidentifikasifungsisosial, strukturteks dan unsurkebahasaandalamdeskriptifparagraf • Mengidentifikasi kata-kata sifat yang digunakandalammendeskripsikanciri-cirifisik dan karakterseseorang • Menjelaskanpolakalimatdalambentuk*simple present tense* yang tepatsesuaidengankontekspenggunaannyadalamparagrafdeskriptif • Memahamimakna pada paragrafdeskriptif	Testertulis	Essay

InstrumenPenilaian

- Lembar kerjasiswa

- Lembar penilaiansikap

PedomanPenilaian

Score: Content + Organization + Vocabulary + Language Use + Mechanics

Proficiency Description	Score
Content	30
Organization	20
Vocabulary	20
Language Use	25
Mechanics	5
Total	100

Mengetahui,   Aceh Timur, 21 September 2020
KepalaSekolah   Guru Mata Pelajaran,

SYARIFUDDIN, S.Pd   **JASRI IRAWAN, S.Pd., Gr**
NIP.19790108 200312 1 001   NIP. 19880131 201506 1 001

Peneliti

Nurhalimah
NIM: 0304162109

APPENDIX III

Pre-Test and Post-Test Scores of Experimental Class

No	Students' Initial	Pre-Test					Total	Post-Test					Total
		C	O	V	L	M		C	O	V	L	M	
1	ALB	16	13	10	10	3	**52**	20	18	16	15	4	**73**
2	DP	18	16	12	11	4	**61**	26	19	18	19	5	**87**
3	GS	17	15	12	11	3	**58**	23	18	16	16	4	**77**
4	AA	20	16	12	15	4	**67**	24	19	17	16	5	**81**
5	MA	17	16	12	12	4	**61**	19	16	13	14	4	**66**
6	HR	17	15	12	11	3	**58**	23	18	16	16	4	**77**
7	WS	18	17	12	12	4	**63**	22	18	16	15	5	**76**
8	JAA	17	15	12	11	3	**58**	19	15	13	12	4	**63**
9	SF	24	18	15	15	5	**77**	24	19	17	17	5	**82**
10	PN	22	17	15	15	4	**73**	28	20	19	20	5	**92**
11	IM	23	17	16	15	4	**75**	24	19	18	19	5	**85**
12	NM	23	16	16	14	4	**73**	26	19	18	19	5	**87**
13	RM	18	15	12	12	3	**60**	13	18	16	15	4	**76**
14	FA	22	16	16	14	4	**72**	24	19	18	19	5	**85**
15	DM	19	15	13	12	4	**63**	24	19	18	17	5	**83**
16	MAD	19	17	14	12	3	**65**	24	19	18	19	5	**85**
17	AM	22	17	15	15	4	**73**	22	16	14	14	4	**70**
18	ALY	19	15	13	13	3	**63**	21	17	16	15	4	**73**
19	ZRG	18	16	12	12	3	**62**	23	18	16	15	4	**73**
20	SG	19	15	13	12	4	**63**	24	19	18	18	4	**83**
21	RH	18	17	12	12	4	**63**	24	19	17	17	5	**82**
22	SR	19	16	13	12	4	**64**	24	18	16	15	5	**78**
23	MZ	18	16	12	12	3	**61**	22	17	15	15	4	**73**
24	YTM	17	16	12	11	3	**59**	23	18	16	15	4	**76**
Total							**1477**						**1883**
Mean							**61,54**						**78,45**

APPENDIX IV

Pre-Test and Post-Test Scores of Control Class

No	Students' Initial	Pre-test					Total	Post-Test					Total
		C	O	V	L	M		C	O	V	L	M	
1	SLM	16	14	11	11	43	**55**	23	18	16	16	4	**77**
2	HRL	18	17	14	13	4	**66**	22	18	15	14	4	**74**
3	ARM	17	15	12	12	4	**60**	22	18	15	14	5	**74**
4	TM	16	16	12	11	4	**59**	22	17	15	15	4	**73**
5	CHY	17	16	12	12	3	**60**	18	17	14	13	5	**67**
6	LSM	22	16	14	14	4	**70**	23	19	18	17	5	**82**
7	AR	22	18	16	16	4	**76**	24	19	18	18	5	**84**
8	KRN	16	15	12	12	4	**59**	23	19	18	17	5	**82**
9	MTR	18	18	13	13	4	**66**	19	18	14	16	4	**71**
10	SRD	16	13	10	10	3	**52**	18	16	12	12	4	**62**
11	DA	19	15	13	12	4	**63**	18	16	14	13	4	**65**
12	FR	15	12	10	10	3	**50**	17	15	12	12	4	**60**
13	RP	15	12	10	10	3	**50**	17	17	12	13	4	**63**
14	SLT	18	18	13	13	4	**66**	19	16	14	14	4	**67**
15	AZR	17	16	12	11	4	**60**	19	15	13	14	4	**63**
16	ND	18	15	12	12	3	**60**	19	15	13	12	4	**63**
17	DW	21	17	14	14	4	**70**	22	18	15	14	5	**74**
18	DL	16	13	11	11	3	**54**	22	18	15	14	5	**74**
19	ITP	18	15	12	12	3	**60**	22	17	15	15	4	**73**
20	BG	17	16	12	11	4	**60**	24	19	17	17	5	**82**
21	RDH	16	14	11	11	3	**55**	17	16	12	12	4	**61**
22	HRB	16	15	11	10	3	**55**	24	18	14	14	4	**74**
23	MJ	17	16	12	12	3	**60**	17	16	12	13	4	**62**
	Total						**1386**						**1579**
	Mean						**60,26**						**68,65**

APPENDIX V

STUDENTS WORKSHEET
(PRE-TEST)

Write descriptive paragraph about your mother (max. 150 words)!

Name: _____

Class:

_____

_____

_____

_____

_____

_____

_____

_____

TEST INSTRUMENT
(POST-TEST)

Class: X
Subject: English
Text: Descriptive Paragraph
Time Allotment: 60 minutes
Theme: Bestfriend (Choose one of your bestfriend)
Instruction:

1. Write your name, class, and student number on the top corner of your answer sheet.

2. Write descriptive paragraph about your bestfriend (choose one of your bestfriend)

3. Tips for writing descriptive paragraph:

    a. Use all generic structure of descriptive paragraph (identification and description)

    b. Use adverbs and adjectives (beautiful woman, happy, smart boy, kindly)

    c. Use present tense (she is beautiful, she has brown skin)

    d. Describe physically and characteristics (she is kind person, she is tall and handsome)

4. Your written descriptive paragraph will be scored based on these considerations:

    a. Organization

    b. Content

    c. Vocabulary

    d. Language Use

    e. Mechanics

STUDENTS WORKSHEET
(POST-TEST)

Write descriptive paragraph about your bestfriend (max. 150 words)!

Name: _____
Class:

_____

_____

_____

_____

_____

_____

_____

_____

APPENDIX VI

Documentation

APPENDIX VII

Surat Keterangan Penelitian

PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI 2 BIREM BAYEUN
Alamat : Dusun Bakoi Desa Alue Sentang Kec. Birem Bayeun Kode Pos. 24451
E-mail : sman2birembayeun13@gmail.com

Nomor : 422/ 025/ SMAN2BB/ADM-IX/2020
Lampiran : -
Hal : **Balasan Surat Penelitian**

Kepada Yth :
Dekan Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Sumatera Utara Medan
Di-
Tempat
Assalamualaikum Wr. Wb.

Berdasarkan surat Dekan Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara, **Nomor : B-9390/ITK/ITK.V.3/PP.00.9/08/2020** tanggal 09 Agustus 2020 perihal permohonan izin bagi mahasiswa melakukan penelitian di sekolah kami dengan data diri mahasiswa sebagai berikut :

Nama : Nurhalimah
NIM : 0304162109
Tempat/ Tanggal lahir : Aceh Timur, 13 Oktober 1996
Program Studi : Pendidikan Bahasa Inggris
Semester : VII (Delapan)
Alamat : Jl. Willem Iskandar (Pancing) Medan Estate Kecamatan Medan Tembung

Mahasiswa yang bersangkutan telah melakukan dan menyelesaikan penelitiannya di sekolah kami, sebagai bahan untuk menyelesaikan tugas akhir skripsi dengan judul "
" *The Effect of Gallery Walk Strategy on the Student's Ability in Writing Descriptive Paragraph* "

Demikian kami sampaikan, semoga hasil penelitian tersebut dapat bermanfaat dan dapat digunakan dengan sebaik-baiknya.

Birem Bayeun, 21 September 2020
Kepala Sekolah

SYARIFUDDIN, S.Pd
NIP. 19790108 200312 1 003