



**THE IMPLEMENTATION OF GALLERY LEARNING METHOD IN
TEACHING WRITING NARRATIVE TEXT**

SKRIPSI

***Submitted in Partial Satisfaction of the Requirements for the
Scholar Degree of English Education***

By:

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STATE ISLAMIC UNIVERSITY OF
NORTH SUMATERA MEDAN**

2020



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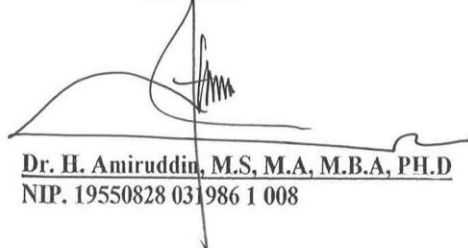
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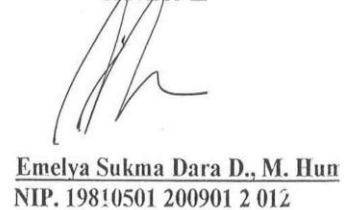
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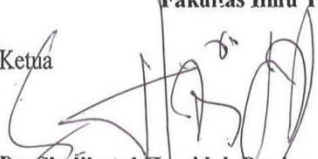
Skripsi yang berjudul : “The Implementation of gallery learning method in teaching writing narrative text in Academic Year 2019/2020” oleh Agus Cykyta Dewi, yang telah dimunaqasyakan dalam sidang munaqasah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

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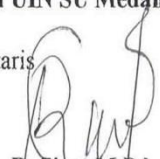
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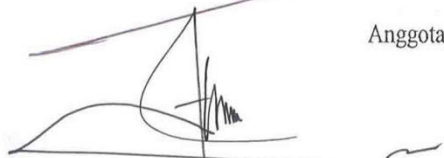
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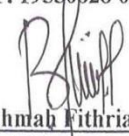
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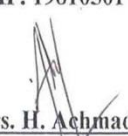

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil dari karya saya sendiri. Kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari saya terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

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Assalamu'alaikum Wr.Wb

Dengan Hormat,

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya, terhadap skripsi mahasiswa a.n. **Agus Cykta Dewi** yang berjudul **The Implementation of Gallery Learning Method in Teaching Writing Narrative Text** maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar sarjana (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

Demikian surat ini kami sampaikan, atas perhatian saudaraku kami ucapkan terima kasih.

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ABSTRACT

Dewi, Agus Cykyta. Registration Number: 34153123. The Implementation of Gallery Learning Method in Teaching Writing Narrative Text. A Thesis, English Education Program, Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatra, 2020

This was an action research study which consisted of two cycles. The procedures of the research were planning, action and observation, and reflection. The researcher collaborated with the English teacher. The subjects of the research were X.2 students of MAS PAB 1 Sampali in the academic year of 2020/2021. The class consisted of 28 students. The data were obtained by observing the teaching and learning process, interviewing the students and collaborators, giving tests, and taking pictures. The instruments used in this research were observation checklist, interview guidelines, and scoring rubrics. The data from the observation and interview were analyzed by making qualitative descriptions while the data from the pre-cycle test, Cycle I, and Cycle 2 were analyzed by comparing the mean score of the students' writing scores. The research that had been done by the researcher indicated that gallery learning method was effective or could be used in teaching writing narrative text. It could be seen from chapter IV that showed us the increasing of students' score from pre-test, there was only 7% (two students) who got point 77 above. On the post test of cycle I, there was 29% (eight students) who got point 77 above. It means that there was the improvement about 22%. It's occurred because the learning process before applying gallery learning method, the teachers used conventional method, it's made the students bored and not interest. On the post test of cycle II there was 86% (twenty four students) who got point 77 above. It means that there was improvement about 57%. It's occurred because gallery learning method made the students enjoy and interest in learning process.

Keywords: Writing Skill, Narrative text, and Gallery Learning method.

ACKNOWLEDGEMENT

In the name of Allah SWT, the most gracious, most merciful.

All praise is due to Allah, Lord of the world, who has given the writer love and blessing to finish a last assignment in her study, “Skripsi”. Peace and salutation be upon to the prophet Muhammad SAW, his family, his companion, and his adherence.

It is a pleasure to acknowledge the help and contribution to all of lectures, family, friends, and institution who have contributed in the different ways hence this thesis is processed until it becomes a complete writing which will be presented to the Faculty of Tarbiyah and Teachers’ Training in partial fulfillment of the requirement for the degree S.Pd in English Language Education.

The first, I would like to thank to her dearest parents **Pranoto**, and **Nuraini** for their greatest love, prayer, attention, moral, and financial support during academic years in completing my study at State Islamic University North Sumatera.

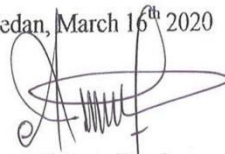
Secondly, the writer also realized that I never finish this thesis without the help of some people around me. Therefore, the writer would like to give gratitude to:

1. **Dr. Amiruddin Siahaan, M.Pd.**, as the Dean of Faculty of Tarbiyah and Teachers’ Training at State Islamic University North Sumatra.
2. **Dr. Sholihatul Hamidah Daulay, M.Hum.**, as the Head of English Education Department and **Reflina, M.Pd.**, as the Secretary of English Education Department.
3. **Dr. H. Amiruddin, M.S, M.A, M.B.A, PH.D.**, as the first advisor who had given much of his time, suggestion, knowledge and generosity to guide in preparing and finish this thesis and **Emelya Sukma Dara D., M. Hum.**, as the second advisor who had given much of her time, advice, attention, and support to guide in preparing and finish this thesis.

4. All the lectures in English Education Department who advised and guided me during the academic time and The Library at State Islamic University North Sumatra.
5. **Adji Dimas Pranoto, Yusuf Abi Awan, Rindu Ayu Dia**, as my beloved younger brothers and sister who always give motivation, prayer, and helps me to complete this thesis.
6. **Mayang Sari, S.Pd**, as my beloved aunt who give prayer, support, during my thesis.
7. **Dra.Hj. Sainah**, as the principal of MAS PAB 1 Sampali who had given permission in conducting the research. **M. Joko Mulya, S.Pd.**, as the English teacher of MAS PAB 1 Sampali who had guided me during the research.
8. All of my best friends, **Ade Rahmayani Irawan, Regita Yuliska, S.Pd, and Desva Arli Rosanti, Syara Umma Larasita Hrp, S.Pd, Ilena Ruliani, S.Pd, Sutria Dewi, Balqis Hidayah Nst, S.Pd.**
9. All of my friends in English Education Department, especially my best friends in PBI 5 who had given me much of love, time, and allegiance. They are Rahmah Hasanah Lubis, S.Pd, Fitri Aprilia, S. Pd, Henidar Br. Rambe, S.Pd, Dyafitri Zukhrufy, S.Pd, Andrian, Ilham Sinaga, S.Pd, Zuaida Fitriani, S. Pd, Hotna Dewy, Annur Risqi Hrp, S.Pd, Khairunnisa Dalimunthe, Febrina Octavia Hrp, Nurul Anida, S.Pd, Wita Widia, S.Pd, Mustafa Kamal, S.Pd, Aminur Hammi Smj, Annisa Humaira, Tukma Putri Anti, S.Pd, Eka Sagita, S.Pd, Zulhijjah Damai Yanti Hrp, S.Pd, Putri Fadhilah Nst, Roslina Hsb, S.Pd, Puput Rosaliana, Christina Suriani Debataraja, S.Pd, and Imas Fitriani, S.Pd.

Furthermore, the writer would like to express my best gratitude and deep appreciation for all people who love and help me. Finally, the writer hopes that my thesis will be useful for the readers, especially the students of English Education department who want to conduct similar research. May Allah the almighty bless of us.

Medan, March 16th 2020



Agus Cykyta Dewi

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CHAPTER I

INTRODUCTION

A. Background of Study

According Sanggam Siahaan, Writing is a psychological activity of language users to put the information in a written text. Writing is an activity to express language or ideas and share them in writing. In writing, the language needed to express ideas, feelings and thoughts. Therefore, it is important for students to develop the ability and skill in writing in order to illuminate the students in expressing thoughts, feelings and thoughts. Writing is also one of the skills taught in school.

Based on the experience of teaching in junior and senior author, writing difficulties felt by students at all levels. There are several problems that often occur when students write. For example, they do not know what to write when I started writing, they are confused compose their ideas and do not have the motivation to write because of limited vocabulary, they can not recognize and correct sentences or paragraphs correctly. As a result, students need to spend a lot of time to finish writing and may not be able to continue writing. Moreover, these problems are very adversely affected the results of the students' writing. Some students score below the minimum requirement. Their scores below seventy.

In fact, based on observations of researchers in MAS PAB 1 Sampali found many students are still difficulties in writing narrative texts such as: Students do not have an idea to write, students' vocabulary is limited, students are

less eager to learn. In the process, the students' knowledge about the process of writing is limited.

The reason the student is still low in writing not only of students but also of teachers. Based on observations of researchers in MAS PAB 1 Sampali, students seem less interested and bored in an English class, the method used by teachers in writing skills is the conventional method. During the learning activities in the classroom, the teacher only explains the material and the teacher asks the students to work on the problems that exist in textbooks. In this case the teacher does not do variations in the learning process. This situation led to lower the learning process of students, especially in writing narrative texts. Therefore, teachers should create interesting activities in the classroom so that students can develop their ideas in writing.

Based on the background above, the researcher would like to take the study on writing under the title: **“The Implementation of Gallery Learning Method in Teaching Writing Narrative Text at First Grade of MAS PAB 1 Sampali”**.

B. Identification of the Problems

Based on the researcher observation at MAS PAB 1 Sampali, the identification of the problems involve:

1. The students do not have any idea to write.
2. The students limited vocabulary.
3. The students not interested in learning process.
4. The students limited knowledge about writing process.

C. Limitation of the Study

There are many strategies in teaching writing, but here selected methods Learning Gallery as well as the methods and writing narrative texts as a focus for implementing the method.

D. Formulation of Study

Based on the limitation of the study above, the researcher formulated the research questions as follows: How the implementation of Gallery Learning method can improve the students' ability to write narrative text at the first grade of Aliyah of MAS PAB 1 Sampali?

E. The Aims of the Study

Based on the formulation of the problem above, the aim of the research is to find out whether the implementation of Gallery Learning method can improve students writing narrative text at first grade of Aliyah of MAS PAB 1 Sampali.

F. Significances of the Study

Hopefully, the result of this study will give benefit and informative inputs in teaching and learning English as a foreign language especially in practical and theoretical aspects.

1. Theoretical Significance

Theoretically, the result of this study is expected to give contribution of a new knowledge and to support the theories to the next study about the teaching writing and the implementation of gallery learning in teaching writing process.

2. Practical Significance

In practical terms, this study presents the real picture of how the learning method used in the classroom Gallery. These findings are expected to contribute as information for students to help and motivate students to improve writing skills, especially in writing a narrative text. In addition, authors can also gain experience in conducting experimental studies and writing academic reports. This study is expected to provide meaning for students, teachers and researchers further

a. The Students

The findings of this study are expected to be useful for the students, to resolve the problem in writing and using these methods the students to be more active during the learning process.

b. The Teacher

The findings of this study are expected to provide information to them about the implementation of learning gallery in narrative text. Therefore, from these results teachers can use this approach as an alternative method. Especially for teachers of English in MAS PAB 1 Sampali, this research can be a backup method to improve students' writing skills, especially in writing narrative texts.

c. The Researcher

This study can be a reference for the next researcher who will perform research methods and the same objective, namely to develop research and solve, which is expected to assist them in solving the problem.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

This chapter is presented to provide a clear concept applied in this study, which is to increase students' skills in writing narrative text by using the method of learning the gallery, so that in this study there are some experts who explain the theory to support this research are: writing as language skills. Approach in the writing process EFL context, the genre of the text in EFL writing, narrative texts and learning the gallery. Theories and some information will be described in detail to support the idea in this study and assist authors in designing this study.

A.1 Writing

The ability to write is very important to be owned by the students, writing is also an excellent communication tool. For details, write definitions described below:

A.1.1 Definition of Writing

According to Ruby Level in his "writing is one of the most powerful communication tool that you will use this time and the rest of your life" Writing is a skill that is very important to be owned by the students, writing is also an excellent communication tool. Through writing, everyone is able to express feelings, ideas, and announcements to others¹.

¹ Tiur Asih Siburian, *Improving Students Achievement on Writing Descriptive Text Through Think Pair Share*, Vol.3, 2013, www.ljillalw.org , p. 31.

Utami Dewi said that writing is an expression language in the form of letters, symbols, or words. The main purpose of writing is communication. People have been using a lot of tools for writing including paints, pencils, pens, typewriters and computers. The article can be formed on the cave wall, a piece of paper or a computer screen. The process of writing includes prewriting, composing, revising, editing and publishing. Types of writing there are various such as expository, narrative, descriptive, and persuasive. Literature is a kind of writing that includes poetry, novels, plays and short stories².

Regardless of language, writing has a lot of rules, including grammar, spelling, and punctuation. People use many tools to help write them as a dictionary and thesaurus³.

Other experts say that writing is a skill that most probably hesitate to be taught by a local English teacher. According to Jeremy Harmer, writing is basically intended as a value that is controlled carefully to be made by the students on paper or on the board when they can understand and produce, fairly well, some basic material of English at the level of maturity and their learning⁴.

In the holy Al-Quran as guidance for all of islamic people stated that about writing in surah Al- alaq verse 4-5.

الَّذِي عَلَّمَ بِالْقَلَمِ ﴿96:4﴾ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿96:5﴾

² Utami Dewi, *How to Write* (Medan: La-Tansa Press, 2013), p.2.

³ *Ibid*, p.3.

⁴ Jeremy Harmer, *How to Teach Writing* (Malaysia: Stenton Associates, 2004), 2nd Edition, p. 155.

Meaning : who has taught (the writing) by the pen (Al- Alaq:4) He has taught man that which he knew not (Al- Alaq:5).⁵

Prophet Muhammad Salallahu ‘alaihi wassalam said :

قيد وال علم با لكتابة

Meaning : Tie science with words.⁶

A prosecutor science should the spirit of the mind and memorize what he has learned, therefore should writes science owned in writing.

Based on definition above, it can be concluded that writing is an activity to express ideas into written.

A.1.2 The Importance of Writing

In Al-Quran as guidance for all of muslim stated that the important of writing in surah Al- Qalam verse 1 Allah SWT said :

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ (68:1)

Meaning : Nun. By the pen and what the (angels) write (in the records of men)(Al- Qalam : 1)⁷

From the verse above, we as human beings who have given the grace of Allah by hand to write. Humans can develop their knowledge or knowledge can be transferred by humans from one or more human.

⁵ Muhammad Taqi-ud-Din Al-Hilali, (2000), *The Noble Quran In the English Language*, Delhi: Maktaba Darul Qur’an Chitli Qabar, p. 1328

⁶Wisma MTI, (2012). <https://kunaasya.wordpress.com/2012/11/08/ikatlah-ilmu-dengan-tulisan/> Accessed on 08 November 2102

⁷Muhammad Taqi-ud-Din Al-Hilali, *The Noble Quran In the English Language* (Delhi: Maktaba Darul Qur’an Chitli Qabar, 2000), p. 887

The most important reason in teaching writing of course it is the basic language skills, as important as speaking, listening, and reading. Students need to know how to write, how to prepare a written report, how to repeat the ad and more, how to write using electronic media. They need to know some special provisions in writing (punctuation, paragraph construction, etc.) as well as they need to know how to pronounce English properly spoken⁸.

A.1.3 The Types in Writing

In writing, there are some types that have a function for each text. From the above description, the researchers concluded that the genre is a kind of literary text or simple communicative in his explanation to the students.

A.2 Genre of Text in EFL Writing

Genre Writing Text First, narrative text. Genre text in this unit is a narrative. Genre narrative function is to entertain, amuse, and handle the actual experience or representatives in different ways. In some cases, the narrative is set in the form of history. In writing this historical narrative, the author might lead the reader to think about social issues within a certain time. Narratives dealing with problematic events that led to the crisis or turning point, which in turn find a solution. Functions or social purpose of writing a narrative is to entertain, amuse, and face the actual experience or representatives in different ways.

Third, anecdotes, there are several types of genres that can amuse or entertain listeners or readers like spoof, anecdotes, or other narrative form. In the

⁸ Jeremy Harmer, *How to Teach Writing* (Malaysia: Addison Wesley Longman Limited, 2nd Edition, 1998), p. 79-80.

Indonesian context, there are new functions typical language used to amuse or entertain the audience. It's called stand-up comedy.

Basically, the purpose of the communicative or social function is to entertain the audience anecdotes or entertain them. Social function or purpose often communicative genre-based report writing is to describe the situation, with reference to the various natural phenomena, manmade and social in our environment.

Third, the text of the procedure, the procedure text is a text that tells about the process of making or doing something. The main communicative purpose of the text entry procedure is to show and describe how something is done.⁹

A.3 Definition of Narrative Text

People consider narrative text as the most interesting text. According to Snow, that narrative writing has an easy concept which is easy to be created by students because the chronological order in narrative text which provides natural and simple organizational pattern. Therefore, most students have ready to make material such as writing a fiction story that encourage creativity of students to pour their imagination out to their story and writing students personal experiences¹⁰. People assume narrative text as text that is most appealing. According to Snow, the narrative writing has an easy concept that is easily made by students because the chronological order in narrative text that gives a pattern of organizing a natural and simple. Therefore, most of the students are ready to make

⁹ Ibid. p. 1-205

¹⁰ Don Snow, *From Language Learner to Language Teacher: An Introduction to Teach English as a Foreign Language*, (Alexandria: Teachers of English to Speakers of Other Languages (TESOL), 2007), p. 154.

materials such as writing fiction that encourages students' creativity to pour his imagination into the story and write the student's personal experience.

From those experiences that students have, they can easily tell their story in form of narrative text.

Narratives can be easily written text because it follows the chronological sequence of a story. As noted Djatmika & Wulandari, narrative text has an organizational structure that includes orientation, complication, and resolution. In addition, they stated that the narrative text itself has some texture, ie prepositions, conjunctions, adverb, adverbial phrase, adverb of time, noun phrase, tenses (past tense and past perfect tense), as well as direct and indirect speech¹¹.

Additionally, Smalley states that paragraph narrative is used to tell a story and share the experience of someone who usually happened well-organized chronologically from the first to the last. That experience could be the experience of the past. Narrative story begins by introducing the characters in the story and background. Then the sequence of events written in the middle of the plot and then ends with a resolution as a solution of the conflict in the story.

A.3.1. The Purpose of Narrative Text

People may write narrative stories just for fun, to attract and interest readers through the story. In addition, they like to write any story because they

¹¹ Djatmika and Wulandari, *Writing Narrative Text*, (Bandung: Pakar Raya, 2013), p. 18-19.

want to reflect their experiences and he thought readers might have in common with the stories written by the author. In line with Barbara stating, "some narrative purpose is: to entertain, to express feelings, share experiences, to inform something that happens to someone, inform something that can give lessons to the reader, and to persuade". In addition, Anderson also stated that the narrative is a text that tells a story and entertain the audience¹².

From the above statement can be concluded that the narrative has several social functions such as amuse, entertain, and the face of actual experience in a different way; narrative dealing with the function of stories that can entertain readers as well.

A.3.2. The Types of Narrative Text

There are many types of narrative text. Buscemi divided narrative into two categories: fiction and nonfiction¹³.

Narrative fiction written by the imagination of the author. It has the purpose to inform people about the exciting developments or affect them. Examples are the narrative fiction magazine articles, newspapers, fairy tales, mysteries, horror stories, myths and legends, adventure stories, fairy tales.

Another type of narrative nonfiction. Nonfiction narrative was written based on personal experience. All it tells the story of a real accident that occurred in the life of the author. This text type is known as text recount.

¹² Mark Anderson and Kathy Anderson, *Text Types in English 3*, (Sydney: Mcmillan), 1997, p. 3.

¹³ Santi S. Buscemi, *A Reader for Developing Writer*, (New York: McGraw Hill, 2002), p. 341.

A.3.3. The Schematic Structure of Narrative Text

In preparing the text, the author must follow several steps used to create a narrative story. These elements as well as a guide in reading texts for students. They are¹⁴:

a. Orientation

These parts are referred to in the first paragraph, can be called as part of an introduction to a story. The narrator tells the reader where and when the story was happening and who is involved in the story are referred to as leaders. Each event is certainly supported by some of the characters who participate in a story. Character is regarded as a particular role in a story. Characters described as beautiful, helpful, selfless, faithful, etc. At the orientation, students are not only able to mention the word properties owned by the character but also the physical characteristics such as; weight, age, height and so on.

b. Complication

In this section, the narrator tells the story of something that starts from a series of events. These events will have an effect on one or more characters. Complications trigger

c. Sequence of events

In this section the narrator describes how the characters react to the complexity. That includes their feelings and what they do. These events can be

¹⁴ Mark and Kathy Anderson, *op.cit.*, p. 9.

told in chronological order (the order of occurrence) or with a flashback. The audience is given the narrator's point of view.

d. Resolution

This section can be found at the end of the story. Narrator complete the story by giving readers and listeners about resolving issues of complications or hassle completed.

e. Coda

Narrator will prepare a coda in the text if there is a moral or message of the story can be a lesson for readers and listeners.

The Legend of Beowulf

Once upon a time, there was a horrible monster called Grendel. He was half-man and half-monster. He lived in Denmark. One day, he went to the King's castle.

The king and his men tried to kill the monster but their words are useless. A knight called Beowulf heard about the problem and went to Denmark to help the king.

That night, Beowulf and his men took off their armor and put away their swords and went to sleep. The monster came into the castle and killed a knight. Beowulf woke up and fought the monster-he pulled off an arm! Grendel went back to his home in a lake and died.

Grendel's mother was very angry and the next night she went to the castle and killed a knight. In the morning,

Orientation

Complication

Sequence of events

Beowulf went to the lake. He killed Grendel's mother with a special sword. When he came back, the king was very happy and he gave Beowulf presents and money.

Beowulf went back to his country and became a king. He was king for fifty years. But one day, a dragon came to his country, and it attacked people. It lived in a cave with treasure. The dragon was very big and breathed fire. The knights were afraid and they did not want to fight the dragon. King Beowulf was an old man but he put on his armor again and killed the dragon¹⁵.

Resolution

Taken from *Opportunities Elementary*, 2003.

A.3.4. The Language Features of Narrative Text

There are several language features which are commonly found in the narrative text¹⁶:

- Noun which identify characters and place in the story.
- Time words that connect event, telling when they occurred.
- Verbs that show the actions that occur in the story.
- Adjectives that provide accurate descriptions of characters and settings.

In this following is the example of language features of narrative text which still connected with the story presented above:

¹⁵ Joko Priyana, *et al.*, *Interlanguage: English for Senior High School Students XI*, (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008), p. 83.

¹⁶ Mark and Kathy Anderson, *op. cit.*, p. 8.

Table A.1

No.	Linguistic Features	Examples
1	Specific participants	Beowulf
2	Generic Participants	The king, Grendel and Grandel's mother
3	Past Tense	<ul style="list-style-type: none"> ➤ There <u>was</u> a horrible monster called Grendel. ➤ He <u>lived</u> in Denmark. ➤ He went to the King's castle. ➤ The monster <u>came</u> into the castle and <u>killed</u> a knight.
4	Adverb of Time	Once upon a time, one day, when, next night, in the morning.
5	Adverb of Place	In Denmark, In the castle, In the lake, In a cave.
6	Coordinate Conjunction	And, but.

In the language features mentioned above are often used in writing the narrative text by a narrator. It always involves one character or number of characters in each story. Similarly, in the story of Beowulf legend above, the specific figure is Beowulf. In addition, using the word time in the story, for example, "Once upon a time ..." And also two final elements of language features. In addition, the language features are presented to help students understand a story in a text. The use of the past tense assist students in characterizing the types of narrative text itself, so as to distinguish a narrative text from other text types

and the reader will know what is happening in the story. However, the conjunction is also very important to decipher the characters and background stories.

A.4 Gallery Learning Method

Gallery learning method is one of the method that can used in teaching learning process, for detail the definition of gallery learning method describe below:

A.4.1 The Definition of Gallery Learning

According to Silberman, which states that Gallery Learning, “ is a way to asses and celebrate what participants have educate learn after series of lessons studies”. Then the same thing proposed by Machmudah called gallery walk as gallery learning, “ the gallery learning is a way to judge and remember what has been students learn.¹⁷

Gallery learning is one of cooperative learning methods. Where according to Slavin “in cooperative learning methods, students work together in four members teams to master material initially presented by the teacher”. This means that cooperative learning is a learning system where learning and working small groups of 4-6 people in colaborative way that can stimulate learners more passionate in learning. From this understanding can be concluded that coopertive learning is a way of learning in the form of small groups that work together and directed by teachers to achieve the expected learning objectives. According to

¹⁷ Yusnidar, (2014), *Penerapan metode galery walk untuk meningkatkan kemampuan menulis teks analytical exposition bahasa inggris siswa kelas XI IPA-1 MAN Moden Banda Aceh* <https://ejournal.media.neliti.com>.

Melvin L. Silberman, Gallery learning is a way to assess and remember that students have learned during the course of learning. This method is good for building cooperative learning and active learning.¹⁸

Based on the above statement can be concluded that the gallery learning is one method of active learning, ie learning methods that require students to make a list of both the image and the scheme in accordance with what was found or obtained during the discussion. in each study group. The results are displayed on the wall or in front of the class. Then each group discussion to prepare one representative, presented the results of the discussion are made on sheets of paper or cardboard, and taped to the front wall of the classroom.

A.4.2 The Procedure Gallery Learning

The steps that must be done in using this method of gallery learning are :

- a. Divide the students into some groups.
- b. Each group consist of 2-4 students.
- c. Share the task about narrative text to be done.
- d. Based on the assigned task, the students make a summary or important note.
- e. The resulting summary results of the students are written into a paper (use plano paper/paperboard).¹⁹
- f. Paste the summary/list on the wall.²⁰

¹⁸ SMK Islam Ibnu Fajar, (2013) .
<http://www.referensimakalah.com/2013/01/metode-galery-walk-dalam-pembelajaran.html.22> Accessed on 22 May 2013.

¹⁹ Haidir. Salim, *Strategy Pembelajaran* (Medan: Perdana Publishing, 2012), p. 146-147

- g. Each group member visits another group.
- h. One representative of the group answered every question the other group asked.
- i. Clarification from the teacher.²¹

B. Related Study

To support this study, researchers examined several related research. There are three related studies in this research because few studies related to the teaching and learning of the gallery to improve students' skills in writing narrative texts. Three researchers previously explained below:

- 1) The first study which has relevance with this research was conducted by Yusnidar (2014) ; Penerapan metode galery walk untuk meningkatkan kemampuan menulis teks analytical exposition bahasa inggris siswa kelas XI IPA-1 MAN Model Banda Aceh. This study was aimed to improve the students' ability in writing analytical exposition text in english and student activities during English lessons. The subject of this study amounted to 28 students of class XI-IPA-1 MAN Model Banda Aceh. This study use classroom action research (CAR) consisting of two cycle. Each cycle includes planning, acting, observing, reflecting. The data study is collected through performance, students observation sheet and management learning by teachers. The results showed that students' aility to write analytical exposition text in the first cycle reached 60,09% and in Cycle two increased to 83,33% of students reaching KKM 70. Its mean that the established indicators have been

²⁰ Melvin L. Silberman, *Active Learning* (Boston: Tatang Rukyay, 2013), p. 275.

²¹ Haidir. Salim, *Strategy Pembelajaran* (Medan: Perdana Publishing, 2012), p.

achieved where it was determined that the study was successful when 85% of students reached KKM 70. It can be concluded that the implementation of gallery walk method can improve the students ability in writing analytical exposition text.

- 2) The second study which has relevance with this research was conducted by Aprida Mutiara Sari (2015) ; The implementation of picture and picture method to increase the students ability in writing descriptive text at VII grade students in Mts. Laboratorium IAIN SU Medan. Her research was aimed to find out the increasing of the students' ability in writing descriptive text by using picture and picture method. The research was conducted by Classroom Action Research (CAR). The subject of her research was VII grade of MTs Laboratorium IAIN SU Medan which consisted of 29 students. The research was conducted in two cycle, cycle I consisted of two meetings and cycle two consisted of two meeting. The result of of the research showed that the picture and the picture method was effective in increasing the students ability in writing descriptive text.
- 3) The third study which has relevance with this research was conducted by Widya Sari Miryat (2015) ; Improving students' ability in writing descriptive text by using picture as media at the seventh grade students of MTs Muhammadiyah 01 Medan. The researches in her study used classroom action researches where she took one class consist of 23 students. This result of data analysis showed that there was improving the students' ability in writing descriptive text from each cycle. It showed from the mean of pre-test was 57,56, the mean of the post-test I was 74,21 and the mean of the post-test II

was 86,30. From the data, the researcher can conclude that the students' ability in writing descriptive text has been improved by using picture media.

C. Conceptual Framework

Writing is an activity to express language or ideas and share them in writing. Gallery learning is one method of active learning that can make students interested in teaching and learning, especially in the teaching of writing narrative texts. In this study, researchers will use the gallery learning methods to teach writing narrative text. Gallery learning can make students actively in the learning process, as well as affective learning.

Based on the above statement, gallery learning method of teaching can help students in learning English, especially in writing a narrative text

D. Actional Hypothesis

Based on the theoretical framework and the conceptual framework, the hypothesis of this study is the ability to write English students can be increased by using learning methods galleries.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study will be applied Classroom Action Research. Classroom Action Research has a very important and strategies to improve the quality of learning when implemented properly and correctly²². Etymologically, there are three terms related to class action research:

Firstly, *research* is a systematic, empirical and controlled problem-solving process”. Secondly, “*action* can be interpreted as a particular treatment conducted by researchers in teachers. The gesture is directed to improve the performance of the teacher. Thus, the Classroom action research is not driven merely to want to know something, but is encouraged by the desire to improve performance to achieve maximum learning outcomes. This is the typical Classroom action research that will not be found in other types of research . Third, *class* shows the place where the learning process takes place. This means that Classroom action research is done in a class that is not set for specific research purposes, but Classroom action research takes place under real conditions and conditions without being engineered. Therefore, the fairness of classes in the research process is characteristic of the Classroom action research. Classroom action research is conducted by and fully involve the teacher responsible the class ²³.

²² Kunandar, *Langkah Mudah Penelitian Tindakan Kelas*, (Jakarta: Raja Grafindo Persada, 2016), p. 45.

²³ Wina Sanjaya, (2012), *Penelitian Tindakan Kelas*, Jakarta : Kencana, p. 24-26

B. Research Setting and Subject

This research will be conducted on at MAS PAB 1 Sampali at class X-Aliyah, which is located in Sampali. The subject or participants in this research were the students of second grade of MAS PAB 1 Sampali academic year 2019/2020. The total participants was 35 students from one class.

Table B.1

Table of Participants

Class	X-Aliyah
Students	35

C. Data Collection

In this research, the data was collected by using qualitative data and quantitative data. The qualitative data describes the condition, situation and responses of the students during teaching-learning process. For collecting quantitative data, the researcher conducts writing test. In this research, there are two kinds of test given by the researcher to the students. The test are conducted by the researcher in order to know the improvement the students' in teaching writing narrative text of the subject they have learned.

For the benefit of classroom action research, many instruments can be used such as observations, tests and field note in order to support the data of teaching and learning process. Each of these instruments is described below:

a. Test

Test is given to the students focus on writing narrative text. The objective of this test is to measure the students' ability in writing narrative text. The test is used in this study is pre-test and post-test. Observation

The researcher employed observation sheet to find out the data about "Gallery Learning" as a method to teaching writing narrative text. Observation will be used to identify all condition that happen during the teaching learning process. See on appendix VI, VII.

b. Documentation

Documentation is anything written that contains information serving as proof. Documentation is all of data are collected and interpreted by researcher and they also was supported by some media such as photos and field note.

D. Data Analysis

In analyzing the data related to the students' test of writing, the researcher uses analytical scoring rubric adapted from Weigle. The following table is the analytical scoring rubric used by the writer to analyze the students' writing narrative text.

Table D.1

Aspects of Writing	Level	Criteria	Comments
Content	4	EXCELLENT TO VERY GOOD: knowledgeable • substantive • thorough development thesis • relevant to assigned topic	
	3	GOOD TO AVERAGE: Some knowledge of subject • adequate range • limited • development of thesis • mostly relevant to topic, but lack detail	
	2	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
	1	VERY POOR : does not show knowledge of subject • non-substantive • OR not enough to evaluate	
Organization	4	EXCELLENT TO VERY GOOD: fluent expression • ideas clearly stated/supported • succinct • well- organized • logical sequencing • cohesive	
	3	GOOD TO AVERAGE: somewhat choppy • loosely • organized but main idea stand out • limited support • logical but incomplete sequencing	
	2	FAIR TO POOR: not fluent • ideas confused or disconnected • lacks of logical sequencing and development	
	1	VERY POOR: does not communicate • not organization • OR not enough to evaluate	
Vocabulary	4	EXCELLENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register	
	3	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscure</i>	
	2	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured.</i>	
	1	VERY POOR: essentially translation • little knowledge of English vocabularies, idioms, word form • OR not enough to evaluate.	
Language Use	4	EXCELLENT TO VERY GOOD: effective complex construction • few of errors of agreement, tense, number, word order/function, articles, pronouns, preposition.	
	3	GOOD TO AVERAGE: effective but simple construction, minor problems in complex constructions • several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions but meaning seldom obscured	
	2	FAIR TO POOR: major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • <i>meaning confused or obscured.</i>	
	1	VERY POOR: virtually no mastery of sentence construction rules • dominated by error • does not communicate • OR not enough to evaluate.	
Mechanics	4	EXCELLENT TO VERY GOOD: demonstrates mastery of conventions • few error of spelling, punctuation, capitalization, paragraphing.	
	3	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured.</i>	
	2	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured.</i>	
	1	VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	

To get the mean of students' writing score within one cycle uses the formula :

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

M : Mean

$\sum x$: The total value of X.

N : The total number of students.²⁴ .

Next, to get class percentage which passes the minimum mastery criteria-*Kriteria Ketuntasan Minimal (KKM) 77* (seventy seventh) the score percentage of each cycle will be calculated by using the following formula :

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

P : The percentage of students .

R : The total number of students who got points above 77.

T : The total number of students who do test²⁵.

E. Research Procedures

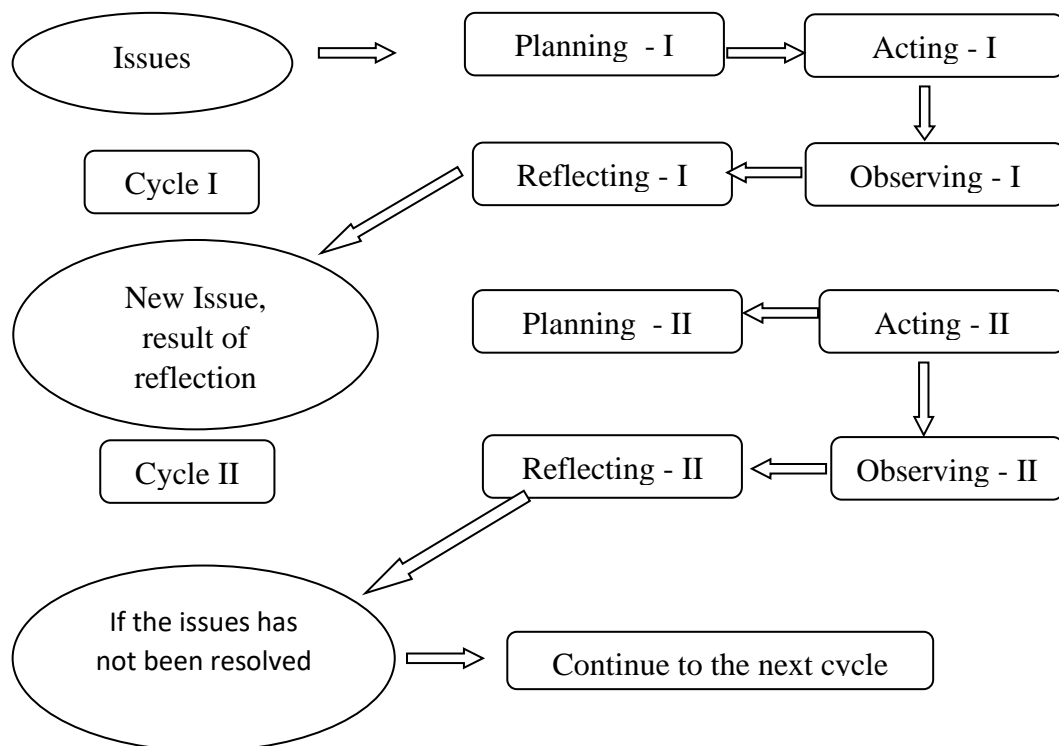
The procedure of research is conducted by making classroom action research. After the problem is set, the implementation of classroom action research begins with the first cycle consisting of four activities : planning, acting, observing, reflecting. If it is known to be the success or obstacle in the action carried out in the first cycle, the researcher then identifies a new problem to determine the design of the next cycle. Activities in the second cycle can be same activities as before when aimed at repeating success, to reassure or to reinforce results.²⁶

²⁴ Anas Sudjono, *Pengantar Statistika Pendidikan* (Jakarta : Raja Grafindo Persada, 2008), p. 75.

²⁵ Purwanto M. Ngalm, *Prinsip-Prinsip dan Teknik Evaluasi Pembelajaran* (Bandung : PT. Remaja Rosdakarya, 2002), p. 132.

²⁶ Salim, dkk, *Penelitian Tindakan Kelas* (Medan : Perdana Publishing, 2015), p. 36-37

The procedure of research is conducted by making classroom action research. The research consisted of two cycle and each cycle consisted offour elements.



1. Cycle I

a) Planning

The first step is planning. Planning is arrangement for doing something. In planning, it is considered everything which is related to the action that is done and its also prepared everything that will be needed in teaching learning process. In this case, the writer prepared some activities done by the researcher, that related to the material they are making lesson plan. See on appendix I. preparing research instrument, such as: test, observation sheet and documentation. Deciding the material that is suitable with the study. Designing the procedure of teaching learning writing narrative text by using gallery learning method. Analyzing the

weakness in learning process and reflecting the result of teaching learning process. Preparing the test to measure the result of the study.

b) Action

The second step is action. Action is the process of doing the implementation of galery learning method based on the lesson plan that has been made. There are some activities that :

Table E.1

Teachers' Activity	Students' Activity
1. Explained the topic to the students	1. Listened seriously to the teacher.
2. Introduce the gallery learning method and explain the step it.	2. Listened to the teachers' explanation about method and the step of method.
3. Demonstrate the method of teaching writing narrative text by using galery learning method.	3. Start to do the step of galery learning method.
4. The teacher divide students into some group, consisting 2-4 students each the member of group. (determine the group by having one students say the number 1 and	4. The students make a group and sit with their group. (students determine group leaders, authors, explorers and visitors to other groups.

<p>proceed with the next students with the next number, so it continues until the number 4. Number 1 will join with the students gets the number one also, and so on.</p>	
<p>5. The teachers control classroom conditions.</p>	<p>5. The students discuss about writing narrative text and make summary/important note in palano paper or paperboard.</p>
<p>6. After the students finish make the summary in plano paper, the teacher asks the students to paste the summary on the wall.</p>	<p>6. The students paste summary on the wall.</p>
<p>7. The teacher asks the students that as explorer to stay in each summary of their group.</p>	<p>7. The student stay on beside of the sumary.</p>
<p>8. The teacher asks the student that as visitors to visit another group.</p>	<p>8. The student stay on beside of the sumary and sharing knowledge about writing narrative text.</p>
<p>9. The teacher give conclusion of the material about writing narrative text.</p>	<p>9. The students make their conclusion self, with helped by the teacher.</p>

10. Conducting Post test I.	10. The students work individually after apply galery learning method and sitting like an early learning.
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c) Observing

The third step is observing. In this step the writer took a note for every event that occurred in the classroom in order to get accurate data to repair next cycle. It held when the classroom action research in progress.

d) Reflecting

The last step is reflecting. Reflection is a feedback process from the action that has been done before. Reflection use to help the researcher makes the decision. In this case the researcher reflected on everything that had been done. Researcher took the feedback of teaching and learning process from the result of the observation. If the result did not reach the goal determined, there will be continued to the second cycle. In this case researcher and teacher discussed collaboratively further some problems occurred in the class. Thus, the reflection is able to be determined after implementing the action and observation outcomes. If the issue has not been resolved, continue the next cycle.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. DATA

The quantitative data were taken from the test results which carried out in two cycles. The writing test was given to the students at the pre-test (first meeting) and the end of each cycle. It was called the post test. The result of the students score could be seen in the following table. The researcher noted that the score which passed of 77 was success depending on minimum mastery criteria-*Kriteria Ketuntasan Minimal (KKM)* in the school. It was found that the mean of students' score was kept improving from pre-test until post-test of second cycle. Here the students' score of pre-test as follow :

TABLE 4.1

The students' score on Pre-Test, Post-Test I, and Post Test II

No.	Initial Name	Values		
		Pre-Test	Post-Test I	Post-Test II
1	AN	59	46	79
2	AVP	53	65	78
3	BPS	61	63	78
4	DPM	78	70	86
5	DPH	47	73	83
6	FA	34	41	55
7	FNM	69	43	78
8	IA	46	83	79
9	IAR	60	50	77
10	MAI	34	89	78
11	MAH	34	65	92
12	MF	47	50	59
13	MSN	72	83	78
14	NP	74	60	79

15	NA	38	73	83
16	NL	46	56	79
17	PAY	34	71	59
18	RA	46	53	88
19	RSN	78	78	95
20	SDI	46	70	78
21	ST	53	75	79
22	SNR	45	33	63
23	STR	38	71	78
24	SSR	34	79	78
25	WM	40	78	86
26	WA	34	83	90
27	YE	34	78	84
28	YP	61	71	79
SUM		$\Sigma=1395$	$\Sigma=1850$	$\Sigma=2198$

The researcher had given the pre test on the first meeting, it showed that students still faced some problems and difficulties in writing narrative text. The researcher always gave a test in the end of each cycle. Students' score on cycle I and cycle II was different, it showed that the students score was improve. The total students' score on pre-test was 1395, total score on post-test I was 1850, and the total score on post-test II was 2198, the number of students who took the test was 28. The mean of the students' score could be seen in this following :

$$M = \frac{\Sigma X}{N}$$

$$M = \frac{1395}{28}$$

$$M = 49.8$$

In the pre-test, the total score of students was 1395 and the number of students was 28. It means that the mean on the pre-test was 49.8.

$$M = \frac{1850}{28}$$

$$M = 66.0$$

In the post-test on cycle I the total score of students was 1850 and the number of students was 28. It means that the mean on the post-test I was 66.0.

$$M = \frac{2198}{28}$$

$$M = 78.5$$

In the post test on cycle II, the total score of students was 2198 and the number of students was 28. It means that the mean on the post test II was 78.5.

The percentage of the master students was calculated as follows :

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

$$P1 = \frac{2}{28} \times 100\%$$

$$= 7\%$$

$$P2 = \frac{8}{28} \times 100\%$$

$$= 29\%$$

$$P3 = \frac{24}{28} \times 100\%$$

$$= 86\%$$

Where :

P1 = The percentage of master students on pre-test.

P2 = The percentage of master students on post-test I.

P3 = The percentage of master students on post-test II.

R = Number of students who got points 77 above.

T = The total number of students who took the test.

The result shows the increasing of the students score from the pre-test to the pos-test on cycle II. In the pre-test, there was only 7% (two students) who

got point 77 above. On the post test of cycle I, there was 29% (eight students) who got point 77 above. It means that there was the improvement about 22%. On the post test of cycle II there was 86% (twenty four students) who got point 77 above. It means that there was improvement about 57%. It conclude that the total improvement of the students' score from pre-test to the post test of cycle II was 79%.

A.2 Qualitative Data

The qualitative data was analyzed from observation sheet and documentation. The researcher was done in two cycle, and each cycle consist of twomeetings and one test. The researcher observed the students, situation, condition and what problem was found during the teaching-learning process in every meeting. The researcher filled the observation sheet in order to know the students' activities during teaching learning process which Gallery Learning Method was applied to increase the students' ability at writing narrative text. It also was done to know how the interaction between the teacher and the students. From the observation, the researcher noted that the students were active and enthusiastic in learning writing narrative text by using gallery learning method.

Documentation is one of source as documentation for researcher to catch every moment which considered important. The photography was taken while the teacher taught the students in front of the classroom. It was taken when the students did the writing narrative test, and during the teaching learning process in the classroom.

A.3 Findings

There were findings in the each cycle, they are :

A.3.1 First Cycle

a. Planning

The plan was arranged before researcher conducting the research. First of all, researcher prepared or made a lesson plan for 2 meetings. The topic which discussed was about writing narrative text. In planning of action research, research had been prepared :

1. Make lesson plan.
2. Material about narrative text.
3. Source of material.
4. Made learning media
5. Exercise as the instrument of collecting data gallery learning method.

b. Action

In this part, the teacher entered the class, gave the students some information and motivations. In this part, the lesson plan that had been arranged was implemented well in the classroom. In the first cycle the researcher as the teacher did some action such as:

Introduction

1. The teacher gave information about what they would discuss.
2. The teacher asked the students about their knowledge of narrative text.

Core Activities

1. The teacher explained the topic to the students.

2. The teacher introduce the gallery learning method and explain the step it.
3. The teacher demonstrate the method of teaching writing narrative text by using gallery learning method.
4. The teacher divide students into some group, consisting 2-4 students each the member of group. (determine the group by having one students say the number 1 and proceed with the next students with the next number, so it continues until the number 4. Number 1 will join with the students gets the number one also, and so on.
5. The teachers control classroom conditions.
6. After the students finish make the summary in plano paper, the teacher asks the students to paste the summary on the wall.
7. The teacher asks the students that as explorer to stay in each summary of their group.
8. The teacher asks the student that as visitors to visit another group.
9. After finish, the teacher asks the students to comeback in each group.

Closing

1. The teacher and students concluded the material together to know how far the students understand about the material.

R asked them about some question for answering. *“Bagaimana tesnya nak?”*, *“Susah miss. Soalnya kami harus menyusun kalimat secara grammar miss. Dan kami lupa tentang tenses yang digunakan miss untuk menulis cerita tentang Malin Kundang”*, *“Oke, apa ada lagi keluhan?”*, *“Tidak ada Miss”*. *“Oke, dikarenakan waktu kita tidak cukup, Miss akan melanjutkan tentang Narrative Text dan menjawab keluhan kalian di*

pertemuan selanjutnya”, “*Oke Miss*”. R finished to do the pre-test and checked the answers in out of the class.

Diary Notes – Appendix VII

c. Observation

To know further about the students’ activity could be seen in photographs evidence which took by researcher during the teaching-learning process in classroom. We could see the students enthusiastic than before.

d. Reflecting

Based on the result of the score of the test in cycle I and also observation, action of increasing was needed. Actually, students’ score in test of cycle I was improved than the score of pre-test. But it was needed more increasing in their narrative text to solve their problems in material because some of them still confused and difficult to understand writing narrative text.

In the second cycle, researcher as teacher improved their writing narrative text by gave more explanation and simple example of narrative text.

. R asked S, “*Kenapa kalian salah menjawab?*”, “*Miss, kami tidak tahu kata kerja bentuk (V.II) itu bagaimana miss, dan menandakan kalimat itu past tense atau gak itu bagaimana ya Miss?*”, “*Oke, nah kata kerja atau verb itu ada yang beraturan dan tidak beraturan. Nah kalian bisa cek apa-apa saja kata beraturan dan tidak beraturan itu melalui kamus. Dan saya telah menyarankan kalian untuk membawa kamus. Pada umumnya kalau kata kerja yang beraturan itu harus ditambah akhiran –ed. Nah, ada beberapa kata kerja tertentu yang tidak bisa ditambah akhir –ed yaitu adalah kata kerja yang tidak beraturan. Oke dan untuk mengetahui itu kalimat past tense atau tidak perhatikan tanda waktunya atau (adverb of time) seperti yesterday, last month, last night, last year etc. Nah, kalian harus teliti supaya bisa menulis cerita tentang narrative text*”.

A.3.2 Second Cycle

After doing the first cycle, the students' problems were found and it gave information about the students' writing narrative text. Therefore the researcher conduct the second cycle of action research which was carried out in two meetings. It was expected that the second cycle of action research would get better than the first cycle. In this cycle, researcher gave more explanation about the material. The second cycle of action research as follow :

a. Planning

After doing the first cycle, the researcher prepared lesson plan and emphasized the teaching learning process in teaching writing narrative text. In this cycle, the researcher explained more deeply about the material in supposed the students could improve and new well about narrative text. Besides that, the researcher as teacher give simples' example to make the students more easy to understand about narrative text. The researcher also created the supportive and active situation in the class during teaching-learning process.

R started to give S post-test II. But R gave instructions to write story about "Toba Lake". R explained that for this time, *"My students, Miss mau tau kalian benar-benar faham tentang narrative text, Miss akan memberikan kalian some of pictures (beberapa gambar) untuk membantu kalian merangkai cerita dalam menulis cerita tentang salah satu jenis narrative text. Nah, gambar-gambar itulah yang harus kalian perhatikan benar-benar supaya kalian bisa merangkai story tentang narrative text. Nah, Miss menggunakan metode ini supaya kalian bisa mudah merangkai cerita narrative text but remember the important one that you have to be able see the steps to write narrative text. Faham my students?"*, *"Oke Miss"*.

b. Action

In this part, the teacher supported the students by giving motivation to make them felt spirit and always struggle to did the lesson and what they were facing. In this part, the lesson plan that had been arranged was implemented well in the classroom. In this steps, there were some activities done by the researcher, were :

Introduction

1. The teacher gave motivation for students.
2. The teacher gave information about what they would discuss.
3. The teacher asked the students about their knowledge of narrative text.

Core Activities

1. The teacher explained the topic to the students.
2. The teacher introduce the galery learning method and explain the step it.
3. The teacher demonstrate the method of teaching writing narrative text by using gallery learning method.
4. The teacher divide students into some group, consisting 2-4 students each the member of group. (determine the group by having one students say the number 1 and proceed with the next students with the next number, so it continues until the number 4. Number 1 will join with the students gets the number one also, and so on.
5. The teachers control classroom conditions.
6. After the students finish make the summary in plano paper, the teacher asks the students to paste the summary on the wall.

7. The teacher asks the students that as explorer to stay in each summary of their group.
8. The teacher asks the student that as visitors to visit another group.
9. After finish, the teacher asks the students to comeback in each group.

Closing

1. The teacher and students concluded the material together to know how far the students understand about the material.

R explained that for this time, *“My students, Miss mau tau kalian benar-benar faham tentang narrative text, Miss akan memberikan kalian some of pictures (beberapa gambar) untuk membantu kalian merangkai cerita dalam menulis cerita tentang salah satu jenis narrative text. Nah, gambar-gambar itulah yang harus kalian perhatikan benar-benar supaya kalian bisa merangkai story tentang narrative text. Nah, Miss menggunakan metode ini supaya kalian bisa mudah merangkai cerita narrative text but remember the important one that you have to be able see the steps to write narrative text. Faham my students?”*, *“Oke Miss”*. R asked them to make the story about “Toba Lake” this is a kind of narrative text. R asked them to make the story about Toba Lake based on the pictures that shown on the paper.

Diary Notes – Appendix VII

B. The Comparison of Cycle I and Cycle II

Based on the findings in this research, the researcher find out some differences between cycle I and cycle II. Thus, the table for comparison of Cycle I and Cycle II based on the result:

Table 4.2**Comparison of Cycle I and II**

Cycle I	Cycle II
Researcher prepared 2 lessons for 2 meetings.	Researcher prepared lesson plan and emphasized the teaching learning process in teaching writing narrative text
Making the lesson plan	Researcher explained more deeply about the material in supposed the students
Explaining the narrative text to students	Giving the simple examples
Made learning media	The researcher and students concluded the material together to know the students about narrative text
Exercise as the instrument of collecting data gallery learning method	The researcher asked the students to tell the feedback for each group.

Based on the table that, each cycle get the changes for implication of students in writing narrative text by using gallery learning method. For ever process that the researcher gave them the text twice and explained the material twice to improve their understanding in writing narrative text.

C. Discussion

The research that had been done by the researcher indicated that gallery learning method was effective or could be used in teaching writing narrative text.

It could be seen from the tables that showed us the increasing of students' score from pre-test, there was only 7% (two students) who got point 77 above. On the post test of cycle I, there was 29% (eight students) who got point 77 above. It means that there was the improvement about 22%. It's occurred because the learning process before applying gallery learning method, the teachers used conventional method, it's made the students bored and not interest. On the post test of cycle II there was 86% (twenty four students) who got point 77 above. It means that there was improvement about 57%. It's occurred because gallery learning method made the students enjoy and interest in learning process.

Based on the qualitative data, it showed the increasing of teachers' and students activity during teaching learning process. The data could be seen from observation sheet, and documentation that indicated the students were active and paid attention the subject that the teacher taught. The students' also felt spirit and enjoy in doing the task by using gallery learning method and they created the supportive situation during teaching learning process.

So, it could be concluded that the result of the research showed that the implementation of gallery learning method could improve the students' writing narrative text. It could be seen from the quantitative data by prove the students' score got better in the post-test of first cycle than the pre-test, and the post test of second cycle got better that the first cycle. Another could be seen from qualitative data that showed the students' was active and spirit in teaching learning process.

CHAPTER V

CONCLUSIONS AND SUGESTIONS

A. Conclusion

After analyzing the data, it could be concluded that means writing test of the students' writing narrative text, gallery learning method could improve the students ability in writing hortatory exposition text. It could be seen there was increasing from the data. the increasing of the students score from the pre-test to the pos-test on cycle II. In the pre-test, there was only 7% (two students) who got point 77 above. On the post test of cycle I, there was 29% (eight students) who got point 77 above. It means that there was the improvement about 22%. On the post test of cycle II there was 86% (twenty four students) who got point 77 above. It means that there was improvement about 57%. It conclude that the total improvement of the students' score from pre-test to the post test of cycle II was 79%.

Gallery learning method was effective and could be used in teaching writing narrative text. It could be seen from the quantitative data and qualitative data. The quantitative data it showed increasing from pre-test, post-test of cycle I, post-test of cycle II. On pre-test, two students who passed the test and thirty one students failed on the test. On post-test of cycle I there was thirteen students who passed the test and twenty students failed on the test. On post-test of cycle two there was twenty nine students who passed of the test and four students failed on the test. Besides, based on the result of quantitative showed, it could be concluded

that the students responses were more active, enthusiastic, enjoyable in learning writing narrative text by using gallery learning method.

B. Sugestions

This research showed that the implementation of galery learning method could improved students' writing narrative text especially at MAS PAB 1 Sampali. There were following suggestion offered, firstly for English teacher, it is useful to apply galery learning method as one of alternative teaching and do the variation of teaching learning process so the students' will feel spirit. Secondly for the students, they will feel spirit, interest, and motivated so that they can understand the material. Thirdly for the other researcher, who wants to develop all information and knowledge about galery learning method for those who have interest in doing research related the topic are able to make research in other decipline.

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APPENDICES

APPENDIX I

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah	: MAS PAB 1 SAMPALI
Mata Pelajaran	: Bahasa Inggris
Kls/Sem.	: X (Sepuluh)/I
Alokasi Waktu	: 4 x 40 menit (2 x pertemuan)

A. Standar Kompetensi : Menulis

6. Mengungkapkan makna dalam teks tulis dan fungsional pendek sangat sederhana untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar :

- 6.1 Mengungkapkan langkah retorika dalam teks tulisfungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untukberinteraksi dengan lingkungan terdekat.

C. Indikator

1. Mengidentifikasi definisi descriptive text.
2. Mengidentifikasi fungsi descriptive text.
3. Mengidentifikasi generic structure descriptive text.
4. Membuat descriptive text sesuai generic structurenya.

D. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi definisi descriptive text
2. Siswa mampumengidentifikasi fungsi descriptive text.
3. Siswa mampumengidentifikasi generic structure descriptive text.
4. Siswa mampu membuat descriptive text sesuai generic structurenya.

E. Materi Pokok

a. The Definition of Narrative Text.

Narrative could be an easy text to write because the contents are followed a chronological order of a story. As stated by Djatmika & Wulandari, a narrative text has a structural organization that includes orientation, complication, and resolution. In addition, they stated that narrative text itself has some textures, which is preposition, conjunction, adverb, adverbial phrase, adverb of time, noun phrase, tenses (past tense and past perfect tense), and also direct and indirect speech. The Schematic Structure of Narrative Text

In constructing text, the writer should follow several steps that are commonly used to create a narrative story. The elements of them are as well served as a guideline in reading a text for students. They are:

f. Orientation

This part is commonly mentioned in the first paragraph, it can be called as an introductory part of a story. The narrator let the readers know where and when the story takes place and who are involved in the story called as characters. Every event must be supported by some characters which participated in a story. Characters regard as a particular role in a story. The characters mention such as beautiful, helpful, selfish, faithful, etc. In the part of orientation, students could mention not only adjectives which belongs to the characters but also physical characteristic such as; weight, age, height and so forth.

g. Complication

In this part, the narrator tells us about something that will begin in a series of event. This event will influence toward one or some characters. The complication is a trigger.

h. Sequence of events

This part is where the narrator explains about how the characters react to the complication. It includes their feeling and what they do. They event can be

told in chronological order (the order in which they happen) or with flash backs. The audience is given the narrator's point of view.

i. Resolution

This part can be found in the end of the story. The narrator finishes the story by giving the readers and listener about a problem solving of complication or the complication is sorted out.

j. Coda

The narrator will put together a coda in the text if there is a moral value or message from the story which could become as learning for both the readers and listeners.

Actually, the most common schematic structure of narrative text which is learned by students in orientation, complication, and resolution. In this following is the example of schematic structures of narrative text.

The Legend of Beowulf

Once upon a time, there was a horrible monster called Grendel. He was half-man and half-monster. He lived in Denmark. One day, he went to the King's castle. The king and his men tried to kill the monster but their words are useless. A knight called Beowulf heard about the problem and went to Denmark to help the king.

Orientation

That night, Beowulf and his men took off their armor and put away their swords and went to sleep. The monster came into the castle and killed a knight. Beowulf woke up and fought the monster-he pulled off an arm! Grendel went back to his home in a lake and died.

Complication

Grendel's mother was very angry and the next night she went to the castle and killed a knight. In the morning, Beowulf went to the lake. He killed Grendel's mother with

Sequence of events

a special sword. When he came back, the king was very happy and he gave Beowulf presents and money.

Beowulf went back to his country and became a king. He was king for fifty years. But one day, a dragon came to his country, and it attacked people. It lived in a cave with treasure. The dragon was very big and breathed fire. The knights were afraid and they did not want to fight the dragon. King Beowulf was an old man but he put on his armor again and killed the dragon.

Resolution

F. Metode Pembelajaran

Gallery Learning method

- ✓ Bagilah peserta didik menjadi beberapa kelompok.
- ✓ Bagikan tugas yang akan dikerjakan.
- ✓ Berdasarkan tugas yang dibagikan tersebut, buatlah resume atau catatan-catatan penting.
- ✓ Hasil resume yang diperoleh dituliskan ke dalam kertas plano/karton.
- ✓ Hasil yang sudah ditulis di kertas plano/karton, di tempelkan di dinding.
- ✓ Masing-masing anggota kelompok berkunjung ke kelompok lain.
- ✓ Klarifikasi dari guru.

G. Langkah-langkah kegiatan

Kegiatan Awal (10*)

- ✓ Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
- ✓ Berdoa sebelum memulai pelajaran.
- ✓ Mengecek kehadiran siswa.
- ✓ Tanya jawab kegiatan yang akan dilakukan.

Kegiatan Inti (60*)

Eksplorasi (20*)

- ✓ Guru memberikan penjelasan tentang narrative text kepada siswa.
- ✓ Guru menjelaskan fungsi narrative teks kepada siswa.
- ✓ Guru menjelaskan generic structure dari narrative text.
- ✓ Guru menjelaskan langkah langkah metode galery learning yang akan dipraktikan langsung dalam proses belajar oleh guru dan siwa

Elaborasi (30*)

- ✓ Siswa dibagi menjadi 6 kelompok, setiap kelompok terdiri dari 5-6 siswa.
- ✓ Siswa diminta untuk melihat contoh narrative text yang di buat oleh guru di papan tulis.
- ✓ Siswa di arahkan untuk memahami cara mempraktikan galery learning.
- ✓ Siswa diminta untuk membuat narrative text : pengertian, fungsi, generic structure, contoh.
- ✓ Siswa diminta untuk menempelkan hasil kerja kelompok ke dinding.
- ✓ Setiap kelompok diminta untuk menunjuk satu orang dari kelompoknya sebagai pemimpin dari kelompok tersebut yang akan menjelaskan hasil kerja mereka ketika kelompok lain mengunjunginya
- ✓ Setiap siswa dalam kelompok diminta untuk berjalan mengelilingi hasil kerja setiap kelompok yang ditempelkan di dinding.
- ✓ Setiap kelompok diminta untuk menulis komentar kepada setiap hasil kerja kelompok lainnya dan menempelkannya di samping kertas hasil kerja mereka tersebut.

Konfirmasi (10*)

- ✓ Memberikan umpan balik pada siswa dengan memberikan penguatan dalam bentuk lisan pada siswa yang telah menyelesaikan tugasnya.
- ✓ Memberikan konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh seetiap kelompok.
- ✓ Memberikan motivasi kepada siswa.

Kegiatan Akhir (10*)

- ✓ Guru memberikan kesimpulan kepada siswa mengenai pelajaran.
- ✓ Guru mengakhiri pelajaran dengan mengucapkan salam.

H. Sumber

English Book :

I. Wy Dirgeyasa, (2016) *College Academic Writing A Genre-Based Perspective* Jakarta : Kencana.

I. Bahan

1. Dictionary
2. Kertas Karton/Plano
3. Spidol

J. Penilaian

Teknik Penilaian : Tes Terulis
 Bentuk Penilaian : Membuat descriptive text.
 Instrument Penilaian : Terlampir

Deli Serdang, ,2020

Mengetahui

Kepala MAS PAB 1 SAMPALI Guru Mata Pelajaran Peneliti

Dra. Hj. Sainah

M.Joko Mulya, S. Pd

Agus Cykyta Dewi

APPENDIX II

Please write down the story based on the title that was given and write the story as you know!

Look at the pictures. There are some pictures that become plots for this story!

Malin Kundang



Please write down the story based on the title that was given and write the story as you know!

Look at the pictures. There are some pictures that become plots for this story!

Legend of Toba Lake



1

APPENDIX III

**THE ANSWER SHEET OF TEST
(PRE-TEST)**

Name : Ilham Arifin

The Legend
MALIN Kundang.

Once upon a time, there was a young lived in West Sumatra named main kundang. He lived with a poor fisherman family. His father went to sea to make a living for his family and he never came back to home. People made an issue about his father's death. This issue made his mother anxious every day.

SAverlay month later, his mother chose to forget about his father. She realized that she had to work hard. She did a lot of works all day and night. Unfortunately, she still didn't get enough money for her family.

main couldn't stand with his mother's suffering. He decided to go sailing and made money. He wanted to become a rich man so he could help his mother. At first, his mother didn't allow him to go. She was afraid main did not come back like his father did. At the last, main got his mother allowance to go.

After finishing his business, he went sailing back with his wife and children. On the sea, the sky instantly overcast. Heavy lightning and rain was falling. Their ship hit the rocks and crashed. main swayed to the shore. The magic happened. He turned into stone like his mother wish. It was known as main kundang stone by people of West Sumatra.

60

**THE ANSWER SHEET OF TEST
(POST-TEST I)**

Name: Wahda Muhiara. Malin Kundang

Once upon a time, on the north coast of Sumatra lived a poor woman and his son. The boy was called Malin Kundang. They didn't earn much as fishing was their only source of income. Malin Kundang grew up as a skillful young boy. He always helps his mother to earn some money. However, as they were only fisherman's helper, they still lived in poverty. I could only pray to God for you to gain success in life," said his mother wisely. "But, promise me, you'll come home."

orientation

In the next morning, Malin Kundang was ready to go. Three days ago, he met one of the successful ship's crew. Malin was offered to join him. Take a good care of yourself, son," said Malin Kundang's mother, "Malin Kundang said, "You too have to take a good care of yourself. I'll keep in touch with you," he continued before kissing his mother's hand. Before Malin stepped onto the ship, Malin's mother hugged him tight as if she didn't want to let him go.

complication

It had been three months since Malin Kundang left his mother. As his mother had predicted before, he hadn't contacted her yet. Every morning, she stood on the pier. She wished to see the ship that brought Malin Kundang home. Every day and night, she prayed to the God for her son's safety. There was so much prayer that had been said due to her deep love for Malin Kundang. Even though it's been a year she had not heard any news from Malin Kundang, she kept waiting and praying for him.

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**THE ANSWER SHEET OF TEST
(POST-TEST II)**

Name : Rahmad Syah Masution

Please write down the story based on the title that was given and write the story as you know!

Look at the pictures. There are some pictures that become plots for this story!

Legend of Toba Lake



95

Once upon a time, there was a man who was living in North Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life. (Orientation)

One day, while the man was doing fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter. (Complication)

Few years later, this daughter would help bring lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "you damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise. (Complication)

APPENDIX IV

THE SCORE OF TESTS

No.	Initial Name	Values					
		Pre-Test	Ket	Post-Test I	Ket	Post-Test II	Ket
1	AN	59	Failed	46	Failed	79	Success
2	AVP	53	Failed	65	Failed	78	Success
3	BPS	61	Failed	63	Failed	78	Success
4	DPM	78	Success	70	Failed	86	Success
5	DPH	47	Failed	73	Failed	83	Success
6	FA	34	Failed	41	Failed	55	Failed
7	FNM	69	Failed	43	Failed	78	Success
8	IA	46	Failed	83	Success	79	Success
9	IAR	60	Failed	50	Failed	77	Success
10	MAI	34	Failed	89	Success	78	Success
11	MAH	34	Failed	65	Failed	92	Success
12	MF	47	Failed	50	Failed	59	Failed
13	MSN	72	Failed	83	Success	78	Success
14	NP	74	Failed	60	Failed	79	Success
15	NA	38	Failed	73	Failed	83	Success
16	NL	46	Failed	56	Failed	79	Success
17	PAY	34	Failed	71	Failed	59	Failed
18	RA	46	Failed	53	Failed	88	Success
19	RSN	78	Success	78	Success	95	Success
20	SDI	46	Failed	70	Failed	78	Success
21	ST	53	Failed	75	Failed	79	Success
22	SNR	45	Failed	33	Failed	63	Failed
23	STR	38	Failed	71	Failed	78	Success
24	SSR	34	Failed	79	Success	78	Success
25	WM	40	Failed	78	Success	86	Success
26	WA	34	Failed	83	Success	90	Success
27	YE	34	Failed	78	Success	84	Success
28	YP	61	Failed	71	Failed	79	Success
SUM		1395		1850		2198	

APPENDIX V

THE RESEARCH LETTER FROM UNIVERSITY



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Williem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683
 Website : www.fitk.uinsu.ac.id e.mail : fitk@uinsu.ac.id

Nomor : B-14514/ITK/ITK.V.3/PP.00.9/ 12/2019

Medan, 04 Desember 2019

Lampiran : -

Hal : Izin Riset

Yth. Ka. MAS PAB 1 Sampali

Assalamu'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : AGUS CYKYTA DEWI
 Tempat/Tanggal Lahir : Sawit Sebrang, 09 Agustus 1997
 NIM : 34153123
 Semester/Jurusan : IX/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MAS PAB 1 Sampali, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

THE EFFECT OF GALLERY LEARNING METHOD IN TEACHING WRITING NARRATIVE TEXT

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

W. Hamidah
 Kepala Jurusan PBI


 W. Hamidah Dty, M.Hum
 0622 2003122 002

Tembusan:

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

APPENDIX VI

THE RESEARCH LETTER FROM SCHOOL



PERKUMPULAN AMAL BAKTI (PAB)
MADRASAH ALIYAH SWASTA PAB I SAMPALI

Pendirian : 11 Juli 1988
Izin Operasional : Wb/PP.03.2/2189/1988
Akreditasi : " B "

Alamat : Jl. Pasar Hitam No. 69 Desa Sampali, Kec. Percut Sei Tuan, Kab. Deli Serdang, Kode Pos. 20371

SURAT KETERANGAN
Nomor : AI.1/242 /PAB/II/2020

Kepala Madrasah Aliyah Swasta PAB 1 Sampali dengan ini menerangkan bahwa :


Nama	: AGUS CYKYTA DEWI
Tempat/Tgl.lahir	: Sawit Sebrang, 09 Agustus 1997
NIM	: 34153123
Universitas	: Universitas Islam Negeri Sumatera Utara
Sem/Prodi	: IX / Pendidikan Bahasa Inggris

Benar Mahasiswi tersebut diatas melakukan Riset dan Observasi di Madrasah Aliyah Swasta PAB 1 Sampali dimulai pada tanggal 6 Januari s/d 6 Februari 2020 dengan judul skripsi :

"THE EFFECT OF GALLERY LEARNING METHOD IN TEACHING WRITING NARRATIVE TEXT".

Demikianlah Surat Keterangan diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Sampali, 21 Februari 2020
Kepala Madrasah



Dra. Hj. SAINAH

APPENDIX VII**DIARY NOTES****X/X.2 Classroom****R : Researcher****ET : English Teacher****S : Students****As: A Student****LC: Leader of Classroom**

R began to enter the Permission Letter from University on 6th January 2020 to the school and the headmaster of MAS PAB 1 Sampali agreed to do the research in that school. And on 6th January 2020, R met ET and discussed about the purpose to do the research. R entered to ET's room for several minutes. And ET introduced R to S and told that R's purpose to research in ET's Class. On 8th January 2020, ET got permission to the R to do the research from the first meeting, R met the S. ET gave information that R can enter her class on Wednesday and Friday for English lesson in the First Grade of Senior High School. R took a seat at the back row and observed the teaching and learning process. The classroom was clean and neat. ET gave the S about topic of the purpose of narrative text. S served their note book and material book on their

table. ET started to give the topic but before that, ET asked the S to open page of material book about narrative text. ET started the discussion of narrative text through written on the white board and made it main map about narrative text. S gave their attention to ET's explanation but some of S are not focus on the ET's explanation because S were busy in other activities. ET gave them the exercises and asked S to submit their assignment until finishing of break time. When the bell of break time was rang and ET asked LC to collect the assignments on the table.

- **First Meeting (Wednesday, 8th January 2020)**

For the first meeting, it started from 7.30 a.m so R arrived to school at 7.15 a.m. R entered the X-2 at 7.30 a.m started to do the research for the first meeting. HC asked the students to pray first and gave the greetings to R. S was so spirit to welcome R to the class. R checked their attendance list of S. R called their name one by one. And all of the students were present on the day. R introduced to the S. *“Good Morning. How are you today my students?, “I’.m fine miss. And you Miss?”, I’m very well enough. Okay, I want to introduce myself once more maybe when I met you first you didn’t clear to hear my name. My name is Agus Cykyta dewi. Never call me Miss Agus, and better you call me Miss Cikita”*. R asked the S, *“Have breakfast my students?, “We have breakfast already Miss, and some of us not miss”*. R gave the brain gym before starting the lessons. R asked LC to lead the brain gym and they enjoyed it and R gave the punishment if S were not focus. And S were focus when R had finished to give the brain gym. R asked S to sat down on their chairs. R asked the S to open their material book on the table. R gave information about narrative text and gave the

example of the story that consist of narrative text about “Malin Kundang” and directly R gave them the pre-test to write the story of “Malin Kundang” based on their knowledge about “Malin Kundang”. S did what R asked to do. R gave S a piece of paper, it was answer sheet. S started to make the story about “Malin Kundang” based on their knowledge. Some of S looked at the answer sheet of their friends but R prohibited S to do cheat in exercise and gave their answer sheet. R gave S to do the exercise about 15 minutes. And R asked S to open dictionary if there was a student that didn’t know the meaning. When the time run out, R asked LC to collect the answer sheet. S collected answer sheet to LC. R asked S about the exercise that had given to S. R checked out their answer sheet but it didn’t total of the score of their own answer sheet. R asked them about some question for answering. *“Bagaimana tesnya nak?”*, *“Susah miss. Soalnya kami harus menyusun kalimat secara grammar miss. Dan kami lupa tentang tenses yang digunakan miss untuk menulis cerita tentang Malin Kundang”*, *“Oke, apa ada lagi keluhan?”*, *“Tidak ada Miss”*. *“Oke, dikarenakan waktu kita tidak cukup, Miss akan melanjutkan tentang Narrative Text dan menjawab keluhan kalian di pertemuan selanjutnya”*, *“Oke Miss”*. R finished to do the pre-test and checked the answers in out of the class. R went out from the class and R met ET to discuss about the research for the first meeting. R explained the research for the first meeting, so ET gave the information that S always forget something in material if for the first time, ET didn’t make the resume for the last lesson. And R said thank you for the information about ET’s students. R went to her house and checked the answer sheets of S about “Malin Kundang”.

- **Second Meeting (Friday, 10th January 2020)**

The class of English lesson started from 8.45 a.m, and R came to school at 8.30. R met ET to discuss about second meeting. ET gave information to repeat the last lesson. R explained that for the second meeting R would give S post-test and also R explained that when R checked out the answer sheets of S, there was so many S who didn't understand about the language feature of Narrative Text. ET agreed that it was held post test. R entered the classroom. And LC gave S to keep silence and sat down neatly and every S listened to R. As usual R checked their names one by one. For second meeting, there were 2 S who didn't come to school. So it means that there were 26 students that present to the class. R made some groups, for each groups consist of 4 S. R started to put plano paper on the whiteboard to make S are clear to understand about Narrative Text. Before R explained about narrative text based on her plano paper, R asked the students about the last lesson *"My Students, did you remember about the meaning of narrative text?"*, *"Yes miss, narrative text is a text that has purpose to entertain the reader, for example such as legend, myth, fable, etc"*, *"Okay, it is right but generally, narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems"*. *"Nah, pas pertemuan pertama, Miss sudah cek lembar jawaban kalian ya, dan beberapa dari kalian banyak yang tidak membuat cerita tentang Malin Kundang dengan language feature "Past Tense"*. *"Padahal itu merupakan komponen paling penting untuk menulis cerita Malin Kundang dalam genre narrative text. Nah sebelumnya apakah kalian tahu tentang "Past Tense"?"*, *"Sudah miss. "Past Tense" itu merupakan tenses bentuk lampau kan miss? Dan biasanya pakai Verb(Kata Kerja) bentuk kedua kan Miss?"*, *"Iya benar. Dan itu harus digunakan ketika*

kamu ingin menulis cerita tentang narrative text. Dan jangan lupa bahwasanya tanda-tanda adanya genre past tense yaitu kamu harus jeli terhadap adverb of time atau kata keterangan waktu seperti “yesterday, once upon a time, dan dll”, itu semua harus kalian buat untuk menulis cerita yang berbentuk narrative text”.

R made surely that S might understood about narrative text clearly. And R continued to give all of the important components for writing narrative text. And after finishing for explain narrative text based on plano paper, R gave S to post-test, make the story about Malin Kundang based on their knowledge. R gave S several times about 20 minutes to make story about Malin Kundang, and they could discuss to their friends. R gave the answer sheets to S for writing story about Malin Kundang. When times run out, R asked LC to collect the answer sheets. But S had not finished yet and finally asking R to give them 10 minutes. And finally R gave S time about 10 minutes. When times run out, R asked LC to collect the answer sheets, and R checked their answer sheet. Because of time was up, so R went out from the class. R went out from the class and R met ET to confirm about post test for second meeting. R explained that post test for the second meeting was directly good because most of S understood about narrative text especially they used past tense for writing story Malin Kundang. ET gave response that *“It is good for students. That’s good story and they had understood about all of the important things in writing narrative text”*. R got permission to ET to do the interview for requirement the thesis. ET agreed to do interview. R came back to her house and checked the structure of writing story narrative text.

- **Third Meeting (Wednesday, 15th January 2020)**

The school is started from 07.30. R came to school at 07.15 or 7.15 a.m. ET could be interviewed on lesson three or it means before taking rest time for S. R came to the ET's room and waiting for Teacher room to interview ET. For the third lesson, ET sat down to her room and R asked permission to do interview or observation. And ET agreed to do that. Before that, R had prepared about some questions to interview ET. Because of ET had no much time for third meeting. So, R just gave ET some questions about 4 questions, and ET answered the questions clearly. And after ET had finished from interview so, R decided to come back to her house and finally make the observation sheet.

- **Fourth Meeting (Friday, 17th January 2020)**

R came to the school at 07.15 because this fourth meeting, R asked ET to do interview for several questions. R asked permission to take several time to ask some questions for ET that it has to be answered. But it might be done after entering the class to do post-test II. ET agreed about that. And soon R came to the class when English lesson had started. As usual R checked the attendance list of S. R explained about narrative text once more but just the important things or repeated about narrative text. R gave just few exercises that it must be written to the white board. R asked one of S to fill in the blank to do change verb I to verb II. *“Nah, sekarang miss coba pemahaman kalian tentang narrative text, yaitu salah satunya adalah pemahaman kalian tentang past tense. Oke, saya akan memberikan beberapa latihan atau exercise tentang past tense”*. *“Oke miss, tapi boleh gak kami baca-baca catatannya dulu miss?”*, *“Oke bisa tapi 5 menit saja ya”*. R gave some exercises on the white board and R gave some sentences that must be decided for S, are they True or False?. And R gave S some sentences of

present tense and it might be changed into past tense. When R checked the answer of some of S are wrong to answer True (T) or False (F) and change the sentences into past tense. R asked S, *“Kenapa kalian salah menjawab?”*, *“Miss, kami tidak tahu kata kerja bentuk (V.II) itu bagaimana miss, dan menandakan kalimat itu past tense atau gak itu bagaimana ya Miss?”*, *“Oke, nah kata kerja atau verb itu ada yang beraturan dan tidak beraturan. Nah kalian bisa cek apa-apa saja kata beraturan dan tidak beraturan itu melalui kamus. Dan saya telah menyarankan kalian untuk membawa kamus. Pada umumnya kalau kata kerja yang beraturan itu harus ditambah akhiran –ed. Nah, ada beberapa kata kerja tertentu yang tidak bisa ditambah akhir –ed yaitu adalah kata kerja yang tidak beraturan. Oke dan untuk mengetahui itu kalimat past tense atau tidak perhatikan tanda waktunya atau (adverb of time) seperti yesterday, last month, last night, last year etc. Nah, kalian harus teliti supaya bisa menulis cerita tentang narrative text”*. R started to give S post-test II. But R gave instructions to write story about “Toba Lake”. R explained that for this time, *“My students, Miss mau tau kalian benar-benar faham tentang narrative text, Miss akan memberikan kalian some of pictures (beberapa gambar) untuk membantu kalian merangkai cerita dalam menulis cerita tentang salah satu jenis narrative text. Nah, gambar-gambar itulah yang harus kalian perhatikan benar-benar supaya kalian bisa merangkai story tentang narrative text. Nah, Miss menggunakan metode ini supaya kalian bisa mudah merangkai cerita narrative text but remember the important one that you have to be able see the steps to write narrative text. Faham my students?”*, *“Oke Miss”*. R asked them to make the story about “Toba Lake” this is a kind of narrative text. R asked them to make the story about Toba Lake based on the pictures that shown

on the paper. R kept attention to see S when they were making a narrative text, they were very enjoying because there were some pictures that helped S for writing down about narrative text. R gave S several time about 20 minutes to finish the post-test II. And when time run out, R asked LC to submit the post-test and checked the answer sheet of S that consist of 28 S which collected the answer sheets or not. R told that R was very thankful for S because MAS PAB 1 Sampali makes the cooperation with R especially in class X.2. *“Okay my students, today is our last meeting, thank you for cooperating and you have helped me to finish my research”, “Miss kami gak ngerti miss ngomong apa?”, “Oke, hari ini adalah pertemuan kita yang terakhir, terima kasih telah bekerja sama dengan miss, dan terima kasih kalian sudah membantu miss untuk menyelesaikan penelitian miss”.* *“Oh, gitu miss. Sama-sama miss. Terima kasih sudah banyak memberi kami ilmu dan tips dalam belajar Bahasa Inggris”.* R asked LC to collect S to make the documentation for research. It is taking picture. R went out from the class and met ET to do interview. To do interview, R waited for ET until the lesson was finished. R met ET and ET gave response that ET will do interview. R gave some questions that it must be answered for ET. There were 3 questions. ET answered all of the questions. And R told ET to be thankful because ET had helped R to finish the research. And R asked ET to meet one of her student to do interview also. ET gave the permission. And it will be done when English lesson has began.

- Fifth Meeting (Wednesday, 22nd January 2020)

As usual, the learning activities started from 07.30. And R came to the school and met ET to get permission to do interview with one of student. And ET agreed and called one of student to do interview. Before doing the interview, R

asked As agreed or not to do that. And finally As agreed to do interview and helped R to finish the research. R gave As few questions about before implementing the method Gallery Learning and after applying the method. And As gave the good answer for some questions that had given from R. R said thank you for As that helped R to survey the method. It took 10 minutes to answer some questions. R came back to teacher's room and met ET to confirm that the interview has finished. R said thank you for ET that gave a chance to do interview with some of S. R wrote the result of interview in a piece of paper. And R asked the headmaster of MAS PAB 1 Sampali and said thank you for finishing the research. R asked the administration of school to give R a reply letter for research. R came back to house and continue the chapter 4 and 5.

APPENDIX VIII

Interview Transcript With A Student Before Applying The Method

Interview Attachment 1

R : **Peneliti**

S : **Siswa**

R : Miss mau tanya nih, apakah kalian sudah pernah belajar narrative text? (*I want to ask you, have you studied about narrative text?*)

S : Baru saja kami pelajari Miss. Kenapa ya Miss? (*We have just learned it Miss. Why miss?*)

R : Nah apa yang kamu ketahui tentang narrative text menurut kamu? (*So, what do you know about narrative text actually based on you?*)

S : Oh, itu jenis teks yang contohnya seperti legenda mitos dan fable kan miss? *(Oh, it is a kind of text that for example such as legend, myth, fable, isn't it Miss?)*

R : Oh iya kamu benar. Nah dalam pelajaran narrative text kan kamu perlu mengingat bagaimana language feature nya, bagaimana generic structurenya untuk menulis. Ya kan? *(Oh yes you're right. So, in narrative text lesson, you need to remember how about language feature, how about the generic structure to write it, don't you?)*

S : Iya miss. *(Yes Miss)*

R : Sebelumnya apakah kamu sudah pernah mendengar Gallery Learning? *(Before that, Have you heard about Gallery Learning?)*

S : Belum Miss. Apa itu Miss? Gallery bukannya kayak yang di HP itu miss. *(Not yet Miss. What's that Miss? Gallery is like a photo in our mobile, isn't it Miss?)*

R : Ya seperti itu. Tapi Miss mau kalian faham tentang narrative text pakai teknik Gallery supaya kalian makin mengerti tentang narrative text. *(Yes it sounds like that. But Miss wants you to understand about narrative text through using the technic of Gallery so that you are more understanding about narrative text.)*

S : Oke miss. Saya jadi penasaran miss gimana caranya miss supaya kami bisa faham tentang Narrative Text apalagi itu pelajaran Bahasa Inggris ya kan Miss? *(Okay miss. I'm so curious how to learn it so that we can understand about Narrative Text which is an English lesson, isn't it?)*

R : Oke. Apakah kalian sering mengalami kesulitan saat belajar Bahasa Inggris? (*Okay. Do you often have trouble when you study English?*)

S : Iya miss. Kami suka gak ngerti miss kalau sudah belajar Bahasa Inggris miss apalagi itu kata-katanya bukan kayak Bahasa Indonesia miss. (*Yes miss. We don't understand exactly if it is happened which is the words are not same with Indonesian miss.*)

R : Oke. Terima kasih ya nak sudah membantu saya. (*Okay. Thank you for helping me*)

S : Oke miss. Sama-sama. (*Okay miss. You're welcome*)

Interview Transcript With A Student After Aplying The Method

Interview Attachment 2

R : Peneliti

S : Siswa

R : Bagaimana dengan Gallery Learning menurut kamu? (*How about Gallery Learning based on you?*)

S : Oh. Itu bagus miss menurut saya. (*Oh, it is good I think*)

R : Oke. Nah dari Gallery Learning itu, apakah kamu tentu sudah faham dengan narrative text sepenuhnya? (*Okay, from gallery learning, have you understood about all of narrative text?*)

S : Jelas miss. Saya faham tentang narrative text karena melalui media gambar atau yang miss sebut Gallery Learning karena kami tentu saja tidak mudah membuat cerita tanpa gambar miss. Dan dari gallery learning itu kami jadi tahu rangkaian atau alur cerita berdasarkan gambarnya miss. (*Oh, it is clear miss. I understand about narrative text because through using pictures media or you called it Gallery Learning because we make sure that it's not easy to make the story without the picture miss. And from gallery learning, we know about the structure of pictures or the plots of the story based on the pictures.*)

R : Oke. Terima kasih untuk respon kamu yang bagus. (*Okay, thank you for your good response*)

Interview Transcript With An English Teacher Before Applying The Method

Interview Attachment 1

R : Peneliti

ET : Guru Bahasa Inggris

R : Halo, Mam. Sebelumnya saya mohon maaf sudah mengambil waktu luang mam. Mam saya mau tanya, apakah siswa sering merasa bingung atau tidak faham tentang materi Bahasa Inggris yang telah mam ajarkan? (*Halo mam. I apologize to take your spare time mam. Mam, I want to ask you, do your students often feel confused or not understanding about the English materials that you have taught?*)

ET : Iya tidak masalah. Iya saya sering melihat anak-anak kalau sudah masuk ke materi Bahasa Inggris merasa bosan atau mereka merasa bingung sepertinya. *(Yes, no problem. Yes, I often see the students if they learned English, they felt bored or they felt like confused)*

R : Iya mam. Apakah mereka tidak mau bertanya mam jika mereka tidak mengerti mam? *(Yes mam. Do they not ask mam? If they don't understand mam)*

ET : Terkadang ada yang bertanya tetapi menurut saya bagi yang mengerti saja. Jika mereka tidak faham mereka hanya menjawab iya. *(Sometimes, there is a student asking but based on me it is for the students who understand about that. If they don't, they only answer "yes")*

R : Oke mam. Apakah mam pernah memberikan suatu cara mengajar yang berbeda mam? *(Okay mam. Have you ever given something new in teaching but it is different?)*

ET : Tidak. Saya hanya menggunakan metode yang saya terapkan melalui perangkat belajar saya. *(No. I just ask using method that I apply through my learning syllabus)*

R : Oke mam. Nah, saya mungkin menemukan suatu metode yang efektif mam untuk menunjang cara belajar Bahasa Inggris siswa. Metode itu ialah Gallery Learning mam. Apakah mam sudah tahu atau pernah mendengar metode itu? *(Okay mam. Well, I just might found an effective method to support the learning strategies for students in English. This method is Gallery Learning mam. Have you ever heard the method?)*

ET : Belum. Apakah itu metode baru? Nanti saya cek jika memang itu membuat siswa saya antusias dalam belajar Bahasa Inggris saya akan terapkan. *(Not yet. Is that new method? Later I will check if it works and make my students are spirit in learning English whom I apply.)*

R : Oke mam. Terima kasih ya mam untuk partisipasinya. *(Okay mam. Thank you for your participating)*

Interview Transcript With An English Teacher After Applying The Method

Interview Attachment 2

R : Peneliti

ET : Guru Bahasa Inggris

R : Bagaimana menurut mam tentang metode yang baru saja saya aplikasikan ke siswa mam? *(How about the method which I apply to the students mam?)*

ET : Menurut saya bagus. Mereka menyukai metode yang menggunakan media gambar berarti. *(Based on me, they like the method through using pictures it means)*

R : Iya mam. Mereka sangat antusias belajar Bahasa Inggris dengan beberapa rangkaian gambar. (*Yes mam. They are very spirit to study English through using the structure of some pictures*)

ET : Dan saya melihat mereka paham tentang narrative text. Dan dalam metode ini memang harus dituntut menggunakan kamus ya? (*And I see that they understand and about narrative text. And this method is involved to use dictionary, isn't it?*)

R : Iya mam. Ini kan berhubung dengan materi narrative text yang merangkai cerita berdasarkan gambar mam jadi mereka saya izinkan untuk melihat kamus. (*Yes mam. This is connected with the material about narrative text which has structure of stories based on the pictures mam, so I give them permission to see dictionary*)

ET : Oke. Sepertinya metode kamu akan saya terapkan ke pembelajaran saya ya di seluruh kelas. (*Okay, it seems like your method will be applied to my learning for all of my class*)

APPENDIX IX

DOCUMENTATION



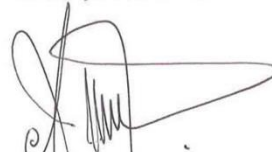
BIOGRAPHY



The writer's name is Agus Cykyta Dewi. She was born on August 9th 1997 . Now she is 23 years old. She is Indonesian woman and a muslim. People around her usually call her Cikita. She is the first daughter of Pranoto and Nuraini.

Her formal education started from 2003-2009 in elementary school, SD INPRES. Then from 2009-2012 she continued her study in SMP Swasta PTPN4 Kebun Mayang. And she finished from her Senior High School in MA Al-Falah Simpang Kanan from 2012-2015, she graduated from English Education Department of State Islamic University of North Sumatera.

Medan, 24 June 2021



The Writer
Agus Cykyta Dewi