THE EFFECT OF GALLERY WALK STRATEGY ON THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE PARAGRAPH AT MAS AL ITTIHADIYAH

PROPOSAL:

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

BY:

DESI LESTARI
NIM: 34133006

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS' TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA

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FACULTY OF TARBIYAH AND TEACHERS' TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA

MEDAN

2017

THE COMPARISON BETWEEN GUESSIN AND DESCRIBING TECHNIQUES IN STUDENTS' SPEAKING ABILITY AT THE SECOND YEAR OF MTsN BAHOROK IN 2016/2017 ACADEMIC YEAR

PROPOSAL:

Submitted to Faculty of Tarbiyah Science and Teacher Training UIN-SU Medan
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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS' TRAINING

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2017

ABSTRACK

THE EFFECT OF GALLERY WALK STRATEGY ON THE

STUDENTS' ABILITY IN WRITING DESCRIPTIVE

PARAGRAPH AT MAS AL ITTIHADIYAH

Desi Lestari
34.13.3.006

This research was aimed to know : (1) the students ability in writing descriptive paragraph that was taught by using gallery walk strategy, (2) the students' ability in writing descriptive paragraph that was taught by using lecturing method (3) whether there was significant effect on the students' ability in writing descriptive paragraph at MAS Al-Ittihadiyah Medan 2016/2017 academic year. The research methodology of this research was an experimental research, which conducted the experiment and control class. The population of research, which conducted the students of MAS Al-Ihtihadiyah Medan in 2016/ 2017 academic year, the number of students was 39 students consist of two clases. The experiment class (XI-IPA) was 19 students and control class (XI-IPS) was 20 students as sample. The research gave writing test to collect the data. There were two test; pre-test and post-test. The formula that was used to analyze the data was independent sample t-test. The research found that the pre-test mean of experiment class was 60 and post- test 83.84. The pre-test mean of control class 56.8 and post-test was 76. It was found that $t_{observation}$ was 9.88, whereas the t-table was 2.14 for α=0.05. the $t_{observation}$ was higer than the t_{table} (9.88>2.14), so $H_α$ was accepted while H_0 was rejected. It means that there was significant effect of gallery walk strategy on the students' ability in writing descriptive paragph at MAS Al-Ittihadiyah Medan in 2016/2017 academic year.

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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah SWT, the beneficent and the merciful. Praise to be Allah, the lord of the universe. By the whole modest heart, the researcher would like to express her thankfulness to Allah SWT who has given her a health and safety, so that the thesis which is entitled: "The Effect Of Gallery Walk Strategy On The Students' Ability in Writing Descriptive Paragraph At MAS Al-Ittihadiyah Medan"

has been finished. Peace be upon the prophet Muhammad SAW, the glorious teacher of teachers who came in the time of despair to save human kind from the Jahiliyah era to the Islamic era.

This thesis was written as a partial to fulfillment of the requirement for the undergraduate program degree for Faculty of Tarbiyah and Teachers Training in Department of English Education of State Islamic University of North Sumatera.

In completing this thesis I have encountered some difficulties, especially in collecting and analyzing data. I also realize that without much help from numerous people, this skripsi would have not been completed as it is. In this opportunity, I would like to express my sincere gratitude to:

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Medan, May 2017

The Writer

Desi Lestari

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CHAPTER I

INTRODUCTION

A. The Background of Study

Writing is one of four basic skills. It is very important in teaching and learning English. Writing is a tool of communiation by using written language through writing someone can convey the information, massage, and idea to the other people. Writing involves some language components (spelling, grammar, vocabulary, and punctuation).

When students want to write something they shouldhave a lot of information, ideas, and thought in their mind so that they will be able to express them into sentences, paragraph, and an essay. The writing ability is the main activity of composition. The writing should be systematic and detail. A knowledge or study about good writing or how to write compositionis much needed.

Some students said that writing was the most difficult process in language, students had to able to write effectively. There were some reasons which make writing difficult, first writing used good grammar. Second almost of the people spent less time to wrote than to listened, spoke, and read. Usually the students couldn't distinguished each text from another, the students mix all kinds of paragraph. This was made the teacher to found out how to the students could distinguish each kind of paragraph from another. In order the students' ability especially writing paragraph.

Based on the researcher's experience of observation in MAS Al-Ihtihadiyah Medan many students had some difficulties in learning writing especially in study descriptive paragraph, and based on teacher's explanation, students' ability in English especially in study descriptive paragraph was still low. Students could not write descriptive paragraph. In teaching descriptive paragraph teacher use using lecturer method or traditional method so students felt bored in learning descriptive paragraph. Students can not get the material clearly. The teacher usually asks them to wrote descriptive paragraph based on their own experience for them to answer based on the paragraph. But this was still difficult to do because they had poor vocabulary and cannot construct from of the descriptive paragraph.

To make the students interest in learning writing, the teacher should use strategy. Teaching strategy is way of making decisions about a course, an individual class,or even entire curriculum, beginning with an analysis of key variables in the teaching situation. There are many strategy in teaching, for example conventional strategy, Project based learning strategy, Noting Interacting Summarizing and Prioritizing (NISP) strategy, gallery walk strategy ,etc and the writer chooses gallery walk strategy

Gallery walk is one of the most versatile learner centered activities. The gallery walk connect learners to each other and learners to the training topic of interesting, interactive ways[1]. Gallery walk is a presentation method in which individual learners of groups display their work products (often on poster) and

[1]Bowman, Sharon L. 2005. The Gallery Walk: An Opening, Closing, and Review Activity. P.1 Available at http://www.bowperson.com/BOWPERSON/GalleryWalk.pdf [accessed April 2013]

the walk around the room viewing each other's work. They may be asked to provide feedback to the group of individual who created the work.[2]

A gallery walk is a student angagement activity where groups of students interact withdifferent stations set uparound the classroom. At each station there is question written on a large sheet of poster board that student have to think critically about to answer. Students usually write their response on a sticky note or directly on the large sheet of paper and then continueto next station. At the endof the walk, a student at each reviews what is written on the poster board. Poster board or posterboard is type of display board used for displaying posters and other flat printed matter. It comes in large sheet in a variety of colors and significantly larger than A2.

The kind of the poster board is descriptive paragraph. Descriptive paragraph describes a person, place or thing,or an idea,. It is done using by word, so the student should have many vocabularies to describe scennery in detail. Besides it, the students should have knowledge in writing descriptive paragraph.

Furthermore, according primarily study, the teacher has applied a method to teach writing including writing paragraph. The teacher tries to apply it as good as possible in order to make the students can write well. In teaching writing, the teacher uses speech method and by explaining how to make a good writing clearly. For the first time she gives the title and ask the students to write by using dictionary.

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[2]Melvin Silberman.(1996). *Active Learning: 101 Strategies to Teach Any Subject.* U.K.A : Pearson Education Company. P.24

That's why the writer want to conduct a research with the title "**THE EFFECT OF GALLERY WALK STRATEGY ON THE STUDENT'S ABILITY IN WRITING DESCRIPTIVE PARAGRAPH AT MAS AL ITTIHADIYAH MEDAN**"

B. The Identification of Problems

Based on the observation in the location of study, the problem that can be identified as follows:

1. Students had difficulties in learning, especially descriptive paragraph.

2. Students ability in writing descriptive paragraph is still low

3. Teacher usually using lecturer method or traditional method

C. The Limitation of Problem

This research is limited in writing skill, especially in descriptive paragraph. The strategy is gallery walk strategy.

D. The Formulation of Problem

Based on the background, it necessary to formulate the problem of research as:

1. Does gallery walk strategy effect the student's ability in writing descriptiveparagraph ?

2. How does gallery walk strategy effect the student's ability in writing descriptive paragraph ?

3. Why does gallery walk strategy effect the student's ability in writing descriptive paragraph ?

E. The Objectives of Research

The objectives of the research is to know answer the problems as mentioned above. Thus, the aims of this research can be listed as follows :

1. To know the gallery walk strategy effect the students' ability in writing descriptive paragraph.

2. To find out the way of gallery walk strategy effect the student's ability in writing descriptive paragraph.

3. To describe the reason of gallery walk strategy walk strategy can effect the students' ability in writing descriptive paragraph.

F. The Significance Of Research

To findings of the research are expected to be useful for the English teacher, student, and other researcher.

1. For the students, the result of this researchcan be useful to develop their writing ability especially at descriptive paragraph.

2. For the English teachers, the result of this research can be useful to the teacher as one of alternative strategy to teach writing, especially at descriptive text.

3. For other researcher, the result of this research can be useful as comparison in research can be useful as comparison in researching the same issues.

CHAPTER II

REVIEW OF LITERATURE

A.   Theoretical Framework

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

A.1.   Students' Ability

Ability is the quality of state of being able competence in doing (skill) or natural attitude proficiency.[3] In addition, ability is skill or power.[4] Ability as same as with potential in human. Every human has human ability to develop it they shall be do is something.

Students' ability is concerned with how a student has performed in relation to a particular course or program. The usually come at the end of program, and are deliberately based on the content covered it. Student will be successful if they are able to produce writing by using their own word. The students must be able to create a text using their own ideas and words. So, the conclusion is that ability is a thingdone successfully in reaching particular goal, statues, or a standard, especially by effort, skill, courage, etc. It must be owned three aspect ability, namely, cognitive, affective and psychomotor aspects.

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[3] Merriam Dictionary. *Ability*. http://www.merriamwebster.com/dictionary /ability, Accessed on December 17th 2016

[4]Oxford University Press. (2008), *Oxford Learner pocket Dictionary*. New York : Oxford University Press.p.1

There are aspect based on Taxonomy Bloom that influences the students' perception of material taught namely affective, cognitive and psychomotor[5]. Affective is changing some one less to do something. Cognitive concerns on students' knowledge, comprehension and critical thinking to the topic. Psychomotor focuses on the change or development in the students' skill.

On the students' ability writing there are some abilities that students can reach, such as grammar, the words choice, punctuation , spelling, and organizing, idea. Heaton dived analysis attempts to class many and varied skills necessary for good writing into four main areas:

a. Grammatical skills   : the ability to write correct sentence

b. Stylistic skil   : the ability to manipulate sentences and use languag eeffectively.

c. Mechanical skills   : the ability to use correctly those conventions peculiar to the written language-e.g. punctuation, spelling.

d. Judgment skills   : the ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select organize and order relevant information.[6]

A.2 Definition of Writing

Writing is a process when the people want to show the ideas on their mind into written language. In a process of writing people use the words to express their feeling, idea, or intention into written from to communicate each other. It is expressing the ideas or information through organizing thought into good

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[5] B. S Bloom, (1996), *Taxonomy of Educational Objectives: the Classification of Educational Goals.* New York: Longman,p.16.

[6]J.B Heaton.1975. *Wrtiting English Language Test.* Singapore : Longman Group Limitd. p.138

arrangement of written text. This statement is supported by Al-Quran. Allah states in the glorious Al-Quran (Al-Qalam:1):

ن وَٱلْقَلَمِ وَمَا يَسْطُرُونَ ١

Meaning : *"Nun. By the pen and what the write".[7]*

The verse above contains an order to write by using *qalam* (pen). Writing is a great gist coming from Allah. Writing has a function as a means to understand human interest. If there are not writings, the knowledge will be lost, religion track, will not be comfortable. Because writing contains ideas, desires, and expressions that will be expressed.

Writing is defined as the act of putting letters, symbols, or words on paper or computer screen. It is used to explain and express ideas. It is also used as the expression of language in front of letters, symbols, or words.

The most widespread model of writing presented, writing is the expression of language in the form of letters, symbols or words. The primary writing is communication. There are five general components in writing skill as the following :

1. Language use   : The ability to write correct and appropriate sentence

2. Mechanical Skill   : The ability to write correctly those conventions peculiar in written language for example; punctuation and spelling.

3. Treatment of Content : The ability to think creatively and develop thought including all the relevant information.

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

4. Stylistic Skill : The ability to manipulate sentence and paragraph and use language effectively.

5. Judgment Skill : The ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize, and organize, and other information.[8]

A.2.1 The Writing Process

According to Hammer, in producing a writing matter, there is a process involved and process can be affected by the content (subject matter of the writing, type of writing, and the medium it is written in. There are four elements of the writing process.[9]

1. Planning

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

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[8]Dewi Utami, (2010), *How To Write*, Medan : La-tansa Press, P.2
[9]Jeremi Harmer, (2004), *How To Teach Writing*. England : Longman, P.3-5

piece-that is, how best to sequence the facts, ideas or arguments which they have decided to include.

2. Drafting

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

3. Editing

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

4. Final Version

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

A.2.2 The Purpose of Writing

Every time the student write, they write for a reason or purpose. It is hard to imagine anyone deciding to write something without a reason for doing so. To illustrate this simple point about purpose, complete the complete the following activity.

Identifying all the purposes for a particular writing project will help to make important decisions about what type of paragraph to write, what type of paragraph to write, what information to include, and what information to include, and what information to leave out. Having a strong sense of purpose will also motivate they to write clarify and power. for any writing that they do, you should be aware of three levels of purpose :

a. General Purpose

In the broadest sense, the purpose of all writing is to communicate information or ideas. Beyond this, we can identify the following general purposes for the most of the writing that we do.[10]

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

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

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

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[10]Chris Juzwiak, (2009), *Stepping Stones A Guide Approach To Writing Sentence And Paragraphs,* New York : Bedford/St.Martin's, p.18

4) To Inspire : To positively influence or motive others. For example, an essay about the challenges and rewards of running a marathon might inspire others to admire the effort , if not run a marathon themselves.

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

If the purpose is to educate readers, may need to present more complex information, but entertain readers, you will need to present fun or interesting details, as creatively and originally as possible. If the aim is to inspire readers' emotions or otherwise motivate them. And if you hope to persuade readers, you will need to provide good evidence for a purposed course of action.

b. **Specific Purpose**

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

c. **Personal Purpose**

As the student or an employee, much of writing you do will be required writing. This is writing that you must complete in order to pass a class or keep your job. Sometimes, it is difficult to feel motivated to do required writing

because you may have little personal interest in the topic. To stay motivated when doing when doing required writing. It is a good idea to identify a personal purpose that may or may not be related to the topic you are writing about.

A.3. Paragraph

Paragraph is a group of about 6-12 sentences about one topic. Every sentence in strong paragraph is about the same topic.[11] All of this sentence explain the writer's main idea (most important idea) about the topic. A paragraph can give information, tell an opinion, explain something, or even tell a short story.

A paragraph is a basic unit of organizasation in writing in which a group of related sentenes develops one main idea. A paragraph canbe as short as onesentence or as long as ten sentences.the number of sentences is unimportan; however, the paragraph should be long enough to develop to main idea clearly.[12]

Paragraph are building blocks of every essay, story orthesis. Many paragraphs have the basic structure of a topic sentence, supporting sentences and a oncluding sentence. Different kinds of paragraphs express different meanings and cause different emotional responses in the reader. Using different types of paragraphs when writing a story helps structure yourwriting and make the story more interesting.

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[11]Doroty E.Zemachan Carlos Islaln,2006, *Writing in Paragraph,* Spain : Macmalian Publisher,p.9

[12]Alice Oshima and Hague Ann, (1981), *Writing Academic English : A Writing and Sentece Structure Workbook for International Students.* New York: Longman.p.5

According to Siahaan, paragraph is a piece ontainsseveral sentences. It is basic unit oragnizing in writing in which a group of related sentences develps one main idea.[13]

Oshima and Hogue, Reid and Leggert et al, similary state that a paragraph as a piece of textcontaining several sentecesand the miniature ofan essay bigger text function as the unit of essay and the length of that paragraph is relative, but this definition implicity indicates to a moderate of reasonable number of sentences that depend on the necesity ofthe data to elaborate the main topics and the controling idea in the number of sentences. So, a paragraph is a piece of writing possesing several sentences about a certain main topic and a certain controlling idea.[14]

From the expleantion above, it be can conluded that paragraph is a unity of sentenes which consist of a single topic and has a main point or main idea, where the length is relative depends on the neccesity to elaborate the main idea.

A.3.1. Parts of Paragraph

According to Alice Oshima and Hogue that part of paragraphs divided.

1. Topic sentence

A topic sentence is a sentence that indicates in a general way what idea or thesis the aragraphis going to deal with. Although not all paragraph have clear cut topic sentences and despite the facthat topic sentences can ocur anywhere in the paragraph (as the first sentence , or somewherein middle), an essay way to make sure the reader understand the topic of the paragraph is to put the topic sentence near the beginning of the paragraph.

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[13]Sanggam Siahaan, op.cit. P.5
[14]Alice Oshima and Hague Ann, op.cit. P. 16

2. Supporting Sentence

The topic which is introduced by the topic sentence should be discussed fully and adequately. The supporting sentences develop the topic sentences.

3. Concluding Sentence

Concluding sentence signal the end of the paragraph and leaves reader with important points to remember.

4. Coherence

Coherence means the paragraph is easilyto read and understand because some supporting sentences are in some kind of logical order and the idea is conneced by the appropriate transition signals.

5. Unity

The unity means only ine main idea in a paragraph. The entire paragraph should concern itself with a single fous.if it begins with one focus or major points of discussion, it should not end with another or wander within differnt ideas.[15]

A.3.2. Descriptive Paragraph

Descriptive paragraph is a piece of writing that presents the ideas by providing the details about the characteristic of people and thing . Elaine said in his book that descriptive is to make an object, person or activities vivid for your readers, describe it in concrete, specific words. That appears to sense of sight, sound, taste smell, and touch.[16]

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[15]Alice Oshima and Hague Ann. Op.cit.p.17
[16]Elaine P. Maimon Janice H. Periz,2007, *A Writer Resource,* New York : Queen Collage,p.47

Description is a written English text in which the writer describes an object. [17] Descriptive paragraph has a purpose to convey the reader what something looks like. It means that something looks like actually the goal of description paragraph.

White states that description deals with what something looks like or does not and uses of language are of particular importance and frequency in describing thing, event, people, place, and process. Moreover he explain some types of description as follows. [18]

a. Describing Personality

If we want to describe a person, the first think that we do recognize his or her individual characteristics. The need to describe people occurs fairly in archaism, of physical attributes (hair, eye, etc), emotional (warm, nervous, and others), moral (greedy, trustworthy, etc) and intellects (clever, perception, etc).

b. Describing Place

The best way of describing a place is by presenting some concrete example such as hotel, school, house, and so on. Further is essentialto describe the sizes and agreement of the palace ianvolved.

c. Describing an object

The best way to describe an object is providing the physical characteristic of an object such as the sizes, shapes, color, and so on.

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[17] Saggaam Siahaan dan Kisno Shnoda, (2008),*Generic Structure Text Structure,* Yogyakarta : Graha Ilmu, p.89

[18] C. White, Writer Art, (1989) *A Practial Rethoric and Handbook,* California

d. Describing an event

In describing an event the writer should be able to memorize what happened in the event. Suppose the writer about an accident that happened two days ago. In that case the writer has to explain all details related to the event clearly. Indeed it makes the readers feel he event in the real situation.

From the explanation above, it can be concluded that descriptive paragraph is a paragraph writing in which an object is describe. A reader who is reading descriptive paragraph will see or capable to catch or concluded something that the writer wrote, event thought the readers don't look at something describes.

A.3.3 Element of A Descriptive Paragraph

Element of descriptive paragraph contain the following elements.[19]

1. Information - descriptive paragraphs describe ideas and things, as well as inform about their functions.

2. Context – in descriptive paragraphs, information is always contextualized. Moreover, the context in which given piece of information is presented is also subject to description and evaluation.

3. Descriptive language – descriptive paragraphs use a considerable amounts of vocabulary that describes action (verbs), as well as vocabulary denoting value and attributes of thins (nouns, adverb, and adjectives).

A.4. Gallery Walk Strategy

Gallery walk is a presentation method in which individual learners or groups display their work products (often on posters) and then walk around the room viewing each other" s work. They may be asked to provide feedback to the

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[19]http:huepham.weebly.com/descriptive-paragraph.html.Published on 22nd of January 2017

group of individual who created the work[20] .From Silberman‟ s statement means gallery walk allows students to be actively engaged as they walk throughout the classroom. They work together in small groups to share ideas and respond to meaningful questions, images, and problem-solving situations or texts. In the other hand, Francek describes that gallery walk is a discussion technique that gets students out of their chairs and into active engagement.[21] The advantage of the method is its flexibility. A Gallery walk holds a variety of benefits for students and teachers alike. The gallery walk is a powerful opening, closing, or review activity. In this activity, participants write on various pieces of chart paper that they have taped to the training room walls. Through a gallery walk, the students are able to learn from one another and from their own previous knowledge. The strategy serves many different types of students‟ intelligences and many different ways in which students learn. It serves the kinesthetic learner, because it involves walking around and other movement, it serves the interpersonal learner, because it includes small group interaction, and it serves the verbal/linguistic learner, because it includes discussion and written answers.

A Gallery Walk can be conducted with computers (a"Computer Run"), with pieces of paper on tables, or with posted chart paper. It can be scheduled for fifteen minutes (a "Gallery Run") or for several class periods. For students, it's a chance to share thoughts in a more intimate, supportive setting than a larger

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[20]Melvin Silberman.(1996). *Active Learning: 101 Strategies to Teach Any Subject.* U.K.A : Pearson Education Company. P. 24

[21]Francek, Mark. 2006. Promoting Discussion in the Science Classroom Using Gallery Walks. *Journal of College Science Teaching*,P. 27. Available at htt p://blog.stetson.edu/jrseminars/wp-content/uploads/Gallery-Walk.pdf [accessed 25 March 2017]

class discussion. For teachers, it's a chance to gauge the depth of student understanding of particular concepts and to note and use misconceptions to shape instruction. A Gallery Walk is a good forum for *using* misconceptions as discussion topics.[22]

During a Gallery Walk, students explore multiple texts or images that are placed around the room. Teachers often use this strategy as a way to have students share their work with peers, examine multiple historical documents, or respond to a collection of quotations. Because this strategy requires students to physically move around the room, it can be especially engaging to kinesthetic learners.

Figure 1: The Picture of Gallery Walk Technique

A.4.1. Gallery Walk Strategy Procedures

a. Step one: Select texts

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

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[22] Taylor, P. (2001). Gallery Walk, http://www.cct.umb.edu/gallerywalk.html 3 January 2017.

b. Step two: Organize texts around the classroom

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

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

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

A.4.2. Gallery Walk Strategy in Teaching Writing

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

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

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

3. Learners walk around the room writing their responses on the charts.

4. Assign a direction to move or they can move randomly. They can do the activity as individuals or in groups.

5. After the learners have written on all the charts and jotted down their observation on a work sheet, learners then spend a short period of time in small groups discussing their observation.

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

Francekstates that "Gallery Walk is a discussion technique that gets students out of their chairs and actively involved in synthesizing important science concept, writing, and public speaking." The advantage of this technique is its flexibility. In this research, the goal of teaching by using Gallery Walk is to teach writing descriptive paragraph as insisted in the curriculum, so the writer modifies the teaching instructions or the teaching steps as follows:

1. The teacher asks the students some questions related to the Gallery Walk.

2. The teacher and the students discuss how to use the Gallery Walk in writing activity.

3. The class is divided into four groups.

4. In class there will be five stations, each station will be provided with descriptive paragraph and question.

5. Each group will rotate from station one to five to answer all questions based on the of on the answer sheet in a given time.

6. After all groups have finished rotating and answering all questions, there will be class discussion.

7. Then, still in groups, students try to make descriptive paragraph.

8. After that, they stick their group works on the wall.

9. Nearly similar to the activity they have done before, each group visits the other groups' works. However, this time they don't answer the questions but they give feed back or comment to the other groups' works.

10. Then they go back to their desks and do a class discussion.

11. Individually, students try to make their own descriptive paragraph. Their individual assignment will be assigned as a post-test of Gallery Walk .

A.4.3. The Advantages of Gallery Walk Strategy

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

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

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

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

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

6. Provides an opportunity to gauge a student's prior knowledge, skills, and misconceptions. The existing conceptual framework of students can be challenged and, if faulty, corrected during the "report out" phase of the Gallery Walk

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

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

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

A.4.4 The Disadvantages of Gallery Walk Strategy

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

evaluative questions to the students during the activity in order to bring them back to the activity.

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

3. The evaluation may not be just. This issue can be addressed by the teachers by having an evaluation rubrics in advance and making the students familiar with it.[23]

B.   Related Study

1. Maya Lestari (2013) has done a research on the title "Improving Students' Descriptive Writing Ability Trough Main Mapping Strategy" the population of this research was the nine grade of AL-Washliyah Ismailiyah in 2013/2014 Academic Year. The number of student was 36 students. The data were taken from the result which was carried out in to cycles. The result of the data analysis showed that there was an improving on the students' ability at writing descriptive paragraph from each cycle. It showed from mean of pre-test was 52,6 and the post test for second cycle, there was improving of students mean was 79,92. In other words, the students' ability at writing descriptive paragraph was improved.

2. Masyitah Batubara (2012) has done research on the title "The Effect of Using Listing and Questioning Techniques On The Students' Ability In Writing Descriptive Paragraph At SMA Negeri 3 Medan. It is stated that

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[23]Mark Francek (14 August 2006). *Promoting Discussion in the Science Classroom Using Gallery Walks.* NSTA WebNews Digest. Retrieved 25 March 2017

Using Listing and Questioning Techniques has significant effect on the students ability in Writing Descriptive Paragraph in means the Ha was accepted, the hypothesis alternative that made by the researcher was "there is significant effect of using listing and questioning techniques on the students' ability in writing descriptive paragraph"

C. Conceptual Framework

This research aimed to see the effect of Gallery Walk Strategy on the students' writing skills at class XI of MAS-AL ITTIHADIYAH. Writing skills were chosen on account of their writing ability which was considered severely low, besides on account of its importance in the real world context and the gap between the real condition of the teaching-learning process and the ideal condition. The teaching-learning process of English in Indonesian senior high schools should be emphasized at helping them to communicate both in written and oral English communication.

However, there were some problems encountered by the researcher in class XI of MASAL ITTIHADIYAH Medan. In fact, she found that they had difficulties in applying English writing conventions, organizing text, applying grammatical mastery, using vocabulary and generating ideas. Those problems severely impeded them to be able to communicate using English especially written communication since without sufficient ideas, vocabulary and grammatical mastery, and a correct text organization and mechanics, a good text will not be constituted.

Writing descriptive paragraph is not easy task to complete, especially for senior high school students. It is known that there are many students still finding

difficulties in writing, even though they have learnt how to write in English for years. This is because the students had difficulties in generating ideas and organizing ideas into good piece descriptive paragraph. There some steps that can be used by students to write descriptive paragraph completely through gallery walk strategy.

The researcher identified that those problems were caused by some factors. The first factor was related to their low motivation during the English lesson. Further, they had not been accustomed to English writing and had lack of confidence in writing. Secondly, the teaching-learning process was not conducive for them to learn writing. It was because it only provided them with a few opportunities to write. The next factor was related to the teacher. The teacher rarely gave feedback to them. The last factor was that the available teaching aids and facilities of the school were not maximally used to help them learn or to enhance their motivation.

Strengthened by other studies, the researcher believed that gallery walk strategy effect the students' writing skills during the teaching-learning process. It has some characteristics which can potentially be the solutions to the problems above. It is motivating, empowering and challenging to them since it offers interesting activities in the form of a product development. Moreover, it will help them to construct language meanings and rules through the series of activities leading to the accomplishment of the project.

Gallery Walk development enables them to internalize language meanings and constructions without reliance on rote memorization. They also vary the activities in the classroom and make the students get more opportunities to

practice writing. Moreover, during the development of the strategy, they will receive frequent feedback from the teacher and the peers while they are having group works and discussions.

D. Hypothesis

The hypothesis of the result study is formulated as follows:

H_a : There is a significant effect of applying Galery Walk Strategy on the students' ability in writing descriptive paragraph.

H_o : There is no significant effect of applying Galery Walk Strategy on the students' ability in writing descriptive paragraph.

CHAPTER III

RESEARCH METHOD

A. The Location of Research

This research conducted at class XI of Madrasah Aliyah Tsanawiyah Al-Ittihadiyah Medan in 2016/2017 Academic Year . This school is located inJln. Bromo No. 25 Medan. The researcher chose MAS Al-Ittihadiyah Medan as the location of her study because :

1. The data which was needed in this research can be found in this school

2. The number of students was sufficient to be a representative sample.

3. This school was the Islamic school. This was one of the requirement from my faculty to conduct the research in the Islamic school.

B. The Population and Sample

B.1 Population

Population wasthe whole object which will be researched. In conducting the research of course need the population as what Bambang Soepomo said that population was all of subject that pact target of searching.[24] Base on this quotation, then here, the population was taken from all students of MAS Al-Ittihadiyah.

Table 3.1
The Population of Research

Number	Class	Number of student
1.	XI IPA	20
2.	XI IPS	19
Total		39

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[24]Soepomo. Bambang, (1997,) *Statistik Terapan,* Jakarta : PT. Rineka Cipta,,p.82

B.2. Sample

Sample was part population which will be objet of research.[25] Sample refered to delegetion from the population in the research. The delegation was used to present the whole population.

In this research, researcher took the sample by using random sampling. In doing this research, the research got two classes as the sample takes randomly by using lottery technique. It was done by written each class on the slip of paper, then they was placed in a box where the box was shaked. After that the researcher was two slip of paper. The result of sampling will be the XI-Sciene as anexperimentclassand XI-Social as a control class. XI-Sience consisted of 20 students. They was taught by Gallery Walk Strategy as experiment class (Variable X) and XI-Social consists of 19 students and they was taught lecturing technique as a ontrol class (variable Y). So, the total samples will be 29 students.

Table 3.2

The Sample of Research

Number	Class		Students
1	XI-IPA(Experimental Class)	X	20
2	XI-IPS(Control Class)	Y	19
	Total		39

C. The Design of Research

In this research, the researcher usedquantitative research. According to Syahrum and Salim, a quantitative research was an empirical research that

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[25]Syahrum and Salim, (2007), *Metode Penelitian Kuantitatif,* Bandung: Cipta Pustaka Media,p. 113

consised of statistical data.[26] It meant that the writer collected and analyzed the data statistically. The research use experimental design. Experimental design was a quantitative research design the aims to got the correlation of cause and effect clearly between some factors of causes with problem or condition.

In experimental research, there were two groups of sample namely control group and experimental group. Both of groups were given pre-test and post-test. Pre-test was administered to each group before giving treatment. The experimental group was taught by using gallery walk strategy while control group was taught without gallery walk strategy. The research design was showed in table 3.3 as following :

Table 3.3
Design of Research

Group		Treatment		Class
Experimental Group	Pre Test	Using Gallery Walk Strategy	Post Test	XI-IPA
Control Group	Pre Test	Without Gallery Walk Strategy	Post Test	XI-IPS

D. The Operational Variable

This research had two variable, they were independent variable and dependent variable.

1. Independent variable of this research isGallery Walk Strategy in teaching descriptive paragraph. This strategywas applied to know the effect of Gallery Walk Strategy on the students writing ability in descriptive paragraph in seventh grade at MAS Al-Itthadiyah Medan .

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[26]Syahrul and Sahrum. Opcit.p.4

2. Dependent variable is the students' writing ability in descriptive paragraph. It was hoped that the students can express their idea in writing descriptive paragraph in English language.

E. The Instrument for Collecting Data

In collecting data from the field of the research, the writerused the following instrument to require information:

1. Test

A test, in simple term, is a method of measuring a person's ability, knowledge, or performance in a given domain.[27]The aim of using the test is in accordance with the context, such diagnostic evaluation, selection and promotion, because everyone has different ability, personal, interest and behavior.

In this case, test will be defined as a set of question that will be given to the students to find out their ability in writing descriptive paragraph. There were two kinds of writing test, namely composition test and objective test of writing. In this study, the researcher used composition test of writing. In this assigment, the students require to compose a short text of descriptive paragraph based on the fact. The test used to collect the students' writing that must be analyzed to identify students' ability on writing descriptive paragraph. The researcher gave the written test in essay form for the students to measure their ability at writing descriptive paragraph. Test was be divided into two forms, pre-test and post test.

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[27] H. Douglas Brown, (2004), Language Assesment; Principles and Classroom Practice, New York: Longman, page. 03

2. Interview

The interview was done before conducting the reserach. The reseracher will interview English teacher before conducting the research to find out the problem and collect information of the schools.

F. The Technique for Data Collection

The procedure of the research were divided into pre-test, treatment, post-test and scoring test. Each of this session was discussed now:

1. Pre-test

The pre-test conducted to discover the homogeneity of the sample and mean score of each group. In the other words, it was used to measure the students' ability in writing descriptive paragraph before applying the treatment. Before starting the experiment, a pre-test was administered to the samples of both groups with the same items. The kind of the researcher gave was an essai test. Then their test was checked and collected as the pre-test data and gave the score

2. Treatment

The treatment was conducted after the administration of the pre-test. The experimental group and control group were taught by using the same materials but different instrument. In the experimental group, the research used gallery walk strategy on the students' ability, and control group was taught by using gallery walk strategy.

a. Teaching Presentation in the Experimental Group

The treatment was conducted after the administration of pre-test. The teacher taught the presentation to the experimental group by the following g procedures.

Table 3.4

The Treatment Experimental Group

Steps	Experimental Group (Using Gallery Walk Strategy)	
1	**Pre-Test**	**Pre-Test**
	• Teacher greets the students • Teacher asks the students to choose one word based on the topic	• The students give a respons for the teacher's greeting • The students write word base on the topic provided.
2	**Treatment**	**Treatment**
	Giving Information • The teachers and the students discuss how to use the Gallery Walk in writing activity **Grouping** • The class in divided into four group • In class there will be five four stations, each station will be provide with descriptive paragraph and question. • Each group will rotate from station one to four . • They sticky their group works on the wall.	• Students listen to the teacher. . • Students sit in group. • Every groups writer descriptive paragraph and question. • Every groups answering all questions. There will be class discussion • This time they don't answer the question but they give feed back or comment to the other

	• Then they go back to their desks and do a class discussion.	groups' works. • Students try to make descriptive paragraph.Teacher and students make a conclusion.
3	**Post-Test**	**Post-Test**
	Individual • Students try to make their own descriptive paragraph. • After the time is out, teacher collects the paper	• Students write descriptive paragraph. • The students give their writing

b. Teaching Presentation in The Control Group

The teaching learning process that was applied in the control group by using gallery walk strategy can be described as follows:

Table 3.5

The Treatment for Control Group

Steps	Experimental Group (using without Gallery Walk Strategy)	
	Teacher Activity	**Students Activity**
1	**Pre-Test**	**Pre-Test**
	• Teacher greets the students • The teacher asks the students some question related to the Gallery Walk. • The teacher and the student discuss how to use the Gallery	• The students give a response for the teacher's greeting. The students listen to the teacher • The student listen to the teacher's explanation. • The students write descriptive

		Walk in Writing activity	
2		**Treatment**	**Treatment**
		Giving Information • Teacher explain about descriptive paragraph • Teacher gives the example of descriptive paragraph • Discuss the format of descriptive paragraph with the students and ask students analysis. • Give chance to the students to the students to asks some question. • Reviews again about descriptive paragraph.	• Students listen to the teacher and write teacher's explanation on the their note book. • Students read the example. • Explain the generic structure of the descriptive paragraph. • Asks question to the teacher. • Pay attention to the teacher.
3		**Post-Test**	**Post-Test**
		Individual • Asks the students to write a descriptive paragraph about someone • After the time is out, collect the papers. • Checks the students work to make correction.	• The students write a descriptive paragraph based on the topic provide before. • Give their writing • Pay attention

3. Post- Test

Post test will give to know differences score between experimental and control group. It will give to the student after treatment has been reached in order

to find out the effect of using gallery walk strategy on students' ability in writing whether it will significant or not

G. The Technique for Data Analyzing

In this research, the data will be obtained from the experiment and control class. To significantly whether there is effect of applying gallery walk strategy technique on the students' ability in writing descriptive paragraph, the researcher should do requirement test at the first by using normality and homogencity test.

1. Normality Test

To test the normality of data, the researcher will use Liliefors test with the following steps:

- Calculating mean and deviation standart by the formula:

$$X = \frac{X}{n}$$

$$S = \overline{n \quad X_1^2 \quad - \quad X_1^{\;2}}$$

- Perception x1,x2..... xn made permanent number z_i, z_1, z_2, ...z_n by using formula:

$$Z_i = \frac{xi - x}{S}$$

- To find out S (Z_i) we use the formula: S $(Z_i) = \frac{Fcum}{n}$

- Here, after calculating a proportion Z_1, Z_2 .... Zn, the smaller equals to Z_i.

- Counting the difference $F(Z_i) - S(Z_i)$, and ten determine its absolute price.

- Taking the biggest price among absolute price of the difference and mentioning the price by L_0.

- If $L_0 < L$ obtained from the critical coefficient test, the Liliefors with the real level $\alpha = 0,05$, hence the distribution is normal. [28]

2. Homogencity Test

To the test variants of both homogenous samples, variants equality test, that is:

$$F = \frac{Thebiggestvariants}{Thesmallestvariants}$$

Here, its criterion is $F_{observation} < F_t$, then both samples was homogenous.

3. Hypothesis Test

The data was analyzed by using t-test formula. The formula was:

$$t = \frac{Mx - My}{\frac{dx^2 - dy^2}{nx + ny - 2} \quad \frac{1}{nx} + \frac{1}{ny}}$$

Mx = the mean score of experiment group

My = the mean score of control group

dx = the deviation standard of experimental group

dy = the deviation standard of control group

nx = the total sample of experimental group

ny = the total of control group[29]

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[28]Sudjana, (2015), *Metoda Statistika*, Bandung: Tarsito. Page. 466

[29] Suharsimi Arikunto, (2006), *Prosedur Penelitian Satuan Pendekatan Praktik*, Jakarta: Rineka Cipta, page 354-356

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

A. Data Analysis

Data analysis was intended to find out whether the application of gallery walk strategy significantly affects the students' ability at writing descriptive paragraph. The analysis was computed by applying the t test formula to discover the hypothesis of this research was accepted or rejected, before it the research should do requirement test at the first by using and homogeneity test.

A.1 The Description of Data

The data on this research was quantitative data, they were taken from experiment research design, and there were thirty nine students who were taken as sample of his research. They were divided into two classes, namely experiment and control class. The students in experiment class were taught by using gallery walk strategy and the students in experiment class were taught by using lecturing method. The population of this research was the students of the eleventh grade at MAS Al-Ittihadiyah Medan. The experiment classs was XI-IPA and the control class was XI-IPS.

The research was conducted in two weeks, within two treatments which include four meeting altogether. Both of experiment and control class were given essays writing test from on the pre-test and post-test.

Table 4.1

Students' Score in Experiment Class

Num	Initial Name	Pre-test	Post-test
1	ARN	40	**60**
2.	AYT	75	**93**
3.	ES	60	87
4.	EM	70	89
5.	ER	50	80
6.	FH	70	88
7.	FOA	**78**	89
8.	HSP	58	88
9.	JHF	58	88
10.	KA	50	86
11.	LM	70	91
12.	MSBM	58	83
13.	NA	60	87
14.	RR	70	90
15.	RWH	60	78
16.	SAP	40	88
17.	SWH	**40**	**60**
18.	TMS	75	88
19.	TS	58	80
Total		1140	1593
Mean		60	83.84

Based on the table above, the students' ability at writing descriptive paragraph that was taught by using Gallery Walk Strategy on showed the minimum score of pre-test was 40, the maximum score of pre-test was 78 and the mean of pre-test was 60. Meanwhile the minimum score of post-test was 60, the maximum score of post-test was 93, and the mean of post-test was 83.84.

Table 4.2

Students' Score in Control Class

Num	Initial Name	Pre-test	Post-test
1	AWP	62	65
2.	AMD	50	55
3.	BGD	53	60
4.	DF	60	65
5.	HW	63	65
6.	IM	40	50
7.	MFSK	58	60
8.	MTAGS	60	60
9.	MS	60	62
10.	NAR	61	65
11.	RPH	45	55
12.	SMP	75	80
13.	SD	**40**	**40**
14.	SVN	63	63
15.	SA	40	48
16.	SL	**76**	**80**
17.	SI	65	70
18.	TA	50	50
19.	ZS	60	60

20.	FA	55	55
Total		1136	1208
Mean		56.8	60.4

The table above explained the students' ability at writing descriptive paragraph that was taught by lecturing method showed the minimum score of pre-test was 40 and the maximum score was 76, the mean of pre-test 56.8. Meanwhile the minimum score of post-test was 40, and the maximum score was 80, the mean of the post- test was 60.4

A.2. Normality Test

Table 4.3

Normality Test of Pre-test in Experiment Class

Num	Score	F	Fcum	(Zi)	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	40	3	3	-1.668	0.047	0.157	0.110
2	50	2	5	-0.834	0.203	0.263	0.060
3	58	4	9	-0.167	0.432	0.473	0.041
4	60	3	12	0	0.500	0.631	**0.131**
5	70	4	16	0.834	0.796	0.842	0.046
6	75	2	18	1,251	0.894	0.947	0.053
7	78	1	19	1.501	0.933	1.000	0.067

To find Z score by using the formula :

$$Zi = \frac{xi - x}{S}$$

1. $z_{i=} \frac{40-60}{11.99} = -1{,}668$

2. $Z_{i=}\dfrac{50-60}{11.99} = $ -0.834

3. $Z_{i=}\dfrac{58-60}{11.99} = $ -0.167

4. $Z_{i=}\dfrac{60-60}{11.99} = 0$

5. $Z_{i=}\dfrac{70-60}{11.99} = 0.834$

6. $Z_{i=}\dfrac{75-60}{11.99} = 1{,}251$

7. $Z_{i=}\dfrac{78-60}{11.99} = 1.501$

To find out $S(Z_i)$ we use the formula : $S(Z_i) = \dfrac{Fcum}{n}$

1. $S(Z_i)=\dfrac{3}{19}=0.157$

2. $S(Z_i)=\dfrac{5}{19}=0.263$

3. $S(Z_i)=\dfrac{9}{19}=0.473$

4. $S(Z_i)=\dfrac{12}{19}=0.631$

5. $S(Z_i)=\dfrac{16}{19}=0.842$

6. $S(Z_i)=\dfrac{18}{19}=0.947$

7. $S(Z_i)=\dfrac{19}{19}=1.000$

From the explanation above, it can be seen that the Liliefors Observation or $L_0 = 0.131$ with n=19 and at real level α=0.05 from the list critical coefficient of

Liliefors table L_t=0.195.it can be concluded that the data distribution was **normal,** because L_0(0.131) <L_t (0.195)

Table 4.4

Normality Test of Post-test in Experiment Class

Num	Score	F	Fcum	(Zi)	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	60	2	2	-2.580	0.004	0.105	0.101
2	78	1	3	-0.632	0.264	0.157	0.107
3	80	2	5	-0.415	0.340	0.263	0.077
4	83	1	6	-0.090	0.464	0.315	0.149
5	86	1	7	0.097	0.539	0.368	**0.171**
6	87	2	9	0.341	0.633	0.473	0.160
7	88	5	14	0.450	0.673	0.736	0.063
8	89	2	16	0.558	0.712	0.842	0.130
9	90	1	17	0.667	0.748	0.894	0.146
10	91	1	18	0.775	0.779	0.947	0.168
11	93	1	19	0.991	0.838	1.000	0.162

To find Z score by using the formula :

$$Zi = \frac{xi - x}{S}$$

1. $z_{i=} \frac{60-83.84}{9.24} = $ -2.580

2. $Z_{i=} \dfrac{78-83.84}{9.24} = -0.632$

3. $Z_{i=} \dfrac{80-83.84}{9.24} = -0.415$

4. $Z_{i=} \dfrac{83-83.84}{9.24} = -0.090$

5. $Z_{i=} \dfrac{86-83.84}{9.24} = 0,234$

6. $Z_{i=} \dfrac{87-83.84}{9.24} = 0.341$

7. $Z_{i=} \dfrac{88-83.84}{9.24} = 0.450$

8. $Z_{i=} \dfrac{89-83.84}{9.24} = 0.558$

9. $Z_{i=} \dfrac{90-83.84}{9.24} = 0.667$

10. $Z_{i=} \dfrac{91-83.84}{9.24} = 0.775$

11. $Z_{i=} \dfrac{93-83.84}{9.24} = 0.991$

To find out $S(Z_i)$ we use the formula : $S(Z_i) = \dfrac{Fcum}{n}$

1. $S(Z_i) = \dfrac{2}{19} = 0.105$

2. $S(Z_i) = \dfrac{3}{19} = 0.157$

3. $S(Z_i) = \dfrac{5}{19} = 0.263$

4. $S(Z_i) = \dfrac{6}{19} = 0.315$

5. $S(Z_i) = \dfrac{7}{19} = 0.368$

6. $S(Z_i) = \dfrac{9}{19} = 0.473$

7. $S(Z_i) = \dfrac{14}{19} = 0.736$

8. $S(Z_i) = \dfrac{16}{19} = 0.842$

9. $S(Z_i) = \dfrac{17}{19} = 0.894$

10. $S(Z_i) = \dfrac{18}{19} = 0.947$

11. $S(Z_i) = \dfrac{19}{19} = 1.000$

From the explanation above, it can be seen that the Liliefors Observation or $L_0 = 0.171$ with n= 19 and at real level α=0.05 from the list critical coefficient of Liliefors table $L_t = 0.195$. It can be concluded that the data distribution was **normal,** because $L_0(0.171) < L_t\ (0.195\ )$

Table 4.5

Normality Test of Pre-test in Control Class

Num	Score	F	Fcum	(Zi)	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	40	2	3	-1.628	0.051	0.150	0.099
2	45	1	4	-1.143	0.127	0.200	0.073
3	50	2	6	-0.659	0.254	0.300	0.046
4	53	1	7	-0.368	0.355	0.350	0.005
5	55	1	8	-0.174	0.432	0.400	0.032
6	58	1	9	0.116	0.452	0.450	0.002

7	60	4	13	0.310	0.621	0.650	0.029
8	61	1	14	0.406	0.639	0.700	0.061
9	62	1	15	0.503	0.691	0.750	0.059
10	63	2	17	0.600	0.725	0.850	**0.125**
11	65	1	18	0.794	0.788	0.900	0.112
12	75	1	19	1.763	0.960	0.950	0.010
13	76	1	20	1.860	0.968	1.000	0.012

To find Zi score by using the formula :

$$Zi = \frac{xi - x}{S}$$

1. $Z_{i=} \dfrac{40 - 56.8}{10.32} = \text{-}1.628$

2. $Z_{i=} \dfrac{45 - 56.8}{10.32} = \text{-}1.143$

3. $Z_{i=} \dfrac{50 - 56.8}{10.32} = \text{-}0.659$

4. $Z_{i=} \dfrac{53 - 56.8}{10.32} = \text{-}0.368$

5. $Z_{i=} \dfrac{55 - 56.8}{10.32} = \text{-}0.174$

6. $Z_{i=} \dfrac{58 - 56.8}{10.32} = 0.116$

7. $Z_{i=} \dfrac{60 - 56.8}{10.32} = 0.310$

8. $Z_{i=} \dfrac{61 - 56.8}{10.32} = 0.406$

9. $Z_{i=} \dfrac{62-56.8}{10.32}=0.503$

10. $Z_{i=} \dfrac{63-56.8}{10.32}=0.600$

11. $Z_{i=} \dfrac{65-56.8}{10.32}=0.794$

12. $Z_{i=} \dfrac{75-56.8}{10.32}=1.763$

13. $Z_{i=} \dfrac{76-56.8}{10.32}= 1.860$

To find out $S(Z_i)$ we use the formula : $S(Z_i) = \dfrac{Fcum}{n}$

1. $S(Z_i)=\dfrac{3}{20}=0.15$

2. $S(Z_i)=\dfrac{4}{20}=0.2$

3. $S(Z_i)=\dfrac{6}{20}=0.3$

4. $S(Z_i)=\dfrac{7}{20}=0.35$

5. $S(Z_i)=\dfrac{8}{20}=0.4$

6. $S(Z_i)=\dfrac{9}{20}=0.45$

7. $S(Z_i)=\dfrac{13}{20}=0.65$

8. $S(Z_i)=\dfrac{14}{20}=0.7$

9. $S(Z_i)=\dfrac{15}{20}=0.75$

10. $S(Z_i)=\dfrac{17}{20}=0.85$

11. $S(Z_i) = \frac{18}{20} = 0.9$

12. $S(Z_i) = \frac{19}{20} = 0.95$

13. $S(Z_i) = \frac{20}{20} = 1.000$

From the explanation above, it can be seen that the Liliefors Observation or $L_0 = 0.125$ with n=20 and at real level α=0.05 from the list critical coefficient of Liliefors table $L_t = 0.190$ .it can be concluded that the data distribution was **normal,** because $L_0(0.125) < L_t (0.190)$,

Table 4.5

Normality Test of Post-test in Control Class

Num	Score	F	Fcum	(Zi)	F(Zi)	S(Zi)	F(Zi)-S(Zi)
1	40	1	1	-2.760	0.002	0.050	0.048
2	48	1	2	-1.678	0.046	0.100	0.054
3	50	2	4	-1.407	0.079	0.200	**0.121**
4	55	3	7	-0.730	0.232	0.350	0.118
5	60	4	11	-0.054	0.480	0.550	0.070
6	62	1	12	0.216	0.587	0.600	0.013
7	63	1	13	0.351	0.636	0.650	0.014
8	65	4	17	0.622	0.732	0.850	0.118
9	70	1	18	1.299	0.890	0.900	0.010
10	80	2	20	2.652	0.996	1.000	0.004

To find Zi score by using the formula :

$$Zi = \frac{xi - x}{S}$$

1. $z_{i=} \dfrac{40-60.4}{7.39} = \text{-}2.760$

2. $z_{i=} \dfrac{48-60.4}{7.39} = \text{-}1.678$

3. $z_{i=} \dfrac{50-60.4}{7.39} = \text{-}1.407$

4. $z_{i=} \dfrac{55-60.4}{7.39} = \text{-}0.730$

5. $z_{i=} \dfrac{60-60.4}{7.39} = \text{-}0.054$

6. $z_{i=} \dfrac{62-60.4}{7.39} = 0.216$

7. $z_{i=} \dfrac{63-60.4}{7.39} = 0.351$

8. $z_{i=} \dfrac{65-60.4}{7.39} = 0.622$

9. $z_{i=} \dfrac{70-60.4}{7.39} = 1.299$

10. $z_{i=} \dfrac{80-60.4}{7.39} = 2.652$

To find out $S(Z_i)$ we use the formula : $S(Z_i) = \dfrac{Fcum}{n}$

1. $S(Z_i) = \dfrac{1}{20} = 0.050$

2. $S(Z_i) = \dfrac{2}{20} = 0.100$

3. $S(Z_i) = \dfrac{4}{20} = 0.200$

4. $S(Z_i) = \dfrac{7}{20} = 0.350$

5. $S(Z_i) = \dfrac{11}{20} = 0.550$

6. $S(Z_i) = \dfrac{12}{20} = 0.600$

7. $S(Z_i) = \dfrac{13}{20} = 0.650$

8. $S(Z_i) = \dfrac{17}{20} = 0.850$

9. $S(Z_i) = \dfrac{18}{20} = 0.900$

10. $S(Z_i) = \dfrac{20}{20} = 1.000$

From the explanation above, it can be seen that the Liliefors Observation or $L_0 = 0.121$ with n=20 and at real level α=0.05 from the list critical coefficient of Liliefors table L_t=0.190 .It can be concluded that the data distribution was **normal,** because $L_0(0.121) < L_t (0.19)$

A.3. Homogeneity Test

Homogeneity test used F-test to know what the samples come from population that homogenous or not.

Table 4.7

Homogeneity Test of Pre-test

Num	Data	Variants	F Observation	F table	Conclusion
1.	Pre-Test of experiment class	143.76	1.35	1.78	Homogenous
2	Pre-Test of Control Class	106.50			

$$F_{observation} = \frac{S_1^2}{S_2^2}$$

Where : S_1^2 = the biggest variant

$$S_2^2 = \text{the smallest variant}$$

Bassed on the variants of both samples of pre-test found that :

$S_{ex}^2 = 143.76$ N=19

$S_{ex}^2 = 106.50$ N=20

So :

$$F_{observation} = \frac{S_{keks}^2}{S_{kcont}^2}$$

$$F_{observation} = \frac{143.76}{106.50} = 1.35$$

From the data above, it is found the coefficient of variant from students' ability in writing descriptive paragraph in experimental and control class at real level α=0.05. So, by using the list critical value of F distribution is found $F_{0.05}$ *Df=* 37 So that $F_{observation}$ (1.35)< F_{table}(1.78), so it can be concluded that be variant from the data above is homogeneous.

Table 4.8

Homogeneity Test of Post-test

Num	Data	Variants	F Observation	F table	Conclusion
1.	Pre-Test of experiment class	85.377	0.888	1.787	Homogenous
2	Pre-Test of Control Class	54.61			

From the data above, it is found the coefficient of variant from students' ability in writing descriptive paragraph in experimental and control class at real level α=0.05. So, by using the list critical value of F distribution is found $F_{0.05}$ *Df*= 37 So that $F_{observation}$ (0.888)< F_{table}(1.787), so it can be concluded that be variant from the data above is homogeneous.

B. Hypothesis Testing

The hypothesis was aimed and also to show the result of the observation sample quantitatively and also to know whether the application of Gallery Walk Strategy significantly affect the students' ability at writing descriptive paragraph, so the hypothesis were:

H_0= μx ≤ μy

H_a= μx > μy

From the criteria of the hypothesis H_a is accepted if $t_{observation}$ >t_{table}

To find out whether the application of Gallery Walk Strategy significantly affects the students' ability at writing descriptive paragraph. The analysis was computed by application the t test formula to discover the hypothesis of this research was accepted or rejected. The formula was stated as the following :

$$t = \frac{Mx - My}{\frac{dx^2 - dy^2}{nx + ny - 2} \quad \frac{1}{nx} + \frac{1}{ny}}$$

Mx = the mean score of experiment group

My = the mean score of control group

dx = the deviation standard of experimental group

dy = the deviation standard of control group

nx = the total sample of experimental group

ny = the total of control group[30]

Before calculating t test data it used the formula bellow to find out deviation standard of both of class :

$$Mx = \frac{d}{n}$$

Table 4.9

The tabulation of Students' Score at Experiment Class

Num	Students Initial	Pre-Test (t_1)	Post-Test (t_2)	$d=(t_2-t_1)$	Dx=d-Mx	$(dx)^2$
1	ARN	40	**60**	20	-3.31	10.95
2.	AYT	75	**93**	18	-5.31	28.19
3.	ES	60	87	27	3.69	13.61
4.	EM	70	89	19	-4.31	18.57
5.	ER	50	80	20	-3.31	10.95
6.	FH	70	88	18	-5.31	28.19
7.	FOA	**78**	89	11	-12.31	151.53
8.	HSP	58	88	30	6.69	44.75
9.	JHF	58	88	30	6.69	44.75
10.	KA	50	86	36	12.69	161.03
11.	LM	70	91	21	-2.31	5.33
12.	MSBM	58	83	25	1.69	2.85
13.	NA	60	87	27	3.69	13.61

[30] Suharsimi Arikunto, (2006), *Prosedur Penelitian Satuan Pendekatan Praktik*, Jakarta: Rineka Cipta, page 354-356

14.	RR	70	90	20	-3.31	10.95
15.	RWH	60	78	18	-5.31	28.19
16.	SAP	40	88	48	24.69	609.59
17.	SWH	**40**	**60**	20	-3.31	10.95
18.	TMS	75	88	13	-10.31	106.29
19.	TS	58	80	22	-1.31	1.71
	Total	1140	1593	443	0	1301.99
	Mean	60	83.84			

$$\text{Mx} = \frac{d}{n}$$

$$= \frac{443}{19}$$

$$= 23.31$$

Table 4.10

The tabulation of Students' Score at Control Class

Num	Students Initial	Pre-Test (t_1)	Post-Test (t_2)	$d=(t_2-t_1)$	Dx=d-My	$(dy)^2$
1	AWP	62	65	3	-0.45	.0.202
2.	AMD	50	55	2	-1.45	2.10
3.	BGD	53	60	7	3.55	12.60
4.	DF	60	65	5	1.55	2,40
5.	HW	63	65	2	-1.45	2.10
6.	IM	40	50	10	6.55	42.90
7.	MFSK	58	60	2	-1.45	2.10
8.	MTAGS	60	60	0	-3.45	11.90
9.	MS	60	62	2	-1.45	2.10
10.	NAR	61	65	4	0.55	0.302
11.	RPH	45	55	10	6.55	42.90
12.	SMP	75	80	5	1.55	2.40

13.	SD	**40**	**40**	0	-3.45	11.90
14.	SVN	63	63	0	-3.45	11.90
15.	SA	40	48	8	4.55	20.70
16.	SL	**76**	**80**	4	0.55	0.302
17.	SI	65	70	5	1.55	2.40
18.	TA	50	50	0	-3.45	11.90
19.	ZS	60	60	0	-3.45	11.90
20.	FA	55	55	0	-3.45	11.90
	Total	1136	1208	69	0	204.50
	Mean	56.8	60.4			

$$My = \frac{d}{n}$$

$$= \frac{69}{20}$$

$$= 3.45$$

Based on the calculation data, the result was as follow:

Mx=23.31   My=3.45

dx^2= 1301.99 dy^2= 204.50

n_x= 19 n_y= 20

so t-test can be counted as follows:

$$t = \frac{Mx + My}{\frac{dx^2 - dy^2}{nx + ny - 2} \quad \frac{1}{nx} + \frac{1}{ny}}$$

$$t = \frac{23.31 - 3.45}{\frac{1301.99 + 204.50}{19 + 20 - 2} \quad \frac{1}{19} + \frac{1}{20}}$$

$$t = \frac{19.86}{\frac{1506.49}{37} \quad 0.10}$$

$$t = \frac{19.86}{\frac{1506.49}{37} \quad 0.10}$$

$$t = \frac{19.86}{40.71 \quad 0.10}$$

$$t = \frac{19.86}{4.07}$$

$$t = \frac{19.86}{2.01}$$

$$t = 9.88$$

From the calculation of the data, it can be seen there was significant effect of Gallery Walk Strategy on the students' ability at writing descriptive paragraph. In order to find out the significant effect of gallery walk strategy, the researcher analyzed the data by applying t-test formula to prove his research. It was obtained the the coefficient of $L_{observation}$ was 9.88.

In this research, the coefficient of t-table for degree freedom (df) 37 at level of significance 0.05 Because df= 37 and t_{table} (2.026) it can be seen as follows:

$$9.88 > 2.026$$

This result showed that null hypothesis was rejected, the hypothesis formulated as "there was significant effect of using Gallery walk strategy on the students' ability at writing descriptive paragraph. It means that Gallery Walk Strategy significantly affected students' ability at writing descriptive paragraph.

C. Research Finding

1. Based on the result of the calculation above, it was found that the students' ability at writing descriptive paragraph when the researcher taught by using Gallery Walk Strategy got mean 60 in pre-test with the maximum score 78 and the minimum score was 40. While in post test the students got mean 83.84 with the maximum score 93 and the minimum score 60.

2. The students' ability at writing descriptive paragraph when the researcher taught by using lecturing method got mean 56.8 in pre-test with the maximum score 76 and the minimum score was 40. While in post-test the students got mean 60.4 with the maximum score 80 and the minimum score 40.

3. Based on the statistical computation t-test was found that the coefficient of $t_{observation}$ =9.88 where the coefficient of t_{table}= 2.026. it means that there was significant effect of using Gallery Walk Strategy to the students' ability at writing descriptive paragraph. It was indicated that H_0 was accepted and H_0 was rejected.

D. Discussion

There was significant effect on the students' ability at writing descriptive paragraph by using gallery walk strategy. The students that were taught by gallery walk strategy have higher score than were taught by lecturing method.

It had been explained in chapter two that gallery walk strategy would be an effective way to improve students' ability. Students were helped by their teacher to be able to write descriptive paragraph. It proved (in experimental class was by taught by using this strategy) that the strategy was helpful especially for the students who had no courage or comfortless to learn and ask individually. Students had opportunity to work cooperatively with their friends in the class helped by teacher to improve their students' abilities. Gallery Walk strategy was a discussion technique that gets students out of their chairs and actively involved in synthesizing important science concept, writing, and public speaking.[31]

Based on the explanation above, the research concluded that the implementation of gallery walk strategy has significant effect to students' ability at writing descriptive paragraph.

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[31]Francek, Mark.op.cit.p. 27-31.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

The research concluded that :

1. The students' ability at writing descriptive paragraph that was taught by using gallery walk strategy got mean 60 in pre-test with the maximum score was 78 and the minimum score was 40. While in post-test the students got mean 83.84 with the minimum score 93 and the minimum score 60.

2. The students' ability at writing descriptive paragraph that was taught by using lecturing method got mean 56.8 in pre-test with the maximum score 76 and the minimum score was 40. While in post-test the students got mean 60.4 with the maximum score 80 and the minimum score was 60.

3. Based on the statistical computation t-test was found that the coefficient of $t_{observation}$ =9.88 where the coefficient of t_{table}= 2.026. it means that there was significant effect of using Gallery Walk Strategy to the students' ability at writing descriptive paragraph. It was indicated that H_α was accepted and H_0 was rejected. It also indicated that there was significant effect of gallery walk strategy on the students' ability at writing descriptive paragraph at MAS Al-Ittihadiyah Medan in 2016/2017 academic year.

B. Suggestion

Based on the conclusion, the research gives some suggestion :

1. For the students should learn more to increase their ability at writing descriptive paragraph and should keep responsibility in their studying.

2. For the English teachers who wants to teach writing descriptive paragraph effectively, can be use this strategy because this strategy because this strategy helps the students increase their ability at writing descriptive paragraph.

3. For other researchers who are interested in conducting same research have to explore knowledge in order knowledge in order to give more benefit on the research result.

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APPENDIX 1

LESSON PLAN

School   : **MAS AL IHTTIHADIYAH MEDAN**

Subject   : **English**

Class/Semester   : **XI-IPA**

Meeting   : **2nd**

Time   : **2 x 45 Minutes**

A. Standard Competence

Expressing meaning in functional written paragraph and simple essay of

descriptive paragraph

In the content of daily life

B. Basic Competence

Expressing meaning in short simple essay accurately and appropriately in the

context of daily life in descriptive form

C. Indicator

1. Mentioning definition of description

2. Understanding how to write descriptive paragraph

3. Writing descriptive paragraph

D. Objective

1. The students are able to write a descriptive paragraph

2. The students are able to mention the definition of descriptive

E. Teaching Material

a. Definition of Descriptive Paragraph

Descriptive text is a paragraph which is describe a particular person, place, animals even of units of time like days, times of days, season, etc. A descriptive paragraph may be used to describe more about the appearance of people, their character or personality and it reproduce the way thing, look, smell, taste, or sound.

b. Social Function of Descriptive Paragraph

The social function of descriptive paragraph is to describe a particular person, thing, or place.

c. Generic Structure of Descriptive Paragraph

These are two steps for constructing a written descriptive paragraph, they are:

a. identification: identifies the phenomenon to be described, and

b. description: describe parts, qualities, characteristics.

d. Grammatical Features

a. Simple Present Tense

b. Comparative Degree

c. Adjective

d. Adverb

The example of descriptive paragraph:

Identification	Ahmad is a senior high school students
Description	He goes to MAS Al-Ittihadiyah and he goes to school by motor cycle. Ahmad like reading books and he goes swimming every week. He never comes late to school and he always respect and obeys his parents and teacher.

e. Method Strategy

Gallery Walk Strategy

f. Media

Source   : English text book

Media   : Poster Board, Board Marker, Post-it Notes

g. Teaching Learning Process

1. Pre Test

a. Greeting

b. Ask the students to pray

c. Check the students' attendance

d. Apperception

2. Main Activity

a. Teacher explain about descriptive paragraph, the generic, social function, and grammatical features

b. The teacher divided the student in four group.

c. Every groups writer descriptive paragraph.

d. Each group will rotate from station one to four

e. They sticky their group works on the wall and they give feed back or comment to the other group's work.

f. Then they group go back to their desks and do a discussion.

g. Teacher reviews the material.

3. **Post Activities**

a. Students try to make their own descriptive paragraph

b. After time is out, teacher collects the paper.

c. Ask the students to give the conclusion of the topic

d. Teacher gives suggestion to students to study hard and also memorize new material.

e. Teacher closes the class.

h. **Evaluation**

a. Technique for assessment   : Written test

b. Instrument   : Written test

c. Form of Instrument   : Question

i. **Scoring**

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

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

Medan, April 22,

2017

Approved by

Headmaster   Teacher

Latifah Khairani Srg. S.Pd   **Fauziah Siregar. SS**

Researcher

Desi Lestari
Nim: 34133006

APPENDIX II

LESSON PLAN

School   : MAS AL IHTTIHADIYAH MEDAN

Subject   : English

Class/Semester : XI-IPA

Meeting   : 2nd

Time   : 2 x 45 Minutes

A. Standard Competence

Expressing meaning in functional written paragraph and simple essay of

descriptive paragraph

In the content of daily life

B. Basic Competence

Expressing meaning in short simple essay accurately and appropriately in the

context of daily life in descriptive form

C. Indicator

1. Mentioning definition of description

2. Understanding how to write descriptive paragraph

3. Writing descriptive paragraph

4. Objective

1. The students are able to write a descriptive paragraph

2. The students are able to mention the definition of descriptive

3. Teaching Material

a. Definition of Descriptive Paragraph

Descriptive text is a paragraph which is describe a particular person, place, animals even of units of time like days, times of days, season, etc. A descriptive paragraph may be used to describe more about the appearance of people, their character or personality and it reproduce the way thing, look, smell, taste, or sound.

b. Social Function of Descriptive Paragraph

The social function of descriptive paragraph is to describe a particular person, thing, or place.

c. Generic Structure of Descriptive Paragraph

These are two steps for constructing a written descriptive paragraph, they are:

  a. identification: identifies the phenomenon to be described, and

  b. description: describe parts, qualities, characteristics.

c. Grammatical Features

  a. Simple Present Tense

  b. Comparative Degree

  c. Adjective

  d. Adverb

The example of descriptive paragraph:

Identification	Ahmad is a senior high school students

Description	He goes to MAS Al-Ittihadiyah and he goes to school by motor cycle. Ahmad like reading books and he goes swimming every week. He never comes late to school and he always respect and obeys his parents and teacher.

f. Strategy OF Learning

Lecture Strategy

g. Media

Source   : English text book

Media   : Board Marker

h. Teaching Learning Process

1. Pre Test

   a. Greeting

   b. Ask the students to pray

   c. Check the students' attendance

   d. Apperception

2. Main Activity

   a. Teacher gives introduction about materials by asking some questions.

      "Do you know descriptive paragraph"

      "What do you think about descriptive paragraph"

   b. Students answer the question orally

c. Teacher gives explains about descriptive paragraph (about social function, Generic structure, Lexicon grammatical features)

d. Teacher gives an example of descriptive paragraph.

e. Teacher asks the students to read and identify the descriptive paragraph.

f. Teacher asks students to write a descriptive paragraph based on their own language.

3. **Post Activities**

a. Ask the students to give the conclusion of the topic

b. Teacher gives suggestion to students to study hard and also memorize new material.

c. Teacher closes the class.

i. **Evaluation**

a. Technique for assessment   : Written test

b. Instrument   : Written test

c. Form of Instrument   : Question

d. **Scoring**

Score: Content + Organization + Vocabulary + Language Use +

Mechanics

Proficiency Description	Score
Content	**30**
Organization	**20**
Vocabulary	**20**

Language Use	**25**
Mechanics	**5**
Total	**100**

Medan, April 22,

2017

Approved by

Headmaster   Teacher

Latifah Khairani Srg. S.Pd   **Fauziah Siregar. SS**

Researcher

Desi Lestari
Nim: 34133006

APPENDIX III

<div align="center">

INTERVIEW QUESTION SHEET

</div>

Interview to the English Teacher

Researcher : Dalam pembelajaran Bahasa Inggris, skill apa yang masih memiliki kendala dalam pembelajaran buk?

Teacher :Sebenarnya dalam semua skill siswa masih mempunyai kekurangan dalam pembelajaran. Mereka masih memiliki kelemahan masing masing dalam bidang writing, speaking, listening, dan reading.

Researcher : Kendala apa saja yang Ibu hadapi dalam proses mengajar writing?

Teacher : Kendala yang saya hadapi yaitu siswa susah untuk mengungkapkan ide mereka miliki dan kurang percaya diri. Generic structure yang mereka tuliskan kadang tidak sesuai dengan seharusnya. Tanda baca mereka kadang masih salah dan kadang mereka menulis tiddak sesuai dengan tenses.

Researcher : Upaya apa yang dilakukan untuk mengatasi kendala tersebut?

Teacher :Saya biasanya menjelaskan berulang-ulang.

Researcher :Ketika melakukan pembelajaran writing di kelas, apakah Ibu menerapkan strategi pembelajaran?

Teacher : Saya biasanya menggunakan strategi ceramah dan latihan.

Researcher   : Bagaimana sikap mereka terhadap strategi pembelajaran yang bapak gunakan?

Teacher   : Siswa memperhatikan pelajaran, mereka mendengarkan apa yang saya jealskan.

Researcher   : Apakah Ibu pernah menggunakan strategi gallery walk dalam pembelajaran bahasa inggris, khusunya writing?

Teacher   :Belum pernah.

APPENDIX VI

THE STUDENT INITIAL AND REAL NAME

OF EXPERIMENT CLASS (XI-IPA)

No.	Initial Name	Real Name
1	Agung Ramadhan Nasution	ARN
2.	Aryati	AYT
3.	Elvi Sakdiah	ES
4.	Evi Malia	EM
5.	Evi Risdayani	ER
6.	Faridah Hanum	FH
7.	Fika Osi Adilla	FOA
8.	Herdian Surya Putra	HSP
9.	Jasman Harum F.	JHF
10.	Khairul Affandi	KA
11.	Laila Majid	LM
12.	M. Saddad Bil Mustafa	MSBM
13.	Nur Aisyah	NA
14.	Rezekika Ramadhany	RR
15.	Rizki Wardah Handayani	RWH
16.	Sintia Ariska Putri	SAP
17.	Sri Wardah Handayahi	SWH
18.	Tommy Mustafa Siddiq	TMS

No.	Initial Name	Real Name
19.	Tomtawi Syahputra	TS

APPENDIX

THE STUDENTS' INITIAL AND REAL NAME

OF CONTROL CLASS (XI-IPS)

No.	Initial Name	Real Name
1.	Ade Wijaya Pohan	AWP
2.	Asmadi	AMD
3.	Baginda	BGD
4.	Dion Fardillah	DF
5.	Hikmah Wardani	HW
6.	Irgi Maulana	IM
7.	M. Fadli S.K	MFSK
8.	M.Taufik Abdul Gani Srg	MTAGS
9.	Mia Sari	MS
10.	Nur Aisyah Rahim	NAR
11.	Reza Pahlevi Hrp	RPH
12.	Sakai Mandau Putri	SMP
13.	Saqdiah	SD
14.	Selviani	SVN
15.	Shakilla Azriani	SA
16.	Sri Lestari	SL
17.	Susan Indriyani	SI
18.	Teguh Ardiansyah	TA
19.	Zulpan Syahputra	ZS
20.	Fahri Affandi	FA

Workable to Find Mean, Variant and Deviation Standard of

Experiment Class

Num	Initial Name	Pre-test		Post-test	
		Score X	X^2	Score X	X^2
1	ARN	40	1600	60	3600
2.	AYT	75	5625	93	8649
3.	ES	60	3600	87	7569
4.	EM	70	4900	89	7921
5.	ER	50	2500	80	6400
6.	FH	70	4900	88	7744
7.	FOA	78	6084	89	7921
8.	HSP	58	3364	88	7744
9.	JHF	58	3364	88	7744
10.	KA	50	2500	86	7396
11.	LM	70	4900	91	8281
12.	MSBM	58	3364	83	6889
13.	NA	60	3600	87	7569
14.	RR	70	4900	90	8100
15.	RWH	60	3600	78	6084
16.	SAP	40	1600	88	7744
17.	SWH	40	1600	60	3600
18.	TMS	75	5625	88	7744
19.	TS	58	3364	80	6400
Total		1140	70990	1593	135099
Mean		60		83.84	
S		11.99		9.24	

1. Calculation of pre-test Data
   From tabulating the values obtained :

$$X_1^2 = 1140$$

$$X_1^2 = 70990$$

$n = 19$

So the mean is :

$$X = \frac{X}{n} = \frac{1140}{19} = 60$$

And the deviation standard:

$$S^2 = \sqrt{\frac{n\,X_1^2 - X_1{}^2}{n\,(n-1)}} = \sqrt{\frac{19\,70990 - 1140{}^2}{19\,(19-1)}}$$

$$= \sqrt{\frac{1348810 - 1299600}{19\,18}}$$

$$= \sqrt{\frac{49210}{342}}$$

$$= 11.99$$

$S^2 = 143,76$

2. Calculation of Post-test Data

   Tabulation of values obtained:

$$X_1^2 = 1593$$

$$X_1^2 = 135099$$

$n = 19$

So the mean is :

$$X = \frac{X}{n} = \frac{1593}{19} = 83.84$$

And the deviation standard:

$$S^2 = \frac{n\ \overline{X_1^2} - \overline{X_1}\ ^2}{n\ n-1} = \frac{19\ \overline{135099} - \overline{1593}\ ^2}{19\ 19-1}$$

$$= \frac{\overline{2566881 - 2537649}}{19\ 18}$$

$$= \frac{\overline{29232}}{342}$$

$$= 9,24$$

$$S^2 = 85.377$$

APPENDIX VII

Workable to Find Mean, Variant and Deviation Standard of

Control Class

Num	Initial Name	Pre-test		Post-test	
		Score X	X²	Score X	X²
1	AWP	62	3844	65	4225
2.	AMD	50	2500	55	3025
3.	BGD	53	2809	60	2809
4.	DF	60	3600	65	4225
5.	HW	63	3969	65	4225
6.	IM	40	1600	50	2500
7.	MFSK	58	3364	60	3600
8.	MTAGS	60	3600	60	3600
9.	MS	60	3600	62	3844
10.	NAR	61	3721	65	4225
11.	RPH	45	2025	55	3025
12.	SMP	75	5625	80	6400
13.	SD	40	1600	40	1600
14.	SVN	63	3969	63	3969
15.	SA	40	1600	48	2304
16.	SL	76	5776	80	6400
17.	SI	65	4225	70	4900
18.	TA	50	2500	50	2500
19.	ZS	60	3600	60	3600
20.	FA	55	3025	55	3025
Total		1136	66552	1208	74001
Mean		56.8		60.4	
S		10.32		7.39	

1. Calculation of pre-test Data
   From tabulating the values obtained :

   $X_1^2 = 1136$

$$X_1^2 = 66552$$

$n = 20$

So the mean is :

$$X = \frac{X}{n} = \frac{1136}{20} = 56.8$$

And the deviation standard:

$$S^2 = \sqrt{\frac{n\ X_1^2 - X_1^2}{n\ n-1}} = \sqrt{\frac{20\ 66552 - 1136\ ^2}{20\ 20-1}}$$

$$= \sqrt{\frac{1331040 - 1290496}{20\ 19}}$$

$$= \sqrt{\frac{40544}{380}}$$

$$= 10.32$$

$S^2 = 106.50$

2. Calculation of Post-test Data

   Tabulation of values obtained:

   $$X_1^2 = 1208$$

   $$X_1^2 = 74001$$

   $n = 20$

   So the mean is :

   $$X = \frac{X}{n} = \frac{1208}{20} = 60.45$$

   And the deviation standard:

   $$S^2 = \sqrt{\frac{n\ X_1^2 - X_1^2}{n\ n-1}} = \sqrt{\frac{20\ 74001 - 1208\ ^2}{20\ 20-1}}$$

$$= \frac{\overline{1480020 - 1459264}}{20 \ 19}$$

$$= \frac{\overline{20756}}{380}$$

$$= 7.39$$

$S^2 = 54.61$