IMPROVING STUDENTS' ABILITY IN WRITING OF ANNOUNCEMENT THROUGH GALLERY WALK TECHNIQUE OF EIGHT GRADE AT MTs JAM'IYATUL AlWASHLIYAH TEMBUNG IN ACADEMIC YEAR 2016/2017

THESIS

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ABSTRACT

FAHMI AULIA BATUBARA. 34131112. IMPROVING STUDENTS' ABIITY IN WRITING OF ANNOUNCEMENT THROUGH GALLERY WALK TECHNIQUE OF EIGHT GRADE AT MTs JAM'IYATUL ALWASHLIYAH TEMBUNG IN ACADEMIC YEAR 2016/2017

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Keywords: Writing Skill, Announcement Text, Gallery Walk Technique, Classroom Action Research Students'

This research was aimed to improve the students' ability in writing announcement through gallery walk technique of eight grade at MTs jam'iyatul Alwashliyah tembung in academic year 2016/2017. The subject of this research was conducted at VIII-1 class of MTs Jam'iyatul Alwashliyah Tembung in Academic year 2016/2017. The class consisted of 39 students. The object of this research was to improve students' abiity in writing announcement through gallery walk technique. This research of this study was conducted by using classroom action research as the methodology of this research. The technique of analyzing the data of this research was applied by quantitative and qualitative data. The quantitative data were taken from the students' test. The qualitative data were taken from the students' score, interview sheet, observation sheet and documentation. There were four meetings during the research, they were pre test, post test I, and post test II. The result of this research showed the mean score in the pre test was 57,6 and there was 15.4 % (6 students) who got the score $\geq$ 75, the mean score in the cycle I test was 73.8, and there was 53.8 % (21 students) who got score $\geq$ 75, the mean score in the cycle II test was 80, and there was 92.3 % (36 students) who got score $\geq$ 75, , it indicated that the scores and the mean in second cycle were better than the first cycle. Based on observation sheet, interview sheet, and documentation, the improvement showed that the students could be active, enthusiastic, diligent, brave, spirit, and the students coud write announcement text easily through gallery walk technique. It was found that teaching writing announcement text through gallery walk technique could improve the students' ability in writing announcement text

CHAPTER I

INTRODUCTION

A. Background of the Study

English, is as an international language, is used in many countries as a meaning of communication and it has a great function in many aspect of life such as in politics, business, trade, and diplomatic relationship. Furthermore, English also cannot be separated from the development of technology, science, economics, and education. Considering the importance of English, Indonesian government has chosen English as the first foreign language and fundamental subject in our educational system. English is taught as one of the main compulsory subjects in junior and senior high school.

In educational system in Indonesia, English is included in curriculum for elementary school, junior high school, senior high school level, vocational school or university. Based Competence Curriculum, the teaching learning of English has the purpose to develop four language skills: listening, speaking, reading and writing.

Alexander LG (1975) said that all of four basic language skills are Listening, Speaking, Reading and Writing. In his book he also said that the most important of all basic language skills are speaking and writing. "Speaking and writing are the most important of these skills, since to some extent they presuppose the other two".[1]

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[1] L.G. Alexander. *Practice and progress*, (London: Longman Group Ltd, 1975). P. viii

In this section, the writer focuses on Writing skill. Writing is one of the language skills that should be taught besides the other skills. Writing is regarded as a productive skill it aims at assisting students in expressing their idea written.

Writing is the most difficult language skills. It requires complex thinking. In writing process we always involve thinking skill and creative skill. Not only that, but also it is supported by right rules. It also considered as the most complicated language skill to be learned, compared to other language skills.

Writing is a skill that is required in written communication. A good writing is not always easy and may be a challenge even for the best students. Mastering vocabularies and tenses become the main key to get a good writing. We have to choose appropriate vocabularies to arrange words to be a sentence and develop it to be paragraph. Beside that, we also have to use a compatible tense to express an event in certain time

The writing is one important skill that should be known and mastered by the students.. ”If we take a look at the teaching learning process at schools, writing is difficult to be learned by students but it is important for them which especially in mastering short functional text. One kind of short functional texts that students have to mastered is announcement text. Announcement is a statement in spoken or written form that makes something known publicly.

Based on the researcher observation at MTs Jam'iyatul Alwashliyah, The students were not interest and looked bored in english class, some of them noisy and did another activity, rather than paid attention and explanation to the

teacher. Besides, the students were also passively involved in teaching and learning process.

The condition of students' announcement mastery was supported by the teacher statement, she said, " Kemampuan siswa-siswi di sekolah ini dalam hl menulis memang masih kurang apalagi dalam menulis teks announcement, mereka terkadang masih bingung ketika disuruh untuk menulis meskipun mereka tahu topiknya. Itu mungkin disebabkan oleh minimnya vocabulary siswa-siswi disini jadi mereka dalam menulis banyak melakukan kesalahan dan sulit menemukan ide-ide dalam menulis." Teacher statement was supported by the one of the student who has interview, He said, " Kami sebenarnya kurang paham itu announcement apalagi disuruh untuk menulisnya kami bingung."

From the argument above, it can be said that influence the students' announcement text mastery are the teacher and the students. So the students should master short functional texts, especially in announcement text. They should be brief and could answer what, when, where, and who. Often it includes why and how. It seems that it is easy to make announcement, but most of students always feel difficult when they are asked to make their own, and the students' achievement is not only affected by their ability and skills in writing but also influenced by the method which is used. Some teachers taught writing just gave explanation and exercises. It makes students less comprehended, less interest in writing , and makes students bored. In order to helping students in writing announcement text, the researcher will try to use Gallery Walk technique.

"Gallery Walk is a discussion technique that gets students out of their chair and actively involved in synthesizing important science concept, writing, and public speaking" . In this technique, the researcher will divide the students into five groups. Each group will rotate and answer some questions based on the announcement given. Here, the group will practice as a small group 4 discussion. After they have finished answering all questions, there will be a class discussion. By using Gallery Walk, each group also can leave a comment or feedback to other groups' works.[2]

Based on the case above, the writer is interested to conduct a research entitled: Improving Students' Ability in Writing Announcement Through Gallery Walk Technique of Eight Grade At MTs Jam'iyatul Alwashliyah Tembung In Academic Year 2016/2017

B. Identification of Study

Identification of study are:

a. The students often make mistake in writing

b. The students' ability at writing announcement still low

c. Students still confused in organizing the writing Announcement.

d. Teacher seldom uses various technique in teaching that make student

e. Students have limited number of vocabulary that makes students difficult to writing text especially announcement.

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[2] Francek, Mark. 2006. *Promoting Discussion in the Science Classroom Using Gallery Walks*. Journal of College Science Teaching, September. Page. 27-31. Available at http://blog.stetson.edu/jrseminars/wp-content/uploads/Gallery-Walk.pdf [accessed desemeber 2016]

C. Limitation of Study

Based on the identification of study above, the writer limits the study on the students' ability in writing announcement using gallery walk technique at MTs Al jam'iyatul Alwasliyah Tembung

D. Formulation of Study

In line with the background of the study, the writer formulates the research question as follows:

1) How is the students' ability in writing announcement before using gallery walk at Mts Al Jam'iyatul wasliyah Tembung in academic year of 2016/2017?

2) Is there significant improvement Student's ability at writing announcement after using gallery walk at MTs Al Jam'iyatul Alwasliyah Tembung in academic year of 2016/2017 ?

E. Objective of study

The objective of this research are:

1) To find out the students' ability at writing announcement before using gallery walk technique of eight grade junior high school at MTs Al jam'iyatul Alwasliyah in the academic year of 2016/2017.

2) To find out significant improvement Student's ability in writing announcement after using gallery walk technique of eight grade at MTs Al jam'iyatul Alwasliyah Tembung in academic year of 2016/2017.

F. Significant of Study

This researcher hopes that the research of the using gallery walk technique and learning writing skill (announcement) will be beneficial for researcher, teacher and students. This study is expected to give some benefits as follows:

1. Theoretically

   The findings of the study will give information of a new knowledge about the use of Gallery Walk technique to improve students' skill in writing announcement text.

2. Practically :

   a. For students:

      The application of Gallery Walk technique will make students interested in teaching learning process. Moreover, it helps them improve their skill in writing announcement.

   b. For English teachers:

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

   c. For the researcher:

      The result of the study will answer the curiosity about the use of Gallery Walk technique to teach writing announcement text.

   d. Pedagogically

      The result of the study will give information of knowledge about an alternative teaching method that can be used for improving the students' achievement in writing announcement.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Conceptual Framework

In this chapter the writer tries to give the clear description of theoretical framework which covers the general concept of writing, announcement, and gallery walk technique.

1. General Concept of Writing

1.1 Definition of Writing

In the holy Al- Qur'an, writing also important skill should be learned and there is verse that state the existence of writing that be stated in Al-Qur'an that is surah Al-Qalam:1

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" Nun. By the pen and by what they (the angles) write(in the Records of men). (Al-Qalam:1)[3]

Based on those verses, Allah SWT explained that He taught human being by pen (qalam). Discovery of pen and writing are the greatest gifts from God. By writing , one generation can transfer their knowledge to the next generations. It shows the tool of writing and writing itself have important roles.

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[3] Departemen Agama RI Al-Qur'an Dan Terjemahanya, PT. SYGMA EXAMEDIA ARKANLEEMA.P.564.

Writing is the process or result of recording language in the form of conventionalised visible marks or graphic signson a surface.[4] "Writing is functional communication, making learners possible to create imagined worlds of their own design." It means that, through writing, learners can express thought, feeling, ideas, experiences, etc to convey a specific purpose. The purpose of writing is to give some information.[5]

Writing is a way to produce language, which you do naturally when you speak. You say something, think of more to say, perhaps correct something you have said, and then move on to the next statement. Writing is not much different, except that you take more time to think about your subject, the person or people you will be discussing it with, and the goal you hope to achieve in that discussion. And, if you are writing in a second language, you also take more time to revise your work.[6]

Writing is one of productive skills, which contains a symbol (orthographic) and involves a complex process. In making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion. Some linguists gave some definitions of writing that may help us get clearer definition[7]

From some definition above, it can be concluded that writing is a system of human communication which represents symbol. By writing, we

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[4]Hartman, R.R.K. Stork, F. C, *Dictionary of Language and Linguistics*, London : Applied Science Publisher LTD, 1972) p. 258.

[5] Richard Kern, *Literacy and Language Teaching*, (New York: Oxford University Press, 2000), p. 172.

[6] Alan Mayers,*Gateways to Academic Writing: Effective Sentences, Paragraphs, and Essay, (* New York: Longman. 2005),p.1

[7] M. Celce and Murcia Elite Olstain, *Discourse and Context in Language Teaching*, (New York: Cambridge University Press, 2000), p. 142

can share our idea, feeling, or anything than exist in our mind. Writing prosecutes students to focus to generating idea, organizing, coherently, revising it into good composition, using good punctuation, and editing text for appropriate grammar. Therefore, students who want to be able to write a good writing, they must learn to write regularly.

1.2 The Process of writing

The process of writing has roughly four steps. In the first step, create ides, in the second step, organize the ideas. In the third step, write a rough draft. In the final step, polish your rough draft by editing it and making revisions.[8]

Writing is a never one-step action. Writing as one of productive skills needs a process. This process sues writer to write in sequence stages. The writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft. There are four process of writing.[9]

1. Planning

At this stage, writers must think about three main issues, those are the purpose, the audience (the reader) , and the content structure. The purpose of writing will influence not only the type of text which writers wants to produce , the language which writers use, but also the information which writers choose to include. Secondly, the writer must think of the audience will influence not only the shape of the writing (how it is laid out or how the

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[8] Allce Oshlma and Ann Hogue, Introduction to Academic Writing,(USA: Person Education Inc, 2007),p.15
[9] Jeremy Harmer, How To Teach Writing (England Person Education Limited, 2007),p.4

paragraph is structured). Thirdly, writers have to consider the content structure of the piece. It means that the writers have to consider how best to sequence the fact, ideas, or argument in their writing.

Planning will help you as a writer. It will give shape to your task; it will break it down into separate stages so that you do not feel you are setting out toward some impossibly distant final goal; it will enable you to measure your progress. Planning will also help your reader.[10]

This stage is often called by pre-writing process which can be defined as a way of warming up the brain before write. There are two ways of warming up the brain; brainstorming and clustering.

Brainstorming is a quick ways to generate a lot of ideas on a subject.[11] Brainstorming is a useful technique in writing because it permits you to approach a topic with an open mind. Because you do not judge your ideas as the emerge, you free yourself if come up with ideas that you might not even know you had. Brainstorming is one of several different ways to begin writing.[12]

Brainstorming, also called listmaking, is a process of generating a lot of information within a short time by building on the association of previous terms you have mentioned. So brainstorming is the way to get the ideas creation engine running.

[10] Martin H. Manser, The Facts on File Guide To Good Writing,(USA: Acid Free Paper, 2006), p.36

[11] Karen Blanchard and Christine Root, Ready to Write, (New York: Person Education Inc, 2003),p. 41

[12] Douglas Brown, Teaching by Principles An Interactive Approach to Language Pedagogy, (New York :Addison Wesley Longman, Inc), 2001, p. 349

Just down all the possible terms that emerge from the general topic you are thinking about. This procedure works especially well if you work in a team. All team members can generate ideas, whit one member acting as scribe. Don't worry about editing or through out what might not be a good idea. Simply write down a lot of possibilities. If you are searching for a topic, look at the items on your list that seem most promising and try to develop one or two further, either by additional list making or by using one of the techniques below:[13]

a) Writers must begin with a broad topic

b) Writers must write down as many ideas about the topic as writer can do in five minutes.

c) Writers can add more items to their list by answering the question what, when, where, why, and how.

d) Writers group similar items on the list together.

e) Writers can cross out items that do not belong.

Clustering is a strategy which allows you generate ideas you might to explore the relationships between those ideas. Clustering taps your intuitive and creative or connective mind. There are five steps that must be done by writers to cluster:

a) Put the subject in the center of a fresh page.

[13] Utami Dewi, *How To Write*, (Medan- La-Tansa Press),p.17-18.

b) Free associate and generate more ideas, writing them down as quickly as you think of them. Circle each new idea and then link it to you central circle with a line.

c) keep going as you rapidly develop additional thoughts, write them down where they seem to belong, circle them, and connect them with a new line to either the original central circle or whatever circle ides.[14]

2. Drafting

The drafting stage is where your really begin writing. The most important thing here is to get words onto paper.[15]

After you have finished in planning, you can continue to the next step(drafting). The first draft on your paragraph, the students have to use the ideas from planning as a guide as you write, remember to:

a) Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.

b) Stick the topic does not include information that does not directly support the main idea.

c) Arrange the sentences so that the other ideas make sense

d) Use signal words to help the reader understand how the ideas in your paragraph connected.

3. Editing (revising)

It is almost impossible to write a perfect paragraph on the first draft. Perhaps the order of information is not clear or the discourse marker is wrong. The way to revise and improve the first draft is called editing. Writers edit

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[14] Ibid, p.19-20
[15] Cristine Brown and Susan Hood, *Writing Matters Writing Skills and Strategies For Students Of English*, (USA: Cambridge University Press, 1993),p. 14.

their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as questions, examples and the like in this case. The writer can consider some steps for editing, those are follows:

   a) Add new ideas to support the topic.

   b) Cross out sentence that do not support the topic.

   c) Change the order of the sentences.

   d) Using the following checklist to revise your paragraph;

      1) Make sure you have a topic sentence

      2) Cross out sentences that do not relate to the main

      3) Check to see if the sentences are in right order

      4) Add new ideas if the support the topic sentences

      5) Make sure you have included signal words to help guide the reader, and check the punctuations, spelling and grammar.

4. Final Version

       In this stage, they have produced the final version from their writing result to their teacher. The final step of the writing process is publishing. This means different things depending on the piece you are working on.

   a) Bloggers need to upload, format and post their piece of completed work.

   b) Students need to produce a final copy of their work, in the correct format.

   c) Is often means adding a biblliograhy, ensuring that citations are correct, and adding details such as your student reference number

d) Journalist need to submit their piece (usually called "copy") to an editor. Again, three will be a certain format for this.

e) Fiction writers may be sending their story to a magazine or competition. Check guidelines carefully, and make sure you follow them. If you have written a novel, look for an agent who represent your genre.[16]

The students might decide to represent these stages in the following way:[17]

Planning → Drafting → Editing → Final Version

1.3 Genres of Writing

According to Brown, there are three main genres of writing:

1. Academic Writing: papers and general subject report, essays, compositions, academically focused journal, short-answer test responses, technical reports, theses, dissertasions.

2. Job-related Writing: messages, letters or e-mails, memos, reports, schedules, labels, signs, advertisements, anouncements, manuals.

3. Personal Writing: letters, e-mails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents, forms, questionnaires, medical reports, imigration document, diaries, personal journals, fiction. [18]

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[16] Utami Dewi, *How To Write*, p.18-19
[17] Jeremy Harmer, *How to Teach Writing*, (England: pearson education limited,2007.p. 5
[18] H. Douglas brown, *Language Assessment*, (New York: Longman, 2004). P. 219

1.4 Types of Writing Performance

Brown mentions four categories of written performance:

1. Imitative

   To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary if not exclusive focus, while context and meaning are of secondary concern.

2. Intensive (controlled)

   Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocation and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

3. Responsive

   Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of

charts or graphs. Under specified conditions, the writer begins to exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

4. Extensive

Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.[19]

1.5 Characteristic of an Effective Paragraph

A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly. A paragraph has three major structural parts: a topic sentence, supporting sentences, and a concluding sentence[20]

Writing a paragraph is an uneasy activity. Students often find difficulties especially when they want to write a good paragraph. In every

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[19] Ibid, p. 220
[20] Alice Oshima and Ann Hogue, *Writing Academic English*, (New York: Addison WesleyPublishing Company, 1996), p. 3.

sentence of paragraph, it should be related to the unit of organization, the parallelism, and others.

According to harmer, there are two characteristic of an effective paragraph. Those are coherence and cohesion.[21]

1. Coherence

Coherence means that the paragraph is easy to read and easy to understand, then the sentence in the paragraph must be logically arranged and the movement from one sentence, the reader can understand at last two things.

a) The writer's purpose A coherent text can make the reader understand what the writer's purpose. Is it for giving information, expressing, or entertaining to reader?

b) The writer's line of thought the reader should be able to follow the story and should not get confused with the content of the story.

2. Cohesion

A paragraph is called cohesion if all supporting sentences can support the topic sentence. Alice and Ann unity as a requirement of an effective paragraph. They are:

"Every good paragraph has unity, which means that in each paragraph only one main idea is discussed if the writers starts to discuss new idea, he must start a new paragraph. Furthermore, every supporting sentence in the paragraph mus be directly related to the main idea"[22]

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[21] Jeremy Harmer, *How To Teach Writing*,p.22-24
[22] Alice Oshima and Ann Hogue, Writing Academic English, p. 17

1.6 The Purposes of Writing

When someone writes something, he or she has purposes for writing. Each writer has his own purpose, in accordance with the text of which was planning to write. In addition, based on Competency Standard- *Standar Kompetensi* (*SK*) and Basic Competency- *Kompetensi Dasar* (*KD*), the second year students are expected to be able to express meaningful ideas in term of functional text and simple short essay in the form of *descriptive* and *recount* to interact with people in their nearest environment.[23]

According to Braine and May defined four common purposes in writing, there are; writing to inform, writing to explain, writing to persuade, and writing to amuse others. First, writing to inform purposed to educate the readers about a topic of which we have some knowledge. Writing that provides interesting details and facts to hold an audience's attention. It means that writers share interest knowledge to readers knows. Second, writing to explain is to describe the topic which was not clearly becomes more understand able, by using examples or other facts. In other words, a writer takes what is unclear and makes it clear. Then, writing to persuade is more demanding and more ambitious than many other types ofwriting. It means that writers convince the readers to accept the ideas. The last, writing to amuse other means someone who uses language and established forms well to express his or her point of view. It is writing to entertain and give the reader something to enjoy[24].

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[23]Depdiknas, *Kurikulum Tingkat Satuan Pendidikan (School Based Curriculum) Standar Isi Mata Pelajaran Bahasa Inggris SMP dan MTS ,* (Jakarta: 2006)

[24] George Braine and Claire May, *Writing from Sources: A Guide for ESL Students*, (California: Mayfield, 1996), p. 141.

When people are going to write may think that the purpose of writing a paper is to complete the assignment or to get a good grade.However, these purposes don't tell someone what to do in their paper. They might try asking themselves brief questions to increase the flow of purposes: *What do I want to tell the readers? Why am I writing this? What do I hope to accomplish? Who will read this?*[25]

2. Concept of Announcement

2.1 Definition of Announcement.

One of short functional texts that students should master is announcement text. Announcement is a statement in spoken or written form that makes something known publicly, the action of announcing something.

An announcement is something said, written or printed to make known what has happened or what will happen. In writing an announcement, include the title/type of event, date/time, place, and who to contact. An announcement should include *what, when, where*, and *who*. Often it includes *why* and *how*. An announcement should be brief."

Every announcement, whether it is spoken or written, should answer five questions. The five questions are as follows:

1. Who is giving the program or exhibit?

2. What kind of program or exhibit is it?

3. When will it be held?

4. Where will it be held?

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[25]Ibid, p. 23

5. Who is invited to come? [26]

2.2 The Example of Announcement

To: All students of Mts Alwasliah

Tomorrow is anniversary of our school. We will make many activities. Each class must send min 2 students in each activities. Please don't late tomorrow. Then will be held on :

Date : Monday, January 23th 2017

Time : 7.00 am

Place : Hall of MTS IIT Alawasliyah

Thanks for your attention

The example of announcement above is a good announcement. It also answered the five questions.

1. Who is giving the program or exhibit? All students of Mts alwasliyah

2. What kind of program or exhibit is it? Anniversary school

3. When will it be held? On January 21, 2017, at seven o'clock Monday morning.

4. Where will it be held? In Hall of Mts Alawasliyah

5. Who is invited to come? All Students

From the definition above, I can conclude that announcement is a statement in spoken or written form that makes something known publicly. It could be kind of information or news. An announcement should be brief but it is clear and interesting. A good announcement should answer what, when, where, and who. Often it includes why and how. The examples of

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[26] A'in Ratna Mulyani, Teaching Announcement Through Gallery Walk Tehnique, Journal, 09 januari 2017

announcement are announcement about giving the news of a birth, a wedding, or other events.

2.3 Generic Structure of Announcement

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

1. Stating Purpose : The text that contains what event will be held

2. Stating Day and Date and time : Day and Date realization. The text that contains when the event will be held

3. Stating Place : The text that contains where the event will be held

4. Informing Sender : The text that contains name of the person who will be contacted[27]

2.4 The kinds of announcement

Based on the using of language and the announcement comes from, there are two kinds of announcement:

1. Formal announcement

   Formal announcement is a kind of announcement that use formal language, usually this announcement is an announcement from office, and others.

2. Informal announcement

   Informal announcement is a kind of announcement that use informal/daily language, usually this announcement is from personal, and others.

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[27] https://englishadmin.com/2015/08/generic-structure-and-example-of-announcement-in-english.html

Based on the way to make, there are two kinds of announcement

1.   Written announcement

     Written announcement is a kind of announcement that is made by written

2.   Oral announcement

     Oral announcement is a kind of announcement that is directly said by the

     announcer.[28]

3.   Concept of Gallery Walk.

   3.1 Definition of Gallery Walk

     Gallery Walk as "a discussion technique that gets students out of their

chairs and actively involved in synthesizing important science concept,

writing, and public speaking." The technique also cultivates listening and

team-building skills. The advantage of this technique is its flexibility. It can be

organized for a simple 15-minutes ice breaker or a week-long project

involving graded oral or written reports. It can be used with introductory or

advanced material and with a variety of class sizes. Finally, a Gallery Walk

gives chance to move around the classroom, directing their focus and

interrupting the lethargy that sometimes results from being seated for long

periods.

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[28] http://febrinapn.blogspot.co.id/2011/01/announcement.html

3.2. The Procedure of Gallery Walk.

During practicing Gallery Walk, students compose answers to several open-ended questions posted at stations on classroom walls. The common procedures in conducting a Gallery Walk are:

1. Create and post questions

   The instructor writes questions addressing a central class concept or debatable issue with no one right answer. The number of questions that need to be written depends on class size. Write the questions on large sheets of self-adhering chart paper, self-supporting flip charts, whiteboards, or even on pieces of loose-leaf paper placed on walls or desks spaced throughout the classroom.

2. Group students, assign roles, and stress team building

   After explaining the basics of how to conduct a Gallery Walk, arrange students into fifth teams . Each team is provided with a different colored marker or pen. Each team then selects a recorder who is responsible for writing group comments. The role of recorder should switch at each station.

3. Assign stations and begin comments

   Direct teams to different discussion stations. To avoid chart clutter and rumbling comments, encourage the recorder to write in a concise bulleted format working down from the top of the sheet.

4. Rotation

   After three to five minutes, say "Rotate!" The group then moves from the initial home station, clockwise, to the next station. Here, the team adds

new comments and responds to notes left by the previous group. The instructor acts as a facilitator, circulating around the classroom, clarifying questions, and gauging students' understanding. Beside that, the instructor records any misconceptions or lapses for later discussion during the groups' final presentation

5. Begin oral presentation

After visiting every station, students return to their original station and take 5-10 minutes to synthesize all comments on the posted sheet there. The reporter, selected previously, makes an oral presentation listing and recording key points either on the blackboard or on an overhead projector. The oral report should not exceed five minutes in length. During the presentation, the instructor reinforces important concepts and corrects misconceptions and errors.[29]

3.3 Gallery Walk Technique 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.

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[29] Francek, Mark. 2006. Promoting Discussion in the Science Classroom Using Gallery Walks. Journal of College Science Teaching, September. Page. 27-31. Available at http://blog.stetson.edu/jrseminars/wp-content/uploads/Gallery-Walk.pdf [accessed January 2017]

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 [30]

"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 announcement text 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.

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

2) The class is divided into five groups.

3) In class there will be five stations, each station will be provided with example of announcement and question.

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

[30] Sharon L. Bowman, The Gallery Walk: An Opening, Closing, and Review Activity. Available at http: //www.Bowperson.com/ BOWPERSON/GalleryWalk.pdf [acsessed january 2017].

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

6) Then, still in groups, students try to make an announcement.

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

8) 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.

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

10) Individually, students try to make their own announcement. Their individual assignment will be assigned as a post-test of Gallery Walk technique.

3.4. Advantages and disadvantages of Gallery Walk Technique

1. Advantages of Gallery Walk

   a) Students are used to build a culture of collaboration to solve problems in learning.

   b) There is a mutually reinforcing synergy understanding of the learning objectives.

   c) Familiarize students be respectful and appreciate the results of his study.

   d) Enable the physical and mental students during the learning process.Familiarize students give and receive criticism.

2. Disadvantages of Gallery Walk are:

   a) If the member is too much to expect some students hang his work.

b) Teachers need to be extra careful in monitoring and assessing the activity of the individual and the collective.

c) Setting the classroom setting is more complicated.[31]

B. Related Study

a. Nawawi, Muhammad Bagus, 2012, entitle: "Improving Students' Writing Skill of Descriptive Text Trough Guided Questions At Eight Grade of MTs PGRI 1 Ciputat". Based on the research results, the application of learning writing skill (descriptive text) by using guided questions has improve, in the end of cycle three, the result of the posttest shows that there are 43 students (100%) who pass the KKM, there are also 100% of students understand the material, 100% of students thought that guided questions made them easily in making descriptive paragraph, 88.37% of students think that guided questions make them more creative in creating descriptive paragraph. In addition, students "responses to learning are generally positive.

b. Thesis Anjar Simanulang 2013, entitle : " Using Picturer As Media To Improve The Students' Ability In Wrting Descriptive Paragraph At Eleventh Grade of MA Alwashliyah Islamiyah Medan". The research aimed to increase the students' ability in writing descriptive paragraph by using picture as the media. The location of research is in MA Al-Washliyah Ismailiyah, No. 82, Medan. The writer used two cycles on her research, and she found that the students' ability increased from the first cycle. Thus by using picture as media could increase the students'

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[31] Marini, Efektifitas Penggunaan Metode "Gallery Walk" dalam Meningkatkan Kemampuan Siswa pada Pembelajaran Bahasa Arab di Madrasah Tsanawiyah Al-Fatah Tarakan, www.unhas.ac.id/arab/data_fl/JURNAL_Marini.docx, tgl. 06 january 2017, hlm. 4

ability in writing descriptive paragraph. She suggested to the English teacher that the better use picture as media in teaching Descriptive Pargraph.

C. Conceptual Framework

From the review of previous studies and review of related literatures above, I can conclude that Gallery Walk technique is a discussion technique that involves the students in an active engagement. It can be used to synthesize important science concept, writing, and public speaking. The advantage of this technique is its flexibility in the application. In this research the researcher will use Gallery Walk technique to teach writing an announcement text because there are still many students who get difficulties in writing announcement text. The researcher believes that this technique will give some benefits such as to enhance student learning, to motivate students to learn the material, to teach students work independently, and to develop their social skill. Moreover, this technique might be an effective way to improve students' skill in writing announcement.

D. Hypothesis

In this classroom action research the writer use the hypothesis. And the hypothesis of the research is" The Implementation of Gallery Walk technique can improve the students' ability in writing Announcement of eight grade junior high school at MTs Jam'iyatul Alwashliyah Tembung, in academic year 2016/2017"

CHAPTER III

METHOD OF RESEARCH

A. Location of The Research

This research will conduct at MTs Al-Jam'iyatul Washliyah Tembung in the second semester of 2016/2017. Which is located in Street Besar Tembung No.78 Kec. Percut Sei Tuan, Kab. Deli Serdang The reasons for choosing this school were:

1. Identify the problem to be researched is found in this school.

2. The location is accessible in terms of time and found

B. Research Design

Research method is a systematic activity using certain method to find new thing or to prove a theory. This research is classroom action research (CAR), it is kind of research that is conducted in the classroom by a teacher. This research can offer new ways and procedures to improve and increase teacher professionalism in teaching learning process and students' learning result.

According to Arikunto, action research is one of the type investigation that has characteristic reflective participative, collaborative, and spiral that have purpose to repair and to increase the system, method, process, substance, competence and situation.[32]

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[32] Suharsimi Arikunto, et. Al, Penelitian Tindakan Kelas, (Jakarta: PT Bumi Aksara, 2008), p.104.

Classroom Action Research (CAR) is an action research conducted by teachers in the classroom. Action research is essential a series of " research action - research - action". Which carried out the cycle, in order to solve the problem, the problem was solved. There are several types of action research, two which are individual action research and collaborative action research (CAR). Thus CAR can mean to things, namely classroom action research and collaborative action research both refer to the same thing.[33]

C. Subject of Study

The subject of this research will be taken at the second semester Grade VIII of MTs Jam'iyatul Alwashliyah Tembung in Academic Year 2016/2017. And the number of the students are 39 students.

D. Definition Operational of Study

a. Writing is one of productive skills, which contains a symbol (orthographic) and involves a complex process. In making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider the coherence and cohesion.it can be concluded that writing is a system of human communication which represents symbol. By writing, we can share our idea, feeling, or anything than exist in our mind.

b. Announcement is something said, written or printed to make known what has happened or what will happen. In writing an announcement, include the title/type of event, date/time, place, and who to contact.

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[33] Zainal Aqib, Penelitian Tindakan Kelas,(Bandung: Yrama Widya); 2006,p. 12

c. Gallery Walk as "a discussion technique that gets students out of their chairs and actively involved in synthesizing important science concept, writing, and public speaking." The technique also cultivates listening and team-building skills. The advantage of this technique is its flexibility.

E. Technique For Data Collection

In this research, the data is collected by using qualitative data and quantitative data. The qualitative data describes the condition, situation and responses of the students during teaching-learning process. In this qualitative data, the researcher, uses observation (observation sheet), Interview (interview sheet), and documentation. In collecting quantitative data, the researcher conducts writing announcement test. In this research, there are two kinds of test given by the researcher to the students. They are pre-test and post-test.. The tests are conducted by the researcher in order to know the improvement the students' vocabularies mastery of the subject they have learnt.

F. Instrument For Data Collection

There are four instrument of data collecting applied in this study, they are observation, interview ,test and documentation in order to support the data of teaching and learning process.

a. Observation

Observation is Collecting the data with using participant observation is showing to express the meaning of the heavent is the essensial in qualitative observation. Research observe have a role to observe the subject of research such as place of organization. Group of people or some

activities at school. Observation will be used to identify all condition that happen during the teaching and learning process.

b. Interview

Interview is applied for the English teacher before the classroom action research and after classroom action research. It is applied before classroom action research to know the students difficulties in writing skill, the students' participation in writing class, and the teaching strategy in teaching writing. Meanwhile, it is conducted after classroom action research to know the teacher's response about the learning strategy focus on the implementation of Gallery walk technique in teaching writing announcement
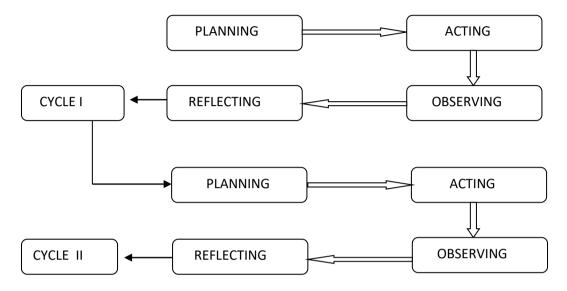
c. Test

Test is given to the students focus on writing announcement. The result of this test is students' writing announcement text. The aim of this test is to measure the students' ability in writing Announcement. The test is used in this study is pre-test and post-test. Pre-test is done before implementing gallery walk Technique in preliminary study to know the students competence in writing announcement. Post-test is done after implementing the gallery walk Technique in teaching writing announcement .

d. 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 medias such as photos, diary notes, and which will be related to research focusing

G. Procedure of the Research

In this Classroom Action Research (CAR), the writer used the CAR principle to collect the data. This research consisted of two cycles and each cycle consisted of four elements.

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┌─────────────┐          ┌─────────────┐
│  PLANNING   │ ──────▶  │   ACTING    │
└─────────────┘          └─────────────┘
                                │
                                ▼
┌──────────┐  ┌─────────────┐  ┌─────────────┐
│ CYCLE I  │◀─│ REFLECTING  │◀─│  OBSERVING  │
└──────────┘  └─────────────┘  └─────────────┘
     │
     ▼
            ┌─────────────┐          ┌─────────────┐
            │  PLANNING   │ ──────▶  │   ACTING    │
            └─────────────┘          └─────────────┘
                                            │
                                            ▼
┌──────────┐  ┌─────────────┐       ┌─────────────┐
│ CYCLE II │◀─│ REFLECTING  │◀──────│  OBSERVING  │
└──────────┘  └─────────────┘       └─────────────┘
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a. Planning Phase

In this phase, the writer and the teacher make some planning based on the finding of preliminary study. The following activities in this action planning are designing lesson plan, preparing the model of gallery walk technique, preparing materials and media, and determining criteria of success. Designing lesson plan aims to provide the teacher with the guideline of teaching and learning activities. The lesson plan is included the following items: specific instructional objectives, the instructional materials and media, procedure of presentation, and procedure of assessment.

Next step is preparing the model of gallery walk technique; the use of gallery walk technique in improving student's ability in writing of announcement text is applied. A model of gallery walk technique develops by the writer and collaborator in teaching announcement writing is using carton paper. It is an activity conducts by the students to generate and organize their ideas on the shapes based cluster.

The following step is preparing materials and media. The materials for implementing the action relates to schematic structure and language features in writing announcement text taken from English text books for the eighth grade students of junior high school.

The last step is determining the criteria of success. It is useful for measuring whether the action of this study is successful or not. In line with the study, the criteria of success are decided based on the agreement between the writer and the collaborator as follows:

1. The students' writing score improves at the same as the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal* (*KKM*) of English (75.0) or above. And it is considered successful if 75% (32 out of 39) of the students with individual score in writing descriptive text achieve at least the same as or above 75.0.

2. The students' participation in writing activities increase that 75% (32 out of 39) of the students should get involved in writing activities and their involvements are in scales "Good" and "Very Good".

b. Acting Phase

In this phase, the writer carries out the action based on the lesson plan that has been made. In implementing the action, the writer acts as the English teacher who taught announcement writing using gallery walk technique. Meanwhile the collaborator acts as the observer who observes all the activities that happen in the teaching learning process. The implementation of the action involved two meetings in each cycle.

c. Observing phase

This phase discusses about the process of recording and gathering all relevant data about any aspect occurred during the implementation of the action. The important aspects in observation are sources of data, the instrument used in collecting the data, and the technique for data collection. In doing the observation phase, the writer himself involves in teaching learning activities and the observer observes all the activities that happen in the class.

d. Reflecting Phase

After collecting the data, the writer will analyze the data of teaching-learning process. Then, the writer will reflect himself by seeing the result of the observation, whether the teaching learning process of writing announcement text using gallery walk technique is good to imply in teaching learning process at the eight year of students of MTs .Jam'iyatul Alwashliyah or not. If the first plan is unsuccessful, proven by students' achievement, the writer should make the next plan (re-planning) to solve students' problem and also to get a good result.

H. The Technique of Data Analysis

In analyzing the data related to the students' test of writing ability, the writer uses analytical scoring rubric adapted from Weigle. There are five components presented in the analytical scoring rubric for writing, i.e., content, organization, vocabulary, language use, and mechanics. In this study, the writer combined vocabulary and mechanic component. The following table is the analytical scoring rubric used by the writer to analyze the students' paragraph writing.

Table I

Scoring Guidance and The explanation of Criterion[34]

Categories	Score	Criteria
Content	27-30	Very good to excellent Knowleageable-suitantive-trough development of topic sentence - relevnt to the assigned topic.
	22-26	Average to good Some knowledge of subjct – edaqete range, lmied development of topic sentence- mostly relevant the topict sentence but lack details.
	17-12	Fair to poor Limited knowledge of subject, edequete range, title substance, inadequete development of topic.
	13-16	Very poor Does not show knowledge of subject, non-substantive, not pertinet, or not enough to evaluate
Organization	18-20	Excellent to very good Fluent expression, ideas clearly stated/supported, succient, well organized, logiical sequencing , cohesive.
	14-17	Good to average Somewhat choppy, loosely organized but but main ideas stant out, limeted support, logical but incomplete sequencing.

[34] H. Douglas brown, *Language Assessment*, p. 244-245

	10-13	Fair to poor Non-fluent, ideas confusedor disconnected, lack logical sequencing and development.
	7-9	Very poor Does not communicate, no organization, or not enough to evaluate.
Vocabulary	18-20	Excellent to very good Exact word, effective word/ idiom, choice, but meaning not obscured.
	14-17	Good to average Adequete range, occasional errors of words, idiom form, choice, usage meaning confused,or obscured.
	10-13	Fair to poor Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused, or obscured.
	7-9	Very poor Essencially translation, little knowledgeable of English vocabulary, idioms, word form or not enough to evaluate.
Language use/ grammar	22-25	Excellent to very good. Effective complex construction, few errors of agreement, tense, number, word order/ uction, articeles, pronouns and prepositions.
	18-21	Good to average Effective but simple construction, minor problems in complex construction, servere errors of agreement, tense, number, word order/ function, articles, pronouns, preposition, but meaning seldom obscured.
	11-17	Fair to good Major problem in simple/ complex construction, frequent, errors of negation, agreement, tense, and / or, number, word order/ function, articeles, pronouns, prepositi, run on, deletion meaning confused on and/ or fragment run on, deletion meaning confused or obscured.
	5-10	Very poor Virtually no master of sentence constructions or rules dominated by errors, does not communicate, or not enough to evaluate.
Mechanics	5	Excellent to very good Demonstrate mastery of conventions, few errors of spelling, punctuation, and

		capitalization, writing sentences.
	4	Good to average Occasional errors of spelling, punctuation, and capitalization, writing sentences but meaning but not obscured.
	3	Fair to good Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured, illegible or not enough to evaluate.
	2	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 uses the formula

$$Mx = \frac{\sum X}{N}$$

Mx : Mean

X : Individual score

N : Number of students

To get the class percentage which passes the minimum mastery criteria- *Kriteria Ketuntasan Minimal* (*KKM*) 75 (seventy five), The score percentage of each cycle will be calculated by using this formula the writer uses

the formula:

$$P = \frac{F}{N} \times 100\%$$

P : the class percentage

F : total percentage score

N : number of students[35]

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[35] Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: RajaGrafindo Persada, 2008),p. 81.

CHAPTER IV

DATA ANALYSIS AND DISSCUSSION

A.   DATA DESCRIPTION

The data was analyzed by quantitative and qualitative data. The quantitative data were taken from the mean of the students' score in taking vocabulary test. The qualitative data were taken from observation sheet, interview , and photography evidence. This research was conducted in one class with 39 students. This research was accomplished in two cyles. Each cycle consisted of four steps of action research (planning , acting, observing, and reflecting). The first cycle including pre-test conducted in two meetings. The second cycle was conducted in two meetings. In the last meeting of each cycle, the students were taken the test as the post test.

A.1 The Quantitative Data

The quantitative data were taken from the result of the test given to the students. The test that given still relevant to the topic taught and discussed in the classroom in every cycle. There were two cycles consisted of four meeting in this research and the test was given in the last of each cycles. The results of the test score of students were shown in the table.

Table 2

The Students' Score in Pre- Test, Post Test I, and Post- Test II

No	Students' Initial Name	Pre–test	Note	Post-Test I	Note	Post-Test II	Note
1	ARR	53	Failed	64	Failed	77	**Passed**
2	ANH	67	Failed	80	**Passed**	90	**Passed**
3	AOPP	56	Failed	73	Failed	80	**Passed**
4	AN	45	Failed	70	failed	80	**Passed**
5	AM	56	Failed	77	**Passed**	80	**Passed**
6	ASAZ	45	Failed	65	Failed	80	**Passed**
7	AMM	43	Failed	55	Failed	70	Failed
8	AKN	65	Failed	80	**Passed**	80	**Passed**
9	CA	53	Failed	70	Failed	90	**Passed**
10	DA	45	Failed	70	Failed	80	**Passed**
11	DR	70	Failed	80	**Passed**	80	**Passed**
12	DM	65	Failed	75	**Passed**	80	**Passed**
13	DSA	80	**Passed**	80	**Passed**	85	**Passed**
14	DN	60	Failed	75	**Passed**	80	**Passed**
15	FWN	55	Failed	65	Failed	75	**Passed**
16	FAP	80	**Passed**	85	**Passed**	85	**Passed**
17	FS	65	Failed	75	**Passed**	75	**Passed**
18	HHI	50	Failed	69	Failed	80	**Passed**

NO	Students' Initial Name	Pre-Test	Note	Post-Test I	Note	Post-Test II	Note
19	MR	62	Failed	70	Failed	75	**Passed**
20	MF	50	Failed	70	Failed	75	**Passed**
21	MHH	55	Failed	75	**Passed**	80	**Passed**
22	NSL	50	Failed	70	Failed	75	**Passed**
23	NSDR	50	Failed	68	Failed	75	**Passed**
24	NAB	50	Failed	70	Failed	70	Failed
25	NH	70	Failed	85	**Passed**	85	**Passed**
26	NK	50	Failed	67	Failed	80	**Passed**
27	PMAL	75	**Passed**	85	**Passed**	90	**Passed**
28	RAL	54	Failed	60	Failed	75	**Passed**
29	RAR	65	Failed	80	**Passed**	80	**Passed**
30	RPY	75	**Passed**	85	**Passed**	85	**Passed**
31	RP	70	Failed	77	**Passed**	80	**Passed**
32	SN	70	Failed	80	**Passed**	85	**Passed**
33	TN	70	Failed	80	**Passed**	85	**Passed**
34	TH	40	Failed	60	Failed	70	Failed
35	TNS	45	Failed	70	Failed	75	**Passed**
36	WK	50	Failed	75	**Passed**	75	**Passed**
37	YWH	76	**Passed**	82	**Passed**	90	**Passed**
38	ZF	56	Failed	80	**Passed**	80	**Passed**

NO	Students' Initial Name	Pre-Test	Note	Post-Test I	Note	Post-Test II	Note
39	ZPS	80	**Passed**	85	**Passed**	90	**Passed**
	Total($\sum x$)	**2249**		**2882**		**3120**	
	Mean (x)	**57.6**		**73,8**		**80**	

From the data above the researcher found there is the increasing of thstudents' mastery. It could be seen from the mean of the value from pre-test, post-test of cycle I and post-test of cycle II that increase. It also could be seen from the table below that showed the students value failed or passed.

From the table above the writer found the students' achievement are:

Pre-Test

In the Pre-test the students score include to the low result, because in Pre-test the students did not understand yet about the material and still shy to ask the teacher. It gave influence in Students' achievement. From the table it showed in the pre-test there are 6 (six) students who able to pass the passing grade 75

Post-Test I

In the Post-Test I the students score got increasing. In the post-test I students had given the reaction to pay more attention to the teacher and asked the material they did not know. And the reaction of the students

gave influence in students' achievement to increase. From the table it showed in the post-test I there are 21 students who able to pass the passing grade 75

Post-Test II

In the post-test II the students score got increasing. In the post-test II students gave the positive reaction and more motivated in doing the test, the students also by Simon says game created the supportive condition in got the high score. The students' reaction and motivation increased the students' achievement. From the table it showed in the post test II there were 36 persons who pass the passing grade 75. It means more than 50% students could improved their writing announcement by using gallery walk

A.2 The Qualitative Data

a. Observation

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 walk was applied to improve the students' ability in writing announcement mastery. 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 so excited, active, and enthusiastic in learning writing announcement by using gallery walk technique

b. Interview

This interview was held on , 7th march 2017 after accomplishing the second cycle. the writer asked some question to the teacher. It was begun with the general condition of the students during implementing the action. As far as she looked, clustering technique was good enough to be implemented in teaching descriptive writing. They looked enthusiast and spirit during teaching learning process. Although still there were a few students were not paid attention to the teacher and lack of vocabulary. They felt easier to write their draft because of this technique. In general, the students' participation was good because the activity in the classroom involved the students.

Other question was about the difficulties faced by the students and its solution in implementing gallery walk technique during implementing the action. It was observed that the most of the students felt difficult in the grammatical process of writing, besides they felt difficult in generating and organizing their ideas in the paragraph. So, the teacher should give more motivation to the students to study hard. The teacher should gave them a perspective that writing is a skill, its need practice as much as possible.

The last category was about the opinion of gallery walk technique, she said that gallery walk technique was a good technique in teaching announcement writing, it can made students felt easier in writing announcement. So, it can be an alternative technique in teaching writing. Furthermore, it was able to improve students' writing ability. It can be seen in the final score that there was significant differences before the technique implemented in teaching writing of announcement

From the explanation above, it could be conclude from the post interview that the teacher gave a positive response toward the implementation of gallery walk technique in teaching announcement writing. In addition, gallery walk technique gave a good impact for improvement of the students' ability in writing announcement text.

c. Documentation

Documentation is one of source as documentation or responding observation 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 announcement test, and during the teaching-learning process in the classroom. From the photo will be found that the students were active and enthusiastic during the teaching-learning process.

B. DATA ANALYSIS

B.1 Quantitative Data

The data was taken from test that gave to the students in the last of each cycle. Based on the result of every meeting and the tests in every cycle which have been conducted, it was found that the students score kept improve since the first until the last meeting. It can be seen from the students' score increased from the pre-test, post-test in cycle I until the post-test in cycle II. The students' score in post-test of cycle I was higher than the pre-test, and the post-test of cycle II was higher than the post-test of cycle I.

Table 3.1

The result of pre-test students' writing announcement score

No	Students' Initial Name	Pre– test	Criteria success (≥ 75)
1	ARR	53	Failed
2	ANH	67	Failed
3	AOPP	56	Failed
4	AN	45	Failed
5	AM	56	Failed
6	ASAZ	45	Failed
7	AMM	43	Failed
8	AKN	65	Failed
9	CA	53	Failed
10	DA	45	Failed
11	DR	70	Failed
12	DM	65	Failed
13	DSA	80	**Passed**
14	DN	60	Failed
15	FWN	55	Failed
16	FAP	80	**Passed**
17	FS	65	Failed
18	HHI	50	Failed

No	Students' Initial Name	Pre- Test	Criteria success (≥ 75)
19	MR	62	Failed
20	MF	50	Failed
21	MHH	55	Failed
22	NSL	50	Failed
23	NSDR	50	Failed
24	NAB	50	Failed
25	NH	70	Failed
26	NK	50	Failed
27	PMAL	75	**Passed**
28	RAL	54	Failed
29	RAR	65	Failed
30	RPY	75	**Passed**
31	RP	70	Failed
32	SN	70	Failed
33	TN	70	Failed
34	TH	40	Failed
35	TNS	45	Failed
36	WK	50	Failed
37	YWH	76	**Passed**
38	ZF	56	Failed
39	ZPS	80	**Passed**

No	Students' Initial Name	Pre- Test	Criteria success (≥ 75)
	Total($\sum x$)	2249	
	Mean (x)	57.6	

Note*: *) students who passed the Minimum Mastery Criterion (KKM) seventy five (75)*

From the table of post-test of cycle I, the total score of the students was 2882 and the number of the students completed took the test from pre-test, post- test in cycle I and the post test in the cycle II was 39 of students, To know the result of students' writing announcement text, the writer needs to calculate the mean score firstly. The mean score derived from the following formula:

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

Where Mx_: The mean of the student

X : The total score

N : The number of students

So the mean of the students was: $Mx = \frac{2249}{39} = 57.6$

Next, to know the class percentage of students who got up to 75 that's using the following formula:

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

P: The percentage of students who get the point (≥75)

R: The number of students who get the point up ((≥75)

T: The total number of students who do the test.

$$P1 = \dfrac{6}{39} \times 100\% = 15,4\%$$

$$P2 = \dfrac{33}{39} \times 100\% = 84,6\%$$

Table 3.2. The Percentage of The Student's Score in Pre-Test

	Criteria	Total of students	percentage
P1	**Passed**	6	15.4 %
P2	**Failed**	33	84.6 %
The total		39	100 %

Based on the result of the pre test, the data showed that the mean score of pretest was 57.6. There were only six students or 15.4 % of the students who got the score above the Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal* (*KKM*) meanwhile the other 33 students were below that criterion. From that analyzing, it could be seen that almost of the eighth grade students' of MTs Al Jam'iyatul Washliyah Tembung in writing announcement was still very low.

Table 4.1

The result of First Post-Test Students' writing announcement score

No	Students' Initial Name	Post- Test I	Criteria Succes (≥75)
1	ARR	64	Failed
2	ANH	80	**Passed**
3	AOPP	73	Failed
4	AN	70	Failed
5	AM	77	**Passed**
6	ASAZ	65	Failed
7	AMM	55	Failed
8	AKN	80	**Passed**
9	CA	70	Failed
10	DA	70	Failed
11	DR	80	**Passed**

No	Students' Initial Name	Post- Test I	Criteria Succes (≥75)
12	DM	75	**Passed**
13	DSA	80	**Passed**
14	DN	75	**Passed**
15	FWN	65	Failed
16	FAP	85	**Passed**
17	FS	75	**Passed**
18	HHI	69	Failed
19	MR	70	Failed
20	MF	70	Failed
21	MHH	75	**Passed**
22	NSL	70	Failed
23	NSDR	68	Failed
24	NAB	70	Failed
25	NH	85	**Passed**
26	NK	67	Failed
27	PMAL	85	**Passed**
28	RAL	60	Failed
29	RAR	80	**Passed**
30	RPY	85	**Passed**
31	RP	77	**Passed**
32	SN	80	**Passed**

No	Students' Initial Name	Post- Test I	Criteria Succes (≥75)
33	TN	80	**Passed**
34	TH	60	Failed
35	TNS	70	Failed
36	WK	75	**Passed**
37	YWH	82	**Passed**
38	ZF	80	**Passed**
39	ZPS	85	**Passed**
	Total($\sum x$)	**2882**	
	Mean (x)	**73,8**	

From the table of post-test of cycle I, the total score of the students was 2882 and the number of the students completed took the test from pre-test, post- test in cycle I and the post test in the cycle II was 39 of students, To know the result of students' writing announcement, the writer needs to calculate the mean score firstly. The mean score derived from the following formula:

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

Where Mx_: The mean of the student

X : The total score

N : The number of students

So the mean of the students was: $Mx = \dfrac{2882}{39} = 73.8$

Next, to know the class percentage the students who got score 75 that's using the following formula:

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

P: The percentage of students who get the point (≥ 75)

R: The number of students who get the point up (≥ 75)

T: The total number of students who do the test.

$P1 = \dfrac{21}{39} \times 100\% = 53.8\%$

$P2 = \dfrac{18}{39} \times 100\% = 46.2\%$

Table 4.2. The Percentage of The Student's Score in Post-Test I

	Criteria	Total of students	Percentage
P1	**Passed**	**21**	**53.8 %**
P2	**Failed**	**18**	**46.2 %**
The total		**39**	**100 %**

The data showed that the mean score of posttest 1 was 73.8. There were only 21 students or 53.8 % of the students who got the score above (≥75) meanwhile the other 18 students were below that criterion. It implied that the first criterion has not fulfilled.

Based on the result of the students' writing announcement in the cycle 1, there was a slight improvement of students' mean score from the students' writing on the preliminary study to the students' writing announcement on the first cycle. The mean score of the previous score was 57.6 and the mean score of the students' writing on the first cycle was 73.8. It could be concluded that the student's writing announcement mastery in got higher in post-test in cycle I than pre-test. But, the student's achievement in the post-test of cycle I was categorized unsuccessful. Because the percentage of the students who pass the passing grade only 53.8 %, the researcher wanted the percentage of students who pass the passing grade was 75 % . Therefore the next action continued on the cycle II.

Table 5.1

The Students' Writing Announcement Score of Post Test II

NO	The Students' Initial Name	Post- Test II	Criteria Succes (≥75)
1	ARR	75	**Passed**
2	ANH	90	**Passed**
3	AOPP	80	**Passed**
4	AN	80	**Passed**
5	AM	80	**Passed**
6	ASAZ	80	**Passed**
7	AMM	70	Failed
8	AKN	80	**Passed**
9	CA	90	**Passed**
10	DA	80	**Passed**
11	DR	80	**Passed**
12	DM	80	**Passed**
13	DSA	85	**Passed**
14	DN	80	**Passed**
15	FWN	75	**Passed**
16	FAP	85	**Passed**
17	FS	75	**Passed**
18	HHI	80	**Passed**
19	MR	75	**Passed**

NO	The Students' Initial Name	Post- Test II	Criteria Succes (≥75)
20	MF	75	**Passed**
21	MHH	80	**Passed**
22	NSL	75	**Passed**
23	NSDR	75	**Passed**
24	NAB	70	Failed
25	NH	85	**Passed**
26	NK	80	**Passed**
27	PMAL	90	**Passed**
28	RAL	75	**Passed**
29	RAR	80	**Passed**
30	RPY	85	**Passed**
31	RP	80	**Passed**
32	SN	85	**Passed**
33	TN	85	**Passed**
34	TH	70	Failed
35	TNS	75	**Passed**
36	WK	75	**Passed**
37	YWH	90	**Passed**
38	ZF	80	**Passed**
39	ZPS	90	**Passed**
	Total ($\sum x$)	**3120**	
	Mean (x)	**80**	

From the table of post-test of cycle II, the total score of the students was 3120 and the number of the students completed took the test from pre-test, post- test in cycle I and the post test in the cycle II was 39 of students, To know the result of students' writing announcement, the writer needs to calculate the mean score. The mean score derived from the following formula:

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

Where Mx_: The mean of the student

X   : The total score

N   : The number of students

So the mean of the students was: $Mx = \frac{3120}{39} = 80$

Next, to know the class percentage of students got score 75 that's using the following formula:

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

P: The percentage of students who get the point (≥75)

R: The number of students who get the point up (≥75)

T: The total number of students who do the test.

$$P1 = \frac{36}{39} \times 100\% = 92.3\ \%$$

$$P2 = \frac{3}{39} \times 100\% = 7.7\ \%$$

Table 5.2

The Percentage of The Student's Score in Post test II

of Students' Writing Announcement

	Criteria	Total of students	Percentage
P1	**passed**	36	92.3 %
P2	**Failed**	3	7.7 %
The total		39	100 %

Based on the result of the students' writing product, there was better improvement of students' mean score from the students' writing announcement in the preliminary study to the students' writing in the second cycle. The mean score of writing announcement post test II in the second cycle was 80. The students who passed got score (≥75)were 36 students or 92.3 % if it calculated into class percentage. It indicated that the first criterion of success has been achieved.

Table 6.1

The Mean Score of Cycle I (Pre-test and Post-test I)

And Cycle II (Post-test II)

X	Pre- Test	Post-Test I	Post- test II
Mean	**57.6**	**73.8**	**80**

The mean of the students' score in the post-test of cycle II was highest, so it could be said that the students' writing announcement mastery by using gallery walk improved from 57.6 to 80

Table 6.2

The Percentage of Students' Writing Announcement

Cycle		The Component Students	Percentage
	Pre Test	6	15.4 %
Cycle I	Post Test I	21	53.8 %
Cycle II	Post Test II	36	92.3 %

From the table above, the result showed the increasing of the students' scores from the pre-test to the post-test of cycle I, post-test of cycle I to post-test cycle II. In the first test (pre-test) the students who got the score $\geq$ 75 were 6 students of 39 students (15.4 %). In the second test (post-test cycle I) the students who got the score $\geq$ 75 were 21 students of 39 students (53.8%). In

the third test (post-test cycle II) the students who got the score ≥ 75 were 36 students of 39 students (92.3%). The increasing of the pre-test to the post-test of cycle I was about 38.4 % and the increasing of post-test of cycle I to the post-test of cycle II was about 38.5%.

B2. Qualitative data

The qualitative data was analyzed from observation sheet and interview sheet The research was done in to cycles, and each cycle consists of two meetings and one test.

a. Planning

There are some activities conducting in this phase. First of all, to find out students' writing ability the writer did pre-test in cycle one. Next, the writer designed a lesson plan for three meetings and selected the appropriate material. The writer also prepared the model of gallery walk. The model of gallery walk was using cartoon and paper. The writer also prepared the material and source of study, besides the writer also prepared the media of learning and exercise as the instrument of collecting data. The writer also prepared observation sheet . Furthermore, the writer and teacher determined the criteria of success. The criterion of success was ≥75 of the students' writing score achieved

b. Acting

Action of the first cycle was done on November, 20th, 21th and 27th March 2017. The writer implemented the teaching learning process based

on the lesson plan had been made and in this phases, there were some activities done by the researcher, they were:

1. Teacher provided the pre-test to the student. In pre- test the researcher observed the situation of the class by asking the students about announcement. Researcher also asked the students about the problem which they faced in doing writing.

2. The researcher explained what announcement, what is function, generic structure. After that the researcher taught the student about announcement text by using gallery walk technique which help in writing.

3. After that researcher gave the explanation about announcement and the gallery walk. Then researcher divide students to five groups, then researcher asked the students to write a announcement as the post- test I and than each groups give commentary to other group.

c. Observing

The writer carried out the observation. The writer observed the teaching learning process by monitoring the students' activities in this cycle. The writer saw that most of meetings were not running well. The students still looked confused, and still felt difficult to generate their ideas into a readable text ofannouncement. It caused of most of students had problems in looking for vocabularies and correct grammar. In doing the test in post- test I, the students kept asking their friends about what should they write and some of them were cheating to their friends. The student also took long time in finishing their writing. So the researcher as the

teacher instructed the student to do their writing seriously and just write what they know how to made announcement. But some student were serious in doing their writing in the class. After that each group put their writing at madding or wall . We can see from their score that there are twenty one students who got score up 75. It is better than their pre- test that there is just seven students got score up to 75.

d. Reflecting

Based on the result of the score of the test in cycle I and also observation of students writing announcement product showed twenty one or 53.8 % of the students who got the score above the Minimum Mastery Criterion of. From the data above, it can be concluded that the implementation of gallery walk technique has not given satisfactory result on the improvement of students' writing announcement ability. Actually, students' score in test of cycle I was improved than the score of pre-test. But, it was needed more increasing in their vocabularies to solve their problems in material because some of them still confused and difficult to understand the writing announcement. In the second cycle, researcher as teacher improved their writing announcement mastery by gave more explanation about announcement..The students have not achieved the Minimum Mastery Criterion. Therefore, it needs to be revised before the implementation of the next cycle. So that it could achieve the criterion of success of this study.

b. The Second Cycle

After doing the first cycle, the students' problems were found and it gave information about the students' vocabulary mastery in masetering the words. Therefore, researcher had a good motivation to 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 the motivation and also more explanation about the material. The second cycle of action research as follows:

a. Planning

In this phase, the researcher prepared lesson plan and emphasized the teaching-learning process in teaching qritting announcement. In this cycle, the researcher explained more deeply about the material in supposed the students could improve and knew well about the meaning of the words. Besides that, the researcher as the teacher used the media to make the students more interest and developed their creativity and also more focus in the material. The researcher also created the supportive and active situation in the class during teaching-learning process.

b. Action

The first thing that the researcher did in the second cycle was to ask the students thing or parts or they had not understood yet from the teacher's explanation before. They replied that they still confused about generic structure of announcement. Based on the students' question, the teacher explains again about generic structure based on the announcement

text. And in the end of second cycle, the researcher asked the students to write an announcement test by gallery walk technique. the theme of announcement different with the theme of cycle II.

c. Obesrvation

The observation was still done for the last time. The activity of students was observed and it showed that most of the students did not have problems about the writing announcement . They liked to learn about writing announcement by using gallery walk which given by the teacher. They were active during teaching learning process and more enthusiastic than before. Most of students got score up 75

d. Reflection

Having checked the students' writing announcement mastery by giving test to them,it was found that the students' score showed the increasing. Based on the observation and the result of their test, researcher concluded that the students could improve their writing announcement mastery by using gallery walk technique . The students' score in the second cycle had improved than in the first cycle. It made the researcher felt the cycle can be stooped because the students could master about announcement.

B.   RESEARCH DINDING

The result was indicated there was an improvement on the students' ability at writing announcement by using gallery walk, it could be seen by the fact of mean that the students' score in each cycle increased. The mean score of post- test I (cycle I) was 73,8, the mean score of post-test II was 80.

The percentage of the students who got point up 75 grew up also. In pre-test, students who got up 75 were only 6 of 39 students or 15,4 %, in the pos- test I, there were 21 of 39 students or 53,8 %, and then in post- test II, there were 36 of 39 students or 92,3 %.

The researcher organized all the quantitative and qualitative data form each meeting. In every cycle, the researcher conducted writing test, from the first test, it was found that the students' ability at writing announcement was still low. They were confused how to develop their ides, after they saw example from researcher and then transform the idea to be a good writing.

Next, the first cycle of classroom action research was conducted and students asked to what gallery walk. In the first cycle most of students still has difficulties in writing announcement. They did not understand well about the announcement. But after teacher taught writing announcement by using gallery walk to the students, they can understood how to writing announcement well , because teacher explained the generic structure. And the students' score of post-test I was better than pre-test.

Although most of students was understand about the lesson, but there were some students still have problem in writing announcement text, it can be seen from the students' score in post- test I There were 15 of 39 students

still have bad score. So, the researcher did cycle II in order to make all of the students understand about announcement well. After the researcher did the second cycle II, the result was better than first cycle. It can be seen from the students' score in post-test II, there were only 3 of 39 students have bad score. But, 36 students got score up ≥75.

The researcher also analyzed the qualitative data which taken from interview, observation sheet, and documentation. The interview showed that the implementation of gallery walk can helped them in writing announcement text. Observation sheet result showed that the students gave responses and good attitude during the teaching learning process. And the last documentation showed the activity in the class. These all qualitative data supported the research finding which is based on the quantitative data. Based on the quantitative data, it found that the implementation of gallery walk had successfully improved the students' ability at announcement.

C.   DISCUSSING

The research was conducted to find out the improving of the students' ability at writing announcement by using gallery walk . gallery walk was one of many technique that could help the students to be easier in learning writing especially announcement.

This research has proved the effectiveness of implementation of gallery walk. It was shown in the table 4 of the improvement of students score of the pre-test until post- test II. It was because the researcher controlled the class better and directly the students who were noisy so the class was quieter and also provided more interesting activity in cycle II. The effect for gallery

walk, the students was easier in learning process and the students can understand correctly what announcement. The teacher was better and easier to implement gallery walk technique in teaching writing announcement.

Based on the result of quantitative data, the result showed that the students' score in pre-test were still low, only six students got score up ≥75, it caused the students still not understood about writing announcement and they didn't know how to write an announcement according to generic structure.

In cycle I the students ability at writing announcement improved. The score was higher and higher for each meeting in the test. It was proven by fact that the mean of the score in post – test I improved. The mean score of post-test I was 73.8 or 21 students. It was higher than pre-test. The students' score in post-test I improved, it shown that the implementation of gallery walk in cycle I can improved the students ability at writing announcement. The students' responds when using gallery walk technique in teaching announcement was very good. Because with the gallery walk can make student active in group or individually and interested the lesson and the students more understand about announcement.

The mean of post-test of cycle II was 80 or 36 students. It was higher than the post-test I. It shown that the students' understanding about announcement was better then before cycle. It was proven from the student who passed in the post-test II. In the cycle II only 3 students still didn't understand well about the material.

The result of the research showed the implementation of gallery walk technique could improve the students' ability at writing announcement.

The qualitative data were taken from interview , observation sheet, and documentation. It was found that the class was effectively. Qualitative data also be an improvement of the teacher's and student's activities during teaching learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

After analyzing the data, it could be concluded that:

1. Gallery walk technique could improve the students' writing announcement mastery at MTs Jam'iyatul Alwashliyah tembung in academic year 2016/2017.

2. The improvement of students' ability in writing announcement text could be seen from the increasing of students' mean writing score from 57.6 in the pre test, and 73.8 in the first cycle to 80 in the second cycle.

3. The observation and interviews conducted by the writer during the action showed that the students were motivated and interest to participate and actively in writing announcement activity.

4. The teacher's response about the implementation of gallery wak technique was positive and it would be an alternative technique in teaching writing. Therefore, gallery walk technique could improve the students' ability in writing of announcement text.

B. Suggestion

Based on the result of this research which positively indicates that the use of gallery walk technique could improve the students' ability at writing announcement. Some suggestion for the teaching learning English are proposed as follows:

1. For the English teacher, it is useful to apply gallery walk technique as one of alternative teaching and do the variation of teaching-learning process so the students' will feel spirit.

2. For the students, the using of gallery walk technique can improve ability of students in writing announcement. It is suggested for other researchers to use gallery walk technique as one the references in teaching writing

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CYCLE I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah   **: MTs Jam'iyatul Alwashliyah**

Mata Pelajaran   **: Bahasa Inggris**

Kelas/Smester   **: VIII/ 1**

Alokasi Waktu   **: 4x 40 Menit (2 x Pertemuan)**

Topik Pembelajaran : Announcement

A. Standar Kompetensi : Menulis

      6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi dasar   :

      6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan beterima untuk berinteraksi dengan lingkungan sekitar.

C. Indikator:

1. Mengidentifikasikan defenisi dari announcement.
2. Membuat contoh dari announcement.

D. Tujuan Pembelajaran:
1. Siswa mampu memahami defenisi announcement text.
2. Siswa mampu membuat announcement baik berkelompok maupun secara mandiri

E. Materi Pokok

a. The definition of Announcement Text.

Announcement is a statement in spoken or written form that makes something known publicly. It should be brief and could answer what, when, where, and who. Often it includes why and how. It seems that it is easy to make announcement, but most of students always feel difficult when they are asked to make their own.

b. The Example of Announcement text

The fifth grade is having an exhibit in Room 207 at two o'clock next Friday afternoon, November 21, 1952. We call it "Traveler's Show." Come travel with us by railroad, ship, or bus to several interesting cities. All pupils are invited to come.

F. Metode Pembelajaran

Gallery Walk Technique

❖ Siswa dibagi menjadi beberapa kelompok
❖ Kelompo diberikan kertas plano/karton
❖ Tentukan tema/ topic pembelajaran
❖ Mendiskusikan tema/topic yang diberikan
❖ Hasil kerja kelompok ditempel dinding
❖ Masing-masing kelompok berputar mengamati hasil kerja kelompok lain

❖ Salah satu wakil kelompok menjelaskan setiap apa yang di tanyakan oleh kelompok lain

❖ Koreksi/mereview bersama-sama

❖ Klarifikasi dan menyimpulkan

G. Langkah – Langkah Pembelajaran

Kegiatan awal (10')

1. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas dan berdoa sebelum memulai pelajaran (nilai yang ditanamkan: santun, peduli)

2. Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)

3. Tanya jawab tentang kegiatan yang dilakukan.

Kegiatan Inti (60')

Eksplorasi (20')

1. Memberikan penjelasan tentang announcement text kepada siswa

2. Memberikan penjelasan gallery walk technique kepada siswa yang akan dipraktikan pada saat pemebelajaran announcement text.

3. Menjelaskan announcement kepada siswa

Elaborasi (30')

1. Siswa dibagi menjadi lima kelompok

2. Masing masing kelompok mentiapkan kertas karton

3. Siswa melihat melihat contoh announcement yang dibuat oleh guru di mading.

4. Siswa diminta meperhatikan announcement text yang dibuat oleh guru Guru

5. Siswa diberikan tema untuk membuat sebuah announcement text oleh guru, lalu siswa mengerjakan nya

6. Siswa diberikan waktu oleh guru untuk mengerjakan announcement text.

7. Kemudian hasil kerja setiap kelompok ditempelkan di madding setiap kelompok.

8. Setiap siswa yang ada dalam kelompok mengelilingi mading melihat hasil kerja klompok lainya..

Komfirmasi (10')

1. Memberikan umpan balik pada siswa dengan memberikan penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya

2. Memberikan motivasi keapada setiap siswa yang kurang dan belum bisa mengikuti materi mengenai announcement text.

Kegiata Akhir (10')

1. Guru memberikan kesimpulan kepada siswa mengenai pelajaran announcement text

2. Merencanakan pembelajaran untuk pertemuan selanjutnya

3. Mengucapkan salam kepada siswa.

H. Sumber

English textbook:

Djatmika, dan Agus Dwi Priyanto. 2005.*Passport to the world A Fun and Easy English Book For Grade VIII Of Junior High Scholl*. Medan : PT.Tiga Serangkai Pustaka Mandiri.

Bahan :

1. Dictionary

I. Penilaian

Teknik Penilaian : Tes Tertulis

Bentuk Penilaian : Menulis Announcement Text Dengan Gallery Walk Tehnique.

Instrument Penilaian :

STUDENT WORKSHEET

1. Write your name, class, and student number on the top corner of your answer sheet.
2. Write an announcement text by the given themes.
3. Remember to include the parts of announcement text.
4. Time allotment is 40 minutes.

Theme : Celebration of Indonesian Independence Day

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Rubric Writing Score of Announcement text

Categories	Score	Criteria
Content	30-27	Very good to excellent Knowleageable-suitantive- trough development of topic sentence - relevnt to the assigned topic.
	26-22	Average to good Some: knowledge of subjct – edaqete range, limiteded development of topic sentence- mostly relevant the topict sentence but lack details.
	21-17	Fair to poor: Limited knowledge of subject, edequete range, title substance, inadequete development of topic.
	16-13	Very poor: Does not show knowledge of subject, non- substantive, not pertinet, or not enough to evaluate
Organization	20-18	Excellent to very good: Fluent expression, ideas clearly stated/supported, succient, well organized, logiical sequencing , cohesive.
	17-14	Good to average: Somewhat choppy, loosely organized but but main ideas stant out, limeted support, logical but incomplete sequencing.
	13-10	Fair to poor: Non-fluent, ideas confusedor disconnected, lack logical sequencing and development.
	9-7	very poor: Does not communicate, no organization, or not enough to evaluate.
Vocabulary	20-18	Excellent to very good : Exact word, effective word/ idiom, choice, but meaning not obscured.
	17-14	Good to average : Adequete range, occasional errors of words, idiom form, choice, usage meaning confused,or obscured.
	13-10	Fair to poor: Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused, or obscured.
	9-7	Very poor: Essencially translation, little knowledgeable of English vocabulary, idioms, word form or not enough to evaluate.
Language use/ grammar	25-22	Excellent to very good.: Effective complex construction, few errors of agreement, tense, number, word order/ uction, articeles, pronouns and prepositions.
	21-18	Good to average : Effective but simple construction, minor problems in complex construction, servere errors of agreement,

		tense, number, word order/ function, articles, pronouns, preposition, but meaning seldom obscured.
	17-11	Fair to good: Major problem in simple/ complex construction, frequent, errors of negation, agreement, tense, and / or, number, word order/ function, articeles, pronouns, prepositi, run on, deletion meaning confused on and/ or fragment run on, deletion meaning confused or obscured.
	10-5	Very poor: Virtually no master of sentence constructions or rules dominated by errors, does not communicate, or not enough to evaluate.
Mechanics	5	Excellent to very good : Demonstrate mastery of conventions, few errors of spelling, punctuation, and capitalization, writing sentences.
	4	Good to average: Occasional errors of spelling, punctuation, and capitalization, writing sentences but meaning but not obscured.
	3	Fair to good: Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured, illegible or not enough to evaluate.
	2	Very poor : No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

Medan, 20 february 2017

Mengetahui

Kepala Sekolah MTs Jam'iyatul   Guru Bidang Bahasa Inggris

Awashliyah Tembung

Muhammad Zubir Nasution, S.Ag   Titik Atika, S.Pd.

Researcher

Fahmi Aulia Batubara

CYCLE II

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : **MTs Jam'iyatul Alwashliyah**

Mata Pelajaran : **Bahasa Inggris**

Kelas/ Smester : **VIII/1**

Alokasi Wakt : **4x 40 Menit (2 x Pertemuan)**

Topik Pembelajaran : **Announcement**

A. Standar Kompetensi : Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi dasar :

6.1 Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan beterima untuk berinteraksi dengan lingkungan sekitar

C. Indikator Pencapaian

1. Mengidentifikasi generic structure dari announcement text
2. Membuat announcement text sesuai generic structurenya sebuah announcement text sesuai generic structurenya.

D. Tujuan Pembelajaran

1. Siswa mampu memahami generic structure dalam menulis announcement text
2. Siswa mampu membuat announcement text sesuai dengan generic stucrure nya.

E. Materi Pokok

  a. The Generic Structure of Announcement Text

1. Stating Purpose : The text that contains what event will be held

2. Stating Day and Date and time   : Day and Date realization. The text that contains when the event will be held

3. Stating Place : The text that contains where the event will be held

4. Informing Sender : The text that contains name of the person who will be contacted

  b. The example of Announcement Text

> To: All students of MTs Alwashliyah Tembung Tembung, we inform thar "English Club" will be heln on:
>
>   Date/day : Wednesday, 3 th april 2016
>
>   Time   : 09.00 pm
>
>   Place   : Hall of MTs Alwashiyah Tembung
>
> Please be on time
>
>   Thank you
>
>   Mr.gunawan

F. Metode Pembelajaran:

Gallery Walk Tehnique

> ❖ Siswa dibagi menjadi beberapa kelompok
> ❖ Kelompo diberikan kertas plano/karton
> ❖ Tentukan tema/ topic pembelajaran
> ❖ Mendiskusikan tema/topic yang diberikan
> ❖ Hasil kerja kelompok ditempel dinding
> ❖ Masing-masing kelompok berputar mengamati hasil kerja kelompok lain
> ❖ Salah satu wakil kelompok menjelaskan setiap apa yang di tanyakan oleh kelompok lain
> ❖ Koreksi/mereview bersama-sama
> ❖ Klarifikasi dan menyimpulkan

G. Langkah- Langkah Pembelajaran:

Kegiatan awal (10')

1. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas berdoa sebelum memulai pelajaran(nilai yang ditanamkan: santun, peduli)

2. Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, Rajin)

3. Tanya jawab kegiatan yang akan dilakukan.

Kegiatan Inti(60')

Eksplorasi (20')

1. Memberikan penjelasan tentang announcement text kepada siswa

2. Menjelaskan generic structure dari Announcement text

3. Menjelaskan Gallery Walk Tehnique yang akan di pratikan langsung oleh siswa.

Elaborasi (30')

1. Siswa dibagi menjadi 5 Kelompok iswa diminta untu melihat co

2. Siswa diminta untuk melihat contoh announcement yang dibuat oleh guru di mading

3. Siswa diarahkan untuk memahami cara memperaktikan gallery walk

4. Siswa diminta untuk membuat announcement text dan menempelkan hasil kerja setiap kelompok

5. Setiap klompok diminta untuk mempresentesikan hasil kerjanya.

6. Setiap siswa dalam kelompok diminta untuk berjalan menegelilingi dan mengamati hasil kerja setiap kelompok yang di tempelkan di madding kertas.

7. Setiap kelompok diminta untuk menulis setiap komentar kepada setiap hasil kerja klompok siswa lainya .dan menempelnya di kertas madding

Komfirmasi (10')

1. Memberikan umpan balik pada siswa dengan member penguatan dalam bentuk lisan pada siswa yang telah menyelesaikan tugasnya

2. Member konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh setiap kelompok

3. Memberikan motivasi kepada siswa yang kurang belum bias mengikuti materi announcement text.

Kegiatan Akhir (10')

1. Guru memberikan kesimpulan kepada siswa mengenai pelajaran

2. Merencanakan pembelajaran untuk pertemuan selanjutntya

3. Mengucapkan salam kepada siswa

H. Sumber

English textbook:

Djatmika, dan Agus Dwi Priyanto. 2005.*Passport to the world A Fun and Easy English Book For Grade VIII Of Junior High Scholl*. Medan : PT.Tiga Serangkai Pustaka Mandiri

Bima M, Bachtiar and Cicik Kurniawati. 2005. *Let's Talk: Grade VIII for Junior High School*. Bandung: Pakar Raya.

Bahan:

1. Dictionary

Alat :

Kertas karton

I. Penilaian

Teknik Penilaian : Tes Tertulis

Bentuk Penilaian : Menuliskan kembali announcement text dengan tema yang telah ditentukan

Instrument Penilaian :

STUDENT WORKSHEET

1. Write your name, class, and student number on the top corner of your answer sheet.
2. Write an announcement text by the given themes.
3. Remember to include the parts of announcement text.
4. Time allotment is 40 minutes.
5. Your written announcement text will be scored based on these considerations:
   a. Organization: Introduction, Body, and Conclusion
   b. Content
   c. Grammar
   d. Punctuation, spelling, and mechanics

Theme : Anniversary School

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Rubric Writing Score of Announcement text

Categories	Score	Criteria
Content	30-27	Very good to excellent Knowleageable- suitantive- trough development of topic sentence - relevnt to the assigned topic.
	26-22	Average to good Some: knowledge of subjct – edaqete range, lmied development of topic sentence- mostly relevant the topict sentence but lack details.
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	16-13	Very poor: Does not show knowledge of subject, non- substantive, not pertinet, or not enough to evaluate
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	17-14	Good to average: Somewhat choppy, loosely organized but but main ideas stant out, limeted support, logical but incomplete sequencing.
	13-10	Fair to poor: Non-fluent, ideas confusedor disconnected, lack logical sequencing and development.
	9-7	very poor : Does not communicate, no organization, or not enough to evaluate.
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	17-14	Good to average : Adequete range, occasional errors of words, idiom form, choice, usage meaning confused,or obscured.
	13-10	Fair to poor: Limited range, frequent errors of word/ idiom form, choice, usage, meaning confused, or obscured.
	9-7	Very poor: Essencially translation, little knowledgeable of English vocabulary, idioms, word form or not enough to evaluate.
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	21-18	Good to average : Effective but simple construction, minor problems in complex construction, servere errors of agreement, tense, number, word order/ function, articles, pronouns, preposition, but meaning seldom obscured.
	17-11	Fair to good: Major problem in simple/ complex construction, frequent, errors of negation, agreement, tense, and / or, number, word order/ function, articeles, pronouns, prepositi, run on, deletion meaning confused on and/ or fragment run on, deletion meaning confused or obscured.
	10-5	Very poor: Virtually no master of sentence constructions or rules dominated by errors, does not communicate, or not enough to evaluate.
Mechanics	5	Excellent to very good : Demonstrate mastery of conventions, few errors of spelling, punctuation, and capitalization, writing sentences.
	4	Good to average: Occasional errors of spelling, punctuation, and capitalization, writing sentences but meaning but not obscured.
	3	Fair to good: Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured, illegible or not enough to evaluate.
	2	Very poor : No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

Medan, 28 february 2017

Mengetahui

Kepala Sekolah MTs Jam'iyatul   Guru Bidang Bahasa
Inggris

Awashliyah Tembung

Muhammad Zubir Nasution, S.Ag   Titik Atika, S.Pd.

Researcher

Fahmi Aulia Batubara

Appendix III

Pre -Test

STUDENT WORKSHEET

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

   answer sheet.

2. Write an announcement text by the given themes.

3. Remember to include the parts of announcement text.

4. Time allotment is 40 minutes.

5. Your written announcement text will be scored based on these

   considerations:

   a. Organization: Introduction, Body, and Conclusion

   b. Conten

   c. Grammar

   d. Punctuation, spelling, and mechanics

Theme : Celebration of Indonesian Independence Day

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Appendix IV

Key Answer of Pre – Test

STUDENT WORKSHEET

Name   : Fahmi Aulia

Class   : VIII

Student Number   :

Theme   : Celebration of Indonesian Independence Day

ANNOUNCEMENT

Inform to all students MTs Jam'iyatul Alwashliyah are invited to join some competitions to celebrate Indonesian Indepedance Day. There are running, swimming, and many other interesting competition. The event will be heln on:

    Day/Date   : Monday, 17th August 2017

    Place   : At school hall

    Time   : At 08.00 am

Because this is an important event, all student must attend. Please don't come late. For registration and more information please contact the organizers.

                      Fahmi

                  (081265347987)

Appendix V

Post -Test I

STUDENT WORKSHEET

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

7. Write an announcement text by the given themes.

8. Remember to include the parts of announcement text.

9. Time allotment is 40 minutes.

10.   Your written announcement text will be scored based on these considerations:

  e. Organization: Introduction, Body, and Conclusion

  f. Conten

  g. Grammar

  h. Punctuation, spelling, and mechanics

Theme : Celebration of Indonesian Independence Day

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Appendix VI

Key Answer of Post – Test I

STUDENT WORKSHEET

Name   : Fahmi Aulia

Class   : VIII

Student Number   : -

Theme   : Celebration of Indonesian Independence Day

ANNOUNCEMENT

Inform to all students MTs Jam'iyatul Alwashliyah are invited to join some competitions to celebrate Indonesian Indepedance Day. There are running, swimming, and many other interesting competition. The event will be heln on:

    Day/Date   : Monday, 17th August 2017

    Place   : At school hall

    Time   : At 08.00 am

Because this is an important event, all student must attend. Please don't come late. For registration and more information please contact the organizers.

                                     Fahmi

                                 (081265347987)

Appendix VII

Post -Test II

STUDENT WORKSHEET

11. Write your name, class, and student number on the top corner of your

answer sheet.

12. Write an announcement text by the given themes.

13. Remember to include the parts of announcement text.

14. Time allotment is 40 minutes.

15. Your written announcement text will be scored based on these

considerations:

  i. Organization: Introduction, Body, and Conclusion

  j. Conten

  k. Grammar

  l. Punctuation, spelling, and mechanics

Theme : Anniversary School

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Appendix VIII

Key Answer of Post – Test II

STUDENT WORKSHEET

Name   : Fahmi Aulia

Class   : VIII

Student Number   :

Theme   : Anniversary School

ANNOUNCEMENT

To: All students of MTs Jam'iyatul Alwashliyah

Tomorrow is anniversary of our school, we will many many activities. Each class must send min 3 students in each activities. Please don't late tomorrow.The event will be heln on:

    Day/Date   : Saturday,12 th January 2017

    Place   : At Hall of Merdeka Walk

    Time   : At 08.00 am

Thanks for your attention

                                                                OSIS

                                                                (085645687987)

Appendix IX

OBSERVATION SHHET CYCLE

CYCLE I

Note: give (√) in each column, where 4 (Very good), 3 (Good), 2 (Enough),

and 1 (Bad).

No	Points will be observed	Cycle I			
		1			
1	The teacher comes on time				
2	The teacher greets the students				
3	Teacher's ability in opening class				
4	Teacher's motivation in teaching learning process				
5	Teacher's mastering the material				
6	Teacher provides the material clearly				
7	Teacher provides the material systematically				
8	The teacher be serious in learning process				
9	Teacher's ability in organizing the class				
10	The teacher give task to the Students				
11	The teacher conclude the material				
12	The students are active in joining the learning process				

No	Statement				
13	Students' respon to the explanation of teacher				
14	The students ask question to the teacher if there is something unclear				
15	Students enthusiast of in teaching process				
16	Students' bravery in giving their opinion				
17	Students interaction in the class				
18	Students' activities in group				
19	The students can follow the rule of gallery walk				
20	Teacher's ability in closing the class				

English Teacher   Researcher

Titik Atika, S.Pd I   Fahmi Aulia Batubara

Appendix X

OBSERVATION SHEET CYCLE

CYCLE II

Note: give (√) in each column, where 4 (Very good), 3 (Good), 2 (Enough), and 1 (Bad).

No	Points will be observed	Cycle I			
		1	2	3	4
1	The teacher comes on time				
2	The teacher greets the students				
3	Teacher's ability in opening class				
4	Teacher's motivation in teaching learning process				
5	Teacher's mastering the material				
6	Teacher provides the material clearly				
7	Teacher provides the material systematically				
8	The teacher be serious in learning process				
9	Teacher's ability in organizing the class				
10	The teacher give task to the Students				
11	The teacher conclude the material				
12	The students are active in joining the learningprocess				

13	Students' respon to the explanation of teacher				
14	The students ask question to the teacher if there is something unclear				
15	Students enthusiast of in teaching process				
16	Students' bravery in giving their opinion				
17	Students interaction in the class				
18	Students' activities in group				
19	The students can follow the rule of gallery walk				
20	Teacher's ability in closing the class				

English Teacher   Researcher

Titik Atika, S.Pd I   Fahmi Aulia Batubara

Interview for the English Teacher in the preliminary study

(Before CAR)

1. **Tanya : Bagaimana proses pembelajaran bahasa Inggris di kelas?**

   Jawab : *biasanya saya memulai dengan apersepsi, kemudian brainstorming atau sedikit ice breaking, bisa dengan kuis atau tebak-tebakan, sampai saya yakin kelas sudah terkondisikan baru setelah itu saya mengistruksikan untuk membuka buku yang akan menjadi topic pembahasan pada hari itu, selanjutnya proses pembelajaran seperti biasa. Terkadang saya menggunakan kelompok-kelompok kecil dalam belajar,atau biasanya dengan metode ceramah.*

2. **Tanya : Aktivitas apa yang dilaksanakan dalam proses pengajaran writing?**

   Jawab : *saya biasanya menjelaskan writing dari struktur teksnya terlebih dahulu, kemudian menjelaskan karakteristik dari sebuah teks yang akan saya ajarkan. Setelah itu siswa diminta untuk memahami teks terlebih dahulu, kemudian siswa diminta untuk membuat contoh teks yang serupa, terkadang dilakukan sendiri-sendiri atau kelompok.*

3. **Tanya : Media apa yang anda gunakan dalam pengajaran writing announcement?**

   Jawab : *biasanya saya menggunakan media dari buku paket, lks*

4. **Tanya : Apa kendala dalam pengajaran writing announcement ?**

    Jawab   : *minat siswanya yang lemah, kemudian mereka sangat minim sekali dalam penguasaan vocabulary, maupun pemahaman grammar. Jadi saya harus benar-benar mengguide mereka dalam pelajaran writing.*

5. **Tanya : Bagaimana partisipasi siswa ketika pengajaran writing anouncement berlangsung?**

    Jawab : *secara partisipasi mereka cukup mengikuti materi yang saya ajarkan, karena saya memberikan tekanan dengan nilai, apabila ada yang tidak mengikuti pelajaran dengan baik, saya akan mengurangi nilai mereka.*

6. **Tanya : Strategy apa yang anda gunakan dalam pengajaran writing khususnya announcement?**

    Jawab : *biasayanya saya hanya menjelaskan teks terlebih dahulu baik dari jenis teksnya, karakteristiknya, maupun garammaticalnya, setelah itu terkadang mereka saya buat kelompok-kelompok untuk bekerja sama dalam mempelajari teks yang diajarkan, atau terkadang saya menggunakan individual work dalam memberikan tugas.*

7. **Tanya : Apakah ibuk pernah mendengar teknik gallery walk dalam pengajaran writing khususnya announcement?**

    Jawab : *belom pernah.*

8. Tanya : Apakah strategi pembelajaran writing menggunakan teknik gallery walk efektif diterapkan pada pengajaran skill writing?

Jawab : *saya belum tahu karena belum pernah saya terapkan dalam pengajaran writing.*

9. Tanya : Menurut anda, apakah teknik gallery walk dapat meningkatkan kemampuan menulis siswa dalam materi announcement ?

Jawab : *saya belum bisa memastikan, tapi menurut saya tehnik tersebut harus dicoba, karena siswa saya membutuhkan sesuatu yang baru untuk dapat memotivasi mereka kembali dalam pelajaran bahasa inggris.*

Appendix XII

Interview for the English Teacher after Classroom Action Research

1. **Bagaimana kondisi siswa ibu dalam pembelajaran writing (menulis) setelah menggunakan teknik gallery walk?**

   Jawab: *sejauh yang saya lihat, tehnik gallery walk dalam pembelajaran announcement writing cukup baik ditrerapkan pada siswa dikelas, mereka lebih termotivasi lagi dan senang dalam belajar bahasa inggris hususnya pelajaran writing yang mereka anggap sulit untukk dipelajari.*

2. **Bagaimana kemampuan pemahaman menulis siswa ibu setelah menerapkan strategi clustering?**

   Jawab: *basically mereka sangat kurang sekali dalam vocabulary, maupun dalam mengekspresikan ide mereka, akan tetapi setelah belajar menggunakan tekhnik gallery walk mereka merasa lebih mudah dalam membuat tulisan dalam bahasa inggris.khususnya dalam menyambungkan satu ide dengan ide yang lain.*

3. **Bagaimana partisipasi siswa ketika pembelajaran writing menggunakan teknik clustering berlangsung?**

   Jawab: *sebagian besar dari mereka sangat cooperative, namun ada beberapa siswa yang memang kurang memperhatikan ketika pembelajaran berlangsung.*

4. **Kendala apa yang terlihat ketika belajar writing menggunakan teknik clustering?**

   Jawab: *sejauh yang saya lihat dari hasilnya adalah sebagian mereka kesulitan vocabularinya, tapi itu hanya sedikit.*

5. **Apa pendapat anda, setelah melihat pembelajaran writing announcement menggunakan teknik gallery walk?**

   Jawab: *saya melihat, tehnik gallery walk ini dapat menjadi alternative dalam pembelajaran writing di kelas.*

6. **Apakah Anda merasa termotivasi setelah melihat penggunaan teknik gallery walk dalam pembelajaran di kelas?**

   Jawab: *saya sangat mengapresiasi apa yang sudah anda lakukan dengan anak didik saya dalam pembelajaran announcement writing menggunakan tehnik gallery walk, tentunya ini sangat memotivasi saya untuk bisa mencoba menerapkan tehnik ini dalam pembelajaran writing selanjutnya.*

7. **Menurut pendapat anda, bagaimana activitas yang dilaksanakan dalam proses pembelajaran writing announcement dengan menggunakan teknik gallery walk ?**

   Jawab: *sejauh yang saya lihat, aktifitas dalam proses pembelajran writing menggunakan tehnik gallery walk berjalan sangat baik, para siswapun sangat termotivasi dalam mengikuti rangkaian pembelajaran.*

8. **Setelah mengobservasi pembelajaran writing announcement dengan menggunakan teknik gallery walk, apakah teknik tersebut efektif diterapkan pada pembelajaran skill writing?**

Jawab: *cukup efektif untuk diterapkan dalam pembelajaran writing.*

9. **Setelah menjadi observer, Menurut anda, apakah teknik clustering dapat meningkatkan kemampuan menulis siswa dalam bahasa Inggris?**

Jawab: *ya, itu bisa terlihat dari indicator pencapaian nilai yang saya lihat, nilai mereka relative naik lebih dari 50%.*

Appendix XIII

Interview with the student in the preliminary study (Before CAR)

Teacher   : Apakah kalian tahu apa itu announcement?

Student A   : Announcement itu pengumuman miss.

Student B   : Announcement itu sebuah pengumumunan yang di berikan

                   pada semua orang sir

Teacher   : Apakah kalian pernah belajar announcement sebelumnya?

Student A   : Pernah sir

Teacher   : Apakah kalian pernah menulis announcement?

Student A   : Kemarin pernahsir tapi dari gurunya

Student B   : Pernah Tapi jarang kali

Student C   : Tidak Pernah sir

Teacher   : Hal apa membuat kalian susah dalam menulis, khususnya

                   announcement text?

Student A   : Gak tahu vocabularynya sir

Student B   : Payah buat kalimatnya sir

Student C   : Ga tahu idenya mulai darimana sir.

Appendix XIV

Interview sheet with the student after Classroom Action Research

Teacher   : Apa yang kamu ketahui tentang announcement ?

Student A   : Announcement adalah sebuah teks yang berisi pengumuman

yang diberitahukan kepada smua orang.

Student B   : Announcement adalah sebuah pengumuman yang berisi

tanggal, nulan ,waktu, serta tempat, dan siapa yang harus dihubungi

Student C   : Announcement adalah sebuah teks yang tempelkan di mading

yang berisi pengumuman tentang apa saja.

Teacher   : Bagaimana menurut kalian setelah belajar announcement

dengan tehnik Gallery Walk ?

Student A   : Dengan tehnik Gllery Walk jadi membuat kami belajarnya

menjadi menarik.

Student B   : Dengan Gallery Walk sangat mempermudah kami

menngetahui generic structure di dalam announcement.

Student C   : Sangat menarik dan lebih paham.

Appendix XV

The Worksheet of student Pre test, Post Test I, Post Test II

NAMA: HABIBATUL HUSNA ISMAIL
KLS : VIII-1
NO ABSEN : 018

Pre- Test

STUDENT WORKSHEET

1. Write your name, class, and student number on the top corner of your answer sheet.
2. Write an announcement text by the given themes.
3. Remember to include the parts of announcement text.
4. Time allotment is 30 minutes.
5. Your written announcement text will be scored based on these considerations:
   a. Organization: Introduction, Body, and Conclusion
   b. Content
   c. Grammar
   d. Punctuation, spelling, and mechanics

Theme : Celebration of Indonesian Independence Day

INDONESIAN INDEPENDENCE DAY

To all student of MIS al washliyah tembung, that will chess contest, accompany at the class room, at date Wednesday 17 august, the request all of present to this program.

C = 17
O = 11
V = 8
L = 10
M = 4
―――
50

Pre- Test

STUDENT WORKSHEET

1. Write your name, class, and student number on the top corner of your answer sheet.
2. Write an announcement text by the given themes.
3. Remember to include the parts of announcement text.
4. Time allotment is 30 minutes.
5. Your written announcement text will be scored based on these considerations:
   a. Organization: Introduction, Body, and Conclusion
   b. Content
   c. Grammar
   d. Punctuation, spelling, and mechanics

Theme : Celebration of Indonesian Independence Day

INDONESIAN INDEPENDENCE DAY

To all student of MTS al-washliyah tembung, that will chess contest, accompany at the class room, at date Wednesday 17 august, the request all of present to this program.

$$C = 17$$
$$O = 11$$
$$V = 8$$
$$L = 10$$
$$m = 4$$
$$\overline{}$$
$$50$$

Appendix III

Pre- Test

STUDENT WORKSHEET

1. Write your name, class, and student number on the top corner of your answer
   sheet.
2. Write an announcement text by the given themes.
3. Remember to include the parts of announcement text.
4. Time allotment is 30 minutes.
5. Your written announcement text will be scored based on these considerations:
   a. Organization: Introduction, Body, and Conclusion
   b. Content
   c. Grammar
   d. Punctuation, spelling, and mechanics

Theme : Celebration of Indonesian Independence Day

Indonesian Independence day

announcement to entire student MTs Al-Wasliyah tembung
truly will giwen contents 17 august on school MTs Al-Wasliyah
Tembung For will giwen

Day : monday

Fall out: 17 agustus 1945

C : 18
O : 15
V : 15
r : 14
m : 3

Pre-Test

STUDENT WORKSHEET

1. Write your name, class, and student number on the top corner of your answer sheet.
2. Write an announcement text by the given themes.
3. Remember to include the parts of announcement text.
4. Time allotment is 30 minutes.
5. Your written announcement text will be scored based on these considerations:
   a. Organization: Introduction, Body, and Conclusion
   b. Content
   c. Grammar
   d. Punctuation, spelling, and mechanics

Theme : Celebration of Indonesian Independence Day

Indonesian Independence Day

To all of the student's in MTs. Al-Washliyah Tembung.

Prepare the results of Prepare 17 Agust 1945 to Ceremony in the school. held on monday. 17 agust 2002 at 07.15 am. Will given Contest to tomorrow.

Thank you

C : 23
O : 15
V : 14
L : 13
M : 5
———
70

Pre- Test

STUDENT WORKSHEET

1. Write your name, class, and student number on the top corner of your answer
   sheet.
2. Write an announcement text by the given themes.
3. Remember to include the parts of announcement text.
4. Time allotment is 30 minutes.
5. Your written announcement text will be scored based on these considerations:
   a. Organization: Introduction, Body, and Conclusion
   b. Content
   c. Grammar
   d. Punctuation, spelling, and mechanics

Theme : Celebration of Indonesian Independence Day

INDONESIAN INDEPENDENCE DAY

To all student of MTS al washliyah tembung, that will chess
contest accompany at the class room, at date Wednesday 17
august, the request all of present to this program.

C = 17
O = 11
V = 8
L = 10
M = 4
—
50

Post- test I

STUDENT WORKSHEET

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

   sheet.

6. Write an announcement text by the given themes.

7. Remember to include the parts of announcement text.

8. Time allotment is 30 minutes.

9. Your written announcement text will be scored based on these considerations:

   a. Organization: Introduction, Body, and Conclusion

   b. Content

   c. Grammar

   d. Punctuation, spelling, and mechanics

Theme : Celebration of Indonesian Independence Day

75

TO: All student OF english club indeed we will
bring about contest OF "indonesia independence
Day" will be held on:

Day/Date: Sunday, 17th August 2010

Time: 08.00.p.m — 11.00 a.m.

Locations: in the field mts. AL-WASHLIYAh tembung

thanks your attentions

C: 0.20
O: 18
V: 13
L: 20
M: 4 / 75

Post- test 1

STUDENT WORKSHEET

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

   sheet.

6. Write an announcement text by the given themes.

7. Remember to include the parts of announcement text.

8. Time allotment is 30 minutes.

9. Your written announcement text will be scored based on these considerations:

   a. Organization: Introduction, Body, and Conclusion

   b. Content

   c. Grammar

   d. Punctuation, spelling, and mechanics

Theme : Celebration of Indonesian Independence Day

Indonesia Independence Day

TO : All peoples of Bandar Khalifah village

The goverment remind everyone to attend of

Ceremony " Indonesia Independence Day ".

Will be held on :

Day / Date : Monday , 17ᵗʰ August 2017

Time : 08 : 30 AM

Place : In the field Bandar Khalifah village

" Thanks

C : 23
O : 16
V : 16
L : 21
M - 4
80

Q61
06732134

Post -Test II

STUDENT WORKSHEET

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

2. Write an announcement text by the given themes.

3. Remember to include the parts of announcement text.

4. Time allotment is 30 minutes.

5. Your written announcement text will be scored based on these considerations:

    a. Organization: Introduction, Body, and Conclusion

    b. Conten

    c. Grammar

    d. Punctuation, spelling, and mechanics

Theme : Anniversary School

"Announcement"

* Anniversary School *

Attention please!

for : All students MTs Al-Washliah Tembung

     to inform that will beheld many activities, to celebrate

Anniversary our school. So, I hope You can come

on time. will be held on:

Day, Date : next monday, 13 - March - 2017th

Time : 08.00 a.m

Place : In the field Mts Al-Washliah tembung

Commite:
Dani = 0813 - 5034 - 7604

C : 26
b : 19
V : 16
I : 21
m : 3
_____
85

Name : Tania Nurhalizah
Class : VIII-1
Student number : 34

Post -Test II

STUDENT WORKSHEET

1. Write your name, class, and student number on the top corner of your answer sheet.
2. Write an announcement text by the given themes.
3. Remember to include the parts of announcement text.
4. Time allotment is 30 minutes.
5. Your written announcement text will be scored based on these considerations:
   a. Organization: Introduction, Body, and Conclusion
   b. Conten
   c. Grammar
   d. Punctuation, spelling, and mechanics

76

Theme : Anniversary School

ANNOUNCEMENT

To : all students of "MTs. Al-Washliyah Tembung". we will remember Anniversary School. the school will make race class draw and have prize to winner. the race will be held on :

Day. Date : Monday, 30th November 2016

Time : 07.00 a.m s/d

Place : MTs. Al-Washliyah Tembung

Thanks for your attention   from : commite
                                          061234212

C = 26
O : 18
V : 17
L : 20
N : 4
―――――
85

NAMA : YENI WIDYA HARAHAP
  : VIII - I
  : B. INGGRIS

SENIN
6 MARET
2017

Post -Test II

STUDENT WORKSHEET

1. Write your name, class, and student number on the top corner of your answer sheet.
2. Write an announcement text by the given themes.
3. Remember to include the parts of announcement text.
4. Time allotment is 30 minutes.
5. Your written announcement text will be scored based on these considerations:
   a. Organization: Introduction, Body, and Conclusion
   b. Conten
   c. Grammar
   d. Punctuation, spelling, and mechanics

90

Theme : Anniversary School

" Anniversary School "

TO : All students Of MTs. AL-WASHLIYAH TEMBUNG

      Invite to join some Competitions that will

be held on 31ᵗʰ November 2016 to Celebrate " Anniversary School "

there will be running, singing, Contes and many other

Interesting Competitions.

Will be held on :

Day/date : Sunday. 31ᵗʰ NOVEMBER 2016

Time   : 08.00 - 12.00 Pm

Location : In the find Of MTs. al-Washliyah Tembung.

      Thanks for your attentions. :)

C : 28
O : 18
V : 18
L : 21
M : 5 /90

{ Commite :
{ Danu : 0857- 6210- 5703

Appendix XVI

Documentation in Teaching learning process

ANNOUNCEMENT

Celebration of Indonesia Indenpendence Day

Attention please!
for all peoples of Tembung City

In incident to receive of "Indonesia Independence Day" we will made
Implementation a Competitions starts at :
Day/date : Sunday ,17th August 2016
Time : 08.00 – 12.00 .p.m
Location : In the Bandung Square
All peoples should register in the Mosque proximate before 15th August 2016
the winner will get a trophy and a prize
Thank you and good luck!
from : Organizer
↳ Team One