IMPROVING THE STUDENTS' ABILITYIN WRITING SKILL DESCRIPTIVE TEXT THROUGH GALLERY WALK STRATEGY AT SMA NEGERI 1 RUNDENG KOTA SUBULUSSALAM ACEH

SKRIPSI

Submitted to the faculty of tarbiyah and teachers training, state islamic university of north sumatra medan as apartial fulfilment of the requirement for the degree of sarjana pendidikan

By :

MAWARNI NASHA
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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

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STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

MEDAN

2019

Nomor	: Istimewa	Medan, 1 Juli 2019
Lampiran	: -	Kepada Yth :
Perihal	: Skripsi	Bapak Dekan Fakultas Ilmu Tarbiyah
	a.n. Mawarni Nasha	dan Keguruan UIN Sumatera Utara
		Di –
		Medan

Assalamu'alaikum Wr. Wb

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

Nama   : Mawarni Nasha

NIM   : 34.15.4198

Jurusan   : Pendidikan Bahasa Inggris

Judul   : **IMPROVING THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT THROUGH GALLERY WALK STRATEGY AT SMA NEGERI 1 RUNDENG KOTA SUBULUSSALAM ACEH**

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

Medan, July 1st 2019

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PERNYATAAN KEASLIAN SKRIPSI

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil ciplakan, maka gelar dan ijazah yang diberikan oleh Universitas batal saya terima.

Medan, July 1st 2019

Yang membuat pernyataan

Mawarni Nasha
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Mawarni Nasha
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ABSTRACT

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Title   : Improving The Students Ability In Writing Descriptive Text
Through Gallery   Walk Strategy At SMA Negeri 1 Rundeng
Kota Subulussalam Aceh

Improving The Students Ability In Writing Descriptive Text Through
Gallery Walk Strategy At SMA Negeri 1 Rundeng Kota Subulussalam Aceh

Mawarni Nasha (34154198)

Thi researcher is aimed to find to answer to the following researcher questions: does gallery walk, improve the students ability in wraring descritive text at SMA Negeri 1 Rundeng Kota Subulussalam Aceh. This study is a classs room action research. The subject of the researcher was XI at SMA Negeri 1 Rundeng kota subulussalam Aceh that was done by preliminary researcher and two cycles. The technique of analyzing data of this research is applied qualitative

and quantitative data. The qualitative data were taken from observation sheet, interview, diary notes, and documentation. The quantitative data were taken by from the test. The result of the data analyzing showed that there was in was an improving on the students writing descriptive text through gallery walk from each cycle. The indicator of success of is 75, as the minimum standard of score (KKM). The ability can seen in the result of students' average score from the pre-test was 62,72 , post-test 1 was 72,32 and second cycle 78,79 .thus, alternative hypothesis (ha) could be received. Based on the finding, the alternative hypothesis(hα) stating that gallery walk strategy could be improved student's ability in writing descriptive text.

Keyword : Ability, Descriptive Text, Gallery Walk Strategy

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CHAPTER 1

INTRODUCTION

1.1 The Background of The Study

In learning language, there are four skills shall be taught to students, there are speaking. In practice, the writing taught after listening, speaking and reading. According to Elbow writing is a way to communicate what we think, feel, and see

through word.[1] But this does not state that learning writing is not important. In fact, since writing is a very important lesson learning why writing is taught after the third important element is taught and writing also is the very difficult subject for the student.

Writing is one of the four skills that will be discussed in this study. Writing is main point for developing ideas and feeling by considering some important components and writing processes. Writing can also be a learning tool that can be done be students to write their writing assignment to enrich their skill to write everything.

English as a foreign language (EFL) is difficult to understand by the students in learning process. This case can be seen in a school SMA Negeri 1 Rundeng Kota Subulussalam Aceh when learning process is running, this also relate to the writer's experience when Teaching Practice (PPL).One of the difficulties that faced by the students is in writing skill, especially in writing descriptive text. There are some problems that faced by the students in descriptive text, Such as students poor of vocabularies and grammar. Students also did not know how to write a descriptive text, well in generic structure and language features that used in descriptive text. This case happen because of the teacher did not use the appropriate or interesting strategy in teaching process. It cannot be denied that writing is very important for human being. It is done dot only for a pleasure, and to communicate, but also for enriching the knowledge. In Islam, writing is considered to be an important activity. Allah stated in surah al-Qalam.

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[1] Peter Elbow,(1973) writing without teachers, USA: Oxford University Press, P. 14

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◆◻ꕤ◆✌◆◻◆𝔏◻↖❷ꛥ⟃⇔◯◻④ꕐꗝ𝒥

Nuun, by the pen and what they inscribe.

The word *Qalam* in that verse has meaning of the tool to write (pen). It means that pen is used to write and the result of that activity is a written text[2].

In the kurikulum tingkat satuan pendidikan (KTSP) 2006 syllabus if junior and senior hight school curriculum require student to be able to write some kind of genre in writing .They are narrative, recount, descriptive, report, explanation, analytical explanation, descriptive, procedure, discussion, reviews, and anecdote, spoof and news items.

Based on my Observation At SMA Negeri 1 Rundeng Kota Subulusalam Aceh, Researcher Faced The Difficulty of making a good writing. Most of them had no problem to say their ideas, but when it came to put them into words.

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[2] tafsir*al-quran atas surat-surat pendek brdasarkan turunya wahyu* (bandung: pustaka hidayah 1997), p 98

found it was not at easy thing[3] do to. They were struggled to find the right words used and the have it in grammatically correct.

Because of the difficulties of writing, some efforts have been done to solve the problem. The main objective was to make writing became easier to learn for students. In order to make writing become easier to learn, teacher has to make an interesting teaching method. The teacher needs method to convey the lesson to students. It is needed to help students understand faster and better. Brown states that using a variety of method will increase the probability that the students will learn more and retain better what they learn in improving the performance of skill they are expect to develop.[4]

Qur'an mentions about using the right method as well. It is in An-Nahl 125;
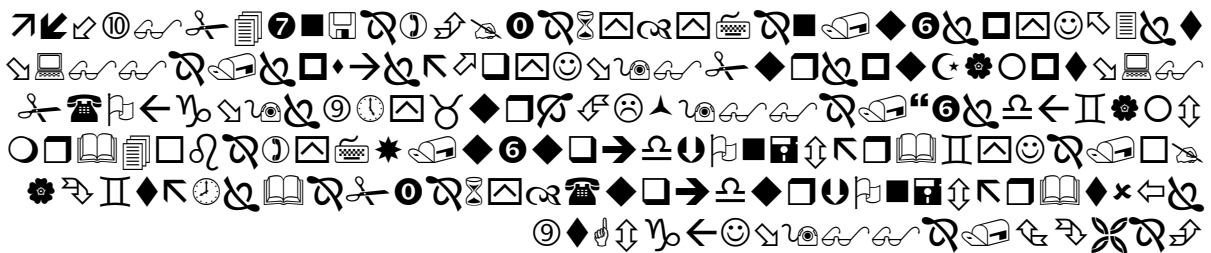
Invite to the way of your lord with wisdom and good instruction, and argue with them in way that is best, your lord is most knowing of who has strayed from his way, and he is most knowing of who is (rightly) guided.[5]

In that verse, we can see the importance of using the right method. Therefore, the teacher should choose the best strategy in teaching writing. One of them is gallery walk. Using this strategy can help the students to be more active and get actively involved in a classroom activity. Another positive thing about this strategy is that their work would get

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[3] http:// quran .com search/ Al/ 68 accessed on 20 th of January 2015 02.25 pm

[4] Douglas brown, *teaching by principle:an interactive approach to language pedagogy*, (san Francisco: longman, 2001), 2 an Ed, p.l

[5] http://quran.com/16/125 accessed 20 th of January 2019 14.40. pm

comment from other students, so it is like a reflection for them. Gallery walk honors the students' works, connects, students to each other and allows the students to learn in an interesting way[6].for that reason , researcher will conduct a classroom action research entitled " improving students ' achievement in writing descriptive text through gallery walk strategy at SMA Negeri 1Rundeng Kota Subulussalam Aceh.

1.2 Identification of The Study

Based on the background of study, writer can identify some problems;

1. The students' ability in English are low.

2. The students' ability at writing descriptive text is low.

3. The students have difficulties in the sentence structure.

4. The students do not know how to apply any components of writing.

5. The students don't know much vocabulary.

1.3 Limitation of The Study

Based on the identification Of Problem Above, The Problems That Want to arise So Wide and Researcher Need To restricted. Therefore, The Study Focuses On Improving The Student Ability In Writing Descriptive Text Through Gallery Walk Strategy.

1.4 Formulation of The Problem

Based on the background of study, the formulation of study is formulated The Research problem can be Formulated as follows;

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[6] Sharon L, Bowman, Ma, *The Gallery Walk: An Opening, Closing*, And Review, Activity,(Nv : Bowperson, 2005) P.1,3.

1. Does Gallery walk strategy improve the students' ability in writing descriptive text at SMA Negeri 1 Rundeng Kota Subulussalam Aceh?

2. How is the students' response in the classroom when Gallery Walk strategy apllied?

1.5 Object of The Study

1. The objectives of the research is to find out Does Gallery walk strategy   improve the students 'ability in writing descriptive text.

2. To know the students' response in the classroom when Gallery Walk strategy   apllied.

1.6 The Significant of The Study

1. Practical Benefits

a. To the students, this research is expected to encourage students more active and high motivated especially in developing writing descriptive text through gallery walk strategy.

b. To the english teacher, the writer expects that thus study may inspires teachers to make better ways and technique in teaching and learning process.

c. To the school, this research is expected to be used as conceptual contribution. Therefore, it can improve the quality of education and innovation for learning and teaching english at SMA Negeri 1 Rundeng Kota Subulussalam Aceh.

d. To the Writer herself, the writer expects she will improve the knowledge about English teaching and her creativity in teaching.

2. Theoretical Benefits

For other researcher, this study is expected to help them to get more information about this study and can be used for better studies.

CHAPTER II

THEORETICAL REVIEW

2.1 Theoretical Framework

2.1.1 Writing

Writing is the expression of language in the form of letters, symbols, or word, the primary purpose of writing is communication. People have used many tools for writing, including, paint, pencils, pens, type writers, and computer. The writing can be formed on the wall of a cave, a piece of paper or a computer screen. From the explanation, writer can conclude that writing is a process of putting ideas, feeling and opinion in our mind through

written form. We combine our ideas into sentence and the paragraphs have a meaning, so the reader can understand the meaning of the text.

2.1.2 Writing process

According to Harmer writing process is producing a writing matter, there is process involved and the process can be affected by the content (subject matter) of the writing. The type of writing and the medium is writing in. there are four element if the writing process are planning, drafting, editing and final person.[7] When writing, student work through the stages of writing process. The creation of writing course in basically five stages: prewiring, drafting, revising, editing, and publishing prewriting is the planning and idea gathering stage. Drafting refers to time spent composing a rough draft. Revising is the process of improving the draft. Student reread their work and share with a partner or small group; they then make changes and the writing, based on the feedback from their peers. Editing is the process of correcting mechanical errors, publishing, or sharing, is accomplished and wide variety of ways when the work is in final form. Students of all ages move back and forth among these stages while; the stages are not lockstep or sequential.[8]

a.   Prewriting: students generate ideas for writing: brainstorming, reading, literature, creating left maps, webs and story chart, developing word banks, deciding on for, audience, voice, and purpose, as well as through teacher motivation,

b. Rough draft: students get their ideas to paper, they, write, with concern for convention. Writing work does not have to be neat: it is sloppy copy''.

c. Reread: student proof their own work by reading aloud reading for sensibility

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[7]Utamidewi, *how to write*, diktat press 2013 medanpg 2 - 3

[8] Harmer 2004 *how to teach* writing (harlow: longman) p.4-5

d. Share with a peer visor: students she and make suggestion for improvement: asking, who, what, when, where why, and how question about pars of the story the story the peer does not understand: looking for better words; and telling about how to make the work better.

e. Revise improve what he narrative says and how it says it write additions, imaginary, and details. Take out unnecessary work. Use peer suggestions to improve, clarify.

f. Editing work together on editing for mechanics sure the work is good proof.

g. Final draft student produce their final copy to discus with the teacher and write a final draft.

h. Publishing student publish their written pieces sending their work to publisher reading their finished story aloud, making, books, this is time to celebrate.

In actually, the writing process is not a highly organized linear process but rather a continual movement between the different steps of the writing model. There are many models of writing process. The writing process a systematic approach to writing that includes prewriting, drafting, revising, editing, and publishing.[9] It can made student t easy to make a sentence if students knowhow to make good sentence well.

2.1.3 Students' Ability in Writing

Definition writing ability according to the approaches to the teaching of writing, it is not plausible to find the writing ability which is accepted and agreed amongst all researchers and practitioners of English writing. Cognitive consist of knowledge, understanding, application analysis synthetic and evaluation. Application includes the ability to devide the small parts into whole. Synthetic includes combining the new things in to the new thing into the new understanding and evaluation merits the ability to perform an opinion about something

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[9] Ibid, pg. 9-11

Affective is the changing of behavior that affects someone lies to do something. There are acceptance, sign with the acceptance by using their senses and responds. Decisions, decide a problem with a complex. Psychomotor, the skills to do something, ready to do it based on physic and emotion, self control and become a habit. Therefore is concluded that the ability is a successful in reaching particular goal, statues or standard, especially by effort, skill, courage, etc.

2.1.4 Assessment of writing

In order to determine how well the writing is, as an evaluator, the teacher has to have a right concept of writing assessment to assess the writing work appropriately. According to Weigle, there are five components in scoring writing rest such as following.[10]

Table 2.1 assessment of writing

1.Content	Content of writing covers clear mind idea, detailed and substantive; all materials are relevant to main idea. The write must exclude everything irrelevant to main idea to reach excellent level of content of writing.

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[10]Weigle 2009. *Assessing writing*. London: Cambridge university press

2.organization	a writer is ezpected do demonstrate an understanding how text are structured as whole piece of writing. In includes understanding that each paragraph contains a topic sentence in the paragraph related to those sentences. Understanding of cohesion involves showing relationship between clauses and sentences by means of linking phrases, phrase and other perform
3.Vocabulary	In writing it is a must for the writer to choose and use words appropriately in order to the writing will not ambiguous , absolutely, the choose of the word , phrases and idiom should be effective.
4.language use	It is important component to consider the writer should concern to the rules of grammatical structure such as tenses, part of speech, subject verb agreement, sentences construction , etc.
5.mechanics	In mechanics, the writer concern with the technical rules of writing include the right punctuation, spelling and

	paragraphing.

2.1.5 Genres of writing

According to knap and watkins, genre is an organizing concept for cultural practice. Genre is place occasion, function, behavior and interaction structures, genres are classified according to their purpose and identified according to stages the moved they moved through to attain their purpose[11]. genre is organizing concept for cultural practice, genre is placed based on occasion, function, behavior and interaction structure, the genres of writing are spoof/ recount, report, analytical exposition, new item, anecdote, narrative, procedure, description, descriptive, explanation, discussion, and review. In this case writer only focuses on genre of descriptive writing.

2.1.6 Teaching writing

Teaching involves the application of technical and professional skills and knowledge to particular, situation, it must necessarily involve teacher making a judgment in the light skill and knowledge[12]. The reason for teaching writing to student of English as a foreign language, include reinforcement, language developing, learning, style, and most importantly, writing, as a skill in its own right.

Reinforcement: some students acquire language, in a purely oral/ aural way, but most of us benefit greatly from seeing the language writing down, the visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to committing the new language shortly demonstration of language contraction is invaluable for both our understanding of how it all fits together and as an aid to committing the new

---

[11] Knap and Watkins 2005 *genre, text and grammar. Sidney*: university of south wales

[12] Jeremy Harmer. 2004. *How To Teach Writing*. (England Education Ltd) P.31

language to memory. Students often find it useful to write sentences using new language shortly after they have studied it.

Language development: we can be sure, but is seems that the actual process of writing (rather like the process of speaking) helps us to learn as we go along. The mental activity we have to go through in order to construct proper written text is all part of the ongoing learning experience.

Learning style: some students are fantastically quick at picking up language just by looking and listening, for the rest of use, it may take a little longer. For many learners, the time to think things through, to a produce language in slower way invaluable. Writing is appropriate for such learners. It can also be a quite reflective activity instead of the rush and bother of interpersonal face to face communication. Writing as a skill: by far most the important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening, and reading, students need to know how to write letters, how to put written reports together, how to reply to advertisement and increasingly, how to write using electronic media, they need to know some of writing's special conventions (punctuation paragraph, construction, etc.) just as they need to know how pronounces Spoken English appropriately. Because by using that the writer can develop they skill at writing.

2.1.7 Kind of The Text

Text can be classified into several types. The term of type is sometime stated as genre. These types of text are.[13]

1.   Narrative text

2.   Recount text

3.   Expositori text

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[13]Muhzinnawawi, *English for 3 grade*. Lampung. Smart Quantum 2013

4.   Descriptive text

These class if cation on type of text are based on analysis of three main elements of text.

These elements of the text are:

A. The purpose of the text; why is the text made? why is the text made for by its writer.

B. The generic structure of the text; analyzing the used structure in composing the text, in what way is the text constructed by its writer.

C. The language feature; taking a look at the linguistic characterizations of the text, what kind of language feature is used to build the text by its writer.

2.1.8 Narrative text

Narrative is the text focusing specific participants. Its social function is its tell stories or past events and entertain the readers Generic structure of Narrative text consists if the following structure:

Orientation: Introducing the participants and informing the time and the place.

Complication: Describing the rising crises which the participants have to do with.

a. Resolution: showing the way of participant to solve the crises, better or worse.

b. Language feature of Narrative

c. Using processes verbs

d. Using simple past tense

e. Using temporal conjunction

2.1.9 Recount text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.[14]Generic structure of Recount.

A. Orientation: Introducing the participants, place and time.

B. Events: describing series of event that happened in the text.

C. Reorientation: it is optional. Stating personal comment of the writer to the story.

D. Language feature of Recount

E. Introducing personal participant; I my group, etc

F. Using chronological connection; then, first, etc

G. Using linking verb; was, were, saw, heard, etc

H. Using action verb; look, go, change, etc

I. Using simple past tense

2.1.10 Exspositori text

Exposition is a text that elaborates the writer's idea about the phenomenon surrounding; its social function is to persuade the reader that the idea is important matter.

A. Generic structure of Analytical Exposition

B. Thesis: introducing the topic and indicating the writer's position.

C. Argument 1: Explaining the argument to support the writer's position.

D. Argument 2: Explaining the other argument support the writer's position more.

E. Reiteration: restating the writer's position

F. Language feature of Analytical Exposition

G. Using relational process

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[14]http://www.belajarbahasainggrisku.com/2014/05/contoh-narrative-text-bahasa-inggris-.html

H. Using internal conjunction

I. Using causal conjunction

J. Using simple present tense

2.1.11 Descriptive text

Description is a written English text in which the written English text in which the writer describe an objects. The social function of descriptive text is described an objects. The object can be concrete or abstract object.[15]It can be a person or an animal, or fruit or a house. According to Pardiyono, descriptive text is a type of written text, which has the specific function to give descriptive about an abject (human or nonhuman). The generic structure 0f descriptive text consist of two part, i.e.[16]

a.   Identification contains a statement of a paticular topic that will be described.

b. Description contains detail descriptions about the object mean in the identification.

Language features in writing used in writing a descriptive text are using present simple, using adjectives, focusing in a specific participant and using conjunctions.

Descriptive text how a person/thing looks, or fells.in descriptive text, you can describe people, places, object or events. The main purpose is to create an image in reader's minds. In short, it is like painting with the words.

Furthermore, descriptive text should concentrate on action (verbs), rather than sensations (adverbs and adjectives). Writer should assume the role of readers Description text should be detailed, clear and render the represented reality chronologically. Rather than providing advice, descriptive text ought to focus essential information that is presented in a

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[15] Jeremy Harer, *How To Teach English*(An Introduction To The Practice Of English Language Teaching), England

[16]Pardiyono. 207. *PastiBisa*. (Yogyakarta: Andi) P. 34

step-by-step manner. Description text include details that appeal to the five senses; sight, taste, touch, smell and hearing. In descriptive text, the writer must convey information that appeals to all the senses, in order to give the best possible description to the reader.

In description text, especially describing about person, there are several important points.

2.1.12 Generic Structure

1) Identification, which identifies phenomenon that will be described.

2) Classification (person/common sense) name, age, weight, height, physical, appearance, place of birth, occupation, residence.

2.1.13 Social Function

The social function of writing description text is to describe a particular person, place, thing or animal. However, we focus on the describing person only.

2.1.14 Kind of Descriptive Text

As we know that descriptive text is a text is a text to describe something, such as person, places or things. According to Alawi, it normally takes on there form, they are:[17]

1) Description of people

People are different and writing description of people is different. You are probably already aware of some of complications you have often been asked, what's so and like? In

---

[17] Alawi. 2011. *Improving Student's Ability in Writing Descriptive Text Using Clustering Strategy*. (Jakarta: UIN) P. 35

replying you might resort to identification, an impression, or character sketch, depending on the situation.

2) description of a place

In describing a place for example a room, what should you describe first? the walls the floor? Unlike a chronologically developed text, there is not set pattern for arranging sentences in descriptive text. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged. The description must be organized so that the reader can vividly imagine the scene being described. To make the text more interesting, you can add a controlling idea an attitude or impression about the place being described, and the arrangement of the details in your description depend on your subject and purpose.

3)   Description of things

To describe a thing the writer must have a good imagination about that thing will be describe. Besides, to make our subject as interesting and as vivid to our readers as they are to us using proper nouns and effective verbs.

However, in this action research, the researcher, the researcher will focus on the writing of describing people.

2.1.15 Language features of Descriptive Text

The Language Features of descriptive text are:[18]

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[18] Board of Studies. 1998. K-6 *English Syllabus:Modules Sydney* Board Of Studies.P. 287

1.   Use simple present tense

2.   Use action verb

3.   Use specific nouns

4.   Use judicious of adjectives and adverbs

5.   Use imagery and figures of speech

6.   Use sentence structures

7.   And use contextualized information.

2.1.16 Teaching strategy

According Kaur, a strategy is a generalized plan for a certain material includes the structures, the goal of instruction and an outline of planned activities to implement the strategy.[19] Teaching strategy may well stand for the plans, means and specific way especially devised and employed by the teacher for guiding, directing and showing path to the learners for the realization of the set instructional or teaching learning objectives. Students who are taught with a strategy are more highly motivated that those who are not. This can lead to a more highly motivated that those who are not. This can lead to a more effective learning. The reason why it is important is that a teaching strategy includes what are in learning how much the students are responsible for learning is assessed. According to Shirley bridge in his dictionary oxford said that: strategy is plan intended to achieve a particular purpose.

And according to Adrienne here I'll and Michael Jorden in this book said that the word strategy means "as approaches that can be used across curricular areas to support the

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[19]Hastika Nova, " *Improving Students' Achiement In Writing Descriptive Text Through Round Table Strategy*" Thesis S-1 KearsipanFbs, UniversitasNegeri Medan, 2013 P.15

learning of student. The goals of the strategies are to enhance learning, to provide this enhancement, one or more of the underlying premises of effective instruction of English language learners are emphasized in each of the strategies.[20] In Islam, Allah SWT in Al-quran invite someone to teach with a good strategy Allah says in an -Nahal verse: 125

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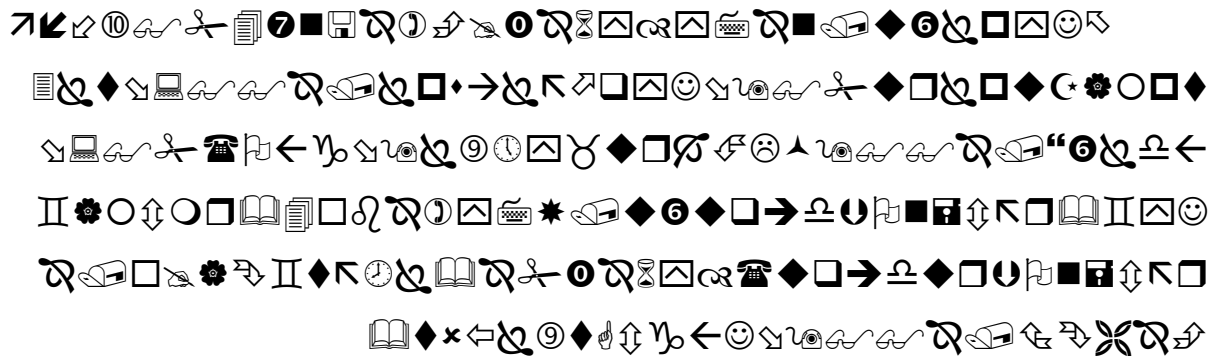
Invite to the way of your lord with wisdom and good instruction and argue with them in a way that is best. Indeed, your lord is most knowing of who has strayed from his way, and he is most knowing of who is (rightly) guided.[21]

2.1.17 Gallery Walk Strategy

Gallery walk gets students out of their chairs and actually involves them in synthesizing important concept, in concensus building, in writing and in public speaking. In gallery walk teams rotate around the classroom, composing answers, to question well as reflecting open the answer given by other groups, questions are posted on charts or just pieces of paper located in different parts of the classroom, each chart or station has its own question the relates to an important closes concept. The strategy closes with an oral presentation of "Report out" in which each group synthesizes comment to a particular question.[22] This

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[20] Adrianne Herrel And Michael Jorden, *Fify Strategies For Teaching English Language Learners*(New Jersey: Pearson Menu Prentice Hall,2004).

[21]http://quran.com 16/125 accessed 20 th of January 2016 15.40 p.m.

[22] Tailor, P. 2001 *Gallery Walk*, P// Www. Cct.Umb.Edu/Gallery Walk. Html Accesse 23 January 2016

Strategy Is Easy To Implement In Learning Descriptive Because It Makes Students More Active And More Develop They Skill In Mastering Descriptive Text.

This strategy provides many positive things for students. Such as allowing students to be completely honest because their written responses are anonymous, encouraging students to use higher order thing king skills (example; analysis, evaluation, synthesis) while engage in areview and providing students with an opportunity to physically move around while reviewing material.[23] To Make Students honest at their study, teacher have to give them freedom to make their written by themselves and teachers to give their credibility, so the students can do their work well.

Gallery walk is a diccusion strategy that gets students out of their chairs and into a mode of active engagement. How to use gallery walk is very important to know. So that it can be used well. On student teams rotate to provide bulleted answer to questions posted on charts arranged around the classroom.

2.1.18 The Advantages and Disadvantages of Using Gallery Walk Strategy

The Some advantages of using gallery walk in writing descriptive text:

1) Its flexibility and variety of benefits for student.

2) For student it's chance to share thoughts in a more intimate, supportive setting rather than a large, anonymous class.

3) For instructors, it's chance to gauge the depth of student understanding of particular concepts and to challenge misconceptions.

The disadvantages of using gallery walk are:

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[23] Sharon L. Bowman, *The Ten Minutes Trainer*150 Ways To Teach In Quick And Make It Stick, (Ca: Pfeiffer, 2005) P. 93-94

1) The ideas that we have can be large. It causes the reader confuse.

2) Very difficult to connect teacher thinking model with the students' so that to need work the teacher.

3) To need many time, because there are some of steps in it process.

2.1.19 Related of Study

1. , Finny Ameliana (2014) improving the students vocabulary ability in wring descriptive text by using Realia. This study attemped to improve students ability in wring descriptive text by using class room research. Padang, jojor. SM. (2014) , improving students ability in wring descriptive text through mind mapping strategy. The objective of this study was to investigate whetther the application of mind mapping strategy improve the students ability in writing descriptive text.

2. Ahera, Rifqi Nuril (2014) the use of gallery walk to improve students' writing skill in descritive text this study based on students difficult of making good writing. The write busing gallery walk because it can make the learning process enjoy able and gets the students to be actively involved to that they understand faster and better in learning process.

3. Surbakti , finny Ameliana (2014) improvint the students vacabulary ability in writing descritive text by using realia. This study attempeted to improve students abilty in writing descritive text by using class room action reseacrh.

2.1.20 Conceptual Framework

Writing is a very important capability for being owned by student, writing is also an excellent communication tool. There are some kind of genre of writing and one of them is decretive text. Descriptive text is one of type of genre is a sort of writing, which is usually

found in our daily life. According to Gerot and wignell, description is to describe a particular person, place or thing.

Students are called success in writing a descriptive text if they can write a descriptive text by following the generic structure, write by sequence and using the imperative verbs in writing. And nowadays, not all students are able to write properly and accordance with the generic structure of descriptive text. They also cinfuse in arranging the sentence to be a good sentence steps. To solve the the problem above, the English teacher should make writing easier and more interesting. So, teachers need attract the students' attention. One way to attract the student' attention is by using gallery walk strategy. The Steps of Teaching Gallery Walk Strategy

First step

The instructor prepares several discussion question, student teams in a gallery walk typically number there to five, so for a class of twenty write four to five question. For large classes either write more question or repeat the same set of four to give question, posting the same question set in different sections of the class. Questions can gauge and comprehension or can tap higher order thinking skills involving analysis, synthesis and evaluation.

Second step

Questions are posted on different stations classroom walks, placed on pieces of paper on desk in different locations around class, or typed of different computers. Plan on sufficient space of groups to congregate and discuss question.[24]

Station 1

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[24] Mills, B gallery walk. Hflp1/ www.cct.umb. Eduigaherlvwalk. Htrnl on 19 januari 2006

Station 2

Station 3

Station 4

Third step

At each posted question a student team reviews what previous groups have written and adds new content. After a short period of time, say three to five minutes but the exact time will depend upon the nature of the question, say "rotate" the group then rotates, clock wise to the next station. The rotation continues until all posted questions are addressed.

Forth step

As student discuss questions, the instructor can circulate around the classroom, clarifying, question, gaughing, student understanding, and addressing misconceptions. Write down any misconceptions or lapses in students understanding and address these problems before the end of the exercise. Way, gallery walk when becomes a valuable tool for informal assessment.

Last step

When the group returns to the station where it started, the group synthesizes comments and makes an oral report, the "Reports out" phase of gallery walk, to the class in discussion and to address misconceptions. Group or individual written reports can be completed in lieu of oral reports.

1.2.21 Hypothesis

Hypothesis is temporary answer toward some problems the occur the research by collecting data evidence.[25] In this research, the research though that using gallery walk strategy in teaching writing descriptive text can enhance the students' capability. Because this strategy makes the students to be active and focus details. Hα= there is an improvement of usage gallery walk strategy to improve students ability in descriptive text.

CHAPTER III

RESEARCH METHOD

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[25]SuharismiArikunto. 2010.*ProsedurPenelitianSuatuPendekatan*Praktik. (Jakarta: RhinekaCipta) Rev.Ed.P.110

3.1. Research Setting

This study will conducted at SMA Negeri 1 Runding Kota Subulussalam Aceh. This school consist of XI class.

The study will conduct base on the action research design in order to know the improvement of students' achievement in writing through Gallery Walk Strategy.

3.2. Data and Data Sources

The data of this research consist to two kinds. There are quantitative and qualitative data which taken from the Eighth Grade students' of SMA Negeri 1 Runding kota Subulussalam Aceh. The research will be conducted in two cycle, every cycle I consist of four steps namely planning, action, observation and reflection. Cycle I consist of two meetings, meanwhile cycle II consist of two meetings.

3.3. Research Method

This research was conducted by applying Classroom Action Research (CAR). Suharsimi Arikunto said that Classroom Action Research is to repair the quality in studying practice, to focus in processing of study in the class. It is a reflection to activity which is intentionally appeared and happened in the class.[26] So, Classroom Action Research is a research that is conducted to find out the way or problem solving of facts in social situation by increasing the quality of action involved the cooperation and collaboration of the researcher, teacher, students, and the other people as the subject of research.

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[26]Suharsimi Arikunto 2010 *procedure penelitian suatu pendekatan praktik* Jakarta rineka cipta p 91

In doing Classroom Action Research (CAR), there are four that will be conducted by the researcher, which can be described as follows:[27]

1. Planning

Planning is the preparation of action will be done. In included all of the information or data that should be collected by the researcher, and equipment or tools that needed before do the action

2. Action

Action is the activity that is done by the teacher in the classroom as the implementation of the project.

3. Observation

Observation is activity to know the activity of the teacher and students during the learning process, such as the response, behavior and attitude of the students after the action, and then the researcher can make evaluation of the action.

4**. Reflection**

Reflection is the activity to evaluate the action have been done. In reflection, the researcher can know how far the action works and understand the strength and weakness of the action, so that the researcher can decide to continue the action or not.

3.4 Technique For Data Collection

In collection data, the researcher used some instrument:

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[27]Kunandar. LangkahMudahPenelitianTindakanKelas.(Jakarta: PT. Raja GrafindoPersada. 200) P.71

1. Observation

Observation was the action of watching somebody or something careful so as used to notice things or a spoken or written remark or commended based on something. Anything has been seen and heard. It was to get some information directly.

2. Interview

Interview was used in order to acquire information to the main research. Interview is a dialogue is a dialogue which has done by an interviewer to get information from respondent with asks them some questions. Interview is conversation aimed to get information, usually it consisted of two persons or more. Interview is conducted to get information about increasing the student's achievements in writing descriptive text through gallery walk strategy.

3. Test

Test was a list of writing question that is used to measure the respondents' ability in studying. Test has a number of question that given to the students to examine their ability to write a descriptive test. The researcher used written test to measure and know the ability of grade VII in applying gallery walk strategy to write descriptive test. The contains that must be answered by the students.

4. Diary Notes

According to Kunandar, diary notes is one of instrument of research that is used to record everything that happens during the research and observation going on. It is private

note about observing, feeling, responding, reflecting, hypothesis, mind, imagination, and explaining.[28]

5. Documents

Documents are something written that contain information serving as proof According to Kunandar, the documents which include all research participants will have a frame for the basic data.[29]Collecting documents are conducted to get information about the students' information.

3.5 Procedure For Data Collection

The strategy of data collection of the study will conduct six meetings by administrating two cycles. Each cycle consist of three meetings.
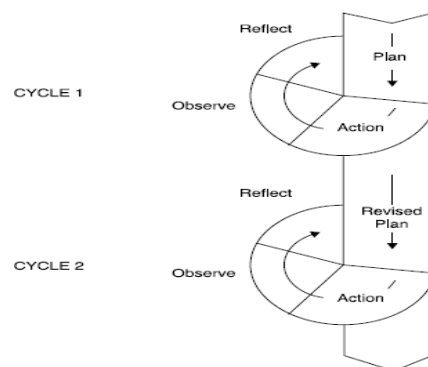
Figure 3.1 Action Research Spiral, Model from Kemmis and Mc Taggart

5.5.1 Cycle 1

a. Planning

1) Prepared the material of study about descriptive text and the instructional tools.

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[28]Kunandar. Langkah Mudah Penelitian TindakanKelas.(Jakarta: PT. Raja GrafindoPersada. 200) P. 195

[29] Ibid. P.195

2) Arranged a lesson plan based on the teaching material.

3) Prepared observation checklist

b. Action

1) The teacher taught the material using gallery walk strategy.

2) Teacher divided the students into 8 groups.

3) The students learnt the material in gallery walk strategy.

4) The researcher gave the to the students.

c. **Observation**

The writer observed students' activities during teaching learning process and while they worked in group. The writer helped the students who found difficulties in understanding descriptive text.

d. Reflection

Evaluated and concluded the result in the first cycle. The writer discussed the result with the English teacher.

3.5.2 Cycle 2

a. Planning

1) Prepared the material of study about descriptive text and the instructional tools.

2) Arranged a lesson plan based on the teaching material.

3) Prepared observation checklist.

 b. Action

1) Teacher taught the material using gallery walk strategy.

2) Teacher divided the students into 8 groups.

3) Teacher posted more examples and material of descriptive text.

4) The students learnt the material in gallery walk strategy.

5) The teacher gave the text to students.

c. Observation

The writer observed students' activities during teaching learning process and while they worked in group. Teacher helped the students who found difficulties in understanding descriptive text

d. Reflection

Evaluate and conclude the result.The researcher discuss with the English teacher.

5.6 Scoring of Writing Text

Based on the generic structures and grammatical features of descriptive text, the scoring of descriptive writing test could be seen in this following table.

Table 1 . Scoring of writing Test

1. Content	
Score	**Criteria**
27 – 30	Very good to excellent; knowledge, substantive, through development of topic sentence, relevant to assigned topic.
22 – 26	Average to good; some knowledge of subject, adequate range, limited, development of topic sentence, mostly relevant to topic, but luck detail.
17 – 21	Fair to poor; limited knowledge of subject, little substance, inadequate development of topic
13 – 16	Very poor; does not show the knowledge of subject, not substantive, not pertinent, or not enough to evaluate
2. Organization	
Score	**Criteria**

18 – 20	Very good to excellent; ideas clearly stated/supported, cohesive, time, sequence, spatial, particular to general to particular.
14 – 17	Average to good; somewhat copy, loosely organized but main ideas stand out, limited support, logical sequencing and development.
10 – 13	Fair to good; non-fluent, ideas confused or disconnected, lack logical sequencing and development.
7 – 9	Very poor; does not communicative, no organization, or not enough to evaluate

3. Vocabulary

Score	. Criteria
18 – 20	Very good to excellent; exact word, effective words idioms choice and usage, word form mastery appropriate register
14 – 17	Average to good; adequate range, occasional errors of words/idioms for, choices, usages, but meaning not obscured.
10 – 13	Fair to poor, limited range, frequent error o words/idiom form, choice, usages, and meaning obscured.
7 – 9	Very poor; essentially translation, little knowledge of English vocabulary, idioms and words forms, not enough to evaluate.

4. Language Use

Score	Criteria
22 – 25	Very good to excellent; effective complex, construction few errors of agreement tense, number, word order/function, articles, pronouns, prepositions.
18 – 21	Average to good; simple construction minor problems in complex instruction several errors of agreement, tense, number of words order/function, articles, pronoun preposition, and meeting seldom obscured.
11 – 17	Fair to good; major problem in simple complex construction frequent errors of negotiation, agreement, tense, number, and word order/function, article pronoun, preposition and or fragments meaning confused or obscured.
5 – 10	Very poor; virtually no mastery of sentence construction rules, dominated by errors, does not communicated, and not enough to evaluate.

5. Mechanic Skill	
Score	**Criteria**
5	Very good to excellent; demonstrated mastery of convention, few errors of spelling punctuation, few errors of spelling punctuation, capitalization, writing sentences.
4	Average to good; occasional errors of spelling punctuation, capitalization, writing sentences, but meaning not obscured.
3	Fair to good; major problem in simple complex construction frequent errors of negotiation, agreement, tense, number, and word order/function, article pronoun, preposition and or fragments meaning confused or obscured.
2	Very poor; no mastery convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate.

3.7 Technique for Data Collection

In this study, the researcher will apply qualitative and quantitative data where qualitative data will use to describe the situation during the teaching process, while the quantitative data use to analyze the students' score of writing. The qualitative data analyze from observation sheet, interview sheet and diary note. In quantitative data, the researcher applying rubic analysis.Through rubic, the researcher know the students'score of writing. The component of descriptive test covers the generic structure include: content and organization. The language features include: vocabulary, language use and mechanism.

To find out the mean of students' score for each cycle, the following formula will apply:

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

Notes

X = the mean of the student's score

Σx = the total score of the students

N = the number of the students

To categorize the number to competent students, the following formula will apply:

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

Where:

P: the percentage of students who get the score 75up

R: the number of students who get the score 75 up

T: The Total number of student taking the test

     Then, to see the differences of the test successfully after using strategy, the researcher applied the following test formula.

Where:

D = Mean of difference of post- test 1and post- test 2

D =Differences

N = Subject of Students[30].

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[30] Sudjana,2001, *MetodeStatiska*, Bandung: Transindo, P. 76

CHAPTER IV

THE RESEARCHER FINDING

4.1 Data Description

This research was applied quantitative and qualitative data. The qualitative data were taken from interview, diary note, and observation sheet. The quantitative data were taken

from writing sheet. It was accomplished in two cycles. Every cycles consisted of four steps of action research (plan, action, observation, and reflection).The first cycle included identification phase was conducted in four meetings. So, totally there were four meetings in this research. This research was applied one class. The research was conducted in class with 40 students. The exact number of students in that class was 40 students.

Tabel 2. Students score

NO	Initial Name	Score Pre-Test	Score Post-Test 1	Score Post- Test 2
1	**2**	**3**	**4**	**5**
1.	AB	60	77	81
2.	AN	63	73	78
3	DN	63	76	80
4	DP	65	75	80
5	EW	58	65	75
6	EN	60	67	74
7	HD	60	70	75
8	IM	70	78	82
1	**2**	**3**	**4**	**5**
9	IS	65	70	85
10	JD	58	65	70
11	MA	65	70	80

12	MW	75	80	85
13	MW	58	70	78
14	NA	65	70	78
15	NUR	60	78	85
16	RD	79	84	90
17	RM	62	70	72
18	RI	64	71	79
19	RS	56	70	78
20	MW	55	68	75
21	SR	50	65	73
22	SK	65	73	80
23	YST	60	65	73
24	YSV	58	65	75
25	SN	50	60	75
26	AM	50	65	73
27	SRK	60	64	78
28	AS	60	66	70

1	2	3	4	5
29	HMS	56	68	79
30	MK	60	70	83
31	HP	60	70	80
32	SYP	60	70	85
33	AGTH	53	70	80
34	RM	60	70	85
35	RNL	60	70	75
36	YA	60	75	85
37	PA	60	65	80
38	MDA	60	70	85
39	SH	70	75	85
1	**2**	**3**	**4**	**5**
39	SH	70	75	8
40	MNW	56	70	80
		$\sum x = 2.679$ $X = 62.97$	$\sum x = 2,813$ $X = 70.32$	$\sum x = 3,159$ $X = 78.97$

From the data above, it was found that the student's score in pre –test was 2.679   , and the student's mean was 62.97, the students' score in post- test I was 2.813 with the student's

the students' mean 70.32   was and   the students' score in post-test II was 3.159   with the student' mean was 78.97   .

4.1.1. Students ability in writing descriptive text before Treatment

The researcher gave a test in pre-test, the total score of the students was 2.479, and number of the student who test was 40, so the mean of the student was 61.97.here the student score of pre –test as follow:

Table 3. students' score before Treatment (Pr– Pest)

NO	Initial Name	Score Pre-Test	Criteriation
1	**2**	**3**	**4**
1.	AB	60	Unsuccessful
2.	AN	63	Unsuccessful
3	DN	63	Unsuccessful
4	DP	65	Unsuccessful
1	**2**	**3**	**4**
5	EW	58	Unsuccesful
6	EN	60	Unsuccessful
7	HD	60	Unsuccessful
8	IM	75	**Successful**
9	IS	65	Unsuccessful
10	JD	58	Unsuccessful

1	2	3	4
11	MA	65	Unsuccessful
12	MW	75	Unsuccessful
13	MWR	58	Unsuccessful
14	NA	65	Unsuccessful
15	NUR	60	Unsuccessful
16	RD	79	**Successful**
17	RM	62	Unsuccessful
18	RI	64	Unsuccessful
19	RS	56	Unsuccessful
20	MW	55	Unsuccessful
1	**2**	**3**	**4**
21	SR	50	Unccessful
22	SK	65	Unsuccessful
23	YST	60	Unsuccessful
24	YSV	58	Unsuccessful
25	SN	50	Unsuccessful
26	AM	50	Unsuccessful

1	2	3	4
27	SRK	60	Unsuccessful
28	AS	60	Unsuccessful
29	HMS	56	Unsuccessful
30	MK	60	Unsuccessful
31	HP	60	Unsuccessful
32	SYP	60	Unsuccessful
33	AGTH	60	Unsuccessful
34	RMS	60	Unsuccessful
35	RNL	60	Unsuccessful
36	YA	60	Unsuccessful
1	**2**	**3**	**4**
37	PA	60	Unsuccesful
38	MDA	60	Unsuccessful
39	SH	70	Unsuccessful
40	MNW	56	
	TOTAL	$\sum x = 2.679$ $X = 62.97$	

From the table above, The students that got point up was 2, and the student were not success was 38. In addition, the total score of the students. Wasand the number 2.497 of that students who took the test was 40, so the mean of the students was:

$$X = \frac{2.697}{40} = 62.97$$

From the formula above, the students' in writing descriptive text was low. The mean of the students score was. The percentage of students who were success in wring decretive text was calculated by using the formula:

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

$$P1 = \frac{2}{40} \times 100\% = 5\%$$

$$P2 = \frac{38}{40} \times 100\% = 95\%$$

Table 4. The percentage of students score in Pre- Test

	CRITERIA	TOTAL STUDENTS	**PERCENTAGE**
P1	Success	2	**5%**
P2	Unsuccess	38	**95%**
TOTAL		40	**100%**

The result shows the improvement of the students score in pre- test was low. It could be seen by the fact of mean that the students score in pre- test was 62.79 the percentage of the students score 2 students got point 75 was 5%. In the other hand, 38 students don't got point

75 to up was 95%. It can be concluded that the students' ability in writing descriptive in pre-test was low. And the writer would do post-test in cycle I.

4.2 The Treatment Done In Cycle I

The writer gave test in post test I, the test gave after thrugh by using gallery walk. The writer found improvement of the students that got point 75 to up in post test of the first cycle I. Here The Students Score Of post Test In The First Cycle.

Table 5.Students score in post test I

NO	Initial Name	Score Post-Test I	Criterition
1	2	3	4
1.	AB	77	Unsuccessful
2.	AN	73	Unsuccessful
3	DN	76	**Successful**
4	DP	75	**Successful**
5	EW	65	Unsuccessful
6	EN	67	Unsuccessful
7	HD	70	Unsuccessful
8	IM	78	**Successful**

9	IS	70	Unsuccessful
10	JD	65	Unsuccessful
11	MA	70	Unsuccessful
12	MW	80	**Successful**
13	MWR	70	Unsuccessful
14	NA	70	Unsuccessful
15	NUR	78	**Successful**
16	RD	84	**Successful**
1	2	3	4
17	RM	70	Unsuccesful
18	RI	71	Unsuccessful
19	RS	70	Unsuccessful
20	MW	68	Unsuccessful
21	SR	73	Unsuccessful
22	SK	65	Unsuccessful
23	YST	65	Unsuccessful
24	YSV	65	Unsuccessful
25	SN	60	Unsuccessful

1	2	3	4
26	AM	65	Unsuccessful
27	SRK	64	Unsuccessful
28	AS	66	Unsuccessful
29	HMS	68	Unsuccessful
30	MK	70	Unsuccessful
31	HP	75	**Successful**
32	SYP	75	**Successful**
1	**2**	**3**	**4**
33	AGTH	75	**Successful**
34	RMS	75	**Successful**
35	RNL	75	**Successful**
36	YA	75	**Successful**
37	PA	65	Unsuccessful
38	MDA	70	Unsuccessful
39	SH	75	**Successful**
40	MNW	75	**Successful**
		$\sum x = 2.914$	

TOTAL	**X = 72.32**

From the table above, The students that got point 75 up was 14, and the student were not success was 28. In addition, the total score of the students. Was and the number 2.914 of that students who took the test was 40, so the mean of the students was:

$$X = \frac{2.997}{40} = 72.32$$

From the formula above, the students' in writing descriptive text was low. The mean of the students score was. The percentage of students who were success in w

ring decretive text was calculated by using the formula:

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

$$P1 = \frac{14}{40} \times 100\% = 35\%$$

$$P2 = \frac{28}{40} \times 100\% = 70\%$$

Table 4. The percentage of students score in Pre- Test

	CRITERIA	TOTAL STUDENTS	**PERCENTAGE**
P1	Success	14	35%
P2	Unsuccess	28	70%
TOTAL		40	100%

The Students' Response in Learning Process

The research used observation sheet that had been arranged before, and the result from the observation sheet as reflection in doing the next cycle, the observation indicated that most of students were active and enthusiastic. However some students still found hard to write and they still made a noise in the class, the writer also found that most of students faced difficulty when they had to write in English and seldom used their English dictionary. Many students still could not give comments, opinions and suggestions.

The researcher also have done some steps in cycle 1, they are planning, action, observing and reflection. Here the activities that have done in every steps:

a. Planning

In this cycle, firstly the researcher explained about the definition of descriptive test simply. The researcher introduces about aim and the steps of using picture in writing descriptive text. The plan was arranged before doing the researcher. All the preparation the research, such as analyzing and observing, examining, conducting students test, preparing, the material and media, preparing the observation sheet, designing the picture in writing descriptive text.

b. Action

The researcher made the teaching program, lesson plan, and also picture as media of teaching that used to teach writing, descriptive text. In the phrase, there were some activities done by the writer, they are:

Teacher explain the concept of descriptive text such as the definition,purpose, generic structures, and grammatical features of the text.

Teacher invites students to explain, the concept of descriptive text such as definition, purpose, the generic structures, and the grammatical, features of the text.

Teacher display a picture in the blackboard.

Students work in the groups consist of five students.

Teacher asks students to choose the picture in the table for each group, then they identify the picture from the generic and scientific.

After done the task, students shows they picture on the blackboard and every groups can give score for their friends, group by walking like in gallery

Teacher revise students' work and give more brief explanation and suggestion about their work.

c. . Observation

Based on the data observation, there were an improvement in teaching learning process, the teacher could improve the student's ability in writing descriptive text.

The student's activities during teaching learning process could be seen as follows:

In opening class, the teacher gave good motivation to the students', so they had spirit in teaching learning process, they also improve their ability in descriptive text.

Moat of students were not confused how to us gallery walk strategy in wring descriptive text

Most of students had controlled their voice.

Many students were active and serious in discussing or in learning process.

Many students tried to give comment, opinions, Suggestions to their friend's performance.

The situation in the class more quite than in the cycle 1, they also, didn't have some problem when doing the test.

Table 7. The observation sheet of teacher's activity in cycle 1

NO.		Activity	Meeting of Cycle 1			Average	Description
			1	2	3		
	1.	The teacher come on time	4	4	3	3,6	Good
	2.	The teacher checks students' attendance list	3	3	4	3,3	Good
	3.	The teacher attracts the students' attention.	3	3	4	3,3	Good
	4.	The teacher tells the topic material that will be learnt.	3	3	3	3	Good

	5.	The teacher explains the aims of learning.	3	3	3	3	Good
	6.	The teacher motivates the students to show their best in learning pronunciation.	3	3	3	3	Good
	7.	The teachers explains about English pronunciation.	4	3	3	3,3	Good
	8.	Teacher uses the method to teach pronunciation	3	4	3	3,3	Good
	9.	The teacher involves the student activity in learning process.	3	3	3	3	Good
	10.	The teacher gives the students chance to share their ideas	3	3	3	3	Good

		or give questions.					
	11.	The teacher asks students to share their difficulties about the material.	3	4	3	3,3	Good
	12.	The teacher tries to solve the student's problem	3	4	3	3,3	Good
	13.	The teacher gives feedback to the students questions	4	3	3	3,3	Good
	14.	Teacher concludes the lesson	3	3	4	3,3	Good
	15.	The teacher manages the time effectively	3	3	3	3	Good
		Number of score	47	27	25	3,2	
		Total score	48				

Notes:

1= bad   2= enough   3= good

To know the value of the teacher's activity in observation sheet, it can be calculated by using formula:

Score = $\dfrac{\text{number of score}}{\text{Number of activity}}$ = $\dfrac{48}{15}$ = 3,2 = 3 (good)

To know the percentage of the teacher's activity, both teaching and using direct method, it can be calculated by using formula:

Percentage of teacher's activity = $\dfrac{\text{number of score}}{\text{Total score}}$ x 100 %

$$= \dfrac{48}{15}\text{x } 100\% = 80\% \text{ (Good)}$$

Notes:

Score <65%   = enough

Score 66%- 80%   = Good

Score 81%-100%   = very Good

In this case, it can be stated that the teacher has done all of the activities well, because the percentage of the teacher's activity is 80%. It means that the Teacher Conducted The Activity In Learning Process Was Good.

Besides observation of the teacher's activity, there was also observation of the students' activity in joining the class. This observation aimed to know the progress and the students' behavior during the learning process, which the result of the observation can be seen in the table below:

Table 8. the observation sheet of students' activity in cycle 1

NO	Activity	Meeting of Cycle 1			Average	Description
		1	2	3		
1.	The teacher come on time	4	4	4	4	Good
2.	The students pay attention to the teacher's explanation	2	3	3	2,6	Good
3.	The students are active in joining the learning process.	2	3	3	2,6	Good
4.	The students ask question to the teacher if there is something unclear	2	3	3	2,6	Good
5.	The students can answer the question from the teacher.	2	3	3	2,6	Good

6.	The students can read narrative text correctly.	3	3	4	3,3	Good
7.	The students can differentiate the short and long vowel.	2	3	4	3,3	Good
8.	The students know the stress of word.	2	3	3	2,6	Good
	Number of score	**19**	**25**	**28**	**23,7**	
	Total score	**32**				

Notes:

1= bad   2= enough   3= good   4= very good

Score = $\dfrac{\textit{number of score}}{\textit{number of activity}}$ = $\dfrac{32}{8}$ = 2,96 = (good)

To know the percentage of the teacher's activity, both teaching and using direct method, it can be calculated by using formula:

Percentage of the teacher's activity = $\dfrac{\textit{number of score}}{\textit{Total score}}$ x 100%

= $\dfrac{23,7}{32}$ x 100% = 74,06% (Goo)

Notes:

Score <65%   = enough

Score 66% - 80%   = Good

Score 81%-100%   = very Good

d. Reflection

From the result of observation' problem that existed, the cause of the problem were analyzed. The researcher evaluated the teaching learning process in the end of meeting in first cycle. The researcher asked the students about their difficulties and problem in wring and understanding the lesson. The evaluations of two meeting become the reflection to the writer in making cycle II. The evaluations were guided from the students test result and writer's observation of the students' attitude. The writer used diary notes and interview. The writer checked up the students' result test based on the wring assessment. There were many things that had been observed as follows:

1) Many students still have difficulties in building up sentences.
2) Some students were still confused in expressing ideas.
3) Some students were still confused how to write descriptive text.
4) Many students could not give comment, opinion, suggestion,confidently.
5) Some students make noise, such as: moving, chatting with their chairmate, done their stir, imagined, these annoyances made low concentration.
6) Some students still got score 75 below.

From the data, researcher decided to continue to the cycle II in order to get the better result.

4.3 The Treatment Done in Cycle II

The researcher choose to continue the research in cycle II. The aim was to improve the students' ability in writing descriptive text. Here the students' score of post- test II in cycle II.

9. Students' score in post-test II

NO	Initial Name	Score Post-Test I	Criteriation
1	**2**	**3**	**4**
1.	AB	81	**Successful**
2.	AN	78	**Successful**
3	DN	80	**Successful**
4	DP	80	**Successful**
5	EW	75	**Successful**
6	EN	74	Unsuccessful
7	HD	75	**Successful**
8	IM	82	**Successful**
9	IS	70	Unsuccessful
1	**2**	**3**	**4**
10	JD	80	**Succesful**

11	MA	70	Unsuccessful
12	MW	85	**Successful**
13	MWR	78	**Successful**
14	NA	78	**Successful**
15	NUR	85	**Successful**
16	RD	90	**Successful**
17	RM	72	Unsuccessful
18	RI	79	**Successful**
19	RS	78	**Successful**
20	MW	75	**Successful**
21	SR	65	Unsuccessful
22	SK	73	Unsuccessful
23	YST	65	Unsuccessful
24	YSV	65	Unsuccessful
25	SN	60	Unsuccessful
1	**2**	**3**	**4**
26	AM	65	Unsuccesful

27	SRK	64	Unsuccessful
28	AS	66	Unsuccessful
29	HMS	68	Unsuccessful
30	MK	70	Unsuccessful
31	HP	80	**Successful**
32	SYP	85	**Successful**
33	AGTH	80	**Successful**
34	RMS	85	**Successful**
35	RNL	75	**Successful**
36	YA	85	**Successful**
37	PA	80	**Successful**
38	MDA	85	**Successful**
39	SH	85	**Successful**
40	MNW	80	**Successful**
	TOTAL	$\sum x = \sum x = 3{,}259$ $X = 78.47$	

From the table above in post- test II, the students that got point 75 to up was 32, and the students did not get point 75 to up was 8. And the total score of the students was 3.259 and number of students who took the test was 40, so the mean of the students was:

$$X = \frac{3.259}{40} = 78.47$$

From the formula above, the students' in writing descriptive text was low. The mean of the students score was. The percentage of students who were success in writing decretive text was calculated by using the formula:

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

P1 $= \frac{32}{40}$ x100% = 80%

P2 $= \frac{8}{40}$ x100% = 20 %

Table 4. The percentage of students score in Post- Test II

	CRITERIA	TOTAL STUDENTS	**PERCENTAGE**

P1	Success	32	80%
P2	Unsuccess	8	20%
TOTAL		40	100%

4.4 Student's Ability

From the fata above, the students' ability in writing descriptive text in post -test II was improved. It could been of the means' score of the students was 72.32

4.5 The students' response in learning process

The students' responses in language teaching when they were in cycle II was improved. It could be seen on the observation that have done by the researcher. Students were more enthusiastic and serious then they had understood how to write descriptive text. The condition of the class was also quite and the students had good responses to the researcher's explanation. The results of the observation in second cycle could be seen in appendix.

The second cycle was done by the researcher in order to get the better improvement of the students' result. In doing the second cycle, the researcher felt better to begin because the researcher had already got reflection from the first cycle to be used as the information of the students' problem. The similar step to the first cycle, researcher conducted to the second cycle with the same steps as follow:

a. **Planning**

In this cycle, the researcher was used pictures in teaching writing descriptive text and gave more explanation how two write descriptive text through picture easily. The researcher conducted cycle II in two meeting with same steps. The researcher created

more supportive in order to foster the students to response and more active in class during teaching learning process.

b. Activity

In this activity, the researcher motivated the students to increase their ability in wring descriptive text. In acting, scenario of teaching learning process that had arranged will be implemented in the classroom.

In this phase, there were some activities done by writer. They were:

1) Teacher explain the concept of decretive text such as the definition. Purpose, the grammatical feature of the text.

2) Teacher invites students to explain the concept of descriptive text such as definition, purpose, the generic structures, and the grammatical features of the text.

3) Teacher displays a picture in the blackboard

4) Students work in the groups consist of five students.

5) Teacher asks students to choose the picture in the table for each group the they identify the picture from the generic scientific.

6) After done the task, students shows they picture on the blackboard and every groups can give score for their friends' groups by walking like in gallery.

7) Teacher revise students' work and give more brief explanation and suggestion about their work.

c. Observation

Based on the data observation, there were an improvement in teaching learning process, the teacher could improve the students' ability in writing descriptive text.

The students' activities during teaching learning process could be seen as follows:

a) In opening class, the teacher gave good motivation to the students, so they had sprit in teaching learning process. They also improve their ability in descriptive text.

b) Most of students were not confused how to use gallery walk strategy in writing descriptive text.

c) Most of the students had controlled their voice.

d) Many students were active and serious in discussing or in learning process.

e) Many students tried to give comments, opinions, suggestion, to their friend's performance.

f) The situation in the class more quite than in the cycle 1, they also didn't have some problem when doing the test.

Table 10. The observation sheet of teacher's activity in cycle II

NO.	Activity	Meeting of Cycle 1			Average	Description
		1	2	3		
1.	The teacher come on time	4	4	4	4	Good
2.	The teacher checks students' attendance list	4	3	3	3,3	Good

3.	The teacher attracts the students' attention.	3	3	4	3,3	Good
4.	The teacher tells the topic material that will be learnt.	3	4	4	3,6	Good
5.	The teacher explains the aims of learning.	3	3	3	3,6	Good
6.	The teacher motivates the students to show their best in learning pronunciation.	3	3	4	3,6	Good
7.	The teachers explains about English pronunciation.	4	3	4	3,6	Good
8.	Teacher uses the method to teach	3	4	3	3,3	Good

	pronunciation					
9.	The teacher involves the student activity in learning process.	4	4	4	4	Very Good
10.	The teacher gives the students chance to share their ideas or give questions.	3	4	4	3,6	Good
11.	The teacher asks students to share their difficulties about the material.	3	4	3	3,3	Good
12.	The teacher tries to solve the student's problem	3	4	3	3,3	Good
13.	The teacher gives feedback to the students questions	4	3	3	3,3	Good
14.	Teacher concludes the lesson	3	3	4	3,3	Good

15.	The teacher manages the time effectively	3	3	3	3,3	Good
	Number of score	49	53	57	52,7	
	Total score	48				

Notes:

1= bad   2= enough   3= good

To know the value of the teacher's activity in observation sheet, it can be calculated by using formula:

Score = number of score = 48 =3,2 = 3 (good)
        Number of activity   15

To know the percentage of the teacher's activity, both teaching and using direct method, it can be calculated by using formula:

Percentage of teacher's activity = number of score x 100 %
                                           Total score

= 48x 100% = 80% (Good)
  15

Notes:

Score <65%   = enough

Score 66% - 80%   = Good

Score 81% - 100%   = very Good

In this case, it could be stated that the teacher have done all the activity well, because the percentage of the teacher's activity was 87, 83% it mean that the teacher conducted the activity in learning process was very good, and was better from the cycle 1 that the percentage was 80% .

Then, the Observation of students' activity was also conducted to know the progress of the students between cycle I and cycle II, which the result can be seen in the table below:

Table 11 The Observation Sheet Of Students Activity In Cycle II

NO.	Activity	Meeting of Cycle 1			Average	Description
		4	5	6		
1.	The teacher come on time	4	4	4	4	Good
2.	The students pay attention to the teacher's explanation	3	4	4	3,6	Good
3.	The students are active in joining the learning process.	3	4	4	3,6	Good
4.	The students ask question to the	3	3	3	3,3	Good

No.	Statement					
	teacher if there is something unclear					
5.	The students can answer the question from the teacher.	3	3	3	3,3	Good
6.	The students can read narrative text correctly.	3	3	3	3,3	Good
7.	The students can differentiate the short and long vowel.	3	3	3	3,3	Good
8.	The students know the stress of word.	3	3	3	3,3	Good
	Number of score	**25**	**28**	**30**	**27,4**	
	Total score	**32**				
	Percentage of students' ability	**85,62%**				

Notes:

1= bad   2= enough   3= good   4= very good

Score = $\underline{number\ of\ score}$= $\underline{27,4}$= 3,42= (good)
         number of activity   8

To know the percentage of the teacher's activity, both teaching and using direct method, it can be calculated by using formula:

Percentage of the teacher's activity = $\underline{number\ of\ score}$ x 100%
                                        Total score

$$= \underline{27,4}\ x\ 100\% = 85,62\%(\ Very\ Good)$$
$$32$$

Notes:

Score <65%   = enough

Score 66% - 80%   = Good

Score 81% - 100%   = very Good

Based on the observation above, the researcher found that the students had improvement in participation and interest in joining the learning process because the percentage was 85.62% it was higher than in cycle 1 that only 74.06% it means that the learning process I cycle II was better than in cycle 1.

d.Reflection

In this phase, the feedback of the teaching learning process was taken from the result of the observation, as the observation and result test, the researcher could be conducted as follows:

1)   Having checked the students' writing test, the researcher found that the students' score showed improvement. Based on the observation sheet, the teachers' ability in teaching

writing by using gallery walk strategy was improved. The teacher should be able to motivate the students and attract their interest by using gallery walk strategy in writing.

2)   The students' score had improvement too. It was based on the mean of the students' score they were 72.32 In cycle I and 78.79 In cycle II. It made the researcher felt that the cycle could be stopped because the students ability in writing descriptive text improved by using gallery walk strategy.

4.1.3.3 Research Finding

The result of the research indicated that there was an improvement of the students' score in writing descriptive text by using gallery walk strategy. It can be seen from the data which showed that the mean of the students in the cycle II (78. 79) was higher that cycle I (72.32) and also pre-test (62.). The percentage of the students' score in pre-test who got point 75 were 14 of 40 students

The qualitative data was taken from diary notes, observation sheet and interview. They supported that pictures was able to improve students' ability in writing descriptive. From the diary notes, it could be concluded that the students were interested in studying. There were were found some students chatted during the lesson, they were still shy when they were given chances to ask the questions but in the next meetings, the students confident in asking or answering the question but in the students' better than before because they mistake become less and less in every meeting. From observation sheet, the students were enthusiastic and interested during the teaching and learning process. From the interview sheet, it showed the students were confused in write down their ideas and the students' did not know to write descriptive text well because of bad grammar and lack understanding about descriptive writing. The result indicated the picture was effective in increasing the students ability in writing descriptive. In pre test, there was 5% (2 students) who got up to

75 points. In post-test cycle II, there eas 78.79% (32 Students) who got up to 75 points. The improvement from the post-test cycle I to the post-test cycle II was 50%. In the cycle I, there were students who didn't get up to 75 point but most of them score increased from the pre test cycle II.

4.1.3.4 Discussion

Based on the result of the research, using gallery walk strategy can help the students in improving their writing skill, not only their writing got better, but also they could do it faster. It happened because gallery walk provides opportunity for students to express their ideas which supported by the benefits of this strategy. Gallery walk gives chance for students to do delf assement. After the students rotated the class, material and did the task. Their work got comment by their friends, the given score. The took in turn. It is a good things because they know their fault right away and for the friends who give comment should know. The reason of it and why they give that score. It helps them to use higher order thinking skill and develop their ideas. As the students' writing skill got improved after being taught using gallery walk, the research in cycle ii because the result has met the success indicator of the research.

CHAPTER V

CONLUSIAN AND SUGGESTION

5.1. CONLUSIOAN

1. Gallery walk is a diccussion strategy that gets students out of their chairs and into a mode of active engagement. How to use gallery walk is very important to know. So that it can be used well. On student teams rotate to provide bulleted answer to questions posted on charts arranged around the classroom.

2. Based on the result of the researcher, it could be concluded that teaching writing by using gallery walk strategy could develop the students ability in writing descriptive text, especially for students at XI of SMA Negeri 1 Rundeng Kota subulussalam Aceh, it's shown from the improvement of the mean of the Pre-test (62.97), the mean of cycle 1 (72.32), and the mean of cycle II (78.97). it can be stated that the scores continuously increase from the pre test to cycle II. therefore, it was obtained the conclusion that the use of gallery walk strategy signify fivantly improved the students' ability in writing descriptive text .

5.2 Suggestion

The result of the study showed that the study showed that the application of gallery walk strategy could increase student ability in writing descriptive text, these following suggestion are offered.

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1. The principal SMA Negeri 1 Rundeng Kota Subulussalam Aceh should suggest to the English teacher use gallery walk strategy when teaching learning process. especially in writing descriptive text.

2. For teacher suggested to use gallery walk strategy which has a pleasant learning conduction, in order that the students feel more motivated and interest in learning reading comprehension.

3. The other researcher, it suggested to conduct further researcher ralted to the topic of the study.

APPENDIX I

CYCLE I

LESSON PLAN

School   : SMA Negeri I Rundeng

Subject   : English

Class/ Semester   : XI/ II

Time allocation   : 2 x 40 minutes

Skill   : Writing

A. CORE COMPETENCY

K1   Respecting and appreciating the teachings of religion.

K2   Respecting and appreciating the honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within the range of relationships and its existence.

K3   Understanding knowledge (factual, conceptual, and procedural) is based on his/her curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.

K4   Trying, processing, and presenting in a concrete realm (using, parsing, stringing, modifying, and making) and abstract domains (writing, reading, counting, drawing, and making) in accordance with what is learned in school and other sources in the same angle viewpoint/ theory.

B. BASIC COMPETENCY

3.10 Understanding social functions, text structure, and language elements of descriptive text by stating and asking about descriptions of people, animals, and objects, short and simple, according to the context of their use.

4.13 Compose oral and written descriptive texts, very short and simple, short and simple, about descriptions of people, animals, and objects, taking into account social functions, text structures, and language elements that are correct and in accordance with the context.

C. INDICATORS

3.10.1 Understanding and analyzing the social function used in descriptive text

3.10.2 Understanding and analyzing the generic structure used in descriptive text

3.10.3 Understanding and analyzing the language features used in descriptive text

4.13.1 Writing descriptive text in simple form.

D. LEARNING OBJECTIVES

- Students are able to understad the social function of descriptive text
- Students are able to understand the language feature of descriptive text
- Students are able to understand the generic structure of descriptive text
- Students are able to write a descriptive text in simple form.

E. LEARNING MATERIALS

Descriptive text is a text that describes noun (people, animals, things)

Social Function   : Describes, promotes, identifies, praises, criticizes, etc.

Text Structure   :

No.	Textual Elements	Functions
1)	Identification	An introduction to the subject of the description.
2)	Description	To describe the characteristic features of the subject.

Example of Descriptive Text

No.	Textual Elements	Example
1)	Identification	I have only one sister, **his** name is Ida.
2)	Description	**My** sister is very **smart**. He is also a good football player.He is **generous**. He is **funny**, too. I love him very much.But I don't like some things about him. His room is alwaysmessy. He **puts** his things everywhere. Sometimes he issmelly because he is sweaty but he doesn't take **a** bathstraight away. He drinks too much soft drink. He does notlike fresh water. I'm often worried about his health.

Language Features   :

- The use of simple present tense.

- The use of verb to be (is, are), have and linking verb such as seems, looks, sounds, and like, etc.

- The use of adjective to describe or illustrate the condition of topic/ theme described.

- Pronouns I, you, we, my, your, our, her, their, his, etc.

Topic   :
Describing someone who gives an example of disciplined, confident, responsible, love and cooperation behavior.

F. LEARNING METHODS

Task-Based Language Teaching Approach

G. LEARNING MEDIA, TOOLS AND SOURCES

1)   Media

- **Picture**

2)   Tools

- Television

- Marker

- White board

H. LEARNING ACTIVITIES

The First Meeting

Phase	Teaching Learning Activities (Researcher as the teacher)	Time
Pre-Teaching Activities	- Greetings - Performing a prayer before starting the lesson - Checking the attendance list of students - Providing motivation and apperception - Delivering the material to be discussed - Delivering the objectives of today's meeting learning	**5 minutes**
While Teaching Activities	**Observing** ▪ The teacher asks students to look the vocabularies of describing people at the video	**30 minutes**

Questioning

- ▪ The teacher directs students to provide and ask questions about the vocabularies that they do not know the meaning.
- ▪ With the guidance and direction of the teacher, students ask the question, among other things, the meaning of terms that have not been understood, etc.

Experimenting

- Teacher gives the model how to write descriptive text in front of the class in simple way with applying the stages of Gallery Work.

Associating

- Students become a group participant.
- Students select the most interesting theme before writing.
- Students do the tasks based on the determined theme to write a descriptive text based on the teacher's instruction.
- Each groups have to discuss and interact in their group.
- Some groups have to present their work.

Communicating

- • Each group collects their work (descriptive text writing)

Post Teaching Activities

- • Reflecting on what has been learned in this meeting
- • Summarizing learning outcomes today
- • Delivering plans for learning activities for the next meeting.

5 minutes

The Second Meeting

Phase	Teaching Learning Activities	Time
	(Researcher as the teacher)	
Pre-Teaching Activities	• Greetings • Performing a prayer before starting the lesson • Checking the attendance list of students • Providing motivation and apperception • Delivering the material to be discussed • Delivering the objectives of today's meeting learning	**5 minutes**
While Teaching Activities	**Observing** ▪ The teacher explains about descriptive text, the generic structure and language feature of descriptive text by using carton media that attach on the whiteboard. **Questioning** ▪ The teacher distributes the copies of descriptive text example and asks the students to read the example. ▪ The students analyzed the generic structure and the language feature of the descriptive text. ▪ With the guidance and direction of the teacher, students ask the question, the meaning of terms that have not been understood, etc. **Experimenting** Teacher gives the way how to analyze the language features in the descriptive text in front of the class. **Associating** - Students select the most interesting theme before writing. - Students do the tasks based on the determined theme to write a	**30 minutes**

descriptive text based on the teacher's instruction.
- Each student have to discuss and interact in their friend.

Communicating

- Students discuss the result of their writing and give feedback (suggestion or criticism) to their friend.

Post Teaching Activities
- Reflections on what has been learned in this meeting
- Summarize learning outcomes today
- Delivering plans for learning activities for the next meeting

5 minutes

I. ASSESMENT

1. Write a short descriptive text about your classmate!

1. Content	
Score	**Criteria**
27 – 30	Very good to excellent; knowledge, substantive, through development of topic sentence, relevant to assigned topic.
22 – 26	Average to good; some knowledge of subject, adequate range, limited, development of topic sentence, mostly relevant to topic, but luck detail.
17 – 21	Fair to poor; limited knowledge of subject, little substance, inadequate development of topic
13 – 16	Very poor; does not show the knowledge of subject, not substantive, not pertinent, or not enough to evaluate
2. Organization	
Score	**Criteria**
18 – 20	Very good to excellent; ideas clearly stated/supported, cohesive, time, sequence, spatial, particular to general to particular.
14 – 17	Average to good; somewhat copy, loosely organized but main ideas stand out, limited support, logical sequencing and development.
10 – 13	Fair to good; non-fluent, ideas confused or disconnected, lack logical sequencing and development.
7 – 9	Very poor; does not communicative, no organization, or not enough to evaluate

3. Vocabulary	
Score	. **Criteria**
18 – 20	Very good to excellent; exact word, effective words idioms choice and usage, word form mastery appropriate register
14 – 17	Average to good; adequate range, occasional errors of words/idioms for, choices, usages, but meaning not obscured.
10 – 13	Fair to poor, limited range, frequent error o words/idiom form, choice, usages, and meaning obscured.
7 – 9	Very poor; essentially translation, little knowledge of English vocabulary, idioms and words forms, not enough to evaluate.

4. Language Use	
Score	**Criteria**
22 – 25	Very good to excellent; effective complex, construction few errors of agreement tense, number, word order/function, articles, pronouns, prepositions.
18 – 21	Average to good; simple construction minor problems in complex instruction several errors of agreement, tense, number of words order/function, articles, pronoun preposition, and meeting seldom obscured.
11 – 17	Fair to good; major problem in simple complex construction frequent errors of negotiation, agreement, tense, number, and word order/function, article pronoun, preposition and or fragments meaning confused or obscured.
5 – 10	Very poor; virtually no mastery of sentence construction rules, dominated by errors, does not communicated, and not enough to evaluate.

5. Mechanic Skill	
Score	**Criteria**
5	Very good to excellent; demonstrated mastery of convention, few errors of spelling punctuation, few errors of spelling punctuation, capitalization, writing sentences.
4	Average to good; occasional errors of spelling punctuation, capitalization, writing sentences, but meaning not obscured.
3	Fair to good; major problem in simple complex construction frequent errors of negotiation, agreement, tense, number, and word order/function, article pronoun, preposition and or fragments meaning confused or obscured.
2	Very poor; no mastery convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate.

APPENDIX II

<div align="center">

CYCLE II

LESSON PLAN

</div>

School : SMA Negeri I Rundeng

Subject : English

Class/ Semester : XI/ II

Time allocation : 2 x 40 minutes

Skill : Writing

A. CORE COMPETENCY

K1 Respecting and appreciating the teachings of religion.

K2 Respecting and appreciating the honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within the range of relationships and its existence.

K3 Understanding knowledge (factual, conceptual, and procedural) is based on his/her curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.

K4 Trying, processing, and presenting in a concrete realm (using, parsing, stringing, modifying, and making) and abstract domains (writing, reading, counting, drawing, and making) in accordance with what is learned in school and other sources in the same angle viewpoint/ theory.

B. BASIC COMPETENCY

3.10 Understanding social functions, text structure, and language elements of descriptive text by stating and asking about descriptions of people, animals, and objects, short and simple, according to the context of their use.

4.13 Composing oral and written descriptive texts, very short and simple, short and simple, about descriptions of people, animals, and objects, taking into account social functions, text structures, and language elements that are correct and in accordance with the context.

C. INDICATORS

3.10.1 Understanding and analyzing the social function used in descriptive text

3.10.2 Understanding and analyzing the generic structure used in descriptive text

3.10.3 Understanding and analyzing the language features used in descriptive text

4.13.2 Writing descriptive text in simple form.

D. LEARNING OBJECTIVES

- Students are able to understand the social function of descriptive text

- Students are able to understand the language feature of descriptive text

- Students are able to understand the generic structure of descriptive text

- Students are able to write a descriptive text in simple form.

E. LEARNING MATERIALS

Descriptive text is a text that describes noun (people, animals, things)

Social Function : Describes, promotes, identifies, praises, criticizes, etc.

Text Structure :

No.	Textual Elements	Functions
1)	Identification	An introduction to the subject of the description.
2)	Description	To describe the characteristic features of the subject.

Language Features :

- The use of present tense.
- The use of verb to be (is, are), have and linking verb such as seems, looks, sounds, and like, etc.
- The use of adjective to describe or illustrate the condition of topic/ theme described.
- Pronouns I, you, we, she, it, her, their, his, etc.

Adverb of time : today, at present, at the moment, now

Topic : Describing animals or things to show our pride of them.

F. LEARNING METHODS : *Gallery Walk*
G. LEARNING MEDIA, TOOLS AND SOURCES
1) **Media** : Picture
2) **Tools** : Marker, White board

H. LEARNING ACTIVITIES

-Post Test I

Teacher conducts post-test I. Students are given a post-test II before getting treatment in cycle II. The test is writing a descriptive text describing animal. The students sit on each their chairs, consisting of one table for two chairs.

Time	Phase	Teaching Learning Activities (Researcher as the teacher)
	Pre-	• Teacher greets and asks students condition.
10 Minutes	**Teaching**	• Teacher leads students to say prayer
		• Teacher checks the students attendances
		• Teacher motivates students
	Observing	• Teacher reviews the explanation about descriptive

text in the cartoon.

Questioning

While Teaching Activities

- Teacher asks the students about what the students have not understood yet.
- With the guidance and direction of the teacher, students ask the question, among other things, the meaning of terms that have not been understood, etc.

Experimenting

- Teacher checks students' understanding about descriptive text.
- Teacher asks students to open their textbook.
- Teacher asks students to look the example of descriptive text in their textbook
- Teacher asks students to look the explanation of simple present tense in their textbook.

Associating

- Teacher asks student to read her or his writing.
- Teacher asks the students to analyze their example of descriptive text from their work.
- Teacher discusses with students about the correct generic structure of the example.
- Teacher asks students to analyze the present verb of the example in their textbook.
- Teacher asks them to give feedback to their friend in one table.

Communicating

- Teacher checks an example of a students' descriptive text.
- Teacher discusses again with students about using present tense in descriptive text.

- Teacher discusses again with students about writing a good descriptive text.
- Teacher summarizes the material
- Teacher asks students to memorize the formulation of simple present tense at home.
- Teacher asks students to collect their homework.
- Teacher ends the activities.

APPENDIX III

TEST SHEET I

PRE-TEST

1. Make a description from this picture!

APPENDIX IV

TEST SHEET II
POST TEST OF CYCLE I

1. Make a description from this picture!

APPENDIX V

TEST SHEET III
POST TEST OF CYCLE II

1. **Make a description from this Picture!**

APPENDIX VI

OBSERVATION SHEET
CYCLE I

Date   : April 26th, 2019
Meeting   :CycleI
Observer   :YuliantiNasha
Aspect   : Teaching Process of Researcher

	Observation Items	Yes	No	Description
A.	**Pre-Teaching**			
1.	Researcher opens the class by greeting the students	√		
2.	Researcher checks students' attendance	√		
3.	Researcher introduces the topic to the students	√		
4.	Researcher delivers the aim of the lesson		√	
5.	Researcher informs the picture descriptive text	√		
B.	**Whilst-Teaching**			
1.	The students are ready to learn the material	√		
2.	Researcher uses picture	√		
3.	The students ask the picture that showed by researcher	√		
4.	Researcher answer the question about the picture	√		
5.	The students use dictionary and smartphone	√		
.				
C.	**Post-Teaching**			
1.	The Teacher summarizes and Reflects the lesson			

2	The teacher previews on the upcoming materials			
3	The teacher closes the teaching and learning			
D	**Class Situation**			
1.	Researcher gives feedback	√		
2.	Researcher concludes today's lesson	√		
3.	Researcher tells the students about the material on the next meeting	√		
4.	Researcher closes the lesson	√		

Medan, April 26th, 2019
Observer/Collaborator

YuliantiNasha

APPENDIX VII

OBSERVATION SHEET

CYCLE II

Date   :April 10th, 2019
Meeting   :CycleII
Observer   :Yulianti Nasha
Aspect   : Teaching Process of Researcher

		Observation Items	**Yes**	**No**	**Description**
A.	**Pre-Teaching**				
1.		Researcher opens the class by greeting the students	√		
2.		Researcher checks students' attendance	√		
3.		Researcher introduces the topic to the students		√	
4.		Researcher delivers the aim of the lesson		√	
5.		Researcher informs the picture that will be learned	√		
B.	**Whilst-Teaching**				
1.		The students are ready to learn the material	√		

		√		
2.	Researcher uses picture and marker	√		
3.	The students make a group and sit by their group	√		
4.	The students answer write in their paper	√		
5.	Researcher checks the students understanding	√		
6.	The students use dictionary and smartphone	√		
.				
C.	**Post-Teaching**			
1.	Researcher summerizes the lesson		√	
2.	Researcher gives reward and motivates the students to participate more I the next meeting	√		
D	**Class Situation**			
1.	Researcher gives feedback		√	
2.	Researcher concludes today's lesson	√		
3.	Researcher tells the students about the material on the next meeting	√		
4.	Researcher closes the lesson	√		

Medan, May 10th, 2019
Observer/Collaborator
YuliantiNash

APPENDIX VIII

DIARY NOTES

In the first meeting of cycle 1

The researcher conducted pre-teaching such greeting and asking the students' conditions, checking the attendance list of students, telling the objective of teaching learning process. The researcher introduced the topic to students and motivated them. Then the researcher explained all the materials related to descriptive text and using gallery walk. In this meeting, researcher wasted much time in pre-teaching, so the time was limit to explain materials clearly. When researcher explained Gallery walk, she was successful to attract students' motivation at writing. They were excited of getting new strategy of learning.

In the second meeting of cycle 1

The researcher conducted the pre teaching better than first meeting. The researcher warmed up the students by asking about their parents. Some students answered by using English, some used Indonesian. In this meeting, the researcher gave more explanation about descriptive text and checked students' comprehension about descriptive text and the generic structure of it. Most of students had understood about the concept of descriptive text.

The researcher reviewed about gallery walk and how to use this strategy. The researcher also taught students about how to write descriptive text by themselves. The example of text looked from students' course book. One of students read the example in front of classroom. In this meeting, the researcher had to apply next cycle, because some of students still need explanation and guidance at writing descriptive text. In the second cycle, researcher should give notes or score in students' exercise book in order to give clear correction to students.

In the first meeting of cycle 2

The researcher was still implementing gallery walk strategy at writing descriptive text. The researcher explained more about writing diary and how to make good descriptive text. Then the researcher explained more about how to explore their idea at writing. The researcher informed that gallery walk strategy was very important to help their ability at writing. If students were diligent to practice writing, they would get good mark in every test. In this meeting, students' response was good. The students were also active and the situation of the class was in control. In this meeting, students were familiar with some vocabularies used in descriptive text. Therefore some students did not ask many to researcher about the meaning of words.

APPENDIX VIIII

INTERVIEW SHEET
FOR TEACHER

Day, Date   : Wednesday, 11th April 2019

Time   : 12.00 p.m.

Interview with the teacher before action and pre-test

Researcher   : bagaimana cara mam mengajarkan pembelajaran bahasa inggris didalam

kelas ?

Teacher : kalau saya mengajar mawar biasanya saya pertama masuk baca doa, selesai bacadoa, saya absen setelah itu saya suruh orang itu membaca satu persatu text bahasa ingris.

Researcher : Menurut mam, bagaimana kemampuan menulis mereka mam?

Teacher : kalau menulis mereka agak susah mawar, kadang-kadang detea jabanyak yang bersalahan. Mereka kebanayakan hanya bisa membaca tetapi tulisanya masih salah.

Researcher : Dalam pembelajaran menulis, kesulitan apa saja yang dihadapi siswa mam ?

Teacher :banyak mawar,salah satunya kosa kata mereka sangat minim melihat kampus mereka malas, tapi biasanya saya tetap paksakan mereka buka kamus.

Researcher : Metode apa yang pernah mam terapkan dalam pembelajaran *writing*?

Teacher : kalaw saya mawar , jarang bawakan metode.

Day, Date : Thursday, 11ᵗʰapril 2019

Time : 10.00 a.m.

Interview with the teacher after pre-test

Researcher : Mam, saya sudah melakukan pre-test dan berikut hasilnya mam, bagaimana pendapat mam?

Teacher : Ya begitlah mawar, masih susah mereka menghafal kosa kata Bahasa Inggris, macam tadi masih contek-contekan kan? Iya mereka belum mampu

menyusun tulisan atau ide mereka. Sebenarnya mereka tahu apa yang mau mereka tulis apa lagi tentang deskripsi orang sekitar mereka.

Day, Date : **April 4th, 2019**

Time : **11.00 a.m.**
Interview with the teacher after cycle 1 and 2

Researcher : Bagaimana pendapat mam tentang strategi yang saya terapkan, yaitu penggunakan pendekatan Gallery Walk dalam meningkatkan kemampuan menulis siswa di *descriptive text*?

Teacher : yang penting itu daya tariknya terlebih dahulu, kalau strategi yang Mawar gunakan itu menarik karena mereka tidak boring mereka bisa mengeluarkan pendapatnya.

Researcher : Berdasarkan pengamatan mam, bagaimana interaksi dan proses belajar mengajar selama saya menerapkan strategi ini mam?

Teacher :selain mam memperhatikan atau mengobservasi selama mawar menerapkan strategi itu, otomatis mam lihat ada cara yang baru dari yang mawar ajarkan, jadi mam merasa termotivasi jugakan, kapan-kapan buat seperti itu juga. Bagus juga.Bapak tanyak pun mereka bilang nulisnya sudah mulait erbiasa, sudah pahamt entang descriptive text.

Researcher : Menurut mam apakah penggunaan strategi ini mampu meningkatkan pencapaian siswa dalam menulis *descriptive text*?

Teacher : Ya tentulah , mereka jad irajin nulis. Nulisnikan butuh praktek, makin rajin praktek, makin baguslah tulisannya. Kosa kata makin bertambah.

Researcher : pendapat mam tentang pengguna metode ini, apakah bisa meningkatkan target pecapaian kemampuan siswa menulis ?

Teacher : ya tentu mawar, jadi siswa itu semakin mudah dengan menuliskan menuangkan apa yang ada dibenak mereka.

APPENDIX X

INTERVIEW SHEET
FOR STUDENTS

Day, Date : Wednesday, 6th March 2019
Time : 13.00 p.m.
Transcript of Interview with Students before Action

Researcher : Sekarang miss mautanya, kalian suka gak belajar bahasa Inggris?

Student A : sukanyaya suka miss, tapi kadang kalau lagi sulit ya gak suka.

Student B : sukabanget miss apalagi kalau sama miss.

Student C : suka miss.

Researcher : Kalau belajar bahasa Inggris apa aja yang menjadi kesulitannya?

Student A : sulitnya kadang kalau ada kalimat bahasa Indonesia dijadikan ke bahasa inggris.

Student B : yang sulitnya di tense-tense itu miss yang miss ajarin dulu.

Student C : Oh iyamiss,sulitnya yang di present tense itu.

Researcher : Jadi tadi gimana ngerjakan testnya?

Student A : Miss nyuruhpakeBa hasaInggris, sayagaktaulah miss

Student B : Bingung saya miss maunulis apa.

Student C : lumayan susah miss, saya lupa rumus yang present itu.

Researcher : Biasanya kesulitan apa aja kalau saat menulis bahasa Inggris?

Student A : menulis itu sulit bahasa Inggriskannya miss

Student B : iya miss. Kalau saya ya di susunannya miss.

Student C : sama miss. Sulit cara artikannya sama kata kerjanya juga, bingung miss.

Day, date : Thursday, March 14th, 2019.

Transcript of Interview with Students after cycle 1

Researcher : Gimana belajar sama miss tadi?

Student A : seru miss.

Student B : miss suka lucu, sabar. Hehe

Student C : menyenangkan miss

Researcher : Lebih suka belajar di kelas secara individu aja atau kelompok ?

Student A : lebih suka individu miss. Karena kalau kelompok, satu mau ngerjakan satu lagi gak mau ngerjain. Tapi kalau metode ibu ini lebih seru kelompok mis.

Student B :lebih suka individu. Kalau sendiri dia mudah ngerjain nya kalau kelompok jadi banyak yang salah tapi kalau kelompok seru mis karena pembelaran yang mis buat sangat seru pakek kelompok.

Student C   : lebih suka individu karena kalau kelompok   nanti ada yang setuju jawabannya ada yang gak setuju.

Researcher   : Sekarang sudah paham gak mengenai teks deskriptif?

Student A   : sudah miss dikit-dikit.

Student B   : sudah. Karena tahu dari SMP

Student C   : lumayan sudah lah miss

Day, date   : Thursday, April 4th 2019.

Transcript of Interview with Students after Cycle 2

Researcher   : Gimana mengerja kan teksnya. Sudah mudah?

Student A   : sudah paham miss nyusun jadi paragraph gitu.

Student B   : lumayanenak miss nulisnya, tapiharus lama waktunya.

Student C : Iya miss, saya jadi rajinn ulis miss. Besok saya bawa diary saya, pake bahasa Inggris sekarang nulisnya.

APENDIXS XI

Harsah Pardasi

Sunflower is a ukraine national flower and officially flower for kansas the country In United states of america or USA. Sunflower the First Finding in mexico. Sunflower has a high 3 metres. Sunflower has a Four purpose, there are for oil seed Factory. As a food for animal, as a beautiful plant and for lunch, lunch is a Food that make using Sunflower seeds.

1. Make a description from this figure

Tiger

2. The tiger is the wild animal.

The tiger (*Panthera tigris*) is the largest, among the *Felidae* and classified in the genus *Panthera* is its most recognizable for its dark vertical stripes on reddish-orange fur with a lighter underside is its other features. Prominent tigers as inquires 30%.

Tigers are a wild animal. They are the biggest cat of their stand. Mane fur are ranged as their life-size and the female is 100-160 in the female is more than the men.

The lion in tigers. They can eat larger upon a cat has the tito inner lion a stand. Tigers are carnivor. They usually hunt in daytime. Their tongues are deer. Top, others are even deers for daytime becomes tigrr is with other one is their, they have stand in the body. This stand is assume sea as advantage to hunt in the quise tiger can hunt have functions as bigger first in human body.

If you have to see a tiger, you have to go to the zoo becomes they are very dangerous in wild care.

Name : - yoda atelery
- m. usni
- Osmun
- nerinda D

40

LOCATION OF RESEARCH

PROCESS TEACHING GALLARY WALK

TEACHING LEARNING PROCES

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl.Williem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683
Website : www.fitk.uinsu.ac.id   e.mail : fitk@uinsu.ac.id

Nomor   : B-3556/ITK/ITK.V.3/PP.00.9/ 03/.2019   Medan, 18 Maret 2019
Lampiran : -
Hal   : Izin Riset

Hapsah pardosi

Sunflower is a ukraine national flower and officially flower for kansas the coutry in united states of america or USA. Sunflower the first finding in mexico. Sunflower has a high 3 matres. Sunflower has a four purpose, there are for oil seed factory, as a food for animal, as a beautiful plant and for kuaci, kuaci is a food that make using Sunflower seeds.
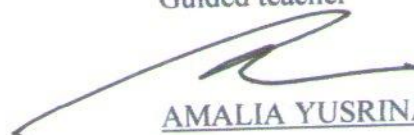
Rundeng, 20th 2019

Knowing

Researcher

Mawarni Nasha

Nim: 34154198

Guided teacher

AMALIA YUSRINA, S.pd

Nip:198408132011032001

1. Make a description from this ficture

TIGER

1. The tiger is the wild animal

- The tiger (Panthera tigris) is the species among the Foudae and classified in the genus Panthera. It is most recognizable for 1st dark vertical stripes on reddish - orange fur with a lighter underside. It is an apex predator, primarily preyes on

مدرسة تحفيظ القرآن
MADRASAH TAHFIZHIL QUR'AN
YAYASAN ISLAMIC CENTRE SUMATERA UTARA

Jl. Willem Iskandar / Pancing Medan 20222. Telp. (061) 6627322 - 6627332

SURAT KETERANGAN
Nomor: 080/MTzQ/S.02/I/2019

Yang bertanda tangan di bawah ini Pembimbing Tahfizh di Madrasah Tahfizhil Qur'an Yayasan Islamic Centre Sumatera Utara menerangkan bahwa:

Nama	: Mawarni Nasha
NIM	: 34154198
Jurusan	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah – Universitas Islam Negeri Sumatera Utara

1. Make a description from this ficture

Tiger

Tiger is considered to be the largest cat in the world. The scientific name of Tiger is panthere tigris. They are carnivorous mamals. nowadays, tigers are in the list of endangered animals created by the international union for conservation of Nature (IUCN). It is recorded that the global population of tiger in the in the wild is about 3,062 to 3,548 individuals (the number has dropped around 100.000 compared to the beginning of the 20th century).

Tigers have four leg and a very long tan They have some
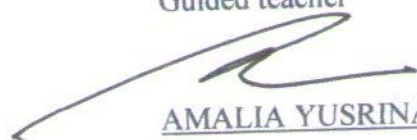
Rundeng, 20th 2019

Knowing

Researcher

Mawarni Nasha

Nim: 34154198

Guided teacher

AMALIA YUSRINA, S.pd

Nip:198408132011032001

The Principal of SMA Negeri 1 Rundeng

ABDULLAH,S.pd.i

Nip:197910282007011022

PE
DIN
SMA NE
Jl. Perjua

S
N

Yang bertanda tangan di bawah ini :

Nama	: **ABDULLAH, S.Pd.I**
Nip	: 19791028 200701 1 022
Pangkat/ Gol Ruang	: Pembina, IV/ a
Jabatan	: Kepala Sekolah SMA Negeri 1 Rundeng
Alamat	: Jl. Perjuangan No. 14 Pasar Rundeng Kota Subulussalam

Menerangkan bahwa Mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islma Negeri (UIN) Sumatera Utara Medan yang bernama:

Nama	: Mawarni Nasha
TTL	: Kuala Kepeng, 09 Desember 1996
NIM	: 34154198

Benar telah melakukan **Riset** di SMA Negeri 1 Rundeng Kota Subulussalam, dalam rangka penyusunan Skripsi dengan judul: " **IMPROVING THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT THROUGH GALLERY WALK STRATEGY AT SMA NEGERI 1 RUNDENG KOTA SUBULUSSALAM ACEH"**