

THE EFFECT OF GALLERY WALK TECHNIQUE ON STUDENTS' ABILITY IN WRITING HORTATORY EXPOSITION TEXT (A STUDY AT THE ELEVENTH GRADE STUDENTS OF SMA SWASTA KATOLIK SIBOLGA IN 2018/2019 ACADEMIC YEAR)

Aloysia Kristi Siregar¹, Wildan Iskandar², Habib Rahmansyah³

Institut Pendidikan Tapanuli Selatan (IPTS)

Email: alloysiregar@gmail.com

Abstract: The objective of this research is to know whether there is a significant effect of gallery walk technique on students' ability in writing hortatory exposition text at the eleventh grade students of SMA Swasta Katolik Sibolga in 2018/2019 Academic Year. This research uses experimental method with pre-experimental research design; one group pretest-posttest design. The population is all of the eleventh grade students which consists of 194 students. Technique sampling that is used on this research is systematic sampling and the number of the samples are 30 students. In collecting the data, the researcher uses observation sheet to get the data of the application of gallery walk technique and test to get the data of the students' ability in writing hortatory exposition text. The researcher uses statistic process in analyzing the data by using t_{test} formula. Based on the data that had been analyzed, the result of data analyzing showed that t_{test} is higher than t_{table} ($t_{test} 17.08 > t_{table} 2.04$). So, the hypothesis is accepted. It means that there is a significant effect of gallery walk technique on students' ability in writing hortatory exposition text at the eleventh grade students of SMA Swasta Katolik Sibolga in 2018/2019 Academic Year.

Keywords: gallery walk technique, hortatory exposition text, writing ability.

Abstrak: Tujuan penelitian ini adalah untuk mengetahui apakah ada sebuah pengaruh yang signifikan dari *gallery walk technique* terhadap kemampuan siswa dalam menuliskan teks hortatory eksposisi di kelas sebelas SMA Swasta Katolik Sibolga pada Tahun Ajaran 2018/2019. Penelitian ini menggunakan metode eksperimen dengan rancangan penelitian pre-experimental; one group pre-test post-test design. Populasi penelitian terdiri dari 194 siswa kelas sebelas. Teknik penarikan sampel yang digunakan dalam penelitian ini adalah penarikan sampel sistematis dan jumlah sampel terdiri dari 30 siswa. Dalam pengumpulan data, peneliti menggunakan lembar observasi untuk menjangkau data dari pengaplikasian *gallery walk technique* dan tes untuk menjangkau data mengenai kemampuan siswa dalam menuliskan teks hortatory eksposisi. Peneliti menggunakan proses statistik dalam analisis data, yaitu rumus t_{test} . Berdasarkan data yang telah di analisis, hasil analisis data menunjukkan bahwa t_{test} lebih besar daripada t_{table} ($t_{test} 17.08 > t_{table} 2.04$). Jadi, hipotesis diterima. Ini berarti ada sebuah pengaruh yang signifikan dari *gallery walk technique* terhadap kemampuan siswa dalam menuliskan teks hortatory eksposisi di kelas sebelas SMA Swasta Katolik Sibolga pada Tahun Ajaran 2018/2019.

Kata kunci: gallery walk technique, kemampuan menulis. teks hortatory eksposisi.

I. INTRODUCTION

There are four skills in teaching English, namely: listening, speaking, writing and reading, writing skill is most difficult mastered by students. Beside that four skills, writing is one of the English skill that has more important skill in our life because we can enrich and update our knowledge through writing and should be mastered by the students especially in Senior High School. Writing is one of the English skill that has more important skill in our life because we can enrich and update our knowledge through writing and should be mastered by the students especially in Senior High School.

The researcher conduct the research in SMA Swasta Katolik Sibolga because students difficult in writing ability especially in writing some kinds of text based on genre are defined as social process which achieve their purposes in steps, such as: descriptive, procedure, narrative, spoof, report, discussion, explanation, analytical exposition, hortatory exposition, news item and recount text. They are still difficult to understand to write one of this text namely hortatory exposition text. Hortatory exposition text is a kind of text that share the idea of writer something and persuade the reader to believe or to do something related to the topic that is given. By learning hortatory exposition text, it is expected the students to understand about hortatory exposition text well.

In fact, not all students are successful in writing. The students still have low capability in writing hortatory exposition text. For example, in SMA SwastaKatolikSibolga. There are still many students difficult to understand in English mainly in writing hortatory exposition text. It can be seen from the

students' writing ability score that have been observed by the researcher and also gave a writing test as the pre-test at the eleventh grades students of SMA SwastaKatolikSibolga in March, 11th 2019 at the 09.00 AM that the researcher found that the average score of students' ability in writing hortatory exposition is 52.3.it means that the students at the eleventh grade students of SMA SwastaKatolikSibolga still have low capability in writing hortatory exposition text.

If this problem is not solved, the researcher afraid that the purpose of the learning will not be reach. When learning purpose is not achieved, so it can be say that the teaching and learning proces is fail. To handle the problems, can use some efforts to apply in the Curriculum 2013, such as; give practice to make an interesting idea or information to the students, choosing the suitable technique of teaching and learning process is based on the necessity, the result of learning would be better. The selection and the application of certain technique should be based on objective of research. Hence the use of technique is very essential to improve the students's ability in writing.

Actually, the researcher wants to found the solutions to increase students' writing hortatory exposition text by using gallery walk. The researcher chooses this technique is because this gallery walk is suitable to teach writing especially hortatory exposition. Gallery walk can help the students to understand hortatory exposition text. By using gallery walk the teacher can control the sequence and order of lesson, so make sure that the students enjoy and they are able to be active about the lesson which is presenting in the classroom activity . The researcher want to see whether after

using gallery walk, students' writing hortatory exposition text can increase. So, the researcher hopes by using gallery walk technique, the students ability will improve.

1. Students' ability of Writing Hortatory Exposition Text

a. Definition of Writing

Writing is the communication developing from someone ideas. According to Nation (2008:113) says, "Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading". Thommy (2008:2) says, "Writing is giving information to its reader". From the explanation above, it can be concludes that writing is complex process of transforming thought and ideas, thinking how to express and organizing into statement and paragraph to make them visible and concrete on the piece and paper.

b. Aspects of writing

There are some aspects of writing that is used by the writer in assessing students job (Nurgiantoro in Nailatul (2001:307), such as:

1) Content

Content is the substance of the writing or ideas expressed. According to Brown (2017:13), "Content is there at least two things which can be measured in connection with content; the points that are presented and formal signals given the reader to guide in understanding the topic". Oshima and Ann (2012:11), Content tell about topic sentence. Based on the explanation above, the writer conclude content is refers to knowledgeable and development to assigned the relevant topic.

2) Organization

Organization is the arrangement of ideas, incidents, evidence, or details in a perceptible order in a text. Oshima and Hogue (2012:12) says, "Organization matched the assignment." And also Kroger (2005:5) says, "Organization is the ideas of the students are well organized and can be understood by the reader. Based on the explanation above, the structure of a text, such arranging of the generic structure. In this case, students must able to write an hortatory exposition text with a true arranging of generic structure.

3) Vocabulary

Vocabulary is one of the important aspect that support writing incertain language. According to Cameron (2015:22) states that, "Vocabulary is as one of the knowledge areas in language, plays a great role for learners in acquiring a language". According to Banhart (2008:67) states that vocabulary are: 1) stock of word used by person, class people, proffesion etc. 2) a collection or list of words, usually in alphabetical order and defined." Based on the explanation above, the writer concludes that vocabulary is the important thing for someone to learn English well that connecting how the words are arranged into good sentences.

4) Grammar

Grammar is one of important contents in writing. Gleason and Ratner (2015:71) says, "Grammar is aset of rulesthatexplores the forms and structures of sentences that can becauseinalanguage". In addition, Brown (2015:23) says, "Grammar is one important aspects in writing. It governs utterance that we produce to be right and orderly". Based on the explanation above, theresarcher concludes thatgrammar is rules of the language for

changing the form of word and applied linguistic realized the need to focus language teaching of communicative fluency on mastery of structure in a sentence.

5) Mechanics

Mechanics is the use of the graphic convention. Brown (2015:23) says, "Mechanics of writing deals with capitalization, spelling, and punctuation". According to David in Yusrina (2000) says, "Mechanic depends on the students' competence to write spelling, punctuation, capitalization, paragraphing and hand writing whether or not can be read". Based on the explanation above, the researcher concludes that mechanic is independently, mechanics are conventions governing technical aspects of writing.

2. Hortatory Exposition Text

Hortatory exposition is a text that give opinions, ideas, point of views, or arguments of a writer about a problem, topic or phenomenon that happen in our environment surround us. According to Amarain et al, (2009:19), "Hortatory exposition is a text which represents the attempt of the writer to have the address do something or act in certain way".

The generic structure of hortatory exposition text has three components according to Wahidi (2008:09), namely: 1) Thesis: Introduces a topic and indicates the writer's position; outlines the main arguments to be presented (preview); 2) Arguments: Restates main arguments outlined in a preview (point); develops and supports each point/argument (elaboration); Recommendation: Recommendation is the writer's summaration of the topic of the readers more believe what the writer's do.

Furthermore, they said that language features of hortatory exposition texts are: using abstract noun, e.g. policy, advantages, etc; Using action verb, e.g. we must act, etc; using technical verb, e.g. species of animal, etc; using thinking verb, e.g. I believe, etc; using modal adverb, e.g. certainly, surely, etc; using modal verb, e.g. we must preserve, etc; using temporal connective, e.g. firstly, secondly, etc; using evaluative words, e.g. valuable, trustworthy, etc; using relating verb, e.g. should be, must be, etc; using passive voice; using simple present tense.

3. Gallery Walk Technique

a. Definition of Gallery Walk Technique

Gallery walk technique is one of English teaching technique which make the students to be able to solve problem in teaching learning. According to Machmudah(2008:152), "Gallery walk is one way to assess and remember what had students learned during this time." According to Mariyaningsih (2006:27) says, "Gallery walk is a discussion technique that gets students out of their chairs and actively involved in synthesizing important science concepts, writing, and public speaking.

b. Steps of Gallery Walk Technique

According to Yusnidar (2014:57), there are eight steps of gallery walk technique: participants are divided into groups; the group is given a paper / flip chart; define topic / theme lesson; the work of the group is affixed to the wall; each group rotates to observe the work of another group; one representative of the group answered every question asked by another group; correction together, and; clarification and inference.

c. Advantages and disadvantages of gallery walk technique

According to Lestari (2017:34) there are eight advantages of gallery walk, namely :Dedicates time for students to practice discussing, debating, organizing, and writing about course content rather than just hearing ideas presented by the teacher; promotes the use of higher order thinking skills like analysis, evaluation, and synthesis when choose levels of abstraction when designing question; emphasizes the collaborative, social nature of learning because students work in teams to synthesize information written from a variety of perspectives; encourages alternative and multiple approach to problem, because students are exposed to a variety of perspectives posted at different discussion “station”; reassures students that their voices, ideas, and experiences are valued because students are more likely to share idea among a non-threatening group of paper; provides an opportunity to gauge a student’s prior knowledge, skills, and misconceptions; promotes team building, fosters persuasive argument, and encourages consensus as students work together to accurately represent group members’ ideas at different junctures of gallery walk; encourages students interaction.

Besides, there are some disadvantages of this technique. According to Lestari (2017:35) state that, a few students in the group may not actively participate in the knowledge construction, some students prefer to learn individually and hence may not participate in discussion and the evaluation may not be just. Choosing a technique should be suitable to teach students’ writing ability.

II. METHODOLOGY OF THE RESEARCH

Arikunto (2006:160) said that methodology of the research is the way that is used by the researcher in collecting the data of the research. This research used experimental method with pre-experimental research design; one group pre-test post test design.

In collecting data with one group pre-test post test design, the research used test and observation sheet as the instrument. The test is used to measured the students' ability in writing hortatory exposition text ability and the observation sheet is used to observe the researcher in applied gallery walk technique. The procedures of this research design were: 1) the students are given pre-test first and the researcher got the data, 2) the researcher applied the treatment to increase the students' ability, 3) after the treatment is given, the students are given post-test and the researcher got the data, 4) the scores of pre-test and post-test are compared by the researcher.

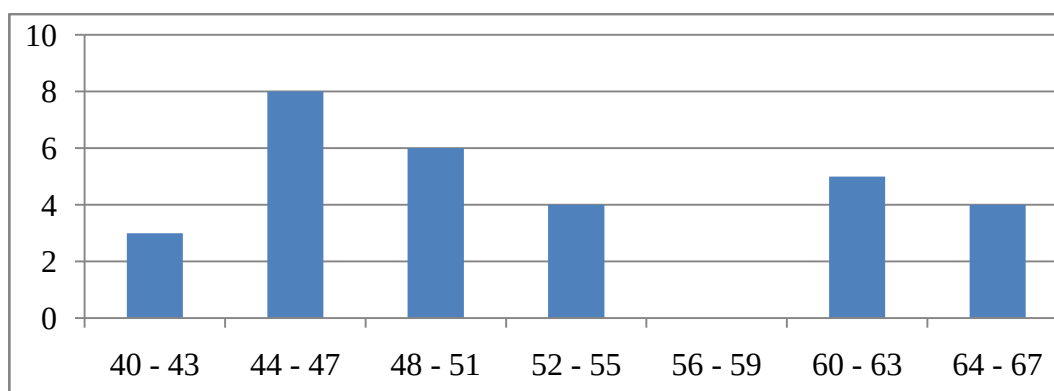
The research used quantitative data which is gotten by the researcher from calculating mean, median, and mode score from the test of students' ability in writing hortatory exposition text and observation sheet of gallery walk technique. In analyzing the data, the researcher used t_{test} formula to look for the significant effect of gallery walk technique on students' ability in writing hortatory exposition text.

III. RESULT

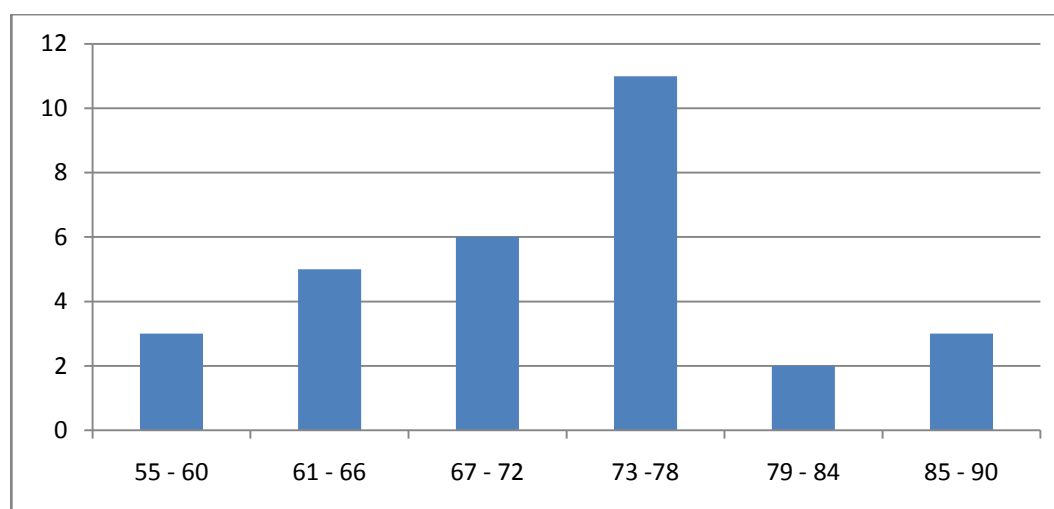
Based on the result obtained from the analysis of observation sheet about the application of gallery walk technique at the eleventh grade students

of SMASwastaKatolikSibolga, the average score was 3.6 and it is categorized in “very good” criterion.

The mean score of the students’ ability in writing hortatory exposition text before taught by using gallery walk technique was 52.3. It is categorized as “low” criterion. While, after taught by using gallery walk technique, the mean score of the students’ ability in writing hortatory exposition text was 72.1. It is categorized as “good” criterion.



Students' Ability in Writing Hortatory Exposition Text before using Gallery Walk Technique



Students' Ability in Writing Hortatory Exposition Text after using Gallery Walk Technique

From the histogram above, the researcher concludes that posttest is higher than pretest and the researcher found that t_{test} is higher than t_{table} ($17.08 > 2.04$). It means that there is a significant effect of gallery walk technique on students' ability in writing hortatory exposition text at the eleventh grade students of SMA Swasta Katolik Sibolga in 2018/2019 Academic Year.

IV. DISCUSSION

Based on the result of observation sheet in applying gallery walk technique, the researcher found that the score was 3.6. It is categorized as "very good criterion". The result of average score of students' ability in writing hortatory exposition text before taught by using gallery walk technique was 52.3. It is categorized as "fail" criterion. Furthermore, the average score of students' ability in writing hortatory exposition text after using gallery walk technique was 72.1. It is categorized as "good" criterion. It means that there is an improvement of students' ability in writing hortatory exposition text after using gallery walk technique. Then, the result of t_{test} is higher than t_{table} ($17.08 > 2.04$). So, the hypothesis is accepted. The researcher concludes that the students' ability in writing hortatory exposition text is higher after using gallery walk technique than before using it at the eleventh grade students of SMA Swasta Katolik Sibolga.

CONCLUSION

The conclusions are: 1) The result of the application of gallery walk technique on students' ability in writing hortatory exposition text at the eleventh grade students of SMA Swasta Katolik Sibolga in 2018/2019 Academic Year is

3.6 and it is categorized “Very Good”. It means that the researcher had applied gallery walk technique in teaching writing hortatory exposition text well, 2) The students’ ability in writing hortatory exposition text before taught by using gallery walk technique at the eleventh grade students of SMA SwastaKatolikSibolgain 2018/2019 Academic Year was 52.3 and it is included as “Low” category. While, the students’ ability in writing hortatory exposition text after taught by using gallery walk technique at the eleventh grade students of SMA SwastaKatolikSibolga in 2018/2019 Academic Year is 72.1 and it is included as “Good” category, 3) The testing that had been done to measure the hypothesis showed that t_{test} is higher than t_{table} ($t_{\text{test}} 17.08 > t_{\text{table}} 2.04$). So, the alternative hypothesis of this research can be accepted. It means that there is a significant effect of gallery walk technique on students’ability in writing hortatory exposition text at the eleventh grade students of SMASwastaKatolikSibolgain 2018/2019 Academic Year.

REFERENCES

- Amarain, Shirin, et al. 2009. *Text Forms and Features: A Resource for International Teaching*. ____: Umbrella Corporation.
- Brown, Douglas, PriyanvadaAbeywickrama. 2010. *Language Assessment Principles and Classroom Practices*. USA: Pearson Education.
- Djuharie, OtongSetiawan. 2007. *Genre*. Bandung: YramaWidya.
- Gay, L.R et al. 2009. *Educational Research*. London: Pearson.
- Johansson and Victoria. 2009. *Developmental Aspects of Text Production in Writing*
- Kurniasih, Reni. 2018. Improving Students’ Ability in Writing Descriptive Texts Through Gallery Walk Technique. *Universitas Lampung*.

- Lestari, Desi. 2017. The Effect of Gallery Walk Strategy on The Students' Ability in Writing Descriptive Paragrapah. *Skripsi*. Medan: Program Sarjana States Islamic University of North Sumatra.
- Langan, Jhon. 2010. *Exploring Writing Sentences and Paragraphs*. New York: McGraw Hill.
- Linse, Caroline T. 2006. *Practical English Language Teaching Young Learners*. America: TESOL Quartely.
- Mariyaningsih, Nining. 2014. Peningkatan Aktivitas dan Hasil Belajar Akuntansi Materi Laporan Keuangan Melalui Metode Gallery Walk Duati-Duata. *Jurnal Pendidikan Ekonomi Dinamika Pendidikan*. Vol IX. No 1, Juni 2014 P, Iwuk. 2007. *A Guide for Reading*
- Sarwanti, Sri. 2015. Authentic Assesment in Writing. *Journal of Transformatika*. Vol 11. No. 2 ISSN: 0854-8412.
- Silberman, Melvin L. 2007. *Active Learning 101 Cara Belajar Siswa Aktif*. Yogyakarta: Insan Madani Sukmadinata, Nana Syaodih. 2012. *Metode*
- Yusnidar. 2005. Penerapan Metode Gallery Walk untuk Meningkatkan Kemampuan Menulis Teks Analytical Exposition Bahasa Inggris Siswa Kelas XI IPA-1 MAN Model Banda Aceh. *Jurnal Guru Bahasa Inggris*. Vol X. No 4. ISSN 2355-004