

## **The Effect of Gallery Walk Strategy on the Students' Ability in Writing Recount Text at SMA Pangeran Antasari**

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### **Abstrak**

Tujuan penelitian adalah untuk mengetahui pengaruh *Gallery Walk Strategy* terhadap kemampuan siswa dalam menulis teks recount. Penelitian ini menggunakan desain eksperimen. Ada dua kelompok yaitu kelompok eksperimen dan kontrol. *Gallery Walk Strategy* sebagai strategi yang digunakan untuk kelompok eksperimen, sedangkan kelompok kontrol diajar dengan cara konvensional. Ada 60 siswa yang diambil sebagai sampel. Data penelitian dikumpulkan melalui penggunaan tes tertulis. Perhitungan menunjukkan bahwa  $t$ -observasi (2,93) lebih besar dari  $t$ -tabel (1,67) ketika derajat kebebasan (58) dan tingkat signifikansi/probabilitas diperhitungkan (0,05). Berdasarkan hasil temuan,  $H_a$  diterima dan  $H_o$  ditolak berdasarkan perhitungan  $t$ -test. Hipotesis alternatif ( $H_a$ ) dapat diterima. Artinya, penggunaan *Gallery Walk Strategy* untuk mengajar siswa menulis teks recount berpengaruh signifikan terhadap kemampuan siswa dalam menulis teks recount di SMA Pangeran Antasari.

**Kata Kunci:** *Menulis, Gallery Walk Strategy, Menghitung Ulang Teks*

### **Abstract**

The study's objective is to determine the effect of the Gallery Walk Strategy on students' ability to write recount text. This study used the experimental design. There were two groups namely experimental and control group. Gallery Walk Strategy as the strategy used for experimental group, while the control group was taught by conventional way. There were 60 students were taken as a sample. The study's data were gathered through the use of a writing test. The calculation revealed that  $t$ -observed (2,93) is greater than  $t$ -table (1,67) when degree freedom (58) and level of significance / probability are taken into account (0,05). According to the findings,  $H_a$  is accepted and  $H_o$  is rejected based on the  $t$  - test calculation. Alternative hypotheses ( $H_a$ ) are acceptable. It means that using the Gallery Walk Strategy to teach students to write recount text has a significant effect on the students' ability in writing recount text at SMA Pangeran Antasari.

**Keywords:** *Writing, Gallery Walk Strategy, Recount Text*

### **INTRODUCTION**

There are four fundamental skills: listening, reading, speaking, and writing. One of the four fundamental skills is writing. The most complicated language skill is writing. It requires complex reasoning. Authors often involve thinking and

creative skills in the process of writing. Not only that, but it is also supported by the appropriate rules. The writing ought to be organized. and comprehensive. It is highly suggested to study or acquire the technique of good composition or good writing. The most difficult aspect of writing for students is to write effectively. Good grammar, vocabulary, and text organization are some of the aspects that make writing difficult. Although writing is difficult to be learned, important for them to master it because of the curriculum needed.

Writing is a mental act, according to Nunan (2003), which involves coming up with ideas and putting them into phrases or paragraphs so the reader may grasp them clearly. Using written language, writing is a means of communicating with others. Through writing, one can share information, messages, and ideas. Writing contains some linguistic elements (spelling, grammar, vocabulary, and punctuation).

One of the text types taught to senior high school students is recount text. Recount text is a type of text in English that tells about a story, action, or activity and it is known that, recount text tells about someone's experience (Nainggolan: 2021). Based on Curriculum in 2013 revision edition book, Recount Text has become a subject on tenth grade students of Senior High School. It is also confirmed by the English teacher of SMA Pangeran Antasari that Recount text can be learn for tenth grade of Senior High School. This clearly shows that Recount Text is a common type of text for high school students. Of course, this will add more value and make it easier for the researcher to determine the students' ability to comprehend the text based on their comprehension when reading a recount text. Recount texts are texts that provide details on an event or activity that took place in the past, according to Djuharie (2007). A recount text is one that chronologically retells the past events. Diaries, letters/postcards, journals, autobiographies and biographies, and anything else related to history are examples of recount text (historical recounts). Based on the types above, text recount is an interesting type of text for students to read, because in addition to providing information, this text can also be entertaining for anyone who reads it. Recount text also contains simple vocabulary that is not very difficult to understand. This has its own advantages to attract students to read.

Teacher should have strategy to make students interest to write the descriptive text. When deciding on a course, a particular class, or even an entire curriculum, a teaching strategy is a process that starts with an examination of the important variables that affect the teaching environment. There are many teaching strategies but the writer chose gallery walk strategy in conducting this research. The gallery walk provides fun, interactive opportunities for learners to connect with one another and the training subject.. The researcher hope that by using the gallery walk strategy, the students will be able to write recount text effectively. And this also stated by Ridwan (2019) the Gallery Walk exercise can effectively engage students in the learning process. The students can obtain knowledge effortlessly, utilize their skills in understanding the topic discussed and create a constructive attitude towards other students.

The approach accommodates a wide range of student intelligences and instructional styles. Due to the walking around and other activity, it benefits the kinesthetic learner, the interpersonal learner due to the small-group contact, and the verbal/linguistic learner due to the discussion and written responses. Bowman (2018) proposes the following broad guidelines for instructing students using Gallery Walk: Large sheets of paper are first hung on the classroom wall by each group. Give room while placing the papers so that pupils can move easily from one group to another. Second, provide a remark, question, or problem pertaining to the subject in the papers. After that, students circulate the room while writing on the papers. The students then move at random or against the instructors' instructions.

There are several previous studies were written by the researchers of English Department from other university. One of them is a study by Batubara (2017), Tarbiyah Science and Teacher Training Faculty, UIN-SU Medan In the academic year 2016/2017, the researcher was interested in improving students' ability to write announcements through a gallery walk strategy at MTS Jam'iyaitul Alwashiyah Tembung. He used the gallery walk strategy with students in the eighth grade. He observed the gallery walk starategy in writing announcement text. The result was that using the gallery walk strategy to teach announcement to VIII grade students is very beneficial for the students. Another researcher used gallery walk strategy to know the effectiveness om writing text in different genre, Adiany (2021) was conducted a research on writing report text. The finding showed that the hypothesis was accepted. It means that there was a significant effect of gallery walk technique on students' English writing ability in report texts at SMA Swasta Baitul Aziz Bandar Klippa Academic Year 2021/2022. The third research is about the using of gallery walk strategy on procedure text by Safitri (2022) The Effect Of Gallery Walk Strategy On Students' Ability In Writing Procedure Text. It could be stated that the gallery walk was effective in students' writing ability on procedure text.

In the pre-observation, the researcher interviewed the teacher at SMA Pangeran Antasari, who described that now the educators' interest in learning English in school was quite high, as evidenced by the students' writing ability. According to the teacher's clarification, the students' ability to write Recount text is excellent. in the school is quite good, this is reinforced by the average score of 75 students that can exceed the KKM target value of 70. Based on the above mentioned background and the previous relevant studies, the researcher is eager to know how gallery walks affect students' abilities to write recount texts.

## **METHODOLOGY**

The experimental method used in this research to take a quantitative approach. A quantitative study, according to Syahrums and Salim (2007), is an empirical study that uses statistical data. This study's design consisted of two groups: pre-test and post-test. There were two groups in use: experiment and control. These two groups received instruction using different methods. The group was taught using the gallery walk strategy, whereas the teacher is teaching using the conventional method. To collect data, both were given a pre-test and a

post-test. The writer formulated that the research design was drawn as the following.

Table 2. Research Design

Group	Pre-Test	Treatment	Post-Test
<b>Experiment</b>	X1	Using the gallery walk strategy to teach writing recount text	X2
<b>Control</b>	Y1	Without using the gallery walk strategy, teach writing recount text.	Y2

Sugiono (2012)

Where :

X (experimental group)

X1 = pre-test

X2 = post-test

Y (Control group)

Y1 = pre-test

Y2 = post-test

Pre-testing was employed to make sure the subjects were of the finest quality (X1 and X2). The control groups did not use the gallery walk strategy during their instruction, whereas the experimental group did. The statistical analysis is then conducted on the post-test outcomes (Y1 and Y2).

### **Instrument for Collecting Data**

The writer used an interview and a test to collect data for this study.

#### 1. Interview

Before beginning the research, an interview was conducted. Before conducting the research, the journalist interviewed English teachers to determine the problem and gather information from the schools.

#### 2. Test

Each group had two types of tests: pre-test and post-test. The pre-test will be conducted before the writer gave the experimental group the treatment before the journalist gave the control group the same lessons without utilizing the gallery walk strategy. The post-test was conducted after the writer administered the treatment to the intervention class and after the writer taught a same substance to the control group without using the gallery walk strategy. The author has been using this test to examine the impact by gathering data to assess the students' abilities. The exam format was essay. The device was indeed a simple essay that was used to determine the rating in recount text writing.

## **RESULT AND DISCUSSION**

The study's research was discussed based on information gathered during the research process. As mentioned in chapter three, 60 students were used as the sample in this study. The students were divided into two groups: experimental and control. Each group was given a pre-test and a post-test. In the control group, the teacher only uses conventional methods to teach recount text in general, and the affect academic narrative text without gallery walk strategy,

making the students difficult to write, whereas in the experimental group, the test is simple text because the researchers use gallery walk strategy, making the students easier to write. It was clearly stated in the previous chapter that now the writer would collect data by administering pre-test and comment to both the experimental and control groups. The experimental group received treatment (gallery walk strategy), whereas the control group was thought to write recount text without gallery walk strategy and simply explained using conventional methods.

### **Pre-test as well as Post-Test Scores for the Experimental Group**

$$1. \text{ Mean (T1)} = \frac{\sum T1}{N} = \frac{1989}{30} = 66,3$$

$$2. \text{ Mean (T2)} = \frac{\sum T2}{N} = \frac{2383}{30} = 79,43$$

According to the calculation above, the lowest score of pre-tests for experimental group was 52, and the top rating of the experimental group pre-test was 79, while the lowest score of the experimental group's post-test was 76, as well as the best score of the experimental group's post-test was 90. The mean of the experimental group's pre-test was 66,3 and the necessarily imply of the experimental group's post-test was 79,43. In the experimental group, the mean pre-test and post-test scores differ, and their scores in writing the text improve the student's ability to write recount text.

### **The Control Group; Pre-test and Post-Test Scores**

$$1. \text{ Mean (T1)} = \frac{\sum T1}{N} = \frac{1819}{30} = 60,63$$

$$2. \text{ Mean (T2)} = \frac{\sum T2}{N} = \frac{2097}{30} = 69,9$$

The score was obtained after administering the which was before and comment to the treatment group. The highest pre-test score in the control group was 70, and the highest post-test score was 75, while the lowest pre-test score was 43, as well as the lowest post-test score was 60. And the pre-test control group's mean was 66,63, while the post-test control group's mean was 69,9. The score ranges explained that the student's performance in writing recount text did not improve significantly.

Relevant to the previous study Conny, C., & Ginting, R. B (2021) The result from calculating the data was t-observation (to = 7,73) and t-table (tt = 1.67). Based on the statistical calculation, it showed that to is higher than tt in significant level 5%. It means that the used of gallery walk strategy give the significant effect on students' ability in writing descriptive paragraph of tenth grade at SMK Swasta Palapa Binjai. This also supported by the research result of Adiani (2021) The result of the data showed that t-observe (6.55) value was higher than the ttable in which tobserve>ttable (6,55>1,67). The finding showed that the hypothesis was accepted. It means that there was a significant effect of gallery walk technique on students' English writing ability in report texts at SMA Swasta Baitul Aziz Bandar Klippa Academic Year 2021/2022.

In this study, the result of the t-test computation was 2,93, and both the score by the t-test for days were calculated. At a significant level of 0,05, the

significance level for social (df) (60) ( $Ma + Mb - 2 = 60 - 2 = 58$ ) was 1,67. The t-test computation results indicate that t-observed was greater than t-table. As mentioned  $t_{obs} > t_{table}$   $2,93 > 1,67$ , ( $p = 0,05$ ) = df 58. It showed that the alternative hypothesis had been accepted.

## CONCLUSION

After analyzing the data, it was discovered that using the gallery walk strategy has a significant effect on the ability of the students to write recount text. The gallery take a stroll strategy could assist them in writing tell stories text in English. The findings of this study show that there would be a difference in output between the two groups. According to the calculation, t-observed (2,93) is greater than t-table (1,67) again for level of flexibility (58) just at 0.05 level of significance. This difference occurred as a result of differential treatment in both organizations. The students in the experimental was not taught the Gallery walk strategy. This finding indicates that the study's hypothesis was correct. As a result, it is possible to conclude that using Gallery walk strategy has a significant effect on students' ability in writing recount text at SMA Pangeran Antasari.

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