

CHAPTER II

THE USE OF GALLERY WALK TO IMPROVE STUDENTS’ WRITING SKILL TO HORTATORY EXPOSITION TEXT

A. Previous Research

1. Marini, (2012) *Efektifitas Penggunaan Metode Gallery Walk Dalam Meningkatkan Kemampuan Siswa Pada Pembelajaran Bahasa Arab di Madrasah Stanawiyah Al- Fatah Tarakan*, under graduated thesis, majoring in Sastra Asia Barat Hasanuddin University, investigated the implementation of gallery walk method to teach junior high school students. This study describes how gallery walk method used by the teacher in that school and its implementation for teaching learning process in Arabic language subject. She stated that teaching students is not easy especially to those who have lack of motivation even more so if the teacher uses uncreative way to teach the students. The teacher has to be creative in choosing appropriate method. And the finding shown that the implementation of gallery walk method to teach Arabic is effective, the students’ achievement in Arabic subject could increase by using this method¹.

¹Marini ,*Efektifitas Penggunaan Metode Gallery Walk Dalam Meningkatkan Kemampuan Siswa Pada Pembelajaran Bahasa Arab di Madrasah Stanawiyah Al- Fatah Tarakan* (Makassar: Sastra Faculty Hassanudin University, 2012), Unpublished Thesis. Accessed 3rd of January 2014, at 6 pm.

2. Ahmad Saifullah 093111246 (2011) *Penerapan Metode Gallery Walk (Pameran Berjalan) dalam Meningkatkan Hasil Belajar Fiqih Materi Jual Beli*, under graduated thesis, FITK Faculty of Walisongo State Islamic University. This study was classroom action research. The aim of this study was to improve students' achievement in Fiqih, trading theme. And the result of the research showed that this method can help the students' achievement in that subject².
3. Muhammad Fajrul Falah 093411040 (2013) *The Use of Mind Mapping Technique to Improve Students' Writing of Recount Text*, under graduated thesis, FITK faculty of Walisongo State Islamic University. This study was classroom action research. The aim of this study was to improve students' writing skill on recount text by using mind mapping. The result of study shows that using Mind Mapping technique can improve students' achievement in writing³.

The first thesis stated that the research was conducted in Arabic teaching context while this research is in English teaching learning context. While the second one was carried out in Fiqih teaching context. Both of them used gallery walk in teaching

²Ahmad Saifullah (093111246), *Penerapan Metode Gallery Walk (Pameran Berjalan) dalam Meningkatkan Hasil Belajar Fiqih Materi Jual Beli*, (Semarang: Tarbiyah Faculty Walisongo Institute State For Islamic, 2011), Unpublished Thesis.

³Muhammad Fajrul Falah (093411040), *The Use of Mind Mapping Technique to Improve Students' Writing of Recount Text*, (Semarang: FITK faculty of Walisongo State Islamic University. 2013), unpublished thesis.

which the result of their research was this method can help the students' achievement in learning process. The third thesis was about improving students' writing skill so is the researcher's thesis, even though the third thesis used different technique. The researcher hopes that this study will give contribution especially in English teaching learning process.

B. Literature Review

1. Gallery walk

Francek in Journal of College Science Teaching (2006:27), "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. The technique also cultivates listening and team building skills".

Some teachers shudder at the thought of having all of the students out of their desks moving around the classroom at the same time, but in actuality, it can be a very effective technique for classroom management. The kinesthetic learners need a certain amount of time out of their seats, and this will give them that opportunity⁴.

During a Gallery Walk, students explore multiple texts or images that are placed around in the classroom.

⁴<http://www.teachingintheearlyyears.com/2012/09/using-gallery-walks-in-classroom.html> by Shelley Gray. accessed Dec 20th 2013, 10.45 am

Teachers often use this strategy as a way to have students share their work with peers, examine multiple historical documents, or respond to a collection of quotations or material.

This technique provides many positive things for students. Such as allowing students to address their interest, allowing students to be completely honest because their written responses are anonymous, encouraging students to use higher-order thinking skills (example; analysis, evaluation, synthesis) while engage in a review and providing students with an opportunity to physically move around while reviewing material⁵.

This technique encourages students to speak and write the material rather than just hearing it from the teacher. Gallery Walk has the additional advantage of promoting cooperation, listening skills, and team building.

How to use a gallery walk technique⁶.

a. Write

Create questions or prompts about the current topic of study, and write each one on a piece of chart paper or on a white board. Hang or place the questions or

⁵ Sharon L. Bowman, *The Ten Minutes Trainer 150 Ways to Teach it Quick and Make it Stick*, (CA: Pfeiffer,2005) p.93-94

⁶*CSCOPE (Texas Education Service Center Curriculum Collaborative) E- Newsletter*. Edited by ESC Region XIII

prompts in various places around the classroom to create stations. Images, documents, problems, or quotes may also be used.

b. Group

Group students into teams of three to five students, depending on the size of the class. Each group should start at a different station.

c. Rotate

After three to five minutes, have the groups rotate to the next station. Students read and discuss the previous group's response and add content of their own. Repeat until all groups have visited each station. To involve all group members, the teacher can have groups switch recorders at each station.

d. Monitor

As the teacher, it is important to monitor the stations while the students participate. Teacher may also need to clarify or provide hints if students don't understand or misinterpret what is posted at their station.

e. Reflect

Have students go back to their first station to read all that was added to their first response. Bring the class back together to discuss what was learned and make final conclusions about what they saw and discussed.

2. General Concept of Writing

In school, writing is a way of life. Without ability to write well, students may not pass the course. Across the age levels from elementary school through university graduate courses, we write in order to succeed in mastering the subject matter.

As stated above, writing is a productive skill. It means it involves producing language rather than receiving it ⁷. Writing is a combination of process and product.

Writing is the combination among the aspects of brain, ideas what writer already knows about the topic or subject and what the writer writes. A writer who wants to produce a piece of writing must think how to make them work together in writing process. It can be said that there is no writing without a process.

Boardman states that writing is a continuous process of thinking and organizing. She suggests six basic steps into writing as follows:⁸

- a. Assessing the assignment : The most important piece of information for students to know is the topic and purpose of the assignment.

⁷ Mary Spratt. et .al. *The TKT Teaching Knowledge Test Course*.(UK: Cambridge University Press, 2005). P. 26

⁸ C.A.Broadman and Fjia, *Writing to Communicate Paragraphs and essay*.(New York: Longman, 2002), 2nd Ed, p.11

- b. Generating ideas : The students take those steps to figure out what kind of information they need to look for.
- c. Organizing ideas: The students need to make a topic outline. Here, the students at first have to decide the main idea of the paragraph. After that, they need to consider which points to include in order to support the main point.
- d. Writing the first draft: After having the ideas generated and organized pattern to follow, the students write the first draft.
- e. Rewriting: An essential part of the writing process and consists of two separate processes, revising and editing.
- f. Revising: The students start revising as soon as they finish writing.
- g. Editing : The students check their works to make sure that the spelling, capitalization, punctuation, vocabulary and grammar are correct.
- h. Writing the final draft: The students write correct paragraph format based on the result of the revising step.

3. Kinds of Genre

The term “genre” is used to refer to particular text types. It is a type or kind of text defined in terms of its social purposes, also the level of context dealing with social purpose.

Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations.⁹

According to Gerrot and Wignell, there are many kinds of genres (text type). They are:¹⁰

a. Spoof

Spoof is a kind of genre that has social function to retell an event a humorous twist.

b. Recount

It is a kind of genre that social function to retell event for the purpose of informing or entertaining.

c. Report

Report is a kind of genre that social function to describe the way things are with reference to range of natural, man-made and social phenomena in our environment.

d. Analytic Exposition

It is a kind of genre that social function to persuade the reader or listener that something is the case.

⁹ Ken Hyland, *Genre and Second Language Writing*, (The United State of America: The University of Michigan Press, 2004), p.4.

¹⁰ L. Gerrot and P. Wignell, *Making Sense of Functional Grammar*, (Sidney: Antepodean Educational Enterprises, 1995), pp. 192-217

e. Anecdote

Anecdote is a kind of genre that social function to share with others or listeners an account of an unusual or amusing incident

f. Narrative

Narrative is a kind of genre that social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narratives deal with problematic events which lead to crisis or turning point of some kinds, which in turn finds a resolution.

g. Description

It is a kind of genre that social function to describe a particular person, place, or thing.

h. Hortatory Exposition

It is a kind of genre that social function to persuade the reader or listener that something should not be the case.

i. Explanation

Explanation is a kind of genre that social function to explain the process involved in the formation or working of natural or socio cultural phenomena.

j. Reviews

It is a kind of genre that social function to critique an art work or event for a public audience.

k. Discussion

It is a kind of genre that social function to present (at least) two points of view about an issue

l. Procedure

Procedure is a kind of genre that social function to describe how something is accomplished through a sequence of actions or steps

m. News Item

It is a kind of genre that social function to inform reader, listener, viewers about events of the day which are considered newsworthy or important.

4. Hortatory exposition

a. Definition of Hortatory Exposition

Hortatory Exposition is a kind of genre that has social function to persuade listeners, readers or viewers that something should or should not be the case. The tense used in hortatory exposition text is present tense. We usually find this kind of text in newspaper, television, magazine, etc.

b. Generic structures of Hortatory Exposition

There are three generic structures of Hortatory Exposition. They are:¹¹

¹¹Joko Priyana, dkk. 2008. *Interlanguage: English For Senior High School Students XI*. Jakarta: Pusat Perbukuan Depdiknas.

- 1) **Thesis** : statement or announcement of issue concern.
- 2) **Argument** : reasons for concern that will lead to recommendation.
- 3) **Recommendation** : Statement of what should or should not happen or be done based on the given arguments.

c. Grammatical Features of Hortatory Exposition

Grammatical features of hortatory exposition are:

- 1) Use of nouns and pronouns to identify people, animals or things involved
- 2) Use of actions verbs
- 3) Use of present tense
- 4) Use of conjunctions and time connectives
- 5) Use of adverb and adverbial phrase
- 6) Use of adjective to describe nouns

d. Example of Hortatory Exposition Text

Why Should Wearing a Helmet when Motorcycling

We often hear lots of stories from road regarding people taking spill on motorcycle when they are riding without using helmet. Mostly the riders badly end up in mess. (*thesis*)

Wearing a fitted protective helmet offers many benefits which reduces the negative aspects of riding. First and the most important is that wearing the correct helmet can save a rider's life, physical ability, family pain, and money. The recommended designs of motorcycle helmets can provide total protection. They not only protect riders from getting a worse road injured accident but also from flying bugs, such as rain, sleet, mud and other potential projectiles.

Second, wearing a helmet can gives the riders a matter of style. Helmets give the opportunity for rider to express the image they may want to project when riding on they way. This benefit may not be important to some people, but to others, it means a lot and important. By choosing the most appropriate helmet from all of the various styles, such as beanie, shorty, German, and many others, wearing a helmet which can projecting an image is an inherent crucial part of motorcycling and help riders feel more confident when riding on the road. (*arguments*)

However, what most important is wearing helmet when riding is a matter of using it properly. Bikers should use the helmets which are fixed to their head. It is really not good if they places simply the helmets on the head without settling them properly. The bikers should fasten

the helmet correctly to their head in order to get safe and comfort. (*recommendation*)

5. Teaching Writing

“Give the students a methodic formula for writing, and she might pass the test; but teach her to know herself as a writer, and she’ll write for life.”¹²

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 the skills and knowledge¹³. Writing, as one of the four skills, has always been a part of the skill which has to be mastered stated in syllabus of teaching English.

Teaching writing is always be challenging for teacher. Especially for EFL teacher, it is because the nature of writing process and also the need for accuracy in writing. The mental process that a student goes through when writing is significantly different from the way they approach discussion or other kinds of spoken communication.

Writing is often not time- bound in the way conversation is. When writing, students need more time to think than they do in oral conversation. They can go through

¹²Dawn L. Kirby and Darren Crovitz, *Strategies for Teaching Writing Inside Out*, (Portsmouth; Heinemann, 2013)⁴th ed. P. 6

¹³Jeremy Harmer, *How To Teach Writing*, (England; Pearson Education Ltd, 2004) p. 31.

what they know in their mind, using books, dictionary or other references to help them. But to make it a good a writing, teacher needs to teach the students more by finding the best technique and more practices.

Writing is an act of creation, which makes writing instruction uniquely different from many other kinds of teaching. Teachers do not just teach the students a body of knowledge, but also teach habits of mind, choices for self-expression, strategic thinking, and self-awareness. When teacher do all of this well, the students are able to assess new situations and call upon their skills to literally create something new that fully meets expectations in writing ¹⁴.

Effective teaching of writing takes time: time for practice, time to share writing, time to complete pieces of writing, and time to respond to and evaluate all of that writing. Teacher could find some revision and editing strategies that students could and would use or transform the class into a community of writers.

There are number of strategies a teacher needs to teach writing¹⁵;

¹⁴ Dawn L. Kirby and Darren Crovitz, *Strategies for Teaching Writing Inside Out*, (Portsmouth; Heinemann, 2013)⁴th ed. P. 6

¹⁵Jeremy Harmer, *How To Teach Writing*, (England; Pearson Education Ltd, 2004) p. 11

- a. The way teacher gets students to plan

Before getting students to write, teacher can encourage the students to think about what they want to write, by planning the content and the sequence of it. There are several ways for doing this. By doing brainstorming or main mapping for instance.

It is important too for teacher to tell the students what the purpose of their writing is and who the readers are they write for.

- b. The way teacher encourages students to draft, reflect and revise.

The way to encourage the students to draft, reflect and revise is to have the students get involved in collaboration writing. A pair or group of working together on a piece of paper can respond to each other's idea (both in term of language and content). Making suggestion for any changes, and contributing to the success of the finished writing.

- c. The way teacher responds to students' writing.

In order to place of making correction to students' writing, it may take time and energy. Teacher can read through a draft and then make a written suggestion about how text could be reordered.

Another possibility is to write the teacher's own version of how a section of a text might look better. This

may be good for students as their feedback and comparison if they want to make another work.

6. Techniques To Teach Writing

There are several techniques to teach writing. Mind mapping is a technique used to teach writing. The concept of Mind Map involves writing down a central key idea and thinking up new and related ideas which radiate out from the center. By focusing on key ideas written down in a readers own words, and then looking for branches out and connection between the ideas.

Drill technique can be used too to teach writing. Drilling is a technique of Audio-lingual that focuses in oral proficiency. The component of it are listening comprehension, pronunciation, grammar and vocabulary. The techniques of drill are imitative writing, dictation, guided writing and controlling writing. Those techniques are used to help students before they start to write¹⁶.

Another way to teach writing is using gallery walk technique. This technique provides many positive things for students. Such as allowing students to address their interest, allowing students to be completely honest because their written responses are anonymous, encouraging students to use higher-order thinking skills (example; analysis,

¹⁶ Ag Bambang setiyadi, *Teaching English as Foreign Language*, (Yogyakarta: Graha Ilmu,2006) pg 67-71

evaluation, synthesis) while engage in a review and providing students with an opportunity to physically move around while reviewing material.

7. Using Gallery Walk To Teach Writing

The idea of using gallery walk technique to teach writing is to make the students get actively involved in the class activity. As they feel excited to the technique, it will arouse them to get into the subject and make them understand faster.

Before the teacher chooses a certain topic using this technique, teacher must prior to instruction to ensure successful use of this strategy. Defining the purpose for the activity is important, whether it is to determine students' prior knowledge or to allow students to extend concepts learned previously or to allow students an opportunity to summarize previous learning¹⁷

By using gallery walk, students don't only rotate around the class, gathering the material of the topic, but they also have to answer the questions. In order to teach writing in hortatory exposition text, the students have to compose a hortatory exposition text and then place their work on the whiteboard or on the table so that other students can give comment on their work.

¹⁷ *CSCOPE (Texas Education Service Center Curriculum Collaborative) E- Newsletter*. Edited by ESC Region XIII

By getting a feedback from their friends, students are expected to know more what they have to improve, if it's their diction used, grammatically correct, even punctuation. It would be a good reflection to have for the students.

C. Action Hypotheses

Hypotheses is a temporary answer toward some problems that occur in the research by collecting data evidence.¹⁸In this research, the researcher thought that using Gallery Walk technique in teaching writing to hortatory exposition can enhance the students' capability, because this technique makes the students to be active and focus on details.

Based on the description above, there was enhancement of students' competence in writing after being taught using Gallery Walk technique.

¹⁸ Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Pratik*, (Jakarta: Rineka Cipta, 2010), Rev. Ed. p. 110.