

BAB IV

RESEARCH FINDING

This chapter deals with the analysis of data that were found from the activities during the research. The writer presents the result of research and the analysis of the data collected which were conducted through three activities that consist of preliminary research, cycle 1 and cycle 2.

A. Analysis of Preliminary Research

The preliminary research was conducted on February 2nd, 2014. In this activity, the English teacher, Mardliyatun,S.Pd. taught the students hortatory exposition text without using gallery walk technique.

She explained the material then asked the students randomly. She used lecturing method. First, she explained hortatory exposition's generic structure and language features, then she asked students to read the hortatory exposition texts on the book. After that she gave the test to the students individually. The purpose of the test was to measure the students' writing skill to hortatory exposition text.

Table 4.1
Observation check list in preliminary research

No	Object of Observation	1 (None)	2 (a few)	3 (half)	4 (many)	5 (majority)	total
1	Students pay attention to the teacher's explanation.			√			3
2	Students are active to ask Teacher.		√				2
3	Students respond the questions from teacher.		√				2
4	Students are enthusiastic in doing the test.				√		4
5	Students complete the task		√				2
Total Score							13
Mean							52

$$\begin{aligned}
 \text{Score} &= \frac{13}{25} \times 100\% \\
 &= 52\%
 \end{aligned}$$

From the observation check lists above, we can see that only half of students who were active to pay attention to the teacher and few of the students who were active to ask questions to the teacher. Even though many of them did the test, but only few of them did completely and correctly.

Table 4.2

No	Object of Observation	No (1)	Yes (2)
1	Teacher gives motivation to the students.		√
2	Teacher explains the material clearly.		√
3	Teacher reinforces the students		√
4	Teacher gives feedback by asking the question.		√
5	Teacher manages the classroom.		√
6	Teacher helps the groups in doing task: Guiding the process of discussion in solving the problems.	√	
Total score		11	

$$\begin{aligned}
 \text{Score} &= \frac{11}{12} \times 100\% \\
 &= 91\%
 \end{aligned}$$

In the other side, teacher taught the students clearly, gave motivation and feedback to them. But the teacher did not help the groups, because she did not divide the students into groups. The students worked individually. Students who weren't active in the class did not really get involved to the class activity, especially for kinesthetic students.

Table 4.3
Score in preliminary test

No	Students Name	content	organization	Vocabulary	Grammar	mechanic	Total Score
1	S 1	20	9	12	15	3	59
2	S 2	15	7	11	10	2	45
3	S 3	23	10	14	19	4	70
4	S 4	absent					
5	S 5	18	10	10	9	3	50
6	S 6	absent					
7	S 7	17	11	11	18	3	60
8	S 8	19	12	13	20	4	68
9	S 9	17	10	9	10	3	49
10	S 10	22	15	16	16	4	73
11	S 11	16	9	10	11	3	49
12	S 12	17	12	10	12	3	54
13	S 13	22	15	15	18	4	74
14	S 14	21	13	15	16	3	68
15	S 15	17	9	10	10	2	48
16	S 16	absent					
17	S 17	18	11	12	12	3	56
18	S 18	20	13	12	10	3	58
19	S 19	22	14	16	18	4	74

No	Students Name	content	organization	Vocabulary	Grammar	mechanic	Total Score
20	S 20	16	8	10	10	2	46
21	S 21	20	12	10	14	3	59
22	S 22	18	10	10	16	3	57
23	S 23	20	12	13	12	3	60
24	S 24	16	10	10	12	2	50
25	S 25	17	9	11	12	3	52
26	S 26	18	10	11	11	3	53
27	S 27	20	12	14	15	3	64
28	S 28	18	12	14	14	3	61
29	S 29	14	8	10	10	2	44
30	S 30	17	10	11	10	3	51
31	S 31	18	11	13	15	3	60
32	S 32	20	13	12	12	2	59
33	S 33	18	12	12	10	3	55
34	S 34	19	14	14	17	3	59
35	S 35	18	10	10	9	3	50
36	S 36	17	10	11	12	2	52
37	S 37	17	10	10	10	2	49
38	S 38	18	13	10	11	3	55
39	S 39	20	10	16	10	3	56
40	S 40	20	10	15	12	2	59
41	S 41	19	12	13	14	2	60
42	S 42	18	10	11	11	3	53
43	S 43	19	10	10	11	2	52
44	S 44	absent					
	TOTAL	= 2.271					
	MEAN	= 56,77					

$$M = \frac{\sum x}{N} = \frac{2.271}{40} = 56,77$$

Explanation

M = Mean

$\sum x$ = Total Students' score

N = The number of student

The data above shows the mean of students' score in preliminary research is 56.77. It is below the standard of minimum score (KKM) for senior high school level, which is 7.5. There are few students who got a good score, but more than a half of the total students who got score below KKM.

Table 4.4
The scale of writing mastery

No	Interval	Frequency	Percentage	Category
1	81-100	-	-	Excellent
2	61-80	8	20%	Good
3	41-60	32	80%	Fair
4	21-40	-		Poor
5	0-20	-		Fail
	Absent student	4		
	Total	44	100%	

As we can see from the table above, there are 32 students who got the score in range 41-60, and only 8 students who got score in range 61-80.

B. Analysis of Cycle 1

The cycle 1 was conducted on February 6th 2014. Teacher used Gallery walk technique in teaching hortatory exposition text.

There were 44 students who joined this class. No one was absent that day. First, the teacher asked the students to set the room which suit to be used for having gallery walk technique. After that, the teacher told the students the rules of this technique and divided the students into 6 groups.

After they were in group, the teacher placed the material which has been prepared by the researcher days before on the table separately. Then, each of the groups began to rotate to collect the information from the material. After they had done it, they had to answer the questions placed in the other side of the information material which placed on the table.

They had to show their work to the other groups and let them gave comment on their work. After that the teacher gave them an individual test.

Table 4.5
Observation Check List in Cycle 1

No	Object of Observation	1	2	3	4	5	total
1	Students pay attention to the teacher's explanation.				√		4
2	Students are active to ask Teacher.			√			3
3	Students respond the questions from teacher.		√				2
4	Students are enthusiastic in doing the test.					√	5
5	Students complete the task correctly.				√		4
Total Score							18
Mean							72

$$\begin{aligned} \text{Score} &= \frac{18}{25} \times 100\% \\ &= 72\% \end{aligned}$$

In this cycle, students began to get fully involved to the class activity. They were enthusiastic to do what the teacher told them to do. The problem was many of them were confused in how gallery walk worked. They just liked of being walking around the class , doing the test, and being able to judge their friends' work. But they did not really put attention to the material.

Table 4.6

No	Object of Observation	No (1)	Yes (2)
1	Teacher gives motivation to the students.		√
2	Teacher explains the material clearly.		√
3	Teacher reinforces the students		√
4	Teacher gives feedback by asking the question.		√
5	Teacher manages the classroom.		√
6	Teacher helps the groups in doing task: Guiding the process of discussion in solving the problems.		√
Total score			12

$$\begin{aligned} \text{Score} &= \frac{12}{12} \times 100\% \\ &= 100\% \end{aligned}$$

From that table we can see that the teacher did wonderfully. She gave motivation to students, explained the material, in this matter she explained how gallery walk worked which was about the rules and everything, and she managed the classroom well. But because the group member was too big (eight to nine students per group) and the material placed on the table was only 4 “stations”, so the class became a bit crowded.

Those problems needed to be worked on by the researcher in the next cycle.

Table 4.7
Score in Cycle 1

No	Students Name	content	organization	Vocabulary	Grammar	mechanic	Total Score
1	S 1	22	13	16	15	3	69
2	S 2	20	10	14	15	3	62
3	S 3	23	14	17	20	4	78
4	S 4	24	16	17	16	3	76
5	S 5	21	11	13	10	3	58
6	S 6	20	12	12	10	2	56
7	S 7	18	14	15	20	3	70
8	S 8	26	12	18	20	4	80
9	S 9	23	13	14	12	3	66
10	S 10	26	15	16	16	4	77
11	S 11	20	14	12	11	2	59
12	S 12	20	12	14	12	3	61
13	S 13	22	18	16	18	4	78
14	S 14	23	13	17	16	3	72
15	S 15	20	10	15	10	3	58
16	S 16	20	11	13	10	3	57
17	S 17	26	13	16	12	3	66
18	S 18	24	13	15	13	3	68
19	S 19	24	14	16	18	4	76
20	S 20	21	14	15	12	3	64
21	S 21	21	12	10	14	3	60
22	S 22	25	11	10	16	3	65
23	S 23	24	12	13	12	3	64
24	S 24	20	10	14	12	2	59
25	S 25	23	13	15	13	3	67
26	S 26	20	10	14	11	3	58
27	S 27	23	12	13	14	2	64

No	Students Name	content	organization	Vocabulary	Grammar	mechanic	Total Score
28	S 28	20	12	17	12	2	63
29	S29	22	15	15	11	3	66
30	S30	25	12	16	14	3	70
31	S31	25	13	15	13	3	69
32	S32	20	13	12	12	2	59
33	S33	24	12	16	13	3	68
34	S34	24	14	18	14	3	73
35	S35	22	10	11	13	2	58
36	S36	24	13	14	12	3	66
37	S37	19	10	15	13	2	59
38	S38	23	16	13	11	3	66
39	S39	22	12	16	10	3	60
40	S40	20	10	15	12	2	59
41	S41	25	14	13	14	2	68
42	S42	24	10	14	11	3	62
43	S43	25	13	15	11	3	67
44	S44	24	14	15	12	3	68
	TOTAL	= 2895					
	MEAN	= 65,79					

From the data above, it shows that the mean of score is still low (65,79), it does not reach the standard of minimum score (KKM) that should be reached for high school students, which is 7,5.

Table 4.8
The criterion of writing mastery in scale

No	Interval	Frequency	Percentage	Category
1	81-100	-	-	Excellent
2	61-80	31	70,45%	Good
3	41-60	13	29,54%	Fair
4	21-40	-		Poor
5	0-20	-		Fail
	Absent student	-		
	Total	44	100%	

There are 31 students who got the score range 61 to 80, and 13 students who got the score from range 41 to 60. This result was not good enough since they're average didn't reach 7,5.

C. Analysis of Cycle 2

The cycle 2 was done on February 9th 2014. In this cycle the teacher used gallery walk technique as she did in cycle 1, but what made it different was the number of the material which was placed on the table and the number of the group member.

As the evaluation that has been done by the researcher, it was needed to place more material in order to draw the students attention to the subject, not only being having fun of rotating the class.

The reason why dividing the students into a smaller groups' member was because it would be effective for them to get fully involved in learning process.

Table 4.9
Observation Check List in Cycle 2

No	Object of Observation	1	2	3	4	5	total
1	Students pay attention to the teacher's explanation.					√	5
2	Students are active to ask Teacher.				√		4
3	Students respond the questions from teacher.				√		4
4	Students are enthusiastic in doing the test.					√	5
5	Students complete the task correctly.					√	5
Total Score							23
Mean							92

$$\begin{aligned} \text{Score} &= \frac{23}{25} \times 100\% \\ &= 92\% \end{aligned}$$

In this cycle most students were into the learning activity. Students paid attention to the teacher's explanation and were enthusiastic and completed the test. Because they had this in the previous meeting, so they were not confused to run this technique anymore.

Table 4.10
Observation Check List in Cycle 2

No	Object of Observation	No (1)	Yes (2)
1	Teacher gives motivation to the students.		√
2	Teacher explains the material clearly.		√
3	Teacher reinforces the students		√
4	Teacher gives feedback by asking the question.		√
5	Teacher manages the classroom.		√
6	Teacher helps the groups in doing task: Guiding the process of discussion in solving the problems.		√
Total score			12

$$\begin{aligned} \text{Score} &= \frac{12}{12} \times 100\% \\ &= 100\% \end{aligned}$$

The teacher did not find any difficulties to manage the class. In this cycle, the class was more organized. It was because the students knew what gallery walk's rules were, the group's member was not too big, and more stations were added, so there were more space for them to read and understand the material without being rushed by other groups.

By dividing the students into 8 groups, it helped the teacher to do a better monitoring in each groups.

Table 4.11
Students' Score in Cycle 2

No	Students Name	content	organization	Vocabulary	Grammar	mechanic	Total Score
1	S1	26	17	17	18	3	81
2	S2	23	13	18	15	3	72
3	S3	26	15	17	20	4	82
4	S4	24	16	17	16	3	76
5	S5	22	15	15	16	3	71
6	S6	25	16	13	20	3	78
7	S7	22	14	15	20	3	74
8	S8	26	15	18	20	4	83
9	S9	24	16	16	17	3	77
10	S10	26	15	16	18	4	78
11	S11	24	16	13	14	3	70
12	S12	26	15	14	15	3	73
13	S13	26	18	16	18	4	82
14	S14	25	15	17	16	3	76
15	S15	23	14	17	15	3	72
16	S16	25	13	15	14	3	70
17	S17	26	13	17	20	4	76
18	S18	25	16	17	16	4	78
19	S19	28	17	16	20	4	85
20	S20	25	14	15	19	3	75
21	S21	26	15	15	17	3	76
22	S22	25	14	17	18	4	78
23	S23	27	14	16	17	3	77
24	S24	24	12	14	15	2	68
25	S25	26	15	15	16	3	75
26	S26	25	16	14	15	3	73

No	Students Name	content	organization	Vocabulary	Grammar	mechanic	Total Score	
27	S27	26	17	16	17	4	80	
28	S28	27	15	17	18	2	79	
29	S29	28	15	15	19	3	78	
30	S30	25	16	16	17	3	77	
31	S31	28	17	19	18	4	86	
32	S32	24	14	12	15	3	68	
33	S33	24	15	17	17	3	76	
34	S34	26	14	18	19	4	81	
35	S35	23	10	15	15	3	66	
36	S36	27	16	14	17	3	76	
37	S37	25	17	15	14	3	75	
38	S38	27	16	16	16	3	78	
39	S39	24	15	16	15	3	70	
40	S40	23	16	15	14	3	71	
41	S41	27	17	13	17	4	78	
42	S42	26	14	14	15	3	72	
43	S43	25	16	15	17	4	78	
44	S44	26	17	15	20	3	82	
	TOTAL						= 3.348	
	MEAN						= 7,6	

By looking at the result above, it can be seen that the students can improve their score than they did in preliminary test and cycle 1. In this cycle the mean of their score was 7,6. It reached the standard of minimum score for senior high school student, 7,5. Since the goal of this research is to improve students'

writing skill to hortatory exposition text, which can be seen from the standard of minimum score (KKM), so that the writer find it enough to run this research in cycle 2.

Table 4.12
The criteria of writing mastery in scale

No	Interval	Frequency	Percentage	Category
1	81-100	8	18,18%	Excellent
2	61-80	36	81,81%	Good
3	41-60	-	-	Fair
4	21-40	-		Poor
5	0-20	-		Fail
	Total	44	100%	

There are 8 students who got the score in range 81-100, it can be categorized as excellent. There are 36 students who got the score in range 61 to 80. None of the students got below 60, which is good, because there were 32 students in preliminary research and 13 students in cycle 1 who got below 60.

D. Analysis of the Whole Finding

The result of the test from the pre-test to cycle two can be seen briefly as follow:

Table 4.13
**Comparison percentage of observation check list
on preliminary research, cycle I, and cycle 2**

No	Cycle	Total Score	Percentage (%)
1	Preliminary research	13	52
2	Cycle 1	18	72
3	Cycle 2	23	92

It's the students' observation check list which shows students' improvement of giving attention, being active, responding to questions, being enthusiastic and completing the task during learning process. We can say that the students were fully involved in learning process by using gallery walk.

Table 4.14
Result of the Whole Test

No	Students Name	Preliminary	Cycle 1	Cycle 2
1	S1	59	69	81
2	S2	45	62	72
3	S3	70	78	82
4	S4	-	76	76
5	S5	50	58	71
6	S6	-	56	78
7	S7	60	70	74
8	S8	68	80	83
9	S9	49	66	77
10	S10	73	77	78
11	S11	49	59	70
12	S12	54	61	73
13	S13	74	78	82
14	S14	68	72	76
15	S15	48	58	72
16	S16	-	57	70
17	S17	56	66	76
18	S18	58	68	78
19	S19	74	76	85
20	S20	46	64	75

No	Students Name	Preliminary	Cycle 1	Cycle 2
21	S21	59	60	76
22	S 22	57	65	78
23	S 23	60	64	77
24	S 24	50	59	68
25	S 25	52	67	75
26	S 26	53	58	73
27	S 27	64	64	80
28	S 28	61	63	79
29	S 29	44	66	78
30	S 30	51	70	77
31	S 31	60	69	86
32	S 32	59	59	68
33	S 33	55	68	76
34	S 34	59	73	81
35	S 35	50	58	66
36	S 36	52	66	76
37	S 37	49	59	75
38	S 38	55	66	78
39	S 39	56	60	70
40	S 40	59	59	71
41	S 41	60	68	78
42	S 42	53	62	72
43	S 43	52	67	78
44	S 44	-	68	82
	TOTAL	2.271	2895	3.348
	MEAN	56,77	65,79	7,6

From the table above, the use of gallery walk technique can improve students' writing of hortatory exposition text. So, this classroom action research of the implementation of gallery walk was successful. It can be seen from the result in each cycle.

E. Discussion

Based on the result of the research, using gallery walk technique 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 technique.

1. Excitement

"People who see what they are doing in these terms tend to enjoy the activity more for its own sake" (Csikszentmihalyi,1975:181).

Gallery walk is a technique which allows the students to get out of their chair and move around the class while reviewing the material. When students, especially for kinesthetic students, are able to move around the class, it will give them some kind of enjoyment in learning process. It is important to make the learning process enjoyable because when the students enjoy of what they are doing, they won't get bored then they will get excited to learn the lesson by their heart and mind opened. In this way, it will be easier for them to receive any information or knowledge.

Education is a two-way process between students and teacher that can and should be an enjoyable experience for both. In enjoyable experience one feels in control, one feels progress, one feels achievement.¹

2. Discussion

Another benefit of gallery walk is students have to share their thought, idea, and understanding to their friends. After they rotating the class and reviewing the material, they had to gather in a group and then shared their understanding about the material.

It is through discussion that students often gain interest in the material, correct their misconceptions and analyze information critically. It will show why just lecturing or just using activities is not enough. Effective discussion must be used for students to achieve mastery understanding².

In this section, the teacher needed to give more attention to the students. She had to make sure all students were actively talking to share their understanding. So not only the smart students who got chance to talk, but the students who tended to be shy or didn't have self - esteem should talk too. In this way, there would be equality among them.

¹ Paul Jonson, Play and “Enjoyable Experience”; A Pedagogical Framework, http://www.rc.unesp.br/ib/efisica/motriz/05n1/5n1_ART06.pdf. Accessed 17th of Dec 2014. 11 am

²http://tccl.rit.albany.edu/knilt/index.php/Why_Teachers_Need_to_Use_Discussion_in_the_Classroom . accessed 17th Dec 2014. 3 pm.

3. Appreciating

Praise has the ability to improve student academic or behavioral performance—but only if the student finds it reinforcing (Akin-Little et al., 2004).

Teacher praise is one tool that can be a powerful motivator for students. Gallery walk honors the students' work by displaying them and then hang it on wall. Students would feel happy and honored if the task that they have been working on so hard got appreciation or attention by the other students and the teacher.

By appreciating students' work, It motivated the students to do their best. When the students presented their work, they had to stand in front of the class, showed their work then explained it. Before the class ended, teacher hang their work on the wall. It is one of the ways gallery walk honors students' work.

4. Self -assessment

Self- assessment is an important skill to develop for life long learning (Race, 2001). Self- assessment is not always easy, but Self-assessment helps learners understand how they learn and identify learning strategies based on their learning styles. Students identify learning strategies that help them learn the vocabulary in written and spoken language.

Gallery walk gives chance for students to do self-assessment. After the students rotated the class, reviewed the

material and did the task, their work got comment by their friends, then given score. They took in turn. It is a good thing 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.

From the reasons above, the implementation of gallery walk technique can be a perfect alternative way to teach, especially in writing. It can motivate students to learn independently. By having independent learning, students will have more guts to learn more and search more relevant information related to their study.

As the students' writing skill got improved after being taught using gallery walk, the researcher found it enough to stop the research in cycle 2 because the result has met the success indicator of the research.

A. Limitation of The Research

This research is not perfectly good. There were some problems researcher faced during the research. First, to have gallery walk technique run effectively, the number of the students in a class are not supposed to be huge. For grouping for instance, it works best for 3-4 students in one group. But because the class where this research run was a class with 44 students, considered

as a big class, so the member of each group were more than 4 students.

Another problem the researcher faced during this study was teacher had to work a little hard to run this technique, it needs more preparation. Before the teacher run gallery walk, she needed to make the materials large enough, adequate enough, and representative enough to be displayed on the table. The idea of making the material as stated above was so that the students did not have any trouble to read it then analyze it.