

**IMPROVING STUDENTS' ABILITY IN WRITING ANNOUNCEMENT THROUGH
GALLERY WALK TECHNIQUE AT THE TENTH GRADE OF SMA NEGERI 1
GUNUNGSITOLI IDANOI IN 2022/2023**

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ABSTRACT

This research was aimed to improve the students' ability in writing announcement through Gallery Walk Technique at tenth grade of SMA Negeri 1 Gunungsitoli Idanoi in 2022/2023. The researcher employed a classroom action research design conducted over two cycles. The research focused on the students of X-MIPA. The instruments utilized for this study were a writing test, and an observation sheet. The results of each cycle revealed that in Cycle I, the technique was not successful. Therefore, the research continued to the next cycle after revising the plan based on the weaknesses identified in Cycle I. The findings of Cycle II indicated that 7 students (33%) reached the 'good' level, while 14 students (67%) achieved the 'very good' level. These results demonstrate that the implementation of the 'Gallery Walk Technique' in this study successfully enhanced students' writing announcement text.

Keyword: *Gallery Walk Technique, writing announcement text.*



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INTRODUCTION

As an international language, English is used as a means of communication in many countries and plays an important role in many areas of life. Also, English cannot be separated from the development of technology, science, economy and education. In the Indonesian education system, English is included in the curriculum of elementary school, junior high school, senior high school, vocational school or university. The purpose of teaching English language learning is to develop four language skills: listening, speaking, reading, writing.

Government regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards states that graduate competencies for language subjects emphasize the ability to read and write in accordance with the level of education. Based on those rules, writing is one of the most important skills that students should know and master. According Ariyanti (2016) cited in Aliah et al., (2020) that writing is an important skill in learning English among other skills: listening, reading and speaking. Writing is also a complex process that allows the writer to explore thoughts and ideas and make them visible and tangible. If we take a look at the teaching learning process at schools, writing is

difficult to be learned by students but it is important for them which especially in mastering short functional text. One kind of short functional texts that students have to master is announcement text. Announcement is a statement in spoken or written form that makes something known publicly.

Based on the observation that has been made by of the researcher May 14th 2022 during internships of SMA Negeri 1 Gunungsitoli Idanoi. The students were not interest and looked bored in English class, some of them noisy and did another activity, rather than paid attention and explanation to the teacher. Besides, the students were also passively involved in teaching and learning process. The condition of students' announcement mastery was supported by the teacher statement, she said, "The ability of students in this school in writing is still lacking, especially in writing announcement texts. They are sometimes still lack in organizing the composition of writing Announcement when she tell them to write even though they know the topic. That may be due to the lack of vocabulary of the students here. So, they make many mistakes in writing and difficult to find ideas in writing".

From the argument above, it is said that influence the students' announcement text mastery are the teacher and the students. In the syllabus of Curriculum 2013 in tenth grade of SMA Negeri 1 Gunungsitoli Idanoi has core competencies, namely students are expected to be able to distinguish social functions, text structures, and linguistic elements of several special texts in the form of announcements, capture meaning contextually and compose announcement text. So the students should master short functional texts, especially in announcement text. They should be brief and could answer what, when, where, and who. Often it includes why and how.

It seems that it is easy to make announcement, but most of students always feel difficult when they are asked to make their own, and the students' achievement is not only affected by their ability and skills in writing but also influenced by the method which is used. Some teachers taught writing just gave explanation and exercises. It makes students less comprehended, less interest in writing, and makes students bored. In order to helping students in writing announcement text, the researcher will try to use Gallery Walk Technique.

The researcher chose this Gallery Walk Technique to improve students' ability in writing announcement because according to Makmun (2020) Gallery Walk is promising strategy for teaching process because this learning method encourages active participation of students, collaboration within group and peers and the use of this method also

encourages students' critical thinking since students are more likely to exchange views among a team of peers. Teachers also should be periodically trained to adopt innovative and creative teaching strategies such as the use of mobile learning method in Gallery Walk Technique to further enhanced the benefits for students. Head teachers, principals, school administrators are also encouraged to support teachers to use Gallery Walk in class since it involves experimentation and demonstration that can increase students' achievement.

According to Sani (2013) cited in Jimun et al., (2020), Gallery walk Technique encourages students to study in groups where special cases are discussed. According to Tan (2017), cited in Jimun et al., (2020), Gallery Walk is a communication technique for different types of student intelligence, such as kinesthetic learning because it involves movement and walking activities, interpersonal students when they communicate in small groups, as well as oral learners to discuss and answer questions. Presentation of material in visual learning conditions using images and sound through presentations by other groups. In this technique, the researcher will divide the students into five groups. Each group will rotate and answer some questions based on the announcement given. Here, the group will practice as a small group discussion. After they have finished answering all questions, there will be a class discussion. by using Gallery Walk, each group also can leave a comment or feedback to other groups' works.

Based on the case above, the researcher was interested to conduct a research entitled: Improving Students' Ability in Writing Announcement through Gallery Walk Technique at the tenth grade of SMA Negeri 1 Gunungsitoli Idanoi in 2022/2023.

METHODS

In this research, Classroom Action Research (CAR) was the method of the research. The study consist of four stages; planning, action, observation and reflection. Planning stages focuses designing lesson plan, preparing the model of Gallery Walk Technique, preparing materials and media and determining criteria of success, preparing of observation sheet for the researcher's and the students', and preparing field notes. (to know the situation of teaching learning process when the technique is applied), and Preparing a test. The action stages the researcher conducted the action in the classroom, the teaching-learning process consisted of the pre-teaching-learning activities, the whilst-teaching-learning activities, and the post-teaching-learning activities. The observation stages involved the activities of the students and the researcher during the teaching process

designed based on the lesson plan. It was used by the teacher-collaborator to observe the advantages or weaknesses of the students' and the researcher's activities during the teaching-learning process that took place. The reflection stages the researcher evaluated the result of the observation sheet and the researcher

FINDINGS AND DISCUSSION

1. The Researcher's Activities of All Cycles

In the first meeting of Cycle I, the researcher's activities that had been done were 14 activities (74%) and there were 5 activities (26%) that was not done by the researcher's. Then, in the second meeting of Cycle I, the researcher's activities that had been done were 15 activities (83%) and there were 3 activities (16%) that was not done by the researcher. In the second meeting of Cycle II, the obtained result of the researcher's activities that had been done were 16 activities (89%) and there were 2 activities (11%) that was not done by the researcher.

Moreover, in the second meeting of Cycle II, the researcher's activities that had been done were 18 activities (100%) and there was not activities (0%) that was not done by the researcher. To make clearer the researcher's activities for all cycles, it are viewed in the table below:

Table 1
The Researcher's Activities of All Cycles

No	Cycle	Meeting	Criteria	Frequency	Percentage (%)
1	I	First Meeting	Done	14	74%
			Undone	5	26%
		Second meeting	Done	15	83%
			Undone	3	16%
2	II	First Meeting	Done	16	89%
			Undone	2	11%
		Second meeting	Done	18	100%
			Undone	0	0%

			Undone	-	-
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2. The Students Activities of All Cycles

In the first meeting of Cycle I, the students' activities that had been done were 294 activities (74%) and there were 105 activities (26%) that was not done by the Students'. Then, in the second meeting of Cycle I, the students' activities that had been done were 315 activities (83%) and there were 63 activities (16%) that was not done by the Students'. In the second meeting of Cycle II, the obtained result of the students' activities that had been done were 336 activities (89%) and there were 42 activities (11%) that was not done by the students'.

Moreover, in the second meeting of Cycle II, the students' activities that had been done were 378 activities (100%) and there was not activities (0%) that was not done by the students'. To make clearer the students' activities for all cycles, it are viewed in the table below:

TABLE 2
The Students' Activities of All Cycles

No	Cycle	Meeting	Criteria	Frequency	Percentage (%)
1	I	First Meeting	Done	252	74%
			Undone	5147	26%
		Second meeting	Done	294	83%
			Undone	84	16%
2	II	First Meeting	Done	315	89%
			Undone	63	11%
		Second meeting	Done	378	100%
			Undone	-	-

3. The Result of the Students' Writing Announcement through Gallery Walk Technique for All Cycles

The students' writing announcement in Cycle 1 showed that there were 7 students (33%) who got the value classified in "Enough Level". There were 10 students (48%) who got the value classified in "Less Level". There were 4 students (19%) who got the value in classified in "Fall Level". In Cycle I, the average of the students' ability in writing announcement is 54.

The students' writing announcement in Cycle II, showed that there were 14 students (67%) who got the value classified in "Very Good Level". There were 7 students (33%) who got the value classified in "Good Level". In Cycle II, the average of the students' ability in writing announcement was 85.

TABLE 3
The Students' Writing Announcement through
Gallery Walk Technique for All Cycles

No	Cycle	Meeting	Level	Frequency	Percentage (%)
1	I	Second meeting	Very Good	-	0%
			Good	-	0%
			Enough	7	33%
			Less	10	48%
			Fail	4	19%
2	II	Second meeting	Very Good	14	67%
			Good	7	33%
			Enough	-	0%
			Less	-	0%-
			Fail	-	0%

4. The Analysis and Interpretation of the Research Findings

After conducting of the research in two cycles, the researcher analyzed the result of the students' writing announcement and the observation sheet either for the researcher's and students' activities.

Based on the result of this research, in cycle I there some weakness when the researcher conducted this researcher. The weakness that research found are:

- a. It were for the students difficult to make announcement text.
- b. The students did not understand the generic structure of the announcement.
- c. The students did not have a lot of vocabulary, so it is difficult for them to compose sentences into announcement.

- d. There were students did not follow the instruction from the researcher.
- e. There were some students who did not give their opinion about the announcement.

Of the weakness above make the implementation of this Gallery Walk Technique in teaching writing announcement not successful. This failure and weakness occurs because there are activities that are not carried out. This can be seen from the results of observation sheet. Based on the result of the observation sheets the students' percentage activities in the first meeting of Cycle I only 74% and 83% in second meeting. The percentage activities in the first meeting 74% in second meeting 83%.

In Cycle I especially in the second meeting, the researcher gave test to the students was extend to assessed the students' writing announcement and the students' result showed that most of the students did not pass Minimum Competence Criterion (MCC). There no students got the very good level. The result of students' writing ability in Cycle I, were 4 students (19%) who got mark classified in "Fail" level. There were 10 students (48%) who got mark classified in "Less" level. And there were 7 students (33%) who got mark classified in "Enough" level. Regarding to results of students' writing ability the MCC could not be achieved, and then the researcher continued in Cycle II.

Based on the result of this research, in Cycle II there some strength when the researcher conducted this researcher. The strength that research found are:

- a. The students were able to make announcement properly and correctly.
- b. The students understood the generic structure of the announcement.
- c. The students had a lot of vocabulary to compose sentences into announcement.
- d. There students follow the instruction from the researcher.
- e. There students who gave their opinion about the announcement.

Of the strength above make the implementation of this Gallery Walk Technique in teaching writing announcement successful. This can be seen from the results of observation sheet. Based on the result of the observation sheets the students' percentage activities in the first meeting of Cycle I only 89% and 100% in second meeting. The percentage activities in the first meeting 89% in second meeting 100%.

In Cycle II especially in the second meeting, the researcher gave test to the students was extend to assessed the students' writing announcement and the students' result showed that all of the students pass Minimum Competence Criterion (MCC). In the result of Cycle II, were 14 students (67%) who got mark classified in "Very good" level and there were 7

students (33%) who got mark classified in “Good” level. Because the score In Cycle II has passed the MCC; the research interpretation that all the students are able to get score higher than MCC, which the students could implement Gallery Walk Technique and the result of the students writing announcement ability in Cycle II was increased. The researcher decided to stop the research in Cycle II.

5. The Research Findings versus the Latest Related Research

The latest related research of this research search by Hakim et al., (2019), the results of this research showed that the students’ speaking ability was improved after the actions were given to the students. The result of this result also indicates that using Gallery Walk Technique in teaching English can be useful to improve the students’ ability especially in speaking. Besides, by using Gallery Walk Technique can motivate the students to speak up confidently and also can make the students become more active and enjoy in learning process at the classroom. Most of the students gradually gained good scores at the end of the cycle. The minimum score of Mastery Criterion of English subject was 71 (seventy-one). In Cycle I, the result of the students’ score was failed, where the mean score of the students was 70.19 (poor). However, in Cycle II, the result of the cycle showed that there was good improvement. The students’ mean score in this stage was 80.83 (very good). In conclusion, Gallery Walk Technique could improve students’ speaking ability.

In addition the latest related research of this research search by Khasturi & Swondo, (2020) stated that Gallery Walk Technique can motivate students to improve learning way students about reading comprehension learning. This research was conducted by using Experimental method with quantitative form. The researcher analyzed the data using the t-test, from the results of statistical calculations through SPSS, it was obtained the value of t_{count} (2.999) and the t_{table} value of df (58) at the 0.05 significance level was (2.002). it means that t_{count} was higher than the value of t_{table} . Based on the results, the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. Therefore, it can concluded that the Gallery Walk Technique significantly affects students’ abilities in reading Comprehension.

Based on above the latest related research, there is a same strategy used is Gallery Walk Technique especially in writing announcements. In the research, the researcher would use Gallery Walk Technique in improving the students in writing announcements. Which the subject at the tenth grade of SMA Negeri 1 Gunungsitoli Idanoi. The result of this research was the average of the students’ mark in cycle I in writing announcement by -

using Gallery Walk Technique was 50. The students' score in Cycle I, were 4 students (19%) in "Fail level", 10 students (48%) in "Less level" and 7 students (33%) in "Enough level". There were many students in fail and less level and it was very necessary to improvement to the next cycle. In Cycle II, the students' ability got improvements in writing especially in announcement by using Gallery Walk Technique, the students got mark higher or same than MCC. Which the students' score in Cycle II, were 7 students (33%) in "Good level" and were 14 students (67%) in "Very good". These results indicate that the Gallery Walk Technique could improve students' ability to write announcements properly and correctly.

6. The Research Findings Versus Theory

After getting the result of the research, the researcher compares it with the theory written by experts. According to Bram et al., (2021) cited in Iswariani (2022) Gallery Walk Technique provide benefits is encourages the use of higher-order thinking ability when choosing the degree of abstraction when creating questions. But based on the results of this research, the researcher found that there were several students not higher-order thinking ability when choosing the degree of abstraction when creating questions.

7. The Research Findings Implication

Based on the result of the research findings, the researcher found the implication of the research, as follows:

1. The implication is that this technique can be valuable tool in education to help students develop their writing skills.
2. The implication is that this technique can stimulate students' creatively and encourages them to think outside the box in writing announcements.
3. The implication is that this technique can strengthen social relations between students in a learning environment.
4. The implication is that this technique can increase students' interest in writing and build their confidence as writers.
5. The implication is that this technique can deepen students' understanding of the concepts and strategies from writing announcement.

8. The Research Findings Limitation

The limitation is necessary to explain in order that the readers have the same insight with the researcher. The research findings limitations are:

1. The subject of this research was the students of the tenth grade of SMA Negeri 1 Gunungsitoli Idanoi. The reason for chose this school was identify the problem to be researched was found in this school.
2. The research used Classroom Action Reseach (CAR) method. The reason for chose this method was to get a deeper understanding of how the “Gallery Walk Technique” significantly affects the improvement of students’ ability to write announcements. The CAR method allows researchers to be directly involved in the learning process in class, monitor changes that occur, and take appropriate actions to increase the effectiveness of learning.
3. The text used in this research was announcement text because suitable with the using gallery Walk technique in writing in text and the students’ at the tenth grade of SMA Negeri 1 Gunungsitoli Idanoi. It was possible to get the different result if it used the other materials and given to the same class students with different school

CONCLUSION

Based on the result of the research, the researcher takes some conclusions as follows: the result researcher’s activities in all Cycle : In the first meeting of Cycle I, the researcher’s activities that had been done were 14 activities (74%) and there were 5 activities (26%) that was not done by the researcher’s. Then, in the second meeting of Cycle I, the researcher’s activities that had been done were 15 activities (83%) and there were 3 activities (16%) that was not done by the researcher’s. In the second meeting of Cycle II, the obtained result of the researcher’s activities that had been done were 16 activities (89%) and there were 2 activities (11%) that was not done by the researcher. Moreover, in the second meeting of cycle II, the researcher’s activities that had been done were 18 activities (100%) and there was not activities (0%) that was not done by the researcher.

The result students’ activities in all Cycle: In the first meeting of Cycle I, the students’ activities that had been done were 294 activities (74%) and there were 105 activities (26%) that was not done by the Students’. Then, in the second meeting of Cycle I, the students’ activities that had been done were 315 activities (83%) and there were 63 activities (16%) that was not done by the Students’. In the second meeting of Cycle II, the

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The result of the students' ability in writing announcement through Gallery Walk Technique: The average of the students' mark in Cycle I in writing announcement by - using Gallery Walk Technique was 50. The students' score in Cycle I, were 4 students (19%) in "Fail level", 10 students (48%) in "Less level" and 7 students (33%) in "Enough level". There were many students in fail and less level and it was very necessary to improvement to the next cycle. In Cycle II, the students' ability got improvements in writing especially in announcement by using Gallery Walk Technique, the students got mark higher or same than MCC. Which the students' score in Cycle II, were 7 students (33%) in "Good level" and were 14 students (67%) in "Very good". These results indicate that the Gallery Walk Technique could improve students' ability to write announcements properly and correctly

RECOMMENDATION

There are some suggestions from the researcher after doing the research as follows: Students should be motivated to use Gallery Walk Technique, the researcher suggests to English teacher can apply Gallery Walk Technique as one of the alternative way to improve students' writing skill. It could help the teacher in applying various activities in the classroom, the researcher suggests to future researchers to conduct further research related to the impact of the Gallery Walk Technique on improving students' abilities in various aspects of learning, as well as its potential to improve overall learning outcomes, the researcher suggests that Gallery Walk Technique in order that students are able to know how higher-order thinking ability when choosing the degree of abstraction when creating questions.

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