GALLERY WALK: AN ALTERNATIVE LEARNINGSTRATEGY FOR STUDENTS'WRITING ACHIEVEMENT

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Abstract

This study aims to improve students' ability to write complimenting English texts. The subjects of this study were 28 students of class X-IPA1 SMA 5 Banda Aceh. This research is a classroom action research (CAR) consisting of 2 cycles. Each cycle includes planning (planning), implementation (Action), observation (Observation), and reflection (Reflection). The data of this study were collected through performance, student observation sheets and management of learning by the teacher. The results showed that the students' ability to write English complimenting texts in the first cycle reached 60.09% and in the second cycle increased to 83.33% of students who achieved KKM 75. This means that the established indicators have been reached which determined that this study was successful if 85% of students reached KKM 75. By
thus it can be concluded that the application of the Gallery Walk method can improve capabilitiesstudents in writing a complimenting texts. In this connection, it is recommended that teachers apply the Gallery Walk method in teaching English, especially forteaching writing skills.

Keyword: *Gallery Walk, Writing, complimenting English texts*

INTRODUCTION

The ability to understand these aspects will determine success in the communication process. These aspects of communication include listening, speaking, reading and writing skills. Basically, the four aspects stand alone, but the use of language as a communication tool cannot be separated but must be integrated. This shows that language is an integration of several aspects. In accordance with the 2006 curriculum requirements, one aspect of language skills that must be taught to high school students is writing skills. Writing skills emphasize writing methods (processes) not just writing products, so both of these must be considered. Writing competence is also emphasized on the purpose and function of writing (see SK / KD in the syllabus).In the process of learning, children learn from their own experience, construct knowledge then give meaning to that knowledge. Through a process of learning that experiences itself, find yourself, especially in groups, the child becomes happy, so that grows interest in learning, especially learning English.

One of the teacher's tasks is to foster interest and attractiveness of students towards the lesson in order to achieve theexpected learning objectives. Teachers are expected to be active in developing appropriate methods and delivery approaches so that students are expected to understand well the material being studied. The selection of appropriate learning methods is important to create an active student and interesting learning. If a teacher succeeds in creating a learning atmosphere that can motivate and activate students in learning, chances are students will get the learning outcomes as expected. For this

reason, an effective learning method is needed that empowers students'achievement in writing. A learning method that does not require students to memorize facts, but a method that encourages students to construct in their own minds (Uno, 2011).

The fact that was discovered by the researchers while teaching in SMA 5Banda Aceh, the ability to produce and write texts of most students (65% of the total number of students) is still relatively low. This might occur because students do not really understand the process of writing well and the teaching methods applied by the teacher do not help students develop their skills in writing English texts. The tendency to give assignments that are individual is one of the causes of students' limitations to develop the ideas they have. Seeing this fact, researchers are interested in researching this problem. The solution is to apply the Gallery Walk learning method in teaching writing. Gallery Walk learning method is a way to assess and celebrate what students have learned after a series of study lessons.

Gallery Walk, according to Silberman (2007: 264), who called it the Gallery Learning, "is a way to assess and celebrate what students have learned after a series of study lessons". Then the same thing also stated by Machmudah (2008: 152), called the Gallery Walk as the Learning Gallery. "Learning Gallery is a way to assess and remember what students have learned. According to Francek in the Journal of College of 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. It consists of two words, namely Gallery and Walk. Gallery is an exhibition. Exhibition is an activity to introduce products, works or ideas to the general public. The steps for applying the Gallery Walk method (Teaching Team: 2011) are as follows:

1) Participants are divided into groups.
2) Groups are given flipchart / flip chart paper.
3) Determine the topic / theme of the lesson.
4) The results of group work are posted on the wall.
5) Each group rotates observing the work of other groups.
6) One group representative answers each of the questions asked by other groups.
7) Correction together.
8) Clarification and conclusion.

According to Uno (2011: 50), the Gallery Walk method is called the group traveling method. This method has the goal so that each group member gets the opportunity to contribute and listen to the views and thoughts of other members.

METHOD

This research is a classroom action research study consisting of 2 cycles. In this research activity researchers collaborated with 2 SMA 5Banda Aceh teachers. Researchers take action in the classroom as a teacher and 2 other teachers act as observers in charge of observing the learning process in class. In accordance with the type of research chosen, namely action research, this study uses a spiral-shaped action research method from one cycle to the next. Each cycle includes planning (action), action (action), observation (observation), and reflection (reflection). The next step in the cycle is revised planning, action, observation and reflection.Data collection tools in this study were (1) practical work (2) observation sheets of student activities. This research is

considered successful if it meets the following indicators:

1. 80% of study groups reach a minimum value of ≥ 75 in writing analytical exposition text
2. Student activities reach good criteria (76% - 86%)

RESULT
Cycle I

The implementation of teaching and learning activities for the first cycle was held on5 Augustto 2 September 2019 in class XI-IPA1 SMA 5Banda Aceh with 28 students.

Table 1.Result of students' Writing on complimenting English texts Cycle I

No	Group	Score	Note
1	I	45	Not Complete
2	II	75	Complete
3	III	40	Not Complete
4	IV	55	Not Complete
5	V	75	Complete
6	VI	40	Not Complete

The table above shows the value of analytical exposition text writing obtained by students from the practice of writing in groups when the learning process takes place. From the table above it can be seen that from the 6 study groups that were formed only 2 groups who scored 75while other groups scored below 75. This means that only 2 study groups (30%) achieved the KKM score while the other group (75%) had not yet achieved the KKM.

Student Activity

Observers' observations are also aimed at student activities and data on student activities can be seen from the following table:

Table2.Student Activity Data on English Learning Cycle 1

No	Aspect	Student	Percentage
1	Pay attention to the teacher's explanation	7	87,5
2	Work in groups	4	50
3	Asking questions during class discussions	3	37,5
4	Answering questions in class discussions	3	37,5
5	Correct wrong answers	3	37,5
6	Present the results of group discussions	6	75
7	Summarizing the subject material	4	50
Percentage(%)			53,57

From table 4.5 above it can be seen that from 8 students in the 2 groups observed the percentage of student activities 53.57%. This shows that the activities of students are classified as less and still less than expected by researchers. Improvements must be made in the next cycle by way of more motivating and guiding students during class and group discussions. This percentage is still below the lower indicator well (76% - 86%) as specified in the indicators of success. Reflection is done at the end of the cycle, as a basis for reflecting learning activities.

Based on observations of learning activities are (1) students enthusiastic about reading, (2) atmosphereclass is rather noisy because students who are able to dominate activities, (3) teachers still lack motivation to students, (4) students' writing abilities reach an average of 69.09 and a percentage of 53.57%. Based on the description above, obtained activities students are not good, teacher activity is not good, and classical learning outcomes have not been completed, the implementation of research cycle I has not been successful. Thus the implementation of the second cycle must be continued by correcting the weaknesses in the first cycle.

Cycle II

The action II was carried out by the lead researcher (teacher), while members of researchers 1 and 2 were observers. At the end of learning students are given a formative test.

Table 3. Result of students' Writing on complimenting English texts Cycle II

No	Group	Score	Note
1	I	75	Complete
2	II	85	Complete
3	III	60	Not
4	IV	75	Complete
5	V	85	Complete
6	VI	75	Complete

The table above shows the value of analytical exposition text writing obtained by students from the practice of writing in groups when the learning process cycle 2 takes place. From the table above it can be seen that from the 6 study groups formed, there were 5 groups that scored 75 and above while 2 other groups get a value below 75. It means that there were 5 study groups (83.33%) that achieved the KKM score and only 2 groups (11.67%) had not yet reached the KKM score**.**

Student Activities During Learning

The result of observations on student activities can be seen from the following table:

Tabel 4 Student Activity Data on English Learning CycleII

No	Aspect	Students	Percentage
1	Pay attention to the teacher's explanation	8	100
2	Work in groups	7	87,5
3	Asking questions during class discussions	6	75
4	Answering questions in class discussions	7	87,5
5	Correct wrong answers	6	75
6	Present the results of group discussions	8	100
7	Summarizing the subject material	7	87,5
	Percentage(%)		

The data from observations on student activity has increased from 53.57% in the first cycle to 87.5% in the second cycle. A large increase in the percentage of

student activity occurs in aspects of working in groups, asking questions in class discussions, answering questions, correcting wrong answers, and presenting group work.At the reflection stage, it is examined what has been done well or that is still not good in the teaching and learning process by applying Gallery Walk teaching methods. From the data that has been obtained can be described as follows:

1) During the teaching and learning process the teacher has implemented almost all aspects of learning well. Although there are some aspects that are not yet perfect, the percentage of successful implementation for each aspect is quite large.

2) Based on observational data it is known that students are active during the learning process.

3) Deficiencies in the previous cycles have experienced improvements and improvements so that it becomes better.

4) Student learning outcomes in cycle II achieve completeness

Therefore it can be concluded that this research was successful and could be stopped until the second cycle.

DISCUSSION

1. Writing Practices Work Results

During the learning process, students do practical work writing analytical exposition texts in groups, each group consisting of 4-5 students who are divided heterogeneously. This writing activity is carried out through a process that starts from the stage of editing the outline, refinement, correction and revision. The results of writing in the first cycle showed that only 2 study groups (20%) were able to write with the results reaching KKM 75 while the other 4 groups had not yet achieved the KKM value. In cycle II, the number of groups that can write up to reach

the KKM value increased to 4 groups (80%) and only 2 groups (20%) have not reached the minimum value of 75. This means that the students' writing ability is increasingly experiencing improvement and the first indicator of success is determined researchers have fulfilled. This success was greatly influenced by the application of the Gallery Walk method because the results of student writing were displayed in every corner of the classroom to be witnessed and corrected by each study group. This activity provides a direct opportunity for students to assess the extent of their writing abilities and in what aspects they experience deficiencies that ultimately they must correctbased on input or correction from other groups besides the teacher.

2. Student Activities While Learning

Based on data analysis, obtained student activity in the process of learning English on analytical exposition text writing material with the Gallery Walk learning method proved that student activity increased from cycle I to cycle II. In cycle I student activity reached 53.57% and in cycle II it reached 87.5%. This percentage has met the specified success indicators so that it does not need to proceed to the next cycle.

CONCLUSION

Based on the results of research that has been carried out for two cycles, and the presentation of the results of the entire discussion can be concluded as follows:
Gallery Walk learning method has a positive impact in improving the learning process, especially in aspects of writing analytical text exposition. Gallery Walk learning method has a positive impact in improving student learning outcomes which is characterized by an increase in student

mastery learning both individually and in groups. Gallery Walk learning methods can increase student activity, especially in group discussions and presentations of group work. Students can work independently or in groups, and are able to take responsibility for all individual and group assignments.

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