

**THE EFFECTIVENESS OF APPLYING GALLERY WALK AS
AN ALTERNATIVE TEACHING STRATEGY TO IMPROVE
STUDENTS' WRITING ABILITY**
*(An Experimental Research at the Tenth Grade at SMA Negeri 10
Luwu Utara)*



A THESIS

**Submitted to the Faculty of Teachers Training and Education Makassar
Muhammadiyah University in Partial Fulfillment of the Requirement for
Degree of Education in English Department**

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MOTTOS

“Man Jadda Wa Jadda”

Whoever does something persistently will succeed.

“Indeed Allah is the Best Planner”

(Q.S 8:30)

DEDICATION

In the name of Allah, I dedicated my thesis to

My Beloved Parents, Susilo and Siti Asiah

My Beloved Uncle, Mantofani

My Beloved sister, Nur Fitri Chasanah

All of My Lovely Cousins, especially for Sri Rahayu

My Beloved Friends

I thank them for all the love, prayers, support, and patience.

I LOVE YOU ALL.

ABSTRACT

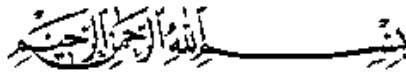
Ratna Ningra Dianti. 2018. *The Effectiveness of Applying Gallery Walk as an Alternative Teaching Strategy to Improve Students' Writing Ability (A Quasi Experimental Research at the Tenth Grade at SMA Negeri 10 Luwu Utara)*, under the thesis of English Education Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, guided by Ratna Dewi and Nurdevi Bte Abdul.

The purpose of this study was to find out the effectiveness of applying Gallery Walk Strategy in teaching writing of narrative text at the tenth grade at SMA Negeri 10 Luwu Utara. The method used in this study was a quasi experimental research. The study was carried out in two classes of research, namely experimental and control class. The subject of this research was the tenth grade, and the samples of this research were X IPA 1 as the experimental class and X IPA 2 as the control class which consisted of 30 students of each class which was chosen by using purposive sampling technique.

The instrument used in this study was pretest and posttest in the written form. The technique used in collecting the data was quantitative data with t-test. The result of the study showed that the use of Gallery Walk Strategy in teaching writing of narrative text was effective. It could be seen from the mean score of the students' content and organization in experimental class was higher than the mean score of the students' content and organization in control class. The result of inferential statistic test by using independent sample t-test showed that $Sig. = 0.002$. It indicated that H_0 was rejected and H_1 was accepted because $Sig. < \alpha$ ($0.002 < 0.05$). Therefore, it could be concluded that there was significant difference between the students' writing ability in terms of content and organization in learning narrative text by using Gallery Walk Strategy and the students' writing ability in terms of content and organization in learning narrative text by using Directed Teaching Method at the tenth grade at SMA Negeri 10 Luwu Utara.

Keywords: Gallery Walk Strategy, Directed Teaching Method, Writing, Content and Organization.

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This *thesis* is submitted to the Faculty of Teachers Training and Education Makassar Muhammadiyah University in Partial Fulfillment of the Requirement for Degree of Education in English Department.

The researcher would like to express her greatest gratitude and honor to her big family in Luwu Utara especially for her beloved parents, Susilo and Siti Asiah, and her beloved uncle Mantofani and also her beloved sister, Nur Fitri Chasanah, who always give her loves, supports and motivations to finish her study and reach her success.

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Makassar, January 2018

The researcher

Ratna Ningra Dianti

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CHAPTER I

INTRODUCTION

This chapter presents and discusses about the background of the research, research question, objective, significance and scope of the research.

A. Background

Writing has become an important skill that must be mastered by students in learning English. It is used for students as a manner to practice their language skills; as they write their texts, they are forced to notice such as certain grammar, organization, mechanics, and vocabulary structures and reflect on why those are used and not others. It also provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations and theories (Carroll, 1990:1).

The use of an appropriate strategy becomes an important thing in improving students' writing skill. One of the strategies is Gallery Walk. It is a discussion strategy which allows students to walk throughout the classroom actively. According to Taylor (2001:1) this strategy becomes important because students able to practice to discuss, debate, organize, and write about course content rather than just hearing ideas that are presented by the teacher. Then, it promotes the use of higher-order thinking skills like analysis, evaluation, and synthesis when evaluate specific components of the work or analyzing patterns across all of the samples. Furthermore, it encourages alternative and multiple approaches to problems, because students are exposed to a variety of perspectives posted at different discussion stations. Finally, it promotes team building, fosters persuasive

argument, and encourages consensus as students work together to accurately represent group members' ideas at different junctures of the Gallery Walk.

The Gallery Walk has been extensively studied in recent years. As Ridwan (2015:9) in his research stated that the Gallery Walk exercise can effectively engage students in the learning process which involved students at Department of Arabic Language at Hasanuddin University of Makassar. Meanwhile, Megawati (2016:47) in her research which involved Psychology Department Students at Muhammadiyah University of Sidoarjo revealed that Gallery Walk successfully influenced students' achievement in publishing text. During the whole process, the students tried hard to finish the text, give feedback, and decorate their writing based on the theme as appealing as possible to compete with another group. So, this strategy is also effectively encouraged them to be a competitive group.

The previous research investigated by Hogan and Cernusca (2011:11) suggested that active learning classroom activities such as Gallery Walks which involved sophomores, juniors and masters students at Missouri University of Science & Technology have a stronger and quicker impact in the classroom than online tools like Wikis which facilitated by the lectures. Mulyani (2014:40) investigated that there was a significant difference between students who were taught by using Gallery Walk and students who were taught by using conventional method in terms of students' achievement at the eighth grade students at SMP Muhammadiyah 1 Weleri.

Based on the previous researches above, the researchers have investigated the Gallery Walk strategy in learning process which applied in different object. First, the previous researcher has described the implementation of Gallery Walk at Department of Arabic Language Students at Hasanuddin University of Makassar. Second, the previous researcher has implemented Gallery Walk strategy in publishing text at Psychology Department Students at Muhammadiyah University of Sidoarjo. Third, the previous researchers have applied Gallery Walk which involved sophomores, juniors and masters students at Missouri University of Science & Technology. Last, the previous researcher has found the significant difference in the achievement of writing announcement text through Gallery Walk strategy. Based on the pre-test analysis, the value of t_{value} was 0.38, while the value of t_{table} was 1.67. Since the value of t_{value} was lower than the t_{table} , it meant that there was no significant difference in the students' achievement of writing announcement text between experimental and control groups on pre-test. Meanwhile, based on the post-test analysis, the value of t_{value} was 1.76. Compared with the value of t_{table} , 1.67, the t_{value} was higher than the t_{table} . It meant that there was significant difference in the students' achievement of writing announcement text after the treatment was given where the students' achievement in experimental group was higher or better than the control group at the eighth grade students at SMP Muhammadiyah 1 Weleri.

Each of these previous researches has investigated on the use of Gallery Walk strategy in active learning classroom, publishing text and writing announcement text. First, none of the previous researches has examined the use of Gallery Walk strategy in improving students' writing narrative text especially content. Second, no research investigates the use of Gallery Walk strategy to improve students' writing narrative text which focuses on organization.

The purpose of this present investigation was to ascertain the use of Gallery Walk as a strategy to improve students' writing ability especially on content and organization in writing narrative text. Specifically, the research examined: (a) the use of Gallery Walk strategy in improving students' writing narrative text based on the content (b) the use of Gallery Walk strategy in improving students' writing narrative text based on organization.

B. Research Question

Based on the background above, the researcher formulated the research question: "Is gallery walk strategy effective to improve narrative text of the students at the tenth grade at SMA Negeri 10 Luwu Utara?"

C. Objective of the Research

Based on the research question above, the objective of the research was to find out whether gallery walk strategy is effective to improve narrative text of the students at the tenth grade at SMA Negeri 10 Luwu Utara.

D. Significance of the Research

The result of the research was expected to give a contribution to the teaching and learning process of writing in English as a foreign language.

1. For the Students

Through this research the researcher hoped that this strategy could be used to help the students in generating and organizing ideas through Gallery Walk to improve the students' writing ability.

2. For the English teacher

The researcher hoped that the result of the study was able to give information to the teacher in using the Gallery Walk as a strategy in teaching writing to EFL students.

E. Scope of the Research

There were several elements of writing, including grammar, paragraph organization, content, vocabulary and also mechanics of writing which are necessary in making a good writing. In this research, the researcher focused on two elements of writing; they were content and organization which applied at the tenth grade at SMA Negeri 10 Luwu Utara in improving narrative text of the students.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents and discusses about the previous of related research findings, concept of writing, concept of gallery walk, concept of directed teaching method, concept of narrative text, teaching writing using gallery walk in the classroom, conceptual framework and hypothesis of the research

A. The Previous of Related Research Findings

To support and to prove the originality of the research, the researcher used some relevant previous research. There were four previous researches that discussed the use of Gallery Walk strategy.

Megawati (2016) in her research concluded that Gallery Walk successfully influenced students' achievement in publishing text. It is also effectively encouraged them to be a competitive group. During the whole process, the students tried hard to finish the text, give feedback, and decorate their writing which appropriate with the theme as appealing as possible. In a nutshell, using Gallery Walk gives students a pleasurable experience in the English writing's class which involved Psychology Department students at Muhammadiyah University of Sidoarjo.

Ridwan (2015) in his journal entitled Gallery Walk; an alternative learning strategy in increasing students' active learning which involved students at Department of Arabic Language at Hasanuddin University of Makassar stated that Gallery Walk exercise can effectively engage students in the learning process.

Mulyani (2014) in her journal stated that there was significant difference in the students' achievement of writing announcement text after the treatment was given. The students' achievement in experimental group was higher or better than the control group. The result above indicates that the use of Gallery Walk technique in teaching writing announcement text brought about significant improvement in improving students' writing skill at the eighth grade students of SMP Muhammadiyah 1 Weleri.

Hogan and Cernusca (2011) in their journal which involved sophomore, juniors, and master students at Missouri University of Science & Technology indicated that Gallery Walks brought significant involvement than the lecture in the class while the Wikis were perceived on the same level of involvement with the lectures. In addition when directly comparing the two strategies, active learning classroom activities such as Gallery Walks have a stronger and quicker impact in the classroom than online tools like Wikis that are initiated and facilitated by the lectures.

Based on the previous researches above, it can be seen that these previous researches have similarities and differences with the present research. For the similarities, the researchers used Gallery Walk as a strategy to create an active learning process in form of discussion which can engage learners' participation in the classroom. Meanwhile for the differences, none of the previous researches has examined the effectiveness of Gallery Walk strategy in improving students' writing narrative text especially on the mechanics. Then, no researches can be

found that use Gallery Walk strategy to improve students' writing narrative text which focuses on the organization.

In this present research, the researcher would focus on improving students' writing ability especially content and organization in writing narrative text using Gallery Walk strategy which involved Senior High School Students.

B. Concept of Writing

1. The Definition of Writing

Writing is one of the language skills that must be learnt and mastered by the students in the school. It helps them to develop their imaginative and critical thinking abilities in order to be able to write effectively and creatively. However, some experts have different perspectives about the definition of writing itself.

White and Arndt in Harmer (1991:258) are keen to stress that writing is re-writing - re-vision - seeing with new eyes - has a central role to play in the act of creating text. According to Gelb (1963:12) writing is clearly a system of human intercommunication by means of conventional visible marks, but it is evident from what has been said that what the primitives understood as writing is not the same thing as what we do. Meanwhile, Patel and Jain (2008:125) defines writing is essential features of learning a language because it provides a very good means of fixing the vocabulary, spelling, and sentence pattern.

From the definitions above, it can be understood that writing is a process of expressing and organizing ideas in the mind into a written form which involves people thought and feeling.

2. The Purpose of Writing

Purpose is the reason or reasons why a person composes a particular piece of writing. Focusing on purpose as one writes helps a person to know what form of writing to choose, how to focus and organize the writing, what kinds of evidence to cite, how formal or informal the writing style should be, and how much should be written (Copeland, 2012:2).

There are eleven different types of purpose include: to express; to describe; to explore/learn; to entertain; to inform; to explain; to argue; to persuade; to evaluate; to problem solve; and to mediate.

a. Writing to Express

In expressive writing, the writer's purpose or goal is to put thoughts and feelings on the page.

b. Writing to Describe

Writing to describe means to portray people, places, things, moments and theories with enough vivid detail to help the reader create a mental picture of what is being written about. Description allows the audience to feel as though they are a part of the writer's experience of the subject.

c. Writing to Explore/Learn

In exploratory writing, the writer's purpose is to ask key questions and reflect on topics that defy simple answers. In those topics where intuition and reflection are more important than rational analysis or argumentation, writers focus more on their journey of discovery than on any definite answers.

d. Writing to Entertain

As a purpose or goal of writing, writing to entertain is to relax the audience and share some story of human foibles or surprising actions.

e. Writing to Inform

The purpose of informational or reportorial writing is to convey information as accurately and objectively as possible. Other examples of writing to inform include laboratory reports, economic reports, and business reports.

f. Writing to Explain

Writing to explain, or expository writing, is the most common of the writing purposes. The writer's purpose is to gather facts and information, combine them with his or her own knowledge and experience, and clarify for some audience who or what something is, how it happened or should happen, and/or why something happened.

g. Writing to Argue

It attempts to convince its audience to believe or act in a certain way.

h. Writing to Persuade

Persuasive writing means to convince the readers to accept the main idea, even though it may be controversial.

i. Writing to Evaluate

Writing to evaluate a person, product, thing, or policy is a frequent purpose for writing. It argues for the merits of the subject and presents evidence to support the claim.

j. Writing to Problem Solve

Problem solving is another specific type of argument: the writer's purpose is to persuade his audience to adopt a solution to a particular problem.

3. The Components of Writing

The good writing skill can be analyzed to group and varied skills. Jacobs (2002:114) divides components of writing into five main areas. They are content, organization, grammar, vocabulary, and mechanics.

a. Content

The content of writing refers to logical development of ideas and provides supporting details: knowledgeable, substantive, through development of thesis, relevant to assigned topic.

b. Organization

The organization of writing refers to the logical progression and completeness of ideas in a text effectively, clearly and cohesively and well-organized.

c. Grammar

Grammar refers to conventions of both written and spoken language that include word order, verb tense and subject-verb agreement, articles, pronouns, prepositions.

d. Vocabulary

Vocabulary refers to the use of effective word/idioms: sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.

e. *Mechanics*

Mechanics are the conventions of print that do not exist in oral language, including spelling, punctuation, capitalization, and paragraph.

4. The Types of Writing

There are as many writers' styles as there are writers, there are only four general purposes that lead someone to write a piece, and these are known as the four styles, or types, of writing. Knowing all four different types and their usages is important for any writer (Meer, 2016:1).

a. Expository

Expository writing explains or informs. It talks about a subject without giving opinions. Expository writing explains or informs. It talks about a subject without giving opinions. Expository writing's main purpose is to explain. It is a subject-oriented writing style, in which authors focus on telling about a given topic or subject without voicing their personal opinions.

b. Descriptive

Descriptive writing's main purpose is to describe. It is a style of writing that focuses on describing a character, an event, or a place in great detail. It can be poetic when the author takes the time to be very specific in his or her descriptions.

c. Persuasive

Persuasive writing's main purpose is to convince. Unlike expository writing, persuasive writing contains the opinions and biases of the author. To

convince others to agree with the author's point of view, persuasive writing contains justifications and reasons.

d. Narrative

Narrative writing's main purpose is to tell a story. The author will create different characters and tell you what happens to them (sometimes the author writes from the point of view of one of the characters—this is known as first person narration). Novels, short stories, novellas, poetry, and biographies can all fall in the narrative writing style.

C. Concept of Gallery Walk

1. Definition of Gallery Walk

Malizia (2015:1) stated that Gallery Walk is an active teaching strategy that gets students out of their seats and moving around the classroom to different learning stations that display artifacts related to the class activities. Francek in *Journal of College Science Teaching* (2006:1) argued that Gallery walk is a discussion strategy that gets students out of their chairs and actively involved in synthesizing important science concepts, writing, and public speaking.

Bowman (2005:1) said that gallery walk is a strategy that connects learners to each other and learners to the training topic in a number of interesting, interactive ways. According to Brown & Johnson (2010:1) the Gallery Walk is a pre-reading strategy; that is, it's designed to take place before students begin reading the novel, or right as they start reading. The focus of this activity is to get students to consider censorship: what it means,

what it affects, if it exists, and what their notions of censorship are. Meanwhile, Gray (2012:1) stated that gallery walk is a classroom activity in which students rotate through a variety of tasks. Each task may consist of a question or very short activity to complete, before rotating to another one.

Based on the definition above, it can be understood that Gallery Walk is a collaborative discussion strategy that allows students to work together in small groups to share ideas.

2. Procedure of Gallery Walk

Gallery Walk Strategy has several procedures. These procedures can be followed by the teacher who wants to apply this strategy in the classroom. Some experts explain some procedures of Gallery Walk Strategy.

Believes (2012:1) explains several steps in implementing Gallery Walk in the classroom as follow:

- a. Create or locate various stimuli for students to review and respond. The stimulus can be a quotation or short passage, picture, question, student response to a question, etc. and should be about the ideas or themes of the texts being read.
- b. Post each stimulus on an individual poster or chart paper in different areas of the room.
- c. Assign students to small groups.
- d. Provide students with questions or prompts to respond to as they review the stimulus.

- e. Assign each group to a stimulus. Allow students a structured amount of time to discuss and respond to the provided questions or prompts on sticky notes or directly on the chart paper.
- f. After the designated time, have groups walk to the next stimulus and allow the same amount of time to respond. Continue until each group has reviewed all stimuli.
- g. Conclude the gallery walk by discussing student learning from the task as a whole class.

Meanwhile, Bowman (2005:1) suggests the general instructions for teaching using Gallery Walk as follows:

- a. Tape a number of large sheets of paper to the wall of the training room.
Space the chart pages so that learners can walk from one chart to another.
- b. Label each chart with question, statement, or issue related to the topic.
- c. Learners walk around the room writing their responses on the charts.
- d. Assign a direction to move or they can move randomly. They can do the activity as individuals or in groups.
- e. After the learners have written on all the charts and jotted down their observation on a work sheet, learners then spend a short period of time in small groups discussing their observation.
- f. Finally they discuss the activity with the whole group.

D. Concept of Directed Teaching Method

1. Definition of Directed Teaching Method

According to Abbott (2014:1) the term **directed teaching method** refers to instructional approaches that are structured, sequenced, and led by teachers, and/or the presentation of academic content to students by teachers, such as in a lecture or demonstration. In other words, teachers are ‘directing’ the instructional process or instruction is being ‘directed’ at students. Diller in Larsen-Freeman (2000:22) stated that the Direct Teaching Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students’ native language. Meanwhile, according to Howard (2017:1) direct teaching method is the use of straightforward, explicit teaching techniques, usually to teach a specific skill. It is a teacher-directed method, meaning that the teacher stands in front of a classroom and presents the information.

2. Techniques of Directed Teaching Method

According to Larsen-Freeman (2000:30) there are several techniques provided with some details as follow:

- a. Reading aloud: the students take turn reading sections of a passage, play or a dialogue aloud.
- b. Question/answer exercise: the teacher asks questions of any type and the student answers.
- c. Student self-correction: when a student makes a mistake the teacher offers him/her a second chance by giving a choice.

- d. Conversation practice: the students are given an opportunity to ask their own questions to the other students or to the teacher. This enables both a teacher-learner interaction as well as a learner-learner interaction.
- e. Fill in the blank exercise: the students would have induced the grammar rule the need to fill in the blank from the examples and practice with earlier parts of the lesson.
- f. Dictation: the teacher chooses a grade-appropriate passage and reads it aloud.
- g. Paragraph writing: the students are asked to write a passage in their own words.

E. Concept of Narrative Text

1. The Definition of Narrative Text

Narrative text is (1) a spoken or written account of connected events; a story. (2) The narrated part of a literary work, as distinct from dialogue. (3) The practice or art of narration (Thomas, 2000: 363-364).

According to Grace (2007:154) narrative text is a text that has function to entertain the reader with a story that deals with complications or problematic events which lead to a crisis and in turn finds a resolution.

2. The Generic Structure of Narrative Text

Generic structure is the special characteristic of language in the paragraph (Grace, 2007:154). The generic structures of narrative text are as follow:

a. Orientation

Sets the scene: where and when the story happened, introduce the participants of the story: who and what is involved in the story.

b. Complication

Tells the beginning of the problem which leads to the crisis (climax) of the main participants.

c. Reorientation

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

3. Language Focus in Narrative Text

a. Focus on specific and individualized participants;

b. The use of material process (action verbs);

c. The use of verbal processes;

d. The use of past tense;

e. The use of past continuous;

f. The use of temporal conjunctions and circumstances.

F. Teaching Writing Using Gallery Walk in the Classroom

In this research, the goal of teaching by using gallery walk was to improve students' writing ability. So, the researcher modified the teaching instructions in applying gallery walk strategy as follow:

Step 1 : Introduce the concept of gallery walk strategy to students and defining the purpose of the activity.

Step 2 : Provides some materials needed such as: different topics (pictures or texts), several sheets or carton, sticky notes, glue, different colored pens.

Step 3 : Divides the class into group with four or five students and give each group a different topics.

Step 4 : The students make their gallery in group and discuss what they have in the gallery then post it in the wall.

Step 5 : Instructs each group to walk around to the next gallery. Every group must give feedbacks about the content and organization of the paragraphs which have been written by another group.

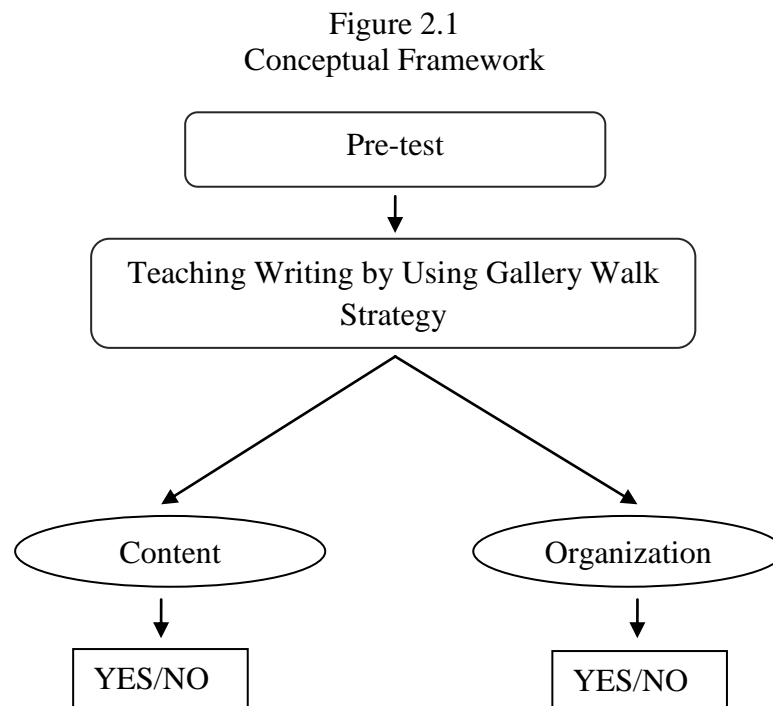
Step 6 : After an appropriate amount of time (about 5 minutes), the students move to other gallery until all the groups have visited each gallery.

Step 7 : The students return to their own gallery to prepare the brief written report about the feedbacks that have been discussed with their own group. These written reports are as an opportunity for all the students to check their own understanding.

Step 8 : Finally, the teacher gives comments and summarize the discussion in the end of learning with the whole group.

G. Conceptual Framework

The researcher conducted the research to verify whether teaching by using Gallery Walk can be an effective way to improve students' achievement in writing. The conceptual framework of this research was shown in the following figure:



The conceptual framework above explained the process of doing the research and result of the research. In this research, the pre-test used to know the prior knowledge of students. The material which was used in pre-test was about narrative text. To improve narrative text of the students, there was an appropriate strategy used in this research. The students were taught by using Gallery Walk strategy. At the end, this research aimed to verify whether the use of Gallery Walk was effective in improving students' writing ability. The students' writing ability

referred to the ability in writing narrative text in terms of content and organization.

H. Hypothesis of the Research

To know the effectiveness of applying gallery walk strategy towards students' writing ability, the researcher formulated two hypotheses that were tested by using t-test. They were:

1. Null Hypothesis (H_0)

There is no significant difference between the students' achievement in writing narrative text by applying gallery walk strategy and the students' achievement in writing narrative text using directed teaching method.

2. Alternative Hypothesis (H_1)

There is significant difference between the students' achievement in writing narrative text by applying gallery walk strategy and the students' achievement in writing narrative text using directed teaching method.

CHAPTER III

RESEARCH METHOD

This chapter presents the research design, research variable, population and sample, instrument of the research, procedure of collecting data and data analysis.

A. Research Design

This research was a quasi experimental research. It aimed to verify whether there was significant difference on the students' writing when it was taught by using Gallery Walk and Directed Teaching Method.

In this research, the sample divided into two classes. They were control class and experimental class. Pre-test and post-test were used in this research to test the effectiveness of Gallery Walk strategy. Pre-test was used to get the beginning score of students' writing skill before they were given a treatment and it was given for both the control and the experimental class. However, post-test was also given in both control and experimental class to measure the score after treatment. The design was described as follows:

Table 3.1
Quasi Experimental Research

Class	Pre- Test	Treatment	Post- Test
E	O ₁	X	O ₂
C	O ₃	Y	O ₄

Where:

E : Experimental Class

C : Control Class

O₁ : Pre-test for the experimental class

O₂ : Post-test for the experimental class

O₃ : Pre-test for the control class

O₄ : Post-test for the control class

X : Treatment using Gallery Walk strategy

Y : Treatment without using Gallery Walk strategy (Sugiyono, 2017:116).

B. Research Variable

There were two variables which involved in this research. It was called independent variable and dependent variable. The independent variable was Gallery Walk as strategy used by the researcher in teaching the material. Meanwhile, dependent variable was the students' writing ability.

C. Population and Sample

1. Population

The population of this study was the tenth grade students of SMA Negeri 10 Luwu Utara. It was divided become science and social class. There were only two classes in science class namely X IPA 1 and X IPA 2. Meanwhile, there were three classes in social class namely X IPS 1, X IPS 2 and X IPS 3. Each class consisted of 30 students, so the total number of population was 150 students. In conducting the research, the researcher was allowed to observe the science class.

2. Sample

In selecting the sample, the researcher used purposive sampling technique. This technique was used to determine the sample with certain consideration. There were two classes taken from science class, namely X IPA 1 as the experimental class and X IPA 2 as the control class which consisted of

30 students for each class. The researcher intended to choose these two classes in selecting the sample because of English teacher's recommendation or judgment that both the experimental and control class had same level in English proficiency which can be seen from their score in the daily examination in the first semester, then have same facilities and these two classes were also available and willing to be observed based on the permission of SMA Negeri 10 Luwu Utara. The researcher also used homogeneity of variance test to prove the similarities of these two classes.

D. Instrument of the Research

In this research, the researcher only used a test as a research instrument. The test technique used in this research was written test which consist of pre-test and post-test in the experimental class and control class.

In the pre-test and post-test, the researcher asked students to make narrative text by choosing one of the given themes for both experimental and control class. The given themes consisted of stories about "*Folktale and Fairy Tale*".

E. Procedure of Collecting Data

In collecting the data, the researcher collected the data with the following procedures:

1. Pre-test

The pretest was done before the learning process to measure students' understanding in learning narrative writing, so it was held in the first meeting. Students in experimental and control class were asked to write a narrative text

by choosing one of the given themes. The given themes were stories about Malin Kundang, The Golden Cucumber and The Toba Lake Legend.

2. Treatment

In the treatment, the teacher conducted teaching-learning activity with the students in both of experimental and control class in six meetings. In the first meeting of treatment, the researcher explained about narrative text and how to write it. The researcher also explained about the strategy that will be used in learning process that was about Gallery Walk. She directly applied it in the classroom by using prepared materials which was about the example of narrative text. Then, in the next five meetings, the researcher asked the students in experimental and control class to practice to write narrative text. In the experimental class the students were asked to make narrative by using themes that had been prepared by the researcher. Meanwhile, the students in control class were asked to write narrative text based on the theme on the lesson book that guided by the researcher.

3. Post-test

The last step of this research was posttest. The posttest was done to know the progression between the experimental and control class in the last meeting, after the teacher gave treatments to the students. She gave the test to the students in experimental and control class. The way she gave the test was similar with the pre-test. It was in form of writing test. The students were asked to make narrative by choosing one of the given themes. The given themes were stories about Cinderella, Sangkuriang and Pinokio.

F. Data Analysis

In analyzing and assessing the students' writing ability, the researcher used the following procedures

1. Scoring and classifying the students' writing ability by using the following rubrics:

- a. Content

Table 3.2
Analytic Scale for Rating Composition Tasks of Content

Content	
30 - 27	EXCELENT TO VERY GOOD: knowledgeable – substantive – etc.
26 - 22	GOOD TO AVERAGE: some knowledge of subject – adequate range – etc.
21 - 17	FAIR TO POOR: limited knowledge of subject – little substance – etc.
16 - 13	VERY POOR: does not show knowledge of subject – non substantive – etc.

(Heaton, 1988:146).

- b. Organization

Table 3.3
Analytic Scale for Rating Composition Tasks of Organization

Organization	
20 - 18	EXCELENT TO VERY GOOD: fluent expression – ideas clearly stated – etc.
17 - 14	GOOD TO AVERAGE: somewhat choppy – loosely organized but main ideas stand out – etc.
13 - 10	FAIR TO POOR: non fluent – ideas confused or disconnected – etc.
9 - 7	VERY POOR: does not communicate – no organization – etc.

(Heaton, 1988:146).

2. Classifying the students' score into seven classifications as follows:

Table 3.4
Classification Score of Writing Ability

Score	Classification
96-100	Excellent
86-95	Very good
76-85	Good
66-75	Average
56-65	Fair
36-55	Poor
0-35	Very Poor

(Heaton, 1988:146).

3. Testing Hypothesis

In this hypothesis testing, the statistic used was *parametric statistic* with independent sample *t-test* in IBM Statistic SPSS 20 Software. It was used to find out the differences between experimental and control class. If the significance value is less than level of significance (0.05), the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted; the two classes are significantly difference. If the significance value is more than level of significance (0.05) null hypothesis (H_0) is accepted and alternative hypothesis (H_1) is rejected; the two classes are not significantly difference.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections, those are findings and discussion. The findings deal with the result of data analysis that had been collected through writing test in pre-test and post-test which are described in table form. The discussion deals with the interpretation of the result findings.

A. Findings

The research findings present the data on students' writing ability. It consists of the students' content and organization ability in experimental and control class, the students' writing ability in using gallery walk strategy in experimental class, the students' writing ability in using directed teaching method in control class and hypothesis testing.

1. The Students' Content and Organization Ability in Experimental Class

The students' content and organization ability means the component of writing that assessed by the researcher in this research. The researcher presents the result of the students' content and organization ability through the distribution of pre-test and post-test score in writing narrative text by using gallery walk strategy in experimental class.

a. Mean Score of Students' Content and Organization Ability in Experimental Class

Mean score of students' content and organization ability means sum of all the values in the data set to determine the average score of students' writing ability in terms of content and organization of experimental class. The data was collected from the result of students' pre-test and post-test in experimental

class. The result of students' content and organization on pre-test and post-test were presented in the table 4.1.

Table 4.1 Mean Score of Students' Content and Organization Ability in Experimental Class

Indicators	Mean Score		Improvement
	Pre-test	Post-test	
Content	59.53	78.06	31.12%
Organization	60.83	77.66	27.66%

Table 4.1 shows that the mean score of students' content in pre-test was 59.53 and the mean score of students' content in post-test was 78.06 with the improvement was 31.12%. Meanwhile, the mean score of students' organization in pre-test was 60.83 and the mean score of students' organization in post-test was 77.66 with the improvement was 27.66%.

b. Percentage Frequency Distribution of Students' Content and Organization Ability in Experimental Class

Percentage frequency distribution of students' content and organization ability means a display of data that specifies the percentage of students' writing score in terms of content and organization that exist for each classification score in pre-test and post-test. The process of creating a percentage frequency distribution of students' content and organization ability involves; identifying the total number of students; counting the total number of students within each classification score; then dividing the total number of students within each classification score by the total number of students in pre-test and post-test of experimental class. The result of percentage frequency distribution of students' content and organization ability could be seen clearly on the table 4.2.

Table 4.2 Frequency Percentage Distribution of Students' Content and Organization Ability in Experimental Class

Score	Classification	Content				Organization			
		Pre-Test		Post-Test		Pre-Test		Post-Test	
		F	%	F	%	F	%	F	%
96-100	Excellent	-	-	3	10%	-	-	1	3.33%
86-95	Very Good	-	-	4	13.33%	-	-	2	6.66%
76-85	Good	2	6.66%	14	46.66%	-	-	10	33.33%
66-75	Average	5	16.66%	4	13.33%	6	20%	15	50%
56-65	Fair	16	53.33%	3	10%	19	63.33%	2	6.66%
36-55	Poor	7	23.33%	2	6.66%	2	6.66%	-	-
0-35	Very Poor	-	-	-	-	3	10%	-	-

Table 4.2 shows that in content, there were 3 students (10%) classified as excellent in post-test, 4 students (13.33%) were classified as very good in post-test, 2 students (6.66%) were classified as good in pre-test and 14 students (46.66%) in post-test, 5 students (16.66%) were classified as average in pre-test and 4 students (13.33%) in post-test, 16 students (53.33%) were classified as fair in pre-test and 3 students (10%) in post-test, then 7 students (23.33%) were classified as poor in pre-test and 2 students (6.66%) in post-test. Meanwhile, in organization, there was 1 student (3.33%) classified as excellent in post-test, 2 students (6.66%) were classified as very good in post-test, 10 students (33.33%) were classified as good in post-test, 6 students (20%) were classified as average in pre-test and 15 students (50%) in post-test, 19 students (63.33%) were classified as fair in pre-test and 2 students (6.66%) in post-test, 2 students (6.66%) were classified as poor in pre-test and then 3 students (10%) were classified as very poor in pre-test.

2. The Students' Content and Organization Ability in Control Class

The students' content and organization ability means the component of writing that assessed by the researcher in this research. The researcher presents the result of the students' content and organization ability through the distribution of pre-test and post-test score in writing narrative text by using directed teaching method in control class.

a. Mean Score of Students' Content and Organization Ability in Control Class

Mean score of students' content and organization ability means sum of all the values in the data set to determine the average score of students' writing ability in terms of content and organization of control class. The data was collected from the result of students' pre-test and post-test in control class. The result of students' content and organization on pre-test and post-test were presented in the table 4.3.

Table 4.3 Mean Score of Students' Content and Organization Ability in Control Class

Indicators	Mean Score		Improvement
	Pre-test	Post-test	
Content	58.96	68.73	16.57%
Organization	60.66	69.66	14.83%

Table 4.3 shows that the mean score of students' content in pre-test was 58.96 and the mean score of students' content in post-test was 68.73 with the improvement was 16.57%. Meanwhile, the mean score of students' organization in pre-test was 60.66 and the mean score of students' organization in post-test was 69.66 with the improvement was 14.83%.

b. Percentage Frequency Distribution of Students' Content and Organization Ability in Experimental Class

Percentage frequency distribution of students' content and organization ability means a display of data that specifies the percentage of students' writing score in terms of content and organization that exist for each classification score in pre-test and post-test. The process of creating a percentage frequency distribution of students' content and organization involves; identifying the total number of students; counting the total number of students within each classification score; then dividing the total number of students within each classification score by the total number of students in pre-test and post-test of experimental class. The result of percentage frequency distribution of students' content and organization ability could be seen clearly on the table 4.4.

Table 4.4 Percentage Frequency Distribution of Students' Content and Organization Ability in Control Class

Score	Classification	Content				Organization			
		Pre-Test		Post-Test		Pre-Test		Post-Test	
		F	%	F	%	F	%	F	%
96-100	Excellent	-	-	1	3.33%	-	-	-	-
86-95	Very Good	-	-	3	10%	-	-	1	3.33%
76-85	Good	3	10%	-	-	3	10%	5	16.66%
66-75	Average	3	10%	13	43.33%	8	26.66%	13	43.33%
56-65	Fair	13	43.33%	11	36.66%	5	16.66%	6	20%
36-55	Poor	11	36.66%	2	6.66%	13	43.33%	5	16.66%
0-35	Very Poor	-	-	-	-	1	3.33%	-	-

Table 4.4 shows that in content, there was 1 student (3.33%) classified as excellent in post-test, 3 students (10%) were classified as very good in post-test, 3 students (10%) were classified as good in pre-test, 3 students (10%) were classified as average in pre-test and 13 students (43.33%) in post-test, 13 students (43.33%) were classified as fair and 11 students (36.66%) in post-test,

then 11 students (36.66%) were classified as poor and 2 students (6.66%) in post-test. Meanwhile, in organization, there was 1 student (3.33%) classified as very good in post-test, 3 students (10%) were classified good in pre-test and 5 (16.66%) in post-test, 8 students (26.66%) were classified as average in pre-test and 13 students (43.33%) in post-test, 5 students (16.66%) were classified as fair in pre-test and 6 students (20%) in post-test, 13 students (43.33%) were classified poor in pre-test and 5 students (16.66%) in post-test and then 1 student (3.33) was classified as very poor in pre-test.

3. The Students' Writing Ability in Using Gallery Walk Strategy in Experimental Class

The students' writing ability in using gallery walk strategy deals with the final calculation between students' content and organization in pre-test and post-test. The researcher presents the result of the students' writing ability through the distribution of pre-test and post-test score in writing narrative text by using gallery walk strategy in experimental class.

a. Mean Score of Students' Writing Ability in Using Gallery Walk Strategy in Experimental Class

Mean score of students' writing ability deals with sum of all the scores in the data set to determine the average score of students' writing ability in pre-test and post-test of experimental class. The mean score of students' writing ability on pre-test and post-test were presented in the table 4.5.

Table 4.5 Mean Score of Students' Writing Ability in Using Gallery Walk Strategy in Experimental Class

Experimental Class	Mean Score		Improvement
	Pre-test	Post-test	
	59.90	77.63	29.59%

Table 4.5 shows that the mean score of students' writing ability in pre-test was 59.90. Meanwhile, the mean score of students' writing ability in post-test was 77.63 with the improvement was 29.59%.

b. Percentage Frequency Distribution of Students' Writing Ability in Using Gallery Walk Strategy in Experimental Class

Percentage frequency distribution of students' writing ability means a display of data that specifies the percentage of students' writing score that exist for each classification score in pre-test and post-test. The process of creating a percentage frequency distribution of students' writing ability involves; identifying the total number of students; counting the total number of students within each classification score; then dividing the total number of students within each classification score by the total number of students in pre-test and post-test in experimental class. The result of percentage frequency distribution of students' writing ability could be seen clearly on the table 4.6.

Table 4.6 Percentage Frequency Distribution of Students' Writing Ability in Using Gallery Walk Strategy in Experimental Class

Score	Classification	Experimental Class			
		Pre-Test		Post-Test	
		F	%	F	%
96-100	Excellent	-	-	2	6.66%
86-95	Very Good	-	-	2	6.66%
76-85	Good	2	6.66%	18	60%
66-75	Average	5	16.66%	5	16.66%
56-65	Fair	17	56.66%	3	10%
36-55	Poor	6	20%	-	-
0-35	Very Poor	-	-	-	-

Table 4.6 shows that there were 2 students (6.66%) classified as excellent in post-test, 2 students (6.66%) were classified as very good in post-test, 2 students (6.66%) were classified as good in pre-test and 18 students (60%) in post-test, 5 students (16.66%) were classified as average in pre-test and post-test, 17 students (56.66%) were classified as fair in pre-test and 3 students (10%) in post-test and then 6 students (20%) were classified as poor in pre-test.

4. The Students' Writing Ability in Using Directed Teaching Method in Control Class

The students' writing ability in using directed teaching method deal with the final calculation between students' content and organization in pre-test and post-test. The researcher presents the result of the students' writing ability through the distribution of pre-test and post-test score in writing narrative text by using directed teaching method in control class.

a. Mean Score of Students' Writing Ability in Using Directed Teaching Method in Control Class

Mean score of students' writing ability deals with sum of all the scores in the data set to determine the average score of students' writing ability in pre-test and post-test of control class. The mean score of students' writing ability on pre-test and post-test were presented in the table 4.7.

Table 4.7 Mean Score of Students' Writing Ability in Using Directed Teaching Method in Control Class

Control Class	Mean Score		Improvement
	Pre-test	Post-test	
	59.53	69.00	15.90%

Table 4.7 shows that the mean score of students' writing ability in pre-test was 59.53. Meanwhile, the mean score of students' writing ability in post-test was 69.00 with the improvement was 15.90%.

b. Percentage Frequency Distribution of Students' Writing Ability in Using Directed Teaching Method in Control Class

Percentage frequency distribution of students' writing ability means a display of data that specifies the percentage of students' writing score that exist for each classification score in pre-test and post-test. The process of creating a percentage frequency distribution of students' writing ability involves; identifying the total number of students; counting the total number of students within each classification score; then dividing the total number of students within each classification score by the total number of students in pre-test and post-test in control class. The result of percentage frequency distribution of students' writing ability could be seen clearly on the table 4.8.

Table 4.8 Distribution of Frequency and Percentage of Students' Writing Ability in Using Directed Teaching Method in Control Class

Score	Classification	Control Class			
		Pre-Test		Post-Test	
		F	%	F	%
96-100	Excellent	-	-	-	-
86-95	Very Good	-	-	4	13.33%
76-85	Good	3	10%	-	-
66-75	Average	6	20%	15	50%
56-65	Fair	8	26.66%	7	23.33%
36-55	Poor	13	43.33%	4	13.33%
0-35	Very Poor	-	-	-	-

Table 4.8 shows that there were 4 students (13.33%) classified as very good in post-test, 3 students (10%) were classified as good in pre-test, 6 students (20%) were classified as average in pre-test and 15 students (50%) in post-test, 8 students (26.66%) were classified as fair in pre-test and 7 students (23.33%) in post-test and then 13 students (43.33%) were classified poor in pre-test and 4 students (13.33%) in post-test.

5. Hypothesis Testing

In this hypothesis testing, the statistic used was *parametric statistic* with independent sample *t-test*. It was used to find out the differences between experimental and control class. If the significance value is less than level of significance (0.05), the null hypothesis (H_0) is rejected and alternative hypothesis (H_1) is accepted; the two classes are significantly difference. If the significance value is more than level of significance (0.05) null hypothesis (H_0) is accepted and alternative hypothesis (H_1) is rejected; the two classes are not significantly difference. Here was the result of hypothesis testing concerned to

the students' writing ability in pre-test and post-test of experimental and control class.

a. Hypothesis Testing of Students' Content Ability between Experimental and Control Class

Hypothesis testing of students' content between experimental and control class means testing the students' content between experimental and control class after treatment to verify the significance difference between both of classes in terms of content. The result of the hypothesis testing of students' content between experimental and control class could be seen clearly in table 4.9.

Table 4.9 Hypothesis Testing of Students' Content Ability between Experimental and Control Class

Independent Samples Test										
	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Content	Equal variances assumed	.403	.528	2.973	58	.004	9.33333	3.13961	3.04872	15.61795
	Equal variances not assumed			2.973	56.965	.004	9.33333	3.13961	3.04628	15.62038

Table 4.9 presents the result of independent t-test concerned to students' content ability between experimental and control class after treatment. It shows that *Sig. (2-tailed)* was 0.004. Because of $Sig < (\alpha)$ or $(0.004 < 0.05)$, it indicated that H_0 of this research is rejected and H_1 was accepted. Therefore,

there was significant difference between the students' content ability in experimental and control class after treatment.

b. Hypothesis Testing of Students' Organization Ability between Experimental and Control Class

Hypothesis testing of students' organization between experimental and control class means testing the students' content between experimental and control class after treatment to verify the significance difference between both of classes in terms of organization. The result of the hypothesis testing of students' organization between experimental and control class could be seen clearly in table 4.10.

Table 4.10 Hypothesis Testing of Students' Organization between Experimental and Control Class

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Organization	2.976	.090	3.246	58	.002	8.00000	2.46430	3.06716	12.93284
			3.246	51.908	.002	8.00000	2.46430	3.05480	12.94520

Table 4.10 presents the result of independent t-test after treatment concerned to students' organization ability between experimental and control class. It shows that *Sig. (2-tailed)* was 0.002. Because of $Sig < (\alpha)$ or $(0.002 < 0.05)$, it indicated that H_0 of this research is rejected and H_1 was accepted.

Therefore, there was significant difference between the students' organization in experimental and control class after treatment.

c. Hypothesis Testing of Students' Writing Ability between Experimental and Control Class

Hypothesis testing of students' writing ability between experimental and control class means testing the students' final score which was gained from students' content and organization calculation in pre-test and post-test between experimental and control class. The data which tested was the differentiation score between pre-test and post-test from both of class. It was done to verify whether there was significant difference or not about the students' writing ability between experimental and control class. It could be seen clearly on table 4.11.

Table 4.11 Hypothesis Testing of Students' Writing Ability between Experimental and Control Class

Independent Samples Test										
	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Writing Ability	Equal variances assumed	.415	.522	3.629	58	.001	8.26667	2.27817	3.70642	12.82691
	Equal variances not assumed			3.629	57.848	.001	8.26667	2.27817	3.70617	12.82717

Table 4.11 presents the result of independent t-test concerned to the students' writing ability. It shows that *Sig. (2-tailed)* = 0.001. Because of *sig.* < (α) or ($0.001 < 0.05$), thus H_0 was rejected and H_1 was accepted. It means that there was significant difference between the students' writing ability in learning narrative text by using Gallery Walk Strategy and the students' writing ability in learning narrative text by using Directed Teaching Method. Therefore, gallery walk strategy was effective to improve students writing ability.

B. DISCUSSION

The discussion covers the interpretation of the research findings derived from the result of students' writing ability in terms of content and organization in pre-test and post-test between experimental class which taught by using gallery walk strategy and control class which taught by using directed teaching method in writing narrative text.

1. The Students' Content and Organization Ability in Experimental Class

The students' writing ability in terms of content is reflected by the mean score of students' content ability in pre-test (59.53) and post test (78.06) of experimental class. The mean score of students' content ability in pre-test was classified as fair and the mean score of students' content ability in post-test was classified as good. Before the treatment, most of students were difficult to write the content of text based on the topics that have been given by the researcher caused they confused what they want to write. Meanwhile, after the researcher

gave treatment using gallery walk strategy, they could write the content of their writing easily.

The improvement of students' content ability in experimental class could be seen between pre-test and post-test was 31.12%. The students' content ability was significantly different before and after applied gallery walk strategy in teaching writing of narrative text. Most of students' text in terms of content in pre-test had limited knowledge of subject, little substance and inadequate development of topic. The samples of students' writing were presented below:

“One time malin kundang already admit a world leave because he can change life poor; one day he met with some one and a wealthy merchant; after long time it city he merried but because wealthy he no more admit mother”

As stated by Jacobs (2002:114) that the content of writing refers to logical development of ideas and provides supporting details, knowledgeable, substantive, through development of thesis, relevant to assigned topic.

On the contrary, the students' content improved after treatment using gallery walk strategy. Most of the students' writing in terms of content had some knowledge of subject, adequate range and relevant to assigned topic. The samples of students' writing were presented below:

“At the ball, Cinderella danced with the prince and the prince fell in love with her; unfortunately, one of her glass slippers slipped off at the door. She did not has time to put it back on; the prince was sad as he could not find Cinderella again that night”

The data also shows the frequency of the students' pre-test and post-test score in content classification. There were variant score of the students' content in writing. First, students' content score showed that from 30 students none of

them in pre-test and 3 students in post-test were classified as “Excellent” because their writing test was knowledgeable, substantive, through development of thesis and assigned to relevant topic. Second, none of students in pre-test and 4 students in post-test were classified as “Very Good” because their writing test was knowledgeable and substantive. Third, there were 2 students in pre-test and 14 students in post-test were classified as “Good” because their writing test had some knowledge of subject and adequate range. Next, there were 5 students in pre-test and 4 students in post-test were classified as “Average” because their writing test had limited development of thesis and mostly relevant to topic but lack detail. Furthermore, there were 16 students in pre-test and 3 students in post-test were classified as “Fair” because their writing test had limited knowledge of subject and little substance. Last, there were 7 students in pre-test and 2 students in post-test were classified as poor because their writing test had inadequate development of topic.

The students’ writing ability in terms of organization is also reflected by the mean score of students’ organization ability in pre-test (60.83) and post test (77.66) of experimental class. The mean score of students’ organization ability in pre-test was classified as fair and the mean score of students’ content ability in post-test was classified as good. Before the treatment, most of students were difficult to organize their ideas well and they were also difficult to arrange the generic structure in writing narrative text. Meanwhile, after the researcher gave treatment using gallery walk strategy, they could organize and arrange their writing easily.

The improvement of students' organization ability in experimental class could be seen between pre-test and post-test was 27.66%. The students' organization ability was significantly different before and after applied gallery walk strategy in teaching writing of narrative text. Most of students' text in terms of organization in pre-test had disconnected ideas, lacks logical sequencing and development and not organized well. The samples of students' writing were presented below:

“Malin Kundang is child boy from widow live at rural and live poor; in the next day left go to city. Arrive city and success at city; he forget with mother and marriage with beautiful girls and next go or come out he rural change become bad and cursed be come stone.”

As stated by Jacobs (2002:114) the organization of writing refers to the logical progression and completeness of ideas in a text effectively, clearly and cohesively and well-organized.

On the contrary, the students' organization also improved after treatment. Most of students' writing in terms of organization has ideas clearly, well organized and cohesive. The samples of students' writing were presented below:

“Once upon a time there was a girl named Cinderella. She lived with her bad step mother and two stepsisters; she also gave Cinderella a lovely dress to wear to the ball and a pair of glass slippers; the prince was so happy to find Cinderella again, then they got married and lived happily”

The data also shows the frequency of the students' pre-test and post-test score in organization classification. There were variant score of the students' organization in writing. First, students' organization score showed that from 30 students none of them were classified as “Excellent” but in post-test, there

were 1 student was classified as “Excellent” because their writing test had fluent expression, ideas clearly stated/supported, succinct, well organized, logical sequencing and cohesive. Second, none of them in pre-test and 2 students in post-test were classified as “Very Good” because their writing test had logical sequencing and cohesive. Third, none of them in pre-test and 10 students in post-test were classified as “Good” because their writing test had somewhat choppy, loosely organized but main ideas stand out. Fourth, there were 6 students in pre-test and 15 students in post-test were classified as “Average” because their writing test had limited support and logical but incomplete sequencing. Next, there were 19 students in pre-test and 2 students in post-test were classified as “Fair” because their writing test had non-fluent and ideas confused or disconnected. Furthermore, there were 2 students in pre-test were classified as poor because their writing test had lacks logical sequencing and development. Last, there were 3 students in pre-test were classified as “Very Poor” because their writing test did not communicate, no organization or not enough to evaluate.

2. The Students’ Content and Organization Ability in Control Class

The students’ writing ability in terms of content is reflected by the mean score of students’ content ability in pre-test (58.96) and post test (68.73) of control class. The mean score of students’ content ability in pre-test was classified as fair and the mean score of students’ content ability in post-test was classified as average. Before the treatment, most of students in control class were difficult to write the content of text based on the topics that have been

given by the researcher caused they confused what they want to write. Meanwhile, after the researcher gave exercise to write every meeting and applied directed teaching method, they could write the content of their writing well.

The improvement of students' content ability of control class could be seen between pre-test and post-test was 16.57%. The students' content ability was different before and after applied directed teaching method in teaching writing of narrative text. Most of students' text in terms of content in pre-test had limited knowledge of subject, little substance and inadequate development of topic. The samples of students' writing were presented below:

“Him got a big fish and him went home; suddenly fish gold nose speaking and hope for not eating; at home fish that to change become girl beautiful”

As stated by Jacobs (2002:114) that the content of writing refers to logical development of ideas and provides supporting details, knowledgeable, substantive, through development of thesis, relevant to assigned topic.

On the contrary, the students' content improved after taught by using directed teaching method. Most of the students' writing in terms of content had some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lack detail. The samples of students' writing were presented below:

“She promised to herself that whoever found the string, if a man would be her husband and if a girl would be her sister; unexpectedly, Tumang was the one who come to bring the string to her; finally she married Tumang who was a man who cursed into a dog”

The data also shows the frequency of the students' pre-test and post-test score in content classification. There were variant score of the students' content in writing. First, students' content score showed that from 30 students none of them in pre-test and 1 student was classified as "Excellent" because the writing test was knowledgeable, substantive, through development of thesis and assigned to relevant topic. Second, none of students in pre-test and 3 students in post-test were classified as "Very Good" because their writing test was knowledgeable and substantive. Third, none of students in pre-test and 3 students in post-test were classified as "Good" because their writing test had some knowledge of subject and adequate range. Next, there were 3 students in pre-test and 13 students in post-test were classified as "Average" because their writing test had limited development of thesis and mostly relevant to topic but lack detail. Furthermore, there were 13 students in pre-test and 11 students in post-test were classified as "Fair" because their writing test had limited knowledge of subject and little substance. Last, there were 11 students in pre-test and 2 students in post-test were classified as poor because their writing test had inadequate development of topic.

The students' writing ability in terms of organization is also reflected by the mean score of students' organization ability in pre-test (60.83) and post test (77.66) of control class. The mean score of students' organization ability in pre-test was classified as fair and the mean score of students' content ability in post-test was classified as average. Before the treatment, most of students were difficult to organize their ideas well and they were also difficult to arrange the

generic structure in writing narrative text. Meanwhile, after the researcher gave treatment using gallery walk strategy, they could organize and arrange their writing easily.

The improvement of students' organization ability in control class could be seen between pre-test and post-test was 14.83%. The students' organization ability was different before and after taught using directed teaching method in writing narrative text. Most of students' text in terms of organization in pre-test had disconnected ideas, lacks logical sequencing and development and not organized well. The samples of students' writing were presented below:

“One uponce a time, there is fisherman him exactly fishing in lake; after to accuse last he is to gain a fish gold; at home fish that to change become girl beautiful; suddenly he is father to speak on the child that he is a fish”

As stated by Jacobs (2002:114) the organization of writing refers to the logical progression and completeness of ideas in a text effectively, clearly and cohesively and well-organized.

On the contrary, the students' organization also improved after taught using directed teaching method. Most of students' writing in terms of organization has ideas clearly, well organized and cohesive. The samples of students' writing were presented below:

“Long time ago in West Java, lived a beautiful and lovely girl named Dayang Sumbi; Dayang Sumbi had a son named Sangkuriang; Sangkuriang fell in love with Dayang Sumbi and wanted to marry her that apparently his mother; Sangkuriang failed to marry her. He was angry so he kicked the boat and until now the boat is known as ‘Tangkuban Perahu Mountain”

The data also shows the frequency of the students' pre-test and post-test score in organization classification. There were variant score of the students' organization in writing. First, students' organization score showed that from 30 students none of them in pre-test and 1 student in post-test was classified as "Very Good" because their writing test had logical sequencing and cohesive. Third, there were 3 students in pre-test and 5 students in post-test were classified as "Good" because their writing test had somewhat choppy, loosely organized but main ideas stand out. Fourth, there were 8 students in pre-test and 13 students in post-test were classified as "Average" because their writing test had limited support and logical but incomplete sequencing. Next, there were 5 students in pre-test and 6 students in post-test were classified as "Fair" because their writing test had non-fluent and ideas confused or disconnected. Furthermore, there were 13 students in pre-test and 5 students were classified as poor because their writing test had lacks logical sequencing and development. Last, there were 1 student in pre-test was classified as "Very Poor" because the writing test did not communicative, no organization or not enough to evaluate.

3. The Students' Writing Ability in Experimental and Control Class

The students' writing ability in using gallery walk strategy is reflected by the mean score before and after treatment in experimental and control class. The data showed that the mean score of students' writing ability before treatment was 59.90 and after the researcher gave the treatment by using gallery walk strategy, the mean score of students' writing ability improved

become 77.63 with the improvement was 29.59%. Meanwhile, in control class, the result showed that the mean score of students' writing ability in pre-test was 59.53. After the researcher taught using directed teaching method, the mean score of students' writing ability in post-test had improved become 69.00 with the improvement was 15.90%.

The comparison above shows that the mean score of students' writing ability in experimental and control class before treatment has similarity. After that, the experimental class was given a treatment in a form of Gallery Walk strategy to teach writing narrative text in six meetings. Gallery Walk strategy is a discussion strategy that gets students out of their chairs and actively involved in synthesizing important science concept, writing, and public speaking (Francek, 2006). During the whole process, the students competed with another group to do the best in writing narrative text by using the given themes. They tried hard to finish the text, give feedback, and decorate their writing which appropriate with the theme as appealing as possible. In a nutshell, using Gallery Walk gives students a pleasurable experience in the English writing's class. It is also supported by Megawati (2016) in her research stated that Gallery Walk strategy is effectively encouraged students to be a competitive group. By this treatment, the mean score of students' writing ability in post-test of experimental class significantly improved and greater than the mean score of students' writing ability in control class which taught by using directed teaching method.

4. Hypothesis Testing between Experimental and Control Class

In hypothesis testing between experimental and control class, the result of independent sample *t-test* of post-test data shows that there was significant difference between students' content and organization ability of experimental and control class. It meant that the students' achievement in experimental class was higher or better than that in the control class. In other words, the application of Gallery Walk strategy to the experimental class improved the students' content and organization ability in writing narrative text.

In the last hypothesis testing of independent sample *t-test*, the researcher tested the students' writing ability between experimental and control class. The data which tested was the differentiation score between pre-test and post-test from both of classes. The result of independent sample *t-test* showed that there was significant difference between the students' ability in learning narrative text by using Gallery Walk Strategy and the students' ability in learning narrative text by using Directed Teaching Method.

In this matter, it meant that the working hypothesis which stated that "There is significant difference between the students' achievement in writing narrative text by applying gallery walk strategy and the students' achievement in writing narrative text using directed teaching method was accepted. It was also supported by Mulyani (2014) who stated that the use of Gallery Walk strategy in teaching writing brought about significant improvement.

From the descriptions above, the researcher concluded that the students' writing ability by using Gallery Walk Strategy was higher compared with the students' writing ability that taught by using Directed Teaching Method. Therefore, Gallery Walk was effective to be applied in teaching writing especially narrative text and it also indicated that the use of Gallery Walk Strategy gave more contribution in improving students' writing ability in terms of content and organization at the tenth grade of SMAN 10 Luwu Utara.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts. The first part presents some conclusion based on the data analysis and findings in the previous chapter. Then, the second part presents some suggestions based on the findings and conclusions of this research.

A. Conclusion

Based on the result of data analysis of findings and discussion in the previous chapter, the researcher concluded that:

The use of gallery walk strategy was effective to improve students' content ability in experimental class than the use of directed teaching method in control class. It was proved by the mean score in pre-test and post-test between both of classes. In experimental class, the mean score of students' content ability in pre-test was 59.53 and the mean score of students' content ability in post-test was 78.06 with the improvement was 31.12%. Meanwhile, in control class, the mean score of students' content ability in pre-test was 58.96 and the mean score of students' content ability in post-test was 68.73 with the improvement was 16.57%. It was also proved by the result of independent t-test which showed that *Sig. (2-tailed)* = 0.004. Because of $Sig < (\alpha)$ or $(0.004 < 0.05)$, it indicated that H_0 of this research is rejected and H_1 was accepted. Therefore, there was significant difference between the students' content ability in experimental and control class after treatment at the tenth grade at SMA Negeri 10 Luwu Utara.

The use of gallery walk strategy was effective to improve students' organization ability in experimental class than the use of directed teaching method in control class. It was proved by the mean score in pre-test and post-test between both of classes. In experimental class, the mean score of students' organization ability in pre-test was 60.83 and the mean score of students' organization ability in post-test was 77.66 with the improvement was 27.66%. Meanwhile, in control class, the mean score of students' organization ability in pre-test was 60.66 and the mean score of students' organization ability in post-test was 69.66 with the improvement was 14.83%. It was also proved by the result of independent t-test which showed that *Sig. (2-tailed)* = 0.002. Because of $Sig < (\alpha)$ or $(0.002 < 0.05)$, it indicated that H_0 of this research is rejected and H_1 was accepted. Therefore, there was significant difference between the students' organization in experimental and control class after treatment at the tenth grade at SMA Negeri 10 Luwu Utara.

B. Suggestion

Based on the conclusion presented above, the researcher tried to give some suggestions for English teacher, students, the next researcher and anyone who read this thesis as follows:

1. For the English teacher

- a. The English teacher should be creative and productive to enrich their English teaching material and manage the class to made the students more active in learning English especially in writing since writing was categorized as one of skill that is not easy to be mastered. The teacher

should use many kinds of interesting strategy, so the learners can study easily and effectively.

- b. The English teacher can apply Gallery Walk Strategy to motivated students' in learning English especially in writing because it is known as one of enjoyable strategy that is suitable to be used in teaching English.
- c. The teacher should give more chance and guidance practice to write as the one way to develop the students' writing skill in the classroom.
- d. The English teacher should develop the students' skill by knowing their condition and interest in learning.

2. For the students

- a. The students should be more active and serious in studying English especially in writing because writing is one of important skill in learning English that must be mastered.
- b. The students should be able to motivate their selves to improve their writing skill by practice to write in their daily life because practice makes perfect.

3. For the next researcher

- a. For the next researcher in similar areas of study are recommended to conduct the study in longer period of time to get better result of the Gallery Walk Strategy.
- b. It also suggested to the future researcher to explore other language skills and apply this strategy for another level to see the effect on the use of it because there is no limitation skill in applying this strategy.

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APPENDICES

APPENDIX A

Lesson Plans

Lesson Plan for Experimental Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMAN 10 Luwu Utara
Kelas/Semester : X/1
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Teks Narrative
Alokasi Waktu : 12 x 45 Menit (6 x Pertemuan)
Skill : Writing

Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar

- 1.1 Kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 1.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 1.3 Menganalisis struktur teks dan unsur kebahasaan dari teks naratif sesuai dengan konteks penggunaannya.
- 4.10 Menulis teks naratif dengan memperhatikan struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

Indikator Pencapaian Kompetensi

1. Menulis teks naratif dengan content yang sesuai dengan tema yang telah disediakan.
2. Menulis teks naratif menggunakan generic structure special order.

Tujuan Pembelajaran

1. Siswa mampu menulis teks naratif dengan content yang sesuai dengan tema yang telah disediakan.
2. Siswa mampu menulis teks naratif menggunakan generic structure special order.

Materi Pembelajaran

Narrative Text

Metode Pembelajaran

Pendekatan : Cooperative Learning

Strategy : Gallery Walk Strategy

A. Media & Sumber Pembelajaran

1. Media : Topic with Picture.

2. Sumber : Buku SMA Kelas X yang Relevan dan Internet

Langkah-langkah Pembelajaran

Pertemuan 1

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<ol style="list-style-type: none">Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (<i>nilai yang ditanamkan: santun, peduli</i>)Mengecek kehadiran siswa (<i>nilai yang ditanamkan: disiplin, rajin</i>)Guru memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan yaitu tentang <i>narrative text</i>.Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik.Guru menjelaskan strategi Gallery Walk yang akan digunakan dalam proses belajar.	10 Menit
Kegiatan Inti	<p>Mengamati</p> <ol style="list-style-type: none">Siswa menyimak penjelasan guru mengenai <i>narrative text</i> terutama <i>content</i> dan <i>organisasi</i> pada text tersebut.Siswa mengamati <i>content</i> dan <i>organisasi</i> pada contoh <i>narrative</i>	10 Menit

	<p><i>text</i> yang telah disediakan oleh guru.</p> <p>Mempertanyakan Siswa diberikan kesempatan untuk mengajukan pertanyaan terkait <i>content</i> dan <i>organisasi</i> dari contoh <i>narrative text</i> yang diamati.</p> <p>Mengeksplorasi</p> <ol style="list-style-type: none"> Guru membagi siswa menjadi lima kelompok. Guru menyiapkan bahan-bahan yang akan digunakan dalam Gallery Walk seperti kertas karton, sticky notes, lem dan pulpen warna. Guru menyiapkan contoh dari narrative text yang belum tersusun organisasinya beserta soalnya dan membagikannya pada tiap-tiap station. Guru meminta siswa untuk menyusun paragraph tersebut menjadi paragraph yang benar dan menjawab soal yang telah disediakan. Setelah selesai menyusun, siswa kemudian menempelkan pekerjaan mereka di dinding. Siswa berpindah dari satu station ke station lainnya untuk menjawab pertanyaan pada setiap station. <p>Mengasosiasi Setelah selesai mengunjungi semua station dan memberikan feedback atau komentar, tiap kelompok kembali ke stationnya masing-masing untuk melakukan diskusi.</p> <p>Mengkomunikasikan Siswa menyimpulkan hasil analisis dalam bentuk <i>written report</i> mengenai pertanyaan yang telah mereka kerjakan secara berkelompok.</p>	<p>5 Menit</p> <p>40 Menit</p> <p>10 Menit</p> <p>10 Menit</p>
Penutup	<ol style="list-style-type: none"> Guru memberikan umpan balik pembelajaran yang telah dilakukan. Guru menyampaikan kegiatan pembelajaran selanjutnya. 	5 Menit

Pertemuan 2

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (<i>nilai yang ditanamkan: santun, peduli</i>). b. Mengecek kehadiran siswa (<i>nilai yang ditanamkan: disiplin, rajin</i>) c. Guru memberi brainstorming berupa pertanyaan tentang materi sebelumnya. d. Guru melanjutkan aktifitas Gallery Walk di dalam kelas.	5 Menit
Kegiatan Inti	<p>Mengeksplorasi</p> a. Guru membagi siswa menjadi lima kelompok. b. Guru menyiapkan bahan-bahan yang akan digunakan dalam Gallery Walk seperti kertas karton, sticky notes, lem dan pulpen warna. c. Guru memberikan topic kepada siswa dan menugaskan mereka untuk mengembangkan topic tersebut menjadi sebuah karangan berbentuk <i>narrative</i> dalam beberapa paragraf di buku latihan mereka yang bertemakan tentang " <i>Horror Stories</i> ". d. Berkelompok, siswa membuat <i>narrative text</i> berdasarkan tema yang telah diberikan dan menempalkan hasil kerjanya di dinding. e. Siswa berpindah dari satu station ke station lainnya memberikan feedback atau komentar terhadap hasil kerja kelompok lain. Feedback yang diberikan mengenai content dan organisasi dari <i>narrative text</i> tersebut.	50 Menit
	<p>Mengasosiasi</p> Setelah selesai mengunjungi semua station dan memberikan feedback atau komentar, tiap kelompok kembali ke stationnya masing-masing untuk	15 Menit

	melakukan diskusi. Mengkomunikasikan Siswa menyimpulkan hasil analisis dalam bentuk <i>written report</i> mengenai feedback yang telah mereka kerjakan secara berkelompok.	15 Menit
Penutup	a. Guru memberikan umpan balik pembelajaran yang telah dilakukan. b. Guru menyampaikan kegiatan pembelajaran selanjutnya.	5 Menit

Pertemuan 3

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (<i>nilai yang ditanamkan: santun, peduli</i>). b. Mengecek kehadiran siswa (<i>nilai yang ditanamkan: disiplin, rajin</i>) c. Guru melanjutkan aktifitas Gallery Walk di dalam kelas.	5 Menit
Kegiatan Inti	Mengeksplorasi a. Guru membagi siswa menjadi lima kelompok. b. Guru menyiapkan bahan-bahan yang akan digunakan dalam Gallery Walk seperti kertas karton, sticky notes, lem dan pulpen warna. c. Guru memberikan topic kepada siswa dan menugaskan mereka untuk mengembangkan topic tersebut menjadi sebuah karangan berbentuk <i>narrative</i> dalam beberapa paragraf di buku latihan mereka yang bertemakan tentang " <i>Folktale</i> ". d. Berkelompok, siswa membuat <i>narrative text</i> berdasarkan gambar yang telah diberikan dan menempalkan hasil kerjanya di dinding. e. Siswa berpindah dari satu station ke station lainnya memberikan feedback atau komentar terhadap hasil kerja kelompok lain. Feedback	50 Menit

	<p>yang diberikan mengenai content dan organisasi dari narrative text tersebut.</p> <p>Mengasosiasi Setelah selesai mengunjungi semua station dan memberikan feedback atau komentar, tiap kelompok kembali ke stationnya masing-masing untuk melakukan diskusi.</p> <p>Konfirmasi Siswa menyimpulkan hasil analisis dalam bentuk <i>written report</i> mengenai feedback yang telah mereka kerjakan secara berkelompok.</p>	<p>15 Menit</p> <p>15 Menit</p>
Penutup	<p>a. Guru memberikan umpan balik pembelajaran yang telah dilakukan.</p> <p>b. Guru menyampaikan kegiatan pembelajaran selanjutnya.</p>	5 Menit

Pertemuan 4

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<p>a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (<i>nilai yang ditanamkan: santun, peduli</i>).</p> <p>b. Mengecek kehadiran siswa (<i>nilai yang ditanamkan: disiplin, rajin</i>)</p> <p>c. Guru melanjutkan aktifitas Gallery Walk di dalam kelas.</p>	5 Menit
Kegiatan Inti	<p>Elaborasi</p> <p>a. Guru membagi siswa menjadi lima kelompok.</p> <p>b. Guru menyiapkan bahan-bahan yang akan digunakan dalam Gallery Walk seperti kertas karton, sticky notes, lem dan pulpen warna.</p> <p>c. Guru memberikan topic kepada siswa dan menugaskan mereka untuk mengembangkan topic tersebut menjadi sebuah karangan berbentuk <i>narrative</i> dalam beberapa paragraf di buku latihan mereka yang bertemakan tentang "<i>Fairy Tale</i>".</p> <p>d. Berkelompok, siswa membuat</p>	50 Menit

	<p><i>narrative text</i> berdasarkan gambar yang telah diberikan dan menempalkan hasil kerjanya di dinding.</p> <p>e. Siswa berpindah dari satu station ke station lainnya memberikan feedback atau komentar terhadap hasil kerja kelompok lain. Feedback yang diberikan mengenai content dan organisasi dari <i>narrative text</i> tersebut.</p> <p>Mengasosiasi Setelah selesai mengunjungi semua station dan memberikan feedback atau komentar, tiap kelompok kembali ke stationnya masing-masing untuk melakukan diskusi.</p> <p>Konfirmasi Siswa menyimpulkan hasil analisis dalam bentuk <i>written report</i> mengenai feedback yang telah mereka kerjakan secara berkelompok.</p>	<p>15 Menit</p> <p>15 Menit</p>
Penutup	<p>a. Guru memberikan umpan balik pembelajaran yang telah dilakukan.</p> <p>b. Guru menyampaikan kegiatan pembelajaran selanjutnya.</p>	5 Menit

Pertemuan 5

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<p>a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (<i>nilai yang ditanamkan: santun, peduli</i>).</p> <p>b. Mengecek kehadiran siswa (<i>nilai yang ditanamkan: disiplin, rajin</i>)</p> <p>c. Guru melanjutkan aktifitas Gallery Walk di dalam kelas.</p>	5 Menit
Kegiatan Inti	<p>Mengeksplorasi</p> <p>a. Guru membagi siswa menjadi lima kelompok.</p> <p>b. Guru menyiapkan bahan-bahan yang akan digunakan dalam Gallery Walk seperti kertas karton, sticky notes, lem dan pulpen warna.</p>	50 Menit

	<p>c. Guru menyiapkan contoh narrative text yang bertema <i>love stories</i> dan menempelkannya di dinding.</p> <p>d. Siswa berpindah dari satu station ke station lainnya untuk menganalisis cerita tersebut.</p> <p>Mengasosiasi Setelah selesai mengunjungi semua station, tiap kelompok kembali ke stationnya masing-masing untuk melakukan diskusi.</p> <p>Konfirmasi Siswa menyimpulkan hasil analisis dari contoh narrative text yang telah dibaca dalam bentuk <i>written report</i>.</p>	<p>15 Menit</p> <p>15 Menit</p>
Penutup	<p>a. Guru memberikan umpan balik pembelajaran yang telah dilakukan.</p> <p>b. Guru menyampaikan kegiatan pembelajaran selanjutnya.</p>	5 Menit

Pertemuan 6

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<p>a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (<i>nilai yang ditanamkan: santun, peduli</i>).</p> <p>b. Mengecek kehadiran siswa (<i>nilai yang ditanamkan: disiplin, rajin</i>)</p> <p>c. Guru melanjutkan aktifitas Gallery Walk di dalam kelas.</p>	5 Menit
Kegiatan Inti	<p>Mengeksplorasi</p> <p>a. Guru membagi siswa menjadi lima kelompok.</p> <p>b. Guru menyiapkan bahan-bahan yang akan digunakan dalam Gallery Walk seperti kertas karton, sticky notes, lem dan pulpen warna.</p> <p>c. Guru menyiapkan topic bertema <i>fiction, mystery and hero stories</i> untuk dibagikan pada tiap-tiap station.</p> <p>d. Berkelompok, siswa membuat <i>narrative text</i> berdasarkan gambar yang telah diberikan dan</p>	50 Menit

	<p>menempalkan hasil kerjanya di dinding.</p> <p>e. Siswa berpindah dari satu station ke station lainnya memberikan feedback atau komentar terhadap hasil kerja kelompok lain. Feedback yang diberikan mengenai content dan organisasi dari narrative text tersebut.</p> <p>Mengasosiasi Setelah selesai mengunjungi semua station dan memberikan feedback atau komentar, tiap kelompok kembali ke stationnya masing-masing untuk melakukan diskusi.</p> <p>Konfirmasi Siswa menyimpulkan hasil analisis dari contoh narrative text yang telah dibaca dalam bentuk <i>written report</i>.</p>	<p>15 Menit</p> <p>15 Menit</p>
Penutup	<p>a. Guru memberikan umpan balik pembelajaran yang telah dilakukan.</p> <p>b. Guru menutup proses pembelajaran.</p>	5 Menit

Assessment

1. Technique of Assessment: Written Test
2. Instrument of Assessment

Scoring students' writing skill by using the following rubrics:

- a. Content

Content	
30 – 27	EXCELENT TO VERY GOOD: knowledgeable – substantive – etc.
26 - 22	GOOD TO AVERAGE: some knowledge of subject – adequate range – etc.
21 - 17	FAIR TO POOR: limited knowledge of subject – little substance – etc.
16 - 13	VERY POOR: does not show knowledge of subject – non substantive – etc.

b. Organization

Organization	
20 - 18	EXCELENT TO VERY GOOD: fluent expression – ideas clearly stated – etc.
17 - 14	GOOD TO AVERAGE: somewhat choppy – loosely organized but main ideas stand out – etc.
13 - 10	FAIR TO POOR: non fluent – ideas confused or disconnected – etc.
9 - 7	VERY POOR: does not communicate – no organization – etc.

Makassar, August 2017
Researcher

Ratna Ningra Dianti
105353542813

Lesson Plan for Control Class

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMAN 10 Luwu Utara
Kelas/Semester : X/1
Mata Pelajaran : Bahasa Inggris
Materi Pokok : Teks Narrative
Alokasi Waktu : 12 x 45 Menit (6 x Pertemuan)
Skill : Writing

Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingintahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar

- 1.4 Kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 1.5 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 1.6 Menganalisis struktur teks dan unsur kebahasaan dari teks naratif sesuai dengan konteks penggunaannya.
- 4.11 Menulis teks naratif dengan memperhatikan struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.

Indikator Pencapaian Kompetensi

1. Menulis teks naratif dengan content yang sesuai dengan tema yang telah disediakan.
2. Menulis teks naratif menggunakan generic structure special order.

B. Tujuan Pembelajaran

3. Siswa mampu menulis teks naratif dengan content yang sesuai dengan tema yang telah disediakan.
4. Siswa mampu menulis teks naratif menggunakan generic structure special order.

Materi Pembelajaran

Narrative Text

Metode Pembelajaran

Directed Teaching Method

Sumber Pembelajaran

Buku “Look Ahead an English Course for Senior High School Students Year XI” dan Internet.

Langkah-langkah Pembelajaran

Pertemuan 1

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<p>f. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (<i>nilai yang ditanamkan: santun, peduli</i>)</p> <p>g. Mengecek kehadiran siswa (<i>nilai yang ditanamkan: disiplin, rajin</i>)</p> <p>h. Guru memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan yaitu tentang <i>narrative text</i>.</p> <p>i. Menyampaikan garis besar cakupan materi dan tujuan pembelajaran tentang kegiatan yang akan dilakukan peserta didik.</p>	10 Menit
Kegiatan Inti	<p>Mengamati</p> <p>c. Siswa menyimak penjelasan guru mengenai <i>narrative text</i> tentang <i>content</i> dan <i>organisasinya</i>.</p> <p>d. Siswa mengamati <i>content</i> dan <i>organisasi</i> pada contoh <i>narrative text</i>.</p> <p>Mempertanyakan</p> <p>Siswa diberikan kesempatan untuk mengajukan pertanyaan terkait <i>content</i> dan <i>organisasi</i> dari contoh <i>narrative text</i> yang diamati</p> <p>Mengeksplorasi</p>	

	<p>Guru meminta siswa membuka buku paket untuk membaca dan memahami aturan serta struktur penulisan <i>narrative text</i>.</p> <p>Guru memberi kesempatan kepada siswa untuk berpikir dan menganalisis <i>narrative text</i>.</p> <p>Mengasosiasi</p> <p>Setelah siswa memahami bentuk <i>narrative text</i>, guru memberikan tugas kepada siswa untuk mengerjakan soal latihan mengenai <i>narrative text</i> yang ada didalam buku.</p> <p>Konfirmasi</p> <p>Guru dan siswa membahas dan menjawab soal latihan bersama-sama.</p>	
Penutup	<p>c. Guru memberikan umpan balik pembelajaran yang telah dilakukan.</p> <p>d. Guru menyampaikan kegiatan pembelajaran selanjutnya yaitu latihan membuat <i>narrative text</i>.</p>	5 Menit

Pertemuan 2

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	<p>a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (<i>nilai yang ditanamkan: santun, peduli</i>)</p> <p>b. Mengecek kehadiran siswa (<i>nilai yang ditanamkan: disiplin, rajin</i>)</p> <p>c. Guru melanjutkan pembelajaran <i>narrative text</i>.</p>	10 Menit
Kegiatan Inti	<p>Mengeksplorasi</p> <p>Guru memberikan topic kepada siswa dan menugaskan mereka untuk mengembangkan topic tersebut menjadi sebuah karangan berbentuk <i>narrative</i> dalam beberapa paragraf di buku latihan mereka yang bertemakan tentang "<i>Horror Stories</i>".</p>	70 Menit
Penutup	<p>a. Guru memberikan umpan balik pembelajaran yang telah dilakukan.</p> <p>b. Guru menyampaikan kegiatan pembelajaran selanjutnya.</p>	10 Menit

Pertemuan 3

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (<i>nilai yang ditanamkan: santun, peduli</i>). b. Mengecek kehadiran siswa (<i>nilai yang ditanamkan: disiplin, rajin</i>). c. Guru melanjutkan pembelajaran narrative text.	10 Menit
Kegiatan Inti	Mengeksplorasi a. Guru mengarahkan siswa untuk menemukan narrative text yang bertemakan tentang “ <i>Love Stories</i> ” di internet. b. Siswa diminta untuk menganalisis content dan organisasi text tersebut. c. Siswa diminta untuk memberikan opini mengenai text yang telah mereka temukan dengan menggunakan bahasa mereka sendiri.	70 Menit
Penutup	a. Guru memberikan umpan balik pembelajaran yang telah dilakukan. b. Guru menyampaikan kegiatan pembelajaran selanjutnya.	10 Menit

Pertemuan 4

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (<i>nilai yang ditanamkan: santun, peduli</i>). b. Mengecek kehadiran siswa (<i>nilai yang ditanamkan: disiplin, rajin</i>). c. Guru melanjutkan pembelajaran narrative text.	10 Menit
Kegiatan Inti	Mengeksplorasi Guru memberikan topic kepada siswa dan menugaskan mereka untuk mengembangkan topic tersebut menjadi sebuah karangan berbentuk <i>narrative</i> dalam beberapa paragraf di buku latihan	70 Menit

	mereka yang bertemakan tentang “ <i>Folktale</i> ”.	
Penutup	a. Setelah siswa selesai membuat karangan berbentuk <i>narrative</i> , guru minta siswa untuk mengumpulkan hasil karangan mereka. a. Guru menyampaikan kegiatan pembelajaran selanjutnya.	10 Menit

Pertemuan 5

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (<i>nilai yang ditanamkan: santun, peduli</i>). b. Mengecek kehadiran siswa (<i>nilai yang ditanamkan: disiplin, rajin</i>). c. Guru melanjutkan pembelajaran <i>narrative text</i> .	10 Menit
Kegiatan Inti	Mengeksplorasi Guru memberikan topic kepada siswa dan menugaskan mereka untuk mengembangkan topic tersebut menjadi sebuah karangan berbentuk <i>narrative</i> dalam beberapa paragraf di buku latihan mereka yang bertemakan tentang “ <i>Fairy Tale</i> ”.	70 Menit
Penutup	b. Setelah siswa selesai membuat karangan berbentuk <i>narrative</i> , guru minta siswa untuk mengumpulkan hasil karangan mereka. c. Guru menyampaikan kegiatan pembelajaran selanjutnya.	10 Menit

Pertemuan 6

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (<i>nilai yang ditanamkan: santun, peduli</i>). b. Mengecek kehadiran siswa (<i>nilai yang ditanamkan: disiplin, rajin</i>).	10 Menit

	c. Guru melanjutkan pembelajaran narrative text.	
Kegiatan Inti	Mengeksplorasi Guru memberikan text narrative kepada siswa dan menugaskan mereka untuk membuat summary dari cerita tersebut menggunakan bahasa mereka sendiri.	60 Menit
Penutup	a. Guru meminta siswa untuk mengumpulkan pekerjaan mereka. b. Guru bertanya kepada siswa mengenai kesulitan yang mereka hadapi saat membuat karangan berbentuk <i>narrative</i> dan memberikan solusi. c. Guru mengakhiri kegiatan belajar-mengajar dan meminta siswa untuk mengucapkan hamdalah.	20 Menit

Assessment

3. Technique of Assessment: Written Test

4. Instrument of Assessment

Scoring students' writing skill by using the following rubrics:

c. Content

Content	
30 – 27	EXCELENT TO VERY GOOD: knowledgeable – substantive – etc.
26 - 22	GOOD TO AVERAGE: some knowledge of subject – adequate range – etc.
21 - 17	FAIR TO POOR: limited knowledge of subject – little substance – etc.
16 - 13	VERY POOR: does not show knowledge of subject – non substantive – etc.

d. Organization

Organization	
20 - 18	EXCELENT TO VERY GOOD: fluent expression – ideas clearly stated – etc.
17 - 14	GOOD TO AVERAGE: somewhat choppy – loosely organized but main ideas stand out – etc.
13 - 10	FAIR TO POOR: non fluent – ideas confused or disconnected – etc.
9 - 7	VERY POOR: does not communicate – no organization – etc.

Makassar, August 2017
Researcher

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APPENDIX B
Teaching Materials

Teaching Material for Experimental Class

Teaching Material

1st Meeting

(Teacher explained the material about narrative text in the first meeting)

MATERIAL

A. Definition of Narrative Text

Narrative text is (1) a spoken or written account of connected events; a story. (2) The narrated part of a literary work, as distinct from dialogue. (3) The practice or art of narration.

B. The Purpose of Narrative Text

The purpose of narrative text is to entertain the reader with a story that deals with complications or problematic events which lead to a crisis and in turn finds a resolution.

C. The Kind of Narrative Text

Fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.

D. The Generic Structure of Narrative Text

Generic structure is the special characteristic of language in the paragraph.

The generic structures of narrative text are as follow:

1. Orientation

Sets the scene: where and when the story happened, introduce the participants of the story: who and what is involved in the story.

2. Complication

Tells the beginning of the problem which leads to the crisis (climax) of the main participants.

3. Reorientation

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

E. Language Focus in Narrative Text

- g. Focus on specific and individualized participants;
- h. The use of material process (action verbs);
- i. The use of verbal processes;
- j. The use of past tense;
- k. The use of past continuous;
- l. The use of temporal conjunctions and circumstances.

AKTIVITAS & INSTRUMENT SOAL

(Students were asked to arrange the narrative text and answer the questions that have been prepared)

Exercise 1:

Arrange the paragraphs below into good narrative text and answer the questions!



When I woke up, the moon had moved behind a cloud and it was very dark and cold. The wind was blowing and an owl hooted in a tree above me. I rubbed my eyes and started to get up, when suddenly I heard a splash. I looked down at the water and saw something. Something terrible and frightening, and unlike anything I'd ever seen before. Something was coming out of the water and moving towards me. Something green and strange and ugly. It was a long green arm and it was stretching out from the water to grab my leg. I was so scared that I couldn't move. I'd never been so scared in my whole life. The cold green hand was moving closer and closer when suddenly there was a blue flash and a strange noise from behind me. Someone jumped onto the stairs next to me. He was wearing strange clothes and he had a crazy look in his eyes. He shouted "Get Back!" and pointed something at the monster in the water. There was a bright flash and the monster hissed and disappeared.

Last night I was walking home next to the river Thames, when something strange happened to me. It was late at night and I'd had a long and difficult day at work. There was a large full moon in the sky and everything was quiet. I was tired and lonely and I'd just had a few pints of beer in my local pub, so I decided to stop by the riverside and look at the moon for a while. I sat on some steps very close to the water's edge and looked up at the big yellow moon and wondered if it really was made of cheese. I felt very tired so I closed my eyes and after a few minutes, I fell asleep.

I couldn't believe what had happened. What on earth were Moon Goblins, and who was the mysterious Doctor? And why had he saved me? I was determined to find the answers to these strange questions. I stood up, looked at the moon and quickly walked home.

I looked up at the man. He looked strange, but kind. "Don't fall asleep by the river when there's a full moon", he said "The Moon Goblins will get you." I'd never heard of moon goblins before. I didn't know what to do. "Who... who are you?" I asked him. "You can call me... The Doctor." He said. I was trying to think of something else to say when he turned around and said, "Watch the stars at night, and be careful of the full moon". I was trying to understand what he meant, when there was another blue flash and I closed my eyes. When I opened them again, he had gone.

Answer the following questions!

1. What is the most suitable title for this story?
2. How many characters in this story?
3. Write down the orientation of this story briefly!
4. Write down the complication of this story briefly!
5. Write down the resolution of this story briefly!
6. Write your group opinion about this story!

2nd Meetings

(In the second meetings, the teacher asked students to write a narrative text by using one of these given themes about horror stories)

Exercise 2:

Write a narrative text by using one of these given themes!

- a. Write about the scariest experience you have ever had.
- b. Write about a mystery story in which something very valuable was stolen.
- c. Write about a mystery story in which someone was murdered. Create your own detective to unveil the case.
- d. Write a story about ghosts, haunted houses/places. Your purpose in writing the story is to frighten your reader.

3rd Meetings

(In the third meetings, the teacher gave another exercise to write narrative text about folktale)

Exercise 3:

Write a narrative text about theme below!



4th Meetings

(In the fourth meetings, the teacher gave another exercise to students. They were asked to write narrative text about fairy tale)

Exercise 4:

Write a narrative text by using these given themes!



5th Meetings

(In the fifth meetings, the teacher gave another example of narrative text. That was about "Love Story")

Exercise 5

Write your own narrative text based on the text below!

Let Me Love You

Once upon a time, there was once a guy who was very much in love with this girl. This romantic guy folded 1,000 pieces of paper cranes as a gift to his girl. Although, at that time he was just a small executive in his company, his future doesn't seem too bright, they were very happy together.

Until one day, his girl told him she was going to Paris and will never come back. She also told him that she cannot visualize any future for the both of them, so let's go their own ways there and then... heartbroken, the guy agreed.

When he regained his confidence, he worked hard day and night, just to make something out of himself. Finally with all these hard work and with the help of friends, this guy had set up his own company...

"You never fall until you stop trying." he always told himself. "I must make it in life!" One rainy day, while this guy was driving, he saw an elderly couple sharing an umbrella in the rain walking to some destination. Even with the umbrella, they were still drenched. It didn't take him long to realize those were his ex-girlfriend's parents.

With a heart in getting back at them, he drove slowly beside the couple, wanting them to spot him in his luxury saloon. He wanted them to know that he wasn't the same anymore; he had his own company, car, condo, etc. He had made it in life!

Before the guy can realize, the couple was walking towards a cemetery, and he got out of his car and followed them...and he saw his ex-girlfriend, a photograph of her smiling sweetly as ever at him from her tombstone... and he saw his precious paper cranes in a bottle placed beside her tomb. Her parents saw him. He walked over and asked them why this had happened.

They explained that she did not leave for France at all. She was stricken ill with cancer. In her heart, she had believed that he will make it someday, but she did not want her illness to be his obstacle ... therefore she had chosen to leave him.

She had wanted her parents to put his paper cranes beside her, because, if the day comes when fate brings him to her again he can take some of those back with him. The guy just wept.

6th Meetings

(In the sixth meetings, the teacher gave the last exercise. The students were asked to write narrative text about “Fiction, Mystery and Hero Story”)

Exercise 6:

Write narrative text by using one of these given themes below!



Teaching Material for Control Class

Teaching Material

1st Meeting

(Teacher explained the material about narrative text in the first meeting)

MATERIAL

A. Definition of Narrative Text

Narrative text is (1) a spoken or written account of connected events; a story. (2) The narrated part of a literary work, as distinct from dialogue. (3) The practice or art of narration.

B. The Purpose of Narrative Text

The purpose of narrative text is to entertain the reader with a story that deals with complications or problematic events which lead to a crisis and in turn finds a resolution.

C. The Kind of Narrative Text

Fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.

D. The Generic Structure of Narrative Text

Generic structure is the special characteristic of language in the paragraph.

The generic structures of narrative text are as follow:

4. Orientation

Sets the scene: where and when the story happened, introduce the participants of the story: who and what is involved in the story.

5. Complication

Tells the beginning of the problem which leads to the crisis (climax) of the main participants.

6. Reorientation

The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending.

E. Language Focus in Narrative Text

m. Focus on specific and individualized participants;

n. The use of material process (action verbs);

o. The use of verbal processes;

p. The use of past tense;

q. The use of past continuous;

r. The use of temporal conjunctions and circumstances.

AKTIVITAS & INSTRUMENT SOAL

1st Meeting

Exercise 1

(Teacher gave an exercise to students to answer the questions about narrative text from their textbook).

2nd Meetings

Exercise 2

(In the second meetings, the teacher asked students to write a narrative text by using the given theme about "Horror Stories")

3rd Meetings

Exercise 3

(In the third meetings, the teacher gave another exercise to write narrative text about "Folktale")

4th Meetings

Exercise 4

(In the fourth meetings, the teacher gave another exercise to students. They were asked to write narrative text about "Fairy Tale")

5th Meetings

Exercise 5

(In the fifth meetings, the teacher gave another example of narrative text. That was about "Love Stories")

6th Meetings

Exercise 6

(In the sixth meetings, the teacher gave the last exercise. The students were asked to write narrative text about “Fiction, Mystery and Hero Stories”)

APPENDIX C

Instruments

Instrument for Experimental & Control Class in Pre-test

PRE-TEST

Name : _____

Reg. Number : _____

Class : _____

Instruction:

Write a narrative text by choosing one of these given themes. Each paragraph must contains 5-10 sentences. Be imaginative and creative as possible as you are working with these given themes!

- a. Timun Mas
- b. Legend of Toba Lake
- c. Malin Kundang

Instrument for Experimental & Control Class in Post-test

POST-TEST

Name : _____

Reg. Number : _____

Class : _____

Instruction:

Write a narrative text by choosing one of these given themes. Each paragraph must contains 5-10 sentences. Be imaginative and creative as possible as you are working with these given themes!

- a. Cinderella
- b. Sangkuriang
- c. Pinokio

APPENDIX D

Data Analysis By Using IBM Statistic SPSS 20 Software

APPENDIX D

Data Analysis by Using IBM Statistic SPSS 20 Software

D.1 The Row Score of Students Experimental Class
D.1.1 The Row Score of Students' Pre-test

No	Sample	Pre-test Experimental Class		Total	Score
		(X IPA 1)			
		Narrative Text			
		Content	Organization		
1	S-1	57	60	117	58
2	S-2	53	50	103	51
3	S-3	56	60	116	58
4	S-4	73	75	148	74
5	S-5	60	65	125	62
6	S-6	57	70	127	63
7	S-7	60	65	125	62
8	S-8	63	70	133	66
9	S-9	70	65	135	67
10	S-10	60	65	125	62
11	S-11	43	35	78	39
12	S-12	60	65	125	62
13	S-13	60	70	130	65
14	S-14	80	75	155	77
15	S-15	50	60	110	55
16	S-16	43	35	78	39
17	S-17	46	45	91	45
18	S-18	63	65	128	64
19	S-19	66	60	126	63
20	S-20	43	35	78	39
21	S-21	53	60	113	56
22	S-22	60	65	125	62
23	S-23	60	60	120	60
24	S-24	67	65	132	66
25	S-25	67	65	132	66
26	S-26	63	60	123	61
27	S-27	83	70	153	76
28	S-28	57	65	122	61
29	S-29	57	60	117	58
30	S-30	56	65	121	60

D.1.2 The Row Score of Students' Post-test

No	Sample	Post-test Experimental Class		Total	Score
		(X IPA 1)			
		Narrative Text			
		Content	Organization		
1	S-1	73	75	148	74
2	S-2	77	70	147	73
3	S-3	77	75	152	76
4	S-4	87	80	167	83
5	S-5	67	75	142	71
6	S-6	83	80	163	81
7	S-7	83	75	158	79
8	S-8	93	75	168	84
9	S-9	73	80	153	76
10	S-10	63	70	133	66
11	S-11	50	65	115	57
12	S-12	77	75	152	76
13	S-13	60	70	130	65
14	S-14	100	95	195	97
15	S-15	80	80	160	80
16	S-16	50	65	115	57
17	S-17	57	70	127	63
18	S-18	83	80	163	81
19	S-19	73	75	148	74
20	S-20	86	80	166	83
21	S-21	83	80	163	81
22	S-22	80	75	155	77
23	S-23	80	80	160	80
24	S-24	83	75	158	79
25	S-25	80	85	165	82
26	S-26	90	85	175	87
27	S-27	100	100	200	100
28	S-28	77	75	152	76
29	S-29	100	90	190	95
30	S-30	77	75	152	76

D.2 The Row Score of Students in Control Class

D.2.1 The Row Score of Students' Pre-test

No	Sample	Pre-test Control Class		Total	Score
		(X IPA 2)			
		Narrative Text			
		Content	Organization		
1	S-1	60	55	115	57
2	S-2	56	55	111	55
3	S-3	57	50	107	53
4	S-4	47	50	97	48
5	S-5	73	85	158	79
6	S-6	60	50	110	55
7	S-7	53	60	113	56
8	S-8	50	40	90	45
9	S-9	53	55	108	54
10	S-10	63	70	133	66
11	S-11	80	85	165	82
12	S-12	63	75	138	69
13	S-13	57	65	122	61
14	S-14	63	60	123	61
15	S-15	50	45	95	47
16	S-16	47	50	97	48
17	S-17	67	75	142	71
18	S-18	73	70	143	71
19	S-19	63	70	133	66
20	S-20	60	70	130	65
21	S-21	53	55	108	54
22	S-22	60	70	130	65
23	S-23	77	80	157	78
24	S-24	53	65	118	59
25	S-25	43	40	83	41
26	S-26	53	50	103	51
27	S-27	76	75	151	75
28	S-28	43	35	78	39
29	S-29	60	60	120	60
30	S-30	56	55	111	55

D.2.2 The Row Score of Students' Post-test

No	Sample	Post-test Control Class		Total	Score
		(X IPA 2)			
		Narrative Text			
		Content	Organization		
1	S-1	60	70	130	65
2	S-2	60	65	125	62
3	S-3	53	50	103	51
4	S-4	53	50	103	51
5	S-5	93	80	173	86
6	S-6	63	65	128	64
7	S-7	73	75	148	74
8	S-8	73	65	138	69
9	S-9	70	70	140	70
10	S-10	73	75	148	74
11	S-11	90	85	175	87
12	S-12	70	75	145	72
13	S-13	63	65	128	64
14	S-14	70	75	145	72
15	S-15	63	75	138	69
16	S-16	63	65	128	64
17	S-17	67	70	137	68
18	S-18	73	75	148	74
19	S-19	70	80	150	75
20	S-20	63	75	138	69
21	S-21	93	90	183	91
22	S-22	70	70	140	70
23	S-23	67	75	142	71
24	S-24	67	70	137	68
25	S-25	60	50	110	55
26	S-26	60	65	125	62
27	S-27	96	85	181	90
28	S-28	53	45	98	49
29	S-29	63	55	118	59
30	S-30	70	80	150	75

D.3 The Differentiation of Students' Pre-test and Post-test Score in Experimental Class

No	Sample	Experimental Class		Differentiation
		Pre-test	Post-test	
1	S-1	58	74	16
2	S-2	51	73	22
3	S-3	58	76	18
4	S-4	74	83	9
5	S-5	62	71	9
6	S-6	63	81	18
7	S-7	62	79	17
8	S-8	66	84	18
9	S-9	67	76	9
10	S-10	62	66	4
11	S-11	39	57	18
12	S-12	62	76	14
13	S-13	65	65	0
14	S-14	77	97	20
15	S-15	55	80	25
16	S-16	39	57	18
17	S-17	45	63	18
18	S-18	64	81	17
19	S-19	63	74	11
20	S-20	39	83	44
21	S-21	56	81	25
22	S-22	62	77	15
23	S-23	60	80	20
24	S-24	66	79	13
25	S-25	66	82	16
26	S-26	61	87	26
27	S-27	76	100	24
28	S-28	61	76	15
29	S-29	58	95	37
30	S-30	60	76	16

D.4 The Differentiation of Students' Pre-test and Post-test Score in Control Class

No	Sample	Control Class		Differentiation
		Pre-test	Post-test	
1	S-1	57	65	8
2	S-2	55	62	7
3	S-3	53	51	-2
4	S-4	48	51	3
5	S-5	79	86	7
6	S-6	55	64	9
7	S-7	56	74	18
8	S-8	45	69	24
9	S-9	54	70	16
10	S-10	66	74	8
11	S-11	82	87	5
12	S-12	69	72	3
13	S-13	61	64	3
14	S-14	61	72	11
15	S-15	47	69	22
16	S-16	48	64	16
17	S-17	71	68	-3
18	S-18	71	74	3
19	S-19	66	75	9
20	S-20	65	69	4
21	S-21	54	91	37
22	S-22	65	70	5
23	S-23	78	71	-7
24	S-24	59	68	9
25	S-25	41	55	14
26	S-26	51	62	11
27	S-27	75	90	15
28	S-28	39	49	10
29	S-29	60	59	-1
30	S-30	55	75	20

**D.5 The Students' Classification Score in terms of Content and Organization
Experimental Class**

**D.5.1 The students' classification score in pre-test and post-test in terms of
content**

Sample	Content			
	Pre-test	Classification	Post-test	Classification
S- 01	57	Fair	73	Average
S- 02	53	Poor	77	Good
S- 03	56	Fair	77	Good
S- 04	73	Average	87	Very Good
S- 05	60	Fair	67	Average
S- 06	57	Fair	83	Good
S- 07	60	Fair	83	Good
S- 08	63	Fair	93	Very Good
S- 09	70	Average	73	Average
S- 10	60	Fair	63	Fair
S- 11	43	Poor	50	Poor
S- 12	60	Fair	77	Good
S- 13	60	Fair	60	Fair
S- 14	80	Good	100	Excellent
S- 15	50	Poor	80	Good
S- 16	43	Poor	50	Poor
S- 17	46	Poor	57	Fair
S- 18	63	Fair	83	Good
S- 19	66	Average	73	Average
S- 20	43	Poor	86	Very Good
S- 21	53	Poor	83	Good
S- 22	60	Fair	80	Good
S- 23	60	Fair	80	Good
S- 24	67	Average	83	Good
S- 25	67	Average	80	Good
S- 26	63	Fair	90	Very Good
S- 27	83	Good	100	Excellent
S- 28	57	Fair	77	Good
S- 29	57	Fair	100	Excellent
S- 30	56	Fair	77	Good

D.5.2 The students' classification score in pre-test and post-test in terms of organization

Sample	Organization			
	Pre-test	Classification	Post-test	Classification
S- 01	60	Fair	75	Average
S- 02	50	Poor	70	Average
S- 03	60	Fair	75	Average
S- 04	75	Average	80	Good
S- 05	65	Fair	75	Average
S- 06	70	Average	80	Good
S- 07	65	Fair	75	Average
S- 08	70	Average	75	Average
S- 09	65	Fair	80	Good
S- 10	65	Fair	70	Average
S- 11	35	Very Poor	65	Fair
S- 12	65	Fair	75	Average
S- 13	70	Average	70	Average
S- 14	75	Average	95	Very Good
S- 15	60	Fair	80	Good
S- 16	35	Very Poor	65	Fair
S- 17	45	Poor	70	Average
S- 18	65	Fair	80	Good
S- 19	60	Fair	75	Average
S- 20	35	Very Poor	80	Good
S- 21	60	Fair	80	Good
S- 22	65	Fair	75	Average
S- 23	60	Fair	80	Good
S- 24	65	Fair	75	Average
S- 25	65	Fair	85	Good
S- 26	60	Fair	85	Good
S- 27	70	Average	100	Excellent
S- 28	65	Fair	75	Average
S- 29	60	Fair	90	Very Good
S- 30	65	Fair	75	Average

D.6 The Students' Classification Score in terms of Content and Organization Control Class

D.6.1 The students' classification score in pre-test and post-test in terms of content

Sample	Content			
	Pre-test	Classification	Post-test	Classification
S- 01	60	Fair	60	Fair
S- 02	56	Fair	60	Fair
S- 03	57	Fair	53	Poor
S- 04	47	Poor	53	Fair
S- 05	73	Average	93	Very Good
S- 06	60	Fair	63	Fair
S- 07	53	Poor	73	Average
S- 08	50	Poor	73	Average
S- 09	53	Poor	70	Average
S- 10	63	Fair	73	Average
S- 11	80	Good	90	Very Good
S- 12	63	Fair	70	Average
S- 13	57	Fair	63	Fair
S- 14	63	Fair	70	Average
S- 15	50	Poor	63	Fair
S- 16	47	Poor	63	Fair
S- 17	67	Average	67	Average
S- 18	73	Average	73	Average
S- 19	63	Fair	70	Average
S- 20	60	Fair	63	Fair
S- 21	53	Poor	93	Very Good
S- 22	60	Fair	70	Average
S- 23	77	Good	67	Average
S- 24	53	Poor	67	Average
S- 25	43	Poor	60	Fair
S- 26	53	Poor	60	Fair
S- 27	76	Good	96	Excellent
S- 28	43	Poor	53	Poor
S- 29	60	Fair	63	Fair
S- 30	56	Fair	70	Average

D.6.2 The students' classification score in pre-test and post-test in terms of organization

Sample	Organization			
	Pre-test	Classification	Post-test	Classification
S- 01	55	Poor	70	Average
S- 02	55	Poor	65	Fair
S- 03	50	Poor	50	Poor
S- 04	50	Poor	50	Poor
S- 05	85	Good	80	Good
S- 06	50	Poor	65	Fair
S- 07	60	Fair	75	Average
S- 08	40	Poor	65	Fair
S- 09	55	Poor	70	Average
S- 10	70	Average	75	Average
S- 11	85	Good	85	Good
S- 12	75	Average	75	Average
S- 13	65	Fair	65	Fair
S- 14	60	Fair	75	Average
S- 15	45	Poor	75	Average
S- 16	50	Poor	65	Fair
S- 17	75	Average	70	Average
S- 18	70	Average	75	Average
S- 19	70	Average	80	Good
S- 20	70	Average	75	Average
S- 21	55	Poor	90	Very Good
S- 22	70	Average	70	Average
S- 23	80	Good	75	Average
S- 24	65	Fair	70	Average
S- 25	40	Poor	50	Poor
S- 26	50	Poor	65	Fair
S- 27	75	Average	85	Good
S- 28	35	Very Poor	45	Poor
S- 29	60	Fair	55	Poor
S- 30	55	Poor	80	Good

D.7 The Students' Classification Score in Writing Narrative Text in Experimental Class

D.7.1 The Students' Classification Score in Writing in Pre-test

No	Sample	Pre-test	Classification
1	S-1	58	Fair
2	S-2	51	Poor
3	S-3	58	Fair
4	S-4	74	Fair
5	S-5	62	Fair
6	S-6	63	Fair
7	S-7	62	Fair
8	S-8	66	Average
9	S-9	67	Average
10	S-10	62	Fair
11	S-11	39	Poor
12	S-12	62	Fair
13	S-13	65	Average
14	S-14	77	Good
15	S-15	55	Poor
16	S-16	39	Poor
17	S-17	45	Poor
18	S-18	64	Fair
19	S-19	63	Fair
20	S-20	39	Poor
21	S-21	56	Fair
22	S-22	62	Fair
23	S-23	60	Fair
24	S-24	66	Average
25	S-25	66	Average
26	S-26	61	Fair
27	S-27	76	Good
28	S-28	61	Fair
29	S-29	58	Fair
30	S-30	60	Fair

D.7.2 The Students' Classification Score in Writing in Post-test

No	Sample	Post-test Score	Classification
1	S-1	74	Average
2	S-2	73	Average
3	S-3	76	Good
4	S-4	83	Good
5	S-5	71	Average
6	S-6	81	Good
7	S-7	79	Good
8	S-8	84	Good
9	S-9	76	Good
10	S-10	66	Average
11	S-11	57	Fair
12	S-12	76	Good
13	S-13	65	Average
14	S-14	97	Excellent
15	S-15	80	Good
16	S-16	57	Fair
17	S-17	63	Fair
18	S-18	81	Good
19	S-19	74	Good
20	S-20	83	Good
21	S-21	81	Good
22	S-22	77	Good
23	S-23	80	Good
24	S-24	79	Good
25	S-25	82	Good
26	S-26	87	Very Good
27	S-27	100	Excellent
28	S-28	76	Good
29	S-29	95	Very Good
30	S-30	76	Good

D.8 The Students' Classification Score in Writing in Control Class

D.8.1 The Students' Classification Score in Writing in Pre-test

No	Sample	Pre-test Score	Classification
1	S-1	57	Fair
2	S-2	55	Poor
3	S-3	53	Poor
4	S-4	48	Poor
5	S-5	79	Good
6	S-6	55	Poor
7	S-7	56	Fair
8	S-8	45	Poor
9	S-9	54	Poor
10	S-10	66	Average
11	S-11	82	Good
12	S-12	69	Average
13	S-13	61	Fair
14	S-14	61	Fair
15	S-15	47	Poor
16	S-16	48	Poor
17	S-17	71	Average
18	S-18	71	Average
19	S-19	66	Average
20	S-20	65	Fair
21	S-21	54	Poor
22	S-22	65	Fair
23	S-23	78	Good
24	S-24	59	Fair
25	S-25	41	Poor
26	S-26	51	Poor
27	S-27	75	Average
28	S-28	39	Poor
29	S-29	60	Fair
30	S-30	55	Poor

D.8.2 The Students' Classification Score in Writing in Post-test

No	Sample	Post-test Score	Classification
1	S-1	65	Fair
2	S-2	62	Fair
3	S-3	51	Poor
4	S-4	51	Poor
5	S-5	86	Very Good
6	S-6	64	Fair
7	S-7	74	Average
8	S-8	69	Average
9	S-9	70	Average
10	S-10	74	Average
11	S-11	87	Very Good
12	S-12	72	Average
13	S-13	64	Fair
14	S-14	72	Average
15	S-15	69	Average
16	S-16	64	Fair
17	S-17	68	Average
18	S-18	74	Average
19	S-19	75	Average
20	S-20	69	Average
21	S-21	91	Very Good
22	S-22	70	Average
23	S-23	71	Average
24	S-24	68	Average
25	S-25	55	Poor
26	S-26	62	Fair
27	S-27	90	Very Good
28	S-28	49	Poor
29	S-29	59	Fair
30	S-30	75	Average

D.9 Analysis of Descriptive Statistic in Experimental Class

D.9.1 Analysis of Descriptive Statistic in terms of Content

Frequencies

		Statistics	
		Pre-test Content (Experimental Class)	Post-test Content (Experimental Class)
N	Valid	30	30
	Missing	0	0
Mean		59.5333	78.0667
Std. Error of Mean		1.75560	2.36494
Median		60.0000	80.0000
Mode		60.00	77.00
Std. Deviation		9.61584	12.95332
Variance		92.464	167.789
Range		40.00	50.00
Minimum		43.00	50.00
Maximum		83.00	100.00
Sum		1786.00	2342.00

Frequency Table

Pre-test Content (Experimental Class)					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	43.00	3	10.0	10.0	10.0
	46.00	1	3.3	3.3	13.3
	50.00	1	3.3	3.3	16.7
	53.00	2	6.7	6.7	23.3
	56.00	2	6.7	6.7	30.0
	57.00	4	13.3	13.3	43.3
	60.00	7	23.3	23.3	66.7
	63.00	3	10.0	10.0	76.7
	66.00	1	3.3	3.3	80.0
	67.00	2	6.7	6.7	86.7
	70.00	1	3.3	3.3	90.0
	73.00	1	3.3	3.3	93.3
	80.00	1	3.3	3.3	96.7
	83.00	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Post-test Content (Experimental Class)

	Frequency	Percent	Valid Percent	Cumulative Percent
50.00	2	6.7	6.7	6.7
57.00	1	3.3	3.3	10.0
60.00	1	3.3	3.3	13.3
63.00	1	3.3	3.3	16.7
67.00	1	3.3	3.3	20.0
73.00	3	10.0	10.0	30.0
77.00	5	16.7	16.7	46.7
Valid 80.00	4	13.3	13.3	60.0
83.00	5	16.7	16.7	76.7
86.00	1	3.3	3.3	80.0
87.00	1	3.3	3.3	83.3
90.00	1	3.3	3.3	86.7
93.00	1	3.3	3.3	90.0
100.00	3	10.0	10.0	100.0
Total	30	100.0	100.0	

D.9.2 Analysis of Descriptive Statistic in terms of Organization

Frequencies

Statistics

		Pre-test Organization (Experimental Class)	Post-test Organization (Experimental Class)
N	Valid	30	30
	Missing	0	0
Mean		60.8333	77.6667
Std. Error of Mean		1.94882	1.41286
Median		65.0000	75.0000
Mode		65.00	75.00
Std. Deviation		10.67412	7.73854
Variance		113.937	59.885
Range		40.00	35.00
Minimum		35.00	65.00
Maximum		75.00	100.00
Sum		1825.00	2330.00

Frequency Table

Pre-test Organization (Experimental Class)

	Frequency	Percent	Valid Percent	Cumulative Percent
35.00	3	10.0	10.0	10.0
45.00	1	3.3	3.3	13.3
50.00	1	3.3	3.3	16.7
60.00	8	26.7	26.7	43.3
65.00	11	36.7	36.7	80.0
70.00	4	13.3	13.3	93.3
75.00	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Post-test Organization (Experimental Class)

	Frequency	Percent	Valid Percent	Cumulative Percent
65.00	2	6.7	6.7	6.7
70.00	4	13.3	13.3	20.0
75.00	11	36.7	36.7	56.7
80.00	8	26.7	26.7	83.3
85.00	2	6.7	6.7	90.0
90.00	1	3.3	3.3	93.3
95.00	1	3.3	3.3	96.7
100.00	1	3.3	3.3	100.0
Total	30	100.0	100.0	

D.10 Analysis of Descriptive Statistic in Control Class

D.10.1 Analysis of Descriptive Statistic in terms of Content

Statistics

	Pre-test Content (Control Class)	Post-test Content (Control Class)
N	30	30
Valid		
Missing	0	0
Mean	58.9667	68.7333
Std. Error of Mean	1.77692	2.06500
Median	58.5000	67.0000
Mode	53.00 ^a	63.00 ^a
Std. Deviation	9.73257	11.31046
Variance	94.723	127.926
Range	37.00	43.00
Minimum	43.00	53.00

Maximum	80.00	96.00
Sum	1769.00	2062.00

Pre-test Content (Control Class)

	Frequency	Percent	Valid Percent	Cumulative Percent
43.00	2	6.7	6.7	6.7
47.00	2	6.7	6.7	13.3
50.00	2	6.7	6.7	20.0
53.00	5	16.7	16.7	36.7
56.00	2	6.7	6.7	43.3
57.00	2	6.7	6.7	50.0
60.00	5	16.7	16.7	66.7
63.00	4	13.3	13.3	80.0
67.00	1	3.3	3.3	83.3
73.00	2	6.7	6.7	90.0
76.00	1	3.3	3.3	93.3
77.00	1	3.3	3.3	96.7
80.00	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Post-test Content (Control Class)

	Frequency	Percent	Valid Percent	Cumulative Percent
53.00	3	10.0	10.0	10.0
60.00	4	13.3	13.3	23.3
63.00	6	20.0	20.0	43.3
67.00	3	10.0	10.0	53.3
70.00	6	20.0	20.0	73.3
73.00	4	13.3	13.3	86.7
90.00	1	3.3	3.3	90.0
93.00	2	6.7	6.7	96.7
96.00	1	3.3	3.3	100.0
Total	30	100.0	100.0	

D.10.2 Analysis of Descriptive Statistic in terms of Organization

Statistics

		Pre-test Organization (Control Class)	Post-test Organization (Control Class)
N	Valid	30	30
	Missing	0	0
Mean		60.6667	69.6667
Std. Error of Mean		2.42986	2.01907
Median		60.0000	70.0000
Mode		50.00 ^a	75.00
Std. Deviation		13.30889	11.05888
Variance		177.126	122.299
Range		50.00	45.00

Minimum	35.00	45.00
Maximum	85.00	90.00
Sum	1820.00	2090.00

Pre-test Organization (Control Class)

	Frequency	Percent	Valid Percent	Cumulative Percent
35.00	1	3.3	3.3	3.3
40.00	2	6.7	6.7	10.0
45.00	1	3.3	3.3	13.3
50.00	5	16.7	16.7	30.0
55.00	5	16.7	16.7	46.7
60.00	3	10.0	10.0	56.7
65.00	2	6.7	6.7	63.3
70.00	5	16.7	16.7	80.0
75.00	3	10.0	10.0	90.0
80.00	1	3.3	3.3	93.3
85.00	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Post-test Organization (Control Class)

	Frequency	Percent	Valid Percent	Cumulative Percent
45.00	1	3.3	3.3	3.3
50.00	3	10.0	10.0	13.3
55.00	1	3.3	3.3	16.7
65.00	6	20.0	20.0	36.7
70.00	5	16.7	16.7	53.3
75.00	8	26.7	26.7	80.0
80.00	3	10.0	10.0	90.0
85.00	2	6.7	6.7	96.7
90.00	1	3.3	3.3	100.0
Total	30	100.0	100.0	

D.11 Analysis of Descriptive Statistic of Students' Writing Ability in Experimental Class

Statistics

		Pre-test (Experimental Class)	Post-test (Experimental Class)
N	Valid	30	30
	Missing	0	0
Mean		59.9000	77.6333
Std. Error of Mean		1.74879	1.82479
Median		62.0000	78.0000
Mode		62.00	76.00
Std. Deviation		9.57853	9.99477
Variance		91.748	99.895
Range		38.00	43.00
Minimum		39.00	57.00
Maximum		77.00	100.00

Sum	1797.00	2329.00
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Pre-test (Experimental Class)

	Frequency	Percent	Valid Percent	Cumulative Percent
39.00	3	10.0	10.0	10.0
45.00	1	3.3	3.3	13.3
51.00	1	3.3	3.3	16.7
55.00	1	3.3	3.3	20.0
56.00	1	3.3	3.3	23.3
58.00	3	10.0	10.0	33.3
60.00	2	6.7	6.7	40.0
61.00	2	6.7	6.7	46.7
62.00	5	16.7	16.7	63.3
63.00	2	6.7	6.7	70.0
64.00	1	3.3	3.3	73.3
65.00	1	3.3	3.3	76.7
66.00	3	10.0	10.0	86.7
67.00	1	3.3	3.3	90.0
74.00	1	3.3	3.3	93.3
76.00	1	3.3	3.3	96.7
77.00	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Post-test (Experimental Class)

	Frequency	Percent	Valid Percent	Cumulative Percent
57.00	2	6.7	6.7	6.7
63.00	1	3.3	3.3	10.0
65.00	1	3.3	3.3	13.3
66.00	1	3.3	3.3	16.7
71.00	1	3.3	3.3	20.0
73.00	1	3.3	3.3	23.3
74.00	2	6.7	6.7	30.0
76.00	5	16.7	16.7	46.7
77.00	1	3.3	3.3	50.0
79.00	2	6.7	6.7	56.7
80.00	2	6.7	6.7	63.3
81.00	3	10.0	10.0	73.3
82.00	1	3.3	3.3	76.7
83.00	2	6.7	6.7	83.3
84.00	1	3.3	3.3	86.7
87.00	1	3.3	3.3	90.0
95.00	1	3.3	3.3	93.3
97.00	1	3.3	3.3	96.7
100.00	1	3.3	3.3	100.0
Total	30	100.0	100.0	

D.12 Analysis of Descriptive Statistic of Students' Writing Ability in Control Class

Statistics

		Pre-test (Control Class)	Post-test (Control Class)
N	Valid	30	30
	Missing	0	0
Mean		59.5333	69.0000
Std. Error of Mean		2.04025	1.93099
Median		58.0000	69.0000
Mode		55.00	64.00 ^a
Std. Deviation		11.17489	10.57649
Variance		124.878	111.862
Range		43.00	42.00
Minimum		39.00	49.00
Maximum		82.00	91.00
Sum		1786.00	2070.00

Pre-test (Control Class)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	39.00	1	3.3	3.3	3.3
	41.00	1	3.3	3.3	6.7
	45.00	1	3.3	3.3	10.0
	47.00	1	3.3	3.3	13.3
	48.00	2	6.7	6.7	20.0
	51.00	1	3.3	3.3	23.3
	53.00	1	3.3	3.3	26.7
	54.00	2	6.7	6.7	33.3
	55.00	3	10.0	10.0	43.3
	56.00	1	3.3	3.3	46.7
	57.00	1	3.3	3.3	50.0
	59.00	1	3.3	3.3	53.3
	60.00	1	3.3	3.3	56.7
	61.00	2	6.7	6.7	63.3
	65.00	2	6.7	6.7	70.0
	66.00	2	6.7	6.7	76.7
	69.00	1	3.3	3.3	80.0
	71.00	2	6.7	6.7	86.7
	75.00	1	3.3	3.3	90.0
	78.00	1	3.3	3.3	93.3
79.00	1	3.3	3.3	96.7	
82.00	1	3.3	3.3	100.0	
Total		30	100.0	100.0	

Post-test (Control Class)

	Frequency	Percent	Valid Percent	Cumulative Percent
49.00	1	3.3	3.3	3.3
51.00	2	6.7	6.7	10.0
55.00	1	3.3	3.3	13.3
59.00	1	3.3	3.3	16.7
62.00	2	6.7	6.7	23.3
64.00	3	10.0	10.0	33.3
65.00	1	3.3	3.3	36.7
68.00	2	6.7	6.7	43.3
69.00	3	10.0	10.0	53.3
Valid 70.00	2	6.7	6.7	60.0
71.00	1	3.3	3.3	63.3
72.00	2	6.7	6.7	70.0
74.00	3	10.0	10.0	80.0
75.00	2	6.7	6.7	86.7
86.00	1	3.3	3.3	90.0
87.00	1	3.3	3.3	93.3
90.00	1	3.3	3.3	96.7
91.00	1	3.3	3.3	100.0
Total	30	100.0	100.0	

D.13 Hypothesis Testing

D.13.1 Hypothesis Testing of Students' Content between Experimental and Control Class

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Content	Equal variances assumed	.403	.528	2.973	58	.004	9.33333	3.13961	3.04872	15.61795
	Equal variances not assumed			2.973	56.965	.004	9.33333	3.13961	3.04628	15.62038

D.13.2 Hypothesis Testing of Students' Organization between Experimental and Control Class

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Or Ga Nizat ion	Equal variances assumed	2.976	.090	3.246	58	.002	8.00000	2.46430	3.06716	12.93284
	Equal variances not assumed			3.246	51.908	.002	8.00000	2.46430	3.05480	12.94520

D.13.3 Hypothesis Testing of Students' Writing Ability between Experimental and Control Class

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Writing Ability	Equal variances assumed	.415	.522	3.629	58	.001	8.26667	2.27817	3.70642	12.82691
	Equal variances not assumed			3.629	57.848	.001	8.26667	2.27817	3.70617	12.82717

APPENDIX E
Documentation

Documentation



CURRICULUM VITAE



Ratna Ningra Dianti was born on April 15th, 1995 in Luwu Utara regency. She is the first child and only has one sister marriage couple of Susilo and Siti Asiah, her beloved parents. She started her education as a student of elementary school at SDN 175 Sukamukti, Luwu Utara regency in 2001 and graduated in 2007. In the same year, she registered as a student in SMP Negeri 3 Sukamaju and graduated in 2010. Then, she continued her education in SMA Negeri 1 Sukamaju and graduated in 2013. Next, the researcher decided to continue her study at English Department of Muhammadiyah University of Makassar.

At the end of her study, she could finish her thesis entitled **“The Effectiveness of Applying ‘Gallery Walk’ as an Alternative Teaching Strategy to Improve Students’ Writing Ability (*An Experimental Research at the Tenth Grade at SMA Negeri 10 Luwu Utara*)**