

The Effectiveness of Gallery Walk in Improving Students Writing Competence

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Abstract: *This study was conducted to know the effectiveness of gallery Walk in improving students writing competence. The object of this study was the students at AI class Computer major Bina Insan University, amounted 32 students. This study was used Classroom Action Research Method (CAR). There were three treatment when doing this research, pre cycle, cycle I and cycle II. From the results of observations that have been made in learning activities, it shows that there is an increase in student learning outcomes. From the results of initial or pre-cycle observations, there were only 19 students or 60.8% who completed, then it increased in the first cycle activities, namely to 27 students or 86.4%. %, so in cycle II it increased again to 30 people or 96%. From this result it can be concluded that the success of the gallery walk method in improving student learning outcomes in learning to write English texts, in this research strengthens the reason that the gallery walk method can be an Effective alternative to be applied practically in improving student learning outcomes in learning English.*

INTRODUCTION

University is the top level in the world of education. Because, at this level students must have critical, innovative thinking and ability to coordinate well. Students are also required to have good communication skills, both in Indonesian and English, for their readiness to face global developments. In modern times, students must be able to communicate orally and in writing. Mastering English is an obligation for students, in this globalizations era, students must master 4 skills in learning English. Namely writing, speaking, reading and listening.

Writing is one of the most important skills for students' success both in school and in social life. Through this skill they can communicate with written or oral communication, such as using internet, newspaper, and writing formal letter. By writing students can develop their knowledge and write any kinds of passage or text effectively and get some skills about the meaning. Writing skills have to be mastered by students, because with that skill students can compose a simple text by applying the English language. As productive

skills, writing is not like the other skills. Writing, which is one of the most complicated skills to be mastered, does not only need lots of vocabulary in arranging a paragraph, but also grammatically correct in order to be comprehensible besides other writing rules. Moreover, composing a paragraph in writing takes a lot of time. It is supported by Harmer (2019) states that, “writing is often not time bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionary, grammar books or other reference material to help them. Especially for the Second language learners or foreign language learners, the difficulties in writing don’t only lie in organizing and creating ideas into readable writing.”

Richard and Renandya, 2019, state that, “there is no doubt that writing is the most difficult skill for Second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. Second language writers have to pay attention to higher-level skills of planning and organizing as well as the lower level skill of spelling, punctuation, word choice, and so on”.

This study was conducted at Bina Insan University on second semester students at computers major. After observing, it was found that students still had difficulties in learning to write, it was because they still felt confused about expressing ideas when writing, lack of facilities that support the teaching and learning process, and learning in conventional way.

For instance, sometimes they have many vocabularies but they are difficult to express the idea so it obstructs the students to build the paragraph. It is line with the research was conducted by (Hartono and Asrori, 2020) tells that the most common problems the difficulties of students in learning writing were in using grammar, limited vocabulary and difficulties in spelling correctly.

From this problems, teacher have many duties to find out, the effective and good technique in teaching writing, because writing is one of the important skills in learning English, therefore in learning writing must use a lot of techniques, strategies and exercises. According to (Alexander in Kristianilisma,et.al, 2019) states that writing skills can be well developed through exercise that have been controlled and assessed carefully. The summary of writing is not a barren academic exercise that is only useful for examination purpose. It can be used effectively to develop a student’s writing ability.

Learning English is different from learning Indonesia Language. In learning English students may produce many errors in their writing such as in tenses or in arrange sentence become a good paragraph. Harmer (2019). States “students go on making the same mistake even when those mistake have been rapidly pointed out of them. An Error analysis has an important role to reveal what kind of error the students do. The students will not do the same error or make some errors rapidly.

Writing is a complex activity because the writer is required to be able to compile and organize the contents of his writing and to write in the formulation of various written languages and other writing language conventions. Behind its complexities, writing contains many benefits for a person’s mental, intellectual and social development. Writing can increase intelligence, develop initiative and creativity, foster courage, and stimulate the willingness and ability to gather messages in writing to other parties. Writing skills are the same as other language skills, which do not come by themselves, but must go through a

lot of practice and practice on a regular basic continuously. Writing skills have been taught from basic education to college, however it is not a measure that can guarantee a person's ability to be able to express ideas, inspiration, knowledge and experience in written form. The problem that is often raised in teaching writing is inability of students to use good and correct Indonesian. It can be seen from the inaccurate choice of words, ineffective sentence, difficult to express ideas, difficulty choosing vocabulary when making sentences, even unable to develop ideas regularly and systematically.

Based on the fact above, about some problems faced by students, teachers must use a good strategy or technique in teaching writing, Gallery Walk technique is one of technique that can be applied in writing. According to (Taylor in Novita Sari, 2020) Gallery Walk is a small discussion technique that allows students to work together to respond of the text or reading. Gallery Walk is a discussion technique that gets students out of the chairs and into active engagement. The advantages this method is flexibility. A Gallery Walk holds a variety of benefits for students and teachers alike. A Gallery Walk can be conducted with computers, with piece of paper on tables, or with post chart paper. It can be scheduled for fifteen or for several class periods.

The following are some of the advantages of using gallery walk method for learning, 1. Creating a culture of good cooperation between students, 2. Building mutually reinforcing synergy to achieve understanding in accordance with learning objectives, 3. Fostering an attitude of mutual respect between students and getting used to giving appreciation to the learning outcomes of classmates, 4. Increasing participant activity students during good learning activities, 5. Get students used to being open to receiving criticism and honest in giving criticism, 6. Increase students' self-confidence in their critical thinking abilities in finding information, 7. Develop students' various cognitive skills such as the ability to analyze, evaluate as well as synthesizing the results of the ideas/work obtained. From this reasons, Gallery walk is hoped can be a good technique in learning writing. Therefore this study was conducted to know The Effectiveness of Gallery Walk in Improving Students Writing Competence.

THEORETICAL FRAMEWORK

Writing Competence

Writing is considered as a productive skill along with speaking as stated by Harmer (2007). When students deal with language production, it means that they should use their knowledge to produce the language to achieve a communicative purpose either in the form of spoken or written language. According to Richards & Renandya (2002) among the four language skills, "writing" is the most difficult skill for second or foreign learners to master. It is because writing is considered as a complex process of putting ideas down on paper to transform thoughts into words.

Writing needs learning and practicing. It is not skill that people can get without practicing and drilling. Even the psycholinguist Eric Lenneberg (2001) likens writing such as swimming. He said that human beings universally learn to walk and to talk, but swimming and writing are culturally specific learned behaviors. We learn to swim if there is a body of water available and usually only if someone teaches us. We learn to write if we are a member of a literate society and usually only if someone teaches us.

Gallery Walk

According to Melvin L. Silberman in Fitri Dengo, 2018 Gallery walk is part of active learning. Gallery walk consists of two words gallery and walk. Gallery has the meaning of show. While walking has the meaning of moving, active. So, the gallery walk is an activity to promote student results or skills, which are then assessed by other students. So that students can reflect when the target comes back from their classmates. Gallery in the Big Indonesian Dictionary is defined as a place used to promote works of art. Gallery walk is a method for evaluating and reviewing what students have learned during the learning process. Gallery walk is a learning that can trigger students' sentimental ability to gain new insights and can facilitate memory if something found is seen directly. Gallery walk can also motivate students' activeness in the learning process because if something new is found that is different from one another, it can correct each other between fellow students, both groups and between students themselves. This condition can make student learning more enjoyable, so that the expected learning objectives can be achieved.

The Effectiveness

Effective writing is readable — that is, clear, accurate, and concise. When you are writing a paper, try to get your ideas across in such a way that the audience will understand them effortlessly, unambiguously, and rapidly. To this end, strive to write in a straightforward way. Writing effectively is all about hitting the right mark. No matter you write for others or for yourself, the ultimate goal of writing is to help readers hit their targets. But how do we know exactly if our writing is effective or not? Let's check out the following characteristics, **Clear**: Write in a way that people always understand what you're saying, **Credible**: You can't make the reader believe you. Your reader only believes you if you write credibly, **Persuasive**: Again, you can't make people do anything. People are moved by effective writing themselves. See, these characteristics have little to do with grammar. Good grammar may be a necessary step, but it isn't everything if you want to make your writing effective.

METHOD

This type of research is classroom action research (CAR). The classroom action research design was chosen because the problems to be solved come from classroom learning practices as an effort to improve learning and increase student abilities. This is in accordance with the characteristics of the classroom action research carried out to improve the writing learning outcomes of Second students of the Computer Major Bina Insan University, through the gallery walk method. This CAR uses the Kemmis and Mc. Taggart model approach. Based on this consideration, this model has quite simple research steps, so it is easy for researchers to understand and implement. In other words, this CAR model and technique is not rigid, so it is in accordance with the researcher's abilities and available time allocation. It is said that because one cycle or round consists of four components, namely: planning, action, observation, and reflection. After cycle I, has been implemented, especially after reflection, it is followed by re-planning which is carried out in the form of a separate cycle. The research design using the Kemmis and Taggart model is in the form of a spiral cycle. The definition of cycle here is a round of activities that includes design stages in each round, namely: (1) planning, (2) action, (3) observation, (4) reflection. Data collection techniques in this classroom action research are carried out

through the following data collection techniques: 1) Observation is a way of collecting data through direct observation of attitudes, behavior and various abilities demonstrated by students. 2) Assignment is a method of collecting data in the form of giving tasks that students must complete within a certain time, both individually and in groups. 3) Test to determine student learning outcomes after applying the gallery walk method. Data analysis techniques are carried out by interpreting the data from each action taken, organization is carried out through data selection, and presented in narrative form in the form of explanations, data conclusions are carried out through objective, valid and reliable interpretation of the data obtained.

Learning results were analyzed using evaluation results analysis techniques to determine learning completeness by analyzing non-test result data through observation results with learning completeness criteria achieved through the gallery walk method and then compared with predetermined assessment standards. A student is said to have completed their studies if they have reached 75%. The data analysis technique used to determine the increase in student learning outcomes through the gallery walk method in this research is by comparing the percentage of learning completion in each cycle. Meanwhile, the percentage of learning completeness is calculated by comparing the number of students who have completed learning with the total number of students and then multiplying by 100%.

Gallery Walk Technique will be new to most students. To maximize learning, provide students with a brief introduction on why you are implementing this group discussion technique. The applicability of the suggestions below will depend on the scope and depth of the particular gallery walk exercise. Few of the suggestions below will apply for gallery walk technique that are of short duration. On the other hand, more of these suggestions are appropriate for full period will have their work formally evaluated.

There are some steps of Gallery Walk techniques by Bowman, 2020.

Pre activities

1. Teacher greets the students
2. Teacher checks the students' attendance list.
3. Teacher asks the previous lesson
4. Teacher motivates the students to learn the lesson will teach.

Whilst Activities

1. Teacher explain gallery walk technique to the students
2. Teacher explain to the students why they will use gallery walk technique
3. Teacher gives some information about the learning theme
4. Students form groups, one group consists of 4 students
5. Teacher gives the students chance to go out from the class and find some information around the campus.
6. Students discuss the information which they get, and write it on a piece of paper
7. Students take their product on the wall
8. Teacher let the other group to give suggestion and critics and write it on a piece of paper.
9. Teacher checks the students' works.

Post Activities

Teacher asks students to make summarize from today learning.

RESULT AND DISCUSSION

Result

To apply the gallery walk method to improve writing learning outcomes, the researcher implemented the plan that had been prepared, namely carrying out the teaching and learning process of English language material using the gallery walk method. The description of the implementation of learning actions is as follows: Learning steps in the Preliminary activity: 1) Students do a pre-test in the form of a description, writing a short paragraph 2) Students are given an apperception by the teacher: (a) Meeting I: Asking students "What type of paragraph do you use?" written?" then also ask "what tension is used?"; (b) Meeting II: asking students "How many types of text are there? What is the function of each text? (a) Meeting I: Provide information about the benefits of studying. (b) Meeting II: Provide the informant with text types in English.

The learning steps in the core activities are 1) Exploration: 1) Students are asked to sit in their respective groups, each group consisting of 4 people (group division was carried out on the previous day, consisting of 8 heterogeneous groups based on intelligence level and gender). 2) The teacher presents introductory material about texts and their types, and raises the problems that underlie learning at the meeting. Meeting 1: The teacher gives LIK (Work Instruction Sheet) which contains the steps in learning. The learning material at the first meeting was the types of texts in English and the tenses used. Meeting II: The teacher gives LIK (Work Instruction Sheet) which contains the steps in learning. The learning material at the second meeting is the function of each text. 3) The teacher gives students the opportunity to prepare their work to be exhibited to other groups. 2) Elaboration: 1) The teacher instructs each group in turn to observe the work of the other group and provide comments on the work of the other group. 2) Students present the results of their group's work according to the group order and do so in turns.

Students who did not present carried out activities around the Gallery Walk of other groups looking for information and asking questions full of curiosity. 3) The teacher provides the opportunity to discuss questions raised by other groups and present the material again. 3) Confirmation: (a) The teacher instills material concepts in accordance with the competencies to be achieved; (b) Students and teachers conduct reflection by asking questions about material that students do not understand or do not understand; (c) The teacher provides an evaluation of the group work that has been presented by the students; (d) The teacher gives an assessment. Learning steps in the Closing activity 1) students are given a final test (posttest) at the end of the meeting. 2) The teacher invites students to jointly conclude the results of learning activities at each meeting. 3) Students are given reflections on activities that have been carried out consistently and programmed. 4) Students are asked to read the material that will be discussed at the next meeting. To determine the increase in student learning outcomes through the gallery walk method in class A1, Computer, Bina Insan University, is carried out through a monitoring and evaluation stage assisted by the teacher as an observer and after each cycle the action activities are carried out, students are given a post test to determine their understanding in initial reading with a description of the findings as follows. The results of the monitoring and evaluation stage activities obtained in cycle 1 from the first meeting to the second meeting can be seen in the following table.

Table1. Recapitulation of Cycle I Student Writing Learning Results

Standard	Scoring Category	Total of	%	Total Score
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Score		Students		
>70	Success	19	60.8 %	1920
<70	Fail	13	41.2 %	
	Total	32	100	
Average		60		

Based on the learning results of 32 students in Class A1 of the Computer Major, Bina Insan University, which was carried out in the first cycle, it showed that the class average score reached 60. This score still does not reach the standard score for learning English of 70. So each individual is required to achieve a minimum score of 70 or classically must at least achieve an average of $\geq 75\%$. The results of cycle 1 showed that 19 students had completed or 60.8%. Meanwhile, there were still 13 students who did not complete or 41.2%.

This shows that there has been an increase in the learning outcomes of students, from initial observations only 13 students or 41.6% achieved the standard score, after the implementation of cycle 1 actions this increased to 19 students or 60.8%. However, when compared with the indicators of success in research, namely student learning outcomes of 75%, this target has not been achieved. From the results of this analysis, the researcher feels that the results of this research are not optimal. Therefore, the researcher made plans for action in the next cycle based on the results of reflection regarding the weaknesses and strengths carried out in learning cycle 1.

Based on the observer's assessment, the results of observing the activities of the researcher who acted as a teacher before learning had provided good apperception and brought students into the learning plan that had been prepared, after explaining the material well and clearly, and had made good use of the media. However, when explaining the material it was still too fast and still not explained completely so students did not understand. Researchers also still limit students who ask questions and participate in learning. Teacher mobility is still lacking because researchers only move in front of the class so they are not able to accommodate all students or groups. Apart from that, it is difficult for individual students to write. This problem was corrected in the implementation of learning cycle II. Based on the results of the monitoring and evaluation stage activities obtained in cycle II from the first to the second meeting, it can be seen in the following table.

Table 2. Recapitulation of Writing Learning Results for Cycle II Students

Standard Score	Scoring Category	Total of Students	%	Total Score
>70 <70	Success	27	86.4 %	2560
	Fail	5	13.6 %	
	Total	32	100	
Average				80

Based on the results of the assessment of students writing ability, totaling 32 students which were carried out in cycle II. It showed that the class average score reached 80. This score has reached the standard score, namely 70, where each student has achieved a minimum score of > 70 or equivalently. Classical must at least reach an average of $\geq 75\%$. The results of cycle II showed that 27 students had completed or

86.4%. Meanwhile, the number of students who did not complete was still 5 students or 13.6%, this shows that there was another increase in learning outcomes for Class A1 students of the Computer Department of Bina Insan University from the first cycle of action, amounting to 19 students or 60.8% after the second cycle of action was implemented, it increased again. to 27 students or 86.4%. When compared with the success indicators in the research, namely the learning outcomes achieved increased to 86.4%. From the results of this analysis, the researcher feels that the results of this research have been maximized and there is no need to continue with action in the next cycle. The results of these observations are also supported by the results of the posttest given to students at the last meeting of cycle II learning activities with the post test results as presented in the following table.

Table3. Recapitulation of Student Writing Learning Results Post Test Results

Standard Score	Scoring Category	Total of Students	%	Total Score
>70	Success	30	96%	2720
<70	Fail	2	4 %	
	Total	32	100	
Average				85

Based on the results of the post test that has been carried out, it shows that the class average score has reached 85. This score has reached the standard of 70, where each student has achieved a minimum score of > 70 or classically must have achieved a minimum average of $\geq 75\%$. The post-test results showed that 30 students scored > 70 or 96%. Meanwhile, 2 students or 4% of students who do not meet the standards need special guidance from the teacher. From the results of the average achievements obtained from the actions in cycle II, it has shown and proven that there is no need to hold cycle III anymore, because the results of actions in cycle II have met the expected performance indicators.

Discussion

Based on the results of research that has been carried out from initial or pre-cycle observation activities, implementation of learning in cycle I and cycle II, the results obtained are that the gallery walk method has provided significant changes in improving the learning outcomes of students writing English texts. From the results of observations that have been made in learning activities, it shows that there is an increase in student learning outcomes. From the results of initial or pre-cycle observations, there were only 19 students or 60.8% who completed, then it increased in the first cycle activities, namely to 27 students or 86.4%. %, so in cycle II it increased again to 30 people or 96%. As shown in the following table.

Table 4. Recapitulation of Student Learning Results

No	Cycles	Students Achievement			
		Success		Fail	
		Total of Students	Percentage %	Total of Students	Percentage %

1	Pre Cycle	19	60.8%	13	41.2%
2	Cycle I	27	86.4%	5	13.6%
3	Cycle II	30	96 %	2	4%

The success of the gallery walk method in improving student learning outcomes in learning to write English texts, in this research strengthens the reason that the gallery walk method can be an Effective alternative to be applied practically in improving student learning outcomes in learning English.

CONCLUSION

From the research results it can be concluded that:

1. Gallery Walk can be an alternative to be implemented practically in improving student learning outcomes, because it has been proven that this strategy can overcome low student learning outcomes in English text writing. For advanced researchers, it is hoped that they can continue this research with various variations and improvements. Variations can be made, for example, by using various learning media.
2. From this research, it can be concluded that the Gallery Walk is the right method for improving student achievement in English lessons because it provides the opportunity to provide ideas and create work as a group and see firsthand their lack of understanding by looking at the work of other groups and being able to correct each other's mistakes.
3. The Gallery Walk learning method is very suitable for learning to write English texts because learning time is more efficient and students understand the material more easily.
4. The writer, the teachers of English hope to be more creative in teaching their students so they will enjoy studying with them, one of the ways is by using Gallery Walk technique, and for the students, the writer hopes by using this technique, the result of students in learning writing will be higher and higher especially when they face their Examination.

Suggestions

There are some suggestions made by the writer for teacher, students and for the future study. For the teacher

1. According the result of the study, show that gallery walk, is effective t improving students writing skill, therefore, teacher must use this technique in teaching and learning process. Teacher also must be creative and more innovative in finding some new strategies in teaching and learning process..
2. For the students
Students suggested to more motivate in learning process.
3. For the further researcher
The further study may improve this study with good topic and with different subject and strategies.

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