The Effect Of Gallery Walk Strategy On Students' Ability In Writing Procedure Text

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ABSTRACT

The purposes of researcher was about figuring out if there was an effect in improving the students' ability on writing procedure text by using the Gallery Walk. The research problem was whether there is effect in Gallery Walk on students' ability in learning writing procedure text. The aim of the research was to find out the effectiveness of the Gallery Walk in the students' writing ability on procedure text. In this research, the researcher used the pre-experimental design method in one group pre-test and post-test design. There were two variables research namely the independent variable (Gallery Walk Strategy) and dependent variable (students' ability in writing procedure text). The researcher collected the data on the written test (pre-test and post-test). Each written test was a type of questions in the multiple choice form. Each test consisted of 30 items. These data would be calculated into the total and mean score. It would be analyzed the validity, reliability, homogeneity, normality and T-test by using SPSS. Based on the findings and discussion of the study, the research showed that the use of gallery walk had an effect in students' ability on procedure text. It could be seen by the mean of pre-test which was Mean Score 63.73 and post-test was 85.43. The value of t-count = 0.716 and t-table = 0.266. It meant that the value of t-count was higher than t-table. It could be stated that the gallery walk was effective in students' writing ability on procedure text.

Keywords : writing, Procedure text, Gallery walk Strategy

1. INTRODUCTION

Writing is the fourth foundation in English. Writing is a communication activity conveyed through writing from thought. Writing also is not only prepared physically but writing must be also prepared the ideas that you want to write.

Writing is important because it is a basic skill that has been taught from entering school. Writing is important because by writing we can develop what is in us through writing. Not only that, writing also benefits people who will read it and writing means communication different from speaking communication by mouth communication, writing has a more focused and complete delivery because writing is done with the heart.

Writing is an activity to make an information about something in the form of written. With this skill, students will have to procedure language by themselves based on their knowledge and vocabulary. It means that students write a text based on what they know and with how many vocabularies provide to deliver. It is known that there are many genres of writing. According to Gerot and Wignell (1995: 192-219), there are some genres as we know which are Spoof text, Recount text, Reports text, Analytical Exposition text, News Item text, Anecdote text, Narrative text, Procedure text, Description text, Hortatory Exposition text, Explanation text, Discussion text, and Reviews text. The main concern of the research is procedure text.

Procedure text is text that presents the steps to do something. Procedure text is text designed to describe how something is achieved through a series of actions or steps. So it can be concluded that the procedure text is a type of text that aims to describe an order or instruction on how something is
achieved in the correct sequence or steps in carrying out an action or something. Procedure text is difficult for students. According to the data of the internship program, the writer found the mistakes of writing procedure text made by students. They are:

1) 'Ingredient:
2) 2 piece of Lemon Orang
3) The mistakes occur because the students forget the use of 's' is used for plural noun. If the noun is not only one, it is need to add 's' at the end of the word.
4) The Lemon tea ready serve
5) The pizza ready eat

The next mistakes occur because the students did not understand passive sentences well. If the subject is non-living, the sentence should be passive. Because a passive sentence is a sentence where subject will not take the action. In those sentences, the subjects don't function as the ones which do the action.

From the difficulties above, it could be said that writing is actually writing not to easy , we even needed to pay attention to some grammar and increase our vocabulary. This difficulty came from the low interest in student learning. Learning is basically still dominated by teacher activity and the lack of teacher creativity and teacher skills in choosing learning strategies. What made students feel bored and dislike our learning and could not come up with ideas in writing.

As explained above, it was necessary to have innovations that can be used by teachers to improve student learning outcomes and activities, for example by implementing learning strategies with gallery walks through image media. The Gallery Walk is a learning strategy in the form of groups that makes students more active and leaves their seats. Students can also look at each other to add and share knowledge in digging between groups.

A. Ability

According to Stephen P. Robins (2006, 46) Ability (ability) is the individual's capacity to carry out various tasks in a particular job. All abilities of an individual are essentially composed of two sets of factors, namely intellectual abilities and physical abilities.

There are aspect based on Taxonomy Bloom that influences the students’ perception of material taught namely affective, cognitive and psychomotor. Affective is changing some one less to do something. Cognitive concerns on student’s knowledge, comprehension and critical thinking to the topic. Psychomotor focuses on the change or development in the students’ skill.

Writing is the fourth foundation in English. Writing is a communication activity conveyed through writing from thought. Writing also is not only prepared physically but writing must be also prepared the ideas that you want to write.

According to Gebhardt and Rodrigues (1989: 1) states that writing is one of the most important things you do in college. Writing is one of the most important things you do in school.

B. Genre of Writing

Brown (2004: 219), mentions there are three main genres of writing:
1) Academic Writing: papers and general subject report, essays, compositions, academically focused journal, short-answer test responses, technical reports, these, dissertations, procedure.
2) Job-related Writing: message, letters or e-mail, memos, reports, schedules, calendar entries, shopping list, reminders, financial documents, forms, questionnaires, medical reports, immigration document, diaries, personal journals, fictions.
3) Personal Writing: Letters, emails, greeting cards, invitations, message, notes, Calendar entries, shopping lists, reminders financial documents.
According to Dirgayasa (2014), the genre perspective covers two distinctive dimensions in teaching and learning writing. First, genre is a kind of text or writing work itself. It views that the language (writing form) must be related to social function. Social function of the text then implies a certain social environment and place where and when the text is used. This, of course, will vary due to different context and situation. Second, genre as a process or strategy of how the writing work is developed, taught, and learned. In this case, there is a certain process of production and reproduction. Genre as an approach, of course, provides some stages or steps to follow. These will guide the writer systematically in order to be able to produce the writing work itself. Recount Writing, Narrative Writing, Spoof Writing, Anecdote Writing, Descriptive Writing, Report Writing, Explanation Writing, Procedure Writing, Hortatory Exposition Writing, Analytical Exposition Writing, Discussion Writing, News Item Writing, commentary Writing, Critical Review Writing, and Book Review Writing.

C. Procedure Text

Procedure text is text that presents the steps to do something. Procedure text is text designed to describe how something is achieved through a series of actions or steps. So it can be concluded that the procedure text is a type of text that aims to describe an order or instruction on how something is achieved in the correct sequence or steps in carrying out an action or something. Procedure text is difficult for students.

According to Anderson (1997) procedure text usually includes the following language features. First, sentences always begin with action verb (imperative sentences) for example: pour hot water into the bowl. Second, text has sequence words or temporal conjunctions and number that show the order for carrying out the procedure. Third, text must include adverbs of manner to describe how the actions should be performance for examples quickly, firmly. The last, it used appropriate terms and technical language for examples: milligrams, grams, and others.

D. Generic Structure of Procedure Text

Generic structure is a stage that contains the formulation of procedure text and consists of:

- **Aim / goal (goal)**
  It is located in the title text and is used to indicate the purpose of the text. Example: How to Make Noodle

- **Ingredients / materials**
  Contains the materials or tools required in the steps of carrying out the process. Example: The materials to make an omelet are egg, onion, vegetable oil, salt, and pepper.

- **Steps / methods**
  Contains ways, methods, or steps taken to achieve the goals in the text.

E. Features of Procedure Text

Features are also things that must be known before making a text process. Here are the characteristics of procedure text

1. Using the Simple Present Tense.
2. Use an imperative sentence which is a sentence form that is usually used to give commands. For example don't mix, turn on, cut into slices and so on.
3. Using connective of sequence (then, while, next, and so on).
4. Using numbering (first, second, third, and so on).
5. Using verb actions. For example, turn, plug, put, etc.).
6. Using adverb. For example: slowly, carefully, and so on.
7. Using gerund for example : drinking, eating

F. Gallery Walk

The Gallery walk is a discussion strategy that makes students move from their seats and actively collect important sentence concepts, write and speak in public. And the Gallery Walk strategy is a learning strategy that requires students to list both in the form of pictures and schemes according to the things found or obtained during the discussion in each group to be displayed in front of the
According to Silberman (2016: 274) states "gallery walk or learning gallery is a way to assess and remember what students have learned so far". Meanwhile, according to Suparti (2016: 100) states that "in gallery walk learning students are asked to study independently with their group of friends in discussing certain materials".

G. The Advantages of Gallery Walk

According to Sari (2017: 15-16) the advantages of the gallery walk strategy include:

1) Students are accustomed to building a culture of cooperation in solving problems in learning
2) There is synergy to strengthen mutual understanding of learning objectives
3) Get students to appreciate and appreciate the learning outcomes of other friends
4) Activate the physical and mental students during the learning process
5) Familiarize students with giving and receiving criticism
6) Students are not too dependent on the teacher, but can help increase confidence in their own thinking skills, find information from various sources, and learn from other students.

H. The Disadvantages of Gallery Walk Strategy

Some students may be less active in groups only rely on their friends, therefore the teacher still has to control so that all has to them are active in the group.

Some students prefer to work alone that in groups that make them inactive. But here the teacher also explains benefits to group work for the future, such as in the world of work.

An unfair share of the group makes students jealous. Before dividing the group, the teacher should evaluate it first so that it is fair and blend in with each other.

I. Relationship Between writing Procedure text and Gallery walk

However, as she know, many of the students have difficulty in writing, therefore the researcher applies the running gallery strategy. Where the teacher will give pictures of various kinds of food from the picture students will be given two stages in making something in the picture. This makes it easier for students to make procedural text. Students’ lack of understanding in writing makes them bored and even lazy. Therefore, this strategy gallery is suitable in terms of writing where students have been given an overview first.

J. Ability

According to Stephen P. Robins (2006,46) Ability (ability) is the individual’s capacity to carry out various tasks in a particular job. All abilities of an individual are essentially composed of two sets of factors, namely intellectual abilities and physical abilities.

There are aspect based on Taxonomy Bloom that influences the students’ perception of material taught namely affective, cognitive and psychomotor. Affective is changing some one less to do something. Cognitive concerns on student’s knowledge, comprehension and critical thinking to the topic. Psychomotor focuses on the change or development in the students’ skill.

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3) **Personal Writing**: letters, emails, greeting cards, invitations, message, notes, shopping lists, reminders financial documents.

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**M. Gallery Walk**

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**N. Relationship Between writing Procedure text and Gallery walk**

How a days, we must be able to make an active method for students to think. As we know everyone has a different mindset and gallery is a method where students can think together and make differences though become one. Writing is the stimulus of what we think and know. Writing in procedure text is suitable for discussion where we have to like one method but from different people we can also proofread what is wrong in our friend's writing process in the gallery walk application where we know gallery walk is a series of pictures that are have made several groups.

**2. METHOD**

**A. Research Design**

The type of this research is experimental research design. Because researcher is attempting to search the effect of a variable to another variable (Sudjana, 2009: 19). The writer uses two classes for this research. The first class was experimental class and the second class was the control class the researcher implementation the Gallery Walk.
Table 1. Design Matching pretest – posttest control group design

| Group       | Pre-test | Treatment               | Post-test |
|-------------|----------|-------------------------|-----------|
| EC (Experimental Class) | Firstly test | By using Gallery Walk Strategy | Secondly test |
| CC (Control Class)       | Thirdly test | Without using Gallery Walk Strategy | Fourthly test |

B. Population and Sample

The population in SMP PAB HELVETIA. According to Sugiyono (1997: 57) Population is a generalization area consisting of objects / subjects that had a certain quantity and characteristics that were determined by the researcher for study and then drawn conclusions. The population was eight class of SMP PAB HELVETIA the population of research class :VII-1, VII-2, VII-3, VII-4, VII-5, VII-6, VII-7, VII-8

Table 2. The population of Research

| NO | CLASS  | STUDENTS |
|----|--------|----------|
| 1  | VII-1  | 30       |
| 2  | VII-2  | 30       |
| 3  | VII-3  | 30       |
| 4  | VII-4  | 30       |
| 5  | VII-5  | 30       |
| 6  | VII-6  | 32       |
| 7  | VII-7  | 33       |
| 8  | VII-8  | 32       |
|     | TOTAL  | 252      |

C. Sample

The researcher used two classes. Namely Experimental for class VII-1 with a total of students 30 and control class for VII-2 with a total students 30. According to Sugiyono (2011: 81) ”The sample is part of the number and characteristics possessed by the population.” So that the sample is part of the existing population, so that sampling must use a certain method based on existing considerations.

Table 3. The Sample of Research

| Group      | Class  | Students |
|------------|--------|----------|
| Eksperiment Class | VII-1  | 30       |
| Control Class       | VII-2  | 30       |
| Total             |        | 60       |

D. Treatments

In conducting the treatment, the researcher used the gallery walk to improve students’ ability writing, especially in procedure text. The steps of implementing the gallery walk, as follows:

a. The researcher explained about procedure text; definition, function, generic structure, language features and examples.

b. After explaining the materials, the researcher would have question and answer sections to make students understand more.

c. Then, the researcher explained about gallery walk and how to connect gallery walk with procedure text.

d. The researcher would arrange students' group.

e. After that, the researcher gave them time to create ideas of their writing together. The researcher would ask them on a piece of paper with colourful pen and ask to make as creative as they could. Although, they are in the group, they had to collect ideas and help each other to make procedure texts.

f. After the time was up, students posted their results on the wall.
g. Then students went around to see the results of their friends and corrected whether it was correct or if there is something you want to fix.

h. After the time is done, the researcher would ask a group stand in front of the class and ask a member of the group about ingredients and steps from the opposite group's procedure text.

**E. Research Instruments**

The researcher uses four instruments to take the information

1) Pre-test
   The pre-test is a trial that is carried out when the teacher has not explained a material. This is done by the teacher at the beginning of the opening of the lesson. The pre-test was conducted whether there are students who know the learning when it had not been explained.

2) Post-test
   The post test is the final evaluation with questions given by the teacher to students when they have explained the material. This functions whether the students understood the explanation in this material.

3) Picture
   The picture was one of the tools in the gallery walk technique because by looking at the picture the student would know what he is going to make.

4) Procedure Text
   Procedure text is an explanation of the picture that students have seen before. From the picture, they would know what the procedure text would look like.

**F. Data Analysis**

Data analysis aimed to see whether the implementation of gallery walk strategy would reacted the students’ ability on writing procedure text. The analysis was analyzed by using the t test formula to find out the hypothesis of this research was accepted or rejected, before that, the researcher must do requirement test at the first by using homogeneity test.

**G. Data Collection**

Table 4. Samples Test

| Independent Samples Test |
|--------------------------|
| Levene’s Test for Equality of Variances | t-test for Equality of Means |
| Pre test | f | Sig. | t | df |
| Equal variances assumed | .623 | .433 | .313 | 57 |
| Equal variances not assumed | | | | |
| Post-test | Equal variances assumed | 6.145 | .016 | 3.171 | 57 |
| Equal variances not assumed | | 3.146 | 45.552 |

From the results of the SPSS output, it can be seen that the significance value is 0.01, which means less than 0.05. From these results it can be concluded that there are differences in the control variables before and after the experiment.
H. Description of data
The data in this gallery walk research was quantitative data. In quantitative they were divided into two classes, namely the experimental class and the control class. The experimental class students were taught by the gallery walk strategy while in the control class students were only taught by using explanations. The population in this study consisted of students in class VII-1 and VII-2. VII-1 consisted of 30 (thirty) students and class VII-2 consisted of 30 (thirty) students. The total of all students is 60 (sixty).

I. The Data of Experiment Class
The Result of table had been gained in pre-test and post-test the table was as follows:

| No | Initial name | pre-Test | Post-Test | Gained Score |
|----|--------------|----------|-----------|--------------|
| 1  | A. R         | 47       | 80        | 33           |
| 2  | A. P. W      | 90       | 87        | 3            |
| 3  | A. R         | 67       | 93        | 26           |
| 4  | A. M         | 53       | 93        | 40           |
| 5  | A. Q. D      | 37       | 80        | 43           |
| 6  | C. A         | 60       | 93        | 33           |
| 7  | C            | 50       | 87        | 37           |
| 8  | D. Y. M      | 60       | 90        | 30           |
| 9  | D. F         | 60       | 87        | 27           |
| 10 | D. P         | 57       | 96        | 39           |
| 11 | D. R         | 57       | 87        | 40           |
| 12 | E. M         | 53       | 90        | 37           |
| 13 | F. S         | 83       | 87        | 4            |
| 14 | H. A. H. P   | 53       | 83        | 30           |
| 15 | I. L         | 77       | 93        | 16           |
| 16 | M. A         | 60       | 90        | 30           |
| 17 | M. F. M      | 70       | 93        | 23           |
| 18 | M. D. R      | 63       | 96        | 33           |
| 19 | M. R. S      | 50       | 93        | 43           |
| 20 | N. R. B      | 60       | 87        | 27           |
| 21 | N. A. K      | 77       | 93        | 16           |
| 22 | N. B         | 83       | 90        | 7            |
| 23 | N. A         | 50       | 93        | 43           |
| 24 | P. R         | 63       | 87        | 24           |
| 25 | R. P. C. W   | 87       | 96        | 9            |
| 26 | S. N         | 73       | 83        | 10           |
| 27 | S. M         | 47       | 43        | 4            |
| 28 | T. L. R      | 95       | 83        | 12           |
| 29 | T. S         | 57       | 90        | 33           |
| 30 | W. R         | 73       | 93        | 20           |
|    | Total Score  | 1.912    | 2.563     | 759          |
|    | Mean Score   | 63,73    | 85,43     | 25,3         |

Based on the experimental table above, in the research entitled the effect of gallery walk strategy on student's ability in writing procedure text. In the pre-test there was one student who had the lowest score of 37 and one student who had the highest score of 93. And at the post-test there was one student who had the lowest score of 7. And there were three students who had the highest score of 96 with a total score of 1.912 pre-test and post-test score of 2.563.
J. The Data of Control Class

The Result of table had been gained in pre-test and post-test the table was as follows:

| No | Initial name | Pre-Test score | Post-Test Score | Gained Score |
|----|--------------|----------------|-----------------|--------------|
| 1  | A. M         | 57             | 67              | 10           |
| 2  | A. F         | 53             | 90              | 37           |
| 3  | A. P. A      | 50             | 90              | 40           |
| 4  | A. L         | 60             | 93              | 33           |
| 5  | A. B. Y      | 35             | 75              | 40           |
| 6  | A. P         | 67             | 80              | 13           |
| 7  | C. K         | 73             | 93              | 20           |
| 8  | C. A         | 67             | 90              | 23           |
| 9  | D. A         | 70             | 77              | 7            |
| 10 | D. T. A      | 53             | 93              | 40           |
| 11 | D. J         | 53             | 80              | 27           |
| 12 | D. R         | 63             | 90              | 27           |
| 13 | D. T. D      | 77             | 83              | 6            |
| 14 | F. T. P      | 53             | 96              | 43           |
| 15 | M. A. F      | 47             | 96              | 49           |
| 16 | M. R         | 57             | 90              | 33           |
| 17 | M. A. F      | 43             | 93              | 50           |
| 18 | M. F         | 40             | 80              | 40           |
| 19 | M. R. F      | 50             | 80              | 30           |
| 20 | M. F. H      | 57             | 93              | 36           |
| 21 | N            | 60             | 77              | 17           |
| 22 | P. Z. S      | 60             | 87              | 27           |
| 23 | R. T. D      | 77             | 80              | 3            |
| 24 | R. R         | 57             | 83              | 26           |
| 25 | R. H         | 40             | 87              | 47           |
| 26 | S. A         | 50             | 87              | 37           |
| 27 | S. W         | 47             | 43              | 4            |
| 28 | T. C. W      | 37             | 96              | 59           |
| 29 | T. S. D      | 50             | 90              | 40           |
| 30 | T. A         | 47             | 77              | 30           |

| Total Score | 1.625 | 2.468 | 857 |
| Mean Score  | 54.16 | 82.26 | 28.56 |

Based on the control table above, in the research entitled the effect of gallery walk strategy on student's ability in writing procedure text. In the pre-test there was one student who had the lowest score of 10 and two students who had the highest score of 77. And at the post-test there was one student who had the lowest score of 10. And there are three students who have the highest score of 96, with a total score of 1,625 pre-test and 2,468 post-test scores.

3. RESULT AND DISCUSSION

A. Research Findings

When the researcher conducted as it was planned, it obtained the difference result. The experimental class was having significant result in validity, reliability, normality, homogenity and
independent sample T-test. It was written in the mean score of experimental class was higher than control class. The mean score of post-test in the experimental class was 63.73 and in the control was 82.26. It could be stated that there was a significant improvement by using the gallery walk in procedure text writing.

In the research, there were two classes that the researcher used as research samples. There were experimental class and control class. In the experimental class, the researcher gave explanation and treatment to the students. While in the control class, the researcher gave the students only explanation. When the researcher conducted as it was planned, it obtained the difference result. The experimental class was having significant result in validity, reliability, normality, homogeneity and independent sample T-test. It was written in the mean score of experimental class was higher than control class. The mean score of post-test in the experimental class was 63.73 and in the control was 82.26. It could be stated that there was a significant improvement by using the gallery walk in procedure text writing.

B. Discussion

Gallery walk was one of strategy which the students would have to work in a team. They would discuss in a team after they saw a picture with written captions in it. By discussion, the learning activity became fun and easy. In gallery walk, the teacher would give such compliment or applause for the best team. So, they would work hard with their group. Related to the research finding, gallery walk strategy helped the students to reach the target and improve their writing skill. By using this strategy, the students explored more vocabularies to write procedure text.

Based on the thesis of Rahma (2019) her research entitled The Effectiveness of Using Gallery Walk Activity on Students’ Speaking Skill in Describing Place and People. The experimental class who got a gallery walk treatment got a higher score than the controlled class in the post-test. It was also presented in the independent sample test where the study got 0.007. The study was indicated had an effect if the p-value or sig (2-tailed) was lower than the determined α (alpha) 0.05. In other words, p< α, which meant the null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted. In addition, it was also supported by the effect size result; it showed that the effect size level was 0.79 which meant in a moderate level. So, it showed that gallery walk activity was effective on students’ speaking skill in describing place and people at Tenth Grade of MA Annajah Jakarta in academic year 2019/2020 with moderate level. The goal of this research was to find out empirical evidence about the using of gallery walk activity on students’ speaking skill in describing place and people. Based on the research findings and discussion on the previous chapter, the result showed there was positive effect of using gallery walk on students’ speaking skill in describing place and people.

With the result of this research which aimed to improve the students’ ability in writing procedure text that T-test was 0.433. It could be concluded that if it was compared to α (alpha) was lower than the 'T-test. It could be drawn that the use of gallery walk in improving the students’ ability in writing procedure text showed that null hypothesis was rejected and alternative hypothesis was accepted. It showed the positive result on students' writing in procedure text. This study also was found that it had an effect.

4. CONCLUSION

After interpretation the research findings, which had been completing in the previous chapter, the researcher could conclude that the gallery walk improved the students’ writing ability in procedure text. It could be seen that there was a significant difference between the score of procedure text writing scores both before and after the treatment and learning. It meant that the gallery walk had shown its effectiveness significantly as the teaching method for learning.
procedure text. By seeing the difference before and after the treatment on students’ attitude proved that gallery walk had an influence in the learning activity.

It could be seen by the mean of pre-test was 63.73 and post-test was 85.43. The value of to (t count) = 0.716 and (t table) = 0.266. It meant that the value of t count was higher than t table. It could be stated that the gallery walk was effective in students’ writing ability on procedure text.

From the results of the research gallery walk on students’ ability in writing procedure text, the use of this strategy increases student’s understanding of writing procedure text.

The research give some suggestions:
1) English teachers can use this strategy because it can improve students’ writing skills.
2) Students must continue to study a lot to improve their ability in English especially writing procedure text and must maintain responsibility in learning and schoolwork.
3) Researchers who are interested and want to do the same research. The results of this study can be useful for researchers who apply the Gallery Walk Strategy as an application of learning to develop students’ writing skills.

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