

CHAPTER 1

INTRODUCTION

In this chapter, the researcher presents 7 topics related to this study. Those topics are the discussion of the background of the study, formulation of research question, purpose of the study, formulation of hypothesis, significance of the study, scope and limitation of the study and definition of key terms.

A. Background of the Study

As the time went by, English is very fundamental for the people in this world in order to communicate each other. It is caused by the determining of English as an International language. For this reason, English has been taught in Indonesia in every stage of education even for university learners. Furthermore, English has been a main compulsory in junior and senior high school. It is stated in *Kurikulum 2013* or known as K13. The following is the curriculum structure of Junior High School and Senior High School based on Curriculum 2013 .

Table 1.1 Curriculum Structure

MATA PELAJARAN	ALOKASI WAKTU BELAJAR PER MINGGU		
	VII	VIII	IX
Kelompok A			
1. Pendidikan Agama dan Budi Pekerti	3	3	3
2. Pendidikan Pancasila dan Kewarganegaraan	3	3	3
3. Bahasa Indonesia	6	6	6
4. Matematika	5	5	5
5. Ilmu Pengetahuan Alam	5	5	5
6. Ilmu Pengetahuan Sosial	4	4	4
7. Bahasa Inggris	4	4	4
Kelompok B			
1. Seni Budaya	3	3	3
2. Pendidikan Jasmani, Olah Raga, dan Kesehatan	3	3	3
3. Prakarya	2	2	2
Jumlah Alokasi Waktu Per Minggu	38	38	38

Due to this, teachers must prepare and consider some aspects related to learning English as an International language.

It is widely known that there are two major skills in learning language as the important aspect in learning language. They are receptive and productive skill. Receptive skill includes reading and listening. It means that people do not need to produce the language. They just need to understand what they have read and heard. Thus, people need to produce the language both in oral or written form. Those two skills are very fundamental for the people in order to be able to communicate in English. It is also yielded by Alexander LG (1975) stated that all of four basic language skills are listening, reading, writing, and speaking.

Productive skill is very needed for the learner in order to produce the language and avoid misunderstanding among people. Then, According to Sajeevlal (2016:461), concentrating only on spoken English is not enough, written competency has also become indispensable for an EFL learner. However, writing is one of the most important skill in studying English as a productive skill, plays an important role for the learner to express their ideas, thoughts and feelings. According to Heasley and Lyons (2006) writing is important not only as a skill for future success, but also as a measure of learners learning as a requirement for school advancement. From those statements, it can be said that teaching writing is also the essential one rather than speaking and other skills in order to make the learner are able to convey what they think and what are inside their mind in form of writing.

Writing is not an easy thing to do for the learner due to the complex thinking. It is also yielded by Rass (2001:30) writing is a difficult skill for native speakers and non-native speakers; because writers must be able write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization. In addition, Richards and Renandya (2002:303) revealed that there is no doubt that writing is the most difficult skill for the second learners to master. It can be accomplished that to compose good writing, learner must be able to combine many things, such as proper word, combining sentence by sentence, grammar, punctuation, capitalization, and even the way to put their idea in a form of written text. It is also yielded by Bacha (2002:17), writing a text has general problems, because there are three major sub skills of writing a text that emphasized in the text such as; language (sentence structure, grammar vocabulary, coherence and mechanics), organization (general statement, thesis statement, topic sentence, supporting sentences, and concluding sentence), and content (main, supporting ideas, logical order of ideas).

Furthermore, the researcher found students' problem in writing. The researcher realized it when she was doing internship in MAN 3 Blitar of eleventh grade students. On that moment, the researcher gave writing task to eleventh grade students. However, the students looked confused to start their writing in a piece of paper. In addition, they were difficult to put their idea and decided the structure of a text. They also had many grammatical errors when the researcher was doing correction of their work.

Accordingly, teachers must provide a good strategy and technique to make the learner attracted on it due to several problems. One of them is caused by the laziness that often happened when the learner must compose writing text. Beside, learner ever felt bored when they must think hard to make some paragraphs. Even, they are difficult in arranging sentences based on the structure in every kind of the text. There are many kind of the text, for instance hortatory exposition text that must be learned for the 11th grade of MAN 3 Blitar.

In order to solve those problems, teachers need to apply new technique rather than conventional one. Beside, teacher must consider the learning situation so that learner feel convey in their classroom and can be active in learning and teaching process. According to Uno and Nurdin (2013:10), active in learning is to position the teacher as a person who creates conducive learning atmosphere or as a facilitator in learning, while learner as the learners who must be active. Active here means there must be interactive dialogue from teacher to the learner, or learner to their classmates, and so on. One of the example of active learning is by applying Gallery Walk technique.

Gallery Walk technique is a discussion technique that gets learner out of their chair and actively involved in synthesizing important science concept, writing, and public speaking” (Francek, 2006). In this technique the writer will divide the learner into 7 groups. Each group must compose a hortatory explanation text. After they have composed the text, each group will show their work in each station. Thus, there will be 7 stations. Afterwards, each group

must rotate to every station and left it with comment. Then, every group must gather in their station to read and revised their work based on the comments that have been given by the other group.

Through this technique, learners are able to conduct the process of writing appropriately. It is needed for the learners in order to create a good writing. This is in line with Richards and Renandya (2002: 316) acknowledged that process of writing as a classroom activity incorporates the four basic writing stages – planning, drafting (writing), revising (redrafting) and editing – and three other stages externally imposed on students by the teacher, namely, responding (sharing), evaluating and post writing. Gallery Walk technique proposed some stages in the process of writing. As the details of how this technique runs above, peer feedback indirectly implicated toward this technique. The existence of peer feedback here is fundamental for teaching writing. Furthermore, peer feedback has been known as a critical technique for improving students' writing all around the world. A growing body of research has recommended the use of peer feedback because of its social, cognitive, and affective benefits (Hinkel, 2004; Lundstorm & Baker, 2009; Min, 2008; Pol et al., 2008; and, Storch, 2004) because good feedback helps students understand their subject area and gives them clear guidance on how to improve their learning(Orsmond et al., 2013).

Thereby, this technique can make the learners active in learning process and can create a good atmosphere. According to Browman (2005:3) Gallery Walk honors the learners, gives a rich source of information about what the

learners know or are learning, and is a great jump-start to any training opening, closing, or review discussion. Thus, by applying this technique, learner can learn by an interesting ways. Furthermore, they are able to conduct interactive learning by cooperating each other. Moreover, through this technique learners will be motivated to create a good writing and be more critical in analyzing and learning good writing from the other group.

Accordingly, there are several previous studies related to this study. First, the finding related to Gallery Walk technique by Fahmi Aulia Batubara (2007). The result showed that teaching writing announcement text through gallery walk technique could improve the learners' ability in writing announcement text. Second, it is from Desi Lestari that there was significance effect of using Gallery Walk technique on the learner' ability in descriptive paragraph at MAS al ittihadiah in the Academic Year 2016/2017. Third, this technique also effective applied in learner' speaking ability. It can be seen from the study from Hendri Dinata that the Gallery Walk exercise can effectively engage learners in the learning process. The result of those previous studies showed that Gallery Walk technique was effective to improve learners' writing and speaking.

Regarding to the previous studies above, it is necessary to have another study using Gallery Walk but with different treatment to know the impact of the strategy for different group of students. Therefore, the researcher had conducted Gallery Walk technique to the eleventh grade of Senior High School which focused on writing hortatory exposition text. The differentiations of this

study compared to previous studies above were the process in applying Gallery Walk technique, the genre of the text and the sample of this study. In conducting this technique, the researcher involved song and peer feedback in the process of giving treatments by Gallery Walk technique. Thus, when the students were moving to one station to another stations to give comment or peer feedback, the researcher play the song with low volume. When the song was stopped, the students must move quickly to the next station. The existence of song helped the students felt relax, reduce the anxiety, and create good atmosphere as well. Another benefit of song is that it reduces classroom stress, thereby facilitating learning (Adkins, 1997; Coufalikova, 2010). If students are anxious, frustrated, bored or embarrassed, their emotional state is raised. Krashen describes this as their affective filter, which will affect students' receptivity to input (Bhamare, 2011; Krashen, 1982). When students have a low affective filter, they have less anxiety and are more relaxed, so are more receptive to language learning (Engh, 2013).

. According to Wakabayashi (2013) through peer feedback, learners engage in critical evaluation of peer text for the purpose of exchanging help for revision because learners can learn more about writing and revision by reading other's drafts critically and their awareness of what makes writing successful and effective can be enhanced and, lastly learners eventually become more autonomous writers (Maarof et al., 2011). Hence, the researchers used song and peer feedback in implementing Gallery Walk technique in teaching hortatory exposition text to eleventh grade students of Senior High School of MAN 3

Blitar since the previous studies have not involved song in applying this technique.

Considering to the previous studies, the researcher investigated whether Gallery Walk is effective in improving the learner' writing skill in hortatory explanation text by the titled "The Effectiveness of Gallery Walk Technique on Students' Writing Ability in Hortatory Explanation Text of Eleventh Grade at MAN 3 Blitar".

B. Formulation of Research Problem

Related to the background of the study, the resercher formulates the research question as follow:

Is there any significant different score in writing hortatory exposition text of the eleventh grade students taught by using Gallery Walk technique and those who are not taught by using Gallery Walk technique?

C. Purpose of the Study

Considering to the research question, the objective of the study is to know whether there is any significant different score in writing hortatory exposition text of the eleventh grade students taught by using Gallery Walk technique and those who are not taught by using Gallery Walk technique.

D. Formulation of Hypothesis

The hypotheses of this study were proposed in the forms of null and research hypotheses below:

1. Null Hypothesis (Ho)

There is no significant different score in writing hortatory exposition text of the eleventh grade students taught by using Gallery Walk technique and those who are not taught by using Gallery Walk technique.

2. Alternative Hypothesis (Ha)

There is significant different score in writing hortatory exposition text of the eleventh grade students taught by using Gallery Walk technique and those who are not taught by using Gallery Walk technique.

E. Scope and Limitation

In this study, the researcher only focuses on the use of Gallery Walk technique in writing ability in hortatory explanation text. Then, it is conducted for the 11th grade learners of MAN 3 Blitar.

F. Significance of the Study

Concerning to this study is focused by using Gallery Walk technique on learner' writing ability in hortatory explanation text, the result of the study is expected to give usefull contribution for :

1. English Learner

Gallery Walk is one of technique which needed the movement of the learner in teaching and learning process. Thus, the learners are not remain sitting down in their sit during the class in which it may cause feeling bored or even laziness in participating in the class. Due to this, the learners are expected to learn English especially in writing ability without any hesitation or laziness to start write something.

2. English Teachers

Through this technique, the teachers can find out an interesting ways in teaching English. So, the teachers can attract his/her learner easily to focus on the material they learned rather than by using conventional one.

3. Further Researchers

The result of this study is expected to give an inspiration to create any other studies related to Gallery Walk technique which also can be used in speaking ability. Furthermore, the further research can apply this technique in other topic that will be learnt.

G. Definition of Key Terms

1. Writing Ability

Writing ability is ability in expressing their idea in the form of writing. Besides, there must be the process of developing idea, put it down in the written form, arrange them into good paragraph by considering grammatical, punctuation, and other aspect of writing and finally, it will be the process of editing and revising.

2. Gallery Walk Technique

Gallery Walk in this study is a technique which forced the learners to out of their chairs, be active, walk to the galleries and it includes peer feedback inside of the implementation of Gallery Walk technique. The concept of this technique is almost the same as a gallery exhibition. Learners are asked to read and give comments to every gallery in each station. Then they must rotate to the next gallery to read and left comment

as well. In addition, through this technique the learners can learn from their friends, give comments, and discuss their problem with their group.

3. Hortatory Exposition Text

Hortatory exposition is text that sets out the reasons for the purpose of persuading the listener or reader to follow the authors (Puji, 2011). Hortatory exposition text is a type of oral or written discourse that is to explain, describe, give information, or inform (Wayon, 2014). Hortatory exposition text is a text which explains a theory or a case comprehensively aiming to exhort readers to do something. Hortatory Exposition text is used to argue a case for or against particular position or point of view and it proposes a suggestion in the end of the argumentation.

4. Peer Feedback

Peer feedback is referred to other different names such as peer response, peer review, peer editing, and peer evaluation. Thus, it can be defined as source of information in receiving and offering comment, suggestion, or question to a text. Peer feedback in this research was applied in order to give treatment through Gallery Walk Technique. In doing peer feedback, learners work in a group. Through peer feedback learners are engaged to share their idea and offered constructive criticism after reading and evaluating some hortatory exposition text.