CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer discusses the underlying theories which contained two main sub-chapters. The first is review of theoretical studies including writing, teaching writing, and Gallery Walk. The second is the review of previous studies.

A. Writing Ability

1. Definition of Writing Ability

According to Nunan (2003:88), writing is the mental work of inventing idea, thinking about how to express them, and organizing them into statement and paragraph that will be clearer to the readers. Meanwhile Celce and Olstain (2000:142) stated that writing is one of productive skills, which contains a symbol (orthographic) and involves a complex process. In making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and consider the coherent and cohesion. Thus, writing is not an easy thing to do, there must be aspects that must we consider, start from developing idea, and put them out into a sentence and compose them into paragraphs.

Writing skill is complex and difficult to learn. As said by Brown (2000:335) that writing skill is a written product which is completed after the process of thinking, planning, drafting, and revising and also demands efforts and specialized skills of generating ideas, organizing them

coherently, making use of the discourse markers and the rhetorical conventions, putting all of them into one, revising the content for a clearer meaning, and editing for accurate grammar into a final product. Hence, to teach writing, it must be prepared well and teach them sequentially.

2. Aspect of Writing Ability

According to Jacobs et al (1981:90) in Puspita (2016:9), there are several aspects that must be noted to be successful in writing. They are classified as follows:

a. Content

It refers to substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

b. Organization

It refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.

c. Vocabulary

It refers to the selection of words those are suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he can. As a general rule, clarity should be his

prime objective. Choosing words that express his meaning is precisely rather than skew it or blur it.

d. Grammar/Language Use

It refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

e. Mechanics

It refers to the use graphic conventional of the language, i.e., the steps of arranging letters, words sentences, paragraphs by using knowledge of structure and some others related to one another.

B. The Process of Teaching Writing

Teaching writing should guide the learner to write sentence and organize their ideas into written form. The teacher must give the appropriate guidance in which the learners are able to express their ideas in written form properly. In addition, to practice their writing, the learners have to follow the steps to make their writing more effectives. Therefore, the teachers should consider the process of teaching writing in order to create a structural learning process.

According to Jeremy Harmer (2004), the process of writing has four elements:

1. Planning

   When planning, writers have to think about three main issue. Firts, they have to consider the purpose of their writing. Second, experienced writers think of the audience, they are writing for. Third, writer have to consider the content structure. Writers have to sequence the facts, ideas or arguments which they have decides to include.

2. Drafting

   We can refer to the first version of a piece of writing as a draft. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3. Editing (reflecting and revising)

   Reflecting and revising are often helped by other readers (or editors) who comment and make suggestion. Another reader"s reaction to a piece of writing will help the author to make appropriate revisions.

4. Final Version

   Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version, this may look considerably different from both the original plan and the first draft, because things have changed in the editing process, but the writer is now ready to send the written text to its intended audience.

C. **Hortatory explanation text**

1. Definition of Hortatory Exposition Text

Hortatory explanation text is a kind of text which represents the attempt of writer to have the addressee to do something or act in a certain way (Cahyo et.al. 2013:50). Further, it is a type of oral or written discourse that is to explain, describe, give information, or inform (Wayon, 2014:159). Thereby, hortatory exposition is one of the genres of the text functioning to persuade the readers or listeners that something should or should not be the case. To do that, the writers must declare some arguments as fundamental reasons to strengthen his/her idea and give suggestion in the end of his/her writing. This process can lead to a critical thinking.

2 Generic Structure of Hortatory Exposition Text

Gerot & Wignell (1994) revealed that generic structures of Hortatory Exposition text consist of three parts, they are :

a. *Thesis*

Thesis contains the writers' point of view about the topic discussed and introduction to the main idea of an effect or event that will be raised.

b. *Argument*

In this part, the writers convey his/her arguments to strengthen the thesis stated before. The more arguments or supporting sentences provided, the more attractive and good it is because the

readers/listeners tend to give their trust if there are sufficient argument or opinion in it.

c. *Recommendation*

It contains the recommendation for the reader or listener. It is about something that should be done by the readers or listener as proposed by the writer.

3 Language Features Hortatory Exposition Text

a. Use simple present

b. Sometimes use conditional sentence

Table 2.1 Conditional Sentence

Type	Situation	Pattern	Example
I	True in the present/future	If+simple present, S+will+infinitive	If I have enough time, I watch TV every evening.
II	Untrue in the present/future	If+simple past, S+would+infinitive	If I had enough time, I would watch TV now or later on.
II	Untrue in the past	If+past perfect, S+would+have+V1	If I had enough time, I would have watched TV yesterday.

c. Use modal

There are many modal that can use in hortatory text such as *should, can, will, must, etc*.

d. Use mental process verbs

Mental process is kind of verb, which can state what the writer thinks or feels about the issue, for example *realize, think, feel, etc*.

e. Use connective words

Connective words is used to make the arrangement of the text can go smoothly, for instance *next, then, in addition, afterwards, etc*.

f. Use of expression in giving opinion

Some expression that can use in giving opinion in hortatory text are:

"In my opinion, it is better …."

"I think … should …."

"For those reasons …

D. Gallery Walk

1. Definition of Gallery Walk

Gallery Walk is a discussion technique that gets learner out of their chairs and actively involved in synthesizing important science concept, writing, and public speaking (Francek, 2006). The technique also cultivates team-building skills. The advantage of this technique is its flexibility. It can be organized for a simple 15-minutes ice breaker or a week-long project involving graded oral or written reports. It can be used

with introductory or advanced material and with a variety of class sizes. Finally, a Gallery Walk gives chance to move around the classroom, directing their focus and interrupting the lethargy that sometimes results from being seated for long periods**.**

A gallery walk is a good way to assess what students have learned about the content being taught. 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 (Malizia: 2015). The artifacts of a gallery walk can be anything from open-ended questions about the content being taught, to photographs related to the content, or even to demonstrations or finished projects. In addition, Silberman (1996:24) asserted that Gallery Walk is a presentation method in which individual learners of groups display their work products (often on poster) and walk around the room viewing each other's work.

This technique leads the learners to accomplish their writing product properly. They could revise their work by considering some comments, suggestions, or even questions from their peer and they could try to analyse some works critically. It is supported by Heather (2004:439*)* that by allowing peers to intervene in one another's writing process via peer feedback, peer response groups will help students revise and eventually improve their writing.

2. Advantage of Gallery Walk

According to Lestari (2017:34) there are some advantages of Gallery Walk, those are:

b. Dedicates time for students to practice discussing, debating, organizing, and writing about course content rather than just hearing ideas presented by the teacher.

c. Promotes the use of higher order thinking skills like analysis, evaluation, and synthesis when choose levels of abstraction when designing question.

d. Emphasizes the collaborative, social nature of learning because students work in teams to synthesize information written from a variety of perspectives; encourges alternative and multiple approach to problem, because students are expeposed to a variety of perpectives posted at different discussion "station".

e. Reassures students that their voices, ideas, and experiences are valued because students are more likely to share idea among a non-threatening group of paper; provides an opportunity to gauge a student's prior knowledge, skills, and misconceptions.

f. Promotes team building, fosters persuasive argument, and encourages concensus as students work together to accurately represent group members' ideas at different junctures of gallery walk.

g. Encourages students interaction.

3. Disadvantage of Gallery Walk

In addition, there are some disadvantages of this technique. According to Lestari (2017:35) state that, a few students in the group may not actively participate in the knowledge construction, some students prefer to learn individually and hence may not participate in discussion and the evaluation may not be just. Choosing a technique should be suitable to teach students' writing ability.

4. Impact of Gallery Walk Strategy

According to Malizia (2015), the impact of Gallery Walk were as follows:

a. Dedicating time for students to practice discussing, debating, organizing, and writing about the topic the rather than just hearing ideas presented by the instructor.

b. Promoting the use of higher order thinking skills such as analysis, evaluation, and synthesis.

c. Emphasizing the collaborative, constructive nature of knowledge.

d. Encouraging alternative approaches to problems, because students are exposed to a variety of perspectives posted at different discussion "stations.

e. Reassuring students that their voices, ideas, and experiences are valued.

f. Providing an opportunity to gauge prior knowledge, skills, and misconceptions.

g. Promoting team building, fostering debate, and encouraging consensus as students work together to accurately represent group members' ideas at different gallery walk "stations."

h. Encouraging movement around classroom as groups move from "station" to "station."

5. Gallery Walk Technique in Teaching Writing

According to Yusnidar (2014:57), there are eight steps of gallery walk technique:

b. participants are divided into groups

c. The group is given a paper / flip chart

d. Define topic / theme lesson

e. The work of the group is affixed to the wall

f. Each group rotates to observe the work of another group

g. One representative of the group answered every question asked by another group

h. Correction together

i. Clarification and inference.

Meanwhile the instructions for teaching writing on hortatory exposition text using Gallery Walk in this study as follows:

a. Grouping Students

Teacher asks students to arrange group consist of 7 groups. Each group must create a hortatory exposition text. The topics have been provided by the teacher. Students are allowed to choose one of three choices. Students together with their group start to accomplish their work in a piece of paper.

b. Create and Tape Question

Teacher creates questions addressing to the issues of the topic given with no one right answer. The questions contain of the structure, the language features, the idea, grammar, and suggestion. Afterwards, teacher tapes those questions to the 7 large sheets. Each sheet contain of one product of hortatory exposition text and the column of the comment. Thus, there will be 7 large sheets with the same column and vary of hortatory exposition texts' product.

c. Assign Rules, Assign Station and begin to give comment.

After explaining the rules of Gallery Walk, teacher determined seven stations in different locations in a class. Teacher begins to spread each group in the first rotation. Then, to avoid rumbling, the teacher ask students to rotate as clockwise. Students start to give comment to the first station.

d. Rotation

In the process of giving feedback, teacher plays music with low sounds. When the music is paused, each group must rotate to the next station and left new comment to the new station. Meanwhile the teacher here acts as facilitator, circulating around the classroom, clarifying questions, and gauging student understanding. If the rotation finished, each group must come back to their own station to synthesize all comments on the posted sheet there. They revised their work directly based on the comments of other groups.

E. **Feedback**

1. **Definition of Feedback**

According to Hattie and Timperely (2007) feedback is "information provided by an agent regarding some aspects of one's task performance". (p.81). Narciss (2008) also defines feedback as "all post-response information that is provided to a learner to inform the learner on his or her actual state of learning or performance". (p.127). Considering to those definitions, feedback can be defined as a source of information through giving offering and receiving an idea toward what the learners possessed in order to help them reconstruct their knowledge. Thereby feedback is needed for the learners to support their learning process. It is line with Nation (2009:115) that feedback is an important way of encouraging students to keep their goals in mind.

2. Purpose of Feedback

According to Lewis (2002: 3-4), feedback has several purposes when given in the language classes.

a. *Feedback provides information for teachers and students.*

Through feedback, teachers can get information about individuals and collective class progress and, indirectly, is a form of evaluation on their own teaching. While for learners, feedback is ongoing form of assessment which is more focused on the process rather than marks or grades. By highlighting strengths and weakness, the comments provide information about individual progress, unlike marks or grades, which tend to compare one student with another. The comments can also give direction about language, by stating a rule or giving an example.

b. *Feedback provides students with advice about learning*

Teachers can provide students with more than simply description of their language use. Comments can also be made on the students' learning process.

c. *Feedback provides students with language input*

The teacher's words, both in their form and purpose, illustrate how language is used in one to one communication. That is why it is important to extend students' language by writing comments in language at a level slightl higher than the students' own current

language use. In this way, the students can learn new vocabulary and structures in context.

d. *Feedback is a form of motivation*

Feedback can be more motivating than marks or grades. It can encourage students to study and to use language to the best of their ability by taking onto account whatever the teacher knows about the learners' attitudes. As teachers find out more about their students, the encouragement can take personal circumstances into account.

e. *Feedback can lead students toward autonomy*

One long-term purpose of feedback is to lead students to the point where they can find their own mistakes. For example, one teacher sat with a students reading his work, stopping each time there was some minor error of form (a singular for a plural and so on). In each case the student could find the mistake himself. He realized that all he needed to do was to take a few minutes at the end to proofread his own work. Another way of describing what the teacher did is to compare it with scaffolding. While building is going up, it needs scaffolding, but once it is finished the scaffolding can be taken away.

Based on those statements, it can be inferred that the use of feedback is important for the learners' learning process. Furthermore, feedback is not only about giving correction, but it could give information either teachers or learners about individuals and collective class progress. Despite, feedback could provide the learners with

advice, language input, motivation, and even lead learners toward autonomy as well.

3. Form of Feedback

Cohen (1909: 109) proposes two forms of feedback:

a. *Oral feedback*

Oral feedback, also known as oral conference, refers to personal consultation between teachers and students during the evaluation of composition.

b. *Written feedback*

In written feedback, comments, correction and/or marks are given to students' written work draft. The marks may be on the words or quick symbols such as underlining, circles, and other signs. The teacher should provide the specific comments on students' errors with suggestion about how to improve as well as with the comments of the positive aspect of the work. Oral feedback fits well in younger students since it can help the students to pin-point and correct the misconception immediately, whereas written feedback is effective for older students.

4. Source of Feedback

Lewis (2002: 15-23) writes three sources of feedback, namely, teacher feedback, peer feedback and self evaluation, which is equivalent with self-directed feedback.

a. *Teacher feedback*

Teachers have been the main source of feedback both an oral or written language in many classes (Lewis, 2002: 15). In many classes, teachers are the main source for the students to obtain feedback. Indeed, teachers are very helpful when students are facing some difficulties as they are writing a composition. Teachers help them by giving an outline on how to write well and check the content and then write the mistake in their work. After receiving feedback, the students could directly recheck and correct what mistake they have made based on the teachers' written feedback. Commonly, teachers correct one by one students' work then, they discuss face to face with each other. It is called as conferencing feedback. In addition, they might use another variation to give feedback to their students. Collective feedback usually used by the teacher. Collective feedback is when the teacher giving feedback by commenting orally one by one and then summarizing feedback on the board.

b. *Peer feedback*

Rollinson (2005:25) asserts that "peer feedback, with its potentially high level of response and interaction communication between reader and writer can encourage a collaborative dialogue in which two-way feedback is established, and meaning is negotiated between the two parties". Based on that statement, there is a relationship between peer

feedback and cooperative learning. By working cooperatively, the students will not only see their work from their perspective but also sees from another perspective through their peer. Further, Liu and Hansen (2005: 31) define peer feedback as the use of learner or peers as sources of information and interactions for one another in sucha way that the learner themselves take roles or responsibilities which are normally taken and done by teachers or trained tutors in commenting or criticizing their own writings or drafts in writing process. It means that the students can become peers and also give feedback for their friends' work which normally it is done by their teacher.

The implementation of peer feedback in the class arises some advantages and disadvantages as well. As Hyland (2000) mentions that peer feedback encourages student to participate in the classroom activity and make them less passively teacher- dependent. Yarrow and Topping (2001:262) also claim that peer feedback plays a pivotal role in "increased engagement and time spent on-task, immediacy and individualization of help, goal specification, explaining, prevention of information processing overload, promoting, modeling and reinforcement". Further Yang et al., (2006) yielded that peer feedback is beneficial in developing critical thinking, learner autonomy and social interaction among students. More importantly, the practice of peer feedback allows students to receive more individual

comments as well as giving reviewers the opportunity to practice and develop different language skills (Lundstrom and Baker, 2009).

Despite its advantages, some researchers are viewed it as few benefit. As Tsui and Ng(2000) discovered that all students prefer teacher feedback than peer feedback. The main reason is that they assume teacher is the one who is qualified to provide them with useful comments. So the teacher is defined as the only source of authority for giving the suitable comments. Saito and Fujita (2004) report that a number of studies indicate that there are a number of biases associated with peer feedback including friendship, reference, purpose(development vs. grading) feedback (effects of negative feedback on future performance), and collusive (lack of differentiation) bias. Another issue of concern is that most peer responses focused on product rather than the processes of writing, and many students in L2 contexts focused on sentence- level errors (local errors) rather than on the content and ideas (global errors) (Storch, 2004).

c. *Self- evaluation (self-directed feedback)*

In self evaluation, the students can correct and evaluate their own works. It may increase students' independence as they are supposed to find their own mistakes. By finding their own mistakes, giving the students chance to analyze their own work and practice self-feedback may encourage them to be self sufficient and independent students .The students are expected to remember what mistakes that they have

done so that they will not do the same mistakes later on. Moreover, self-evaluation saves time in a large class. On the other hand, it is difficult to seek mistakes in writing without being helped by other people. Someone who has finished the writing will claim that there are no mistakes in it since she/he has his/her subjective point of view. By contrast, objective point views of other people are needed in writing. They can provide some information that cannot possibly be found by the author himself in his writing.

5. Types of Feedback

Nelson and schunn (2009) identified two types of feedback, namely; cognitive and affective. In cognitive feedback, more attentions are given to the content of the work and involves summarizing, specifying and explaining aspects of the work under review. Meanwhile affective feedback concentrates on the quality of works and uses affective language to bestow praise ("well written") and criticism ("badly written"), or uses non-verbal expressions, such as facial expression gestures and emotional tones.

Based on those types above, in this research, the researchers applied Gallery Walk Technique in which the process of doing this technique, cognitive feedback is used to implement Gallery Walk technique in the class in order to give correction from students to students. They give comment, correction, and suggestion to each other on their draft and revise their work based on the feedback that they have gotten.

Thereby, the students could minimalize the mistakes which often appeared and they could pass the process of writing properly.

Feedback is divided according to the degrees of explicitness of error correction. There are two different types of peer feedback used in the study. These are (1) direct feedback; (2) indirect feedback, indirect divides into two details, i.e. coded feedback and uncoded feedback.

a. *Direct feedback*

In the literature of error correction, the similar kind of direct feedback can be referred to direct correction (Chandler, 2003), Corrective feedback (Lalande, 1982), form-focused feedback (correction) (Fazio, 2001) and overt correction (Lee, 2004). According to Ferris (2002), direct feedback refers to teacher providing correct linguistic form for students (e.g. word, morpheme, phrase, rewritten sentence, deleted word [s] or morpheme [s]) (p.19).

Example of direct feedback: I don't like Supha because she is speak non stop. (***talkactive***)

b. Indirect Feedback

1. *Coded feedback* (indirect)

It is a type of indirect feedback (Ferris, 2002) and can be referred to error identification (Lee, 2004) in which occurs when the teacher explicitly indicates that errors have been committed and provides a brief explanation without any correction and leaves it to the student to correct by themselves. In this study, a

code sheet containing codes of error types, their definitions, and examples of errors are provided while a teacher gives coded feedback to the students.

2. *Uncoded feedback* (indirect)

As opposed to coded feedback, it can be referred to error location (Ferris, 2002). The teacher simply locates an error by circling it, underlining it (Lee, 2004), highlighting it, or putting a checkmark in the margin. This feedback is more complicated in that students correct their errors by identifying them and use their acquired knowledge to self-correct such errors.

Example of uncoded feedback : There are many dog in this house. Endang (1998) states that any error feedback in general, includes some of the following general features: identification of the type of errors, location of errors, mention who made errors, selection for remedy; provision of correct mode; and identification of improvement. Therefore, the writer consider that it may be helpful for the students and more effective for the teacher to correct selective written errors by using combination of direct and indirect techniques depending upon the types and frequencies of errors that a student produces.

F.   Previous Studies

1. A thesis by Fahmi Aulia Batubara, entitled "*Improving Learner' Ability in Writing Announcement Through Gallery Walk Technique of Eight*

Grade At MTs Jam'iyatul Alwashliyah Tembung In Academic Year 2016/2017" aim to find out whether the use of Gallery Walk technique can improve learner' ability in writing announcement. The result of this study is teaching writing announcement text through Gallery Walk Technique could improve learner' ability in writing announcement. Meanwhile the difference between her study and this study lies on the research design in which her study is belong to quantitative and qualitative research. Besides, the genre of the text is different to this study. Not only that, but also the sample that is taken is different as well.

2. The second previous study from Desi Lestari with her study *The Effect Of Gallery Walk Strategy on the Students' Ability in Writing Descriptive Paragraph At Mas Al Ittihadiyah in Academic Year 2016/2017.* The result showed that there was significance effect of using Gallery Walk technique on the learner' ability in writing descriptive paragraph at MAS Al Ittihadiyah in the Academic Year 2016/2017. The purpose of this study is to know whether the use of Gallery Walk technique is effective to the learners' ability in writing descriptive paragraph. Then, the difference between her study and this study is the genre of the text. In addition, the sample that is chosen is also different.

3. The third previous study came from Hendri Dinata and Retika Wista Anggraini with their study *The Use of Gallery Walk to Enhance the*

Speaking Achievement of the Ninth Grade Learner of Smp Pgri 1 Palembang. The aim of this study is to find out whether or not there is a significant difference on the ninth grade learner' speaking achievement who were taught by using Gallery Walk strategy and those who were not at SMP PGRI1 Palembang. The results showed that the Gallery Walk exercise can effectively engage learner in the learning process. The difference between his study and this study is on the skill that is observed and the sample that is taken.

This study was conducted on eleventh grade of MAN 3 Blitar. The aim of this study was 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. The involvement of playing the song and peer feedback in applying Gallery Walk technique become one of distinguishing things compare to previous studies above.