

CHAPTER I

INTRODUCTION

This chapter covers the background of the research, formulation of the problem, objective of the problem, hypothesis of the research, significance of the research, identification of the problem, limitation of the problem, definition of key terms, and writing systematics.

A. The Background of Research

Writing is widely considered to be a general English skill that students should develop alongside speaking, listening, and reading. It is used to express our ideas, opinions, and suggestions. Furthermore, Wilson stated that “Writing” is usually understood as the expression of thought. This book redefines “writing” as the thought process of thinking itself. Writing is not merely an action that follows thought. Writing serves a practical function. Writing is a continuous process that accompanies individuals throughout their personal and professional development, regardless of the direction they choose in life. Writing becomes easier when you truly have something meaningful to express. The hard part of writing is not putting the words on the page. It refers to the development of an idea that is meaningful and worth writing about.¹

However, Ejona stated that writing is considered a problematic and difficult

¹ Jeffrey R. Wilson, *Academic Writing: A Guide to Writing Philosophy Essays*, (Cambridge, MA: Harvard University, 2022), page 2-4.

skill by students. It become more complex because it requires creative inspiration, problem-solving, critical thinking, reflection and revision so that the written work results into a interest piece of writing.² Moreover, writing is complex activity, activity, students of EFL encounter some problems, including interference, grammar, vocabulary and other factors.³

There are various materials for writing techniques, including the gallery walk technique, which can increase students' mental strength to gain more skills and new knowledge. Students can imagine something when they see it in person. As Stewart and Beaudry said that the gallery walk is a discussion method that allows students to get up from their chairs and actively participate in the discussion process.⁴ They added a new strategy to their research by integrating mobile technology into gallery walking activities.⁵ So Gallery Walk strategy is an effective learning method because it can increase interaction, student involvement, and understanding concept in detail. Gallery walk more interesting, active learning with every groups, and support various learning style. In addition this strategy also encourages critical thinking, collaboration, annd students communication skills, so that gallery walk can be the right choice to create more active and interesting.

² Ejona Demneri, “*Students’ Difficulties in Writing in English Language*”, Proceedings of the International Conference on Modern Research in Education Teaching and Learning, Vol. 3, Issue. 1, 2024, page 37.

³ *Ibid*, page 38.

⁴ Anita Stewart. M. and Jeffrey Beaudry. The gallery walk. Educators step up to build assessment literacy, *Journal of Learning Professional*, Vol 38, No. 6, 2017, page 49.

⁵ *Ibid*.

According to Yoeurng Sak, the gallery walk technique in which the students have a chance to leave their seats, walk around the class to look at other students' work, give comments and ask question to other group and share their ideas with the class.⁶

Procedure text is text designed to describe how something is accomplished through a sequence of actions or steps. Procedure text could be a content that tells how to form something or do something. In procedure text, there are a few criteria that must learn such as nonspecific structure, social work, and lexicogrammatical. It implies that in this content strategy students are anticipated to be able to decide on the bland structure, social work, and lexicogrammatical.⁷ Concerning the problem discussed above, researcher should have alternrnative method to motivate students to be able to better understand in writing any text that are included in writing procedure text. Procedure text can be used as an alternative in teaching writing for to see students writing ability.

Based on the researchers' observation in the first week of October 2024 at MTsN 9 Blitar there are several factors that can be mentioned in relation to the problems that faced by half students of two classes. The first problem is related to students thought. Some students felt worried, confused, and pessimistic that writing procedure text is difficult to learn since students need to balance and solve many

⁶ Yoeurng Sak. *The Effectiveness of the Gallery Walk Technique in EFL Speaking Classes*. (Cambodia, 2022), page 75.

⁷ Akhsan, N.A, Thesis: *The Lexicogrammatical Features in Procedure Text Written By The Tenth Grade Students Of Man 2 Kudus In Academic Year 2013/2014*. (Kudus, 2014), page. 18.

problems, such as material (elements), use the right sentences, correct grammar, and arrange paragraphs in detail so that readers can imagine how they see the real objects.

The second is students have difficulty in writing skills due to the lack of vocabulary mastery. Students said they have difficulty in making good stories because they can't write something clearly, especially when making sentences, students feel difficulty when looking for word without a dictionary, so that why students felt lazy to write. In addition, students have lack confidence in writing procedure text because they are worried and fear of being wrong to arrange sentences and they are have limit vocabulary. It was also difficult when students use sentences in grammatical sentences and students can't write their writing clearly.

There is some previous research that some researchers have conducted to determine the gallery walk strategy can improve students' writing ability. The researcher gives some related previous studies to describe.

The first research is conducted by Adiany and Tambusai. They investigates about "The Effect of Gallery Walk Techniques on Students English Writing Ability in Report Texts". The research methodology of this research is experimental design which conducted control and experimental class. The result show that there are was a significant effect of gallery walk technique on students English writing ability in report texts at SMA Swasta Baitul Aziz Bandar Klippa Academic Year 2021/2022.⁸

⁸ Suci Adiany, Azhary Tambusai, 2021. The Effect of Gallery Walk Techniques on Students' English Writing Ability in Report Text, *Journal Research and Education Studies*, Vol. 2, No. 1, page. 31.

The second research was conducted by Ningrum entitled “The Use of Gallery Walk to Improve the Eight Grade Students’ Abilities in Writing Invitation Card at SMPN 2 Tenganan in the Academic Year of 2019/2020”. The research methodology of this research by qualitative and quantitative data. The subject of this research is 32 students of eight grade of SMPN 2 Tenganan. The conclusion of this research is using gallery walk can improve the eighth-grade students’ ability in writing invitation card at SMP Negeri 2 Tenganan.⁹

Then research by Tamara entitled ”The Influence of Using Gallery Walk Strategy Towards Students Ability in Writing Narrative Text at Tenth Grade Students of Sekolah Alam Lampung in Academic Year of 2021”. This methodology of this research is quantitative by pre experimental design. The result of this research is there is influence of using Gallery walk strategy towards students writing ability in narrative text at second semester of Sekolah Alam Lampung.¹⁰

And then the last reseacher is Kulsum. She did the research entitled “The Influence of Using GalleryWalk Technique Towards Students’ Writing Ability of Descriptive Text at the Second Semester in Eight Grade of SMPN 5 Terbanggi Besar in the Academic Year of 2018/2019”. The research methodology of this research is experimental design which conducted by experimental and control class. Therefore,

⁹ Rina Bkti Ningrum, Thesis: *The Use of Gallery Walk to Improve the Eighth Grade Students’ Abilities in Writing Invitation Card at SMPN 2 Tenganan 2019/2020*. (Semarang, 2020), page. 8.

¹⁰ Evi Tamara, Thesis: *The Influence of Using Gallery Walk Strategy Towards Students Ability in Writing Narrative Text at Tenth Grade Students Of Sekolah Alam Lampung 2020/2021*. (Lampung 2022), page. 25.

there is significant influence of using gallery walk technique towards students' writing ability of descriptive text at the second semester in the academic year of 2018/2019. From some previous research it conclude that the researcher use the different subjects, different education, and different learning object.¹¹

From the issues that have been discussed, thus the researcher is interested to conduct an experimental research entitled "The effectiveness of Gallery Walk Strategy on students' ability in writing procedure text at the seventh grade students of MTsN 9 Blitar" in this research the researcher used seventh grade to be investigate meanwhile from the four researchers use higher education so this can provide new information about the effectiveness of Gallery Walk at lower education levels and different age groups. Then how gallery walk affects the ability to write procedure text as well as aspects of students' achievement at different levels of education which not much discussed in previous research.

B. Formulation of the Problem

Based on the background and problem identification mentioned above, the researcher formulates the problem as follows:

1. Is there any significant result of students' achievement before and after the use of the gallery walk strategy?

¹¹ Umi Kulsum, Thesis: *The Influence of Using Gallery Walk Technique Towards Students Writing Ability of Descriptive Text at the Second Semester in the Eighth Grade of SMPN 5 Terbanggi Besar 2018/2019*. (Lampung, 2019), page. 28.

2. How does the use of the gallery walk strategy affect students' ability to write procedure text in the seventh grade of MTsN 9 Blitar?

C. Objective of the Problem

Based on the formulation of the problem, the objective of this research already answered in chapter IV and is to find:

1. The gallery walk strategy significantly affect students' achievement before and after the use of the strategy.
2. The use of Gallery Walk strategy affect students' ability in writing procedure text.

D. Hypothesis of the Research

A hypothesis is a presumptions that must be tested for truth through data or facts obtained through research. To find out the answer, the researcher wrote an hypothesis with the following explanation:

1. H_0 (Null Hypothesis)
 - a. There is no significant result in students' achievement before and after the use of Gallery Walk strategy.
 - b. The use of the Gallery Walk strategy does not significantly affect students' ability to write a procedure text in the seventh grade of MTsN 9 Blitar.
2. H_a (Alternative Hypothesis)
 - a. There is a significant result in students' achievement before and after the use of Gallery Walk strategy.

- b. The use of Gallery Walk strategy significantly affects students' ability to write a procedure text in the seventh grade of MTsN 9 Blitar.

E. Significance of the Research

This research is expected to be useful not only theoretically but also practically. The significance of the research is as follow:

1. Theoritically Benefit

The result of this research is expected to give information on new knowledge about the learning process with new strategy. Students are expected to be able to improve their writing skills by using the gallery walk.

2. Practical Benefit

Practically, this research provides a benefit for the teachers, students and further research.

- a. For the teachers, this research can be used as an alternative in the teaching and learning process, especially in teaching procedural texts, so that they can attract students' interest and improve the students' mastery of the material.
- b. For the students, the application of the Gallery Walk strategy can increase their interest in the teaching and learning process and improve their ability, especially in writing procedural texts.
- c. For further research, the results of the research are expected to provide useful information for conducting future research and may serve as a reference for similar studies.

F. Identification of the Problem

Seeing the background of the problem above, the researcher identifies two problems such as:

1. The students still found difficulties to get started in writing procedure text, students feel worry, confuse, and pessimis because they must learn element of procedure text, use right sentence, correct grammar and arrange paragraphs in detail. These difficulties cause students to feel insecure and tend to be pessimistic, so that hinder their ability to write well.
2. Students have limited vocabulary to express their idea, dictionary dependence slow down process of writing and make them frustated, lazy to write because they have difficult to find right word and lack of vocabulary, students feel insecure which makes students have lack confidence in writing procedure text because they are worried and fear of being wrong to arrange sentences especially in grammar.
3. Lack of Interest and motivation in Writing, some students have less interest in writing, especially in writing procedural texts. They tend to feel bored and uninterested in developing their writing skills.
4. Lack of Understanding of the Structure and Organization of Procedure text, many students do not understand how to write procedure text properly and correctly. They are often confused in determining systematic steps and find it difficult to write clearly and coherently so that the text they produce is less in accordance with the rules of procedural text.

G. Limitation of the Problem

There are many factors that can cause a low level of writing ability: self-confidence, learning style, media, and teaching strategy. Teaching strategy can have an impact on students' writing ability because it is very helpful in conveying ideas, concepts, and facts to the students. Gallery walk can have an impact on writing ability because it helps students expand their ideas or works.

Therefore, the researcher conducted research about the effect of the gallery walk strategy on students' ability in writing procedural text at seventh grade of MTsN 9 Blitar.

H. Definition Key Terms

In this research, the title is The Effectiveness of Gallery Walk Strategy on Students' Ability in Writing Procedure Text at the Seventh Grade Students of MTsN 9 Blitar. The researcher try to define several words. There are some definitions, such as:

1. Writing

Writing is the process of expressing the ideas, information, knowledge, or experience, and understanding the writing to acquire the knowledge or some information to share and learn. Writing is one of the four English skills that used to deliver creativity and also communication with anyone.

2. Gallery Walk Strategy

Gallery walk is an active teaching strategy and learning method designed to engage students in discussion, collaboration, and critical thinking. That gets students out of their seats and moves around the classroom to different learning stations that display artifacts related to the class activities.

3. Procedure Text

Procedure text is text that explains, informs, or helps the reader on how to make or use something. The purpose is to provide clear instructions to help the reader complete a specific process or activity.

I. Writing Systematics

This part aims to facilitate understanding and review of research. In this research, the systematics of writing consist of five chapters, each description can be explained as follows:

1. Chapter I Introduction

In this chapter contains background of research, formulation of the problem, objective of the problem, hypothesis of the research, significant of the research, identification of the problem, limitation of the problem, definition key terms, and writing systematics.

2. Chapter II Literature Review

In this part contains discussion theory, definition of writing, types of writing, process of writing, purpose of writing, definition of procedure

text, example of procedure text, language features of procedure text, definition of gallery walk, procedures of gallery walk, benefits of gallery walk, and previous research.

3. Chapter III Research Method

This chapter contains research design, population and sample, research instrument, scoring rubric of writing, technique for data collection, validity and reliability testing, normality and homogeneity testing, data analysis.

4. Chapter IV Findings

This chapter describes tests of two classes, normality and homogeneity testing, histogram, distribution scores, and hypothesis testing.

5. Chapter V Discussion

This chapter describes about the result of this research.

6. Chapter VI Conclusion

This part contains the conclusion of the research and suggestions for teachers, future researchers, and students.