CHAPTER I

INTRODUCTION

In this chapter, the writer will present six topics related this study. Those include of (a) background of the study, (b) formulation of the study, (c) purpose of the study, (d) formulation of hypothesis (e) significant of the study, (f) scope and limitation, and (g) definition of key terms.

A. Background of the Study

The most important purpose of learning and teaching a foreign language is to be able to communicate it in different situations for expressing thought and information. 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 communicative skill, plays an important role for the students to express their ideas, thoughts and feelings. According to Heasly and Lyons (2006) writing is important not only as a skill for future success, but also as a measure of student learning as a requirement for school advancement. (Rahmadani et al.:1)

Since writing is important, there are many types of text which are state in syllabus for senior high school. Based on 2013 Curriculum for senior high school, the students must be able to communicate in oral and written text, mainly in the descriptive, recount, narrative, exposition, explanation and procedure by stressing on the interpersonal complex meaning and variety of

textual meaning. One of them is namely narrative text as mentioned in Permendikbud No 24 of 2016 about English lesson core competencies and basic competencies at the curriculum 2013 for tenth grade students:

Table 1.1 Core Competencies and Basic Competencies K-13

Kompetensi Inti	*Kompetensi Dasar*
3.8 membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.	*4.8 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat.*

According to Huy (2015:55) narration is some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). Narration recounts events, perhaps leaving some occurrences out because they are from some perspective insignificant, and perhaps emphasizing others. Narration thus shapes history (the scene of events, the story of what happened). Hence, narrative text is a text that tells about story or event that happened in the past time. Meanwhile, Anderson and Anderson (2003:3) define narrative as a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. Narratives can be presented or told in the first person if the narrator is one of the characters in the story, and in the third person if the narrator is outside the story. Narrative text can be fiction and non-fiction story. There are some kinds of narrative text those are

adventure, fairy tale, fantasy, fable, myth, legend, and etc. Based on these theories, narrative generally indicates a text telling a past story or event, either actual or fictional, by using time sequence or chronological order. By writing a narrative text, the students can explore their ideas of a story in the past, and then put them on a paper and start writing. Even though it would be a simple writing, it can be a good start to make a good writing.

Writing is the most difficult skill to be learned for the foreign language learners. According to 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) state that there is no doubt that writing is the most difficult skill for the second learners to master. It means that writing is not easy and needs longer time for students who are not native speakers of English to learn it. Learners need to combine a lot of components to compose a good writing, starting from the grammar to cohesion and coherence in writing. Sometimes, most of the students had no problem to say their ideas, but when it came to put them into words they found it was not an easy thing to do. They were struggled to find the next idea of the paragraph, right words used, and to have it in grammatically correct. In fact, students often have many basic mistakes in written works about spelling, grammar, punctuation and organization. It is happened to the tenth grade students at MAN 3 Tulungagung. Based on the observation, most of students

complain that they cannot link the sentence into coherent ideas. Furthermore, most of students know or have ideas to write but they do not know how to put it into the words. It means that most of students still have difficulties to express their idea in a written form, especially in paragraph writing. It was found that most of students complained that they did not know how to write their ideas in paragraph. They have difficulties to connect the sentence to the other sentence and also they still lack of vocabulary. In addition, the difficulties also come from the language feature of narrative text that use verb in past form. For example, the students are difficult to change Verb 1 (present form) to Verb 2 (past form). The students sometimes forget with the past form of the word because they do not memorize yet the irregular or regular verbs. In fact, the students are still lack of strategies or motivation to make a good writing cause of those situations.

Because of the difficulties of writing, the teachers need to apply a learning model that more attention to empower students by managing learning activities that are student-centered which focus on the student itself. This means that student learning activities should be a press point during the learning process so that students are not saturated while studying. However, one of the assumptions about the low level of enthusiasm and student participation in learning activities is the lack of interest in student learning. This situation is suspected because the method chosen and applied by teachers is less appropriate during the learning process. So that, it is needed a

technique with the main objective is to make writing became easier to learn for students.

In order to make writing become easier to learn, teacher has to make an interesting teaching method. Sajeevlal (2016:461) states that if the teachers change the strategy or implement the new technique in English language teaching, they can enhance the students' English language learning performances. In this case, an active learning strategy is the answer to solve the problem. 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 students as the learners who must be active. In an active learning process, occurs an interactive dialogue between students and students, students with teachers, or students with other learning resources. In an active learning environment, students are not burdened individually in solving problems encountered in learning, but they can ask each other and discuss so that the burden of learning for them did not happen. Finally, the most important thing that must be noticed for teachers to enhance their students' performance is build interesting active learning atmosphere in the class.

There are many kinds of active learning and teaching techniques such as snowballing, think pair and share, jigsaw, and one of them is Gallery Walk technique. According to Gagne's (1985) in Consorcia and Concepcion (2017:1001) Conditions of Learning Theory asserts that there are several different types or levels of learning. He identified five major categories of

learning: verbal information, intellectual skills, cognitive strategies, motor skills and attitudes. All categories of learning cited by Gagne are included in the Gallery Walk. "Gallery Walk is a discussion technique that gets students out of their chair and actively involved in synthesizing important science concept, writing, and public speaking" (Francek, 2006). In this study, the researcher will modify Gallery Walk with Mind Mapping technique, but only in arranging narrative text. The purpose of this modification is to short in time and make it easy. Firstly, the students will be divided into 5-6 groups. Each group will be given task from the teacher to make a narrative text based on the topic given using their mapping. Here, the group will practice as a small group discussion in their station (every group has a station). After they have finished the text, they will rotate to other group stations to leave some comments or even questions to other group's work. Then, after they have finished to all groups, they return to their station and conduct a discussion with their group again to present any comments or question on their own work.

Gallery Walk is a learning method that can lead to emotional power of students to find new knowledge that is seen directly. Gallery Walk can also motivate the activity and creativity of learners in the process of learning, because if something new found in different from each other, so it can be present or corrected between learners, whether it was both groups and among learners themselves. Another positive thing about this technique is that their work would get comment from other students, so it is like a reflection for

them. Browman (2005:3) states that 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. Gallery walk honors the students' works, connects students to each other and allows the students to learn in an interesting way. Thus the use of Gallery Walk is expected to have a positive effect in improving students' learning interest because it is able to increase student learning activities in following the lesson. It is expected that by arousing students' interest in learning then the students are also able to obtain the expected learning outcomes.

Based on the previous studies that have done by some researchers, Gallery Walk gives the positive things to use. Mulyani (2014) found that this technique brought about significant improvements in teaching announcement for junior high school. Gallery Walk gave chance the students to move around the classroom, directing students' focus and interrupting the lethargy. Meanwhile, Ahera (2014), states that Gallery Walk also can be an alternatives way in teaching writing hortatory exposition text which can motivate students to learn independently. Besides, Majiasih (2012) found that Gallery Walk is also effective in speaking scope. The result finding was Gallery Walk is more effective than guided speaking for teaching speaking to the eleventh grade students of SMAN 3 Cilacap. In addition, the result of the research that conducted by Consorcia and Concepcion (2017) showed that the technique was more effective than the conventional method of teaching. Since gallery walk involves the use of multi-sensory strategies it is an effective means of

bringing out the best in the students, hence optimum learning is achieved on the learners' performance.

Gallery walk is also applied in the different subject such as Arabic, Fiqh, and History. In Arabic teaching context, Marini (2012) found that the implementation of Gallery Walk method increase the students' achievement in Arabic subject since teaching students is not easy especially to those who have lack of motivation even more the teacher do not have creative way in teaching process. Then, the study of Gallery Walk was also conducted by Saifullah (2011) in Fiqh subject. The finding showed that the implementation of Gallery Walk method can help the students' achievement in Fiqih, trading theme. In addition, from the result of Kahayun et al. (2014) research concluded that the effect of using Gallery Walk learning models of students' interest in learning based on the subject of history is sufficient at 73, 22%. That is why, the researcher is sure that the technique will be effective to use especially in teaching writing narrative text.

In this research, the researcher wants to see the different ability in writing narrative text between the students who are taught by using Gallery Walk technique and those who are taught without using the technique to investigate that there is significance different on their ability in writing narrative text. The gaps with the previous study are indicated on the use of the technique in different purpose and subject. The first and the second research were focus on different purpose of writing those are announcement and hortatory exposition text. Then, in this study, the researcher tries to

implement gallery walk by using writing process approach (planning, drafting, revising, editing) in a structured manner, because in the previous studies there is no detailed explanation of how the gallery walk works so that gives positive effects, especially in writing skill. Definitely, the fifth until the seventh research are focus out of English field. In this study the researcher will focus on writing narrative text using the same design with the forth study that is a quasi-experimental research entitled "**The Effectiveness of Gallery Walk Technique on the Students' Ability in Writing Narrative Text of the 10th Grade Students at MAN 3 Tulungagung"** to confirm if Gallery Walk is effective to be applied.

B. Formulation of the Research Problem

Based on the explanation of the background, the researcher formulates some research problems as follows:

1. How is the students' ability in writing narrative text taught by using Gallery Walk technique?

2. How is the students' ability in writing narrative text without being taught by using Gallery Walk technique?

3. Is there any significant difference on the students' ability in writing narrative text between taught by using and without using Gallery Walk technique?

C. Purpose of the Study

Considering to the research problem, there some objectives of the study which is discuss as follows:

1. To know the students' ability in writing narrative text taught by using Gallery Walk technique.

2. To know students' ability in writing narrative text without being taught by using Gallery Walk technique.

3. To identify the significant difference of students' ability in writing narrative text between taught by using and without using Gallery Walk technique.

D. Formulation of Hypothesis

The hypothesis of this research is:

1. Alternative Hypothesis (Ha)

There is a significant difference on the students' ability in writing narrative text between taught by using and without using Gallery Walk technique.

2. Null Hypothesis (Ho)

There is no significant difference on the students' ability in writing narrative text between taught by using and without using Gallery Walk technique.

E. Significance of the Study

Concerning that the study is focus on the use of Gallery Walk technique, the result of the study is expected to give useful contribution for:

1. English Students

    The application of Gallery Walk technique will gives information about other interesting active learning method especially used in English. Moreover, it may be helps them to apply this technique during their learning process.

2. English Teachers

    The study hopefully will give teachers an inspiration to be creative in teaching to make the students feeling enjoy the teaching learning process when the teacher are able to create good and appropriate atmosphere so that they will be able to attract students' interest and finally will improve the students' ability of the material that they have delivered.

3. Further Researchers

    It will be used as reference for those who want to conduct a research in English teaching learning process especially in an experimenting a new technique to teach writing or in different level with different kind of text and may be different skill such as listening, speaking, or reading.

F. Scope and Limitation

In this study, the writer only focuses on the students' ability in writing narrative text through Gallery Walk technique. It is conducted only for the 10th grade students of MAN 3 Tulungagung in the Academic Year 2017/2018.

Thus, the writer will investigate if Gallery Walk is effective for teaching narrative text.

G. Definition of Key Terms

There are some key terms to clarify the meaning briefly:

1. Teaching Writing

    Teaching writing should guide students to write sentence and organize their ideas into written form in order to develop students' competence in constructing sentences and paragraphs. It is also to train students compose short texts or essay grammatically.

2. Writing Ability

    Writing ability is the skill to express someone ideas, thoughts, and feelings to other people in written form to make other people or readers understand the writers' idea conveyed.

3. Narrative Text

    Narrative is a text telling a past story or event, either actual or fictional, by using time sequence or chronological order. Communicatively, narrative text aims to amuse or entertain and to inform the reader about the story or event that happened in the past.

4. Gallery Walk Technique

    Gallery walk is a discussion teaching technique to get students out from their chair, force them to be active, and walk to the galleries. The students will be able to learn from their friends and discuss their problem with the group.