

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter presents research findings and discussion. It consists of (a) pre-test analysis and post-test analysis both of experimental and control group, (b) hypothesis testing, and (c) discussion of the research findings.

#### A. Research Findings

The objective of this research is to know the ability of the tenth grade students of MAN 3 Tulungagung in academic year 2017/2018 in writing narrative text when they taught by using Gallery Walk technique and without using Gallery Walk technique. Besides, the objective of this research is also used to find out whether there is any significant difference on the students' ability in writing narrative text between taught by using and without using Gallery Walk of the tenth grade students of MAN 3 Tulungagung in academic year 2017/2018. The data of this research consisted of pretest and posttest score of control group and experimental group. The result of the research will be explained as follows.

#### 1. The Students' Ability in Writing Narrative Text Taught without Using Gallery Walk.

##### a. Pretest of Control Group

Control group is a class which was not given a treatment using Gallery Walk technique. In control group, the learning activity was done by the teacher as usual. Before there was not any treatment in teaching process, the researcher administered a pretest for this group in the form of writing

narrative text. The subject of pretest in control group consisted of 32 students. Based on the result in pretest the highest score was 87 and the lowest score was 41. The detailed students' pretest score in control group can be seen in Appendix 3.

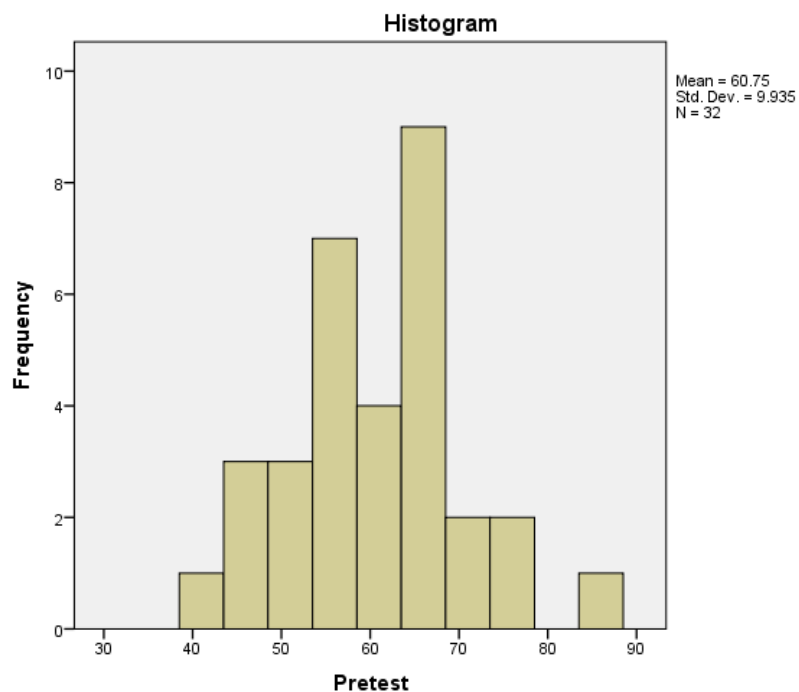
By using SPSS 20.0 version program, there was known that the mean of students' score in pretest was 60.75; the mode was 64; and the median was 62. The detailed evidence of statistical data can be seen in Appendix 4.

After doing computation by using SPSS program, the researcher constructed a group frequency distribution. The result of constructing the frequency distribution and the percentage of the students' score in pretest can be seen in the table at the next page.

**Table 4.1 Frequency Distribution and Percentage of the Control Group Students' Score in Pretest**

<b>Control Groups' Pretest</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
41	1	3.1	3.1	3.1
46	3	9.4	9.4	12.5
50	1	3.1	3.1	15.6
52	1	3.1	3.1	18.8
53	1	3.1	3.1	21.9
54	2	6.3	6.3	28.1
56	1	3.1	3.1	31.3
57	1	3.1	3.1	34.4
58	3	9.4	9.4	43.8
60	1	3.1	3.1	46.9
Valid 62	2	6.3	6.3	53.1
63	1	3.1	3.1	56.3
64	4	12.5	12.5	68.8
65	3	9.4	9.4	78.1
66	1	3.1	3.1	81.3
68	1	3.1	3.1	84.4
71	2	6.3	6.3	90.6
76	1	3.1	3.1	93.8
78	1	3.1	3.1	96.9
87	1	3.1	3.1	100.0
Total	32	100.0	100.0	

**Figure 4.1 Histogram of the Control Group Students' Score in Pretest**



From those data above it can be summarized as in Table 4.2 and Figure 4.1 below:

**Table 4.2 Statistical Data Summary of the Control Group Students' Score in Pretest**

Data	N	High Score	Low Score	X	Md	Mo
Pretest of Control Group	32	87	41	60.75	62	64

b. Posttest of Control Group

Administering a posttest in writing narrative text for control group was done to know the improvement of the students' ability in writing narrative text although the learning activity was without using Gallery Walk technique. The subject of posttest in control group consisted of 32

students. Based on the result in posttest the highest score was 87 and the lowest score was 54 (See Appendix 3 for detailed students' score in posttest).

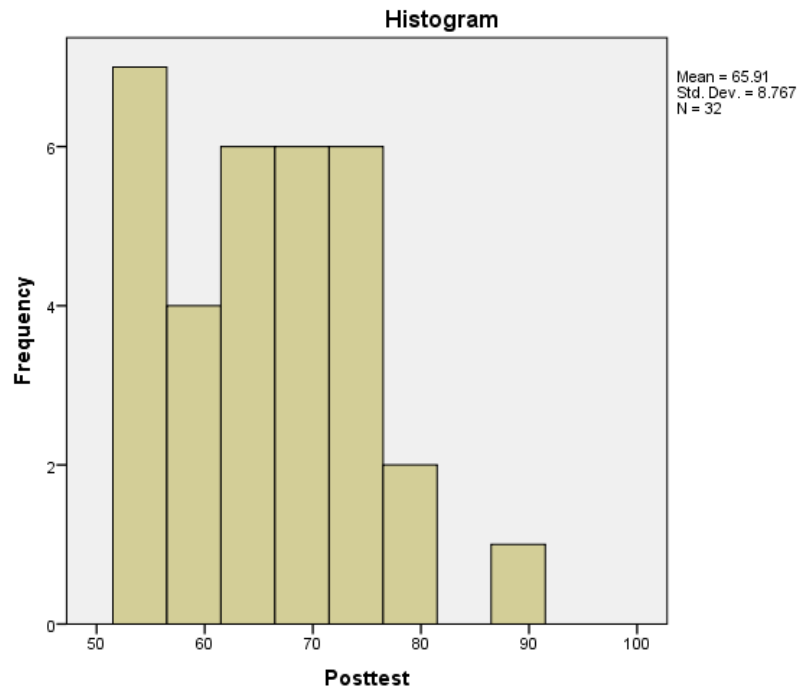
By using SPSS 20.0 version, it was known that the mean of students' score was 65.91; the mode was 54 and 67; and the median was 66. Based on the result of control group students' score in pretest and posttest there was different score between both of test where the mean of students' score in posttest was bigger than the mean of students' score in pretest. The detailed evidence of statistical data can be seen in Appendix 4.

The result of constructing the frequency distribution and the percentage of the students' score in posttest can be seen in the table at the next page.

**Table 4.3 Frequency Distribution and Percentage of the Control Group Students' Score in Posttest**

<b>Posttest</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
54	4	12.5	12.5	12.5
55	1	3.1	3.1	15.6
56	2	6.3	6.3	21.9
60	3	9.4	9.4	31.3
61	1	3.1	3.1	34.4
62	3	9.4	9.4	43.8
64	1	3.1	3.1	46.9
66	2	6.3	6.3	53.1
67	4	12.5	12.5	65.6
Valid 70	1	3.1	3.1	68.8
71	1	3.1	3.1	71.9
73	1	3.1	3.1	75.0
74	1	3.1	3.1	78.1
75	2	6.3	6.3	84.4
76	2	6.3	6.3	90.6
78	1	3.1	3.1	93.8
80	1	3.1	3.1	96.9
87	1	3.1	3.1	100.0
Total	32	100.0	100.0	

**Figure 4.2 Histogram of the Control Group Students' Score in Posttest**



From those data above it can be summarized as in Table 4.4 and Figure 4.2 below:

**Table 4.4 Statistical Data Summary of the Control Group Students' Score in Posttest**

Data	N	High Score	Low Score	X	Md	Mo
Posttest of Control Group	32	87	54	65.91	66	67

## **2. The Students' Ability in Writing Narrative Text Taught without Using Gallery Walk.**

### **a. Pretest of Experimental Group**

Experimental group is a class which was given a treatment using Gallery Walk technique. In experimental group group, the learning activity was done by the teacher using procedures in Gallery Walk. Before giving the treatment in teaching process, the researcher administered a pretest for this group in the form of writing narrative text. The subject of pretest in control group also consisted of 32 students. Based on the result in pretest the highest score was 78 and the lowest score was 44. The detailed students' pretest score in control group can be seen in Appendix 5.

The result of the output in SPSS 20.0 version, was known that the mean of students' score was 62.91; the mode was 69; and the median was 62.50. The detailed evidence of statistical data can be seen in Appendix 5.

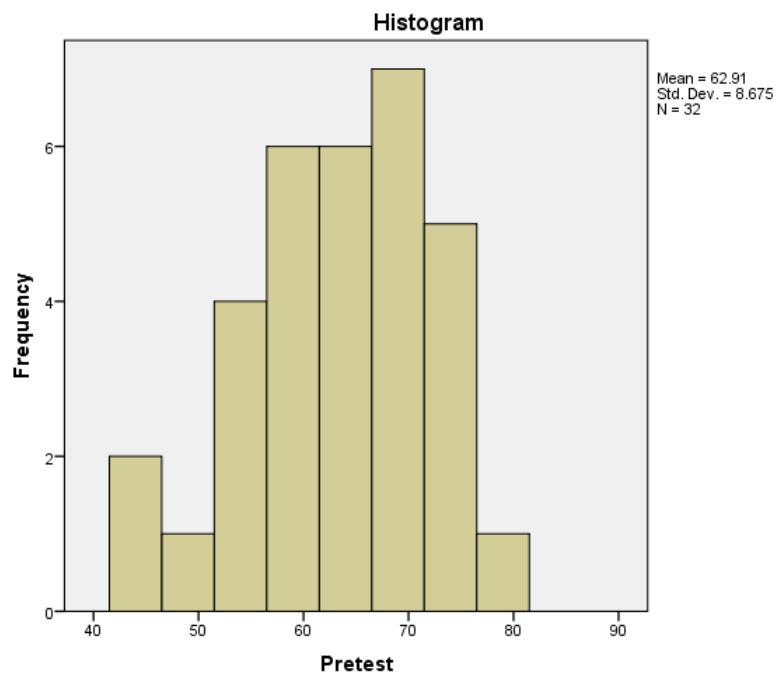
The result of constructing the frequency distribution and the percentage of the students' score in posttest can be seen in the table at the next page.



**Table 4.5 Frequency Distribution and Percentage of the Experimental Group Students' Score in Pretest**

<b>Pretest</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
	44	2	6.3	6.3
	50	1	3.1	9.4
	53	2	6.3	15.6
	54	1	3.1	18.8
	55	1	3.1	21.9
	57	1	3.1	25.0
	59	2	6.3	31.3
	60	1	3.1	34.4
	61	2	6.3	40.6
	62	3	9.4	50.0
Valid	63	1	3.1	53.1
	64	1	3.1	56.3
	66	1	3.1	59.4
	67	2	6.3	65.6
	68	1	3.1	68.8
	69	4	12.5	81.3
	72	2	6.3	87.5
	74	2	6.3	93.8
	76	1	3.1	96.9
	78	1	3.1	100.0
	Total	32	100.0	100.0

**Figure 4.3 Histogram of the Experimental Group Students' Score in Pretest**



From those data above it can be summarized as in Table 4.6 below:

**Table 4.6 Statistical Data Summary of the Control Group Students' Score in Pretest**

Data	N	High Score	Low Score	X	Md	Mo
Pretest of Experimental Group	32	78	44	62.91	62.50	69

b. Posttest of Experimental Group

Administering a posttest in writing narrative text for experimental group was done also to know the improvement of the students' ability in writing narrative text after using Gallery Walk technique. The subject of posttest in control group consisted of 32 students. Based on the result in

posttest the highest score was 90 and the lowest score was 57. (See Appendix 5 for detailed students' score in posttest)

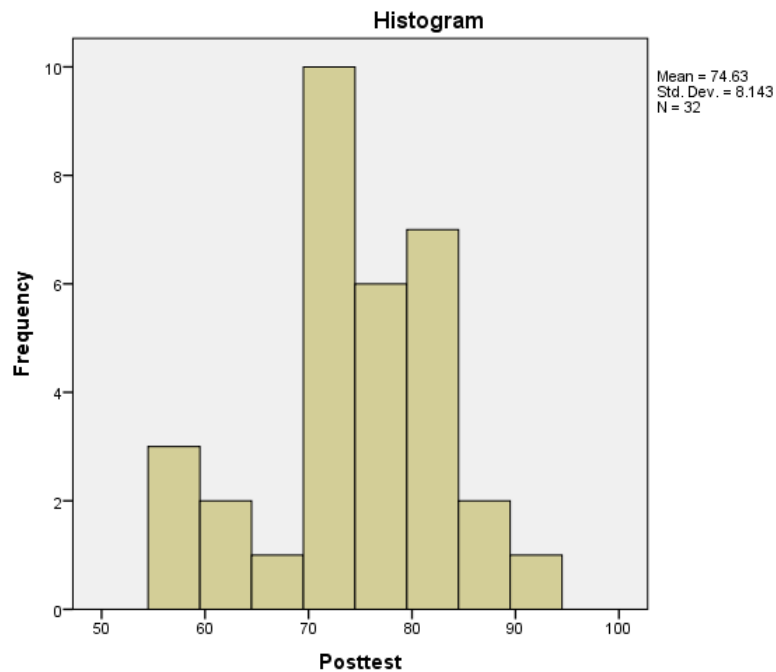
By using SPSS 20.0 version, it was known that the mean of students' score was 74.63; the mode was 74; and the median was 74.50. Based on the result of experimental group students' score in pretest and posttest there was also different score between both of test where the mean of students' score in posttest was bigger than the mean of students' score in pretest. The detailed evidence of statistical data can be seen in Appendix 6.

The result of constructing the frequency distribution and the percentage of the students' score in posttest can be seen in the table at the next page.

**Table 4.7 Frequency Distribution and Percentage of the Experimental Group Students' Score in Posttest**

<b>Posttest</b>				
	Frequency	Percent	Valid Percent	Cumulative Percent
57	1	3.1	3.1	3.1
58	1	3.1	3.1	6.3
59	1	3.1	3.1	9.4
64	2	6.3	6.3	15.6
68	1	3.1	3.1	18.8
70	1	3.1	3.1	21.9
71	2	6.3	6.3	28.1
72	3	9.4	9.4	37.5
74	4	12.5	12.5	50.0
75	1	3.1	3.1	53.1
Valid 76	2	6.3	6.3	59.4
77	1	3.1	3.1	62.5
78	1	3.1	3.1	65.6
79	1	3.1	3.1	68.8
80	2	6.3	6.3	75.0
81	1	3.1	3.1	78.1
82	3	9.4	9.4	87.5
84	1	3.1	3.1	90.6
86	2	6.3	6.3	96.9
90	1	3.1	3.1	100.0
Total	32	100.0	100.0	

**Figure 4.4 Histogram of the Experimental Group Students' Score in Posttest**



From those data above it can be summarized as in Table 4.8 below:

**Table 4.8 Statistical Data Summary of the Experimental Group Students' Score in Posttest**

Data	N	High Score	Low Score	X	Md	Mo
Posttest of Experimental Group	32	90	57	74.63	74.50	74

### **3. Comparison of Statistical Data in Pretest and Posttest of Control Group and Experimental Group**

After the researcher analyzed the students' score of control and experimental group in pretest and posttest, the researcher tried to compare the students' score both of groups consisted of the highest, the lowest score, and the mean score in pretest and posttest in writing narrative text. After that the researcher found out the gained score of each group from

pretest and posttest to know whether the students' ability was getting down, same, or getting improvement after they taught by using Gallery Walk technique. The result of comparison of statistical data in pretest and posttest of control group and experimental group can be seen in the table below:

**Table 4.9 Comparison of Statistical Data in Pretest and Posttest of Control Group and Experimental Group**

Group		N	Highest Score	Lowest Score	Mean	Gained Score
Control group	Pretest	32	87	41	60.75	+ 5.16
	Posttest	32	87	54	65.91	
Experimental Group	Pretest	32	78	44	62.91	+ 11.72
	Posttest	32	90	57	74.63	

From the table above, it can be seen the comparison between students' score from control group and experimental group in writing narrative text. In the control group pretest showed that the highest score was 87, the lowest score was 41, and the mean was 60.75, while in posttest the students' highest score was keeping stable on 87, the lowest score was getting improvement became 54, and the mean was getting improvement became 65.91 with the gained score 5.16 from the mean score in pretest.

Meanwhile, the result from experimental group score showed that the highest score of pretest was 78, the lowest score was 44, and the mean was 62.91, while in posttest the highest score was getting improvement became 90, the lowest score improved became 57, and the mean was also getting improvement became 74.63 with the gained score 11.72 from the mean score in pretest.

Based on the result above, it can be seen that the gained score of experimental group who were taught by using Gallery Walk technique was higher than the gained score of control group who were taught without using Gallery Walk technique. It showed that there was significant different on the students' ability in writing narrative text between taught by using and without using Gallery Walk technique. In short, the use of Gallery Walk was effective on the students' ability in writing narrative text at the tenth grade students of MAN 3 Tulunggung in the Academic Year 2017/2018.

## **B. Hypothesis Testing**

Hypothesis testing is a procedure for making decisions about results by comparing an observed value of a sample with a population value to determine if no difference or relationship exists between the values. (Cresswell, 2012:188). Talking about hypothesis testing, the researcher directed to the null hypothesis only. The null hypothesis is used for testing. That is why, for testing the hypothesis if the  $p$ -value (significance value) is less than or equal to 0.05 ( $\alpha = 5\%$ ), then the null hypothesis is rejected. And if the  $p$ -value (significance value) is greater than 0.05 ( $\alpha = 5\%$ ), then, the null hypothesis is accepted.

**Table 4.10 Independent Sample Test Result**

T	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
4.122	62	<b>.000</b>	8.719	2.115	4.491	12.947
4.122	61.665	<b>.000</b>	8.719	2.115	4.490	12.947

Based on the calculation from SPSS 20.0 above the gained of significance value was 0.000. It was less than 0.05 ( $\alpha = 5\%$ ), thus there was significant different on the students' ability in writing narrative text between taught by using and without using Gallery Walk technique. In short, the null hypothesis was rejected or it means that the alternative hypothesis was accepted. So that, Gallery Walk technique was effective to use on the students' ability in writing narrative text at MAN 3 Tulungagung in the Academic Year 2017/2018.

### C. Discussion

Based on the explanation and calculation above, Gallery Walk gave positive effect on the students' learning ability and it might become an alternative way to teach writing, especially writing narrative text. It was proved by the gained significance value which less than 0.05, thus the null hypothesis is rejected. As stated by Sajeevlal (2016:46) previously, when the teachers change the strategy or implement the new technique in English language teaching, they can enhance the students' English language learning performances. Gallery walk brought an active learning for students with an interactive environment among the students in the learning process. They



discuss, solve the problem with other students, and make decisions with the group confidently.

Furthermore, the interpreted data in this research is also in line with the previous studies. As stated by Majiasih (2012), Gallery Walk enabled students to learn from their friends in teaching speaking. This technique also enabled students to learn from their friends in writing narrative text. Gallery Walk was the best way to increase students' motivation in learning process. Afterwards, the finding of this study also supported the previous study conducted by Kahayun et al. (2014) and Mulyani (2014) that the effect of using Gallery Walk learning models brought students' interest in learning since there was some activity and creativity on the learning process. The findings showed that Gallery Walk also brought students out of their chairs and actively involved themselves in the discussion. The students moved around the classroom to visit other groups' station, directing students' focus and interrupting the lethargy. In this case, the students discussed with the group, posted their work, and then gave questions or comments to the other groups' work. Here, they shared thoughts in a more intimate and supportive setting.

Besides, this study confirmed Ahera's (2014) study found out that when the students were struggled to put their ideas in written form and arranged them into a good writing, Gallery Walk made the learning process especially in writing hortatory exposition became enjoyable and got the students to be actively involved so that they understand faster and better in

learning process. Here, the researcher implemented Gallery Walk using a structured process of writing (planning, drafting, revising, editing). Researchers managed to match the approach with Gallery Walk activities, especially in the planning process using mapping. Students become helpful in organizing their ideas to be structured. This proved to be able to provide a stimulus in the brainstorming process for group members to spit out ideas about the topic, so the Walk Gallery did not consume too much time. It purposed

Based on the findings of this study, the students' ability in grammar and organization of writing narrative text at experimental group were the most improved after they taught by using Gallery Walk. The result of students' average score detail can be seen at the table below:

**Table 4.11 The Detail of Students' Average Score on their Writing Aspects**

Experimental Group	Content	Organization	Vocabulary	Language Use	Mechanics
Pretest	18.71875	13.9375	14.0625	13.375	2.8125
Posttest	21.0625	17.09375	15.90625	16.875	3.6875
Gained Score	2.34375	<b>3.15625</b>	1.84375	<b>3.5</b>	0.875

Based on the table above, the students' writing ability in organization and grammar were higher than other aspects. The reflection among students showed positive effect in producing good grammar. They more became careful with their grammar especially when they put verb in the story, also they were good in organizing sentences became paragraphs in coherent ideas chronologically. As a result, Gallery Walk is an active learning strategy

which helped the tenth grade students at MAN 3 Tulungagung to compose good writing especially narrative text.

In this study, the researcher formulated some reasons why Gallery Walk showed the effectiveness to use:

1. The use of Gallery Walk motivated the students' activity and creativity in the process of learning. They post their project as interesting as possible using their creativity. It helped the students to improve their learning interest especially in writing narrative text.
2. Gallery Walk gave chance the students to give comments or questions to other students so it is like a reflection for them. The students learned from the comments and questions from other in order to make their work better than before.

As a result, the researcher implied that, as a teacher we should use appropriate technique such as Gallery Walk in teaching learning process which would help the students to have an improvement on their learning outcomes. As the fact, Gallery Walk technique is better to use for teaching writing known from the significance improvement on the students' average score. This technique proved that it gave chance to the students to get involved in an active engagement to make a narrative text. They were happy to be given spaces for practices which could empower their abilities in composing their writing.