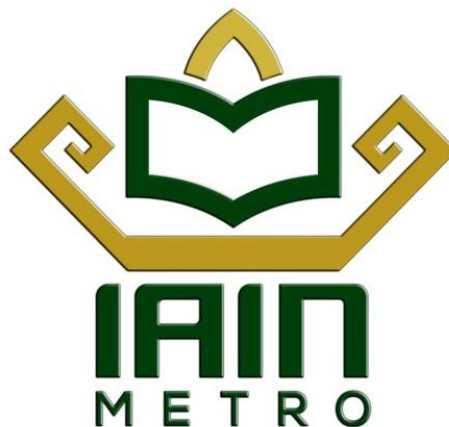


AN UNDERGRADUATE THESIS

**THE INFLUENCE OF GALLERY WALK TECHNIQUE
ON THE STUDENTS' WRITING SKILL OF THE TENTH GRADERS
OF SENIOR HIGH SCHOOL 1 LABUHAN MARINGGAI**

**BY:
ERIK ELIVIA**

Student Number: 1601070083



**TARBIYAH AND TEACHERS TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2022 M**

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OF SENIOR HIGH SCHOOL 1 LABUHAN MARINGGAI**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

By:

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Tarbiyah and Teacher Training Faculty
English Education Department

Sponsor: Dr.Ahmad Subhan Roza, M.Pd

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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ABSTRACT

By: Erik Elivia

The purpose of this research was to see the influence of *gallery walk technique* on the students' skill to write descriptive text of the tenth graders of Senior High School 1 Labuhan Maringgai. Writing is important because writing is one of the language skills that must be possessed since elementary school. There writing can be a tool of communication. In teaching learning process, the teacher should be able to create or choose the suitable and good technique. *Gallery walk technique* is one of the techniques that can build collaboration students and *gallery walk technique* can influence to the interaction between students.

This research is a quantitative research. The data was collected by using tests and documentation. The population of this research was the tenth grade students. A sample of 20 students established through the clustering sampling technique. The subjects of this study were class X IPA 1 as the control class and X IPA 3 as the experimental class. This study uses t-test to analyze the data.

From the data analysis computed by t-test especially independent sample t-test, it was obtained sig. (2-tailed) was 0.000. It was lower than $\alpha = 0.05$. So, there was a significant difference in students learning result at the experimental class that used a treatment gallery walk technique between the control class that does not get treatment. In addition, Based on the result of data analysis, the mean score of post-test in experimental class was 79.75 and the mean score of post-test in control class was 48.25. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class. This shows that the use of the gallery walk technique has an influence on students' writing skill class X SMA N 1 Labuhan Maringgai in the Academic year of 2021/2022.

Keyword: *Writing, gallery walk and descriptive.*

**PENGARUH TEKNIK *GALLERY WALK*
TERHADAP KEMAMPUAN MENULIS SISWA
KELAS X
SMAN 1 LABUHAN MARINGGAI**

ABSTRAK

Oleh: Erik Elivia

Tujuan penelitian ini adalah untuk melihat pengaruh teknik *gallery walk* terhadap keterampilan menulis teks deskriptif siswa kelas X SMAN 1 Labuhan Maringgai. Menulis itu penting karena menulis merupakan salah satu keterampilan berbahasa yang harus dimiliki sejak sekolah dasar. Menulis bisa menjadi alat komunikasi. Dalam proses belajar mengajar, guru harus mampu menciptakan atau memilih teknik yang cocok dan baik. Teknik *gallery walk* merupakan salah satu teknik yang dapat membangun kolaborasi siswa dan teknik *gallery walk* dapat mempengaruhi interaksi antar siswa.

Penelitian ini adalah penelitian kuantitatif. Pengumpulan data dilakukan dengan menggunakan tes dan dokumentasi. Populasi dalam penelitian ini adalah siswa kelas X. Sampel sebanyak 20 siswa ditetapkan melalui teknik clustering sampling. Subjek penelitian ini adalah kelas X IPA 1 sebagai kelas kontrol dan X IPA 3 sebagai kelas eksperimen. Penelitian ini menggunakan uji-t untuk menganalisis data.

Dari analisis data yang dihitung dengan uji-t khususnya uji-t sampel independen diperoleh sig. (2) adalah 0,000. Lebih kecil dari $\alpha = 0,05$. Jadi terdapat perbedaan hasil belajar siswa yang signifikan pada kelas eksperimen yang menggunakan perlakuan teknik *gallery walk* antara kelas kontrol yang tidak mendapat perlakuan. Selain itu, Berdasarkan hasil analisis data, nilai rata-rata post-test di kelas eksperimen adalah 79,75 dan nilai rata-rata post-test di kelas kontrol adalah 48,25. Hal ini menunjukkan bahwa nilai post-test siswa di kelas eksperimen lebih tinggi daripada nilai post-test siswa di kelas kontrol. Hal ini menunjukkan bahwa penggunaan teknik *gallery walk* berpengaruh terhadap keterampilan menulis siswa kelas X SMA N 1 Labuhan Maringgai tahun ajaran 2021/2022.

Kata kunci: *Penulisan, galeri walk dan deskriptif.*



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APPROVAL PAGE

Title : THE INFLUENCE OF GALLERY WALK TECHNIQUE
TOWARD STUDENTS WRITING SKILL AT THE TENTH
GRADERS OF SENIOR HIGH SCHOOL 1 LABUHAN
MARINGGAI

Name : Erik Elivia

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APPROVED BY:

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NOTIFICATION LETTER

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of Erik Elivia**

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

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Title : THE INFLUENCE OF GALLERY WALK TECHNIQUE
TOWARD STUDENTS WRITING SKILL AT THE TENTH
GRADERS OF SENIOR HIGH SCHOOL 1 LABUHAN
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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RATIFICATION PAGE

No. *B-2978/111-28-1/D/PP-00-9/06/2022*

An Undergraduate thesis entitled: THE INFLUENCE OF GALLERY WALK TECHNIQUE TOWARD STUDENTS WRITING SKILL AT THE TENTH GRADERS OF SENIOR HIGH SCHOOL 1 LABUHAN MARINGGAI. Written by: Erik Elivia, Student Number 1601070083, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, April 27th, 2022 at 09:30 – 11:30 p.m

BOARD OF EXAMINERS:

Chairperson	: Dr. Ahmad Subhan Roza, M.Pd	(.....)
Examiner I	: Dr. Umi Yawisah, M.Hum	(.....)
Examiner II	: Trisna Dinillah Harya, M.Pd	(.....)
Secretary	: Yeasy Agustina Sari, M.Pd	(.....)



The Dean of Tarbiyah and Teacher Training Faculty



Dr. Zuhairi, M.Pd
NIP. 19620612 198903 1 006

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

Name : Erik Elivia
NPM : 1601070083
Department : English Education Department (TBI)
Faculty : Tarbiyah and Teachers Training

States that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are excerpted from the bibliography mentioned.

Metro, May, 14th 2022
The Researcher,



ERIK ELIVIA
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ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : Erik Elivia
NPM : 1601070083
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 14 Mei 2022

Penulis,



ERIK ELIVIA
NPM. 1601070083

MOTTO

نَا يُسْرًا الْعُسْرَ مَعَ

“Indeed, with hardship [will be] ease”
(Al- Insyirah : 6)

Writing is easy. All you have to do is stare at a blank piece of paper until drops of
blood form on your forehead.

-Gene Fowler-

DEDICATION PAGE

This Undergraduate Thesis is dedicated for:

1. My beloved parents (Mr. Syaian and Mrs. Sri Rahayu) who keep on praying and supporting me. I love you so much.
2. My beloved the Head of English Education Department, Mr. Andianto, M.Pd.
3. My sponsor (Dr. Ahmad Subhan Roza, M. Pd) thank you for the guiding.
4. My beloved advisors and lecturers who give guidance and constructive idea.
5. My beloved sister Diana Novitasari, S.P who always support me both moral and financial.
6. My Almamater, State Institute For Islamic Studies of Metro Lampung.
7. My beloved Friend in IAIN Metro, He is Rido Riski Rayendra.

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Praise to Allah, the Almighty, The Creator of the Universe, just because of Her Mercy, the writer can finish this undergraduate thesis. The Title of undergraduate thesis: THE INFLUENCE OF GALLERY WALK TECHNIQUE ON THE STUDENTS' WRITING SKILL OF THE TENTH GRADERS OF SENIOR HIGH SCHOOL 1 LABUHAN MARINGGAI.

This undergraduate thesis is made by researcher to presented as a Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd) in English Education Study Program. The researcher would like to give her greatest gratitude to the following:

1. Dr. Zuhairi, M.Pd , the Dean of Tarbiyah and Teacher Training Faculty State Institute for Islamic Studies of Metro.
2. Andianto, M.Pd as the Head of English Education Department of IAIN Metro
3. My advisors Dr. Ahmad Subhan Roza, M.Pd within their activities, they were still willing to read the undergraduate thesis.
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5. All of the staff of English Education Department of IAIN Metro who helped the researcher in processing of administration.

The critic and suggestion to improving this undergraduate thesis it is very hoping for me. Finally, the researcher pray May God blesses all of the people above, who had helped the researcher directly or indirectly, who can't be mentioned here one by one and the researcher hope this undergraduate thesis can give significant knowledge for the reader and especially for the researcher.

Metro, May 14th, 2022
The Researcher,

A handwritten signature in black ink, appearing to read 'Erik Elivia', with a stylized flourish at the end.

ERIK ELIVIA
1601070083

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CHAPTER I

INTRODUCTION

A. Background of Study

English is the international language. It has become an international language that is almost used by all countries as the first, the second or the foreign language. In education, English is one of important subjects in all levels of education. Student learns English from the elementary school until university. English language learning consist of four important aspect of language skill, including listening, speaking, reading and writing. Therefore, from the four skills, writing skill is one of the aspect of language skill contained in the learning curriculum.

Writing is an activity to express ideas, thoughts, experiences and knowledge in the written form that is made systematically, so that the student can be easily understood by others. Writing is one of language skills which are important for students in learning English. It becomes very important because with writing the teacher can know all of about English skills of student including speaking, reading, and listening. Moreover, writing is important because writing is one of language skills that must be possessed since elementary school. In addition, writing is very important because with writing student can provide useful information for others. There writing can be a tool of communication.

In senior high school, writing is one of the four skills that should be learned by the students. But, at the time some students feel hard to write paragraph, and students lazy to write paragraph because the student thinks that it is very difficult to attach word by word to be a sentence.

Moreover, based on the pre survey on February 1st,2021 at the tenth graders of Senior High School 1 Labuhan Maringgai. The score of the result of pre-survey of English is still low. It could be seen from the table below:

Table 1 The Result Of Pre-Survey Of Students' Writing At The Tenth Graders Of Senior High School 1 Labuhan Maringgai

No.	Grade	Frequency	Percentage %	Explanation
1.	<70	16	80%	Failed
2.	≥70	4	20%	Passed
	Total	20	100%	

Source: *The English Teacher Archives*, Taken on the Pre-Survey on February 1st, 2021

Based on pre-survey, the researcher found the fact that the students were still low in writing. It could be seen that just 4 students or 20% passed in writing and 16 students or 80% failed in writing. The researcher presumed that what causes the students' writing skill is low because the students were difficult in developing writing skill and the students didn't like to write because writing is bored and make unhappy. Moreover, the students have low motivation in writing skill because of inappropriate

technique that used in learning. So, the students need different something to solve those problem.

The students should be given an intensive English teaching to develop students' writing skill by giving an interesting and correct technique so that students can understand what the students have learned and the most important is the objective of learning teaching can be achieved.

The researcher chose the gallery walk technique in teaching writing because the gallery walk technique is one of the techniques that can build collaboration students and gallery walk technique can improve interaction between students. Moreover, the gallery walk technique is simple. This technique is easy understood by students. The steps in this technique is simple.

The researcher assumed that by using gallery walk technique in teaching and learning, would be able to know that teaching learning procces would be more effective to encourage the students to write English. Therefore, based on the problem above, the researcher conducted to research about: "The Influence of Gallery Walk Technique Toward Students' Writing Skill at the Tenth Graders of Senior High School 1 Labuhan Maringgai".

B. Problem Identification

Based on the background above, some problems were identified as follows:

1. The students have low motivation in writing.
2. The students found difficulties in developing their writing skill.
3. The students didn't like to write.
4. The technique which are used in the learning process was boring.

C. Problem Limitation

Based on the problem identification above, the researcher limited the problem in the fourth problems. The researcher limited only to "the influence of gallery walk technique toward the students' writing skill at the Tenth Graders of Senior High School 1 Labuhan Maringgai.

D. Problem Formulation

Based on the problem above, the researcher formulated the problem in this research as follows "Is there a positive and significant influence on the writing capacity of the Tenth Graders of Senior High School Labuhan Maringgai by using Gallery Walk Technique?"

E. Objective and Benefit the Study

1. Objectives of the Study

The objectives of the research was to find out whether there was a positive and significant influence of Gallery Walk Technique toward the students' writing skill at the Tenth Graders of Senior High School 1 Labuhan Maringgai.

2. Benefits of the Study

The benefits of this research was as follow:

- a. For the students

The students got easy technique to write something through gallery walk technique. Finally, the students could increase writing skill.

b. For the teacher

The result of this research was expected to be able to give information for the teacher of English, especially in Senior High School 1 Labuhan Maringgai that Gallery Walk Technique could be used in teaching writingskill.

c. For the Headmaster

It was hopefully this could be a positive contribution and it could be used as quality learning information for English at Senior High School 1 Labuhan Maringgai.

F. Prior Research

This research wouldbe conducted by considering several previous studies. The first prior research was conducted by Titi Kurniawatiwith the title “Teaching Speaking By Combining Gallery Walk Strategy And Stick Debate Strategy At Senior High School”.¹

The first prior research has similarities and differences with this study.The similarities between the first prior research with this study is using gallery walk in teaching. Meanwhile, the differences between this study and the first prior research is in the method of the research.Thisstudy will use quantitative research but the prior research use classroom action

¹ Titi Kurniawati, “Teaching Speaking By Combining Gallery Walk Strategy And Stick Debate Strategy At Senior High School”. *A Thesis*. (STKIP PGRI Sumatera Barat).

research. Moreover, this prior research use combining Gallery Walk Strategy and Stick Debate Strategy. Next, the differences between this study and the first prior research is in English language skill examined. The first prior research discusses about Speaking but In this study discusses about writing.

The second prior research was conducted by Arif Rahman Hakim, et.al. with the title “Gallery Walk Technique in Improving Students’ Speaking Skill”.² The second prior research has similarities and differences with this study. The similarities between these second prior researches with this study is equally focused in using gallery walk in teaching. The differences between this study and the second prior research are first, this study will involve the the Tenth Graders Of Senior High School 1 Labuhan Maringgai. While, the second prior research involved 30 students of Second Grade Students of Senior High School 6 Bengkulu Tengah. Moreover, this study will use quasi experimental research to collect the data. While, the second prior research used classroom action research (CAR) to conduct the research. Furthermore, The second prior research discusses about Speaking Skill. While, in this study discusses about writing.

The third prior research was conducted by Saidatunnur with the title “Improving Student’s Ability In Writing Descriptive Text Using Personal Photograph At The Second Grade Of Smp It Al-Hijrah Deli Serdang In Academic Year 2019/2020”. The third prior research has similarities and

² Arif Rahman Hakim, et.al, “Gallery Walk Technique in Improving Students’ Speaking Skill”, *Cript Journal*, Vol. 4 No. 1 , 2019.

differences with this study, the similarities between the third prior research with this study is equally focused in writing descriptive text. Meanwhile, the differences between this study and the third prior research is in research method. The prior research use classroom action research while this study use quantitative research. Next, the prior research use Personal Photograph in the teaching but this study use gallery walk strategy in teaching.³

The fourth prior research was conducted by Nurfiryaliani, et.al. with the title “Improving Writing Skill By Using Free Writing Technique”.⁴ The fourth prior research has similarities and differences with this study, the similarities between the fourth prior researches with this study is equally focused in writing skill. Moreover, the similarities between the first prior research is using quasi experimental research to collect the data. The differences between this study and the fourth prior research are first, this study will involve the the Tenth Graders Of Senior High School 1 Labuhan Maringgai. While, the fourth prior research involved the eighth grade students of SMP Negeri 1 Pasangk ayu. Furthermore, the fourth prior research used free writing technique in teaching writing but this study will use gallery walk technique in teaching writing.

³Saidatunnur, “Improving Student’s Ability In Writing Descriptive Text Using Personal Photograph At The Second Grade Of Smp It Al-Hijrah Deli Serdang In Academic Year 2019/2020”, A *Thesis*, (Department Of English Education Faculty Of Tarbiyah And Teachers Training State Islamic University Of North Sumatera Medan), 2019.

⁴ Nurfiryaliani, et.al., “Improving Writing Skill By Using Free Writing Technique”, *E-Journal of English Language Teaching Society*, Vol. 2 No. 3, 2014.

CHAPTER II

THEORETICAL REVIEW

In this chapter, the researcher explained the theoretical foundations which consist of the concept of writing skill and the the concept of gallery walk technique.

A. The Concept of Writing Skill

1. Definition of Writing

According to Rukayah, writing is a form of indirect communication to deliver writers' idea to readers with using language is a medium complemented with suprasegmental elements.¹ Moreover, Susilawati states that writing is defined as the stage of transforming an idea into words on paper.² Moreover, Rohmah states that writing is a skill which requires students to express their ideas in written form. Writing involves complex process.³ In addition, Hogue holds that writing is a process of creating, organizing, writing, and polishing.⁴

Writing is never a one-step action; it is an ongoing creative act. When author first write something, author have already been thinking about what to say and how to say it. Then after author have finished writing, the author read over what the author have written and make

¹ Rukayah, "The Writing Skill of 3th Grade Students Of Sibulue Subdistrict Junior High School Of Bone Regency", *International Journal of Linguistics*, 2014, Vol. 6 No. 2. p. 243.

² Fenti Susilawati, "Teaching Writing of Narrative Text Through Digital Comic", *Journal of English and Education*, October 2017, Vol. 5, No. 2, p. 105.

³ Galuh Nu r Rohmah, *How to Write Autonomously: Practical and Simple Guide to Improve the Students Writing Skill*, (Malang: UIN Malang Press, 2009), p. 2.

⁴ Ann Hogue, *The Essentials of English: A Writer's Handbook*, (New York: Pearson Education, 2003), p. 255.

changes and corrections. The author write and revise and write and revise again until the author are satisfied that author's writing expresses exactly what the author want to say. · The process of writing has roughly four steps. In the first step, the author create ideas. In the second step, the author organize the ideas. In the third step, the author write a rough draft. In the final step, the author polish the author's rough draft by editing it and making revisions.⁵

Based on the explanation above, the researcher concluded that writing skill is the skill to express idea into written form. Writing is an activity to create a note. Moreover, writing is a language skill that used to communicate indirectly.

2. Process of Writing

There are some process of writing. According to Harmer, the process of writing are explained as follow:

a. Planning

In this process, the students plan what the students are going to write. Before starting to write, the students try and decide what the students are going to say. When planning the students have to think about three main issues as follows:

1) Purpose

The student have to consider the purpose of writing. Every type of texts have different purpose. A written text can intend to

⁵ Alice Oshima Ann Hogue . *Introduction to Academic Writing*, (USA: Pearson Education, 2007), p. 15.

influence people. Moreover, a written text can give information to people, describe something, tell something, educate people and entertain people.

2) Audience

In this phase, the audience will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc), but also the choice of language-whether, for example, it is formal or informal in tone.

3) Content Structure

The students has to consider the content structure of the piece of writing that is, how best to sequence the facts, ideas, or arguments which they have decided to include.

b. Drafting

The first version of a piece of writing is as a draft. Drafting is designing or conceptualizing. Drafting must be made because it will make it easier for student to write. The draft contains the main ideas that are still an outline. This draft is what you must develop into writing. As the writing process proceeds may be produced on the way to the final version.

c. Editing (reflecting and revising)

The next process is editing. In this process, the student see what the student have written and revise a draft of the student's writing. The

purpose of editing is to achieve coherence, unity, and cohesion in writing.

Moreover, the student also check whether language and point of view in writing are in accordance with the audience that student is targeting. The edit step focuses more on improving the work. In this step, the student checks word selection, spelling, grammar, and punctuation. The student correct the mistakes.

d. Final version

The author produces the final version when he has edited his draft, making the changes he considers to be necessary.⁶ They created their final edition. This can look very different from the initial plan and the first idea, because the modifications in the editing process have changed. But the author is now able to give the intended audience a written text.

Planning → Drafting → Editing → Final Version

Based on explanation above, the researcher concluded that the process of writing consist of planning, drafting, editing and final version. The first process of writing is planning. In this step, the student determine the topic that will be written. The second step is drafting. In this step, draft contains the main ideas that are still an outline. This draft is what you must develop into writing. In this step, the student prioritizes the content of writing so that all thoughts, ideas, and feelings

⁶ Jeremy Harmer, *How To Teach Writing*, (England: Person: Pearson Education Limited, 2004), p.4

can be express into writing. The next step is editing (revising and reflecting). In this step, revising is a re-examination to make improvements. Revise can be in the form of adding less, adding supporting information, changing the order of writing points of thought and eliminating information that is less relevant. The last step is final version. In this step, the author produces the final version when the author has edited the draft, making the changes the author considers to be necessary.

3. Characteristics of Good Writing

According to Murray and Anna C. Rockowitz, the characteristics of good writing could be explained as follow:

a. Focus

A written should have a single clear central idea. Each paragraph should have a clear main point or topic sentence.

b. Development

Each paragraph should support or expand the central idea of the paper. The idea of each paragraph should be explained and illustrated through examples, details, and descriptions.

c. Unity

Every paragraph should be related to the main idea. Each paragraph should stick to its main point.

d. Coherence

An essay or paper should be organized logically, flow smoothly, and "stick" together. In other words, everything in the writing should make sense to a reader.

e. Correctness

A paper should be written in generally correct standard English, with complete sentences, and be relatively error-free⁷

4. Aspects of Writing

In order to achieve good writing, writing has several aspects in writing. The aspects of writing are content, organization, vocabulary, grammar (language use), and mechanics.⁸

a. Content

Content related to the ideas. Ideas can develop through personal experience, illustration, facts and opinion. A content usually use of description.

b. Organization

Organization is effectiveness of introduction. Organization in writing is a way to organize things related to writing ideas. A well organized paragraph is easy to read and understand because the ideas it contains are in an organized form.

c. Vocabulary

⁷Murray and Anna C. Rockowitz, *The process of writing*, (New York : Hunter College), p. 1.

⁸ H. Douglas Brown, *Principle of Language Learning and Teaching* 5th Ed), (San Francisco:Longman, 2007). P. 357

In writing, vocabulary is very important. The students must select vocabulary. The students must use right vocabulary for the text.

d. Grammar

Grammar refers to the use of correct grammatical forms and syntactical pattern.

e. Mechanics

Mechanics refers to usage of spelling, punctuation, citation of sources, and capitalization within the paragraph.

5. Writing Rubic Score

Assessment writing has many types, including material, organization, vocabulary, grammar and mechanics. This is the rubic score of writing adaptedfromBrown⁹

Table 2. The Rubic Score of Writing

Aspect	Score	PerformanceDescriptive
Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details Are relating to the topic
	3	The topic is complete and clear but the details are almost relatingto the topic
	2	The topic is complete and clear but the details are Not relating to the topic
	1	The topic is not clear and the details are not relating to the topic
Organization (O) 20 % -identification -description	4	Identification is complete and descriptions are Arranged with proper connectives
	3	Identification is almost complete and descriptions are aranged with almost proper Connectives
	2	Identification is not complete and descriptions Are aranged with few misuse of connective

⁹*Ibid*, p. 357-358

	1	Identification is not complete and descriptions Are arranged with mis use of connectives
Grammar(G) 20 %	4	Very few grammatical or agreement in accuracies
	3	Few grammatical or agreement in accuracies but Not effect onmeaning
	2	Numerous grammatical or agreement In accuracies
	1	Frequent grammatical or agreement in accuracies
Vocabulary (V) 15 %	4	Effective choice of words and word forms
	3	Fewmisuse of vocabularies, word and word forms
	2	Limited range confusing words and word forms
	1	Very poor knowledge or words, word forms, and Not understandable
Mechanics (M) 15 % - Spelling - Punctuation - Capitalizati on	4	It uses correct spelling, punctuation and Capitalization
	3	It has occasional errors of spelling, punctuation And capitalization
	2	It has frequenterror sof spelling, punctuation and Capitalization
	1	It is dominated by errors spelling, punctuation And capitalization

Based on the table, the researcher used the formula below to get
thescore of writing text:

$$\text{Total score} = \frac{3C + 20 + 2G + 1.5V + 1.5M}{40} \times 10$$

B. The Concept of Gallery Walk Technique

1. Definition of Gallery Walk Technique

Cafferty and Beaudry states that the gallery consists of images, graphics, and text on posters of various sizes with embedded hot links, QR codes, and stations for hands-on activities. Participants move

through the gallery to interact with, reflect on, and discuss ideas with peers.¹⁰

Moreover, Titin and Dilla state that the gallery walk is a learning strategy that encourages participants of students to express opinions and ideas with a poster as media.¹¹ Moreover, Ehsan Namaziando states that a gallery walk is an action that permits students to examine and show their last work around a room much like artists would show their artistic pieces in a “exhibit.” It is a way that learners can share their group tasks or individual responses to a content in a stress-free way with the confirmation of getting some feedback from their learning network¹²

Based on above explanation, the researcher concluded that gallery walk technique is a technique to recalling the learning material that has been learned by discussing with their group and the result of discussion can be affixed with the aim of student with others group being able to see the result of the discussion and be able to ask question to the other group.

2. Procedures of Gallery Walk Technique

Amiza, et.al say that the procedures of gallery walk technique is as follow:

- a. Create and post questions

¹⁰ Anita Stewart Mc Cafferty And Jeffrey Beaudry, “The Gallery Walk”, *Educators Step Up To Build Assessment Literacy* . December 2017, Vol. 38 No. 6, p. 49.

¹¹ Titin and dilla, “The Effect Of Problem Based Learning With Gallery Walk Strategy To Creativity And Communication Skills”. *Advances in Computer Science Research*, (Medan: MISEIC, 2019), p. 172.

¹² Ehsan Namaziando, et. al. “The Effect of Gallery Walk Technique on Pre intermediate EFL Learners’ Speaking Skill”, *Language Teaching Research Quarterly*, 2018, Vol. 8, p. 1.

- b. Group students, assign roles, and stress team building
- c. Assign stations
- d. Rotation
- e. Begin to make descriptive text¹³

Based on above explanation, the procedures of gallery walk technique is as follow:

- a. The teacher provide example of descriptive and question in each stations.
- b. The class is divided into five groups.
- c. The teacher asks the students some questions related to the Gallery Walk.
- d. Each group will rotate from station one to five to answer all questions based on the example of descriptive on the answer sheet in a given time.
- e. After all groups have finished rotating all questions, there will be class discussions.
- f. Then, still in groups, students try to make a descriptive.
- g. The assignment of the group stick on the wall.
- h. They students give feedback or comment to the other groups' works.
- i. Individually, the students try to make descriptive text as a post-test of Gallery Walk Technique.

¹³Amiza, et.al."Gallery Walk Activities in ESL Classrooms". *Journal of Creative Practices in Language Learning and Teaching*, (Malaysia: 2020), p. 67.

3. Advantages of Gallery Walk Technique

There are some advantages of gallery walk technique. According to Titin and Dilla, the advantages of gallery walk technique are as follows:

- a. The technique is effective to enhance creativity and communication skills of students.
- b. The technique makes the student more active during the learning activities.
- c. This strategy is effective in the conceptual topic.¹⁴

Based on the explanation above, the researcher concluded that the advantages of gallery walk technique is the technique is flexibility. Moreover, this technique can encourage interaction between the student. In addition, this technique can encourage cooperation in solving problems in learning between students. Moreover, this technique encourages student to respect and appreciate the learning outcomes of their friends.

4. The Disadvantages of Gallery Walk Technique

Aloysia et. al., states that there are two disadvantages of gallery walk, namely :

- a. A few students in the group may not actively participate in the knowledge construction.
- b. Some students prefer to learn individually and hence may not participate in discussion and the evaluation may not be just.¹⁵

¹⁴Titin and dilla, "The Effect Of Problem Based Learning With Gallery Walk Strategy To Creativity And Communication Skills". *Advances in Computer Science Research*, (Medan: MISEIC, 2019), p. 172 - 174

Based on explanation above, the researcher adds that the disadvantages of gallery walk technique. Firstly, this technique is not effective to students that learn individually. Secondly, the teacher needs to be extra careful in monitoring and assessing individual and collective activity.

C. Descriptive Text

1. Definition of Descriptive Text

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well.

2. Generic Structure of Descriptive Text

The Generic Structure of Descriptive Text consists of Identification and Description.

- a) Identification: Identifies phenomenon to be described.
- b) Description: Describes parts, qualities, characteristics, etc.¹⁶

D. Theoretical Framework and Paradigm

1. Theoretical Framework

This is quantitative research. This research is aimed to know the influence of the independent variable (X) toward the dependent variable

¹⁵Aloysia, et.al., "The Effect Of Gallery Walk Technique Onstudents' Ability In Writing Hortatory Exposition Text (A Study At The Eleventh Grade Students Of Sma Swasta Katolik Sibolga In 2018/2019 Acaemic Year" , *Jurnal Liner, Institut Pendidikan Tapanuli Selatan*, Vol. 2. No.3 September 201, p. 8.

¹⁶M Mursyid PW, *The Learning of Descriptive Text* (Junior High school 1 Karangdadap), p. 3.

(Y). The independent variable (X) is Gallery Walk Technique and the dependent variable (Y) is the students' writing skill.

Gallery Walk Technique is a technique to recalling the learning material that has been learned by discussing with their group and the result of discussion can be affixed with the aim of student with others group being able to see the result of the discussion and be able to ask question to the other group.

Gallery Walk Technique is one of techniques that is suitable to student's at the tenth graders of Senior High School 1 Labuhan Maringgai. The problem which is faced by the students in writing is students' writing skill is low because the students are difficult in developing writing skill and the students doesn't like to write because writing is bored and make unhappy. Moreover, the students have low motivation in writing skill because of inappropriate technique that used in learning.

Gallery Walk Technique is an alternative way in teaching writing. It can help the student's to recalling the learning material that has been learned by discussing with their group. So the students will be easy to write. While, if gallery walk technique is applied well in English learning So the students will make a good text writing. However, if the gallery walk technique is not applied well in English learning, so the students' writing skill still lack.

2. Paradigm

Based on the theoretical framework above the researcher illustrated the paradigm of the influence of gallery walk technique on students' writing skill in the following chart:

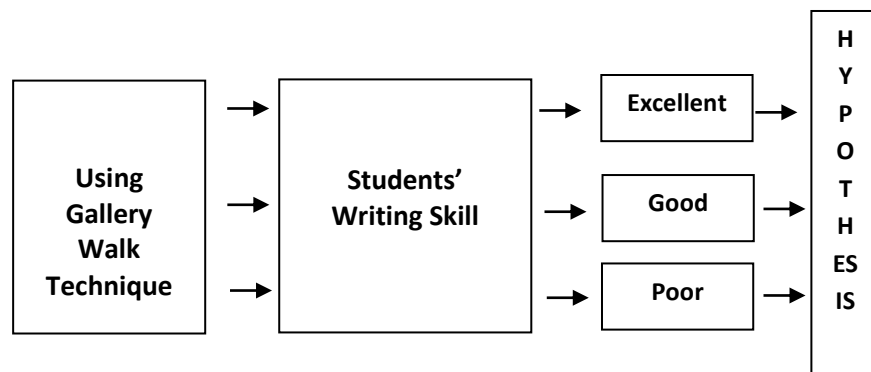


Figure I. *Paradigm of using Gallery Walk Technique towards Students' Writing Skill*

Based on the paradigm above, the researcher assumed that if the student's get good score in English test so gallery walk technique can influence students' writing skill. However, if the student's get low score in English test so gallery walk technique can not influence on students' students' writing skill.

E. Hypothesis

Based on the theoretical framework and paradigm above, the researcher formulated the alternative hypothesis are:

1) Alternative hypothesis (Ha)

There is a positive and significant influence gallery walk technique toward students writing skills of the Tenth Graders Of Senior High School 1 Labuhan Maringgai.

2) Null hypothesis (Ho)

There is no a positive and significant influence of students writing skills of the Tenth Graders OfSenior High School 1 Labuhan Maringgai.

CHAPTER III

RESEARCH METHODOLOGY

A Research Design

This research used quantitative design as intended to investigate whether there is any positive and significant influence of Gallery Walk Technique toward writing skill. According to Muijs, quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics).¹ Muijs states that there are two main types of quantitative research design, experimental design and non-experimental design.²

An experimental design is the traditional approach to conducting quantitative research.³ Donal Ary states that an experimental design is the general plan for carrying out a study with an active independent variable.⁴ Donal Ary classify that there are three kinds of experimental design namely pre experimental, true experimental, and quasi experimental.⁵

Therefore, the researcher conducted the research with the quasi experimental design which defined as one group time series design.

Therefore, in this research, the researcher used one class as the control

¹ Daniel Muijs, *Doing Quantitative Research In Education*, (London: Sage Publications, 2004), p. 1.

² *Ibid*, p. 13.

³ Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (New York: Pearson, 2012), p. 294.

⁴ Donald Ary. *Introduction to Research In Education*. (USA: Wadsworth. Cengage Learning. 2010), p.302.

⁵ *Ibid*, p. 301.

class and one class as the experimental class.

B Population and Sample

1. Population

Creswell holds that population is a group of individuals who have the same characteristic.⁶ Population is the object of the research which have been observed. Whereas, the population of this research was the tenth graders of Senior High School 1 Labuhan Maringgai. The total of students are 180 students.

2. Sample

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In this situation, the researcher can select a sample of individuals who are representative of the entire population.⁷

In this research, the researcher chose two classes as sample. There were 20 students from class X IPA 1 as Control Class and 20 students from class X IPA 3 as Experimental Class.

C The Operational Definition of Variable

The operational definition of this research variable as follows:

1. Independent variable

Independent variables are antecedent to dependent variables and are known or are hypothesized to influence the dependent variable,

⁶ John W. Creswell, *Educational Research: Planning, Conducting*, p. 142.

⁷ *Ibid*, p. 142.

which is the outcome.⁸ Independent variable of this research was Gallery Walk Technique. This independent variable, hopefully become an influence or have functional as variable influence.

There were some indicators that indicate the students be able to achieve the objective of this technique as follow

- a. The students was hoped could understand this technique in writing activity.
- b. The student was hoped could to work together or interact with other.

2. Dependent variable

The dependent variable is the variable that is affected or that become result because of the independent variable.⁹ The dependent variable of this research was student's writing skill.

There were some indicators that should be attained by the students in writing namely:

- a. The students be able to write descriptive text.
- b. The students able to use vocabulary, grammar, language use,

D Data Collection Technique

Here, the researcher used the data collection technique as follows:

1. Test

In this research used quasi experiment design research. So, the research used test as data collection technique to measure both of

⁸Donald Ary, *Introduction to Research in Education*,(USA:Wadsworth, 2010), p.37.

variable. The researcher measured teaching writing through Gallery Walk Technique by pre-test and post-test.

The pre-test was given to the students in the first meeting in order to find out students' writing skill in the beginning before Gallery Walk Technique in their writing activity as a control group. The post-test was given in the last meeting after treatment as an experimental group. The test was given to measure the students writing skill.

The researcher used written test to collect the data. The type of test is essay. Using written pre-tests and post-tests, the researcher assessed writing skill. Next the researcher will advised the student to write a descriptive text on the subject of "profession." Each student must make the text correctly and accurately. The researcher explained about gallery walk and last, the student write the description text about profession ones more time to check the effect of using gallery walk technique.

2. Documentation

Documentation is used as evidence in the research. The researcher used this method to get the data. The researcher met headmaster of Senior High School 1 Labuhan Maringgai. The researcher asked the data about history of school, the conditions of teachers and official employees, the quantity of students, and the organization structures to the headmaster of Senior High School 1 Labuhan Maringgai.

E Research Instrument

The research instrument in this research held the test which has explained follows:

1. Instrument Blueprint

The researcher used pre-test before treatment as a control and post-test instrument after treatment as an experimental. The research about descriptive text writing, so the research instrument which is used in this research was in the form of writing test or composing descriptive text writing. Here is the blue print:

Table 3

The Instrument Blueprint

NO	Variable	Indicator	Item Number	Form
1	Writing Skill	The students can write a good descriptive text	1	Essay
2	Gallery Walk Technique	The students understand the steps of gallery walk technique in learning descriptive text	1	Essay

F Technique for Statistical Analysis

To investigate whether there is the influence of applying Gallery Walk Technique toward students' writing skill at the tenth graders of Senior High School 1 Labuhan Maringgai. To investigate whether there is a

positive and significant influence between the Gallery Walk Technique with the writing skill students, the researcher analyzed data using the Independent Sample written test with SPSS 23.0 for windows with the following hypothesis;

Ho: There is no meaningful and important effect on the writing skill capacity of tenth graders of Senior High School 1 Labuhan Maringgai in the academic year 2021/2022 from the use of Gallery Walk Technique.

Ha: The use of the Gallery Walk Technique has a strong and important influence on the ability of Senior High School 1 Labuhan Maringgai of tenth graders students to write in the academic year 2021/2022.

Independent Sample t-test Guidelines;

1. If the probability or Sig. $< \alpha$ (0.05), then the null hypothesis (Ho) is rejected.
2. If the probability or Sig. $> \alpha$ (0.05), then the null hypothesis (Ho) is accepted.

and significant influence between the Gallery Walk Technique with the writing skill students, the researcher analyzed data using the Independent Sample written test with SPSS 23.0 for windows with the following hypothesis;

Ho: There is no meaningful and important effect on the writing skill capacity of tenth graders of Senior High School 1 Labuhan Maringgai in the academic year 2021/2022 from the use of Gallery Walk Technique.

Ha: The use of the Gallery Walk Technique has a strong and important influence on the ability of Senior High School 1 Labuhan Maringgai of tenth graders students to write in the academic year 2021/2022.

Independent Sample t-test Guidelines;

3. If the probability or Sig. $< \alpha$ (0.05), then the null hypothesis (Ho) is rejected.
4. If the probability or Sig. $> \alpha$ (0.05), then the null hypothesis (Ho) is accepted.

CHAPTER IV
RESULT OF THE RESEARCH

A. Description of the Research

1. The Description of Research Location

a. The History of SMAN 1 Labuhan Maringgai

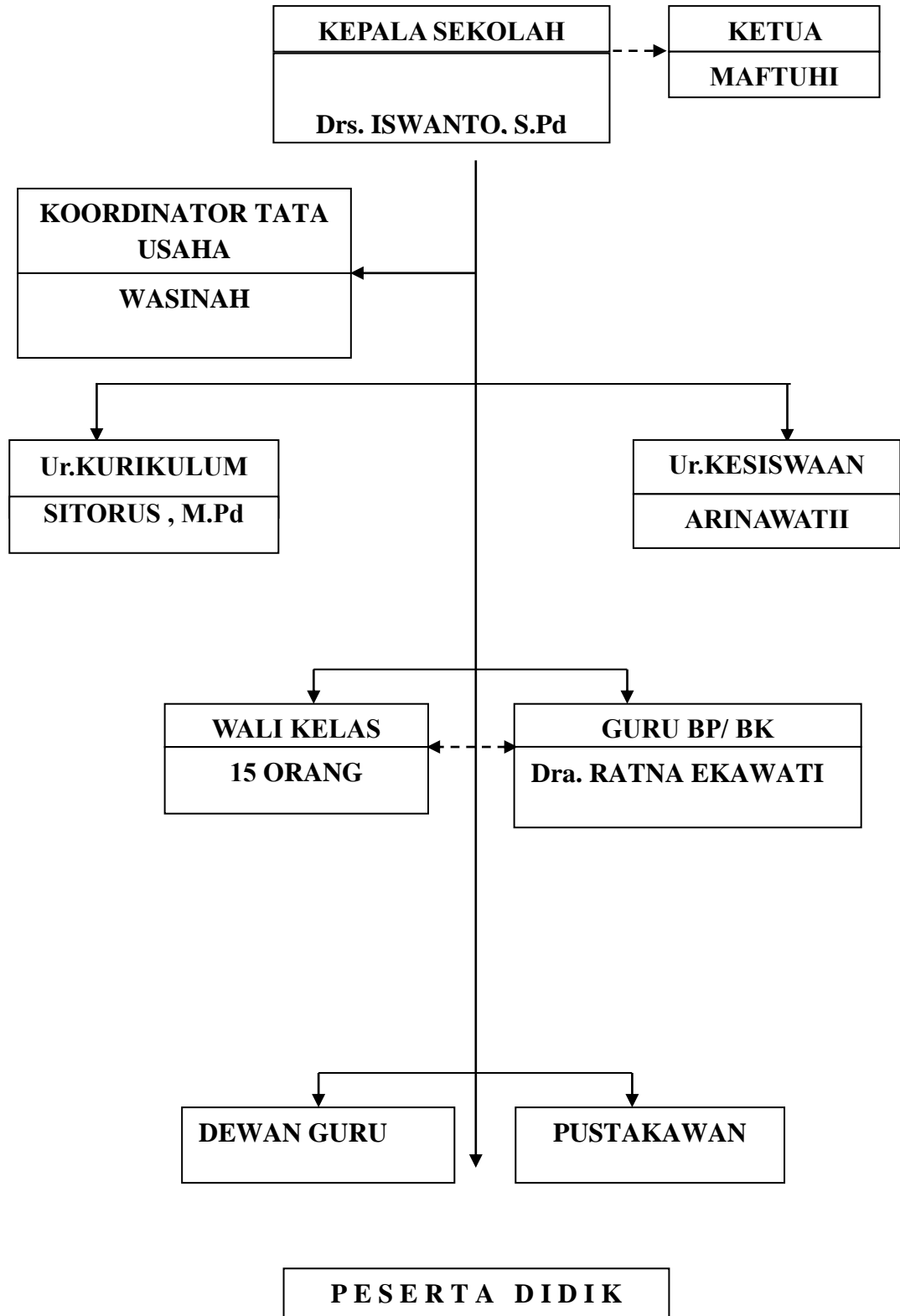
The history of SMAN 1 Labuhan Maringgai is located at Jl. Pasikan, Labuhan Maringgai, Kec. Labuhan Maringgai, Kab. Lampung Timur, Provinsi Lampung. From 1991 up to now, SMAN 1 Labuhan Maringgai had been lead by the following headmasters:

Table 4The Head Master of SMAN 1 Labuhan Maringgai

No	Name	Period
1.	Drs. Kasman	1991-1994
2.	Drs. Tasrif Arifin	1994-2002
3.	Drs. Yahya, M.MPd	2002-2010
4.	Tri Wahyu Handoyo, M.Pd	2010-2012
5.	Dra. Eliana	2012-2014
6.	Drs. Iswanto, M.Pd	2014-Now

source: *Documentation SMAN 1 Labuhan Maringgai*

b. Structure Organization at SMAN 1 Labuhan Maringgai



source: *Documentation SMAN 1 Labuhan Maringgai*

c. The Sketch of The Location of SMAN 1 Labuhan Maringgai

This sketch location of SMAN 1 Labuhan Maringgai asfollowed.

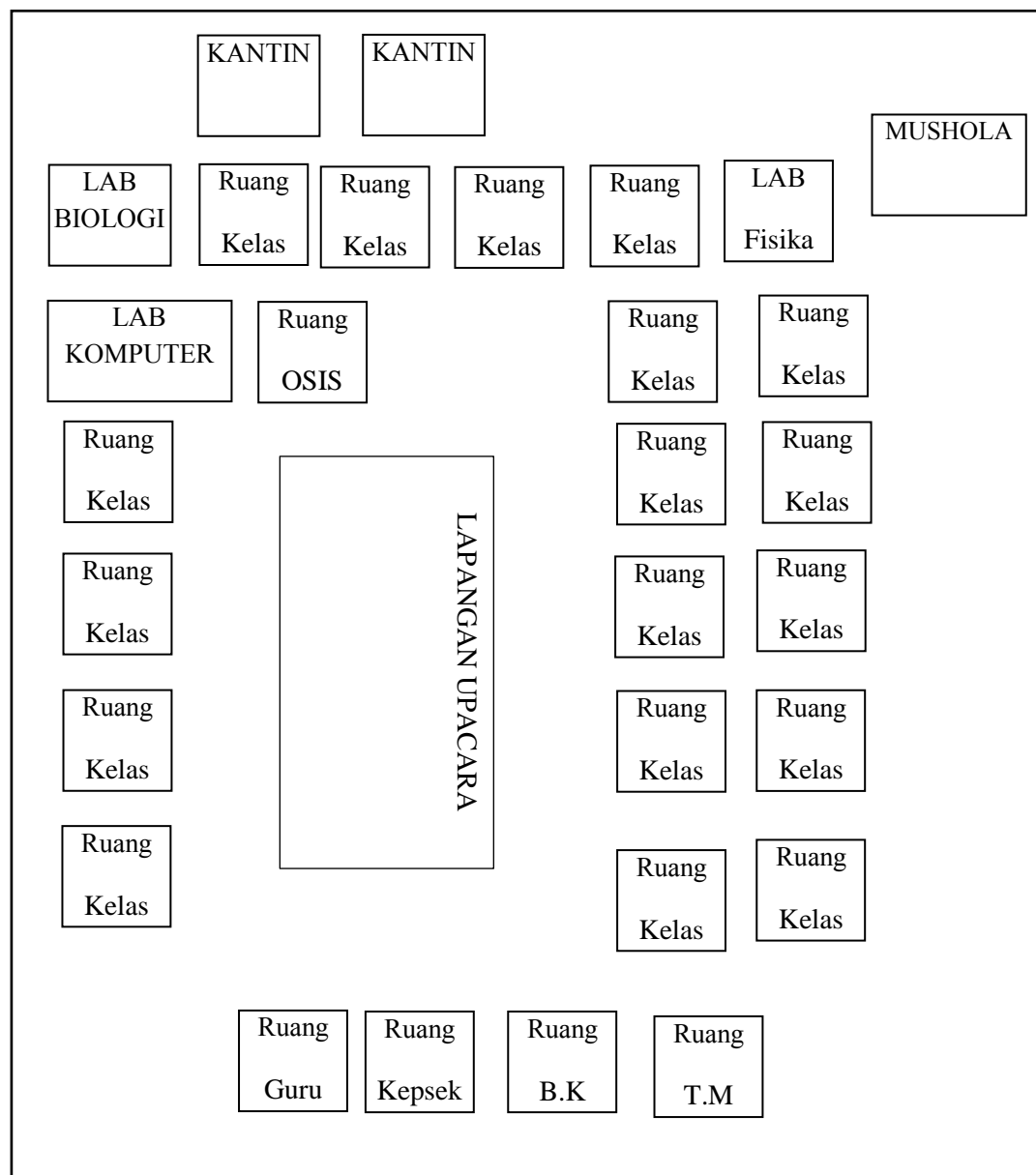


Figure 2 Sketch Location of SMAN 1 Labuhan Maringgai

2. The Description of Research Setting

This research was conducted the Tenth Graders of Senior High School `1 Labuhan Maringgai which consist of 20 students as control and 20 students asexual. This research was held from February 10th, 2022 until January 24th, 2022. The researcher conducted her research by steps, and the explanation is as follows:

a. Pre-test

The pre-test was given to the Tenth Graders of Senior High School 1 Labuhan Maringgai in the first meeting in order to find out students' writing skill. Pre-test was held on February 10th, 2022 for experimental class and February 14th, 2022 for the control class.

b. Treatment

The researcher gave the treatment about Gallery Walk Technique. Moreover, the treatment held for 2 meeting in the class. The first treatment was held on February 17th, 2022 and the second treatment was held on February 24th, 2022.

c. Post-test

The post-test was conducted after the treatment to know the result of the student's writing skill and it was held on February 21st, 2022 for the control class and February 24th, 2022 for experimental class.

3. Description of Research Data of SMAN 1 Labuhan Maringgai

a. The Result of Pre-Test Score

The pre-test for control class was conducted on Monday, February 14th, 2022. The researcher conducted pre-test in the first meeting of this research in order to find out the initial difference between the class who similar level. The form of pre-test that was used in this research was written test. The result of pre-test can be identified as follows:

Table 5
The Frequency Distribution of Pre-test (control class)

No	Class Interval	Frequency	Percentage %
1	40-45	5	25%
2	46-51	3	15%
3	52-57	5	25%
4	58-63	5	25%
5	64-69	1	5%
6	70-75	1	5%
Total		20	100%

Based on table above, it can be seen the frequency distribution of pre-test on the chart below:



N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
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Figure 3 The Result Pre-test Control Class

Furthermore, based on the table and figure of frequency distribution above, it could be inferred that from 20 students as the sample of the research, just 1 student who got the higher score, which is 74. The data revealed that 3 students got the score between 46-51 or as 15%. There were 5 students who got the score between 52 - 57 or in the other words, as many as 25%, meanwhile, there were 5 students who got the score between 58 – 63 or as 25%. Besides, there were 1 students who got the score between 64 - 69 or as many as 5%. The last, there were 1 student who got the score between 70– 75 as many as 5%. The minimum standard criteria for English is 70, and based on data above only 1 students (5%) got score more than minimum mastery criteria (MMC) and 19 students (95%) got score fail in level for the score <70. It's mean that most of students get low score.

Based on the score above, It can be seen the descriptive statistic of pre-test in the table below.

Table 6
Descriptive Statistic of Pre-test (Control Class)

	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pretest – Score	20	34	40	74	1078	53.9	2.009	8.985	80.726
Valid N (listwise)	20								

Based on the table, It could be identified that total students (N) were 20, range score was 34, minimum score was 40, maximum score was 74, total score was 1078 and mean was 53.9. The standard deviation was 8.985, variance was 80.726 and the standard error was 2.009.

Furthermore, the researcher also conducted pre-test to the experimental class. The researcher has done pre-test to the experimental class too. The result of pre-test in the experimental class can be identified as follows:

Table 7
The Frequency Distribution of Pre-test (Experimental class)

No	Class Interval	Frequency	Percentage %
1	45-48	4	20%
2	49-52	5	25%
3	53-56	3	15%
4	57-60	4	20%
5	61-64	2	10%
6	65-68	2	10%
Total		20	100%

Based on table above, it can be seen the frequency distribution of pre-test on the chart bellow:

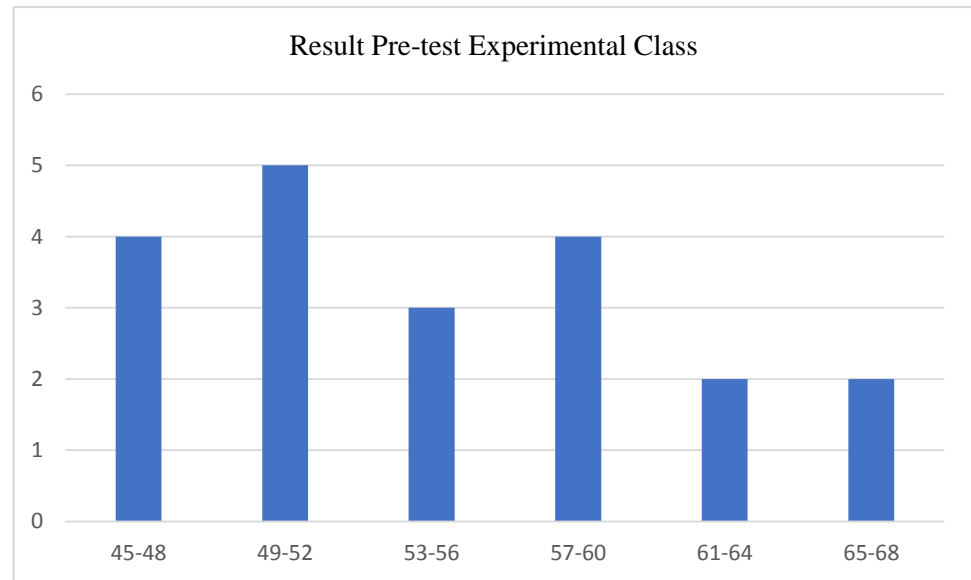


Figure 4 The Result Pre-test Experimental Class

Furthermore, based on the table of frequency distribution above, it could be inferred that from 20 students as the sample of the research. The data revealed that 4 students got the score between 45-48 or as 20%. There were 5 students who got the score between 49- 52 or in the other words, as many as 25%. Meanwhile, there were 3 students who got the score between 53 – 56or as15%. Besides that, there were 4students who got the score between 57 - 60 or as many as 20%.Moreover, there were 2 students who got the score between 61 – 64 or as 10%.The last, there were 2 students who got the score between 65 – 68 as many as 10%.The minimum standard criteria for

English is 70, and based on data above could be known that all students got low grade. It showed that 20 students got score under 70 (100%).

Table 8
Descriptive Statistic of Pre-test (experimental class)

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pretest – Score Valid N (listwise)	20	21	45	66	1085	54.25	1.479	6.616	43.776

Based on the table, could be identified that total students (N) were 20, range score was 21, minimum score was 45, maximum score was 66, total score was 1085, mean was 54.25. The standard deviation was 6.616, variance was 43.776 and standard error was 1.479.

The average score was 54.25. It can be said that their writing skills are not good enough. That is one of the reasons why researcher conducted research related to the writing skill

using the Gallery Walk Technique as an alternative way to polish their writing skill.

b. Data Analysis of the Treatment

1. First Treatment

The first treatment was held on Thursday, February 17th, 2022. Each treatment lasted for 60 minutes. In the first treatment the researcher greeted the students and introduced themselves. The researcher explained the material to the students. The material was about descriptive text. The researcher explained about the definition and the generic structure of descriptive text. The researcher explained how the procedure of Gallery Walk Technique. After that, the researcher shared powerpoint in the Google Meet. There are four stations or four descriptive texts. The researcher asked the students to read the descriptive text and answer the questions. After all descriptive texts have finished rotating. The researcher and the students discussed about descriptive texts. Then, the students try to make a descriptive text.

2. Second Treatment

In the second treatment, the researcher conducted on Thursday, February 24th, 2022. In the second

treatment is same with the previous treatment in each treatment lasted for 60 minutes. Meanwhile, In the second treatment was better than before because the students active in teaching learning process through Gallery Walk Technique. The procedure was same with the previous treatments. The students looked interesting in teaching learning process, they enjoyed the material given and enthusiastic to do the task. After the procedure in teaching have finished. The researcher and the students discussed about descriptive texts. Then, the students try to make a descriptive text.

b. Result of Post-Test Score

After analyzing the weakness and understanding of students' writing skill, the researcher conducted the treatment to help the students in writing descriptive text. After the students has been given the treatment the researcher gave the post-test to measure the writing skill of the students. The post-test was carried out in order to intend the students' writing skill after treatment. The result of post-test can be identified as follows:

Table 9

The Frequency Distribution of Post-test (control class)

No	Class Interval	Frequency	Percentage %
1	30-34	1	5%

2	35-39	1	5%
3	40-44	1	5%
4	45-49	6	30%
5	50-54	4	20%
6	55-60	7	35%
Total		20	100%

Based on table above, it can be seen the frequency distribution of Post-test on the chart below:

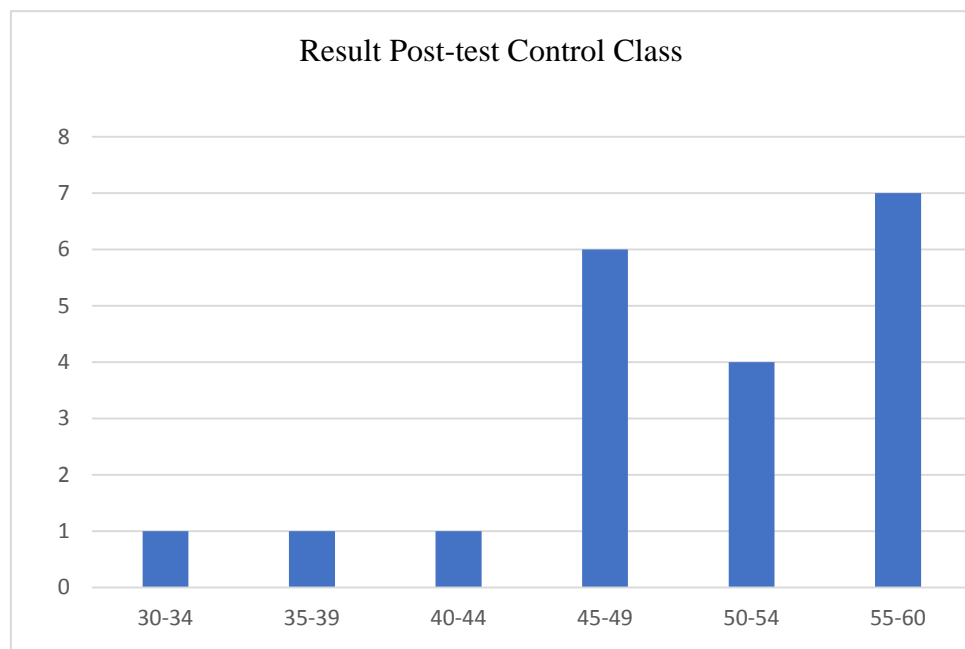


Figure 5 The Result Post-test Control Class

Furthermore, based on the table of frequency distribution above, it could be inferred that from 20 students as the sample of the research. The data revealed that 1 student got the score between 30-34 or as 5%. There was 1 student who got the score between 35- 39 or in the other words, as many as 5%. Meanwhile, there

were 1 students who got the score between 40 – 44 or as 15%. Besides that, there were 6 students who got the score between 45 - 49 or as many as 30%. Moreover, there were 4 students who got the score between 50 – 54 or as 20%. The last, there were 7 students who got the score between 55 – 60 as many as 35%.

According to the table above could be known that all students got low grade. It showed that 20 students got score under 70 (100%).

Table 10
Descriptive Statistic of Post-test (control class)

	N	Range	Minimum	Maximum	Sum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Post-test_Score	20	30	30	60	965	48.25	1.673	7.482	55.987
Valid N (listwise)	20								

Based on the table, could be identified that total students (N) was 20, range score was 30, minimum score was 30, maximum score

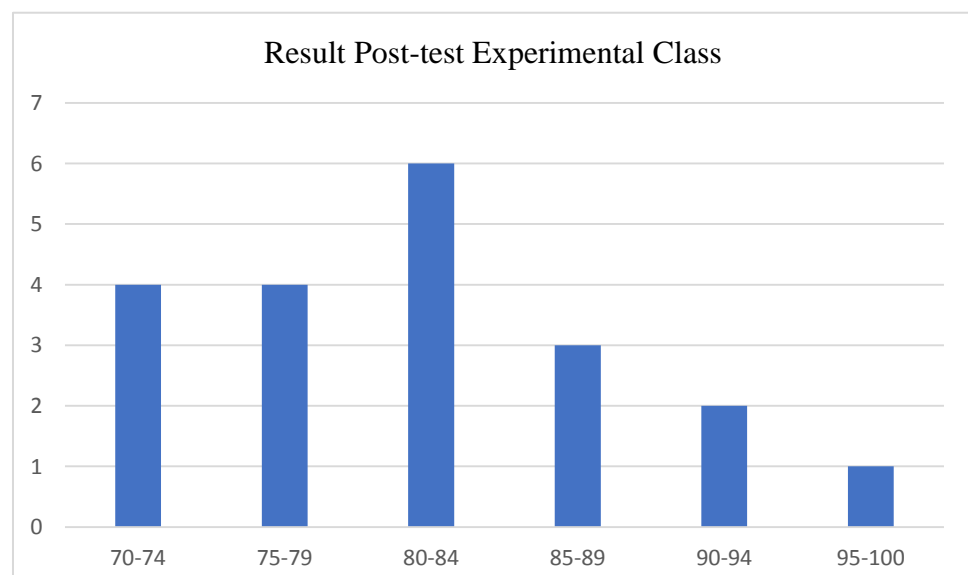
was 60, total score was 965 and mean was 48.25. The standard deviation was 7.482, variance was 55.987 and standard error was 1.673.

Furthermore, before the post-test was conducted the experimental class, the researcher gave treatment using the Gallery Walk Technique. Post-test was conducted to determine students' writing skill after gave treatment. The post-test results in the experimental class can be identified as follows;

Table 11
The Frequency Distribution of Post-test (experimental class)

No	Class Interval	Frequency	Percentage %
1	70-74	4	20%
2	75-79	4	20%
3	80-84	6	30%
4	85-89	3	15%
5	90-94	2	10%
6	95-100	1	5%
Total		20	100%

Based on table above, it can be seen the frequency distribution of post-test on the chart



Post-test Score	20	30	70	100	1595	79.75	1.758	7.860	61.776
Valid N (listwise)	20								

Based on the table, could be identified that total students (N) was 20, range score was 30, minimum score was 70, maximum score was 100, total score was 1595 and mean was 79.75 The standard deviation was 7.860, variance was 61.776 and standard error was 1.758.

B. The Influence of Using Gallery Walk Technique on Students' Writing Skill

The researcher analyzed the data with the Independent sample t-test with the help of SPSS 23.0 for windows. The researcher analyzed the data to prove whether there was a positive and significant influence using the Gallery Walk Technique on the Writing Skill of class X students of SMAN 1 Labuhan Maringgai.

It is said (H₀) is rejected if there is a positive and significant the influence of using the Gallery Walk Technique on the Writing Skill and (H₀) is accepted if there is no positive and significant the influence of using the Gallery Walk Technique on the Writing Skill.

1. Prerequisite Test

a. Normality Test

The researcher tested normality test after got score of the students in writing skill at control class and experimental class. Normality test was a test that conducted to determine whether the distribution of data was normally distributed or not. In order to get the data about normality test the researcher used SPSS 23.0 for windows with;

Ho: The data that has been collected was abnormally distributed.

Ha: The data that has been collected was normally distributed.

Normality Test Guidelines;

- 1) If the probability or Sig. (*Shapiro-Wilk*) $> \alpha$ (0.05), then the null hypothesis (Ho) is rejected.
- 2) If the probability or Sig. (*Shapiro-Wilk*) $< \alpha$ (0.05), then the null hypothesis (Ho) is accepted.

Table 13 The result of Normality Tests by using SPSS

Score	Kolmogorov-Smirnov ^a			Shapiro -Wilk
	Statistic	df	Sig.	Statistic
the results of study of control class students	.182	20	.081	.913
experimental class	.187	20	.064	.914

Based on Table, it can be seen that Sig. (p value) in the table of Kolmogorov-Smimova in control class was 0.081 than in experimental class was 0.064 and standard sig value is $> \alpha = 0.05$. It means that Sig. (p value) in both of classes was bigger than sig value. So, based on the data, it can be concluded that the data was normal distribution.

\.

In addition, in order to make clear understanding, the researcher have made the interpretations' table of normality test. The table as followed;

Table 14
The Interpretation table of normality test

No	Class	Sig	Criteria	Category
1	Post-Test Experimental Class	.064	> 0.05	Normal
2	Post-Test Control Class	.081	> 0.05	Normal

b. Homogeneity Test

Homogeneity test was a test that prove that the variances of two or more distributions was equal or not. In order to get the data

about homogeneity test the researcher used SPSS 23.0 *for windows* with;

Ho = Data did not homogenous

Ha = Data homogenous

Homogeneity Test Guidelines;

1. Ho : The variance of the data is not homogeneous when $\text{sig} < \alpha = 0.05$
2. Ha : The variance of the data is homogeneous when $\text{sig} > \alpha = 0.05$

Table 15 Test of Homogeneity of Variance

Levene Statistic	df1	df2	Sig.
.007	1	38	.934

Based on the table it could be concluded that based on mean the Sig. number $0.934 > 0.05$. It's mean that the Ho is rejected and the Ha is accepted. It means that the data was homogeneous.

2. Hypothesis Testing

Based on the previous explanation that the normality and homogeneity tests have met the requirements for the t-test. Therefore, the researcher used t-test by independent t-test for hypothetical of test.

Hypothesis testing is conducted to determine whether there is a significant influence between variable X (Gallery Walk Technique) on variable Y (students' writing skill). Hypothesis testing is carried out in

several ways, such as t-test (manual) or computerized t-test (using the SPSS application).

Based on the normal test and the homogeneity test, it can be seen that the data are normal and homogeneous. So that hypothesis testing using the Independent Sample T-test with SPSS 23.0 for windows can be applied, with the following hypothesis;

Ho : There is no positive and significant influence using the Gallery Walk Technique on the writing skill of class X students of SMAN Labuhan Mainggai for the 2021/2022 school year.

Ha : Using the Gallery Walk Technique, there is a positive and important impact on the writing capacity of SMAN 1 Labuhan Maringgai in class X for the school year 2021/2022. Independent Instructions for the Sample T-Test. Independent Sample T-Test Guidelines;

- a. If the probability or Sig. number $< \alpha$ (0.05), then the null hypothesis (Ho) is rejected.
- b. If the probability or Sig. number $> \alpha$ (0.05), then the null hypothesis (Ho) is accepted.

Table 16
The Result of Independent T-test by Using SPSS Group Statistics

Score	N	Mean	Std. Deviation	Std. Error Mean	
the results of study of students	control class	20	48.25	7.482	1.673
	experiential class	20	79.75	7.860	1.758

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Control and Experimental Class	Equal variances assumed	.007	.934	-12.981	38	.000
	Equal variances not assumed			-12.981	37.908	.000

Based on the table, it could be seen that the probability number *Sig. (2-tailed)* was 0,000. As a result, since the probability or Sig number (*2-tailed*) was < 0.005 , hence the *null hypothesis* H_0 is rejected and the *alternative hypothesis* (H_a) is accepted. It means, there was a positive and significant influence

of using Gallery Walk Technique on the students' writing skill of the SMAN 1 Labuhan Maringgai.

C. Discussion

The data can be inferred that H_a is accepted and H_o is rejected. It means that there is significant influence of applying Gallery Walk Technique toward the students' writing skill at the tenth graders of Senior High School 1 Labuhan Maringgai. The started of the research, the researcher described several procedures used to determine students' writing skill. Several tests were carried out to collect data such as pre-test and post-test. At first treatment held on February 17th, 2022. The second treatment was held on February 24th, 2022. From the data obtained, it can be seen that the results of the students' pre-test and post-test scores show a graph of improvement students' post-test was higher than the pre-test. Based on data analysis, score of t-test by independent sample t-test is 0.000 was smaller than $\alpha = 0.05$. So, there was a significant difference in result of learning process between in the control class and the experimental class. It means that the used of treatment Gallery Walk Technique has positive affected in the learning process of writing, especially in the descriptive text. In addition, the Gallery Walk Technique had influence to students' writing skill especially in descriptive text. Students practice retaining meaningful phrases or whole sentences before writing them down. It was means, the Gallery Walk Technique makes students improve their memory in the process of

learning writing. Students got new challenges in learning languages, especially in the learning foreign languages, because with this technique, the student was required to focus on the learning process. Furthermore, the Gallery Walk Technique would make students understand much more about the material being taught of writing because students would pay more attention to what is conveyed by the teacher. So, the students was interested in the learning process because with Gallery Walk Techniqued students was required to remember what the speaker said before writing it down. Finally, the mean score of post-test in experimental class was 79.75 and the mean score of post-test in control class was 48.25. It showed that the students' post-test score in experimental class was higher than students' posttest score in control class. Based on the result of data analysis, the researcher concluded that Gallery Walk Technique was effective to teach students' descriptive text in writing skillat the tenth graders of Senior High School 1 Labuhan Maringgai.

D. Limitation

After conducting the research and gaining the data from observation and test, the researcher found some problems faced by the students. The first, based on the observation during the research, the researcher found that the students seemed silent and have no idea or comments, so the teacher must be patient and more active in implementing the technique during the teaching and learning process.

The second, some students did not have enough vocabulary in arranging the paragraph. So they were difficult to explore their paragraph.

The third, some students confused in using present tense in arranging descriptive text.

The fourth, some students found it difficult to write English written based on English spelling.

This research was conducted on class X IPA 1 and X IPA 3 of SMAN1 Labuhan Maringgai. The subjects of this study were students of class X IPA 1 and X IPA 3 of SMAN1 Labuhan Maringgai for the 2021/2022 academic year. The results showed that the Gallery Walk Technique succeeded in helping students learn to write descriptive text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research that has been done, it can be concluded that the influence the Gallery Walk Technique has a positive and significant. In other words, the use of the Gallery Walk Technique can influence the writing skill of class X students of SMAN 1 Labuhan Maringgai.

Through these results, it can be seen that there is a significant difference between the writing scores of the experimental class and the control class where the post-test scores of the experimental class are higher. It can be seen that the mean value of the control class is 48.25 while the experimental class is 79.75. Thus the average value of the experimental class is higher than the control class. This means that there is a positive and significant influence of using the Gallery Walk Technique on students' writing skill.

B. Suggestion

Based on the explanation above, the researcher suggests some points as follows:

1. For the Teachers

The teacher should choose the suitable technique in teaching English especially in writing class in order that the student can understand the material delivered by the teacher, because by an interesting technique in teaching learning, it can automatically improved the student motivation

in learning process and it can make them try the best effort to accepting the material taught by the teacher.

2. For the students

a. Students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.

b. The students are suggested to improve their descriptive writing.

3. For the headmaster

The headmaster has to convey to the teachers that they should know the students' problem in order to reach learning process effectively.

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APPENDICES

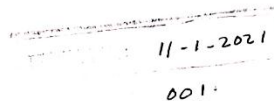


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Nomor : 0764/In.28.1/J/TL.00/04/2020
Lampiran : -
Perihal : IZIN PRA-SURVEY



Ace 11/1/2021
Juf

Kepada Yth.,
KEPALA SMA NEGRI 1 LABUHAN MARINGGAI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : ERIK ELIVIA
NPM : 1601070083
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE INFLUENCE OF GALLERY WALK TECHNIQUE TOWARD STUDENTS WRITING SKILL AT THE TENTH SENIOR HIGH SCHOOL

untuk melakukan *pra-survey* di SMA NEGRI 1 LABUHAN MARINGGAI.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 14 April 2020
Ketua Jurusan
Tarbiyah dan Ilmu Keguruan
Pendidikan Bahasa Inggris

Ahmad Subhan Roza, M.Pd.
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SURAT REKOMENDASI

Nomor: 422/003/11/SMA.1/2021

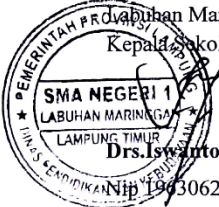
Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Labuhan Maringgai Kabupaten Lampung Timur Provinsi Lampung :

Nama : Drs. ISWANTO, M.Pd
NIP : 19630622 199802 1 001
Jabatan : Kepala Sekolah

Dasar Surat dari IAIN Metro Nomor: 0764/In.28.1/J/TL.00/04/2020 tanggal 14 April 2020 dengan ini memberikan rekomendasi kepada

Nama : ERIK ELIVIA
Npm : 1601070083
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : The Influence Of Gallery Walk Tehcnique Toward Students Writing Skill At The Tenth Senior High School

Demikian surat rekomendasi ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Labuhan Maringgai, 11 Januari 2021
Kepala Sekolah

Drs. Iswanto, M.Pd
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Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin 23/2021 3		✓	<ul style="list-style-type: none"> - Check grammar - Mechanics - Just note - No prior research - Consist with unity - Rikahbe - Describe why? - Your reach what? 	
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Semester : X

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	H		
1.	14/6 2021	✓		-Perbaiki grammar -tambahkan referensi -sumatif baran	
2.	26/6 2021	✓		- Observasi - Perbaiki struktur gram - pemusatan - observasi pengambilan data - penelitian yg relevan.	
	10/7 2021	✓		Muhammad	

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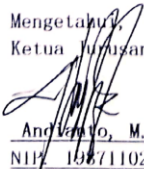
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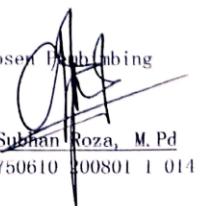
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Semester : XII

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		I	II		
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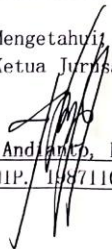
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Nama : Erik Elivia
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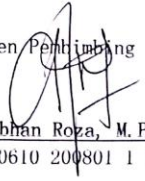
Jurusan : TBI
Semester : XII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Sabtu 3/22			Kerri footnote, listhumer keci ditambah.	
2	Kamis 20/3/22			Data, quumayen, metodologi, scan dan referensi, per	
3	Kamis 17/3/22			Kerri Abstrak, penduan perbaiki data.	
4	Sabtu 28/3/22			Dr. Muryosah	

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Perihal : **IZIN RESEARCH**

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MARINGGAI

di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0357/In.28/D.1/TL.01/02/2022,
tanggal 07 Februari 2022 atas nama saudara:

Nama : **ERIK ELIVIA**
NPM : 1601070083
Semester : 12 (Dua Belas)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 1 LABUHAN MARINGGAI, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF GALLERY WALK TECHNIQUE TOWARD STUDENTS WRITING SKILL AT THE TENTH GRADERS OF SENIOR HIGH SCHOOL 1 LABUHAN MARINGGAI".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 07 Februari 2022
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Yth. Dekan IAIN Metro
Di Tempat

Berdasarkan surat saudara Nomor; B-0356/In.28/D.1/TL.00/02/2022 tanggal 07 Februari 2022 tentang Izin Research kepada Mahasiswa:

N a m a : ERIK ELIVIA
N P M : 1601070083
Semester : 12 (Dua Belas)
Jurusan : Tadris Bahasa Inggris

Pada dasarnya kami mengijinkan mahasiswa tersebut di atas untuk mengadakan Research di SMAN 1 Labuhan Maringgai.

Demikian surat ini kami sampaikan untuk dilaksanakan sebagaimana mestinya.

Labuhan Maringgai, 10 Februari 2022

Kepala Sekolah,



Drs. ~~Agusanto~~, M.Pd

Nomor: 0622 199802 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-225/In.28/S/U.1/OT.01/03/2022**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : ERIK ELIVIA
NPM : 1601070083
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1601070083

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 24 Maret 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah Dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa

Nama : Erik Elivia
NPM : 1601070083
Jurusan : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 22 Maret 2022

Ketua Jurusan TBI

Andianto, M.Pd

NIP. 1987 1102 201503 1 004

PRE-TEST INSTRUMENT

Subject : English

Class : X IPA

Sub Matter : Writing

Sub Subject : Descriptive Text

Time allocation : 60 minutes

Instruction:

1. Write your name and your class clearly on your paper
2. Use your time adequately
3. Work individually

Direction:

1. Make short descriptive text correctly and accurately
2. Write your descriptive text by choosing the topic given below:
 - a. Teacher
 - b. Doctor

**SCORE LIST OF STUDENTS' WRITING SKILL
(PRE-TEST (CONTROL CLASS))**

No.	No.	Nilai	Category
1	AS	45	Failed
2	ADS	62	Failed
3	AZW	52	Failed
4	ATK	54	Failed
5	BA	50	Failed
6	BFA	57	Failed
7	CH	45	Failed
8	DAL	61	Failed
9	DY	41	Failed
10	EFS	44	Failed
11	EJ	40	Failed
12	FA	66	Failed
13	FN	74	Passed
14	GAS	61	Failed
15	MS	59	Failed
16	MZS	57	Failed
17	NI	61	Failed
18	NAP	49	Failed
19	NS	46	Failed
20	PR	54	Failed
	Total	1078	
	Average	53,9	
	Low score	40	
	High score	74	

Source: *The result of Pre-test on the students' Writing Skill on
14th, February 2022*

FREQUENCY DISTRIBUTION PRE-TEST CONTROL CLASS

1. Interval

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 20$$

$$K = 1 + 3,3 \times 1,3$$

$$K = 1 + 4,29$$

$$K = 5,29$$

$$K = 6$$

R = the high score – the lowest score

$$R = 74 - 40$$

$$R = 34$$

$$I = R/K$$

$$I = 34/6$$

$$I = 5,67$$

$$I = 6 \text{ (jarak nilai)}$$

Note:

K : number of interval class

R : distance of maximum and minimum scores

I : length of interval class (total of interval class)

N : total students

Total of interval class (I) in this research was 6

No	Class Interval	Frequency	Percentage %
1	40-45	5	25%
2	46-51	3	15%
3	52-57	5	25%
4	58-63	5	25%
5	64-69	1	5%
6	70-75	1	5%
Total		20	100%

**SCORE LIST OF STUDENTS' LISTENING COMPREHENSION
(PRE-TEST (EXPERIMENTAL CLASS))**

No.	No	Nilai	Category
1	AB	45	Failed
2	AF	52	Failed
3	AM	57	Failed
4	ADS	50	Failed
5	AZW	45	Failed
6	BFA	59	Failed
7	CNF	54	Failed
8	DAP	66	Failed
9	DA	46	Failed
10	EAA	62	Failed
11	EM	45	Failed
12	EDAS	59	Failed
13	FAZ	57	Failed
14	FL	66	Failed
15	IS	50	Failed
16	IK	52	Failed
17	ISP	50	Failed
18	IS	55	Failed
19	NAM	61	Failed
20	RE	54	Failed
	Total	1085	
	Average	54,25	
	Low score	45	
	High score	66	

*Source: The result of Pre-test on the students' Writing Skill on
10th, February 2022*

FREQUENCY DISTRIBUTION PRE-TEST EXPERIMENTAL CLASS

1. Interval

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 20$$

$$K = 1 + 3,3 \times 1,3$$

$$K = 1 + 4,29$$

$$K = 5,29$$

$$K = 6$$

R = the high score – the lowest score

$$R = 66 - 45$$

$$R = 21$$

$$I = R/K$$

$$I = 21/6$$

$$I = 3,5$$

$$I = 4(\text{jarak nilai})$$

Note:

K : number of interval class

R : distance of maximum and minimum scores

I : length of interval class (total of interval class)

N : total students

Total of interval class (I) in this research was 4

PRE-TESTWRITING SKILL (EXPERIMENTAL CLASS)

No	Class Interval	Frequency	Percentage %
1	45-48	4	20%
2	49-52	5	25%
3	53-56	3	15%
4	57-60	4	20%
5	61-64	2	10%
6	65-68	2	10%
Total		20	100%

POST-TEST INSTRUMENT

(Control & Experimental Class)

Subject : English
Class : X IPA
Sub Matter : Writing
Sub Subject : Descriptive Text
Time allocation : 60 minutes

Instruction:

1. Write your name and your class clearly on your paper
2. Use your time adequately
3. Work individually

Direction:

1. Make short descriptive text correctly and accurately
2. Write your descriptive text by the topic “Profession”

SCORE LIST OF STUDENTS' LISTENING COMPREHENSION
(POST-TEST (CONTROL CLASS))

No.	Name	Score	Category
1	AS	50	Failed
2	ADS	45	Failed
3	AZW	50	Failed
4	ATK	45	Failed
5	BA	55	Failed
6	BFA	45	Failed
7	CH	50	Failed
8	DAL	45	Failed
9	DY	35	Failed
10	EFS	50	Failed
11	EJ	55	Failed
12	FA	55	Failed
13	FN	30	Failed
14	GAS	45	Failed
15	MS	55	Failed
16	MZS	60	Failed
17	NI	45	Failed
18	NAP	55	Failed
19	NS	40	Failed
20	PR	55	Failed
	Total	965	
	Average	48,25	
	Low score	30	
	High score	60	

Source: *The result of Post-test on the students' WritingSkill on*
21st, February 2022

FREQUENCY DISTRIBUTION POST-TEST CONTROL CLASS

1. Interval

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 20$$

$$K = 1 + 3,3 \times 1,3$$

$$K = 1 + 4,29$$

$$K = 5,29$$

$$K = 6$$

R = the high score – the lowest score

$$R = 60 - 30$$

$$R = 30$$

$$I = R/K$$

$$I = 30/6$$

$$I = 5$$

$$I = 5 \text{ (jarak nilai)}$$

Note:

K : number of interval class

R : distance of maximum and minimum scores

I : length of interval class (total of interval class)

N : total students

Total of interval class (I) in this research was 5

No	Class Interval	Frequency	Percentage %
1	30-34	1	5%
2	35-39	1	5%
3	40-44	1	5%
4	45-49	6	30%
5	50-54	4	20%
6	55-60	7	35%
Total		20	100%

**SCORE LIST OF STUDENTS' LISTENING COMPREHENSION
(POST-TEST (EXPERIMENTAL CLASS))**

No.	Name	Score	Category
1	AB	80	Passed
2	AF	70	Passed
3	AM	75	Passed
4	ADS	80	Passed
5	AZW	90	Passed
6	BFA	70	Passed
7	CNF	85	Passed
8	DAP	75	Passed
9	DA	85	Passed
10	EAA	80	Passed
11	EM	70	Passed
12	EDAS	100	Passed
13	FAZ	80	Passed
14	FL	85	Passed
15	IS	75	Passed
16	IK	70	Passed
17	ISP	80	Passed
18	IS	75	Passed
19	NAM	90	Passed
20	MRE	80	Passed
	Total	1595	
	Average	79,75	
	Low score	70	
	High score	100	

Source: *The result of Post-test on the students' Writing Skill on
24th, February 2022*

2. Interval

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 20$$

$$K = 1 + 3,3 \times 1,3$$

$$K = 1 + 4,29$$

$$K = 6$$

R = the high score – the lowest score

$$R = 100 - 70$$

$$R = 30$$

$$I = R/K$$

$$I = 30/6$$

$$I = 5$$

$$I = 5 \text{ (jarak nilai)}$$

Note:

K : number of interval class

R : distance of maximum and minimum scores

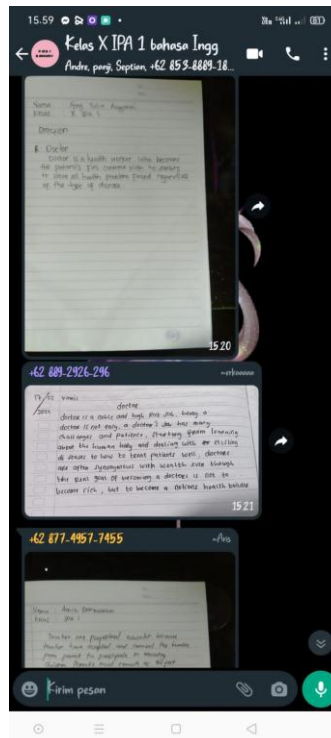
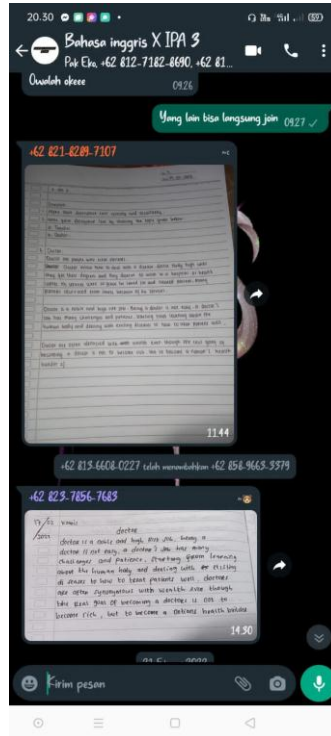
I : length of interval class (total of interval class)

N : total students

Total of interval class (I) in this research was 5

No	Class Interval	Frequency	Percentage %
1	70-74	4	20%
2	75-79	4	20%
3	80-84	6	30%
4	85-89	3	15%
5	90-94	2	10%
6	95-100	1	5%
Total		20	100%

THE DOCUMENTATION OF RESEARCH



No. _____

Date: _____

Nama : Nayla Adzqia Mandani

Kelas : IPA3

Teacher are educators, namely adults who are responsible for providing guidance or assistance to student in their physical and spiritual development so that they reach maturity and are able to stand up and carry out their duties as creator of Alah.

The teacher is someone who dedicate himself to provide a knowledge teach. educate, direct, improve, and train his student to understand the knowledge hi teacher. Because teacher have accepted and carried the burden from parent to participate in educating children.

✓



No.

Date :

NAMA : DARMAWAN

KELAS : IPA 1

educators must have academic qualifications and competencies as learning agents to be physically and mentally healthy and have the ability to realize national education goals.

No. _____

Date: _____

Nama : Ferdi

Kelas : IPA 3

Dokter have expertise in anamnesis or medical interviews to find out complaints of illness and other information related to the patients illness!

Have expertise in conducting general physical examination to diagnose and determine treatment according to patient needs.

Prescribing drugs based on the patients illness provide vaccination perform wound care. Provide educating on counseling regarding good health.

Carry out basic medical rehabilitation patients and the community to prevent

No. _____

Date: _____

Nama : Eka Mulyana

Kelas : IPA 3

Teacher are profesional educator.
because teacher have accepted and
cornied the burden from parent
to participate in educating
children.

Parents must remain as the
first and foremost educator for their
children.

Teacher are educator who become figure
and identification for student and
their environment. Therefore teacher
must have certain quality standar
with include responsibility

Authority independent and discipline.
The role of teacher as educator is
related to increasing the grow and
development.

Nama : Anggi Desti Sastha
Kelas : IPA 3

The teacher is an advisor to student as well as to parent although they do not have special training as advisors and in some cases cannot expect to advise people.

Student are always faced with the need to make decisions and the process will run to the teacher in order for the teacher to understand his role as confidant and advisor more deeply. He must understand personality psychology and the science of mental health.

08.46

88



wki-dbwv-zed



Wahyuni



Mianovi



Erik



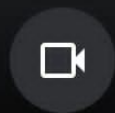
M



Anda



Rahmat





Wahyuni



Irmalia



Mianovi



M



Anda



Rahmat



1. Normality Test

Tests of Normality

Score	Kolmogorov-Smirnov ^a			Shapiro-Wilk
	Statistic	df	Sig.	Statistic
the results of study of control class students	.182	20	.081	.913
experiential class	.187	20	.064	.914

2. Homogeneity Test

The result of Homogeneity of Variances by using SPSS

Levene Statistic	df1	df2	Sig.
.007	1	38	.934

3. Hypothesis Testing

Independent Samples Test

		t-test for Equality of Means		
		df	Sig. (2-tailed)	Mean Difference
the results of study of students	Equal variances assumed	38	.000	-31.500
	Equal variances not assumed	37.908	.000	-31.500

CURRICULUM VITAE



The author named Erik Elivia, was born in Labuhan Maringgai, 8 Agustus, 1996. She is the fiveth of happy coupleMr. Syaian and Mrs. Sri Rahayu. In 2009, she graduated from SD Negeri 1 Sriminosari. At that time in 2012, she graduated from SMP Negeri 1 Labuhan Maringgai. Then she continued his studies at SMAN 1 Labuhan Maringgai and graduated in 2015. In 2016, she entered the United States Islamic Studies Metro (IAIN Metro) English Language Education Program.