THE USE OF GALLERY WALK STRATEGY TO IMPROVE STUDENTS’ WRITING SKILLS ON DESCRIPTIVE TEXT FOR THE FIRST GRADE STUDENTS OF SMA N 1 SURUH IN THE ACADEMIC YEAR OF 2018/ 2019

A GRADUATING PAPER

Submitted to the Board of Examiners as Partial Fulfillment of the Requirement for the Degree of SarjanaPendidikan (S.Pd)

By:

UMI LAELATUL KODRIYAH

NIM. 11314173

ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES SALATIGA

2019
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2019
DECLARATION

“In the name of Allah The Most Gracious and The Most Merciful.”

Hereby the researcher states that this graduating paper is written by researcher herself and it does not contain any substances which is ever written or has been publishing by other people except the quoted overtly.

The declaration is written by the researcher and she hopes that this declaration can be understood.

Salatiga, March 4th 2019

The researcher,

[Signature]

Umi Laclatul Kordiyah

NIM. 11314173
Salatiga, March 4th 2018

Dr. Mashlihatul Umami, M.A.
The Lecturer of English Education Department
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ATTENTIVE COUNSELLOR'S NOTE
Case : Umi Laelatul Kodriyah’s Graduating Paper

Dear

The Dean of Teacher Training
and Education Faculty

Assalamu'alaikum Wr. Wb.

After reading and correcting Umi Laelatul Kodriyah’s graduating paper, entitled “THE USE OF GALLERY WALK STRATEGY TO IMPROVE STUDENTS’ WRITING SKILL ON DESCRIPTIVE TEXT FOR THE FIRST GRADE STUDENTS OF SMAN 1 SURUH IN THE ACADEMIC YEAR OF 2018/2019”, I have decided and would like to propose that this paper can be accepted by the Dean of Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor,

Dr. Mashlihatul Umami, M.A.
NIP. 19800513 200312 200
A GRADUATING PAPER
THE USE OF GALLERY WALK STRATEGY TO IMPROVE STUDENTS' WRITING SKILLS ON DESCRIPTIVE TEXT FOR THE FIRST GRADE STUDENTS OF SMA N 1 SURUH IN THE ACADEMIC YEAR OF 2018/2019

WRITTEN BY:
UMI LAELATUL KODRIYAH
NIM: 11314173

Has been brought to the broad of examiners of English Education Department of Teacher Training and Education Faculty at State Institute for Islamic Studies (IAIN) Salatiga on Thursday, March 28th 2019, and hereby considered to have completed the requirement for degree of Sarjana Pendidikan (S.Pd) in English Education Department.

Board of Examiners

Head : Noor Malihah, S.Pd., M.Hum., Ph.D.
Secretary : Dr. Mashihatul Umami, M.A.
1st Examiners : Hanung Triyoko, M.Hum., M.Ed.

Salatiga, March 28th 2019

[Signatures]

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MOTTO

إنَّ مَعَ الْعُسْرِ يُسْرًا

“Indeed, after the difficulty there is ease”

(Surah Al-Insyirah 94:6)

(Departemen Agama RI, 1976)
DEDICATION

In the name of Allah, the gracious and merciful, this graduating paper is whole-heartedly dedicated to:

1. My Lord, Allah SWT. Thanks Allah for giving me spirit and healthy in my life, especially to finish this graduating paper.

2. My beloved family, my father (Sholikhin) and my mother (Siti Rondiyah) who always gives me everlasting love, spirit and inspiration, so that the researcher can finish the research. Thanks a lot for your praying and guidance. My brother (Ahmad Miftakhul Huda) thanks for your motivations, kindness and loves.

3. Aji Santoso, thanks for your support and advice.

4. My beloved friends (Ainun, Umami, Dwi, Anis, Zulfa, Afrida) thanks for your sharing, support, and advices in doing this graduating paper.
ACKNOWLEDGEMENTS

All praise due to Allah, the Most Gracious, and the Most Merciful. First and foremost, I would like to express gratitude Allah because of great blessing the researcher could finish this graduating paper as one of the requirement for SarjanaPendidikan in English Department of Educational Faculty of State Institute for Islamic Studies (IAIN) Salatiga. Peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness.

However, this success would not be achieved without supports, guidance, advice, help, and encouragement from institutions and individual, and I somehow realize that an appropriate moment for me to deepest gratitude for:

1. Mr. Rahmat Hariyadi, M. Pd., as the Rector of State Institute for Islamic Studies (IAIN) of Salatiga.
2. Mr. Suwardi, M.Pd, as the Dean of Teacher Training and Education Faculty of IAIN Salatiga
3. Mrs. Noor Malihah, M.Hum, Ph.D. as the Head of English Education Department
4. Dr. Mashlihatul Umami, M.A. as conceelor of this graduating paper. Thanks for your suggestion, recommendation, guidance, and support for this graduating paper from beginning until the end.
5. Faizal risdianto, S.S., M.Hum as my academic consultant.
6. The entire lecturers in English Education Department Faculty who had given valuable knowledge.
7. All of the staff who have helped the researcher in processing of graduating paper administration.

8. All my friends in English Education Department especially TBI E Class. Thanks you for friendship and kindness.

9. Farida Rini Astuti, S.Pd the English teacher in SMAN 1 Suruh, thanks for giving me opportunity to doin my research in your class.

10. The big family of SMAN1 Suruh thanks for your attention and support.

   Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers. In addition, the researcher is pleased to accept more suggestion and contribution from the readers for the improvement of the graduating paper.

   Salatiga, March 4th 2019

   The researcher,

   Umi Laelatul Kodriyah

   NIM. 11314173
ABSTRACT


**Keywords:** Classroom Action Research, Gallery Walk Strategy, Writing, Descriptive Text

The objectives of the study are: (1) To find out the use of gallery walk strategy to improve the students’ writing skill on descriptive text for the first grade students of SMA N 1 Suruh in the academic year of 2018/2019. (2) To know the extent of students’ skill in writing descriptive text after being taught by gallery walk strategy. The number of subject of the research are 21 students of X MIPA 2 of SMA N 1 Suruh. The methodology of the research is Classroom Action Research (CAR). It was conducted in two cycles which four meeting. Each cycles contains four steps. They were planning, action, observation, and reflection. The data collected through observation, test, and documentation. The results showed that the students’ writing skill improve significantly. The T-test of cycle I is 4.12 and cycle II is 6.12, it means that higher than T-table is 2.07. The improvement of the cycle I is 34% and in the cycle II is 53%. It means that there is an improvement as many as 19% from the cycle I up to cycle II. The data showed that the results of the T-test in the first cycle and the second cycle is higher than T-table. Based on the results, the researcher recommends using Gallery Walk Strategy in teaching writing.
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CHAPTER I
INTRODUCTION

This chapter deals with the background of the research, problems of the research, objectives of the research, significances of the research, limitation of the research, definition of the key terms, organization of graduating paper.

A. Background of the Research

Language is a way for us to communicate with others. Not only that, but language is also the way to express the ideas in our mind, to share the information we knows, to express what we feel in our heart, and many more. Language totally has a significant role in communication, especially for English. English as an international language is used in many countries as a means of communication and it has a great function in many aspect of life such as in politics, business, trade, and diplomatic relationship. Furthermore, English also cannot be separated from the development of technology, science, economics, and education.

Considering the importance of English, Indonesia even consider English as the first foreign language. Then, Indonesian government also include English as one of subject in school. Even in High School, English became one of the subjects that being examined in the National Examination.

In the educational system of Indonesia, English is included for both the junior and senior high school. In the Kurikulum 2013 for SMA/MA/SMK, the English subject has purpose to develop students’ potential so that they will have communicative competence within the interpersonal, transactional,
and functional text by using several English text orally and written. Then, students are also expected to be able to create written text well. In other words, they have to master writing skill. Nunan (2008: 88) defines, “writing is the process of thinking to find ideas, thinking about how to express into good writing, and arranged the ideas into statement and paragraph clearly”.

Oshima in Ningati (1993: 3) asserted that writing takes study and practice to develop this skill and it is important to note that writing is a “process” not a “product”. From those definitions we can see that writing needs ideas, skill, and good writing can be seen from the process not the product.

If we take a look at the teaching learning process at schools, writing is difficult to be learnt by students but it is important for them. The researcher get information from the teacher of SMA N 1 Suruh that students get difficulty in writing English. At the time, the researcher explained about a short text especially descriptive text then the students must make a descriptive text about themselves, the researcher found that they faced some difficulties. They usually get difficulties in choosing appropriate words, combining sentences, and communicating their ideas or thought into good sentences or text. Besides that, several of them still got confused in using the grammar.

The researcher realized that the students’ achievement in writing is not only based on their capacity but also depends on the method, strategy, technique, and media the teacher used while teaching writing. Because sometimes researcher found students were having less motivation in learning
and sometimes they felt the class is boring. The teacher may realize that students need a fun learning. It is important for teacher in choosing the appropriate method, strategy, technique, and media every time they teach. An appropriate method wills motivation students in learning everything. So that both students and teacher will get the purpose of learning English as has been mentioned in *Kurikulum 2013* for SMA/MA/SMK.

Slameto (2010: 65) says that, “teacher usually teaches using classical way and the students feel bored, sleepy, and passive. It is mentioned that a progressive teacher will try a new method which can be used to improve the teaching learning process and to motivate students to learning” in Mulyani (2014: 2).

In this case, the researcher uses Gallery Walk Strategy to teach writing descriptive text. One of current School-Based Curriculum, the descriptive text must be taught at Senior High School. Descriptive text is one of the functional texts which is difficult enough to be learnt by the students. According to Wardiman (2008: 122) in Meity (2017: 4) descriptive text is a text that describes the features of someone, something, or a certain place. Descriptive text consists of introduction and description. Introduction is his part of paragraph that includes the character, and description is the part of paragraph that describes the character. The students can use the simple present and adjective clause in writing descriptive texts. But, in writing descriptive text some students made mistakes like in the organization of their ideas or maybe the combining between the imagination in text and the thing.
Descriptive writing is a text type which describes about person, place, or thing as if the reader can see, feel, hear, or touch it. In order to help students in writing descriptive text, the researcher will try to use Gallery Walk Strategy.

“Gallery Walk is the active strategy where the students will move around the classroom to see the pictures, posters, or even their works, and the students will have discussion after they look around the gallery, give their comments, share about their thought, and asking for clarification to other groups” Dinata and Anggraini (2017: 52).

In this strategy, the researcher will divide the students into some groups. Each group will rotate and answer some questions based on the descriptive given. Here, the group will practice as a small group discussion. After they have finished answering all questions, there will be a class discussion. By using Gallery Walk, each group also can leave a comment or feedback to other groups’ works.

It is hoped that using Gallery Walk strategy can improve the students’ skill in writing descriptive text. It is formulated in a research under the title “The Use of Gallery Walk Strategy to Improve the Students’ Writing Skill on Descriptive Text for the First Grade Students of SMA N 1 Suruh in the Academic Year 2018/2019”.

B. Research Questions

This research is aimed to answer these following questions:

1. How is the implementation of gallery walk strategy to improve the students’ writing skill on descriptive text for the first grade students of SMA N 1 Suruh in the academic year 2018/2019?
2. What extend does the use of gallery walk strategy improve the students’ writing skill on descriptive text for the first grade students of SMA N 1 Suruh in the academic year 2018/2019?

C. Objectives of the Research

Based on the statement of problems above, the objectives of this research are as follows:

1. To find out the implementation of gallery walk strategy to improve the students’ writing skill on descriptive text for the first grade students of SMA N 1 Suruh in the academic year 2018/2019.

2. To know the extent of students’ skill in writing descriptive text after being taught by gallery walk strategy at the first students of SMA N 1 Suruh in the academic year 2018/2019.

D. Significances of the Research

This research hopes that the research of the using gallery walk strategy and learning writing skill (descriptive) will be beneficial for the researcher, teacher, and students. This study is expected to give some benefits as follows:

1. Theoretical Significance

The findings of the study will give information of a new knowledge about the use of Gallery Walk strategy to improve students’ skill in writing descriptive text.
2. **Practical Significance**

   Researcher hope the result of this research can be used as an alternative model for English teaching and learning, especially for improving the students’ writing skill.

a. **For the Students**

   This application of Gallery Walk strategy will make students interested in teaching learning process. Moreover, it helps them improve their skill in writing descriptive.

b. **For English Teacher**

   This study is hoped to give information about the appropriate method to improve the teaching learning.

c. **For the Institution**

   The result of this research can contribute the institution to fulfill the demanded of English curriculum.

E. **Research Methodology**

1. **Research Design**

   In this study the writer used Classroom Action Research (CAR). Classroom Action Research is a type of a classroom research carried out by the teacher in order to solve problems or to find answer toward context specific issues. It means that before implementing the Classroom Action Research (CAR), the writer or the teacher needs to identify any problems found in the classroom before implementing the CAR.
According to Kemmis (1983) action research is an effort to attempt the ideas into practice to improve or change something to gain a real impact on the situation. Furthermore, Kemmis & Taggart (1988: 5-6) say that action research is a form of self-reflective research collectively have done by the researcher in social situations to improve reasoning and justice of their educational and social practice.

2. Research Subject

a. Setting of Place

The research is conducts in SMA N 1 Suruh. SMA N 1 Suruh is one of the general vocational high schools in Suruh. The general description about SMA N 1 Suruh as follows:

1) School Name : SMA N 1 Suruh

2) N.I.S : 20320369

3) N.S.S : 31032204031

4) Address : Jl. Jatirejo No. 17, Kauman, Jatirejo, Suruh, Semarang, Central Java

5) Village : Jatirejo

6) Subdistrict : Suruh

7) Province : Central Java

8) Pos Code : 50776

9) Telephone : (0298)317266

10) School Type : A

11) School Status : State
SMA N 1 Suruh builds in 1995. The location is in Jatirejo village, Jl. Jatirejo No. 17, Kauman, Jatirejo, Suruh, Semarang, Central Java. This school area is about 10.000 meters. It consists of classroom and facility such as office room, administration room, waiting room, toilet, computer room, language room, library, auditorium, practice room, park area, mosque, canteen, uks room, large field, etc.

b. Setting of Time

The schedules of the research start from observation, giving the permission until the treatment of the cycles are show in the table bellows:

**Table 1.1 The Schedule of the Research**

<table>
<thead>
<tr>
<th>No</th>
<th>Date and Time</th>
<th>Activities</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Thursday, January 17th 2019</td>
<td>Observation of the school environment</td>
<td>SMA N 1 Suruh</td>
</tr>
<tr>
<td>2</td>
<td>Friday, January 18th 2019</td>
<td>Giving Permission</td>
<td>SMA N 1 Suruh</td>
</tr>
<tr>
<td>3</td>
<td>Monday, January 21th 2019, Thursday, January 24th 2019</td>
<td>Giving pre-test and post-test cycle 1</td>
<td>SMA N 1 Suruh</td>
</tr>
</tbody>
</table>
c. The Subject of the Research

The subject of this research is the first grade students of SMA N 1 Suruh because the students less motivation in learning process. A small class consists of 21 students. There are male 7 and 14 female. The students become the object of this research, and the English teacher who becomes the subject of the research is Ms. Farida Rini Astuti, S.Pd.

3. Research Procedure

This research used classroom action research, and classroom action research divided into two cycles. Each cycle had systematic procedure: planning, action, observation, and reflection. The researcher conducted every cycle based on Kemmis’ (1983) figure in classroom action research.
The research and English teacher of SMA N 1 Suruh, Ms. Farida Rini Astuti, S.Pd made collaboration. Kemmis and Mc-Taggart (1988) in Burns (2010: 8) mentions there are steps research as follow; planning, action, observation and reflection.

a. Planning

In this phase, the researcher planned what action that would be done. The actions are implemented in two lesson plans.

b. Acting

In this acting phase, it is the implementation of techniques or procedural acts that have been planned at the planning stage.

c. Observing

Observation is one of the methods for collecting data. The researcher observes the teaching and learning process. The
researcher prepares the observation checklist to know the
condition of the class when the action is done. The researcher
explains the type of data, how to collect the data, and instrument
of collecting data.

d. Reflecting

Reflection is a research finding analysis. This reflection
can be done by implementing the action. This reflection has the
purpose to evaluate the teaching-learning process.

Based on the explanation above, it can be concluded that
Classroom Action Research is an action research that does in the
classroom by the teacher and researcher that have purposed to
improve students' skill to be better.

4. Technique of Collecting Data

Techniques of collecting data that choose by researcher are
research instrument is a device used by researcher while collecting
data to make her work becomes easier and to get better result,
complete, and systematic in order to make the data easy to be
processed.

a. Observation

According to Kothari (2004: 96) has argue that the
observation method is the most commonly used method especially
in studies relating to behavioral sciences.
Observation is needed to see and know about the condition of the teacher, students and condition of learning process. Process of leaning descriptive text by using gallery walk strategy is to know student’s comprehend of material that can see by the attitude, respond, and behavior.

b. Test

The data collect by giving writing test. The pre-test and post-test were given to first grade of SMA N 1 Suruh to collecting data needed.

1. Pre-test

Before conducting the cycle, the students were given pre-test in each cycle. The aimed is to know about the students writing comprehension before treatment.

2. Post-test

Post-test did after students carried out the pre-test without treatment. The purpose of the post-test was to know the improvements writing descriptive text skill after they were given treatment.

c. Documentation

To make documentation for this research, the researcher collected photos, videos, and recordings as the documentation of the study.
5. Data Analysis

In analyzing data, the writer used two techniques of qualitative and quantitative.

1. Qualitative Data

According to Kothari (2004: 3), qualitative research is especially important in the behavioral sciences where the aims are to discover the underlying motives of human behavior. The qualitative data include documentation and interview, and it will be analyzed by the researcher.

2. Quantitative Data

According to Kothari (2004: 3), quantitative research is based on the measurement of quantity or amount. The procedure of the data analysis is done by analyzing the result of the test. To measure the data quantitatively, the researcher used the data following formulas:

a. Mean of pre-test and Post-test

According to Sudijono (2018: 76), to calculate the mean of pre-test and post-test, the researcher will use the following formula:

\[ M = \frac{\sum X}{N} \]

Explanation:

\[ M \] = Mean of the students’ score

\[ \sum X \] = Sum of the students’ score
N = Total number of the students

b. To Calculate the Mean of Difference

According to Sudijono (2008: 149) the formula of mean different as:

$$MD = \frac{\sum D}{N}$$

Explanation:

MD = Mean of difference

$\sum D$ = Total of difference between pre- and post-test

c. To Calculate the Standard Deviation

According to Sudijono (2008: 162) the formula of standard derivation as follow:

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

Explanation:

$SD_D$ = Standard deviation

$D$ = Difference between pre- and post-test

$N$ = Number of the students

d. To Calculate the Standard Error for the Mean Difference

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

Explanation:

$SE_{MD}$ = The standard error for the mean difference.

$SD_D$ = Standard Deviation.

$N$ = The total number of the students.
\[ d.f = N-1 \]

e. Looking for \( t_0 \) by using the following formula:

\[ t_0 = \frac{M_D}{SE_{MD}} \]

Explanation:

\( t_0 \) = t-value of observation

\( M_D \) = Mean of difference

\( SE_{MD} \) = Standard error of mean difference

\[ d.b. = N-1 \]

F. Graduating Paper Outline

To make easier the readers to understand the content of this graduating paper, it is necessary to divide this research into five chapters.

Chapter I is introduction. It contains the background of the research, research question, objectives of the research, significance of the research, research methodology, and graduating paper outline.

Chapter II describes the theoretical framework, it consist of using gallery walk in writing skill, definition of writing, definition of descriptive text, definition of gallery walk strategy and previous research.

Chapter III is implementation of research. It contains procedures of the research.

Chapter IV is research findings and data analysis. It contains the result of the research, the use of gallery walk strategy to improve the students’ writing skill on descriptive text (a classroom action research of
the first grade students at SMA N 1 Suruh in the academic year 2018/2019).

Chapter V is closure. It contains conclusions and suggestions. After that, it is followed by bibliography and appendices.
CHAPTER II

LITERATURE REVIEW

This chapter deals with theoretical framework and the review of previous research. Theoretical framework describes some information about writing, descriptive text, and gallery walk strategy. The previous research explains the research which has been conducted by other researcher previously as the reference of this research.

A. Supporting Theories

In this chapter, the writer was gained about the theories that support the understanding of problem formulated in introduction phase.

1. Writing

a. Definition of Writing

Writing is one of many communication people with others for expressing their feeling and thinking. Writing is unnatural act like reading. For writing something many people needs to more efforts than speaking does. Writing needs hard effort to manage how they feels and think which furthermore their must been arranged word by word come a sentence and how to transfer the information or what will them uncover.

Meyers (2005: 1) makes some definition about writing: writing is a way to produce language, which you do naturally when you speak. You say something, think of more say, perhaps correct
something you have said, and then move on to the next statement. Writing is much different, expect that you take more time to think about your subject, the person or people you will be discussing it with, and the goal you hope to achieve in that discussion. And, if you are writing in a second language, you also take more time to revise your work. Then, Philips (2008: 57) said:

Writing is much more than the simple mechanics of getting the words down; it also involved being creative, spelling, grammar, punctuation, choice of appropriate words, sentences linking, and text construction; and for older children, having ideas about content, and the ability to be self-critical and to edit their own work.

While Brown (2001: 337) clarifies that writing is a transaction with words where by people free themselves from what they presently think, feel, and perceive.

From some definitions that writing is a kind of written communication. It is used communicate in the society and it is not easy to do because we are supposed to make our writing clearly so that the ideas, thoughts, feelings, and information that we are going to deliver can be understood by other people or the readers. That is why writing has to be taught because it is important toward our lives.

b. Steps in Writing

There are six main stages in writing steps; explore ideas, prewrite, organize, write a first draft, revise the draft, and produce the final, (Meyers, 2005: 3).
1) Explore ideas

Writing first involves discovering our ideas. Before we sit down write, let our mind explore freely. Thoughts will occur while travelling to work, eating dinner, or lying on the couch. We can record those thoughts by writing on whatever we can napkins, scraps of paper, or even the back of our hand. In exploring our ideas, we should pay attention to consider the subject, purpose, and the audience.

2) Prewrite

The second steps of writing process involve writing our thoughts on paper or on the computer. We can use one or more of these methods: brainstorming, clustering, and freewriting.

3) Organize

After we have put our ideas into words, we can begin to organize them. This process involves selecting, subtracting, and adding ideas, and then outlining them.

4) Write a first draft

In writing a first draft, we do not need worry about being perfect. New ideas will come to us later, and we may discover a better arrangement of ideas. In this step what we should do is write fast, as if we were speaking to our readers. If an idea occurs to us that belong earlier in the draft, we can make a note about it in the margin.
5) Revise the draft

Revising is among the most important steps of writing, especially for people who write in a second language. It is the part of the writing process that may take the most time. Here is the procedure for revising: (a) read it aloud, (b) add or omit material, and move material around.

6) Produce the final copy

After we have finished revising our paragraph, we can begin the final copy. There are some ways for producing the final copy: (a) edit, (b) copy over or print a clean copy, (c) read carefully for errors, and then make another clean copy.

c. Genres of Writing

Brown (2004: 219), mentions there are three main genres of writing:

1) Academic Writing: papers and general subject report, essays, compositions, academically focused journal, short-answer test responses, technical reports, these, dissertations.

2) Job-related Writing: message, letters or e-mail, memos, reports, schedules, calendar entries, shopping list, reminders, financial documents, forms, questionnaires, medical reports, immigration document, diaries, personal journals, fictions.
d. Types of Writing Performance

Brown (2004: 220) mentions four categories of written performance:

1) Imitation

To produce written language, the learners must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing. At this stage, form is the primary is not exclusive focus, while context and meaning are of secondary concern.

2) Intensive (controlled)

Beyond the fundamentals of imitative writing are skills in producing appropriate vocabulary within a context, collocation and idioms, and correct grammatical features up to the length of a sentence. Meaning and context are of some importance in determining correctness and appropriateness, but most assessment tasks are more concerned with a focus on form, and are rather strictly controlled by the test design.

3) Responsive

Here, assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and
creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, list of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short report, lab report, summaries, brief responses to reading, and interpretations of charts or graphs. Under specified conditions, the writers begin to exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentences-level grammar and is more focused on the discourse conventions that will achieve the objectives of the written text. Form-focused attention is mostly at the discourse level, with a strong emphasis on context and meaning.

4) Extensive

Extensive writing implies successful management of all the process and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety, and many cases, engaging in the process of multiple grafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.
e. Purposes of Writing

Miller (2006: 569) mentions there are purpose of writing:

1) Writing to inform

In much of writing that writers do, they will intend simply to inform readers about the subject and usually writers talk or informed about fact or something happened.

Although informative writing is the simplest type of writing, it is also one of most important, because information lays a foundation for other purpose of writing. As the writers write to inform, they will want to keep two large concerns in mind; selecting the right information and arranging it effectively.

2) Writing to explain

Writing to explain means writing to present what the unclear and make it clear. In explanatory writing, the writer must take sure that the readers can clear or comprehend the subject discussion.

All of us used explanation to clear something in daily conversation to another person and this same technique also involve in writing concept.

3) Writing to persuade

The most important writing we ever do in our personal life, our school life, maybe our work life also would probably
persuasion. Your task in persuasion is to convince the readers about the main idea.

4) Writing to amuse

If you find pleasure in writing to amuse, it will come from knowing that you succeed in bringing pleasure to others. When write to amuse, your primary object is to make readers enjoy themselves. You can be funny, but you should also be good humored. This means having sympathy for human frailty rather than a contempt for anyone or anything that seems different from what you are accustomed to, in Meity (2018: 21)

f. The Scoring of Writing

In writing test scoring, we should follow the rubric of assessment in order to appropriate with department of educational and we got the goals of learning process according the indicators of accomplishment students. According to Jacobs (2002) in Alderson (2002: 116) the evaluation which using analytic score elaborates writing product into five components. They are: content, form/organization, vocabulary/style, language use/grammar, and mechanics.
<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30 – 27</td>
<td>Knowledgeable, substantive, development of thesis, relevant to assigned topic</td>
</tr>
<tr>
<td></td>
<td>26 – 22</td>
<td>Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail</td>
</tr>
<tr>
<td></td>
<td>21 – 17</td>
<td>Limited knowledge of subject, little substance, inadequate development of topic</td>
</tr>
<tr>
<td></td>
<td>16 – 13</td>
<td>Does enough to evaluate not show knowledge of subject, non substantive, not enough to evaluate</td>
</tr>
<tr>
<td><strong>Form/Organization</strong></td>
<td>20 – 18</td>
<td>Fluent expression, ideas, clearly stated/supported, succinct, well organized, cohesive</td>
</tr>
<tr>
<td>Vocabulary/Style</td>
<td>good</td>
<td>17 – 14</td>
</tr>
<tr>
<td>------------------</td>
<td>------</td>
<td>---------</td>
</tr>
<tr>
<td>Good to average</td>
<td></td>
<td>16 – 13</td>
</tr>
<tr>
<td>Fair to poor</td>
<td></td>
<td>12 – 10</td>
</tr>
<tr>
<td>Very poor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>20 – 18</td>
<td>Excellent to very good</td>
</tr>
<tr>
<td>Vocabulary/Style</td>
<td></td>
<td>17 – 14</td>
</tr>
<tr>
<td>Style</td>
<td></td>
<td>13 – 10</td>
</tr>
<tr>
<td>Grammar</td>
<td>Fair to poor</td>
<td>meaning confused or obscured</td>
</tr>
<tr>
<td>---------</td>
<td>--------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>9 – 7</td>
<td>Very poor</td>
<td>Essentially translation, little knowledge of vocabulary word form or not enough to evaluate</td>
</tr>
<tr>
<td>25 – 22</td>
<td>Excellent to very good</td>
<td>Effective, complex, construction, tenses, number word, function, articles, pronouns, preposition</td>
</tr>
<tr>
<td>21 – 18</td>
<td>Good to average</td>
<td>Effective but simple construction, minor problem complex construction, tenses, number word, function, articles, pronouns, preposition, meaning seldom obscured</td>
</tr>
<tr>
<td>17 – 11</td>
<td>Fair to poor</td>
<td>Major problem in simple/complex construction, tenses, number word, function, articles, pronouns, preposition and/or fragment, deletions, meaning confused or obscured</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Score</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>-------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>10 – 5</td>
<td>Very poor: Virtually no mastery of sentence construction rule, dominated by errors, does not communicate, or not enough to communicate</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Excellent to very good: Demonstrate mastery of conventions, few error of spelling, punctuation, capitalization, paragraphing</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Good to average: Occasional errors of spelling, punctuation, capitalization, paragraphing, meaning not obscured</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Fair to poor: Frequent errors of spelling, punctuation, capitalization, paragraphing, meaning confused or obscured</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Very poor: No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate</td>
</tr>
</tbody>
</table>
2. Descriptive Text

   a. Definition of descriptive text

      According to Hyland (2004: 214) descriptive text is a text which has social purpose to give an account of imagined or factual event. Hyland explains more about descriptive that it tends to use present tense, and description makes use of “be” and “have”.

      There are three stages within a descriptive text:

      1) Identification: has purpose to define, to classify or generalize about phenomenon.

      2) Aspect: has purpose to describe attributes of each category of the phenomenon.

      3) Conclusion: has purpose to sum up the description.

      Harwell and Dorril (1976: 19) explain that the twofold purpose of descriptive is to share sense impressions and to record thoughts and feelings stimulated by those impressions, in other words, they are both an objective relaying of sense data and a subjective interpretation of that data.

      Oshima and Hogue (2007: 61) stated that “Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and sound. A good description is a word picture: the rider can imagine the object, place, or person in his or get mind”. The generic of descriptive text are identification and description.

      According to the school based curriculum, there are five text types (genre): Harmer (2007: 17) said that genre is a type of
text that written: general world knowledge is our knowledge about anything the related what we written. And one of all is descriptive text.

Anderson (1998: 26) stated that descriptive or description describe a particular thing or person. Its purpose is to tell about the subject by describing its features without including personal opinions.

According to Alawi (2011: 20) descriptions are divided into two categories: objectives and subjective. In objective description your record details without making any personal evaluation or reaction. In subjective description, you are free to interpret the details for your reader; your reaction and description can be emotional and value-loaded.

b. The function and purpose of descriptive text

According to Hartono (2005: 6) descriptive writing has a social function is to describe a particular person, place, or thing, for instance, description of a particular building, specific animal, particular place, and specific person. Its function is almost same with the concept of descriptive itself, whereas, the purpose of description as stated by Fink (1983: 41) is to present the reader with a picture of a person, subject, or setting. Therefore, as a reader
of description, we should take a note of some elements of description as follows:

1) Concrete details. A concrete detail is specific description that supports, reflects, or expands a writer’s attitude or purpose.

2) Images. An image is a concrete, literal (real and actual) description of a person, physical object, or sensory experience that can be known through one of the five sense (sight, sound, taste, touch, and smell).

3) Similes. A simile is a comparison, using like or as, between two objects. The comparison is between two things essentially different yet similar in one aspect.

c. Kinds of descriptive text

As we know that descriptive is to describe something, such as a person, place, or thing. Usually when the people want to describe something, for example in describing people, they often describe each of people in terms of age, nationality, clothes, hair, face, height, etc. According to Anderson (1998: 103) that descriptive has three types or kinds:

1) Description of a person

Each person is different and each other have the characteristic-self. If you describe someone you must gather informative details about person like what theirs wearing, the
face, color of hair, skin, body shape, and etc. However, you are not obliging to give every single detail about the person who describe. You are probably already aware of some of the complications and you might resort to identification, an impression, or a character sketch, depending on the situation.

a) Identification

Although you might provide to identification, you might be probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

b) Impression

Unlike identification, impression consists of overall ideas of him or her. What was your impression of Mellanies’ mom? Is she a funny impression? Are the hospital have comfort impression place? Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual’s striking or distinctive traits.

c) Picture

More complete description of person is on picture and they may also be referred to as profiles, literary
portraits, and biographical picture who indicates in delineates character of person, or at least her or his main personality traits. It may include identification and impression, but it will do more tell about what readers look or seem and it will describe who they are.

2) Description of place

When we start to write anything in a description, it must be clear. The best way to describe place is to show someone the actual place or maybe to take a picture of it or just give the characteristics of the place. In describing a place, we should be takes consideration of the location of the subject must be clear and the details of object arrange in logically and systematically.

In description place for example bedroom, what should you describe first? The wall? The floor? Or maybe position of bed? Unlike a chronologically develop paragraph, descriptive text there is no set pattern or arranging some sentences. It is not necessary to describe one place and another place followed.

Our description text must be organized in order to the reader can imagine the scene being describe. To make our description more interest, you can add the controlled idea or attitude or impression of the place, but remember that arranged the sentences of descriptions depend on what you subject and your purpose.
3) Description of thing

To describe a thing, the writer must have good imagination to express what the subject. To make our target subject to be more as vivid and interest, we preferable using proper nouns and using effective verbs.

a) Using proper nouns

In addition to make our text concrete in details and the reader easily to imagine, we should be using a number of proper nouns as we know are the name of particular person, place, or thing.

For example, we can replace my father as Mr. Andre, my university become UIN Salatiga. Including proper nouns can make what we describe more familiar foe the readers.

b) Using effective verbs

Writer used verbs to make the sentences more accurate, specific, and interesting. For example, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind had made deep grooves”. The verb chiseled also gives the reader a more accurate picture of the wind’s action than made does.
d. The characteristic of descriptive text

According to Anderson (1998: 26) that following characteristics of descriptive texts such as:

1) Using of figures of speech (sees, hear, taste, smell, touch). In this way the description will appear live and interesting.

2) Using vivid picture is to make the description clear and realistic.

3) Using variety words. It means that use of variety of adjectives, nouns, adverbs, and phrases to suggest colors, movements, expressions and feeling.

4) Using any details. If anyone want to describe an object. They should not describe just it is physical features but also its habit, it is characteristics and it is relationship.

5) Using the simple present tense.

6) Using adjective to describe the feature of the subject.

e. The structure and example of descriptive text

Table 2.2 The Generic Structures by Dadi (2005: 171)

<table>
<thead>
<tr>
<th>Text Element</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification</td>
<td>An introduction to the objects/ things describe which includes who or what, when, where.</td>
</tr>
<tr>
<td>Description</td>
<td>A description of an object. For example, the</td>
</tr>
</tbody>
</table>
color, the size, the smell, the taste, what make it special, etc.

For person: what they look like, what they do, how they act, the smell, the taste, what make it special, etc.

For something: how it looks, sounds, feels, smells or tastes where it seen or found, what it does, how it is used, what makes it special.

1) Language features of descriptive text DPN (2004: 52) as follows:

a) Certain nouns, for example: teacher, my cat, motorcycle.

b) Simple present tense.

c) Detailed noun phrase to give information about subject, for example: It was a large open rowboat, a sweet young lady, etc.

d) Some adjectives (describing, numbering, classifying), for example: big brown eyes, sharp white fang, etc.

e) Relating verb to give information about subject, for example: My daddy is real cool, it has very thick fur, etc.

f) Thinking verb and feeling to express the writer’s perception about the subject, for example: Police believe the suspect armed, I think it is a clever animal, etc.

g) Action verb, for example: Our new puppy bites our shoes.
h) Adverbial to give additional information about subject, for example: fast, at the tree house, etc.

i) Figurative language style, for example: simile, metaphor

(John is white a chalk) (DPN, 2004: 52)

2) Example of descriptive text

**My Mother**

**Identification**

Every people certainly have a mother. It is because people are born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now. And here is my mother.

**Description**

My mother’s name is Khodijah. She was born 49 years ago. She is short, but not too short. She is little fat. And she is old. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person. She never stops to support me. She always tells me to not give up so easily. She always gives me some fine solutions when I have
some problems. The importance of her is never denied. That is why I never reject her willing.

3. Gallery Walk Strategy

a. Definition of Gallery Walk Strategy

Gallery walk strategy is the active strategy where the students will move around the classroom to see the pictures, posters, or even their works, and the students will have discussion after they look around the gallery, give their comments, share about their thought, and asking for clarification to other groups, Dinata and Anggraini (2017: 52).

According to Gregory and Kuzmich (2007: 130), gallery walk is a collaborative problem-solving tool. It is an excellent means for communication that acknowledge the creativity and power of the group.

Additionally, Daniels and Steineke (2011: 115) reveal that usually the students walk around from picture to picture, talking quietly with our groups. When the students stop in front of painting, the students will try to understand what the artist was aiming for, compare it to other pictures or other artists, or make judgments about the quality of the work. Then, the students move on. Furthermore, Jonson (2006: 60) comments that gallery walk is an exhibit of students, comments about and personal responses.
Students walk through the gallery walk through an art gallery to view artwork.

During a gallery walk, students explore multiple texts or images that are placed around the room. Teacher often use this strategy as a way to have students share their work with peers, examine multiple historical documents, or respond to a collection of quotations. This discussion strategy allows students to be actively engaged as they walk throughout the classroom. Fox and Hoffman (2011: 182) stated that this strategy is used by the teacher in the role of classroom facilitator rather than that of information dispenser. Gallery walk in the social classroom are a way for students to become actively involved in gathering, organizing, and sharing information. They work together in small groups to share ideas and respond to meaningful questions, documents, images, problem-solving situations or texts. This strategy is very useful to make students to physically move round the room, it can be especially engaging to kinesthetic learners.

b. Procedure of Gallery Walk Strategy

According for Mar (2017: 27) during practicing Gallery Walk strategy, students compose answers to several open-ended questions posted at stations on classroom walls. The common procedures in conducting a Gallery Walk Strategy are:
1) Create and post questions

The instructor writes questions addressing a central concept or debatable issue with no one right answer. The number of questions that need to be written depends on class size. Write the questions on large sheets of self-adhering chart paper, self-supporting flip charts, whiteboard, or even pieces of loose-leaf paper placed on walls or desks spaced throughout the classroom.

2) Group students, assign roles, and stress team building

After explaining the basics of how to conduct a Gallery Walk, arrange students into fifth teams. Each team is provided with a different colored marker or pen. Each team then selects a recorder who is responsible for writing group comments, encourage the recorder to write in a concise bulleted format working down from the top of the sheet.

3) Assign stations and begin comments

Direct teams to different discussion stations. To avoid chart clutter and rumbling comments, encourage the recorder to write in a concise bulleted format working down from the top of the sheet.

4) Rotation

After three or five minutes, say “Rotate!” the group then moves from the initial home situation, clockwise, to the next
station. Here, the team adds new comments and responds to notes left by the previous group. The instructor acts as a facilitator, circulating, around the classroom, clarifying question, and gauging students’ understanding. Besides that, the instructor records any misconceptions or lapses for later discussions during the group final presentation.

5) Begin oral presentation

After visiting every station, students return to their original station and take 5-10 minutes to synthesize all comments on the posted sheet there. The reporter, selected previously, makes an oral presentation listing and recording key points either on the blackboard or on an overhead projector. The oral report should not exceed five minutes in length. During the presentation, the instructor reinforces important concepts and corrects misconceptions and errors.

According to Batubara (2017: 31) “Gallery walk is discussion strategy that gets students out of their chairs and actively involved in synthesizing important science concept, writing, and public speaking”. The advantage of this strategy is flexibility. In this research, the goal of teaching by using Gallery Walk is to teach writing descriptive text as insisted in the curriculum, so the writer modifies the teaching instructions or the teaching steps as follows:
1) The teacher asks the students some questions related to the Gallery Walk.

2) The teacher and the students discuss how to use the Gallery Walk in writing activity.

3) The class is divided into five groups.

4) In class there will be five stations, each station will provided with example of descriptive and question.

5) 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.

6) After all groups have finished rotating all questions, there will be class discussions.

7) Then, still in groups, students try to make a descriptive.

8) After that, they stick their group works on the wall.

9) Nearly similar to the activity they have done before each group visits the others groups’ works. However, this time they do not answer the questions but they give feedback or comment to the other groups’ works.

10) Then they go back to their desks and do a class discussion.

11) Individually, students try to make their own description. Their individual assignment will be assigned as a post-test of Gallery Walk Strategy.
c. Advantages and disadvantages of Gallery Walk Strategy

1) Advantages of Gallery Walk Strategy

a) The gallery walk provides such an opportunity, allowing students to address interesting, open-ended science questions using the terminology and language of the discipline.

b) Oral reports conclude every gallery walk and the instructor has the option of extending this activity with written assignment.

c) Team-building skills are emphasized, as groups need to organize comments written from a variety of perspectives and reach consensus as to which remarks are most compelling.

d) Gallery walk is also flexible.

e) Enable the physical and mental students during learning process. Familiarize students give and receive criticism.

2) Disadvantages of Gallery Walk Strategy

a) If the member is too much to expect some students hang his work.

b) Teachers need to be extra careful in monitoring and assessing the activity of the individual and the collective.

c) Setting the classroom is more complicated.
B. Previous Research

In order to improve the understanding of this research, the researcher presents five relevant studies. The first research has been done by Mulyani (2014). The objective of this research was to find out whether there was significant difference in the achievement of writing announcement text between the eighth grade students of SMP Muhammadiyah 1 Weleri in the academic year of 2013/2014 were taught by using Gallery Walk technique and those who were taught by using conventional method. This research used pretest-posttest control group design was applied. The subjects of the research were two classes. The experimental group was the students of VIII-A which consisted of 28 students of VIII-B which consisted of 28 students and was taught by using conventional method. The data of the research were obtained from the writing test on pre-test and post-test. The result showed that the use of Gallery Walk technique in teaching writing announcement text brought about significant improvement.

The second research has been done by Batubara (2017). This study is improving student’s writing ability using Gallery Walk Strategy. The researcher will divide the students into five groups. Each group will rotate and answer some questions based on the announcement given. Here, the group will practice as a small group 4 discussion. After they have finished answering all questions, there will be class discussions. By using Gallery
Walk each group also can leave a comment or feedback to other groups work.

The third research has been done by Majiasih (2012). She used Gallery Walk strategy to interest and motivates her senior high school students at grade eleven in teaching speaking. The result showed that her research successfully improved the students’ ability in speaking.

The last research has been done by Amaliana (2009). In this research she used wall magazine to teach writing. The result of the research showed that wall magazine was effective to teach writing. It could be seen from the conclusion that most of the students (74% of the total students) were motivated by the wall magazine to make a good writing. Nearly similar to the use of wall magazine, Gallery Walk technique also uses a paper that is attached on the wall like a gallery.

From the first until forth of the research above, we knew that gallery walk strategy could make the English learning more effective especially in writing skill. This research has some differences from the previous ones such as the subject of the research. The first difference are that the research examines gallery walk strategy for SMA N 1 Suruh students’ since there is no research that has been conducted such research in SMA N 1 Suruh students’ dealing with the using of gallery walk strategy. The second differences are the purpose of the research, that is to find out the improvement of students’ skill on writing descriptive text
since the previous research have not brought this issue as the focus of the study yet.
CHAPTER III
IMPLEMENTATION OF RESEARCH

A. The Procedure of the Research

The type of the research used CAR (Classroom Action Research) is come from the term “Action Research”. In this research, researcher used two cycles that contain four steps for each cycle, there are: planning, action, observation, and reflection. The researcher collaborated with the English teacher who taught X MIPA 2 class.

Figure 3.1 The Procedure of Classroom Action Research, According to Kemmis (1983) in Hopkins (2014)

1. Cycle 1

The researcher used Gallery Walk Strategy which can be improving the students’ writing skill. The procedure as bellow:
a. Planning

According Arikunto (2010, p.139) in action planning, the researcher determined point or event to get special attention to be observed, and then make the observation instrument to help researcher record the class condition when the learning teaching occurs.

The researcher used some planning those were:

1) Preparing Gallery Walk Strategy that planned appropriate with the material.

2) Preparing the materials, making lesson plans and designing the steps in doing the action of cycle I.

3) Preparing list of students’ name of cycle I.

4) Preparing teaching-aids of cycle I.

5) Preparing an observation sheet of cycle I (to know the situation of teaching learning process when strategy is implemented)

6) Preparing the test (to know whether students’ achievement improve or not). Pre-test was given to the students before applying of Gallery Walk Strategy while Post-test was given to the students after applying strategy.

The preparation was designed in order to reach the purpose of the teaching learning process. Students are supposed to improve their understanding by materials give
b. Action

In this section, the learning process is led by the teacher. In acting stage as the stage of implementation the preparation, the researcher presented as bellows:

1) The teacher gives pre-test for students.
2) The teacher asks the students about descriptive text.
3) The teacher asks their knowledge about descriptive text.
4) The teacher asks the definition, social function, generic structure and language features about descriptive text.
5) The teacher explains about descriptive text.
6) The teacher decided the students into some groups.
7) The teacher explains the materials and the implementation using Gallery Walk Strategy of learning in write descriptive text.
8) Giving occasion for the students to ask any difficulties in write descriptive text in the learning process.
9) Giving post-test.

c. Observation

In this research, the researcher is as the observer. She observes the students’ in teaching learning activity b using observation sheet. Besides using observation sheet, observer also takes picture as documentation.
Table 3.1 Observation Checklist for Students Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paying Attention</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Asking Question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Responding to question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Accomplishing task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Being enthusiastic in using Gallery Walk Strategy of learning process</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3.2 Observation Checklist for Teacher Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>The Teachers’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prepared the material well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Greeting students before the lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The teacher checking students attendant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Giving motivation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Reminding previous material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Giving the explanation of the material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Use of gallery walk strategy to teach descriptive text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Giving opportunity for asking the question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Help student’s difficulties during learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Giving feedback after the lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
d. Reflection

The researcher evaluated the activities that have been done.

The teacher and the researcher discussed to make an evaluation what should they do to solve the problem. The researcher analyzes the data from the test and observation sheet of Cycle 1.

2. Cycle 11

The second cycle do based on the result of reflection from the first cycle. If the result from observation show that the quality of the students are still low, it is needed another action in order to make improvement of the quality for the next cycle. The procedures are as follows:

a. Planning

In the planning phase of the second cycle, the researcher would do several activities that would be designed as bellows:

1) Preparing Gallery Walk Strategy that planned appropriate with the material.

2) Preparing materials, making lesson plan, and designing the steps in doing the action of cycle II.

3) Preparing list of students’ name of cycle II.

4) Preparing teaching-aids of cycle II.

5) Preparing an observation sheet of cycle II (to know the situation of teaching learning process when strategy is implemented)
6) Preparing the test to know whether students’ descriptive text ability is improved or not when the strategy is applied.

b. Action

In this section, the leaning process is led by the teacher.

The activities in the action as follows:

1) Giving pre-test and post-test for students

2) Giving materials and explain the purpose, generic structure, and language feature of descriptive text

3) Giving the example of descriptive text

4) Giving more explanation about the materials and the implementation of using Gallery Walk Strategy in writing descriptive text

5) Giving occasion for the students’ ask any difficulties while using gallery walk strategy in the learning process

6) Giving post-test

At this phase, the researcher and the students worked together. The students obtained the materials deeply. Meanwhile, the teacher helped, guided and monitoring the students.

7) Asked the students’ about the procedure of write descriptive text.

8) Conclude the materials and giving feedback after the lesson.
c. **Observation**

The researcher observes the students and teacher activity in learning process by using observation sheet. The observation sheets same with cycle I.

d. **Reflection**

The researcher evaluated the activities that have been done. The teacher and the researcher discussed to make an evaluation what should they do to solve the problems. The researcher analyzes the data from the test and observation sheet of Cycle II.

B. **The Minimum of Passing Grade**

The students’ success and failure in doing the activities plan above will be assess by referring to the minimum of passing grade. The passing grade of English lesson in SMA N 1 Suruh is 75. The teacher and the researcher expect that there are at least 80% of the students’ who pass the passing grade.
CHAPTER IV

RESEARCH FINDING AND DATA ANALYSIS

In this chapter, the writer would like to analyze the data gathered from the action research activities. The data was obtained from teaching learning process and evaluation. The data analysis is functioned to measure the students’ writing skill improvements’ by applying Gallery Walk Strategy.

This chapter focuses on analyzing the collected data. The research gives the details of the findings. It shows the finding of collected data since in the result pre-test and post-test. This research is implementing on two cycles. The findings consist of the result of the cycle I, cycle II. These cycles show the improvement of the students’ ability in writing skill.

A. The Result of the Research

The research consists of two cycles, each cycle consists of planning, acting, observing, and reflecting. The whole steps of this research would be explained in description bellow:

1. Research Finding

In this research, the researcher acts as the collaborator that observes the learning process and Mrs. Farida Rini Astuti, S.Pd. acts as the teacher. The researcher arranged two cycles, each cycle consist of planning, action, observation, and reflection. The further explanation can be seen as bellow:
a. Cycle I

1) Planning

In this research, the researcher planned what action would be done in applying the gallery walk strategy. The activities in the planning presented below:

Making the schedule of the research:

a. Preparing Gallery Walk Strategy that planned appropriate with the material.

b. Preparing materials, making lesson plan, and designing the steps in doing the action of cycle I.

c. Preparing list of students’ name of cycle I.

d. Preparing teaching-aids of cycle I.

e. Preparing an observation sheet of cycle I (to know the situation of teaching learning process when strategy is implemented)

f. Preparing the test (to know whether students’ achievement improve or not). Pre-test was given to the students before applying of Gallery Walk Strategy while Post-test was given to the students after applying strategy.

2) Implementation of the action

The researcher conducted in two days. The actions of the cycle 1 consist of two parts. The first part was done on Monday, January 21\textsuperscript{th} 2019 and the second part was done on
Thursday, January 24th 2019. The pre-test and treatment were conducted in day 1 and treatment and post-test was conducted in day 2. The researcher rolled as an observer teachers’ and students’ activity in teaching learning process. The researcher had a partner to take photos and video in pre-test and post-test for documentation.

The first part on cycle I conducted on Monday, January 21th 2019 Mrs. Farida Rini Astuti S.Pd as an English teacher and the researcher entered to the English class. The situation was crowded, some students talked to their friend, and the other were outside of the class. Before the teacher opened the lesson she informed the students that a few days later the class would be observed by the researcher. The teacher opened the lesson by greeting and praying, and checked the students’ presents. After checked the students’ presents the teacher asks the researcher to introduce herself and conveyed the purpose of coming in the class.

Before the lesson, the teacher gave the pre-test for the students in 30 minutes for the students do pre-test before explained about Descriptive Text. She walked around the class in order the check the students along doing the test. Some of them asked their friends, and other asked to the teacher.
Actually, she found that most of students were confused in doing the test. When pre-test going on, the students still often asked vocabulary to the teacher and they discussed with other friend doing the pre-test. Then, she said to the students to do by themselves as they can. After students had finished the pre-test, she collected and began the teaching learning process.

The teacher gave the materials about descriptive text. She explains the material about descriptive text. Some of students talk with their friend during the teacher explains the text. Then, the teacher asked them to listen the teacher presentation. Then, the teacher explained the definition, generic structure, characteristics and the example of descriptive text. The teacher gave opportunity to the students’ for asked question about the materials.

After giving explanation, she gave the example about descriptive text “New Friend”. The teacher try to discuss the text with the students.

After translated the text, the teacher asked the students to identify the structure of descriptive text from the text.

The teacher gave questions about the generic structure from the text. Raninda’s answer that the generic structure from the text is identification and description.
Teacher began to introducing about Gallery Walk Strategy to the students. Before the students doing this strategy in next meeting, she explain the procedure of doing Gallery Walk Strategy.

The students were interested in translated the example of descriptive text, and then identifies the generic structure from the text. They got a lot vocabulary after translated the text. Then the teacher concludes the materials.

The teacher closed the learning and said:”Wassalamu’alaikum, see you students”.

The second part cycle I was conducted on Thursday, January 24th 2019. Mrs. Farida Rini Astuti, S.Pd as an English teacher and the researcher entered to the English class. The situation same with last week, crowded, some students talked to their friend, and the other were outside of the class. The teacher opened the lesson by greeting, praying, and asked about their condition.

The teacher checked the students’ attendance list. After checked the students’ presents the teacher reviewed materials about descriptive text and procedure of Gallery Walk Strategy. She explained again about definition, generic structure, characteristics and the example of descriptive text. The teacher
gave opportunity to the students for asked question about the materials.

Teacher began to introducing again about Gallery Walk Strategy to the students. She explained to procedure of Gallery Walk Strategy. In this meeting the students doing Gallery Walk Strategy. First, the teacher prepared a text of descriptive text and some picture. Second, the teacher divided students into five groups. Third, in class there will be five groups and the teacher give descriptive text and questions about “Makassar” for each group. Forth, each group will rotate from group one to five to answer all questions based on the example of descriptive. Fifth, after all groups have finished rotating all questions, there will be class discussions. Sixth, still in groups, the students try to make a descriptive text from the picture from each group. Seventh, the students stick their group works on the wall. After that, nearly similarly the activity they done before each group visits the others groups’ works. The students give feedback or comment to the other groups’ works. The last, the students go back to their chairs and doing a class discussion.

Before the teacher gave post-test, she gave the some questions to the students. The teacher asked about “what the name of the learning method and how they felt after doing this
method”. Some students tried to answer the question. Devita’s answer that “the name of method is Gallery Walk Strategy and she felt that English learning becomes more interesting and not boring. The teacher hope all of the students felt same with Devita.

Then, the teacher gave post-test to the students for about 25 minutes. The teacher monitored the students’ activities and after the time was up, the teacher collected the students’ worksheet.

The teacher concludes the material, and then the teacher said: “Students, time was up. We will continue to the next meeting.” *Wassalamu’alaikum Wr. Wb*”.

3) **Observing**

In this chapter in cycle I, the researcher also observed the teaching learning process in the class. Observing the students’ and the teacher’s activities.

<table>
<thead>
<tr>
<th>No</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paying Attention</td>
<td>√</td>
<td></td>
<td>All of the students pay attention to the answer the greeting.</td>
</tr>
<tr>
<td>2</td>
<td>Asking Question</td>
<td>√</td>
<td></td>
<td>JMN ask something.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Responding to question</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>JMN said “bu kalo identification itu gambaran umum ya? Maksudnya gambaran umum gimana bu?” (Ms, what is the meaning of identification?).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Accomplishing task</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>There were Students (RF and DEPB) answered teacher question</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Being enthusiastic in using gallery walk strategy of learning process</td>
<td>√</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All of the students did the task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>They felt enjoy the application of gallery walk strategy (the students give participate to make or write a descriptive text using gallery walk strategy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>The Teachers’ Activity</td>
<td>Yes</td>
<td>No</td>
<td>Description</td>
</tr>
<tr>
<td>----</td>
<td>------------------------</td>
<td>-----</td>
<td>----</td>
<td>-------------</td>
</tr>
<tr>
<td>1</td>
<td>Prepared the material well</td>
<td>√</td>
<td></td>
<td>The teacher prepared the lesson plan and material well</td>
</tr>
<tr>
<td>2</td>
<td>Greeting students before the lesson begin</td>
<td>√</td>
<td></td>
<td>The teacher greeted the students and students answered the greeting</td>
</tr>
<tr>
<td>3</td>
<td>The teacher checking students attendant</td>
<td>√</td>
<td></td>
<td>The teacher called the students one by one</td>
</tr>
<tr>
<td>4</td>
<td>Giving motivation</td>
<td>√</td>
<td></td>
<td>The teacher didn’t gave motivation</td>
</tr>
<tr>
<td>5</td>
<td>Reminding previous material</td>
<td>√</td>
<td></td>
<td>The teacher immediately explain the current material</td>
</tr>
<tr>
<td>6</td>
<td>Giving the explanation of the material</td>
<td>√</td>
<td></td>
<td>The teacher explained the material, she used mix language: in Indonesia and English language</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Use of gallery walk strategy to teach descriptive text</td>
<td>✓</td>
<td>The teacher used a design of gallery walk strategy and accordance with the material which showed to the students</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Giving opportunity for asking the question</td>
<td>✓</td>
<td>The teacher gave time (3 minutes) to the student about everything to asked question</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Help student’s difficulties during learning</td>
<td>✓</td>
<td>The teacher helped students to solve the difficulties (students difficult to understand the meaning of the text)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Giving feedback after the lesson</td>
<td>✓</td>
<td>The teacher gave feedback to the result of the learning.</td>
<td></td>
</tr>
</tbody>
</table>
The researcher analyzed the data of pre-test and post-test. The calculation and result of both tests are presented follow:

a) Pre-test

Table 4.3 Students’ Score in the Pre-test of the Cycle I

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Gender</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AWMP</td>
<td>Male</td>
<td>60</td>
</tr>
<tr>
<td>2.</td>
<td>AFS</td>
<td>Male</td>
<td>69</td>
</tr>
<tr>
<td>3.</td>
<td>ALN</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>4.</td>
<td>AQP</td>
<td>Female</td>
<td>62</td>
</tr>
<tr>
<td>5.</td>
<td>ADA</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>6.</td>
<td>DIPB</td>
<td>Female</td>
<td>75</td>
</tr>
<tr>
<td>7.</td>
<td>DW</td>
<td>Male</td>
<td>57</td>
</tr>
<tr>
<td>8.</td>
<td>INF</td>
<td>Female</td>
<td>62</td>
</tr>
<tr>
<td>9.</td>
<td>JMN</td>
<td>Female</td>
<td>65</td>
</tr>
<tr>
<td>10.</td>
<td>LP</td>
<td>Female</td>
<td>75</td>
</tr>
<tr>
<td>11.</td>
<td>LP</td>
<td>Female</td>
<td>67</td>
</tr>
<tr>
<td>12.</td>
<td>MBS</td>
<td>Male</td>
<td>59</td>
</tr>
</tbody>
</table>
From the students’ score in the pre-test of the cycle I above, the researcher and the teacher can calculated the number of the students who passes the passing grade are:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥75</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td>≤75</td>
<td>19</td>
<td>91%</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100%</td>
</tr>
</tbody>
</table>
From the data above, the researcher and the teacher know that there are only 9% of the students who get score higher than the passing grade.

b) Post-test

Table 4.5 Students’ Score in the Post-test of the Cycle I

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Gender</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AWMP</td>
<td>Male</td>
<td>69</td>
</tr>
<tr>
<td>2.</td>
<td>AFS</td>
<td>Male</td>
<td>75</td>
</tr>
<tr>
<td>3.</td>
<td>ALN</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>4.</td>
<td>AQP</td>
<td>Female</td>
<td>72</td>
</tr>
<tr>
<td>5.</td>
<td>ADA</td>
<td>Female</td>
<td>48</td>
</tr>
<tr>
<td>6.</td>
<td>DIPB</td>
<td>Female</td>
<td>78</td>
</tr>
<tr>
<td>7.</td>
<td>DW</td>
<td>Male</td>
<td>69</td>
</tr>
<tr>
<td>8.</td>
<td>INF</td>
<td>Female</td>
<td>75</td>
</tr>
<tr>
<td>9.</td>
<td>JMN</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>10.</td>
<td>LP</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>11.</td>
<td>LP</td>
<td>Female</td>
<td>75</td>
</tr>
<tr>
<td>12.</td>
<td>MBS</td>
<td>Male</td>
<td>63</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>13.</td>
<td>MS</td>
<td>Male</td>
<td>70</td>
</tr>
<tr>
<td>14.</td>
<td>MIK</td>
<td>Male</td>
<td>75</td>
</tr>
<tr>
<td>15.</td>
<td>NSKPP</td>
<td>Female</td>
<td>68</td>
</tr>
<tr>
<td>16.</td>
<td>OVH</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>17.</td>
<td>RF</td>
<td>Female</td>
<td>67</td>
</tr>
<tr>
<td>18.</td>
<td>SL</td>
<td>Female</td>
<td>74</td>
</tr>
<tr>
<td>19.</td>
<td>SAD</td>
<td>Female</td>
<td>77</td>
</tr>
<tr>
<td>20.</td>
<td>TF</td>
<td>Female</td>
<td>76</td>
</tr>
<tr>
<td>21.</td>
<td>TS</td>
<td>Male</td>
<td>60</td>
</tr>
</tbody>
</table>

From the students’ score in the post-test of the cycle I above, the researcher and the teacher can calculated the number of students who passed the passing grade.

**Table 4.6 Calculation of Passing Grade of the Post-test in the Cycle I**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥75</td>
<td>9</td>
<td>43%</td>
</tr>
<tr>
<td>≤75</td>
<td>12</td>
<td>57%</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100%</td>
</tr>
</tbody>
</table>
From the data above, it can be concluded that there are an improvement from the pre-test. The students who pass the passing grade in the pre-test of cycle I are 9%. In the post-test 43% of the students pass the passing grade. There is an improvement as many as 34%. However, the teacher and the researcher expect that there are at least 80% of the students pass the passing grade.

c) Calculating of cycle I

**Table 4.7 Difference Square of Pre and Post-test Score in Cycle I**

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score Pretest</th>
<th>Score Posttest</th>
<th>D</th>
<th>D^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AWMP</td>
<td>60</td>
<td>69</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>2.</td>
<td>AFS</td>
<td>69</td>
<td>75</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>3.</td>
<td>ALN</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4.</td>
<td>AQP</td>
<td>62</td>
<td>72</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>5.</td>
<td>ADA</td>
<td>60</td>
<td>48</td>
<td>-12</td>
<td>144</td>
</tr>
<tr>
<td>6.</td>
<td>DIPB</td>
<td>75</td>
<td>78</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>7.</td>
<td>DW</td>
<td>57</td>
<td>69</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>8.</td>
<td>INF</td>
<td>62</td>
<td>75</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td></td>
<td>Company</td>
<td>X1</td>
<td>Y1</td>
<td>D</td>
<td>D^2</td>
</tr>
<tr>
<td>---</td>
<td>---------</td>
<td>-----</td>
<td>-----</td>
<td>----</td>
<td>-----</td>
</tr>
<tr>
<td>9.</td>
<td>JMN</td>
<td>65</td>
<td>60</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>10.</td>
<td>LP</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>11.</td>
<td>LP</td>
<td>67</td>
<td>75</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>12.</td>
<td>MBS</td>
<td>59</td>
<td>63</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>13.</td>
<td>MS</td>
<td>62</td>
<td>70</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>14.</td>
<td>MIK</td>
<td>68</td>
<td>75</td>
<td>7</td>
<td>49</td>
</tr>
<tr>
<td>15.</td>
<td>NSKPP</td>
<td>58</td>
<td>68</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>16.</td>
<td>OVH</td>
<td>62</td>
<td>60</td>
<td>-2</td>
<td>4</td>
</tr>
<tr>
<td>17.</td>
<td>RF</td>
<td>55</td>
<td>67</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>18.</td>
<td>SL</td>
<td>60</td>
<td>74</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>19.</td>
<td>SAD</td>
<td>65</td>
<td>77</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>20.</td>
<td>TF</td>
<td>59</td>
<td>76</td>
<td>17</td>
<td>289</td>
</tr>
<tr>
<td>21.</td>
<td>TS</td>
<td>65</td>
<td>60</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>X1</td>
<td>Y1</td>
<td>D</td>
<td>D^2</td>
</tr>
<tr>
<td></td>
<td>N=21</td>
<td>1335</td>
<td>1471</td>
<td>136</td>
<td>1928</td>
</tr>
</tbody>
</table>
d) Mean of Pre-test Cycle I

\[ M = \frac{\sum X_1}{N} \]

\[ M = \frac{1335}{21} \]

\[ M = 63.5 \]

e) Mean of Post-test Cycle I

\[ M = \frac{\sum Y_1}{N} \]

\[ M = \frac{1471}{21} \]

\[ M = 70.04 \]

In the cycle I, the mean of the pre-test is 63.57 and the mean of the post-test is 70.04. It means that the mean of the post test is bigger than the mean of the pre-test. It can be concluded that there is significant improvement of the students’ understanding in descriptive text after being taught by using Gallery Walk Strategy.

f) Calculating the Mean of Difference

\[ MD = \frac{\sum D}{N} \]

\[ MD = \frac{136}{21} \]

\[ MD = 6.47 \]
g) Calculating the standard Deviation

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} \]

\[ SD_D = \sqrt{\frac{1928}{21} - \left(\frac{136}{21}\right)^2} \]

\[ SD_D = \sqrt{91.80 - (6.47)^2} \]

\[ SD_D = \sqrt{91.80 - 41.86} \]

\[ SD_D = \sqrt{49.94} \]

\[ SD_D = 7.06 \]

h) Standard Error for the Mean Difference

\[ SE_{MD} = \frac{SD_D}{\sqrt{N - 1}} \]

\[ SE_{MD} = \frac{7.06}{\sqrt{21 - 1}} \]

\[ SE_{MD} = \frac{7.06}{\sqrt{20}} \]

\[ SE_{MD} = \frac{7.06}{4.47} \]

\[ SE_{MD} = 1.57 \]

i) Calculating the T-test

\[ T_0 = \frac{MD}{SE_{MD}} \]
\[ T_0 = \frac{6.47}{1.57} \]

\[ T_0 = 4.12 \]

From the data of the cycle I above, the researcher and the teacher find that the T-test is 4.12 and the T-table with N is 2.07. The value of the T-test is bigger than the value of the T-table. So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It means that there was a significant difference between pre-test and post-test. However, the teacher and the researcher conducted the cycle II because the students who passed the passing grade were less than 80%.

4) Reflecting

Based on the result of the observation sheet in cycle I, there is some students who did not have any idea to write. They are still confused about organizing the sentences. The students have low mastery of grammar, punctuation, and also limited vocabulary.

The researcher found the most of the students paying attention in the learning process. However, many students were not active in asking questions. The students who were active asking were only 7 students. They mostly kept silent
even though they did not understand what the teacher explained.

JMN ask something “what is the meaning of identification”. The teacher answer about the question from JMN. Then, the teacher gave some questions about the material in the teaching learning. RF, DEPB, AFS, DIPB, LP, and MIK who are always active and answer every each questions from the teacher in the class.

The teacher needed to explain the material detail in order to make the students understand well. She must guide the students to discuss. Beside the students must more active to ask the teacher when they did not understand about the lesson. The teacher will use the same strategy to teach writing with same topic for the next cycle to get better result.

b. Cycle II

In the first cycle, there are still some students who have score less than standardized score 75. Based on the result of cycle I, it is better to the teacher to continue the next cycle.

1) Planning

Before conducting the research, the researcher prepared the instrument of research, in the following:

a. Preparing Gallery Walk Strategy that planned appropriate with the material.
b. Preparing materials, making lesson plan, and designing the steps in doing the action of cycle II.

c. Preparing list of students’ name of cycle II.

d. Preparing teaching-aids of cycle II.

e. Preparing an observation sheet of cycle II (to know the situation of teaching learning process when strategy is implemented)

f. Preparing the test to know whether students’ descriptive text ability is improved or not when the strategy is applied.

2) Action

The action of cycle II was doing two days. The first part was done on Monday, January 28th 2019. The teacher and observed (the researcher) entered the English class. The situation was not too crowded, some students talked to their friend, and the other was outside of the class. The teacher opened the lesson by greeting and praying, and checked the students’ present.

Before starting the lesson the teacher check-attending list, after that the teacher reviewed the previous lesson. She asked them about “descriptive text”, most of them forgot and just several of them remember about it.

Later than reviewed the material, the teacher gave pre-test to the students. As in the first cycle, they need 30 minutes
to do the test. Some students finished it before a set time. When time was up, the teacher asks them to collect their written. Now she started the lesson and explained about the topic from their written.

The teacher explained about descriptive text and the teacher asked students to listen the teacher presentation. Then, the teacher gave worksheet to do. She asked them to read the example of the text. They try to analyze the generic structure and language feature. The teacher gave feedback in the last meeting. After the meeting finished, the teacher closed and said “hamdalah” together.

On Thursday, January 31th 2019 the teacher entered the class and started the lesson as usual. Greeting students by “Assalamualaikumwarahmatullahiwrabarakatuh”. The teacher asked about the condition of the students and checked the students’ attendance list. Before starting the lesson, the teacher review about previous material. She asked the students “did you remember what we have learned last meeting?” The students answer that they learned about descriptive text.

In the last meeting the teacher introduced about Gallery Walk Strategy same with previous meeting. First, the teacher prepared a text of descriptive text and some picture. Second, the teacher divided students into five groups. Third, in class
there will be five groups and the teacher give descriptive text and questions about “Losari Beach” for each group. Forth, each group will rotate from group one to five to answer all questions based on the example of descriptive. Fifth, after all groups have finished rotating all questions, there will be class discussions. Sixth, still in groups, the students try to make a descriptive text from the picture from each group. Seventh, the students stick their group works on the wall. After that, nearly similarly the activity they done before each group visits the others groups’ works. The students give feedback or comment to the other groups’ works.

Then the teacher gave post-test to the students for about 25 minutes. The teacher monitored the students’ activities and after the time was up, the teacher collected the students’ worksheet.

The teacher concluded the material, and then the teacher said: “Students, time was up. We will continue to the next meeting. Wassalamualaikum Wr. Wb”

3) Observing

In cycle II, the researcher also observed the teaching learning process in the class. Observing the students’ and the teacher’s activities.
Table 4.8 Form the Result of Students’ Observation Checklist Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paying Attention</td>
<td>√</td>
<td></td>
<td>All of the students pay attention to the answer the greeting.</td>
</tr>
<tr>
<td>2</td>
<td>Asking Question</td>
<td>√</td>
<td></td>
<td>Few students who asking.</td>
</tr>
<tr>
<td>3</td>
<td>Responding to question</td>
<td>√</td>
<td></td>
<td>There were Students (LP, OVH, TS, and DW) answered teacher question</td>
</tr>
<tr>
<td>4</td>
<td>Accomplishing task</td>
<td>√</td>
<td></td>
<td>All of the students did the task</td>
</tr>
<tr>
<td>5</td>
<td>Being enthusiastic in using gallery walk strategy of learning process</td>
<td>√</td>
<td></td>
<td>They felt enjoy the application of gallery walk strategy</td>
</tr>
</tbody>
</table>
Table 4.9 Form of Result Teachers’ Observation Checklist Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>The Teachers’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Prepared the material well</td>
<td>✓</td>
<td></td>
<td>The teacher prepared the lesson plan and material well</td>
</tr>
<tr>
<td>2</td>
<td>Greeting students before the lesson begin</td>
<td>✓</td>
<td></td>
<td>The teacher greeted the students and students answered the greeting</td>
</tr>
<tr>
<td>3</td>
<td>The teacher checking students attendant</td>
<td>✓</td>
<td></td>
<td>The teacher called the students one by one</td>
</tr>
<tr>
<td>4</td>
<td>Giving motivation</td>
<td>✓</td>
<td></td>
<td>The teacher gave motivation</td>
</tr>
<tr>
<td>5</td>
<td>Reminding previous material</td>
<td>✓</td>
<td></td>
<td>The teacher immediately explain the current material</td>
</tr>
<tr>
<td>6</td>
<td>Giving the explanation of the material</td>
<td>✓</td>
<td></td>
<td>The teacher explained the material, she used mix language: in Indonesia and</td>
</tr>
<tr>
<td></td>
<td>English language</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Use of gallery walk strategy to teach descriptive text</td>
<td>The teacher used a design of gallery walk strategy and accordance with the material which showed to the students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Giving opportunity for asking the question</td>
<td>The teacher gave time (3 minutes) to the student about everything to asked question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Help student’s difficulties during learning</td>
<td>The teacher helped students to solve the difficulties (students difficult to understand the meaning of the text)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Giving feedback after the lesson</td>
<td>The teacher gave feedback to the result of the learning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The researcher analyzed the data of pre-test and post-test. The calculation and result of both tests are presented follow:

a) Pre-test

Table 4.10 Students' Score in the Pre-test of the Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Gender</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AWMP</td>
<td>Male</td>
<td>68</td>
</tr>
<tr>
<td>2.</td>
<td>AFS</td>
<td>Male</td>
<td>70</td>
</tr>
<tr>
<td>3.</td>
<td>ALN</td>
<td>Female</td>
<td>75</td>
</tr>
<tr>
<td>4.</td>
<td>AQP</td>
<td>Female</td>
<td>71</td>
</tr>
<tr>
<td>5.</td>
<td>ADA</td>
<td>Female</td>
<td>69</td>
</tr>
<tr>
<td>6.</td>
<td>DIPB</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>7.</td>
<td>DW</td>
<td>Male</td>
<td>68</td>
</tr>
<tr>
<td>8.</td>
<td>INF</td>
<td>Female</td>
<td>66</td>
</tr>
<tr>
<td>9.</td>
<td>JMN</td>
<td>Female</td>
<td>65</td>
</tr>
<tr>
<td>10.</td>
<td>LP</td>
<td>Female</td>
<td>77</td>
</tr>
<tr>
<td>11.</td>
<td>LP</td>
<td>Female</td>
<td>67</td>
</tr>
<tr>
<td>12.</td>
<td>MBS</td>
<td>Male</td>
<td>72</td>
</tr>
</tbody>
</table>
13. MS  Male  76
14. MIK  Male  70
15. NSKPP  Female  72
16. OVH  Female  74
17. RF  Female  70
18. SL  Female  65
19. SAD  Female  79
20. TF  Female  75
21. TS  Male  77

The passing grade of English lesson SMA N 1 Suruh is 75. From the students’ score in the pre-test of the cycle II above, the calculated the number of the students who passes the passing grade are:

Table 4.11 Calculation of Passing Grade of the Pre-test in the Cycle II

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥75</td>
<td>7</td>
<td>33%</td>
</tr>
<tr>
<td>≤75</td>
<td>14</td>
<td>67%</td>
</tr>
</tbody>
</table>
From the above, the researcher and the teacher know that there are only 33% of the students who get score higher than the passing grade.

b) Post-test

Table 4.12 Students’ Score in the Post-test of the Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Gender</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AWMP</td>
<td>Male</td>
<td>80</td>
</tr>
<tr>
<td>2.</td>
<td>AFS</td>
<td>Male</td>
<td>82</td>
</tr>
<tr>
<td>3.</td>
<td>ALN</td>
<td>Female</td>
<td>85</td>
</tr>
<tr>
<td>4.</td>
<td>AQP</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>5.</td>
<td>ADA</td>
<td>Female</td>
<td>73</td>
</tr>
<tr>
<td>6.</td>
<td>DIPB</td>
<td>Female</td>
<td>86</td>
</tr>
<tr>
<td>7.</td>
<td>DW</td>
<td>Male</td>
<td>79</td>
</tr>
<tr>
<td>8.</td>
<td>INF</td>
<td>Female</td>
<td>84</td>
</tr>
<tr>
<td>9.</td>
<td>JMN</td>
<td>Female</td>
<td>79</td>
</tr>
<tr>
<td>10.</td>
<td>LP</td>
<td>Female</td>
<td>86</td>
</tr>
<tr>
<td>11.</td>
<td>LP</td>
<td>Female</td>
<td>81</td>
</tr>
</tbody>
</table>
From the students’ score in the post-test of cycle II above, the researcher and the teacher can calculated the number of students who passed the passing grade.

**Table 4.13 Calculation of Passing Grade of the Post-test in the Cycle II**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥75</td>
<td>18</td>
<td>86%</td>
</tr>
<tr>
<td>≤75</td>
<td>3</td>
<td>14%</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100%</td>
</tr>
</tbody>
</table>
From the above, it can be concluded that there is an improvement from the pre-test. The students who pass the passing grade in the pre-test of the cycle II are 33%. In the post-test 86% of the students pass the passing grade. There is an improvement as many 53%. However, the teacher and the researcher expect that there are least 80% of the students pass the passing grade.

c) Calculating of cycle II

Table 4.14 Difference Square of Pre and Post-test Score in Cycle II

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Score Pretest</th>
<th>Score Posttest</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AWMP</td>
<td>68</td>
<td>80</td>
<td>12</td>
<td>114</td>
</tr>
<tr>
<td>2.</td>
<td>AFS</td>
<td>70</td>
<td>82</td>
<td>12</td>
<td>114</td>
</tr>
<tr>
<td>3.</td>
<td>ALN</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4.</td>
<td>AQP</td>
<td>71</td>
<td>80</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>5.</td>
<td>ADA</td>
<td>69</td>
<td>73</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>6.</td>
<td>DIPB</td>
<td>80</td>
<td>86</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>7.</td>
<td>DW</td>
<td>68</td>
<td>79</td>
<td>11</td>
<td>121</td>
</tr>
<tr>
<td>8.</td>
<td>INF</td>
<td>66</td>
<td>84</td>
<td>18</td>
<td>324</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>JMN</td>
<td>65</td>
<td>79</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>10.</td>
<td>LP</td>
<td>77</td>
<td>86</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>11.</td>
<td>LP</td>
<td>67</td>
<td>81</td>
<td>14</td>
<td>196</td>
</tr>
<tr>
<td>12.</td>
<td>MBS</td>
<td>72</td>
<td>68</td>
<td>-4</td>
<td>16</td>
</tr>
<tr>
<td>13.</td>
<td>MS</td>
<td>76</td>
<td>86</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>14.</td>
<td>MIK</td>
<td>70</td>
<td>83</td>
<td>13</td>
<td>169</td>
</tr>
<tr>
<td>15.</td>
<td>NSKPP</td>
<td>72</td>
<td>81</td>
<td>9</td>
<td>81</td>
</tr>
<tr>
<td>16.</td>
<td>OVH</td>
<td>74</td>
<td>64</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>17.</td>
<td>RF</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>18.</td>
<td>SL</td>
<td>65</td>
<td>80</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>19.</td>
<td>SAD</td>
<td>79</td>
<td>85</td>
<td>6</td>
<td>36</td>
</tr>
<tr>
<td>20.</td>
<td>TF</td>
<td>75</td>
<td>79</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>21.</td>
<td>TS</td>
<td>77</td>
<td>85</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>Total</td>
<td>X1</td>
<td>Y1</td>
<td>D</td>
<td>D²</td>
<td></td>
</tr>
<tr>
<td>N=21</td>
<td>1506</td>
<td>1681</td>
<td>175</td>
<td>2241</td>
<td></td>
</tr>
</tbody>
</table>
d) Mean of Pre-test Cycle I

\[ M = \frac{\sum X_1}{N} \]

\[ M = \frac{1506}{21} \]

\[ M = 71.71 \]

e) Mean of Post-test Cycle II

\[ M = \frac{\sum Y_1}{N} \]

\[ M = \frac{1681}{21} \]

\[ M = 80.04 \]

In the cycle II, the mean of the pre-test is 71.71 and the mean of the post-test is 80.04. It means that the mean of the post-test is bigger than the mean of the pre-test. It can be concluded that there is significant improvement of the students’ understanding in descriptive text after being taught by using Gallery Walk Strategy.

f) Calculating the Mean of Difference

\[ MD = \frac{\sum D}{N} \]

\[ MD = \frac{175}{21} \]

\[ MD = 8.33 \]
g) Calculating the standard Deviation

\[
SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}
\]

\[
SD_D = \sqrt{\frac{2241}{21} - \left(\frac{175}{21}\right)^2}
\]

\[
SD_D = \sqrt{106.71 - (8.33)^2}
\]

\[
SD_D = \sqrt{106.71 - 69.38}
\]

\[
SD_D = \sqrt{37.33}
\]

\[
SD_D = 6.10
\]

h) Standard Error for the Mean Difference

\[
SE_{MD} = \frac{SD_D}{\sqrt{N-1}}
\]

\[
SE_{MD} = \frac{6.10}{\sqrt{21-1}}
\]

\[
SE_{MD} = \frac{6.10}{\sqrt{20}}
\]

\[
SE_{MD} = \frac{6.10}{4.47}
\]

\[
SE_{MD} = 1.36
\]
i) Calculating the T-test

\[ T_0 = \frac{MD}{SE_{MD}} \]

\[ T_0 = \frac{8.33}{1.36} \]

\[ T_0 = 6.12 \]

From the data of cycle II above, the researcher and the teacher find that T-test is 6.12. And the T-table with N-1 is 2.07. The value of the T-test is bigger that the value of T-table. It means that there was significant influence from the cycle I up to cycle II. So, the alternative hypothesis (Ha) was accepted and the full hypothesis (Ho) was rejected. It means that there was a significant difference between pre-test and post-test. Therefore, the researcher and the teacher conclude that the result of cycle II is really significant. Finally, the teacher and the researcher successfully conduct this research. It also means that gallery walk strategy could improve the students’ understanding on descriptive text at the first grade students of SMA N 1 Suruh in the academic year of 2018/2019.

4) Reflection

After analyzing the data by observing and evaluating the result of students writing product showed that 18 of the students who got the score above the standard of passing
grade. In the pre-test just 33% of the students who got score higher than the standard of passing grade. It means that although there is an improvement by using media in teaching and learning descriptive text process. The students assessed the test of cycle II are better. The students had good understanding about the topic.

In the post-test of the cycle II, there are 86% of the students who got score above the standard of passing grade. It means that, after reflection from the cycle I was applied in the acting of the cycle II, the students who pass the passing grade score improved as many as 53% in the post-test of cycle II. The teacher stopped the cycle because almost all of the students have already passed the passing grade.

B. Discussion

After analyzing students’ score in the cycle I and the cycle II, the researcher concludes that there is significant improvement of the students’ ability in writing descriptive text after being taught by using gallery walk as a strategy. The improvement can be seen as follows:
Table 4.15 Table of Data Analysis

<table>
<thead>
<tr>
<th>No.</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean of pre-test</td>
<td>63.57</td>
<td>71.71</td>
</tr>
<tr>
<td></td>
<td>Mean of post-test</td>
<td>70.04</td>
<td>80.04</td>
</tr>
<tr>
<td>2</td>
<td>Total of the students who pass the passing grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(≥75)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>9%</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>43%</td>
<td>86%</td>
</tr>
<tr>
<td></td>
<td>Improvement</td>
<td>34%</td>
<td>53%</td>
</tr>
<tr>
<td>3</td>
<td>T-Table (N=21)</td>
<td>2.07</td>
<td>2.07</td>
</tr>
<tr>
<td>4</td>
<td>T-test</td>
<td>4.12</td>
<td>6.12</td>
</tr>
</tbody>
</table>

From the table above, it could be seen that t-test is bigger than t-table. It means that there is significant improvement of the students’ ability in writing descriptive text after being taught by using gallery walk strategy. The improvement can also be seen from the total of the students who pass the passing grade. The T-test in the cycle II is bigger than the T-test of the cycle I. It is shown that the result of T-Test in cycle I is 4.12 and cycle II is 6.12. At the cycle I the mean of post-test is higher than the mean of pre-test. The mean of post-test is 70.04 and pre-test is 63.57. In the cycle II the mean of post-test is higher than the mean of pre-test. The mean of post-test is 80.04 and pre-test is 71.71. In the cycle I, the improvement as many as 34%, and in the cycle II improvement as many as 53%. It
means that there is an improvement as many as 19% from the cycle I up to cycle II.

Based on the result above, the researcher concludes that using gallery walk strategy can improve the students’ ability in writing descriptive text.

From the result above, the researcher wants to convey that the use of Gallery Walk Strategy can improve students writing skill and it is appropriate for the relevant previous studies. The first research, the researcher takes a review related to the study of previous research which conducted by Batubara (2017). In their research, the researcher conclude that gallery walk strategy is an appropriate strategy to improve students’ writing ability. The second result is conducted by Majiasih (2012). In their research, the researcher conclude that gallery walk strategy is interest and can motivates students learning.
CHAPTER V

CLOSURE

This chapter focuses on conclusions of the research and suggestion. The research collected the data from the first grade students of SMA N 1 Suruh in the academic year 2018/2019. The researcher used gallery walk as a strategy to improve students’ ability in writing descriptive text.

A. Conclusions

1. The implementation of the Gallery Walk Strategy to improve the students’ writing skill in descriptive text is successful. The researcher gets information from cycle I until cycle II. The implementation of each cycle can be divided into four parts. The first part, the teacher conducted pre-test and gives the time 30 minutes to finish the test. The second part, the teacher gave treatment about descriptive text, generic structures, language feature, and the example of descriptive text. The third part, the teacher conducted treatment by using Gallery Walk Strategy. The fourth part was the post-test. The teacher gives 25 minutes to finish the test. In the cycle I, the implementation of Gallery Walk Strategy was not really successful. In the cycle II, there were four parts. The teacher uses the same implementation as the cycle I. In the cycle II, the implementation of Gallery Walk Strategy was successful. Then, the researcher analyzes the students’ writing skill and they can improve their writing skill from cycle I until cycle II.
2. There is an improvement of writing skill in descriptive text by using Gallery Walk Strategy for the first grade of SMA N 1 Suruh in the academic year 2018/2019. It is shown by the mean of pre-test and post-test is 63.57 to 70.04 in cycle I, the mean of pre-test and post-test is 71.71 to 80.04 in cycle II. Furthermore, the result of t-test calculation in cycle I is 4.12 and cycle II is 6.12. The number of students who passed the passing grade (KKM) in cycle I in the pre-test is 9% and post-test is 42%. In the cycle II who passed the passing grade in the pre-test is 33% and the post-test improved to 86%. The students’ improvement who passed the passing grade in the cycle I is 34% and the cycle II is 53%. It means that there is an improvement as many as 19% from the cycle I up to cycle II. This indicates that by applying gallery walk strategy provides significant contribution in improving the students’ writing ability.

B. Suggestion

After the researcher knows the real condition and situation, the researcher would like to suggest some possible solutions in learning writing ability, as follows:

1. For English Teacher

In teaching learning process, teacher should make students more comfortable to enjoy the activities. The interest can raise their motivation in learning process. The teacher should use Gallery Walk
2. For the students

The students can apply and practice the gallery walk strategy by following the steps. It will help the students to solve their problems in writing and to improve their writing skills. They will become more successful learners because they can enhance, regulate, and direct their learning process. Using gallery walk strategy in learning process will also help the students to be more strategic, confident, and diligent learners.

3. For the other researchers

The researcher suggests the other researcher to conduct classroom action research in using gallery walk strategy to improve the other skill of English. It can be done on speaking, listening, and reading. The other researchers can also examine the effectiveness of using gallery walk strategy in teaching and learning process if it is applied in junior high school.
BIBLIOGRAPHY


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https://brainly.co.id/tugas/12807258


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2. Declaration and Permission for Publication
3. Certification for graduating paper’s counselor.
4. Letter for research permission.
5. Proof of conducted research.
6. Consultation sheet of graduating paper.
7. Syllabus.
8. Rubric of writing assessment.
9. Lesson plan for cycle I.
10. Students’ observational sheet of cycle I.
11. Students’ answer sheets of pre-test and post-test of cycle I.
12. Lesson plan for cycle II.
13. Students’ observational sheets of cycle II.
14. Students’ answer sheet of pre-test and post-test of cycle II.
15. List of students’ score.
17. SKK
CURRICULUM VITAE

Name : Umi Laelatul Kodriyah

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Gender : Female

Address : Gentan, RT 01 RW 02, Tirto, Grabag, Magelang

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2010-2013 : Vocational High School (SMK) N 3 Magelang

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2017-2018 : Member of DEMA IAIN Salatiga
DECLARATION AND PERMISSION FOR PUBLITION

I have been marked below:

Name : Umi Laelatul Kodriyah
NIM : 11314173
Faculty : Teacher Training and Education Department
Department : English Education Department

Declares that this graduating is written by the researcher and it does not copy from others. Theories and citations use code of ethic in writing for graduating paper. I give permission to publish this graduating paper on IAIN Salatiga’s e-repository.

Salatiga, March 4th 2019

The researcher,

[Signature]

Umi Laelatul Kodriyah
NIM. 11314173
KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) SALATIGA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Website: http://fakultas.tarbiyah.unsalatiga.ac.id e-mail: ftk@salatiga.ac.id

Nomor : B /G2 /An 21/01/1/PP.07 3/06/2018 Salatiga, 05 Juli 2018
Lamp. : Proposal Skripsi
Hai : Pembimbing Skripsi

Kepada

Yth. Mashhahatul Umami, S.Pd., MA.

Di Tempat

Assalamualaikum Wr. Wb.

Dalam rangka penyusunan Skripsi Mahasiswa jenjang Strata Satu, Saudara
ditunjuk sebagai Dosen Pembimbing mahasiswa:
Nama : Umi Laelatul Kordiyah
NIM : 113-14-173
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : THE USE OF WRITLISTENING GAME TO IMPROVE
STUDENTS WRITING SKILL ON DESCRIPTIVE TEXT FOR
THE FIRST GRADE STUDENTS OF SMA N 1 SURUH IN THE
ACADEMIC YEAR 2018/2019

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.
Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum Wr. Wb.

A.n. Dekan
Wirakarya Bidang Akademik

Tembusan:
1. Yth. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Asri Akademik

Catatan:
Judul telah dimasukkan oleh pembimbing stripsi menjadi

"THE USE OF GALLERY WALK STRATEGY TO IMPROVE
STUDENTS' WRITING SKILL ON DESCRIPTIVE TEXT
FOR THE FIRST GRADE STUDENTS OF
SMA N 1 SURUH IN THE ACADEMIC YEAR
Academic Year 2018/2019"

Surat ini juga menginformasikan bahwa judul skripsinya adalah "The Use of Gallery Walk Strategy to Improve Students' Writing Skill on Descriptive Text for the First Grade Students of SMA N 1 Suruh in the Academic Year of 2018/2019". Dosen pembimbing adalah Maslialhat Umami, S.Pd., MA.


Kepada

Yth. Kepala SMA N 1 Suruh

Di tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama : Umi Laelatul Kordiyah
NIM : 113-14-173
Program Studi : TBI
Fakultas : Tarbiyah dan Ilmu Keguruan

Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan skripsi.

Adapun judul skripsinya adalah: "THE USE OF GALLERY WALK STRATEGY TO IMPROVE STUDENTS’ WRITING SKILL ON DESCRIPTIVE TEXT FOR THE FIRST GRADE STUDENTSOF SMA N 1 SURUH IN THE ACADEMIC YEAR OF 2018/2019"

Dosen Pembimbing : Maslialhat Umami, S.Pd., MA.

Kami mohon Bapak/ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian di SMA N 1 Suruh, mulai tanggal 15 Januari - 15 Februari 2019.

Demikian, atas pemberian izin Bapak/ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

A.n. Dekan,

[Signature]

[Stamp]

[Signature]

[Stamp]
PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS NEGERI 1 SURUH
Jalan Jatireno No. 17 Suruh Semarang  Telp (0298) 317266/55 50776

SURAT KETERANGAN
Nomor : 421.4 / 112 / 2019

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Suruh Kabupaten Semarang Propinsi Jawa Tengah menerangkan:

Nama : UMI LAELATUL KODRIYAH
NIM : 113-14-173
Program Studi : TBI
Fakultas : Tarbiyah dan Ilmu Keguruan

Berdasarkan surat Permohonan dari IAIN Salatiga Nomor : B-01/In.21/D1.1/PN.03.1/01/2019 tanggal, 14 Januari 2019, penhal : Permohonan Ijin Penelitian, yang bersangkutan telah melaksanakan penelitian di SMA Negeri 1 Suruh Kabupaten Semarang dalam rangka pembuatan SKRIPSI dengan judul : "THE USE OF GALLERY WALK STRATEGY TO IMPROVE STUDENTS’ WRITING SKILL ON DESCRIPTIVE TEXT FOR THE FIRST GRADE STUDENT OF SMA N 1 SURUH IN THE ACADEMIC YEAR OF 2018/2019."

Demikian surat keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Suruh, 28 Februari 2019

Kepala Sekolah

DEWI PRATISTININGSIH, M.Pd
Pembina Tk.I
NIP. 197209081995122001
Nama Mahasiswa : Umi Laela Aldi Koriyah
NIM : 113-14-173
Dosen Pembimbing : Mashihatiul Umami, M.A.
Judul Skripsi pada surat penunjukan pembimbing skripsi :
The Use of Gallery Walk Strategy to Improve Students’ Writing Skill on Descriptive Text for the First Grade Students of SMA N 1 Suruh in the Academic Year of 2018/2019.

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<td>5</td>
<td>14/12/2018</td>
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<td>- Rencana rencana Bab III, penataan gabungan, revisi, etc.</td>
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<td>6</td>
<td>20/12/2018</td>
<td>Bimbingan Bab IV den Bab V</td>
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Dosen Pembimbing,

Mashihatiul Umami, M.A.
NIP. 19800513 200312 2003

Catatan:
Jika ada perubahan judul skripsi, harap dicatatkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Umi Laelatul Kordiyah
NIM          : 113-14-173
Dosen Pembimbing : Mashihhatul Umami, M.A.
Judul Skripsi pada surat penunjukan pembimbing skripsi :
The Use of Gallery Walk Strategy to Improve Students’ Writing Skill on Descriptive Text for the First Grade Students of SMA N 1 Suruh in the Academic Year of 2018/2019.

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Dosen Pembimbing,

Mashihhatul Umami, M.A.
NIP. 19800513 200312 2003

Catatan:
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Stuidi tentang Perubahan Dosen Pembimbing Skripsi.
SILABUS MATA PELAJARAN BAHASA INGGRIS (WAJIB)

Satuan Pendidikan : SMA N 1 Suruh
Mata Pelajaran : Bahasa Inggris – Wajib
Kelas : X

Kompetensi Inti:

KI 1: Menghayati dan mengamalkan ajaran agama yang disunyai
KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (lingkungan, kerjaan, tokeran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai pemanfaatan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai warga bangsa dalam mengalami dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, keagamaan, dan peradaban terkait penyelidik fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kerja yang spesifik sesuai dengan bakat dan minatnya untuk menncahkan masalah

KI 4: Mengolah, menuliskan, serta menyajikan dalam rangka sesuatu dan rangka abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metodologi sesuai kebutuhan kelima

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasai Waktu</th>
<th>Metode Pembelajaran</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| 3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks terkait transaksional lisan dan tulis yang melibatkan tindakan memberi dan menerima informasi terkait jati diri dan hubungan keluarga, sesuatu dengan konteks penggunaannya. (Perbahasan unsur kebahasaan: persuasive, objective, possessive) | Fungsi Sosial
- Mengungkapkan, menjelaskan hubungan interperson alias dengan teman dan guru
- Struktur Teks
- Memahami (diharapkan)/di luar dugun
- Struktur Fungsi Sosial
- Memahami, menjelaskan hubungan interperson alias dengan teman dan guru
- Struktur Teks
- Memahami (diharapkan)/di luar dugun
- Unsur Kebahasaan
- Sebutkan anggota keluarga inti dan yang lebih luas dan orang-orang dekat leihiyana; bobi, kebaan
- Verba: be, have, go, work, live (dalam angle present tense)
- Subject Pronoun: I, You, We, They, He, She, It
- Kata ganti possessive my, your, his, hers, our, theirs
- Kata tanya Who, What, Have, Has, Do, Don’t
- Nominata singular dan plural dengan memahami dan menelusurinya berupa contoh interaksi terkait jati diri dan hubungan keluarga, dengan tugas dan tekanan kata yang berlaku
- Mengidentifikasi unsur tugas-nilai peningkat dan perbedaan antara beberapa cara yang ada
- Menyiapkan hal-hal yang tidak dikeruhi atau yang berbeda
- Memelajari contoh teks interaksi terkait jati diri dan hubungan keluarga yang digunakan figur-figur terkenal. | Penilaian
1. Penilaian Sikap
2. Teknik Penilaian: Observasi
3. Bertema penilaian: Lembar penguatan
4. Instrument Pendidikan: Rubrik penilaian
2. Penilaian Pengaruh
1. Teknik penilaian: Tertulis
2. Bertema penilaian: Oral/Latihan
3. Instrument Pendidikan: Terlampir
3. Penilaian Keterampilan
1. Teknik Penilaian: Ulangan
2. Bertema penilaian: Praktik
3. Instrument Pendidikan: Terlampir
| 3 ming x 3 hp | Scientific Collaborative learning | 1. Buku Tekst 152 R. Inggris
2. Modul EKS |

Media
1. Laptop & LCD
2. CD/DVD
3. Komputer
4. List Of Verbs

Bahan
1. Video-Pemacuan Jatirini
2. PPT Sirkulasi

Perangkat Pembelajaran Bhs. Inggris X-13 kelas X semester I SMA Negeri 1 Suruh kabupaten Semarang
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<th>Metode Pembelajaran</th>
<th>Sumber Belajar</th>
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<td>interaksi</td>
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<td>Saling menyimak dan bertanya jawab tentang topik diri masing-masing dengan teman-temannya</td>
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<td></td>
<td>Subtitle: Collaborative learning</td>
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<td>&amp; lisan dan tulis pendek dan sederhana yang</td>
<td>Melakukan refleksi tentang proses dan hasil belajarnya</td>
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<td></td>
<td></td>
<td>3 mg x 3 x</td>
</tr>
<tr>
<td>lisian dan tulis</td>
<td>melibatkan tindakan memberi dan</td>
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<td>Membiasakan menerapkan sikap cerdas dan bertanggung jawab dalam interaksi dengan guru dan teman serta adil dalam tugas dan di kelas</td>
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<td>3. Instrumen Penilaian: Tes Praktik, Test, Kuis</td>
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<td>siswa belajar menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks dalam transaksi lisan</td>
<td>Mencerminkan kebutuhan interaksi terkait terhadap suatu kondisi atau konteks pengajaran dunia dalam/tanggapan sosial guru, teman, dan keterlibatan siswa</td>
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<td>Cooperative Learning</td>
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<td>3. Instrumen Penilaian: Tes Praktik, Test, Kuis</td>
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<td>Mendorong keterampilan siswa dalam mengidentifikasi dan memahami perintah, instruksi, dan perintah pengajaran</td>
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**Perangkap Pembelajaran Bhs. Inggris X-13 Kelas X semester I SMA Negeri 1 Suruh kabupaten Semarang**

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Perangkap Pembelajaran Bhs. Inggris X-15 kelas X semester I SMA Negeri 1 Suruh kabupaten Semarang hal 4
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<td>khusus dalam bentuk pemberitaan (breaknews), bias dan talas, penekan dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan</td>
<td>Layout dan dekorasi yang membuat tampilan teks pemberitaan lebih menarik.</td>
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3.6 Menyusun (fungsi sosial, struktur teks, dan unsur kebahasaan) teks interaksi transaksional biasa dan talas yang melihatkan tindakan memberi dan meminta informasi terkait kecil/teks/kegiatan/kegiatan yang dilakukan/terjadi di waktu lalu yang memberi waktu terjadinya dan kesulitan/kepentingannya, sesuai dengan konotasi penggunaannya. (Perhatikan unsur kebahasaan simple past tense dan present perfect tense)

- Pasti Sosial
  - Menjelaskan, mendeskripsikan, menyanyi, menanyakan, dll.
- Struktur Tekst
  - Memulai
  - Menutup
  - Menyampaikan (diurutkan/diatur dugaan)
- Unsur Kebahasaan
  - Kalimat deklaratif dan interrogatif dalam simple past tense, present perfect tense.
  - Adverbial dengan nice, no, noo, klausel and adverbial penunjuk waktu
  - Nama singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, they, us.
  - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tataan tajaman
- Topik
  - Kegiatan, tindakan, kejadian, peristiwa yang dapat menurutkannya peristiwa yang terjadi.

- Menyiapkan dan menurunkan beberapa contoh percapaian terkait dengan intonasi, scoping dan tekanan kata yang tepat
- Guru mendiktekan percapaian terelus dan peserta didik menuliskannya dalam buku catatan dengan kemudian membaca jawaban terdapat penilaian dan persamaan maupun kalimat-kalimat yang menggunakan kedua tense tersebut
- Membaca beberapa teks penerbit yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk menyusun teks rumpang pada beberapa teks terkait.
  - Menyiapkan beberapa kalimat rumpang untuk

Penilaian
1. Pendekatan Siswa
   a. Teknik Pendekatan: Opsi Pertanyaan
   b. Teknik pendekatan: Lembar pengamatan
   c. Teknik pendekatan: Mabuk pendekatan
2. Pendekatan Penguatan
   a. Teknik pendekatan: Tertulis
   b. Teknik pendekatan: Lisan
   c. Pendekatan Penilaian: Tes Pengamalan
3. Pendekatan Keterampilan
   a. Teknik pengamalan: Lisan
   b. Teknik pengamalan: Praktek
   c. Pendekatan Penilaian: Tes keterampilan

3 mg x 3 dd

Sumber
1. Buku Buku BSE 12, Jepang
2. Model EKS
3. Media
   a. Laptop & LCD
   b. Papan jogging
4. Cat Gd Yards

Referensi
Video "how to use Past Tense" Video "how to use Present Perfect Tense"
<table>
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<tr>
<td>4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait kesejahteraan, kegiatan/kejadian yang dilakukan/terjadi di luar laporan yang menjadi kunci teks, dan unsur kebahasan yang bercerminan pada sesuatu konteks.</td>
<td>di k2</td>
<td>menentukan teks yang tepat untuk korespon yang diperlukan dalam situasi.</td>
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<td>3.7 Membangun fungsi sosial, struktur teks, dan unsur kebahasan.</td>
<td>- Fungsi Sosial: Mempunyai, mencetak, berbagi pengalaman, mengambil teladan, membangun.</td>
<td>- Menyiapkan guru membentuk persiapan bercerita, menyiapkan bahan demi bagian dengan ucapan dan tanya kata yang bermakna, dan bentuknya jawaban yang disetujui.</td>
<td>Penilaian</td>
<td>Sumber</td>
<td>Media</td>
<td></td>
</tr>
<tr>
<td>- Struktur Teks: Dapat mencakup:</td>
<td>- Mempunyai, mencetak, berbagi pengalaman, mengambil teladan, membangun.</td>
<td>- Menyiapkan guru membentuk persiapan bercerita, menyiapkan bahan demi bagian dengan ucapan dan tanya kata yang bermakna, dan bentuknya jawaban yang disetujui.</td>
<td>5 ming x 3 jr</td>
<td>1. Buku Tek. EK. B. Ingin</td>
<td>1. Latjo &amp; LCD</td>
<td></td>
</tr>
<tr>
<td>- Unsur Kebahasan:</td>
<td>- Mempunyai, mencetak, berbagi pengalaman, mengambil teladan, membangun.</td>
<td>- Menyiapkan guru membentuk persiapan bercerita, menyiapkan bahan demi bagian dengan ucapan dan tanya kata yang bermakna, dan bentuknya jawaban yang disetujui.</td>
<td></td>
<td>2. Media/LIS</td>
<td>2. CD/eLearning</td>
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</tr>
<tr>
<td>- Struktur Teks: Dapat mencakup:</td>
<td>- Mempunyai, mencetak, berbagi pengalaman, mengambil teladan, membangun.</td>
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<td>4. List Of Verbs</td>
<td>4. List Of Verbs</td>
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<tr>
<td>- Unsur Kebahasan:</td>
<td>- Mempunyai, mencetak, berbagi pengalaman, mengambil teladan, membangun.</td>
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<td></td>
<td>Bahasa</td>
<td>Video Pengajaran &quot;Report&quot;</td>
<td></td>
</tr>
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</table>

Peringkat Pembelajaran Bhs. inggris K-13 kelas X semester 1 SMA Negeri 1 Suruh kabupaten Semarang
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Metode Pembelajaran</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.7.1 Menangkap makna secara konteksual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah.</td>
<td>diperlihatkan  - Adverbia penghujung waktu: first, then, after that, before, when, at last, finally, etc.  - Adverbia dan frasa preposisional penunjuk waktu  - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, etc.  - Ukapan, teksan kata, intonasi, gis, tanda baca, dan tulisan tangan</td>
<td>- Mencermati analisis terhadap fungsi sosial, rangkaian tindakan, dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemodelan mengenai hal sama dengan teks tentang peristiwa bersejarah lainnya.  - Mengamati informasi untuk mengukur peristiwa bersejarah di Indonesia  - Menemukan karya yang ditulis klas dan bertanya jawab dengan pembaca.</td>
<td>3 mg x 3 gp</td>
<td>Nonile: Collaborative Learning, Game TCF</td>
<td>Buku: K-13 B. B. Inggs, 2. Modul XS</td>
<td></td>
</tr>
<tr>
<td>4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</td>
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<tr>
<td>3.8 Membakukan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberikan memori dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya.</td>
<td>• Fungsi Sosial  - Mendapat informasi, menghibur, menegaskan nilai-nilai kultur, mengambil pelajaran</td>
<td>- Memeriksa guru membaca legenda, sambil dibahas dalam format jawab dan menilai.  - Didiktekan guru menggunakan legenda tertulis dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada.  - Dalam kelompok masing-masing berarti membaca legenda dan dengan isi yang relevan, disajikan dan disampaikan dalam narasi, dengan siswa yang memberikan, dengan saksi menunjuk.</td>
<td>3 mg x 3 gp</td>
<td>Nontile: Collaborative Learning, Game TCF</td>
<td>Buku: K-13 B. B. Inggs, 2. Modul XS</td>
<td></td>
</tr>
<tr>
<td>4.8 Menangkap makna secara konteksual terkait fungsi sosial, struktur teks, dan unsur kebahasaan.</td>
<td>• Karakteristik: karakter, kata, dan songting dalam legenda  - Adverbia penghujung dan penunjuk waktu.</td>
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<tr>
<td>Kompetensi Dasar</td>
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<td>teks naratif, lisian</td>
<td>waktu</td>
<td>- Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi</td>
<td></td>
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<td>Santri Collaborative Learning</td>
<td>4 ming x 3 jw</td>
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<td>dan tulis sederhana terkait legenda</td>
<td>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan</td>
<td>kelimat-kelimat yang memuat bagian-bagian legenda yang ditanyakan</td>
<td></td>
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<td>Game Teki</td>
<td>1. Bahasa Teki 6.23 B. lagu</td>
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<td>2. Model/US</td>
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<td>Topik</td>
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<td>Media</td>
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<td>Cerita legenda yang dapat</td>
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<td>1. LookUp &amp; LCD</td>
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<td>3. Kamus</td>
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<td>3.9 Menentukan fungsi sosial dan unsur kebiasaan</td>
<td>Pogram sosial</td>
<td>- Membaca, menyimak, dan menuliskan link lagi secara lisan</td>
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<td>Mengembangkan nilai-nilai kehidupan dan karakter yang</td>
<td>- Memahami hal-hal yang tidak diterima atau berbeda</td>
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<td>- Mengambil pelajaran dari pesan-pesan dalam link lagi</td>
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<td>Unsur kebiasaan</td>
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<td></td>
<td>- Kosa kata dan tata bahasa dalam link lagi</td>
<td>- Melakukan refleksi tentang proses dan hasil belajarnya</td>
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<td>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan</td>
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<td>4.9 Menentukan mula terkait fungsi sosial dan</td>
<td>Pogram sosial</td>
<td>- Membaca, menyimak, dan menuliskan link lagi secara lisan</td>
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<td>unsur kebiasaan secara kontekstual link bagi</td>
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<td>- Memahami hal-hal yang tidak diterima atau berbeda</td>
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<td>- Mengambil pelajaran dari pesan-pesan dalam link lagi</td>
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<td>perilaku yang termutu di kI</td>
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</tbody>
</table>
Mengetahui
Kepala SMA Negeri 1 Suruh
Kabupaten Semarang

SUPRIYANTO, S.Pd.
NIP. 19681024 199412 1 001

SOLIKIN, S.Pd
NIP. 19700420 199903 1 007

Suruh, 17 Juli 2017
Guru Mata Pelajaran
## Five Components of Writing Evaluation

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
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<tr>
<td></td>
<td><strong>30 – 27</strong></td>
<td>Knowledgeable, substantive, development of thesis, relevant to assigned topic</td>
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<td></td>
<td><strong>Excellent to very good</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>26 – 22</strong></td>
<td>Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail</td>
</tr>
<tr>
<td></td>
<td><strong>Good to average</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>21 – 17</strong></td>
<td>Limited knowledge of subject, little substance, inadequate development of topic</td>
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<tr>
<td></td>
<td><strong>Fair to poor</strong></td>
<td></td>
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<td></td>
<td><strong>16 – 13</strong></td>
<td>Does enough to evaluate not show knowledge of subject, non substantive, not enough to evaluate</td>
</tr>
<tr>
<td></td>
<td><strong>Very poor</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Form/Organization</strong></td>
<td><strong>20 – 18</strong></td>
<td>Fluent expression, ideas, clearly stated/supported, succinct, well organized, cohesive</td>
</tr>
<tr>
<td></td>
<td><strong>Excellent to very good</strong></td>
<td></td>
</tr>
<tr>
<td>Vocabulary/Style</td>
<td>good</td>
<td>17 – 14</td>
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<tr>
<td>Good to average</td>
<td>16 – 13</td>
<td>Fair to poor</td>
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<tr>
<td>Fair to poor</td>
<td>12 – 10</td>
<td>Very poor</td>
</tr>
<tr>
<td>Excellent to very good</td>
<td>20 – 18</td>
<td>Vocabulary/Style</td>
</tr>
<tr>
<td>Good to average</td>
<td>17 – 14</td>
<td>Adequate range, occasional errors of word, idiom choice and usage but meaning not obscured</td>
</tr>
<tr>
<td>Average</td>
<td>13 – 10</td>
<td>Frequent errors of word/idiom form,</td>
</tr>
<tr>
<td>Grammar</td>
<td>Fair to poor</td>
<td>9 – 7 Very poor</td>
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</tr>
<tr>
<td></td>
<td>meaning confused or obscured</td>
<td>Essentially translation, little knowledge of vocabulary word form or not enough to evaluate</td>
</tr>
<tr>
<td>Mechanics</td>
<td>10 – 5</td>
<td>5</td>
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</tr>
<tr>
<td>Very poor</td>
<td>Very poor</td>
<td>Excellent to very good</td>
</tr>
<tr>
<td>Virtually no mastery of sentence construction rule, dominated by errors, does not communicate, or not enough to communicate</td>
<td>Demonstrate mastery of conventions, few error of spelling, punctuation, capitalization, paragraphing</td>
<td>Occasional errors of spelling, punctuation, capitalization, paragraphing, meaning not obscured</td>
</tr>
</tbody>
</table>
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA N 1 Suruh
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/2
Materi Pokok : Teks Deskriptif
Alokasi Waktu : 4x45 menit (2JP)
Cycle : 1

A. KOMPETENSI INTI
KI 1 : Menghayati dan mengamalkan agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajariannya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.
B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
</table>
| **3.4** Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempatsesuai dengan konteks penggunaannya. | **Pengetahuan**  
| **3.4.1** Mengidentifikasi tentang teks deskriptif.                           | **3.4.2** Memahami unsur-unsur teks deskriptif.        |
| **4.4** Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. | **Keterampilan**  
| **4.4.1** Menyusun teks deskriptif sesuai dengan unsur-unsur teks tersebut.  | **4.4.2** Mengerjakan soal yang sudah disediakan berkaitan dengan teks deskriptif. |

C. Tujuan Pembelajaran

a. Setelah mengetahui dan memahami tentang teks deskriptif yang telah dianjurkan, siswa mampu mengerjakan soal-soal yang diberikan guru tentang teks deskriptif dengan menggunakan gallery walk strategy.

b. Siswa mampu bekerja sama dalam kelompok dan dapat mengidentifikasi struktur teks deskriptif atau generic structure teks deskriptif.

c. Siswa mampu mengidentifikasi unsur kebahasaan dalam teks deskriptif.

D. Materi Pembelajaran

a. Definisi Teks Deskriptif

   Teks deskriptif yaitu teks yang menjelaskan gambaran seseorang atau benda. Tujuannya adalah untuk menggambarkan atau mengungkapkan orang, tempat atau benda tertentu.

b. Struktur Teks Deskriptif

   - Identification, (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
   - Description, (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

c. Ciri-ciri Teks Deskriptif

   - Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut
d. Contoh Teks Deskriptif

The National Monument (of Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia’s independence. The monument consist of a 117,7 m obelisk on a 45 m square platform at a height of 17 m.

The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles a mortar rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesian agricultural tradition.

The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00 – 15.00 everyday throughout the week, except for the last Monday of the month the monument is closed.

E. Metode pembelajaran

Pendekatan : Scientific approach
Metode : Gallery Walk Strategy

F. Media

a. Media : Paper, Picture, Walk,
b. Alat dan Bahan : Whiteboard, Marker.

G. Sumber Belajar

a. Internet
   - www.kursusmudahbahasainggris.com/2013/09/pengertian-tujuan-struktur-ciri-dan.html?m=1

b. Buku

H. Langkah-langkah Kegiatan Pembelajaran

a. Pertemuan 1

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Langkah Pembelajaran</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>a. Guru memberi salam (greeting)</td>
<td>15</td>
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<tr>
<td></td>
<td>b. Guru mengajak siswa untuk berdoa</td>
<td>menit</td>
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<td></td>
<td>c. Peserta didik merespon salam dan berdoa bersama guru</td>
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</tr>
<tr>
<td></td>
<td>d. Guru memeriksa kehadiran siswa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Guru memberikan pertanyaan mengenai tema yang akan diajarkan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f. Peserta didik menyatakan kehadiran dan merespon pertanyaan guru</td>
<td></td>
</tr>
<tr>
<td></td>
<td>g. Guru menyampaikan tujuan pembelajaran</td>
<td></td>
</tr>
</tbody>
</table>

**Inti**

<table>
<thead>
<tr>
<th></th>
<th>a. Mengamati</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Guru menjelaskan tentang teks descriptive.</td>
</tr>
<tr>
<td></td>
<td>• Guru menjelaskan unsur-unsur teks descriptive.</td>
</tr>
<tr>
<td></td>
<td>• Guru memberikan contoh teks descriptive.</td>
</tr>
<tr>
<td></td>
<td>• Guru menjelaskan unsur-unsur teks descriptive dalam contoh teks descriptive tersebut.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>b. Mempertanyakan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Guru mengarahkan peserta didik untuk bertanya mengenai materi yang telah disampaikan.</td>
</tr>
<tr>
<td></td>
<td>• Siswa menanyakan mengenai materi yang telah disampaikan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>c. Mengeksplorasi</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Guru memberikan 3 topik tentang descriptive text, siswa memilih salah satu pilihan untuk membuat Text Descriptive.</td>
</tr>
<tr>
<td></td>
<td>• Guru memberi waktu kepada peserta didik untuk megerjakan soal.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>d. Mengasosiasi</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Siswa mendapatkan feedback dari guru maupun dari temannya.</td>
</tr>
</tbody>
</table>

**60 menit**
e. Mengomunikasikan.
   - Siswa dan guru menyimpulkan pembelajaran yang sudah dipelajari hari ini.

<table>
<thead>
<tr>
<th>Penutup</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Guru beserta peserta didik menyimpulkan kegiatan pembelajaran.</td>
<td>15 menit</td>
</tr>
<tr>
<td>b. Siswa mendengarkan penjelasan guru mengenai rencana pembelajaran selanjutnya.</td>
<td></td>
</tr>
<tr>
<td>c. Guru mengajak siswa untuk mengakhiri pertemuan.</td>
<td></td>
</tr>
<tr>
<td>d. Siswa berdoa bersama guru untuk mengakhiri pertemuan.</td>
<td></td>
</tr>
</tbody>
</table>

b. Pertemuan 2

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Langkah Pembelajaran</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pendahuluan</strong></td>
<td></td>
<td>10 menit</td>
</tr>
<tr>
<td>a. Guru memberi salam (greeting)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Guru mengajak siswa untuk berdoa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Peserta didik merespon salam dan berdoa bersama guru</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Guru memeriksa kehadiran siswa</td>
<td></td>
<td></td>
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<tr>
<td>e. Guru memberikan pertanyaan mengenai tema yang akan diajarkan</td>
<td></td>
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</tr>
<tr>
<td>f. Peserta didik menyatakan kehadiran dan merespon pertanyaan guru</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Guru menyampaikan tujuan pembelajaran</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Inti</strong></td>
<td></td>
<td>70 menit</td>
</tr>
<tr>
<td>a. Mengamati</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Guru mereview kembali materi pembelajaran tentang teks deskriptif.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Guru menjelaskan tentang Gallery Walk Strategy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Guru menjelaskan prosedur-prosedur dalam Gallery Walk Strategy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Mempertanyakan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Guru mengarahkan peserta didik untuk bertanya mengenai materi yang telah disampaikan.
- Siswa menanyakan mengenai materi yang telah disampaikan.

c. Mengeksplorasi

- Guru dan siswa menerapkan treatment Gallery Walk Strategy, adapun prosedurnya adalah sebagai berikut:
  - Guru membagi siswa kedalam lima kelompok.
  - Guru membagi text descriptive yang berisi pertanyaan ke setiap kelompok.
  - Setiap kelompok berputar atau secara bergiliran ke kelompok lain untuk menjawab semua pertanyaan berdasarkan Text Descriptive.
  - Guru dan siswa berdiskusi setelah siswa selesai menjawab semua pertanyaan.
  - Guru membagi 5 topik bergambar kepada setiap kelompok.
  - Siswa membuat Text Descriptive secara berkelompok.
  - Siswa menempelkan karya kelompok mereke di dinding.
  - Masing-masing kelompok mengunjungi karya kelompok lain dengan memberikan feedback atau komentar.
  - Guru dan siswa berdiskusi tentang karya kelompok masing-masing.

d. Mengasosiasi
Guru memberikan 3 topik yang berbeda, peserta didik memilih salah satu untuk membuat Text Descriptive.

e. Mengomunikasikan.

- Guru dan siswa menyimpulkan pembelajaran yang sudah dipelajari hari ini.

Penutup

- b. Guru mengajak siswa untuk mengakhiri pertemuan.
- c. Siswa berdoa bersama guru untuk mengakhiri pertemuan.

10 menit

I. Penilaian

- Pencapaian fungsi sosial
- Kelengkapan dan keruntutan struktur teks deskriptif
- Ketepatan unsur kebahasaan: tata bahasa, kosakata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan
- Kesesuaian format penulisan/penyampaian

Five components of writing evaluation by Jacobs in Alderson

(2002: 116)

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>30 – 27</td>
<td>Knowledgeable, substantive, development of thesis, relevant to assigned topic</td>
</tr>
<tr>
<td></td>
<td>Excellent to very good</td>
<td></td>
</tr>
<tr>
<td></td>
<td>26 – 22</td>
<td>Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks</td>
</tr>
<tr>
<td>Form/Organization</td>
<td>Detail</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>21 – 17</td>
<td>Limited knowledge of subject, little substance, inadequate development of topic</td>
<td></td>
</tr>
<tr>
<td>Fair to poor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 – 13</td>
<td>Does enough to evaluate not show knowledge of subject, non substantive, not enough to evaluate</td>
<td></td>
</tr>
<tr>
<td>Very poor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 – 18</td>
<td>Fluent expression, ideas, clearly stated/supported, succinct, well organized, cohesive</td>
<td></td>
</tr>
<tr>
<td>Excellent to very good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 – 14</td>
<td>Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing</td>
<td></td>
</tr>
<tr>
<td>Good to average</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 – 13</td>
<td>Non fluent, ideas confused or disconnect, lack logical sequencing and development</td>
<td></td>
</tr>
<tr>
<td>Fair to poor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 – 10</td>
<td>Does not communicate, no organization, or not enough to evaluate</td>
<td></td>
</tr>
<tr>
<td>Vocabulary/ Style</td>
<td>Grammar</td>
<td>Score Range</td>
</tr>
<tr>
<td>------------------</td>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>20 – 18</td>
<td>Effective word/idiom choice, word mastery</td>
</tr>
<tr>
<td>Excellent to very good</td>
<td>17 – 14</td>
<td>Adequate range, occasional errors of word, idiom choice and usage but meaning not obscured</td>
</tr>
<tr>
<td>Good to average</td>
<td>13 – 10</td>
<td>Frequent errors of word/idiom form, meaning confused or obscured</td>
</tr>
<tr>
<td>Fair to poor</td>
<td>9 – 7</td>
<td>Essentially translation, little knowledge of vocabulary word form or not enough to evaluate</td>
</tr>
<tr>
<td>Very poor</td>
<td>25 – 22</td>
<td>Effective, complex, construction, tenses, number word, function, articles, pronouns, preposition</td>
</tr>
<tr>
<td>Excellent to very good</td>
<td>21 – 18</td>
<td>Effective but simple construction, minor problem complex construction, tenses, number word, function, articles, pronouns, preposition, meaning seldom obscured</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Score</td>
<td>Description</td>
</tr>
<tr>
<td>---------------</td>
<td>-------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Excellent to very good: Demonstrate mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Good to average: Occasional errors of spelling, punctuation, capitalization, paragraphing, meaning not obscured</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Fair to poor: Frequent errors of spelling, punctuation, capitalization, paragraphing, meaning confused or obscured</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing</td>
</tr>
<tr>
<td></td>
<td>17 – 11</td>
<td>Fair to poor: Major problem in simple/complex construction, tenses, number word, function, articles, pronouns, preposition and/or fragment, deletions, meaning confused or obscured</td>
</tr>
<tr>
<td></td>
<td>10 – 5</td>
<td>Very poor: Virtually no mastery of sentence construction rule, dominated by errors, does not communicate, or not enough to communicate</td>
</tr>
</tbody>
</table>
Salatiga, 20 Desember 2018

Mengetahui,

Guru Kelas

Peneliti

Farida Rini Astuti, S.Pd
NIP. 197002232002122003

Umi Laelatul K
NIM. 11314173
Descriptive Text

Descriptive text is a text which says what a person or a thing is like. The purpose of descriptive text is to describe and reveal a particular person, place, or thing.

a. Generic Structure of Descriptive Text

1. Identification: identifying the phenomenon to be described.
2. Description: describing the phenomenon in parts, qualities, and characteristic.

b. Language Feature of Descriptive Text

1. Focus on specific participants
2. Use of attribute and identifying process
3. Use of simple present tense

c. Example of Descriptive Text

I have to pick up someone today at the airport. He is from Australia. His name is George. I never meet him before and I do not have his picture. So I prepare a small board and write his name.

Before his flight, he informed that he use black shirt, blue jeans, and red shoes. He also brought a big orange bag. His hair is red and he has thick moustache.
PRE-TEST CYCLE 1

Name : 
Student number : 
Major : 

Make a descriptive text into 2 paragraphs from the one of your favorite singer below:

a. Agnes Monica
b. Tulus
c. Ariana Grande

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POST-TEST CYCLE I

Name : 
Student number : 
Major : 

Make a descriptive text into 2 paragraphs from the one of pictures below:

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MAKASSAR

Makassar is the provincial capital of South Sulawesi, Indonesia, and the largest city on Sulawesi Island. From 1971 to 1999, the city was named Ujung Pandang, after a pre-colonial fort in the city, and the two names are often used interchangeably. The port city is located at 5°8'S 119°25'E, on the southwest coast of the island of Sulawesi, facing the Makassar Strait. Its area is 175.77 km² and has population of around 1.4 million.

Makassar is home to several prominent landmarks including the 16th century Dutch fort Fort Rotterdam, Trans Studio Makassar the third largest indoor theme park in the world and the Karebosi Link the first underground shopping center in Indonesia.

Makassar has several famous traditional foods. The most famous is Coto Makassar. It is a stew made from the mixture of nuts and spices with beef parts which include beef brain, tongue and intestine. Konro rib dish is also popular traditional food in Makassar. Both Coto Makassar and Konro are usually eaten with Burasa, glutinous rice with coconut milk and sauteed coconut granule.

In addition, Makassar is the home of pisangepe, or pressed bananas. These are bananas which are pressed, grilled, and covered with palm sugar sauce and sometimes eaten with Durian. Many street vendors sell pisangepe, especially around the area of Losari beach.

1. Where is Makassar located?

2. Based on the text, what is the biggest city on Sulawesi Island?

3. What is the old name of Makassar?
4. According to the text, what is the first underground shopping center in Indonesia?

5. What is the most well-known food in Makassar?
TASK II

Group :

Name :

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Group:

Name:
Group :

Name :
Group:

Name:
Group:

Name:
## STUDENTS’ OBSERVATION CHECKLIST CYCLE I

The researcher : Umi Laelatul Kodriyah

The teacher : Farida Rini Astuti, S.Pd.

<table>
<thead>
<tr>
<th>No</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paying Attention</td>
<td>✓</td>
<td></td>
<td>All of the students pay attention to the answer the greeting.</td>
</tr>
<tr>
<td>2</td>
<td>Asking Question</td>
<td>✓</td>
<td></td>
<td>JMN ask something. JMN said “bu kalo identification itu gambaran umumya? Maksudnya gambaran umum gimana bu?” (Ms, what the meaning of identification?).</td>
</tr>
<tr>
<td>3</td>
<td>Responding to question</td>
<td>✓</td>
<td></td>
<td>There were Students (RF and DEPB) answered teacher question</td>
</tr>
<tr>
<td>4</td>
<td>Accomplishing task</td>
<td>✓</td>
<td></td>
<td>All of the students did the task</td>
</tr>
<tr>
<td>5</td>
<td>Being enthusiastic in using gallery</td>
<td>✓</td>
<td></td>
<td>They felt enjoy the application of gallery walk strategy (the</td>
</tr>
</tbody>
</table>
walk strategy of learning process students give participate to make or write a descriptive text using gallery walk strategy.

Salatiga, Januari 2019

Mengetahui,

Guru Kelas Peneliti

Farida Rini Astuti, S.Pd Umi Laelatul K
NIP. 197002232002122003 NIM. 11314173
Make a descriptive text into 2 paragraphs from one of your favorite singers below:

a. Agnes Monica
b. Tolus
c. Ariana Grande

My favorite artist is Agnes Monica. She is an Indonesian pop singer. She is a famous singer and she has written many songs. She also an actor in film "Perrika Han Din". She begins her career at six years old.
Make a descriptive text into 2 paragraphs from the one of your favorite singer below:

a. Agnes Monica
b. Tulis

c. Ariana Grande

I have a favorite singer. Her name is Ariana Grande. I like her song 'Side to Side'.

She was born in Florida on June 26, 1993. She likes baseball. Her skin is brown.
Borobudur is a temple located in Magelang. Borobudur is the largest temple in the world. This monument consists of six longitude 16m shaped terraces. Borobudur has a Buddhist relief collection. It has a size of the base area of 128 x 127 m.
I have a pet cat. Its name is Burbury. It has black and grey fur. It has lovely green eyes. It is very soft and furry.

It eats fish and drinks milk. It plays with me when I come back from school. It loves me and shows it by licking me when I come back from school.
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMA N 1 Suruh

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : X/2

Materi Pokok : Teks Deskriptif

Alokasi Waktu : 4x45 menit (2JP)

Cycle : 2

A. KOMPETENSI INTI

KI 1 : Menghayati dan mengamalkan agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.
B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.4</strong> Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.</td>
<td><strong>Pengetahuan</strong>&lt;br&gt;3.4.1 Mengidentifikasi tentang teks deskriptif.&lt;br&gt;3.4.2 Memahami unsur-unsur teks deskriptif.</td>
</tr>
</tbody>
</table>

| 4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. | **Keterampilan**<br>4.4.1 Menyusun teks deskriptif sesuai dengan unsur-unsur teks tersebut.<br>4.4.2 Mengerjakan soal yang sudah disediakan berkaitan dengan teks deskriptif. |

C. Tujuan Pembelajaran

a. Setelah mengetahui dan memahami tentang teks deskriptif yang telah dianjurkan, siswa mampu mengerjakan soal-soal yang diberikan guru tentang teks deskriptif dengan menggunakan gallery walk strategy.
b. Siswa mampu bekerja sama dalam kelompok dan dapat mengidentifikasi struktur teks deskriptif atau generic structure teks deskriptif.
c. Siswa mampu mengidentifikasi unsur kebahasaan dalam teks deskriptif.

D. Materi Pembelajaran

a. Definisi Teks Deskriptif

   Teks deskriptif yaitu teks yang menjelaskan gambaran seseorang atau benda. Tujuannya adalah untuk menggambarkan atau mengungkapkan orang, tempat atau benda tertentu.

b. Struktur Teks Deskriptif

   - Identification, (identifikasi) adalah pendahuluan, berupa gambaran umum tentang suatu topik.
   - Description, (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

c. Ciri-ciri Teks Deskriptif

   - Menggunakan simple present tense
Menggunakan attribute verb, seperti be (am, is, are)  
Hanya fokus pada satu objek tersebut  

d. Contoh Teks Deskriptif  

The National Monment (of Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia’s independence. The monument consist of a 117,7 m obelisk on a 45 m square platform at a height of 17 m.  
The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles a mortar rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesian agricultural tradition.  
The construction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00 – 15.00 everyday throughout the week, except for the last Monday of the month the monument is closed.

E. Metode pembelajaran  
  Pendekatan : Scientific approach  
  Metode : Gallery Walk Strategy

F. Media  
a. Media : Paper, Picture, Walk  
b. Alat dan Bahan : Whiteboard, Marker.

G. Sumber Belajar  
c. Internet  
  - www.kursusmudahbahasainggris.com/2013/09/pengertian-tujuan-struktur-ciri-dan.html?m=1  
d. Buku  

H. Langkah-langkah Kegiatan Pembelajaran  
  c. Pertemuan 1

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Langkah Pembelajaran</th>
<th>Waktu</th>
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<tbody>
<tr>
<td>Pendahuluan</td>
<td>h. Guru memberi salam (greeting)</td>
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<td>i.</td>
<td>Guru mengajak siswa untuk berdoa</td>
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<td>j.</td>
<td>Peserta didik merespon salam dan berdoa bersama guru</td>
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<td>k.</td>
<td>Guru memeriksa kehadiran siswa</td>
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<td>l.</td>
<td>Guru memberikan pertanyaan mengenai tema yang akan diajarkan</td>
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<td>m.</td>
<td>Peserta didik menyatakan kehadiran dan merespon pertanyaan guru</td>
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<td>n.</td>
<td>Guru menyampaikan tujuan pembelajaran</td>
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<td>Inti</td>
<td>f.</td>
<td>Mengamati</td>
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<td>• Guru menjelaskan tentang teks descriptive.</td>
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<td>• Guru menjelaskan unsur-unsur teks descriptive.</td>
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<td>• Guru memberikan contoh teks descriptive.</td>
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<td>• Guru menjelaskan unsur-unsur teks descriptive dalam contoh teks descriptive tersebut.</td>
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<td>g.</td>
<td>Mempertanyakan</td>
<td>60 menit</td>
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<td>• Guru mengarahkan peserta didik untuk bertanya mengenai materi yang telah disampaikan.</td>
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<td>• Siswa menanyakan mengenai materi yang telah disampaikan.</td>
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<td>h.</td>
<td>Mengeksplorasi</td>
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<td>• Guru memberikan 3 topik tentang descriptive text, siswa memilih salah satu pilihan untuk membuat Text Descriptive.</td>
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<td>• Guru memberi waktu kepada peserta didik untuk megerjakan soal.</td>
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<td>i.</td>
<td>Mengasosiasi</td>
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<td>• Siswa mendapatkan feedback dari guru maupun dari temannya.</td>
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<td>Kegiatan</td>
<td>Langkah Pembelajaran</td>
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<td>Pendahuluan</td>
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<td>i. Guru mengajak siswa untuk berdoa</td>
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<td>j. Peserta didik merespon salam dan berdoa bersama guru</td>
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<td>k. Guru memeriksa kehadiran siswa</td>
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<td>l. Guru memberikan pertanyaan mengenai tema yang akan diajarkan</td>
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<td>m. Peserta didik menyatakan kehadiran dan merespon pertanyaan guru</td>
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<td>n. Guru menyampaikan tujuan pembelajaran</td>
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<td>f. Mengamati</td>
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<td>• Guru menjelaskan tentang Gallery Walk Strategy.</td>
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<td></td>
<td>• Guru menjelaskan prosedur-prosedur dalam Gallery Walk Strategy.</td>
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<td>g. Mempertanyakan</td>
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<td>j. Mengomunikasikan.</td>
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<td>• Siswa dan guru menyimpulkan pembelajaran yang sudah dipelajari hari ini.</td>
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<td>Penutup</td>
<td>e. Guru beserta peserta didik menyimpulkan kegiatan pembelajaran.</td>
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<td>f. Siswa mendengarkan penjelasan guru mengenai rencana pembelajaran selanjutnya.</td>
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<td>g. Guru mengajak siswa untuk mengakhiri pertemuan.</td>
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<td>h. Siswa berdoa bersama guru untuk mengakhiri pertemuan.</td>
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### Pertemuan 2

**Kegiatan** | **Langkah Pembelajaran** | **Waktu** |
---|---|---|
**Pendahuluan** | h. Guru memberi salam (greeting) | 10 menit |
| i. Guru mengajak siswa untuk berdoa | | |
| j. Peserta didik merespon salam dan berdoa bersama guru | | |
| k. Guru memeriksa kehadiran siswa | | |
| l. Guru memberikan pertanyaan mengenai tema yang akan diajarkan | | |
| m. Peserta didik menyatakan kehadiran dan merespon pertanyaan guru | | |
| n. Guru menyampaikan tujuan pembelajaran | | |
| **Inti** | f. Mengamati | 70 menit |
| | • Guru mereview kembali materi pembelajaran tentang teks deskriptif. | |
| | • Guru menjelaskan tentang Gallery Walk Strategy. | |
| | • Guru menjelaskan prosedur-prosedur dalam Gallery Walk Strategy. | |
• Guru mengarahkan peserta didik untuk bertanya mengenai materi yang telah disampaikan.
• Siswa menanyakan mengenai materi yang telah disampaikan.

h. Mengeksplorasi
• Guru dan siswa menerapkan treatment Gallery Walk Strategy, adapun prosedurnya adalah sebagai berikut:
  - Guru membagi siswa kedalam lima kelompok.
  - Guru membagi text descriptive yang berisi pertanyaan ke setiap kelompok.
  - Setiap kelompok berputar atau secara bergiliran ke kelompok lain untuk menjawab semua pertanyaan berdasarkan Text Descriptive.
  - Guru dan siswa berdiskusi setelah siswa selesai menjawab semua pertanyaan.
  - Guru membagi 5 topik bergambar kepada setiap kelompok.
  - Siswa membuat Text Descriptive secara berkelompok.
  - Siswa menempelkan karya kelompok mereke di dinding.
  - Masing-masing kelompok mengunjungi karya kelompok lain dengan memberikan feedback atau komentar.
  - Guru dan siswa berdiskusi tentang karya kelompok masing-masing.

i. Mengasosiasi
Guru memberikan 3 topik yang berbeda, peserta didik memilih salah satu untuk membuat Text Descriptive.

j. Mengomunikasikan.

• Guru dan siswa menyimpulkan pembelajaran yang sudah dipelajari hari ini.

Penutup

d. Guru beserta peserta didik menyimpulkan kegiatan pembelajaran.

e. Guru mengajak siswa untuk mengakhiri pertemuan.

f. Siswa berdoa bersama guru untuk mengakhiri pertemuan.

10 menit

I. Penilaian

• Pencapaian fungsi sosial
• Kelengkapan dan keruntutan struktur teks deskriptif
• Ketepatan unsur kebahasaan: tata bahasa, kosakata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan
• Kesesuaian format penulisan/penyampaian

Five components of writing evaluation by Jacobs in Alderson (2002: 116)

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<thead>
<tr>
<th>Component</th>
<th>Score</th>
<th>Criteria</th>
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</thead>
<tbody>
<tr>
<td>Content</td>
<td>30 – 27</td>
<td>Knowledgeable, substantive, development of thesis, relevant to assigned topic</td>
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<tr>
<td></td>
<td>Excellent to very good</td>
<td></td>
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<tr>
<td></td>
<td>26 – 22</td>
<td>Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks</td>
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<tr>
<td>Score Range</td>
<td>Category</td>
<td>Description</td>
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<tr>
<td>21 – 17</td>
<td>Fair to poor</td>
<td>Limited knowledge of subject, little substance, inadequate development of topic</td>
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<tr>
<td>16 – 13</td>
<td>Very poor</td>
<td>Does enough to evaluate not show knowledge of subject, non substantive, not enough to evaluate</td>
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<tr>
<td>20 – 18</td>
<td>Excellent to very good</td>
<td>Fluent expression, ideas, clearly stated/supported, succinct, well organized, cohesive</td>
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<td>17 – 14</td>
<td>Good to average</td>
<td>Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing</td>
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<tr>
<td>16 – 13</td>
<td>Fair to poor</td>
<td>Non fluent, ideas confused or disconnect, lack logical sequencing and development</td>
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<tr>
<td>12 – 10</td>
<td>Very poor</td>
<td>Does not communicate, no organization, or not enough to evaluate</td>
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<tr>
<td>Vocabulary/ Style</td>
<td>20 – 18</td>
<td>Excellent to very good</td>
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<td>17 – 14</td>
<td>Good to average</td>
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<td></td>
<td>13 – 10</td>
<td>Fair to poor</td>
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<td></td>
<td>9 – 7</td>
<td>Very poor</td>
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<tr>
<td>Grammar</td>
<td>25 – 22</td>
<td>Excellent to very good</td>
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<td></td>
<td>21 – 18</td>
<td>Good to average</td>
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<td>Mechanics</td>
<td>Score</td>
<td>Description</td>
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<td>Excellent to very good</td>
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<td>Good to average</td>
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<td>3</td>
<td>Fair to poor</td>
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<td>2</td>
<td>Poor</td>
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<td></td>
<td>10–5</td>
<td>Very poor</td>
</tr>
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<td></td>
<td>17–11</td>
<td>Fair to poor</td>
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</tbody>
</table>
Very poor capitalization, paragraphing, handwriting illegible, or not enough to evaluate

Salatiga, 20 Desember 2018

Mengetahui,

Guru Kelas Peneliti

Farida Rini Astuti, S.Pd Umi Laelatul K
NIP. 197002232002122003 NIM. 11314173
Descriptive Text

Descriptive text is a text which says what a person or a thing is like. The purpose of descriptive text is to describe and reveal a particular person, place, or thing.

d. Generic Structure of Descriptive Text
3. Identification: identifying the phenomenon to be describe.
4. Description: describing the phenomenon in parts, qualities, and characteristic

e. Language Feature of Descriptive Text
4. Focus on specific participants
5. Use of attribute and identifying process
6. Use of simple present tense

f. Example of Descriptive Text

Every people certainly have a mother. It is because people are born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now. And here is my mother.

My mother’s name is Khodijah. She was born 49 years ago. She is short, but not too short. She is little fat. And she is old. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person. She never stops to support me. She always tells me to not give up so easily.
PRE-TEST CYCLE II

Name : 
Student number : 
Major : 

Make a descriptive text into 2 paragraphs from the one of your favorite person below:

a. Favorite Teacher
b. Favorite Parent
c. Favorite Friend

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POST-TEST CYCLE II

Name : 
Student number : 
Major : 

Make a descriptive text into 2 paragraphs from the one of pictures below:

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GROUP WORK

TASK I

LOSARI BEACH

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people’s coming to the Losari beach. Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

Losari is its waterfront of Makassar. The lengthy of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called the PelataranBahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this place, you are also free to view out to the sea and watch the sunset slowly turns reddish in the line of the horizon. The reflected light also creates sheen on the surface of sea water.

The PelataranBahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a racecourse jet ski, boat races and traditional boat jollorokatinting, or become a transit point of rely of Sandeq traditional sailboats and yachts.

In Losari there are also a few hotels. Some of them qualified as a tree stars hotel. The hotel is offering panoramic beauty of the sea with luxury service treats.
There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in Jalan Penghibur.

1. Where is Losari beach located?

2. What attraction does Losari beach offer?

3. Based on the text, how long is Losari beach?

4. What is the name of the place where the children can play and run?

5. How many hotels does the writer mention?
TASK II

Group:

Name:
Group:

Name:
Group:

Name:
Group:

Name:
# STUDENTS’ OBSERVATION CHECKLIST CYCLE II

The researcher : Umi Laelatul Kodriyah

The teacher : Farida Rini Astuti, S.Pd.

<table>
<thead>
<tr>
<th>No</th>
<th>The Students’ Activity</th>
<th>Yes</th>
<th>No</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paying Attention</td>
<td>√</td>
<td></td>
<td>All of the students pay attention to the answer the greeting.</td>
</tr>
<tr>
<td>2</td>
<td>Asking Question</td>
<td>√</td>
<td></td>
<td>Few students who asking.</td>
</tr>
<tr>
<td>3</td>
<td>Responding to question</td>
<td>√</td>
<td></td>
<td>There were Students (LP, OVH, TS, and DW) answered teacher question</td>
</tr>
<tr>
<td>4</td>
<td>Accomplishing task</td>
<td>√</td>
<td></td>
<td>All of the students did the task</td>
</tr>
<tr>
<td>5</td>
<td>Being enthusiastic in using gallery walk strategy</td>
<td>√</td>
<td></td>
<td>They felt enjoy the application of gallery walk strategy</td>
</tr>
</tbody>
</table>
Salatiga, Januari 2019

Mengetahui,

Guru Kelas

Farida Rini Astuti, S.Pd
NIP. 197002232002122003

Peneliti

Umi Laelatul K
NIM. 11314173
Name: 
Student number: X WU 
Major: 3

Make a descriptive text into 2 paragraphs from the one of your favorite person below:

a. Favorite Teacher
b. Favorite Parent

c. Favorite Friend

My favorite friend's name is Tanya Fabregas. She lives in Block M (Munir). She usually called Gings. She is

She has brown skin, straight hair, besides

she has a weight of 39 kg. She body is thin

but tall. She has hair around 150 cm. She smart

in Korea. Her height is

Charming.
Make a descriptive text into 2 paragraphs from the one of your favorite person below:

a. Favorite Teacher
b. Favorite Parent
c. Favorite Friend

My Mother

I have a lovely mother. Her name is Marniabi. She is the best mother in the world for me. She always helps me and is always there whenever I need her or whenever I need a help.

She has a beautiful face as me! She or she is even more beautiful than me. She has an oval face with chubby cheeks. She has wavy short hair.

...
Giraffes are the tallest mammals in the world. We can find them in central, eastern, and southern Africa. Some of them are also kept in the zoo.

A giraffe has a long neck and long legs. The long neck helps it to eat leaves from the tall trees. It pulls the leaves by its long tongue. Around the body, it has spotted patterns.
Prambanan Temple

Prambanan Temple is the largest and the most beautiful Hindu temple which ever built in the Java Island. The temple was built during the Hindu kingdoms in Indonesia.

Prambanan Temple was built by Raja Pigada as a rival to Borobudur and Sewu Temple. However, a legend tells that it is a temple built by Bandanwangso.
<table>
<thead>
<tr>
<th>NO.</th>
<th>NAME</th>
<th>CYCLE I</th>
<th>CYCLE II</th>
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<tr>
<td></td>
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<td>Pre-test</td>
<td>Post-test</td>
</tr>
<tr>
<td>1.</td>
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<td>3.</td>
<td>ALN</td>
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<td>4.</td>
<td>AQP</td>
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<td>6.</td>
<td>DIPB</td>
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<td>7.</td>
<td>DW</td>
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<td>OVH</td>
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<td>SAD</td>
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</tr>
<tr>
<td>20.</td>
<td>TF</td>
<td>59</td>
<td>76</td>
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<tr>
<td>21.</td>
<td>TS</td>
<td>65</td>
<td>60</td>
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</table>
1. The students was doing pre-test and post-test
2. The students were applying Gallery Walk Strategy.
3. The teacher was giving explanation about descriptive text and gallery walk strategy

4. The researcher was introducing herself
<table>
<thead>
<tr>
<th>No</th>
<th>Nama Kegiatan</th>
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<th>Keikutsertaan</th>
<th>Skor</th>
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<tr>
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<td>8</td>
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<td>12</td>
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<td>18 September 2016</td>
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<td><strong>JUMLAH</strong></td>
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</tbody>
</table>

Salatiga, 29 Januari 2019

Mengetahui,

Wakil Dekan Bidang

Kerjasama dan Kerjasama

[Signature]

Muhammad Maimun, M.Ag

[Stamp] 19700510 199803 1 003