

ABSTRACT

IMPROVING STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXTS THROUGH GALLERY WALK TECHNIQUE AT THE FIRST GRADE OF SMAN 1 SUMBEREJO

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The objectives of this research were (i) to investigate whether there was a statistically significant difference of the ability in writing descriptive texts between the students who were taught through Gallery Walk technique and those who were treated with the conventional method, and (ii) to find out the students' responses related to their attitudes toward the implementation of Gallery Walk technique at the first year of SMAN 1 Sumberejo.

This research was quantitative research which used Pre-Test Post-Test Control Group design. The population of this research was the first year students of SMAN 1 Sumberejo. The research was conducted to 30 students in class X MIPA 1 and 30 students in class X MIPA 2. The data were obtained through the writing test and questionnaires. The writing tests were used to measure the students' writing ability after having the treatments. The questionnaire was employed to collect the data of the students' responses toward the implementation of Gallery Walk technique. The data were analyzed by using Paired Sample T-test and Independent Sample T-test in which the significance was determined by value <0.05 . The validity of the instruments were based content and construct validity. In achieving the reliability of the tests, inter-rater was used in this study, while the reliability of the questionnaire was analyzed by using Cronbach Alpha Formula.

The result showed that there was a statistically significant difference of the students' writing ability between students who were taught through gallery walk technique and those who were treated with the conventional method. It was proven by the comparison of the gain scores of mean from experimental class and control class which showed the level of significance 0.028 ($p=0.028$, $p<0.05$). The students' responses of Gallery Walk technique in teaching writing were positive. It was showed from the average result of questionnaires in which the criteria was very high (80.3%). This suggests that Gallery Walk technique facilitates the students to improve their writing ability.