

**THE IMPACT OF GALLERY WALK TECHNIQUE ON IMPROVING JUNIOR  
HIGH SCHOOL STUDENTS' ADVERTISEMENT WRITING SKILLS**

**(Undergraduate thesis)**

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## ABSTRAK

### PENGARUH TEKNIK GALLERY WALK TERHADAP PENINGKATAN KEMAMPUAN MENULIS IKLAN SISWA SEKOLAH MENENGAH PERTAMA

OLEH

HANNY RAHMAH CAHYANI

Penelitian ini bertujuan untuk mengetahui keefektifan teknik *Gallery Walk* dalam meningkatkan kemampuan menulis teks iklan bagi siswa sekolah menengah pertama. Teknik *Gallery Walk* sebagai metode pembelajaran interaktif dan kolaboratif diterapkan untuk meningkatkan pemikiran kritis, *peer feedback*, dan keterlibatan siswa dalam proses menulis. Penelitian kuantitatif ini menggunakan desain pre-test dan post-test satu kelompok yang melibatkan 30 siswa kelas delapan SMPN 13 Bandar Lampung. Siswa mengisi pre-test, mengikuti tiga sesi perlakuan menggunakan teknik *Gallery Walk*, dan kemudian mengikuti post-test. Teks iklan siswa dievaluasi berdasarkan lima aspek: isi, organisasi, kosakata, tata bahasa, dan mekanika penulisan. Temuan menunjukkan peningkatan yang signifikan dalam kemampuan menulis siswa. Skor rata-rata pre-test adalah 56,25, meningkat menjadi 73,28 pada post-test. Analisis statistik menggunakan uji t sampel berpasangan menunjukkan nilai signifikansi 0,000 ( $<0,05$ ), yang menunjukkan bahwa peningkatan tersebut secara statistik signifikan. Siswa menunjukkan kemampuan pengembangan ide yang lebih baik, organisasi yang lebih koheren, kosakata yang lebih luas, ketepatan tata bahasa yang lebih baik, dan kesalahan mekanis yang lebih sedikit setelah penerapan metode ini. Kesimpulannya, teknik *Gallery Walk* secara efektif meningkatkan kemampuan siswa dalam menulis teks iklan. Sifatnya yang interaktif meningkatkan keterlibatan siswa, mendorong pemberian umpan balik yang bermakna antar sesama siswa, dan memperkuat proses menulis. Oleh karena itu, *Gallery Walk* direkomendasikan sebagai metode alternatif dalam pengajaran menulis, terutama untuk genre teks fungsional seperti teks iklan.

**Keywords:** Teks Iklan, *Gallery Walk*, *Peer Feedback*, Kemampuan menulis.

## **ABSTRACT**

### **THE IMPACT OF GALLERY WALK TECHNIQUE ON IMPROVING JUNIOR HIGH SCHOOL STUDENTS' ADVERTISEMENT WRITING SKILLS**

**BY**

**HANNY RAHMAH CAHYANI**

This research aims to determine the effectiveness of the Gallery Walk technique in improving junior high school students' advertisement writing skills. The Gallery Walk technique as an interactive and collaborative learning method was implemented to enhance students' critical thinking, peer feedback, and engagement in the writing process. This quantitative study employed a one-group pre-test and post-test design involving 30 eighth-grade students of SMPN 13 Bandar Lampung. The students completed a pre-test, received three sessions of treatment using the Gallery Walk technique, and took a post-test afterward. The students' advertisement texts were assessed across five aspects: content, organization, vocabulary, grammar, and mechanics. The findings reveal a significant improvement in students' writing performance. The mean pre-test score was 56.25, increasing to 73.28 in the post-test. Statistical analysis using the paired-sample t-test showed a significance value of 0.000 ( $<0.05$ ), indicating that the improvement was statistically significant. Students demonstrated better idea development, more coherent organization, expanded vocabulary, improved grammatical accuracy, and fewer mechanical errors after the treatment. In conclusion, the Gallery Walk technique effectively enhances students' advertisement writing skills. Its interactive nature increases student engagement, promotes meaningful peer feedback, and strengthens the writing process. Therefore, Gallery Walk is recommended as an alternative method for teaching writing, especially for functional text genres such as advertisement texts.

**Keywords:** Advertisement text, Gallery Walk, Peer feedback, Writing skill.

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**By**

**Hanny Rahmah Cahyani**

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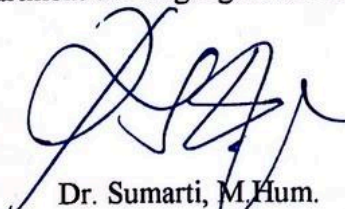
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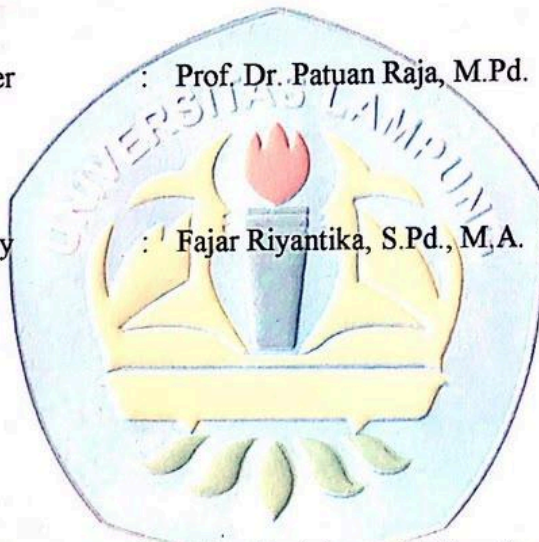
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 12 Mei 2026

Yang membuat pernyataan,



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## CURRICULUM VITAE

Hanny Rahmah Cahyani was born in Bandar Lampung in 2003. She successfully graduated from SMAN 7 Bandar Lampung in 2021. Then, she was accepted as a student of the English Education Study Program at the University of Lampung.

During her study, she actively participated in both academic and non-academic activities. She was involved in various organizational roles, including serving as General Secretary and Deputy of Education Department at English Society UNILA (ESo), where she managed documents, organized major events, led divisions, and contributed to national competitions preparation. She also joined SEEDS (Society of English Education Department Students) as a member of the Education Division, where she was responsible for creating English-learning content for social media. Throughout her university years, she gained significant teaching experience through several programs. In 2024, she joined *Kampus Mengajar* at SMP PGRI 1 Bandar Lampung, where she developed literacy and numeracy programs and assisted teachers in managing classes. She also completed her PLP (Teacher Training) program as a teaching assistant for elementary school students.

In addition to teaching, she expanded her professional skills by becoming an intern at the International Office of Universitas Lampung, assisting in managing cooperation documents and serving as an international students buddy. In 2025, she worked as an English teacher at the Junior English Course, where she designed lesson plans, taught young learners, and communicated students' progress to parents.

Through the various experiences she gained in college, helped her to understand herself better, both as a learner and as a future educator. She hopes to continue learning from every step ahead, believing that each experience, no matter how small, will help her become a better version of herself.

**MOTTO**

*“No amount of guilt can change the past, and no amount of worrying can change the future”*

*Umar Ibn Al-Khattaab*

## **DEDICATION**

All praise is due to Allah, by whose grace I have completed this endeavor.  
I respectfully dedicate this thesis to: My beloved parents and sister, for their unending love and prayers. My esteemed lecturers, for their invaluable guidance and knowledge. My dearest partner and friends, for the warmth, joy, and encouragement. And to myself, for surviving the challenges and eventually finishing this journey.

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The researcher recognizes that this thesis may still contain limitations and sincerely welcomes constructive suggestions for its improvement. She hopes that this work can provide meaningful insight to the field of education and serve as a valuable reference for future researchers.

Bandar Lampung, December 2025

The Researcher,

Hanny Rahmah Cahyani

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## I. INTRODUCTION

This chapter presents an introduction concerning the background of the research, research question, objectives, use of the research, the scope of the research, and the definition of terms.

### 1.1. Background of The Research

Writing is an important way to turn ideas into words and communicate with others. Flynn and Stainthorp (2006) explained that writing is a way to translate ideas into words, making it a crucial communication tool. This translation process enables individuals to convey complex thoughts and concepts clearly to others. Raimes (1983) adds that writing involves expressing ideas in an organized manner using proper grammar and vocabulary. This organization is essential for the clarity and coherence of the written text. Meanwhile, Harmer (2004) emphasizes that writing goes beyond mere transcription of words; it is a form of self-expression and idea development. Through writing, individuals can explore and refine their thoughts, contributing to personal and intellectual growth.

Despite its importance, many Junior High School students struggle with writing, particularly with producing advertisement texts. Advertisement is defined as a public notice offering or asking for goods, services, etc (Hornby, A. S, 1995). When writing advertising texts, students often make mistakes in the use of verbs, adjectives, and short phrases, according to Mutaqi's (2017) research entitled "Analysis of Grammatical Errors in Students' Writing in Advertising Texts." These results indicate the importance of targeted education to help students develop their writing skills in this area. Additionally, research by Samosir et al. (2020) explained that writing advertisement texts requires students to deliver the correct meaning to the reader in an interesting way. These challenges indicate that innovative teaching techniques are needed to enhance students' writing abilities and ensure they can create effective and engaging advertisement texts.

One such technique is the Gallery Walk, an active learning method where students create and display their written work, then walk around to review and analyze the work of their peers. According to Silberman (1996), this technique involves students presenting their work and providing feedback on each other's efforts, fostering active engagement. Students interact with various writing samples, exchange ideas, and provide helpful criticism by moving around the classroom. In addition to fostering a deeper understanding of the subject matter, this interaction also creates a cooperative learning environment. Gallery Walk is a technique that enhances synthesis, writing, and public speaking skills, making it an ideal tool for teaching advertisement text (Francek, 2006).

This technique has been used by many lecturers to teach their students' English skills and has proven effective in improving their English skills. For instance, Safitri, et al (2022) conducted a study to determine the impact of the Gallery Walk activity on Junior High School students' ability to write procedure texts. This study showed that the Gallery Walk activity significantly improved their writing abilities in procedure texts.

Also, Khairunnisak, et al. (2018) use this technique to improve students' ability to write announcement text in Junior high school. The results showed that the gallery walk technique can help teachers in teaching writing announcement texts to students. This technique enables students to share and exchange ideas through small group discussions, providing them with active participation opportunities.

Additionally, a research by Basir N. (2023) looked at how the Gallery Walk technique affected the writing abilities of eleventh-grade pupils. Content, idea development, grammar, vocabulary, punctuation, spelling, capitalization, and the generic structure were among the several facets of creating analytical exposition texts that the researcher concentrated on. The study involved two classes with different treatments. The experimental group was taught to write analytical exposition texts using the Gallery Walk technique, while the control group was taught using traditional methods. The results of the study showed that the class taught using the Gallery Walk method has shown a significantly greater

improvement in post-test scores compared to the class taught using traditional methods.

Furthermore, Rosdiana and Indah Sari (2019) use this activity to improve students' ability to write complimenting text in senior high school. Therefore, the use of the Gallery Walk technique has been proven to improve student learning outcomes, as evidenced by increased student mastery of learning, both individually and in groups. The Gallery Walk approach helps increase student engagement, especially during group projects and debates. Students are able to work both individually and collaboratively, and they can take responsibility for all group and individual projects.

Another research which aims to see the impact of using gallery walk activity to improve students' writing skill has been done by Uswah M. (2023). This study aims to describe the improvements in learning outcomes for Class X students at MA Al Mahrusiyah Lirboyo Kediri in writing narrative texts using the Gallery Walk Technique. The procedures used to implement the Gallery Walk Technique in writing consist of observing, associating, discussing, composing, revising, and publishing. The results of the research indicate that the Gallery Walk Technique can enhance the students' writing skills.

On the other hand, Brutu, et al (2019) has done a study with objectives to investigate: 1) the implementation of the Gallery Walk on students' ability to write announcements. 2) The students' ability to write announcements before and after using the Gallery Walk. 3) The significant influence of the Gallery Walk on the ability to write announcements in tenth grade at SMK Negeri 1 Lumut. The results indicate a significant impact after using the Gallery Walk on the announcement writing skills of tenth-grade students at SMK Negeri 1 Lumut for the academic year 2018/2019.

These studies have all shown valuable insights into the positive effects of using the gallery walk technique to improve students' writing skills. However, despite all this research, none have explored using the gallery walk technique to improve students' writing skills in advertisement texts. This study addressed this limitation

by applying the gallery walk technique to enhance students' advertisement writing skills.

### **1.2. Research Question**

In response to the concerns raised in the background, this study aims to address the following research question: “Is there any significant improvement in students' ability to write advertisement text after using the Gallery Walk technique?”

### **1.3. Objective**

Based on the background of the problem and the research questions above, the objective of this research is to assess whether the gallery walk technique can significantly improve students' advertisement writing skills.

### **1.4. The Use of The Research**

The researchers anticipate that this study will have a significant positive impact on English language learning, particularly in enhancing writing skills among junior high school students. This research has two types of applications:

1. Theoretically

This study investigates the effectiveness of the Gallery Walk Technique in teaching students how to write advertisements. In addition to providing in-depth information to the academic community, the researchers hope it will help develop teaching approaches. Furthermore, this study can serve as a guide for future research projects investigating creative and engaging teaching strategies in English language teaching.

2. Practically

This research offers practical guidance on how to implement the Gallery Walk to improve students' skill in writing advertisement texts. It provides teachers with a deeper understanding of the method's advantages and disadvantages, enabling teachers to adopt more engaging and effective teaching strategies.

### **1.5. Scope of The Research**

This study aims to analyze the impact of the Gallery Walk technique on improving junior high school students' ability to write advertisement texts, specifically for products and services. The aspect measured in the text focuses on five aspects of writing which are content, organization, vocabulary, grammar, and mechanics. The Gallery Walk technique will be applied during the planning and editing stages of writing where students display their advertisement text around the classroom, then discuss and analyze the text to give feedback to each text. The study will focus on 8th-grade junior high school students. While external factors such as students' background knowledge, external tutoring, and personal interest in English will be acknowledged, they will not be controlled in this study.

### **1.6. Definition of Terms**

Some of the terminology used in this research is mostly found in the chapter explanations. The following are the terms:

1. Writing

Writing is the process of expressing thoughts, ideas, and information in written form using a coherent structure and proper grammar.

2. Advertisement Text

Advertisement text is one of the short functional texts which is used to persuade people to buy a product or service.

3. Gallery Walk Technique

Gallery Walk is an active learning technique where students create and display their written work, then walk around to review and analyze the work of their peers. This activity promotes engagement, collaboration, and a deeper understanding of the subject matter.

In conclusion, this chapter covers the background of the research, including the research question, objective of the research, the use of the research, scope of the research, and definition of terms as the fundamental aspect of this research.

## **II. LITERATURE REVIEW**

This chapter presents theoretical studies as the theoretical foundation for the researcher to discuss and analyze the issue of this research.

### **2.1 Previous Study**

Several studies have explored the effectiveness of the Gallery Walk technique in enhancing students' writing skills across different text genres. In a study conducted by Safitri, et al (2022) to assess the impact of the Gallery Walk technique on improving junior high school students' writing skills in procedure texts, the researcher implemented a structured approach involving group work, visual aids, active participation, and assessments. Students engaged in discussions about procedure texts using pictures as prompts, presented their findings, and received feedback. The effectiveness of this strategy was measured through pre-tests and post-tests, revealing a significant improvement in students' writing abilities. The result of this research is students' understanding and writing skills in procedure texts are significantly improved after using Gallery Walk technique, making the learning process more interactive and engaging.

Furthermore, Khairunnisak, et al. (2018) has conducted a study which focused on junior high school students and investigated how the Gallery Walk technique could enhance their writing skills in creating announcement texts. The study applied the Gallery Walk technique through a structured approach that included pre-teaching activities, observation and exploration, questioning and discussion, group work, writing and presentation, and post-teaching activities. First, the teacher motivated students and explained learning objectives, utilizing brainstorming and visual aids to connect the topic to students' real-life experience. Students then observed various announcement texts displayed around the classroom, analyzing their structure and features, which helped them gather information for their writing. During questioning and discussion phases, students

interacted with the teacher and peers to clarify their understanding. Collaborative group work allowed students to discuss and develop their own announcement texts, which they then presented to the class. The lesson concluded with post-teaching activities that reinforced the material and assessed students' understanding through quizzes or assignments. The main findings of the research highlighted the Gallery Walk technique's effectiveness in improving students' writing skills in announcement texts. The technique significantly increased student engagement and motivation, improved the organization of ideas, and fostered a collaborative learning environment. It also reduced anxiety, enhanced critical thinking skills, and led to positive learning outcomes.

Moreover, Basir N. (2023) conducted a study to examine the impact of the Gallery Walk technique on the writing skills of eleventh-grade students. The study focused on students from SMA Muhammadiyah Kalosi Kabupaten Enrekang, specifically targeting class XI.IPA 2, which consisted of 30 students. The research aimed to evaluate the effectiveness of the Gallery Walk technique in enhancing students' writing skills, particularly in analytical exposition texts. To assess this, the researcher employed a quasi-experimental design involving the experimental group and the control group. The experimental group was taught using the Gallery Walk technique and the control group learned with traditional methods. Both groups underwent pre-tests and post-tests to measure improvements in writing skills. The findings of the study demonstrated that the Gallery Walk technique significantly positively impacted students' writing abilities. The mean post-test scores of the experimental group were notably higher than their pre-test scores, and their gains were significantly greater compared to those in the control group.

Furthermore, Rosdiana and Indah Sari (2019) use this activity to improve students' ability to write complimenting English texts at SMA 5 Banda Aceh, with 28 students from class X-IPA1 participating. The research, done in two cycles as part of classroom action research, addressed the problem of low writing skills, as 65% of students initially had difficulty writing effectively. The Gallery Walk method, which involved group work, displaying written texts, and peer feedback, showed positive results. By the end of the study, 83.33% of the groups reached the target writing score, up from just 30% in the first cycle, and student activity levels

increased from 53.57% to 87.5%. This method improved students' writing skills and increased their engagement in learning, especially during group discussions and presentations. Overall, the study found that the Gallery Walk method was effective in boosting students' writing abilities and making the learning process more engaging.

In a study conducted by Uswah M. (2023). At MA Al-Mahrusiyah Lirboyo, the Gallery Walk Strategy was implemented as part of a Classroom Action Research (CAR) approach to improve first-grade students' writing skills in narrative text. The implementation involved planning lesson activities, executing them through cycles of observation, discussion, revision, and publication, and collecting data through observation sheets, field notes, and written tests. Results showed a significant improvement in students' writing abilities. The pre-test scores indicated that only 46.4% of students scored  $\geq 75$ , but post-test results revealed that 100% of students achieved this score, with an increase in the average score from 73.9 to 81.5. Additionally, student engagement and participation increased significantly. Overall, the research confirms that the Gallery Walk Strategy is an effective approach for enhancing writing skills and student motivation.

In conclusion, the research across multiple studies consistently demonstrates the Gallery Walk technique's effectiveness in improving students' writing skills in diverse text genres. However, despite all of this research, none have explored using the Gallery Walk technique to improve students' writing skills in advertisement texts. This study addressed this limitation by applying the Gallery Walk technique to enhance students' advertisement writing skills.

## **2.2 Definition of Writing**

Several definitions of writing have been proposed by experts. Raimes (1983: 3) states that writing is a skill in which we express ideas that are arranged in words, sentences, and paragraphs using our eyes, brain, and hands. This means that writing involves a coordinated effort of cognitive and physical processes to effectively convey our thoughts. This is corroborated by Flynn and Stainthorp (2006: 34), who explain that authors use writing to put their ideas into words on paper so they can share them with others. Their perspective highlights the role of

writing as a tool for conveying personal ideas and messages clearly to an audience.

Furthermore, writing, as one of the four core skills (listening, speaking, reading, and writing), has always been a crucial part of the English syllabus, as stated by Harmer (2004: 31). Learning to write well involves both brainstorming ideas and following a clear writing process. Writing is a process that involves several stages, including planning (setting goals and generating ideas), organizing (organizing information and choosing appropriate language), drafting, and rewriting and editing, according to Harmer (2004: 4-5). This comprehensive method ensures that writing is not just about putting words on paper; it is also about creating and refining concepts to convey ideas clearly.

Writing, according to other experts such as Murcia and Olshtain (2000: 142), is the creation of written words that produce a text; however, for communication to occur, the text must be read and understood. In short, writing is a form of communication that people can use when they cannot communicate verbally.

According to Jacobs et al (1981), there are five aspects in writing: Content, organization, vocabulary, language use and mechanics.

1. Content: it contains ideas and information in the writing. It discusses the subject, demonstrates understanding, and offers enough pertinent data to support the main point.
2. Organization: it refers to the ability of writers in organizing their sentences into coherent and cohesive ideas.
3. Vocabulary: the use of varied, accurate, and context-and audience-appropriate language. Strong vocabulary improves the writing's tone and helps to avoid repetition.
4. Language use: the employment of grammatical forms and syntactical patterns.
5. Mechanics: the use of graphic convention of language (demonstrates good command of spelling, punctuation and capitalization).

Based on the definition above, writing is the process of expressing ideas or thoughts in well-structured written language, which goes through several steps, is intended to be easily understood by the reader, and functions as a communication tool. However, written language requires several procedures. If students follow the writing process guidelines, which include planning, organizing, drafting, revising, editing, and creating a final version, they will produce quality writing. To convey ideas, thoughts, opinions, and feelings in a way that is easily understood by readers, they must also use certain writing elements, such as content, organization, vocabulary, language use, and mechanics.

### **2.3 Purposes of Writing**

According to Reinking & Hart (1996: 4), there are 4 purposes of writing:

1. Writing to inform.  
This purpose involves conveying factual information to the reader. It could include reports, articles, summaries, instructions, or explanations.
2. Writing to persuade.  
The goal here is to convince the reader to adopt a particular viewpoint or take a specific action. This might involve opinion pieces, argumentative essays, reviews, or proposals.
3. Writing to express yourself.  
This purpose focuses on expressing the writer's personal thoughts, feelings, and experiences. It could include journals, personal essays, creative writing, or letters.
4. Writing to entertain.  
This type of writing encourages the writer to analyze and contemplate their own thoughts, experiences, and learning. This might involve reflective essays, journals, or summaries of learning experiences.

Based on Reinking & Hart (1996: 4) explanation, the purposes for writing are informing, persuading, expressing oneself, and entertaining. These purposes highlight the versatility of writing, allowing us to convey knowledge, influence others, share our inner world, and even create enjoyment for readers. Among

those purposes of writing, advertisement text falls into the category to inform and to persuade people, aiming to influence the reader's thoughts, attitudes, or behaviors.

#### **2.4 Process of Writing**

The four stages of writing are planning, drafting, editing, and final draft, according to Harmer (2004: 4-5). Students can improve their writing skills by following these methods. Writing involves four steps, which are:

1. Planning

At this point, authors make plans for their writing. They strive to decide what they want to express before they write. This could entail taking thorough notes for certain writers. Others might only need a few jotter words.

2. Drafting

After completing their plans, students are guided to the second stage, drafting. At this stage, students begin writing down their thoughts or the previously chosen topic. Before starting to write, they can also create a thorough outline for the topic they will write about. This initial writing can be referred to as a draft. Several final drafts can be created as the writing process progresses to the editing stage.

3. Editing (Reflecting and Revising)

Writers usually revisit their drafts to identify what is successful and what is not. Other readers' (or editors') comments and recommendations frequently help with reflection and editing. The responses of other readers to a piece of writing can assist authors in making the necessary changes.

4. Final Draft

Writers create a final version after revising their drafts and making any necessary adjustments. Due to a number of modifications made during the editing process, the final edition may differ significantly from the initial plan or the first draft.

Students follow Harmer's recommended writing process when practicing writing, which includes preparation, drafting, editing (reflection and rewriting), and a final

draft. Gallery Walk is used in the planning and editing (reflection and rewriting) phases of the writing process.

### **2.5 Concept of Advertisement Text**

A public announcement offering or soliciting goods, services, etc. is called advertising (Hornby, 1995). Through verbal or visual communication, advertising informs and persuades the general public to purchase goods or services. Various media, including newspapers, magazines, radio, television, posters, billboards, and, more recently, internet and web advertising, are used to increase awareness of a product or service among potential customers.

As stated by Gilson (1986) in Permatasari and Yulia (2013), advertising helps businesses achieve their marketing goals by influencing or convincing potential clients to purchase their goods or services. According to the Cambridge Advanced Learner's Dictionary 2008, advertising is an image, short film, song, etc. that attempts to persuade viewers to buy goods or services. All these definitions agree that the purpose of advertising is to sell goods or services. Thus, researchers conclude that advertisements that encourage individuals to buy goods or services also contain text in addition to images or short videos.

These two main types of advertisement text, product and service, will be introduced to junior high school students. There are several aspects to understand about advertisement text: its kinds, purposes, generic structure, and language features (Minister of Education, Culture, Research, and Technology, 2018).

#### **1. Kinds**

- Product advertisement: This is the most common type of advertisement. Its purpose is to inform the public about a product and ultimately persuade them to buy it.
- Service advertisement: This type of advertisement aims to raise awareness about specific issues and attract public attention.

#### **2. Purposes**

- Providing information: Advertisements inform consumers about various aspects of a product or service being sold.

- Influencing or persuading: Advertisements aim to persuade people to buy the advertised goods or services using attractive and creative language to generate interest.

### 3. Generic structure

- Name of product: This refers to the name and brand.
- Description of product: Detailed explanation of information of the product or service, the benefit that the customer will get, and other detailed information.
- Tagline: Catchy word or sentence that will be memorable for the customer.
- Contact details: The number, email, or any contact information that can be contacted by the customer.

### 4. Language Features

- Action verbs: To elicit action, certain verbs are frequently employed in advertisements. Get, take, try, let, ask, call, use, send, hurry, come on, make, come, see, give, discover, remember, serve, search for, select, and introduce are examples of common verbs.
- Positive adjectives: The choice of words in advertisements is crucial. Positive adjectives are preferred as they effectively convey appealing and attractive qualities of the advertised product or service. Examples of frequently used positive adjectives in ads include rich, strong, stylish, special, safe, extra, clean, bright, easy, sure, full, real, delicious, great, fresh, big, free, fine, good/better/best, crisp, and new.
- Interrogative and imperative sentences: Advertisements frequently utilize questions and commands to engage the audience.
- The use of simple and informal words: Advertisements often use simple and informal language to be more relatable and engaging. For example, in ads for a new car, oven, or phone, you might hear phrases like, "Best product in the world! Buy it now before it's sold out!"

In this context, advertisement text is a form of writing designed to promote a product or service and persuade people to make a purchase. Grasping the concept of advertisement text is essential for effectively teaching students how to write

advertisement text. Understanding the different types of advertisements, their purposes, and their key components equips students with the skills needed to create advertisement texts. By focusing on the purpose, structure, and language features of advertisements, educators can better support students in developing their writing abilities.

## **2.6 Gallery Walk Technique**

According to Vygotsky (1978), learning in the realm of Second Language Acquisition (SLA) occurs as a result of social interactions with other students in the classroom, rather than in the student's mind. According to this learning theory, language acquisition requires activities that encourage cooperative and supportive social relationships.

The Gallery Walk is strongly supported by constructivism and social learning theory (Sarwanti, S., 2020). Constructivism posits that learners do not simply receive knowledge but actively build it based on their existing experiences and ideas. The Gallery Walk facilitates this by having students create their own work and then evaluate their peers' work, which challenges their initial thinking and helps them build a more complete understanding.

This technique is designed to transform the classroom into an active learning environment. Vygotsky emphasizes that learning is a social process. During a Gallery Walk, students are required to interact, discuss, and critique each other's work. This social negotiation of meaning helps them co-construct knowledge and refine their ideas.

A Gallery Walk is a conversation strategy that encourages students to stand up from their seats and actively interact with the material and one another, claims Mark A. Francek (2006: 27). Additionally, the method fosters teamwork and listening skills. This indicates that the gallery tour is a method where students actively participate. Additionally, this method promotes discussion and the use of higher order thinking abilities like assessment and analysis. Explained by Francek on Science Education Resource Center (2005), this technique is most effective when students are well prepared, meaning teachers need to give clear, step-by-step

instructions to implement this technique efficiently. The step-by-step instruction of Gallery Walk can be described as follows :

1. Instructors post several discussion questions at different stations around the room.
2. Students work in small teams and rotate clockwise through these stations, reviewing and adding new content to the responses left by previous groups within a set time.
3. The instructor circulates to clarify and use the activity for informal assessment of understanding.
4. The exercise concludes with a "reports out" phase where teams summarize the collective comments from their starting station to the class, promoting further discussion and addressing any misconceptions.

Furthermore, Bowman (2005: 93) stated that gallery walk is a powerful opening, closing, and review activity. In this activity, the teacher will attach various pieces of information to the classroom walls. While students walk from chart to chart, they will be able to gather a lot of information in a little time. Gallery walks foster active learning and promote critical thinking skills. This approach can be particularly beneficial in preparing students for writing tasks, as it encourages them to organize their thoughts, identify key points, and develop a clear structure for their writing.

In addition, according to Silberman (1996: 24), gallery walk is a presentation technique in which individual learners or groups display their work products (often on posters) and then walk around the room viewing each other's work. It means that gallery walk allows students to be actively engaged as they walk throughout the classroom and they may be asked to provide feedback to the group of individuals who created the work. This is very useful when providing feedback on written work, because De Jong and Lentz (2007) explained that writers are often "blind" to problems in their own text, while outsiders (peers or editors) can spot them easily. Students share ideas and present the results of their activities to each team for display and discussion in class using a traveling gallery. After students complete their assignments according to the assigned topic, the results

are explored, and each group is responsible for responding to the findings of other teams' assignments displayed. This allows each team member to share and listen to the opinions and ideas of other teams, and to express their involvement. In small groups, they collaborate to exchange ideas and react to texts, visuals, and problem-solving scenarios.

Additionally, research has shown that physical activity can improve cognitive functions, such as memory, and positively impact mental health. By moving around the classroom, students are physically and mentally engaged in the learning process. This is in direct opposition to the passive, receptive role of a student in a purely teacher-centered lecture. Therefore, this activity will not only be enjoyable but also help students engage their cognitive functions, enabling them to remember and focus better on the material being taught. (Walker, 2015).

Based on the statements above, the gallery walk is a technique that promotes student movement and active learning. Rather than remaining seated, students engage in exploring various information stations set up around the classroom. This approach facilitates more efficient learning (Bowman, 2005). Essentially, Gallery Walk can be employed to evaluate and review what students have learned throughout the learning process. The gallery walk allows students to showcase their work and receive feedback from their peers, thereby enhancing their communication skills (Silberman, 1996). However, this technique also serves as an excellent preparatory activity for writing assignments, as it encourages students to organize their thoughts and identify key points (Bowman, 2005: 93).

### **2.7 Advantages and Disadvantages of Gallery Walk**

Techniques can be used to enhance students' ideas and understanding, they are essential in teaching and learning all skills. Each strategy has its advantages and disadvantages. The advantages and disadvantages of the gallery walk technique are listed below.

Due to its various benefits, gallery walks are regarded as an alternate method of teaching writing. The following is a description of its benefits:

1. This method encourages students to use higher-order thinking skills (such as analysis, evaluation, and synthesis) when reviewing, gives them the opportunity to move around while reviewing the material, and allows them to be completely honest because their written responses are anonymous (Bowman, 2005: 93).
2. Allows students to effectively use their cognitive functions through activities that encourage them to move freely (Walker, 2015).
3. It offers a fantastic opportunity to interact with students in a more relaxed and casual learning environment, it is also an active exercise for instructors. Cernusca and Hogan (2011)
4. As students are more inclined to discuss ideas with a non-threatening group of peers, it reassures them that their opinions, ideas, and experiences are respected (Nwanekezi et al., 2018: 253).

Beside of the advantages, gallery walk also has disadvantages as follows:

1. In order to effectively manage time, space, and class, this strategy required attention. In order for the pupils to do the assignment effectively within the given time and method, the teacher had to make an extra effort to mentor them. Mulyani (2014).
2. This technique allowed the students to give comments to the others' writing. However, sometimes there were students who gave inappropriate comments to others. Therefore, the teacher should guide and monitor the students in this stage.
3. The Gallery Walk technique can make the classroom noisy because students move around and talk to each other. This noise is a sign that students are engaged and participating actively. However, the teacher needs to manage the noise to keep it from becoming too disruptive.

In short, this technique has more advantages than disadvantages. Therefore, it is considered an appropriate method for teaching and learning.

### **2.8 Teaching Advertisement Text Writing Skills by Using Gallery Walk**

According to Bowman (2005: 93), a gallery walk is an effective opening, closing, and review activity. The author of this study modified the teaching steps or instructions because the purpose of the gallery walk was to teach advertisement text according to the curriculum. The following explains how to use a gallery walk to start a class:

1. Begin the lesson by showing an example of advertisement text. Ask several questions to help the students brainstorm and understand the kinds and functions of advertisement text.
2. While analyzing the text with the students, introduce the generic structure. Point each structure, starting from the name of product, description of product, tagline, until the contact details.
3. Ask the students, "If you want to advertise your favorite snack, what would you write in the text?", write all the vocabularies they mentioned while underlining the language features like positive adjectives and action verbs.
4. Post 6 different advertisement texts around the classroom. Ensure these samples showcase a range of strengths and weaknesses in kinds, functions, generic structure, and language features.
5. Divide students into 6 groups, with 5 students in each group.
6. Instruct groups to analyze all the advertisement text and rotate clockwise the posted advertisements, reviewing and adding new content related to the kinds, function, generic structure, and language feature to the responses left by previous groups within a set time around every 5 minutes.
7. Each group should analyze the advertisement texts, noting strengths and weaknesses in each aspect.
8. After the observation period is over, instruct students to go back to their seats or table groups to make reports which summarize the collective comments from their starting station.

9. After summarizing their observations, each person will create an advertisement text for either a service or product. They will begin by making detailed notes for the planning stage of writing.

After completing the previous activity, each student will then be tasked to create their own advertisement texts. Once finished, we'll move to the editing stage utilizing the gallery walk. The steps for using the gallery walk to facilitate peer feedback and revision are outlined as follows:

1. Since the students have practiced making their own advertisement text, the teacher can ask the students to make another advertisement text as a group.
2. Once advertisements are completed, each group has to display their texts around the classroom.
3. Each group should analyze the advertisement texts, focused on the strengths and weaknesses in each aspect: content, organization, vocabulary, language, and mechanics.
4. In small groups, students discuss their feedback on the advertisements, focusing on strengths and areas for improvement based on their analysis.
5. Students revise their writings based on the feedback from other groups.
6. After revising the text, the final draft will be submitted to the teacher.
7. Conclude the session with a discussion on what students learned about writing effective advertisement texts.

Those are the procedures of implementing Gallery Walk Technique in Teaching Advertisement Text Writing Skill.

### **2.9 Theoretical Assumption**

The theoretical assumption derived from the above points is that the students who learn to write advertisement text through the Gallery Walk technique will show significant improvement in their writing ability because the technique enhances understanding of advertisement structure, promotes peer feedback, increases engagement, and facilitates the writing process. Through active movement, observation, and discussion, students are exposed to multiple examples and perspectives that help them refine their own writing more effectively. The collaborative nature of the activity also strengthens their confidence in evaluating

and revising texts. Therefore, the Gallery Walk technique is assumed to create a more interactive, supportive, and cognitively rich learning environment that leads to better advertisement text writing outcomes.

### **2.10 Hypothesis**

Based on the theoretical assumption above the hypothesis of using gallery walk technique will be effective in teaching writing advertisement text.

Therefore, the explanations in this chapter form the theoretical foundation for examining whether the Gallery Walk technique can improve students' ability to write advertisement texts.

### **III. METHODS**

This chapter discusses several points. It consists of design, variables, data sources, instruments, procedure of data collective, data analysis, data treatment, and hypothesis testing

#### **3.1 Design**

The researcher used a quantitative technique in this study. The purpose of this study is to determine how the gallery walk technique affects the writing skills of students at SMPN 13 Bandar Lampung when it comes to advertisements. Setiyadi's (2018) one-group pre-test post-test design is being employed. Prior to treatment, students take pre-tests, and following treatment, they take post-tests. The experimental group's sample is chosen from a single class. Here is how the design is displayed:

T1 X T2

TI: Pre-test.

T2 Post-test.

X: Treatment by using Gallery Walk Technique

#### **3.2 Variables**

There are two variables of the research, namely independent variable (X) and dependent variable (Y). In this research, the variables are as follows:

1. Independent variable is the use of gallery walk technique (X)  
It is categorized as an independent variable because gallery walk technique can influence the dependent variable.
2. The students' advertisement writing skill as dependent variable (Y)  
It is categorized as a dependent variable because it measures the difference of students' writing achievement.

### **3.3 Data Source**

The population of this research comprises second-year students at Junior High School 13 in Bandar Lampung and one of the classes will be selected as the sample for this research. One class was chosen as the sample for this research with a total of 30 students for the experimental class. The researcher uses a method called simple random sampling to determine the experimental class. This method does not require a specific procedure for sample selection, as long as it ensures that every individual in the population has an equal chance to be selected.

### **3.4 Instrument of The Research**

In this research focused on the use of gallery walk technique to enhance students' advertisement writing skills, the researcher employed a writing test as the primary instrument. Two tests were conducted, a pre-test and a post-test. The pre-test takes place during the initial meeting before implementing the treatment, the students are asked to make an advertisement text to assess students' baseline advertisement writing abilities. Then, the researcher administers the treatment to do gallery walk technique in the class.

Students must create another advertisement text after completing the treatment. The researcher compared their writing test scores in order to collect data for the study and noted which areas improved the most following treatment. The researcher carefully investigated the validity and reliability of the tools used in the classroom to make sure they were reliable and valid. The following are the research's validity and reliability aspects:

#### **1. Validity**

A good test should have validity. Arthur (2003: 26) states that the validity test is conducted to check whether the test measures what is intended to be measured. It means that before the test is given, it should be checked first whether the test fulfills the criteria needed to be tested or not. In addition, based on Best and Kahn (1995: 219), A test is valid if it measures what it claims to measure. It can be said that the test is valid when it contains the thing that needs to be measured. Thus, the researcher employed content and construct validity to gauge the test's validity.

a. Content Validity

Best and Kahn (1995: 219) stated that content validity is the extent to which a test actually assesses or specifically relates to the characteristics for which it was created. Content validity focused on reviewing the teaching materials, syllabus, objectives, and subject matter experts. This implies that researchers must consider students' needs and design tests according to the syllabus and curriculum. To ensure that the test is appropriate to the material and students' learning objectives, researchers must review the textbooks used by students. The test used by the researcher is valid because the content is included in ATP (syllabus) for Phase D (seventh-ninth grade) Junior High School students at SMPN 13 Bandar Lampung (see appendix 6).

b. Construct Validity

Yi in David Nunan (1992: 80) explained that construct validity determines the appropriate operational measurement for the topic being studied. This implies that the test must have clear objectives that explain the purpose. In the present study, the researcher evaluates student writing skills by having them produce advertisement text. The scoring standards used by the researcher to evaluate students' writing skill originally proposed by Jacobs et al. (1981). Five criteria that are included in the scoring rubric: mechanics, vocabulary, language use, organization, and content.

2. Reliability

When an instrument's scores are constant and consistent, it is said to be reliable. When authors administer the test several times at various times, the score should be almost the same (John W, Creswell, 2008: 21). Furthermore, according to Donald (2010: 232), dependability is the extent to which a measure is consistent with the object being measured. In addition to being valid, the test should be dependable.

The researcher used inter-rater reliability, which employs two or more observers to score the students' test. The reliability of the students' advertisement text writing test will be evaluated using the rank order correlation in the following way:

$$p = 1 - \frac{6\sum d^2}{N(N^2+1)}$$

Note:

p: coefficient of rank order

d: difference of rank correlation

N: number of students

1-6: constant number

The rank order correlation will be applied in the following manner to assess the dependability of the students' advertisement text writing test:

- a. 0.00 to 0.19 meaning very low reliability
- b. 0.20 to 0.39 meaning low reliability
- c. 0.40 to 0.59 meaning average reliability
- d. 0.60 to 0.79 meaning high reliability
- e. 0.80 to 1.00 meaning very high reliability

The writing test will be considered reliable if it achieves at least 0.60 (high reliability), according to the abovementioned reliability standard. The reliability of this research could be seen on the appendices (see appendix 2 and 3).

1. The result of reliability of the pre-test score

$$P = 1 - \frac{6\sum d^2}{N(N^2+1)}$$

$$P = 1 - \frac{6.16}{30(30^2+1)}$$

$$P = 1 - \frac{96}{30(900+1)}$$

$$P = 1 - \frac{96}{30(899)}$$

$$P = 1 - \frac{96}{26970}$$

$$P = 1 - 0,00355951$$

P = 0,99 (Very high reliability)

2. The result of reliability of the post-test score

$$P = 1 - \frac{6\Sigma d^2}{N(N^2+1)}$$

$$P = 1 - \frac{6.43}{30(30^2+1)}$$

$$P = 1 - \frac{258}{30(900+1)}$$

$$P = 1 - \frac{258}{30(899)}$$

$$P = 1 - \frac{258}{26970}$$

$$P = 1 - 0,00956618$$

P = 0,99 (Very high reliability)

In summary, making sure that research instruments are both accurate and dependable is vital for obtaining meaningful data. The steps taken in this study to validate and ensure reliability in the writing test are crucial for making research findings credible.

### 3.5 Procedure of Data Collection

After making the planning, the researcher applied the research procedure. There were some steps in doing this research:

1. Before receiving treatment, the students will take a pre-test in the first appointment to determine their proficiency in composing advertisements. Before the students received treatment using the offered themes, the researcher requested them to write a short commercial text to gauge their capacity to write such a piece.
2. During the next three meetings, the experimental class's pupils will learn advertisement text through the gallery walk technique.
3. The post-test meeting is the final one. Writing an advertisement text is the task given to the students. After receiving treatment, it is utilized to determine their aptitude for composing advertisements. Prior to using the pre-test's validity and reliability analysis, the test item was chosen. Consequently, only legitimate and trustworthy things are used in the post-test.

### 3.6 Data Analysis

The data collected through the pre-test and post-test will be analyzed in potential statistic through the following steps:

1. The score of test is calculated based on the following scoring system proposed by Jacobs et al (1981):

**Table 3.1 Scoring System for Writing Skill**

Area	Score	Description
Content	30-27	Excellent to very good: Knowledgeable, substantive, through development of thesis, relevant theory.
	26-22	Good to average: Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.

	21-17	Fair to poor: Limited knowledge of subject, little substance, inadequate development thesis.
	16-13	Very poor: Does not show knowledge of subject, no substantive, not pertinent, not enough to evaluate.
Organization	20-18	Excellent to very good: Fluent expression, ideas clearly stated, well-organized, logical sequencing, cohesive.
	17-14	Good to average: Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incompetent sequencing.
	13-10	Fair to poor: Non fluent, ideas confused or disconnected, lack logical sequence and development.
	9-7	Very poor: Does not communicate, no organization, not enough to evaluate.
Vocabulary	20-18	Excellent to very good: Sophisticated range, effective words/idioms, and usage word form mastery, appropriate register.
	17-14	Good to average: Adequate range, occasional errors of idioms choice, usage but meaning not obscured.
	13-10	Fair to poor: Limited range, frequent errors of idioms/words, meaning confused or obscured.
	9-7	Very poor: Essentially translation, little knowledge of english vocabulary, not enough to evaluate.
Language Use	25-22	Excellent to very good: Effective complex constructions, few errors of agreement, tense, word order, function, pronouns, and preposition.
	18-21	Good to average: Effective but simple construction, minor problems in complex construction, several errors of agreement, preposition but seldom obscured.
	17-11	Fair to poor: Major problem in simple construction, frequent error of negation,

		agreement, tense. Number, word, pronoun. Meaning confused.
	10-5	Very poor: Virtually no mastery of sentence construction rules, dominated errors, does not communicate, not enough to evaluate.
Mechanic	5	Excellent to very good: Few errors of punctuation, spelling, and capitalization/used correctly.
	4	Good to average: Occasional errors of punctuation, spelling, and capitalization.
	3	Fair to poor: Numerous errors of punctuation, spelling, and capitalization.
	2	Very poor: No mastery of convention, dominated by errors of punctuation, spelling, and capitalization.

The final score: Content (30) + Organization (20) + Vocabulary (20) + Language Use (25) + Mechanics (5) = 100

2. Classifying the students' score into seven based on the following criteria:

**Table 3.2 Score Category**

No	Score	Criteria
1	96 to 100	Excellent
2	86 to 95	Very Good
3	76 to 85	Good
4	66 to 75	Fairly Good
5	56 to 65	Fair
6	36 to 55	Poor
7	0 to 35	Very Poor

3. Test significance. Using the following formula, get the t-test value to demonstrate that the pre-test mean score differs significantly from the post-test mean score:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t = test of significance

D = the different of mean score

D<sup>2</sup> = deviation standard quadrate

Σ = sigma

#### 4. Calculating The Mean Score

The following mean score formula was used to get the mean score that the students received on their writing test, both before (X1) and after (X2):

$$X = \frac{\sum x}{N}$$

Where:

X = mean score

Σ x = total score

N = number of students

### 3.7 Data Treatment

According to Setiyadi (2018), the researcher should make the following three fundamental assumptions before examining the hypotheses using Repeated Measure T-test analysis:

1. The data are an interval.
2. The data are taken from random sample in population (non-absolute).
3. The data are distributed normally.

To find out whether the data is normally distributed or not, the researcher applied Shapiro-Wilk Formula with the hypotheses:

$H_0$ : The distribution of the data is normal

$H_a$ : The distribution of the data is not normal.

The level of the significance used is 0.05.  $H_0$  is accepted if the result of the normality test is higher than 0.05 (sign > 0.05).

### 3.8 Hypothesis Testing

The formula for testing the hypothesis for the first question of this research is:

<p><b><math>H_0 = \text{Sig.} &gt; 0.05</math></b></p> <p><b><math>H_a = \text{Sig.} &lt; 0.05</math></b></p>
---

$H_0 = \text{Sig.} > 0.05$

$H_a = \text{Sig.} < 0.05$

$H_0$ : There is no significant difference of students' advertisement writing skill after using gallery walk technique.

$H_a$ : There is significant difference of students' advertisement writing skill after using gallery walk technique.

In conclusion, this chapter covers the research methodology, including the following topics: validity and reliability considerations, data processing, data analysis, variables, population and sample selection, research design, data collection methods, research procedures, research implementation, and research instruments.

## **V. CONCLUSION AND SUGGESTION**

This chapter includes conclusions from the study and recommendations for aspiring English teachers who wish to apply the Gallery Walk technique to raise their students' writing proficiency.

### **5.1 Conclusion**

The purpose of this study is to determine whether using the Gallery Walk technique can enhance a student's ability to write advertisements. The average pre-test score of 56.25 increased to 73.28 in the post-test, indicating an improvement in students' writing performance. This study demonstrated the beneficial effects of the Gallery Walk technique on students' writing skills. This occurred as a result of the Gallery Walk technique, which encourages students to engage with the learning process by collaborating with classmates and exploring the classroom. By using this technique, the students were also able to apply their critical thinking abilities to examine, evaluate, and discuss the advertisement text written by their peers. According to this study, Gallery Walk can help students become more proficient in all five areas of writing (content, organization, vocabulary, grammar, and mechanics) especially when it comes to producing an advertisement. In conclusion, the use of Gallery Walk technique significantly enhances students' ability to write effective advertisement texts.

### **5.2 Suggestion**

The researcher makes the following recommendations upon consideration of the previously stated conclusions:

#### **5.2.1 Suggestion For English Teachers**

1. For English teachers, the researcher suggests the teachers analyze the advertisement text before choosing it as the samples in Gallery

Walk. It is better to choose advertisement text with complete generic structure and interesting language features before conducting Gallery Walk. Better advertisement text examples will provide better understanding towards the material and give more exposure regarding the positive adjective, action verb, unique tagline, and sentence structure.

2. It is important to give clear instructions before conducting the Gallery Walk technique. A variety of misunderstandings might happen if the instruction is not clear. The students might get confused on how to give feedback or how to move between each post. Clear instructions improve the management of time and minimize misunderstanding during the learning process.

### **5.2.2 Suggestion For Further Researchers**

1. The future researchers can apply quasi-experimental design for the next research to see the difference of students' advertisement writing skill improvement between using Gallery Walk technique and using traditional methods.
2. For future researchers, since the students do a lot of discussion with their peers during Gallery Walk, the researcher suggests the future researchers explore the impact of using Gallery Walk to improve other English skills, especially speaking, so that the most effective improvement between those skills can be identified.

Finally, while this study has contributed valuable findings, the researcher acknowledges its limitations. It was hoped that future studies would build on this work, providing a more thorough and nuanced understanding of the topic to advance research in this area further

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