



**TEACHING WRITTEN ANNOUNCEMENT
THROUGH GALLERY WALK TECHNIQUE**

(An Experimental Study of Eighth Grade Students at SMP Muhammadiyah 1 Weleri,
Kabupaten Kendal, in the Academic Year of 2013/2014)

a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English

by
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2014**

DECLARATION OF ORIGINALITY

I A'in Ratna Mulyani hereby declare that this final project entitled *Teaching Written Announcement through Gallery Walk Technique* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, 9 June 2014

A handwritten signature in black ink, consisting of a large, stylized capital 'A' followed by a cursive 'in' and 'Mulyani'.

A'in Ratna Mulyani

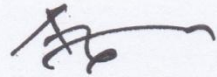
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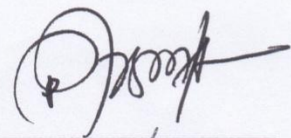
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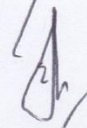
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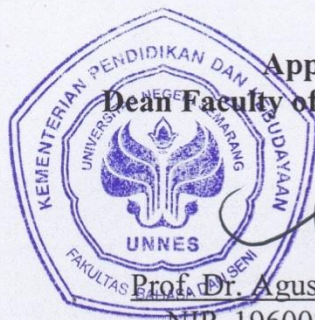
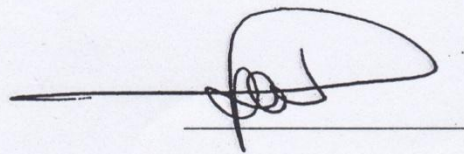
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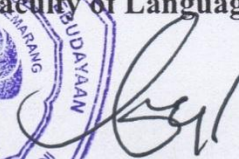


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MOTTO AND DEDICATION

“Verily, along with every hardship is relief.”

(Surah Al-Insyirah: 5)

“Kebodohan Membuat Saya Malu”

To

My parents (Kumiti, Tuparyono)

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Finally, I realize that this final project is still far from being perfect. Hence, critics and suggestions are expected for betterment of this final project. I have a great expectation that my study will be useful for all readers.

The Researcher

ABSTRACT

Mulyani, A'in Ratna. 2014. *Teaching Written Announcement through Gallery Walk Technique (An Experimental Study of Eighth Grade Students at SMP Muhammadiyah 1 Weleri, Kabupaten Kendal, in the Academic Year of 2013/2014)*. Final Project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor I: Drs. Ahmad Sofwan, M.A., Ph.D; Advisor II: Galuh Kirana Dwi Areni, S.S., M.Pd.

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This study was conducted due to the difficulties the students had in writing English. According to the curriculum for junior high school, announcement text was included in short functional text. For the eight graders, announcement text was given in a form of writing competence.

The objective of this study 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 who were taught by using Gallery Walk technique and those who were taught by using conventional method.

To meet this objective, an experimental research design called pretest-posttest control group design was applied. The research was carried out at SMP Muhammadiyah 1 Weleri. The subjects of the research were two classes. The experimental group was the students of VIII-A which consisted of 28 students and was taught by using Gallery Walk technique. The control group was the 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.

Based on the pre-test analysis, the value of t_{value} was 0.38, while the value of t_{table} was 1.67. Since the value of t_{value} was lower than the t_{table} , it meant that there was no significant difference in the students' achievement of writing announcement text between experimental and control groups on pre-test.

Meanwhile, based on the post-test analysis, the value of t_{value} was 1.76. Compared with the value of t_{table} , 1.67, the t_{value} was higher than the t_{table} . It meant that there was significant difference in the students' achievement of writing announcement text after the treatment was given where the students' achievement in experimental group was higher or better than the control group.

The result above indicates that the use of Gallery Walk technique in teaching writing announcement text brought about significant improvement. In addition, Gallery Walk technique also gave some advantages in its application such as giving chance to move around the classroom, directing students' focus and interrupting the lethargy.

TABLE OF CONTENTS

ACKNOWLEDGEMENT	v
ABSTRACT	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLE	xi
LIST OF FIGURES	xii
LIST OF APPENDIXES	xiii
CHAPTER	
I INTRODUCTION	
1.1 Background of the Study	1
1.2 Reasons for Choosing the Topic	4
1.3 Statement of the Problem.....	5
1.4 Objective of the Study	5
1.5 Hypothesis.....	5
1.6 Significance of the Study	6
1.7 Limitation of the Study	7
1.8 Definition of Term	7
1.9 Outline of the Report	8
II REVIEW OF RELATED LITERATURE	
2.2 Review of the Previous Studies	10
2.3 Review of the Theoretical Study.....	12
2.3.1 General Concept of Writing.....	12

2.2.1.1	Definition of Writing	12
2.2.1.2	Steps in Writing	13
2.2.1.3	Genres of Writing	15
2.2.1.4	Types of Writing Performance.....	15
2.2.1.5	Micro- and Macroskills of Writing	17
2.2.2	Teaching Techniques	18
2.2.3	Gallery Walk Technique	20
2.2.3.1	Definition	20
2.2.3.2	Procedure	20
2.2.3.3	Gallery Walk Technique in Teaching Writing.....	22
2.2.4	Short Functional Text	23
2.2.5	Announcement	25
2.3	Theoretical Framework.....	26
III METHODS OF INVESTIGATION		
3.1	Research Design.....	28
3.2	Population and Sample	29
3.2.1	Population	29
3.2.2	Sample	30
3.3	Instrument for Collecting Data	30
3.4	Method of Collecting Data.....	31
3.5	Method of Analyzing Data.....	34
3.5.1	Analysis of Early Stage.....	34
3.5.2	Analysis of the Final Stage	37

IV DATA ANALYSIS AND DISCUSSION

4.1	Pre-test Analysis	41
4.1.1	Normality of the Pre-test Scores	43
4.1.2	Homogeneity of the Pre-test Scores	43
4.1.3	T-test for Pre-test	44
4.2	Treatment Processes	46
4.2.1	Treatment for Experimental Group.....	46
4.2.2	Treatment for Control group.....	49
4.3	Post-test Analysis	51
4.3.1	Normality of the Post-test Scores	53
4.3.2	Homogeneity of the Post-test Scores	54
4.3.3	T-test for Post-test.....	55
4.4	Discussion of the Research Findings	56
4.5	Some Obstacles in Doing the Research	57

V CONCLUSION AND SUGGESTIONS

5.1	Conclusion	59
5.2	Suggestions	60

BIBLIOGRAPHY	61
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APPENDIXES	63
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LIST OF TABLE

Table	Page
3.1 Analytic Scale for Rating Composition Task	32

LIST OF FIGURES

Figure	Page
2.1 Framework to figure out the difference between using Gallery Walk and conventional method in teaching writing announcement text	27
4.1 The Mean of the Experimental and the Control Groups on Pre-test	42
4.2 The Mean of the Experimental and the Control Groups on Post-test.....	53

LIST OF APPENDIXES

Appendix	Page
1. Lesson Plan of the Experimental Group	63
2. Lesson Plan of the Control Group.....	72
3. Instrument of the Research (Test).....	80
4. Analytic Scale for Rating Composition Task	82
5. The Score Analysis of Try Out Test	86
6. The Statistical Analysis of Try Out Test.....	87
7. The Score Analysis of Pre-Test (Experimental Group)	90
8. The Score Analysis of Pre-Test (Control Group)	91
9. The Score Analysis of Post-test (Experimental Group).....	92
10. The Score Analysis of Post-test (Control Group)	93
11. Table of Different Score for the Experimental Group	94
12. Table of Different Score for the Control Group	95
13. Pre-test Normality of the Experimental Group	96
14. Pre-test Normality of the Control Group	98
15. Post-test Normality of the Experimental Group	101
16. Post-test Normality of the Control Group.....	104
17. Homogeneity for Pre-test	106
18. T-Test for Pre-test	107
19. Homogeneity for Post-test	109
20. T-Test for Post-test	110

21. Documentation	112
22. SK Pelaksanaan Penelitian Skripsi	
23. Example of Experimental Group's Student Worksheet on Pre-test	
24. Example of Experimental Group's Student Worksheet on Post-test	
25. Example of Control Group's Student Worksheet on Pre-test	
26. Example of Control Group's Student Worksheet on Post-test	

CHAPTER I

INTRODUCTION

This chapter deals with the background of the study, reasons for choosing the topic, statement of the problem, objective of the study, hypothesis, significance of the study, limitation of the study, definition of term, and the outline of the report.

1.1 Background of the Study

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, Indonesian government has chosen English as the first foreign language and fundamental subject in our educational system. English is taught as one of the main compulsory subjects in junior and senior high school.

In educational system in Indonesia, English is included in curriculum for both junior and senior high school levels. In the *Kurikulum Tingkat Satuan Pendidikan (KTSP)* for SMP/MTs which is also called *2006 Competence-Based Curriculum*, the teaching learning of English has the purpose to develop four language skills: listening, speaking, reading and writing.

Writing is a skill that is required in written communication. It requires complex thinking. A good writing is not always easy and may be a challenge even

for the best students. Palmer, Hafner, and Sharp (1994:7) state that “if the goal of writing is to communicate meaning to ourselves and others, thinking will occur as the writer (1) generates ideas, thoughts, and images; (2) creates an order to those thoughts; and (3) communicates this meaning to others through interesting text that, ideally, is well written.”

If we take a look at the teaching learning process at schools, writing is difficult to be learned by students but it is important for them. Like the researcher have ever experienced when she became a teacher trainee at a junior high school, many students got difficulty in writing English. At that time, the researcher explained about a short functional text especially announcements then the students were demanded to make them by their own, the researcher found that they faced some difficulties. Usually, they got difficulties in choosing appropriate words, combining sentences, and communicating their ideas or thought into good sentences or text. Beside that, several of them still got confused in using the grammar.

In this case, the researcher realized that the students’ achievement is not only affected by their ability and skills in writing but also influenced by the method which is used. Slameto (2010:65) says that “teacher usually teaches using classical way and the students feel bored, sleepy, passive, and only write down on their note. 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 learn.”

In this study, the researcher would like to use Gallery Walk technique to teach writing announcement text. Based on the competence standard of the eighth grade of Junior High School, in the sixth competence standard, it is stated that *“Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk descriptive, dan recount untuk berinteraksi dengan lingkungan sekitar.”* And in the point 6.1 of basic competence, it is stated that *“Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.”*

Based on the competence standard and basic competence above, the students of junior high school should master short functional texts. One kind of short functional texts that students have to master is announcement text. Announcement is a statement in spoken or written form that makes something known publicly. It should be brief and could answer *what, when, where*, and *who*. Often it includes *why* and *how*. It seems that it is easy to make announcement, but most of students always feel difficult when they are asked to make their own. In order to help students in writing announcement text, the researcher will try to use Gallery Walk technique.

“Gallery Walk is a discussion technique that gets students out of their chair and actively involved in synthesizing important science concept, writing, and public speaking” (Francek, 2006). In this technique, 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

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. In this research, the researcher wants to see the different achievement in writing announcement between the students who are taught using Gallery Walk technique and those who are taught using conventional method. It is hoped that using Gallery Walk technique can improve the students' skill in writing announcement text.

1.2 Reasons for Choosing the Topic

In line with the background of the study, the reasons for choosing the topic are as follows:

- 1) Gallery Walk technique is still seldom used in teaching learning.

We know that teaching learning process can not be separated from the teaching method and technique because the achievement of teaching learning itself is affected by the method and technique that the teacher use. In this study, the researcher chooses Gallery Walk technique because recently, the teaching learning in many schools still uses the conventional method.

- 2) As stated in the previous background that writing is not easy, there are still a lot of students who have difficulties in writing English. Furthermore, to convey our ideas, thought, mind, and feeling into a written form seems still difficult for junior high school students. They usually get difficulties in choosing appropriate words, combining sentences, communicating their ideas or thought into good sentences or text, and using the grammar.

1.3 Statement of the Problem

Based on the reasons that have been stated and the background of the study in the previous part, the research problem in this study is:

Is there any 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 who are taught using Gallery Walk technique and those who are taught using conventional method?

1.4 Objective of the Study

Based on the research problem above, the purpose of the study is to find out whether there is 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 who are taught using Gallery Walk technique and those who are taught using conventional method.

1.5 Hypothesis

There are two hypotheses in this study. The first hypothesis is the working hypothesis (H1): there is 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 who are taught using Gallery Walk technique and those who are taught using conventional method.

The second hypothesis is the null hypothesis (Ho): there is no 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 who are taught using Gallery Walk technique and those who are taught using conventional method.

1.6 Significance of the Study

This study is expected to give some benefits as follows:

(1) Theoretically

The findings of the study will give information of a new knowledge about the use of Gallery Walk technique to improve students' skill in writing announcement text.

(2) Practically

- a) For students: the application of Gallery Walk technique will make students interested in teaching learning process. Moreover, it helps them improve their skill in writing announcement.
- b) For English teachers: the study is hoped to give information about the appropriate method to improve the teaching learning.
- c) For the researcher: the result of the study will answer the curiosity about the use of Gallery Walk technique to teach writing announcement text.

(3) Pedagogically

The result of the study will give information of knowledge about an alternative teaching method that can be used for improving the students' achievement in writing announcement.

1.7 Limitation of the Study

This study focused on the use of Gallery Walk technique in teaching writing announcement text. As it is mentioned in *2006 Competence-Based Curriculum*, announcement text is included in short functional text. In this research, announcement text that was taught for the students was in a short form, not in a complex form. This study was done in SMP Muhammadiyah 1 Weleri, to the eighth grade students in academic year of 2013/2014.

1.8 Definition of Term

a) Teaching writing

Brown (2000:7) states that “Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.” Furthermore, he mentions that “Teaching, which is implied in the definition of learning, may be defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.” Meanwhile, *2006 Competence-Based Curriculum* mentions that there are four skills in teaching English: listening, speaking, reading, and writing.

Based on the Meyers (2005:1), “writing is a way to produce language, which you do naturally when you speak. You say something, think of more to say, perhaps correct something you have said, and then move on to the next statement.” Meanwhile, Harmer (2004:3) states that “although almost all human beings grow up speaking their first language (and sometimes their second or third) as a matter of course, writing has to be taught.” From the definition above,

teaching writing means that we help students to learn how to write well so that the students are able to communicate in a written language as well as in a spoken language.

b) Announcement text

2006 Competence-Based Curriculum for junior high school states that one kind of short functional texts that the students should learn is announcement text. Mustriana and Kurniawati (2005:94) mention that “an announcement is something said, written or printed to make known what has happened or what will happen. It includes the following points: the title/type of event, date/time, place, and who to contact.”

c) Gallery Walk technique

Francek (2006) defines Gallery Walk as a discussion technique that gets students out of their chairs and actively involved in synthesizing important science concept, writing, and public speaking.

1.9 Outline of the Report

This final project is divided into five chapters. The first chapter discusses about the introduction that consists of the background of the study, reasons for choosing the topic, statement of the problem, objective of the study, hypotheses, significance of the study, limitation of the study, definition of term, and the outline of the report.

The second chapter deals with the review of the related literature which consists of the review of the previous studies, review of theoretical study, and the theoretical framework.

The third chapter is about the research methodologies. This chapter consists of the research design, population and sample, the instruments for collecting data, the method of collecting data, and the method of analyzing data.

The fourth chapter presents the data analysis and discussion.

The fifth chapter is the last chapter. It deals with the conclusion and some suggestion related to the topic of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the review of underlying theory or literature. It contains of three main sub-chapters. First of all, it deals with the review of the previous studies. Second, it is about review of the theoretical study and the last is theoretical framework.

2.1 Review of the Previous Studies

There were some researches which have been conducted in line with this topic.

Majiasih (2012) conducted a research entitled “The Effectiveness of Gallery Walk to Teach Speaking Viewed from the Students’ Self-Esteem”. She used Gallery Walk technique to interest and motivate her senior high school students at grade eleven in teaching speaking. The results showed that her research successfully improved the students’ ability in speaking.

Other research was undertaken by Gitaningrum (2011). She conducted a research entitled “Developing Announcement Multimedia Material to Teach Written Short Functional Text in Junior High School Level”. This research was applied for junior high school students grade seven for teaching short functional text especially announcement text. The media that were used are multimedia materials which contain announcement. She used these media because they can be used in two-way communication. The research that she had done showed that

multimedia materials could engage students' attention and helped them in learning writing announcement text.

Amaliana (2009) conducted a research entitled "The Use of Wall Magazine as a Medium in Motivating Students' Writing Skill to the Second Year Students of SMP N 19 Semarang in the Academic Year of 2008-2009". 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.

Similar to Amaliana (2009), Palupi (2011) also conducted an action research entitled "Classroom Magazine as a Project Work to Motivate Students to Improve Their Writing Skill". The object of the study was the second grade students of SMA N 11 Semarang. The result of the study showed that there was an improvement after they were given the treatment. It could be seen from the comparison between the result of pre-test and the test of cycle II. The result of the test of cycle II was higher than the result of pre-test. Shortly speaking, the method of using classroom magazine was effective to improve their writing skill.

The other research was conducted by Ardi (2011). Her action research entitled "Improving the Students' Writing Skill through Cooperative Learning" used small group discussion to teach writing at junior high school grade eight. The finding of her research showed that using small group discussion could solve

writing problems. It could be seen from the average score. Her research consisted of two cycles. The average score of pre-test was 63 and it was under passing grade. After it was given the treatment, the mean score of the first post-test was 72 and the mean of the second post-test was 78. It means that using small group discussion is giving improvement toward the students' writing.

Gallery Walk is also a discussion technique that gets students out of their chairs as mentioned by Francek (2006). The difference is that in common small group discussions, the students stay in their chairs while in Gallery Walk they are out of their chairs and into a mode of active engagement.

2.2 Review of the Theoretical Study

2.2.1 General Concept of Writing

2.2.1.1 Definition of Writing

Ajuriaguerra and Auzias in Hartley (1980:68) define that "writing is graphic representation using conventional, systematic, and recognizable signs. It is not only a permanent method of recording our ideas and memories; in our society it is also a method of exchange, a medium of communication between ourselves and others."

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 to say, perhaps correct something you have said, and then move on to the next statement. Writing is not much different, except 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.

While Harmer (2004:3) states that “although almost all human beings grow up speaking their first language (and sometimes their second or third) as a matter of course, writing has to be taught.”

From some definitions above I can infer that writing is a kind of written communication. It is used to 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.

2.2.1.2 Steps in Writing

Meyers (2005:3) mentions a series of action in writing is as follows:

1) Explore ideas

Writing first involves discovering our ideas. Before we sit down to 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 step of writing process involves writing our thoughts on paper or on the computer. We can use one or more of these methods: brainstorming, clustering, 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 to 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.

2.2.1.3 Genres of Writing

According to Brown (2004:219), 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, theses, dissertations.
- 2) Job-related Writing: messages, letters or e-mails, memos, reports, schedules, labels, signs, advertisements, announcements, manuals.
- 3) Personal Writing: letters, e-mails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents, forms, questionnaires, medical reports, immigration document, diaries, personal journals, fiction.

2.2.1.4 Types of Writing Performance

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

1) Imitative

To produce written language, the learner 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 if 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, lists of criteria, outlines, and other guidelines. Genres of writing include brief narratives and descriptions, short reports, lab reports, summaries, brief responses to reading, and interpretations of charts or graphs. Under specified conditions, the writer begins to exercise some freedom of choice among alternative forms of expression of ideas. The writer has mastered the fundamentals of sentence-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 processes 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 in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on grammatical form is limited to occasional editing or proofreading of a draft.

2.2.1.5 Micro- and Macroskills of Writing

Brown (2004:220) mentions about microskills and macroskills. The microskills are more appropriate to gain the imitative and intensive types of writing tasks, while the macroskills are essential for the successful mastery of responsive and extensive writing.

Microskills:

- 1) Produce graphemes and orthographic patterns of English.
- 2) Produce writing at an efficient rate of speed to suit the purpose.
- 3) Produce an acceptable core of words and use appropriate word order patterns.
- 4) Use an acceptable grammatical system (e.g., tense, agreement, pluralization), patterns, and rules.
- 5) Express a particular meaning in different grammatical forms.
- 6) Use cohesive devices in written discourse.

Macroskills:

- 7) Use the rhetorical forms and conventions of written discourse.

- 8) Appropriately accomplish the communicative functions of written texts according to form and purpose.
- 9) Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- 10) Distinguish between literal and implied meanings when writing.
- 11) Correctly convey culturally specific references in the context of the written text.
- 12) Develop and use a battery of writing strategies, such as accurately assessing the audiences interpretation, use prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising or editing.

2.2.2 Teaching Techniques

Brown (2001:129) writes in his book that “the language-teaching literature widely accepted technique as a superordinate term to refer to various activities that either teachers or learners perform in the classroom.”

There are three types of taxonomy of language-teaching techniques based on Crookes & Chaudron in Brown (2001:134): controlled, semicontrolled, and free techniques. In the free techniques, there are some activities that can be used in the classroom, such as:

- 1) Discussion: debate or other form of grouped discussion of specified topic, with or without specified sides/prearranged.

- 2) Role-play: relatively free acting out of specified roles and function.
Distinguished from *cued dialogues* by the fact that cueing is provided only minimally at the beginning, and not during the activity.
- 3) Games: various kinds of language game activity.
- 4) Report: report of student – prepared exposition on books, experiences, project work, without immediate stimulus, and elaborated on according to student interests.
- 5) Problem solving: activity involving specified problem and limitations of means to resolve it; requires cooperation on part of participants in small or large group.
- 6) Drama: planned dramatic rendition of play, skit, story, etc.
- 7) Simulation: activity involving complex interaction between groups and individuals based on simulation of real-life actions and experiences.
- 8) Interview: a student is directed to get information from another student or students.
- 9) Composition: as in *report (verbal)*, written development of ideas, story, or other exposition.
- 10) A propos: conversation or other socially oriented interacted/speech by teacher, students, or even visitors, on general real-life topics. Typically authentic and genuine.

2.2.3 Gallery Walk Technique

2.2.3.1 Definition

Francek (2006) defines Gallery Walk as “a discussion technique that gets students out of their chairs and actively involved in synthesizing important science concept, writing, and public speaking.” The technique also cultivates listening and team-building skills. The advantage of this technique is its flexibility. It can be organized for a simple 15-minutes ice breaker or a week-long project involving graded oral or written reports. It can be used with introductory or advanced material and with a variety of class sizes. Finally, a Gallery Walk gives chance to move around the classroom, directing their focus and interrupting the lethargy that sometimes results from being seated for long periods.

2.2.3.2 Procedure

During practicing Gallery Walk, students compose answers to several open-ended questions posted at stations on classroom walls. The common procedures in conducting a Gallery Walk are:

- 1) Create and post questions

The instructor writes questions addressing a central class 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, whiteboards, or even on 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 teams of three to six. Each team is provided with a different colored marker or pen. Each team then selects a recorder who is responsible for writing group comments. The role of recorder should switch at each station.

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 to five minutes, say “Rotate!” The group then moves from the initial home station, 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 questions, and gauging students’ understanding. Beside that, the instructor records any misconceptions or lapses for later discussion during the groups’ 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. (Francek, 2006)

2.2.3.3 Gallery Walk Technique in Teaching Writing

Bowman (2005) suggests the general instructions for teaching using Gallery Walk as follows:

- 1) Tape a number of large sheets of paper to the wall of the training room. Space the chart pages so that learners can walk from one chart to another.
- 2) Label each chart with question, statement, or issue related to the topic.
- 3) Learners walk around the room writing their responses on the charts.
- 4) Assign a direction to move or they can move randomly. They can do the activity as individuals or in groups.
- 5) After the learners have written on all the charts and jotted down their observation on a work sheet, learners then spend a short period of time in small groups discussing their observation.
- 6) Finally they discuss the activity with the whole group.

Francek (2006) states that “Gallery Walk is a discussion technique that gets students out of their chairs and actively involved in synthesizing important science concept, writing, and public speaking.” The advantage of this technique is its flexibility. In this research, the goal of teaching by using Gallery Walk is to teach writing announcement 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 be provided with example of announcement and question.
- 5) Each group will rotate from station one to five to answer all questions based on the example of announcement on the answer sheet in a given time.
- 6) After all groups have finished rotating and answering all questions, there will be class discussion.
- 7) Then, still in groups, students try to make an announcement.
- 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 other groups' works. However, this time they don't answer the questions but they give feed back 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 announcement. Their individual assignment will be assigned as a post-test of Gallery Walk technique.

2.2.4 Short Functional Text

In 2006 curriculum, which is known as KTSP especially in *standar isi*, short functional text (SFT) is intended to be mastered by students of junior high school and senior high school. In *standar isi* of the eighth grade of junior high school,

short functional text is included in all skills from listening, speaking, reading, until writing, so that the students are able to make and use it both writtenly and orally. Then, what is short functional text? To know what short functional text is, it will be discussed in detail.

Firstly, it is about *text*. Halliday and Hasan (1985) mention that “text is a communicated language”, while “*functional* means that language does a task in certain context or takes a role in certain context.” A daily language that takes certain roles in situational context can be also called as text. It can be spoken or written, or such media we use to convey what we think or everything inside our mind. Basically, a text is a unit of meaning. Meanwhile, based on the Oxford dictionary “*functional* is designed to be practical and useful, having or providing little or no decoration.” *Functional text* in *standar isi* means that the text is useful in interaction with our surroundings.

From the explanation above, it can be concluded that short functional text is a short type of text consisting of a word or a clause functioning to achieve certain purposes and is useful in interaction with our surrounding. The content of short functional text can be information, command, guidelines, notice or prohibition. There are many examples of short functional texts which can be used for our daily communication such as memorandum, advertisement, announcement, shopping list, and many others. The kind of short functional text that will be discussed in this research is announcement. The further explanation about announcement is in the following point.

2.2.5 *Announcement*

One of short functional texts that students should master is announcement text. Based on the Oxford dictionary, announcement is: (1) a statement in spoken or written form that makes something known publicly, (2) the action of announcing something.

Mustriana and Kurniawati (2005:94) state that “an announcement is something said, written or printed to make known what has happened or what will happen. In writing an announcement, include the title/type of event, date/time, place, and who to contact”.

Bailey and Walker (1956:112) mention some important things about a good announcement. “An announcement should include *what*, *when*, *where*, and *who*. Often it includes *why* and *how*. An announcement should be brief.”

Meanwhile Shane, Ferris, and Keener (1958:197) state that “every announcement, whether it is spoken or written, should answer five questions.”

The five questions are as follows:

- 1) Who is giving the program or exhibit?
- 2) What kind of program or exhibit is it?
- 3) When will it be held?
- 4) Where will it be held?
- 5) Who is invited to come?

Here is the example of the announcement by Shane, Ferris, and Keener (1958:197):

The fifth grade is having an exhibit in Room 207 at two o'clock next Friday afternoon, November 21, 1952. We call it “Traveler's Show.”

Come travel with us by railroad, ship, or bus to several interesting cities. All pupils are invited to come.

The example of announcement above is a good announcement. It also answered the five questions.

- 1) Who is giving the program or exhibit? The fifth grade students.
- 2) What kind of program or exhibit is it? Traveler's Show.
- 3) When will it be held? On November 21, 1952, at two o'clock next Friday afternoon.
- 4) Where will it be held? In Room 207.
- 5) Who is invited to come? All pupils.

From the definition above, I can conclude that announcement is a statement in spoken or written form that makes something known publicly. It could be kind of information or news. An announcement should be brief but it is clear and interesting. A good announcement should answer *what*, *when*, *where*, and *who*. Often it includes *why* and *how*. The examples of announcement are announcement about giving the news of a birth, a wedding, or other events.

2.3 Theoretical Framework

From the review of previous studies and review of related literatures above, I can conclude that Gallery Walk technique is a discussion technique that involves the students in an active engagement. It can be used to synthesize important science concept, writing, and public speaking. The advantage of this technique is its flexibility in the application. In this research the researcher will use Gallery Walk technique to teach writing an announcement text because there are still many

students who get difficulties in writing announcement text. The researcher believes that this technique will give some benefits such as to enhance student learning, to motivate students to learn the material, to teach students work independently, and to develop their social skill. Moreover, this technique might be an effective way to improve students' skill in writing announcement.

Writing announcement itself is included into job-related writing. Here, the students not only learn about short functional text but also prepare themselves when they are entering the real life. In the types of writing performance, it is included in responsive category.

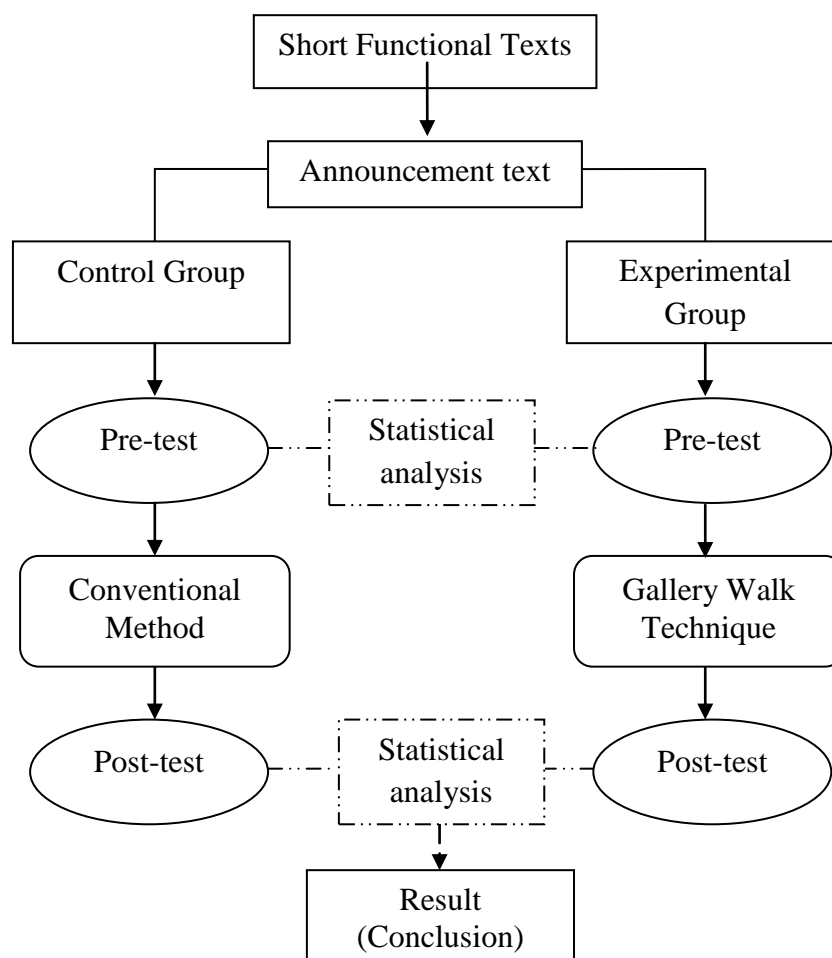


Figure 2.1 Framework to figure out the difference between using Gallery Walk and conventional method in teaching writing announcement texts.

CHAPTER III

METHODS OF INVESTIGATION

This chapter focuses on methods of the study. They are research design, population and sample, the instruments for collecting data, the method of collecting data, and the method of analyzing data.

3.1 Research Design

Approach is a way of considering or doing something. Quantitative approach was used in this study. It used and dealt with statistical analysis. Based on Best (1981:257), “statistical analysis is the mathematical process of gathering, organizing, analyzing, and interpreting numerical data, and is one of the basic phases of the research process.”

In this study, the researcher used pre-test post-test control group design to know the improvement of students’ skill in writing announcement. It is included in true experimental design. The design of this study is presented by the following design:

E	O ₁	X	O ₂
<hr/>			
C	O ₃	Y	O ₄

Where:

E : Experimental group

C : Control group

- O₁ : Pre-test for the experimental group
- O₂ : Post-test for the experimental group
- O₃ : Pre-test for the control group
- O₄ : Post-test for the control group
- X : Treatment using Gallery Walk technique
- Y : Treatment without Gallery Walk technique

(Tuckman in Saleh, 2011)

There were two groups that got different treatments. The first group was an experimental group which was taught using Gallery Walk technique. The second group was control group which was taught using conventional method. After the two groups were given the different treatments, the same writing announcement tests were given to the experimental and control groups. By conducting the test of writing for both groups, the researcher could find out that using Gallery Walk technique was an effective method in teaching the student's mastery of writing announcement text.

3.2 Population and Sample

3.2.1 Population

Best (1981:8) says that "population is any group of individuals that have one or more characteristics in common that are of interest to the researcher." The population of this study was the eighth grade students of SMP Muhammadiyah 1 Weleri in the academic year of 2013/2014 which was divided into three classes:

VIII-A, VIII-B, and VIII-C. Every class consisted of 28 students, so the total of those three classes were 84 students.

3.2.2 *Sample*

According to Best (1981:8), “sample is small proportion of population selected for observation and analysis.” In this research, the samples of the study were class VIII-A as the experimental group and class VIII-B as the control group with 28 students of each class. Those two classes were chosen based on the English teacher’s recommendation because in SMP Muhammadiyah 1 Weleri there is no stratification in dividing the population. Furthermore, they were chosen in order to make it easy in labeling the group.

The researcher took those two classes from the eighth grade students of SMP Muhammadiyah 1 Weleri because announcement text material which is included in short functional text, as it is insisted in curriculum, is given in the first semester and is included in writing competence of the eighth grade in junior high school.

3.3 Instrument for Collecting Data

Based on Saleh (2001:31-33), “instrument is a tool to collect data in research.” Furthermore, Saleh (2001:31-33) also mentioned some kinds of instrument, such as: (1) questionnaire, (2) observation sheet, (3) sheet of interview, and (4) test. In this study, the researcher used writing test as the instrument because this instrument is the most appropriate instrument to measure the students’ mastery in writing announcement text.

3.4 Method of Collecting Data

In line with research design the researcher used in this study, in collecting data, the researcher took the students' scores in writing announcement text through pre-test and post-test. The following are the steps in collecting the data in this study:

1) Pre-test

Pre-test was undertaken for the first step in a form of writing test. It was given before the students were given the treatment. The aim of the pre-test was to know the basic or prior knowledge and students' skill in writing announcement text.

2) Treatment

Some treatments were given after conducting the pre-test to the experimental and the control groups. The experimental group was taught by using Gallery Walk technique while the control group was taught by using conventional method.

3) Post-test

Post-test was conducted after the students were given the treatment. It was in the same form like pre-test, i.e. in a form of writing test. The aim of the post-test was to measure the students' skill in writing announcement text after they got the treatment.

4) Scoring System

In facilitating the analysis of the students' test result in writing announcement text of the two groups, experimental and control groups, the researcher limited only to the analytic scale as stated by Brown and Bailey (1984):

Table 3.1

Analytic Scale for Rating Composition Task (Brown & Bailey 1984:39-41)

Organization: Introduction, body and conclusion	20-18	appropriate title, effective introductory paragraph, topic is stated, leads to body; arrangement of material shows plan (could be outlined by readers); supporting evidence given for generalization; conclusion logical and complete
	17-15	adequate title, introduction and conclusion; body of essay is acceptable, but some evidences may be lacking, some ideas are not fully developed; sequence is logical but transitional expression may be absent or misused
	14-12	mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalization may not be fully supported by the evidence given; problems of organization interfere
	11-6	shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization
	5-1	absent of introduction and conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
Logical development of ideas: Content	20-18	essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflect thought
	17-15	essay addresses the issues but misses some points; ideas could be more developed; some extraneous material is present
	14-12	development of ideas not complete or essay is somewhat out off the topic; paragraphs are not divided exactly right
	11-6	ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate of effort in area of content

	5-1	Numerous serious mistakes, no mastery of sentence construction, almost intelligible.
Grammar	20-18	native like fluency in English grammar; correct use of relative clauses, preposition, modals, articles, verb form and tense sequencing; no fragments or run on sentence
	17-15	advance proficiency in English grammar; some grammar problems do not influence communication, although the reader is aware of them; no fragment of run on sentence
	14-12	ideas are getting through to the reader, but grammar problems are apparent and have negative effect on communication; run on sentence or fragment present
	11-6	numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences
	5-1	severe grammar problems interfere greatly with the message; reader cannot understand what the writer was trying to say; unintelligible sentence structure
Punctuation, spelling and mechanics	20-18	correct use of English writing conventions: left and right margins, all needed capitals, paragraph intended, punctuation and spelling; very neat
	17-15	some problems with writing conventions or punctuation; occasionally spelling errors; left margin correct; paper is neat legible
	14-12	uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas
	11-6	serious problems with format of paper; part of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated reader
	5-1	complete disregard of English writing convention; paper illegible; obvious capital missing, no margins; severe spelling problems
Style and quality of	20-18	precise vocabulary usage; use of parallel structures;

expression		concise; register good
	17-15	attempts variety; good vocabulary; not wordy, register OK; style fairly concise
	14-12	some vocabulary misused; lack awareness of register; may be too wordy
	11-6	poor expression of ideas; problems in vocabulary; lack variety of structure
	5-1	inappropriate use of vocabulary, no concept of register or sentence variety

3.5 Method of Analyzing Data

The next step was analyzing the result of the data. This was used to process the data in order to establish valuable and meaningful information so that further interpretation could be done. This study was analyzed based on the quantitative data from the students' tests result (pre-test and post-test).

First, the pre-test was given to the students to know their scores before the treatment is given. After that, each group was given the treatment. The experimental group was taught using Gallery Walk technique, while the control group was taught using conventional method. Then the post-test was conducted to take the score after the treatment was given. After we got the students' scores from the pre-test and the post-test, the next step was analyzing them by using statistical method.

3.5.1 Analysis of Early Stage

Analysis of the early stage was conducted to determine whether the two groups (experimental and control groups) were from the same initial conditions. The data

used were the pre-test scores of experimental and control groups from the eighth grade students in semester 1 of SMP Muhammadiyah 1 Weleri in the academic year of 2013/2014.

a) Test for normality

The statistical formula used in the normality test is:

$$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

(Sudjana, 2005:273)

Where:

O_i = the observed frequencies

E_i = the expected frequencies

k = the number of class intervals

X^2 = the X^2 value from calculation

\sum = the sum of

With degrees of freedom $(dk) = k - 3$ and $\alpha = 5\%$. If $X^2_{data} \leq X^2_{(1-\alpha)(k-3)}$, it means that the data are normally distributed.

b) Testing the equality of two variances

To test the equality of two variances, the formula is as follows:

$$F = \frac{\text{the biggest variance}}{\text{the smallest variance}}$$

(Sudjana, 2005:251)

Paired hypotheses which were tested are:

$$H_0: \sigma_1^2 = \sigma_2^2$$

$$H_1: \sigma_1^2 \neq \sigma_2^2$$

The testing criteria are: H_0 is rejected if $F \geq F_{\alpha}(v_1, v_2)$ with $\alpha = 5\%$.

Where $v_1 = n_1 - 1$ (dk numerator) and $v_2 = n_2 - 1$ (dk denominator).

c) T-test for Pre-test

T-test formula was applied to measure whether there was significant difference between experimental and control groups on pre-test scores.

The hypotheses which were tested are:

$$H_0: \mu_1 = \mu_2$$

$$H_1: \mu_1 > \mu_2$$

To test the truth of the hypotheses, the researcher used *one tailed t-test*.

It is used in two ways:

- 1) If the data have the same variances, then the statistic which is used is t-statistic, which could be written as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{with} \quad s = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

Criteria:

H_0 is accepted if $t_{\text{value}} < t_{\text{table}}$. Meanwhile, H_0 is rejected if t_{value} has another value, with $\alpha = 5\%$ and $dk = n_1 + n_2 - 2$. (Sudjana, 2005:243)

Where:

t : t-test

\overline{X}_1 : the mean of the pre-test of the experimental group

\overline{X}_2 : the mean of the pre-test of the control group

n_1 : the number of the experimental group

n_2 : the number of the control group

S : standard deviation

S_1 : standard deviation of the experimental group

S_2 : standard deviation of the control group

- 2) If the data do not have the same variances, then the formula which is used is as follows:

$$t'_{hitung} = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

The testing criteria are based on Sudjana (2005:243):

H_0 is rejected if $t' \geq \frac{w_1 t_1 + w_2 t_2}{w_1 + w_2}$, and H_0 is accepted if it happens the

otherwise. Where $w_1 = \frac{S_1^2}{n_1}$ and $w_2 = \frac{S_2^2}{n_2}$; $t_1 = t_{(1-\alpha).(n_1-1)}$; $t_2 = t_{(1-\alpha).(n_2-1)}$.

3.5.2 Analysis of the Final Stage

- a) Test for normality

The statistical formula used in the normality test is:

$$X^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

(Sudjana, 2005:273)

Where:

O_i = the observed frequencies

E_i = the expected frequencies

k = the number of class intervals

X^2 = the X^2 value from calculation

Σ = the sum of

With degrees of freedom $(dk) = k - 3$ and $\alpha = 5\%$. If $X^2_{data} \leq X^2_{(1-\alpha)(k-3)}$, it means that the data are normally distributed.

b) Testing the equality of two variances

To test the equality of two variances, the formula is as follows:

$$F = \frac{\text{the biggest variance}}{\text{the smallest variance}}$$

(Sudjana, 2005:251)

Paired hypotheses which were tested are:

$$H_0: \sigma_1^2 = \sigma_2^2$$

$$H_1: \sigma_1^2 > \sigma_2^2$$

The testing criteria are: H_0 is rejected if $F \geq F_{\alpha}(v_1, v_2)$ with $\alpha = 5\%$.

Where $v_1 = n_1 - 1$ (dk numerator) dan $v_2 = n_2 - 1$ (dk denominator).

c) T-test for Post-test

T-test formula was applied to measure whether there was significant difference between experimental and control groups on post-test scores.

The hypotheses which were tested are:

Ho: $\mu_1 = \mu_2$

Hi : $\mu_1 > \mu_2$

To test the truth of the hypotheses, the researcher used *one tailed t-test*.

It is used in two ways:

- 1) If the data have the same variances, then the statistic which is used is t-statistic, which could be written as follows:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{with} \quad s = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

Criteria:

Ho is accepted if $t_{\text{value}} < t_{\text{table}}$. Meanwhile, Ho is rejected if t_{value} has another value, with $\alpha = 5\%$ and $dk = n_1 + n_2 - 2$. (Sudjana, 2005:243)

Where:

t : t-test

\overline{X}_1 : the mean of the post-test of the experimental group

\overline{X}_2 : the mean of the post-test of the control group

n_1 : the number of the experimental group

n_2 : the number of the control group

S : standard deviation

S_1 : standard deviation of the experimental group

S_2 : standard deviation of the control group

- 2) If the data do not have the same variances, then the formula which is used is as follows:

$$t'_{hitung} = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

The testing criteria are based on Sudjana (2005:243):

H_0 is rejected if $t \geq \frac{w_1 t_1 + w_2 t_2}{w_1 + w_2}$, and accept H_0 if it happens the

otherwise. Where $w_1 = \frac{S_1^2}{n_1}$ and $w_2 = \frac{S_2^2}{n_2}$; $t_1 = t_{(1-\alpha), (n_1-1)}$; $t_2 = t_{(1-\alpha), (n_2-1)}$.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter presents the data analysis and the discussion of research findings. It consists of pre-test analysis, treatment processes, post-test analysis, discussion of the research findings, and some obstacles in doing a research.

4.1 Pre-test Analysis

The pre-test was conducted at the first time of the research. The aim of the pre-test was to know the basic or prior knowledge that the students had in writing announcement texts before they were given the treatments. The pre-test for experimental group was held on Friday, 23rd of August 2013; while the pre-test for control group was held on Saturday, 24th of August 2013. They were 28 students in each group. This pre-test was in a form of writing test. Both the experimental and the control groups had the same writing test. The students were asked to make announcement texts by choosing one of the given themes. The time allotment in doing pre-test was 60 minutes. The instrument of the research could be seen in appendix 3.

After the students finished their pre-test, the researcher checked their work by using Analytic Scale for Rating Composition Task by Brown & Bailey (1984:39-41) which could be seen on table 3.1. There were five aspects that were scored: (a) organization, (b) content, (c) grammar, (d) punctuation, spelling, mechanics, and (e) style and quality of expression. Each aspect was scored in

range of 1-20. Then to get the total score, the researcher added those five aspects one to each other. All results of the pre-test scores could be seen in appendix 7 and 8.

From the calculation of the pre-test scores, the highest score for the experimental group was 79 and the lowest score was 20. Meanwhile, the highest score for the control group was 71 and the lowest score was 12.

After that, from the obtained data, the researcher calculated the mean (average score) of each group as the following:

$$\bar{X}_1 = \frac{\sum f \cdot X_1}{N_1} = \frac{1501}{28} = 53.61$$

$$\bar{X}_2 = \frac{\sum f \cdot X_2}{N_2} = \frac{1449}{28} = 51.75$$

It could be seen from the calculation above that the mean of the experimental group was 53.61, while the mean of the control group was 51.75. Below was the figure of comparison between the mean of the experimental and the control groups on the pre-test.

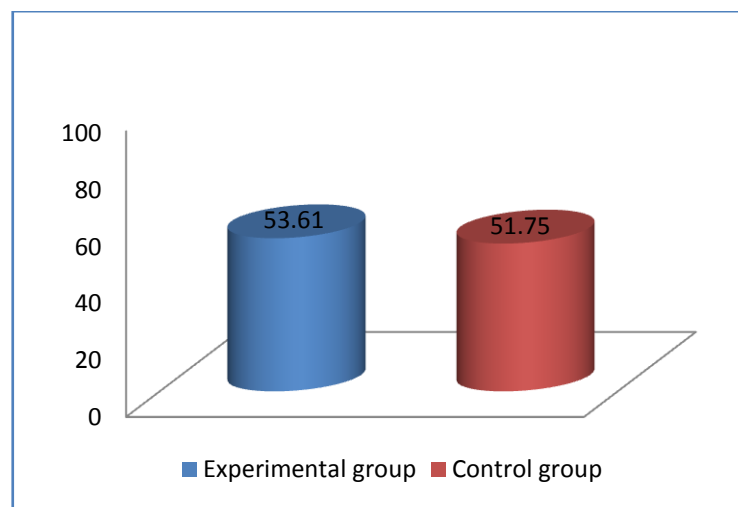


Figure 4.1 The Mean of the Experimental and the Control Groups on Pre-test

The figure above showed that the students' achievement of both groups were relatively the same before they were given the treatment. In order to prove that there were similarities in pre-test data in the experimental and the control groups, t-test was needed. However, before the t-test was calculated, the normality and homogeneity of the pre-test scores were analyzed first.

4.1.1 Normality of the Pre-test Scores

This normality test was used to know whether the pre-test scores of the two groups, the experimental and the control groups, were normally distributed or not by using Chi Square formula.

From the calculation, the value of X^2_{data} for the experimental group was 2.59, while the value of X^2_{data} for the control group was 6.09. Meanwhile, the value of X^2_{table} with degrees of freedom (dk) = $k - 3 = 6 - 3 = 3$ and $\alpha = 5\%$ is 7.81. The data are said to have a normal distribution if the value of X^2_{data} were equal to or lower than the value of X^2_{table} .

Since the value of X^2_{data} for the experimental group (2.59) and the control group (6.09) were lower than the value of X^2_{table} (7.81), it meant that the pre-test scores for both of groups were said to be normally distributed. The complete result of the X^2 calculation of pre-test scores could be seen in appendix 13 for the experimental group and in appendix 14 for the control group.

4.1.2 Homogeneity of the Pre-test Scores

In this research, F test was used in order to see whether the two variances of the

pre-test scores in experimental and control groups fulfilled the condition of homogeneity or not.

First, before the F test was obtained, the variance of each group was calculated. The variance of the experimental group (V_e) was 430.03, and the variance of the control group (V_c) was 236.40. Then, to get the F_{data} , the higher variance was divided by the lower variance. The calculation was as follows:

$$F = \frac{\text{the biggest variance}}{\text{the smallest variance}}$$

$$F = \frac{V_e}{V_c} = \frac{430.03}{236.40} = 1.82$$

From the calculation, the value of F_{data} for the pre-test scores was 1.82. Meanwhile, the value of F_{table} with dk numerator $V_1 = n_1 - 1 = 28 - 1 = 27$, dk denominator $V_2 = n_2 - 1 = 28 - 1 = 27$ and $\alpha = 5\%$, squared to $V_1 = 28$ and $V_2 = 28$ is 1.87. The data are said to be homogenous if $F_{data} < F_{table}$.

Since the value of F_{data} was lower than the value of F_{table} , it could be concluded that the variances of the pre-test scores in experimental and control groups fulfilled the condition of homogeneity. The complete calculation of the F test for the pre-test scores could be seen in appendix 17.

4.1.3 T-test for Pre-test

The t-test for pre-test was used to test a null hypothesis (H_0) that there was no significant difference in the achievement of writing announcement text between the experimental group and the control group on pre-test. It is said that there was

no significant difference in the achievement between the experimental group and the control group if the value of t_{value} was lower than the t_{table} .

In order to find out the value of the t-test, the mean and the standard deviation for both groups should be calculated first. From the previous calculation, the mean of the experimental group was 53.61 and the mean of the control group was 51.75. Then, the researcher calculated the standard deviation of both groups and the result was 18.25. After that, t-test was calculated by using the following formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{53.61 - 51.75}{18.25 \sqrt{\frac{1}{28} + \frac{1}{28}}}$$

$$t = 0.38$$

It could be seen from the calculation that the value of t_{value} was 0.38. Meanwhile, the value of t_{table} with level of significance (α) = 5% and degrees of freedom (dk) = 54 was 1.67.

Since the value of t_{value} was lower than the value of t_{table} , thus we could conclude that the t-test was not significant, meaning that there were similarities in pre-test data in the experimental and the control groups. In other words, the null hypothesis was accepted. The complete calculation of t-test for pre-test could be seen in appendix 18.

4.2 Treatment Processes

4.2.1 *Treatment for Experimental Group*

The treatment was given after the students did the pre-test. In this study, the researcher was applying a Gallery Walk technique as a treatment to teach how to write announcement texts. The treatment was given to the experimental group, which consisted of 28 students, in four meetings. Each meeting was done in 2 x 40 minutes. Thus, the students in the experimental group were taught how to make announcement texts by using Gallery Walk technique. The following were the learning activities during the treatment for the experimental group:

Opening

1. The class was opened by praying together.
2. Teacher checked the students' attendance.

Main Activities

(1) Meeting 1 (2x40')

It was divided into two activities, they were: pre-test and exploration.

- Pre-test (60')
 1. Students were told that they would be given a pre-test on that day. The aim of the pre-test was to measure their ability in writing announcement texts before they were given the treatment.
 2. Students were given a piece of paper containing the instruction, the themes of announcement text that should be chosen to write, scoring rubric, and a piece of worksheet.
 3. Students submitted their work.

- Exploration (20')
 4. Students were asked questions about announcement texts and the Gallery Walk technique that they would practice.
 5. Students and teacher discussed about announcement text and how to use Gallery Walk technique in writing activity.

(2) Meeting 2 (2x40') – Elaboration

1. Students and teacher reviewed about the previous meeting, that was about announcement text and how to use the Gallery Walk technique in writing activity.
2. The class was divided into five groups.
3. In class there were five stations, each station was provided with example of announcement text and question.
4. Each group was rotated from station one to five to answer all questions based on the example of announcement on the answer sheet in a given time.
5. After all groups had finished rotating and answering all questions based on the example announcements, there was class discussion.
6. The students were told that in the next meeting they would practice to make announcement texts.

(3) Meeting 3 (2x40') – Elaboration

1. Students and teacher reviewed about the previous meeting.
2. The students were divided into five groups (the same groups with the previous meeting).

3. In groups, the students tried to make announcement texts.
4. After that, they attached their group work on the wall.
5. The students did Gallery Walk like the previous meeting, each group rotated visiting the other groups' work. However, this time they did not answer the questions but they gave feedback or comment to the other groups' work.
6. The students went back to their desks and did a class discussion.
7. The students were asked about difficulties they found.
8. The students were told that they would be given a post-test in the next meeting.

(4) Meeting 4 (2x40') – Confirmation

It was divided into two activities, they were: review and post-test.

- Review (20')

The students and teacher reviewed about the all activities they had done before in the previous meetings.

- Post-test (60')

The students did the post-test (the instrument of the post-test were similar with those on the pre-test), then they submitted it to the teacher.

Closing

1. Students told the teacher what they had learnt in class, the teacher gave some feedback.
2. Teacher closed the lesson.

4.2.2 Treatment for Control Group

The control group, consisted of 28 students, was taught the same material as the experimental group. It was about announcement text. However, the way how to teach it was different from the experimental group. In control group, the researcher was applying conventional method. This method was the method that their teacher usually used. The learning activities for the control group were also conducted in four meetings. Each meeting was done in 2 x 40 minutes. The following were the learning activities for the control group:

Opening

1. The class was opened by praying together.
2. Teacher checked the students' attendance.

Main Activities

(1) Meeting 1 (2x40')

It was divided into two activities, they were: pre-test and exploration.

- Pre-test (60')
 1. Students were told that they would be given a pre-test on that day. The aim of the pre-test was to measure their ability in writing announcement texts before they were taught using conventional method.
 2. Students were given a piece of paper containing the instruction, the themes of announcement text that should be chosen to write, scoring rubric, and a piece of worksheet.
 3. Students submitted their work.
- Exploration (20')

4. Students were asked some questions about announcement texts as an introduction.

(2) Meeting 2 (2x40') – Elaboration

1. Teacher asked the students about announcement text as a building knowledge.
2. Teacher explained about what announcement text was, its social function and its parts.
3. Teacher gave some examples of announcement text then students tried to analyze it about its function and its parts.
4. Students learnt new vocabularies, spelling, and punctuation.
5. Students mentioned the content of announcement texts.
6. Teacher explained about the grammar (simple future tense and simple past tense).
7. Teacher gave some exercises.
8. Students were told that in the next meeting they would practice to make announcement texts.

(3) Meeting 3 (2x40') – Elaboration

1. Students and teacher reviewed about the previous meeting.
2. Teacher gave other examples of announcement text and students tried to mention the content of announcement.
3. Teacher gave some exercises in a form of fill in the blank.
4. Students filled in the blank of some announcement texts.

5. Students tried to make announcement texts with the given theme guided by the teacher.
6. Students were told that they would be given a post-test in the next meeting.

(4) Meeting 4 (2x40')

It was divided into two activities, they were: review and post-test.

- Review (20')

The students and teacher reviewed about the all activities they had done before in the previous meetings.

- Post-test (60')

Students did the post-test (the instrument of the post-test were similar with those on the pre-test), then they submitted it to the teacher.

Closing

1. Students told the teacher what they had learnt in class, the teacher gave some feedback.
2. Teacher closed the lesson.

4.3 Post-test Analysis

The post-test was conducted after the students got the treatment. The aim of the post-test was to measure the students' skill in writing announcement texts after the treatment was given. The post-test for experimental group was held on Saturday, 31st of August 2013; while the post-test for control group was held on Monday, 2nd of September 2013. They were 28 students in each group. The form of the

post-test was exactly the same as the pre-test. It was in a form of writing test. The students were asked to make announcement texts by choosing one of the given themes. The time allotment in doing post-test was 60 minutes. The instrument of the research could be seen in appendix 3.

After the students finished their post-tests, the researcher checked and gave scores to their work by using Analytic Scale for Rating Composition Task by Brown & Bailey (1984:39-41) which could be seen on table 3.1. There were five aspects that were scored: (a) organization, (b) content, (c) grammar, (d) punctuation, spelling, mechanics, and (e) style and quality of expression. Each aspect was scored in range of 1-20. Then to get the total score, the researcher added those five aspects one to each other. All results of the post-test scores could be seen in appendix 9 and 10.

From the calculation of the post-test scores, the highest score for the experimental group was 96 and the lowest score was 34. Meanwhile, the highest score for the control group was 88 and the lowest score was 30.

After that, from the obtained data, the researcher calculated the mean (average score) of each group as the following:

$$\overline{X}_1 = \frac{\sum f \cdot X_1}{N_1} = \frac{1997}{28} = 71.32$$

$$\overline{X}_2 = \frac{\sum f \cdot X_2}{N_2} = \frac{1789}{28} = 63.89$$

It could be seen from the calculation above that the mean of the experimental group was 71.32, while the mean of the control group was 63.89. Below was the

figure of comparison between the mean of the experimental and the control groups on the post-test.

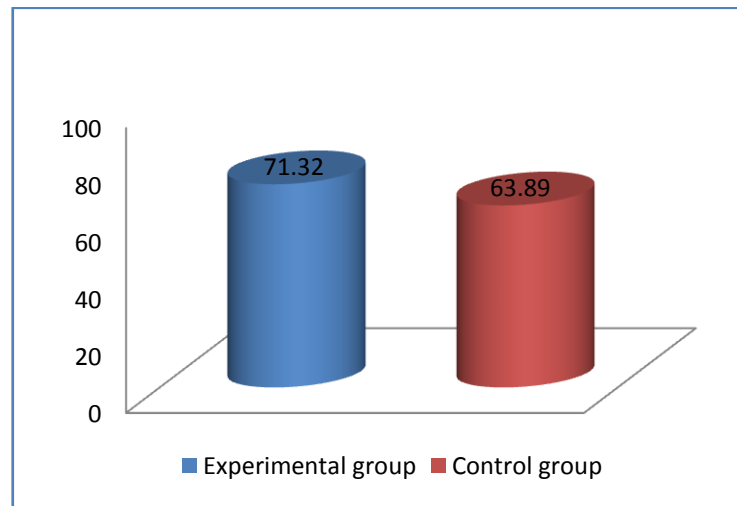


Figure 4.2 The Mean of the Experimental and the Control Groups on Post-test

The figure above showed that the students' achievement in the experimental group was higher than the students' achievement in the control group. However, the t-test was still needed. It was used to check whether the difference of the students' data on post-test was significant or not. Before the t-test was calculated, the normality and homogeneity of the post-test scores were analyzed first.

4.3.1 Normality of the Post-test Scores

The way to test the normality of the post-test scores was the same as in the pre-test. It used Chi Square formula. This normality test was used to know whether the post-test scores of the two groups, the experimental and the control groups, were normally distributed or not.

From the calculation, the value of X^2_{data} for the experimental group was 1.18, while the value of X^2_{data} for the control group was 1.15. Meanwhile, the value of X^2_{table} with degrees of freedom $(dk) = k - 3 = 6 - 3 = 3$ and $\alpha = 5\%$ is 7.81. The data are said to have a normal distribution if the value of X^2_{data} were equal to or lower than the value of X^2_{table} .

Since the value of X^2_{data} for the experimental group (1.18) and the control group (1.15) were lower than the value of X^2_{table} (7.81), it meant that the post-test scores for both of groups were said to be normally distributed. The complete result of the X^2 calculation of post-test scores could be seen in appendix 15 for the experimental group and in appendix 16 for the control group.

4.3.2 Homogeneity of the Post-test Scores

In this research, F test was used in order to see whether the two variances of the post-test scores in experimental and control groups fulfilled the condition of homogeneity or not.

The way to test the homogeneity of the post-test scores was also the same as in the pre-test. First, the variance of each group was calculated. The variance of the experimental group (V_e) was 288.09, and the variance of the control group (V_c) was 214.83. After that, the higher variance was divided by the lower variance to get the F_{data} . The calculation was as follows:

$$F = \frac{\text{the biggest variance}}{\text{the smallest variance}}$$

$$F = \frac{V_e}{V_c} = \frac{288.09}{214.83} = 1.34$$

From the calculation, the value of F_{data} for the post-test scores was 1.34. Meanwhile, the value of F_{table} with dk numerator $V_1 = n_1 - 1 = 28 - 1 = 27$, dk denominator $V_2 = n_2 - 1 = 28 - 1 = 27$ and $\alpha = 5\%$, squared to $V_1 = 28$ and $V_2 = 28$ is 1.87. The data are said to be homogenous if $F_{\text{data}} < F_{\text{table}}$.

Since the value of F_{data} was lower than the value of F_{table} , it could be concluded that the variances of the post-test scores in experimental and control groups fulfilled the condition of homogeneity. The complete calculation of the F test for the post-test scores could be seen in appendix 19.

4.3.3 *T-test for Post-test*

The t-test for post-test was used to test a null hypothesis (H_0) that there was no significant difference in the achievement of writing announcement text between the experimental group and the control group on post-test. It is said that there was no significant difference in the achievement between the experimental group and the control group if the value of t_{value} was lower than the t_{table} .

In order to find the value of the t-test, the mean and the standard deviation for both groups should be calculated first. From the previous calculation, the mean of the experimental group was 71.32 and the mean of the control group was 63.89. Then, the researcher calculated the standard deviation of both groups and the result was 15.86. After that, t-test was calculated by using the following formula:

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{71.32 - 63.89}{15.86 \sqrt{\frac{1}{28} - \frac{1}{28}}}$$

$$t = 1.76$$

It could be seen from the calculation that the value of t_{value} was 1.76. Meanwhile, the value of t_{table} with level of significance (α) = 5% and degrees of freedom (dk) = 54 was 1.67.

Since the value of t_{value} was higher than the value of t_{table} , thus we could conclude that the t-test was significant, meaning that there were differences in post-test data in the experimental and the control groups. In other words, the null hypothesis was rejected and the working hypothesis was accepted. The complete calculation of t-test for post-test could be seen in appendix 20.

4.4 Discussion of the Research Findings

This study was intended 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 who were taught using Gallery Walk technique and those who were taught using conventional method. The experimental design was used in this study. Therefore, the obtained data from pre-test and post-test were calculated by using statistical calculation.

Based on the analysis of the pre-test data, the t-test result was not significant. It meant that there was no significant difference in the students' achievement of writing announcement text before the treatment was given. In

other words, there was similarity in pre-test data in the experimental and the control groups. Thus, it was concluded that both of groups had the same initial condition.

After that, the experimental group was given a treatment in a form of Gallery Walk technique to teach writing announcement texts. Based on Francek (2006), Gallery Walk technique was “a discussion technique that gets students out of their chairs and actively involved in synthesizing important science concept, writing, and public speaking.”

After the treatments were given, the post-test data were analyzed. Based on the analysis of the post-test data, the t-test result was significant. It meant that there was significant difference in post-test data in the experimental and the control groups where the students’ achievement in experimental group was higher or better than that in the control group. In other words, the application of Gallery Walk technique to the experimental group improved the students’ achievement in writing announcement texts.

In this matter, it meant that the working hypothesis which stated that “There is 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 who are taught using Gallery Walk technique and those who are taught using conventional method” was accepted.

4.5 Some Obstacles in Doing the Research

At the beginning of the research, the students got difficulty in applying Gallery

Walk technique in writing announcement texts. They got confused because they have never had such technique before. However, this difficulty could be solved by explaining them what Gallery Walk technique was and how to use it in writing activity. In the first time when they were doing small groups, they did it slowly. Later on, they were accustomed to do it and did the work faster.

Another problem was the transition process from one station to other stations. Many students made some noisiness. Besides, they also made some chit chat in group discussion. Not only that, some students were found to be active and some to be passive.

The researcher had to find some efforts so that the students could do the group work well appropriate with the procedure and the time allotment. This matter was a bit difficult for the researcher because this activity needed an extra coordination. Shortly speaking, this technique needed an attention in the management of time, space, and class.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter is the last chapter in this study. It consists of conclusion and suggestions related to the topic of the study.

5.1 Conclusion

Based on the result of the data analysis presented in chapter IV, the results of the research were:

- 1) 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 who were taught using Gallery Walk technique and those who were taught using conventional method.
- 2) The students' achievement of writing announcement text who were taught by using Gallery Walk technique was higher or better than those who were taught by using conventional method.

Based on those results, it could be concluded that using Gallery Walk technique improved the students' achievement in writing announcement texts for the eighth grade students of SMP Muhammadiyah 1 Weleri in the academic year of 2013/2014.

5.2 Suggestions

It is necessary to have other investigation as follow up to the research that had been done. The same research would reinforce the findings. Some suggestions for the teachers, students, and future researchers are listed as follows:

1) For the teachers:

For the teachers, Gallery Walk technique might be an alternative method to teach writing. Not only to teach announcement text material, but also could be used with other materials. It could be used with introductory or advanced materials by considering its flexibility. Besides that, this technique also could be used as a teaching method that breaks the lethargy in the classroom and to make an active learning.

2) For the students:

The students need to practice writing a lot in order to make their writing better. They should also consider with the aspect of writing such as the organization, content, grammar, punctuation, and the mechanics of writing.

3) For the future researchers:

A similar research with different population characteristics is also possible. It may also useful to have a research with different language skill such as listening, speaking, or reading.

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LESSON PLAN OF THE EXPERIMENTAL GROUP

School : SMP Muhammadiyah 1 Weleri

Subject : English

Class/Semester : VIII/1

Time Allotment : 8 x 40' (4 meetings)

Competence Standard : Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

Basic Competence : 6.1 Mengungkapkan makna dalam bentuk **teks tulis fungsional pendek** sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

Indicators:

1. Students recognize the parts of announcement text.
2. Students mention information found in the given announcement text.
3. Students make an announcement text in group and individually.

A. Learning Objectives

By learning of announcement text, in the end of meeting 75% of students are able to:

1. Recognize an announcement text.
2. Mention the social function of announcement text.
3. Recognize the parts of an announcement text.
4. Give response the content of announcement text by answering questions and doing small group and whole class discussion.
5. Analyze the content in announcement text.
6. Enrich their vocabulary sequence with announcement text.
7. Comprehend the grammar used in announcement text, they are simple future tense and simple past tense.
8. Encourage in learning English by the application of gallery walk technique as treatment.
9. Write an announcement text in group.
10. Write an announcement text individually.

B. Learning Material

1. Kinds of announcement text and questions
2. Social function and the parts of announcement text
3. Vocabulary
4. Punctuation and spelling
5. Grammar (simple future tense, simple past tense)

C. Learning Methods

1. Gallery walk technique

D. Learning Activities

Opening

1. Class is opened by praying together.
2. Teacher checks the students' attendance.

Main Activities

(1) Meeting 1 (2x40')

It will be divided into two activities, they are: pre-test and exploration.

- Pre-test (60')
 1. Students are told that they will be given a pre-test today. The aim of the pre-test is to measure their ability in writing announcement text before they are given the treatment that is taught using gallery walk technique.
 2. Students are given a piece of paper containing the instruction, the themes of announcement text that will be chosen to write, scoring rubric, and a piece of worksheet.
 3. Students submit their works.
- Exploration (20')
 4. Students are asked questions about announcement text and the gallery walk technique that they will practice.

5. Students and teacher discuss about announcement text and how to use gallery walk technique in writing activity.

(2) Meeting 2 (2x40') – Elaboration

1. Review about the last meeting, that is about announcement text and how to use the gallery walk technique in writing activity.
2. The class is divided into five groups.
3. In class there will be five stations, each station will be provided with example of announcement and question.
4. Each group will rotate from station one to five to answer all questions based on the example of announcement on the answer sheet in a given time.
5. After all groups have finished rotating and answering all questions, there will be class discussion.
6. The students are told that in the next meeting they will practice to make announcement text.

(3) Meeting 3 (2x40')

1. Review about the last week meeting.
2. The students are divided into five groups (same group with the previous meeting).
3. In groups, the students try to make an announcement.
4. After that, they stick their group works on the wall.

5. The students do gallery walk like the previous meeting, each group rotates visiting the other groups' works. However, this time they don't answer the questions but they give feedback or comment to the other groups' works.
6. The students back to their desks and do a class discussion.
7. The students ask about difficulties they found.
8. The students are told that they will be given a post-test in the next meeting.

(4) Meeting 4 (2x40') – Confirmation

It will be divided into two activities, they are: review and post-test.

- Review (20')

The students and teacher review about the all meeting and the activities they have done.

- Post-test (60')

The students do the post-test (the instrument of the post-test is similar with those on the pre-test), then they submit it to the teacher.

Closing

1. Students tell what they have learned in class, the teacher gives some feedback.
2. Teacher closed the lesson.

E. Learning Source

1. English textbook:

Bima M, Bachtiar and Cicik Kurniawati. 2005. *Let's Talk: Grade VIII for Junior High School*. Bandung: Pakar Raya.

2. Articles from internet
3. Relevant material
4. Dictionary

F. Assessment

In this evaluation, the rubric of scoring will use the Analytic Scale for Rating Composition Task (Brown & Bailey, 1984: 39-41)

Organization: Introduction, body and conclusion	20-18	appropriate title, effective introductory paragraph, topic is stated, leads to body; arrangement of material shows plan (could be outlined by readers); supporting evidence given for generalization; conclusion logical and complete
	17-15	adequate title, introduction and conclusion; body of essay is acceptable, but some evidences may be lacking, some ideas are not fully developed; sequence is logical but transitional expression may be absent or misused
	14-12	mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalization may not be fully supported by the evidence given; problems of organization interfere
	11-6	shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization

	5-1	absent of introduction and conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
Logical development of ideas: Content	20-18	essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflect thought
	17-15	essay addresses the issues but misses some points; ideas could be more developed; some extraneous material is present
	14-12	development of ideas not complete or essay is somewhat out off the topic; paragraphs are not divided exactly right
	11-6	ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate of effort in area of content
	5-1	Numerous serious mistakes, no mastery of sentence construction, almost intelligible.
Grammar	20-18	native like fluency in English grammar; correct use of relative clauses, preposition, modals, articles, verb form and tense sequencing; no fragments or run on sentence
	17-15	advance proficiency in English grammar; some grammar problems do not influence communication, although the reader is aware of them; no fragment of run on sentence
	14-12	ideas are getting through to the reader, but grammar problems are apparent and have negative effect on communication; run on sentence or fragment present
	11-6	numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences
	5-1	severe grammar problems interfere greatly with the message; reader cannot understand what the writer was trying to say; unintelligible sentence structure

Punctuation, spelling and mechanics	20-18	correct use of English writing conventions: left and right margins, all needed capitals, paragraph intended, punctuation and spelling; very neat
	17-15	some problems with writing conventions or punctuation; occasionally spelling errors; left margin correct; paper is neat legible
	14-12	uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas
	11-6	serious problems with format of paper; part of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated reader
	5-1	complete disregard of English writing convention; paper illegible; obvious capital missing, no margins; severe spelling problems
Style and quality of expression	20-18	precise vocabulary usage; use of parallel structures; concise; register good
	17-15	attempts variety; good vocabulary; not wordy, register OK; style fairly concise
	14-12	some vocabulary misused; lack awareness of register; may be too wordy
	11-6	poor expression of ideas; problems in vocabulary; lack variety of structure
	5-1	inappropriate use of vocabulary, no concept of register or sentence variety

Maximum score: 100 point

Individual Assignment

To obtain an exact score we add the score of each component to the others.

Maximum score of each component: 20

The formula: Score = 20 + 20 + 20 + 20 + 20 = 100

Mastery Level Based on Harris (1969: 134)

Test Score	Probable class performance
80-100	Good to excellent
60-70	Average to good
50-59	Poor to average
0-49	Poor

LESSON PLAN OF THE CONTROL GROUP

School : SMP Muhammadiyah 1 Weleri

Subject : English

Class/Semester : VIII/1

Time Allotment : 8 x 40' (4 meetings)

Competence Standard : Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

Basic Competence : 6.1 Mengungkapkan makna dalam bentuk **teks tulis fungsional pendek** sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

Indicators:

1. Students recognize the parts of announcement text.
2. Students mention information found in the given announcement text.
3. Students make an announcement text in group and individually.

A. Learning Objectives

By learning of announcement text, in the end of meeting 75% of students are able to:

1. Recognize an announcement text.
2. Mention the social function of announcement text.
3. Recognize the parts of an announcement text.
4. Give response the content of announcement text by answering questions.
5. Analyze the content in announcement text.
6. Enrich their vocabulary sequence with announcement text.
7. Comprehend the grammar used in announcement text, they are simple future tense and simple past tense.
8. Write an announcement text in group.
9. Write an announcement text individually.

B. Learning Material

1. Kinds of announcement text and questions
2. Social function and the parts of announcement text
3. Vocabulary
4. Punctuation and spelling
5. Grammar (simple future tense, simple past tense)

C. Learning Methods

1. Conventional method

D. Learning Activities

Opening

1. Class is opened by praying together.
2. Teacher checks the students' attendance.

Main Activities

(1) Meeting 1 (2x40')

It will be divided into two activities, they are: pre-test and exploration.

- Pre-test (60')
 1. Students are told that they will be given a pre-test today. The aim of the pre-test is to measure their ability in writing announcement text before they are taught using conventional method.
 2. Students are given a piece of paper containing the instruction, the themes of announcement text that will be chosen to write, scoring rubric, and a piece of worksheet.
 3. Students submit their works.
- Exploration (20')
 4. Students are asked questions about announcement text as introduction.

(2) Meeting 2 (2x40')

1. Teacher asks the students about announcement as a building knowledge.

2. Teacher explains about what announcement is, its social function and its parts.
3. Teacher gives some examples of announcements then students try to analyze it about its function, and its parts.
4. Students learn new vocabularies, spelling, and punctuation.
5. Students mention the content of announcement.
6. Teacher explains about the grammar (simple future tense and simple past tense).
7. Teacher gives some exercise.
8. Students are told that in the next meeting they will practice to make announcement text.

(3) Meeting 3 (2x40')

1. Review about the last week meeting.
2. Teacher gives other examples of announcement and students try to mention the content of announcement.
3. Students fill in the blank some announcements.
4. Students try to make announcement with the given theme guided by the teacher.
5. Students are told that they will be given a post-test in the next meeting.

(4) Meeting 4 (2x40')

It will be divided into two activities, they are: review and post-test.

- Review (20')

The students and teacher review about the all meeting and the activities they have done.

- Post-test (60')

Students do the post-test (the instrument of the post-test is similar with those on the pre-test), then they submit it to the teacher.

Closing

1. Students tell what they have learned in class, the teacher gives some feedback.
2. Teacher closed the lesson.

E. Learning Source

1. English textbook:

Bima M, Bachtiar and Cicik Kurniawati. 2005. *Let's Talk: Grade VIII for Junior High School*. Bandung: Pakar Raya.

2. Articles from internet
3. Relevant material
4. Dictionary

F. Assessment

In this evaluation, the rubric of scoring will use the Analytic Scale for Rating Composition Task (Brown & Bailey, 1984: 39-41)

Organization: Introduction, body and conclusion	20-18	appropriate title, effective introductory paragraph, topic is stated, leads to body; arrangement of material shows plan (could be outlined by readers); supporting evidence given for generalization; conclusion logical and complete
	17-15	adequate title, introduction and conclusion; body of essay is acceptable, but some evidences may be lacking, some ideas are not fully developed; sequence is logical but transitional expression may be absent or misused
	14-12	mediocre or scant introduction or conclusion; problems with the order of ideas in body; the generalization may not be fully supported by the evidence given; problems of organization interfere
	11-6	shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization
	5-1	absent of introduction and conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
Logical development of ideas: Content	20-18	essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous material; essay reflect thought
	17-15	essay addresses the issues but misses some points; ideas could be more developed; some extraneous material is present
	14-12	development of ideas not complete or essay is somewhat out off the topic; paragraphs are not divided exactly right

	11-6	ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate of effort in area of content
	5-1	Numerous serious mistakes, no mastery of sentence construction, almost intelligible.
Grammar	20-18	native like fluency in English grammar; correct use of relative clauses, preposition, modals, articles, verb form and tense sequencing; no fragments or run on sentence
	17-15	advance proficiency in English grammar; some grammar problems do not influence communication, although the reader is aware of them; no fragment of run on sentence
	14-12	ideas are getting through to the reader, but grammar problems are apparent and have negative effect on communication; run on sentence or fragment present
	11-6	numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences
	5-1	severe grammar problems interfere greatly with the message; reader cannot understand what the writer was trying to say; unintelligible sentence structure
Punctuation, spelling and mechanics	20-18	correct use of English writing conventions: left and right margins, all needed capitals, paragraph intended, punctuation and spelling; very neat
	17-15	some problems with writing conventions or punctuation; occasionally spelling errors; left margin correct; paper is neat legible
	14-12	uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas
	11-6	serious problems with format of paper; part of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated reader

	5-1	complete disregard of English writing convention; paper illegible; obvious capital missing, no margins; severe spelling problems
Style and quality of expression	20-18	precise vocabulary usage; use of parallel structures; concise; register good
	17-15	attempts variety; good vocabulary; not wordy, register OK; style fairly concise
	14-12	some vocabulary misused; lack awareness of register; may be too wordy
	11-6	poor expression of ideas; problems in vocabulary; lack variety of structure
	5-1	inappropriate use of vocabulary, no concept of register or sentence variety

Maximum score: 100 point

Individual Assignment

To obtain an exact score we add the score of each component to the others.

Maximum score of each component: 20

The formula: Score = 20 + 20 + 20 + 20 + 20 = 100

Mastery Level Based on Harris (1969: 134)

Test Score	Probable class performance
80-100	Good to excellent
60-79	Average to good
50-59	Poor to average
0-49	Poor

INSTRUMENT OF THE RESEARCH (TEST)

(This instrument is used for tryout, pre-test, and post-test)

A. GENERAL DESCRIPTION

The test is used to measure the students' mastery of writing an announcement text. The material of announcement text is given in grade VIII of junior high school in semester 1 and is included in writing skill. Therefore, the test will be given to the eight grade students. The aim of the test is to find out whether the students master about the things:

1. The parts of announcement text.
2. How to compose a good announcement text; by considering its organization, content, grammar, mechanics, and style in writing.

(The student's understanding of point 1 and 2 can be seen on their written product.)

B. THE QUESTIONS

There would be a writing section in the test. Students are asked to write an announcement text by choosing one of the given themes.

C. THE ITEMS OF THE WRITING TEST

Experimental and Control Group

The writing test will be given for both the experimental and the control groups and will be conducted twice for each group. The first writing test will be given in pre-test and the other one in post-test. The instrument of writing test for the experimental and the control groups are the same.

TEST INSTRUMENT**Class : VIII****Subject : English****Text : Short Functional Text (Announcement text)****Time Allotment : 60 minutes****Instruction:**

1. Write your name, class, and student number on the top corner of your answer sheet.
2. Write an announcement text by choosing one of the following given themes.
3. Remember to include the parts of announcement text.
4. Time allotment is 60 minutes.
5. Your written announcement text will be scored based on these considerations:
 - a. Organization: Introduction, Body, and Conclusion
 - b. Content
 - c. Grammar
 - d. Punctuation, spelling, and mechanics
 - e. Style and quality of expression
6. Key words:
 - a. Who is giving the event, program or exhibit?
 - b. What kind of event is it?
 - c. When will it be held?
 - d. Where will it be held?
 - e. Who is invited to come?
7. Themes:
 - a. Breaking of Fast Together
 - b. Halal Bihalal
 - c. Celebration of Indonesian Independence Day
 - d. School Arts Exhibition
 - e. School Reunion

**Analytic Scale for Rating Composition Task (Brown & Bailey
1984:39-41)**

Organization: Introduction, body and conclusion	20-18	appropriate title, effective introductory paragraph, topic is stated, leads to body; arrangement of material shows plan (could be outlined by readers); supporting evidence given for generalization; conclusion logical and complete
	17-15	adequate title, introduction and conclusion; body of essay is acceptable, but some evidences may be lacking, some ideas are not fully developed; sequence is logical but transitional expression may be absent or misused
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	11-6	shaky or minimally recognizable introduction; organization can barely be seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort at organization
	5-1	absent of introduction and conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader)
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	11-6	ideas incomplete; essay does not reflect careful thinking or was hurriedly written; inadequate of effort in area of content

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	17-15	some problems with writing conventions or punctuation; occasionally spelling errors; left margin correct; paper is neat legible
	14-12	uses general writing conventions but has errors; spelling problems distract reader; punctuation errors interfere with ideas
	11-6	serious problems with format of paper; part of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated reader
	5-1	complete disregard of English writing convention; paper illegible; obvious capital missing, no margins; severe spelling problems

Style and quality of expression	20-18	precise vocabulary usage; use of parallel structures; concise; register good
	17-15	attempts variety; good vocabulary; not wordy, register OK; style fairly concise
	14-12	some vocabulary misused; lack awareness of register; may be too wordy
	11-6	poor expression of ideas; problems in vocabulary; lack variety of structure
	5-1	inappropriate use of vocabulary, no concept of register or sentence variety

Maximum score: 100 point

Individual Assignment

To obtain an exact score we add the score of each component to the others.

Maximum score of each component: 20

The formula: Score = 20 + 20 + 20 + 20 + 20 = 100

Mastery Level Based on Harris (1969: 134)

Test Score	Probable class performance
80-100	Good to excellent
60-70	Average to good
50-59	Poor to average
0-49	Poor

STUDENT WORKSHEET

Name :

Class :

Student Number :

Theme :[illegible]

[illegible]

Appendix 6

The Statistical Analysis of Try Out Test

No	Code of Respondent	Score per Item										Total Score	(Total Score) ²
		O	(O) ²	C	(C) ²	G	(G) ²	P	(P) ²	S	(S) ²		
1	R-1	10	100	11	121	12	144	13	169	12	144	58	3364
2	R-2	10	100	12	144	13	169	14	196	12	144	61	3721
3	R-3	8	64	9	81	11	121	12	144	11	121	51	2601
4	R-4	15	225	16	256	17	289	14	196	15	225	77	5929
5	R-5	8	64	13	169	12	144	11	121	12	144	56	3136
6	R-6	13	169	14	196	13	169	14	196	13	169	67	4489
7	R-7	12	144	10	100	13	169	12	144	13	169	60	3600
8	R-8	16	256	12	144	17	289	14	196	16	256	75	5625
9	R-9	9	81	10	100	9	81	11	121	8	64	47	2209
10	R-10	19	361	17	289	18	324	15	225	16	256	85	7225
11	R-11	14	196	16	256	12	144	12	144	14	196	68	4624
12	R-12	15	225	12	144	15	225	13	169	14	196	69	4761
13	R-13	15	225	14	196	15	225	13	169	14	196	71	5041
14	R-14	13	169	12	144	12	144	13	169	14	196	64	4096
15	R-15	15	225	14	196	11	121	13	169	8	64	61	3721
16	R-16	14	196	13	169	15	225	9	81	14	196	65	4225
17	R-17	15	225	12	144	14	196	15	225	15	225	71	5041
18	R-18	12	144	11	121	10	100	13	169	10	100	56	3136
19	R-19	14	196	12	144	11	121	10	100	12	144	59	3481
20	R-20	8	64	13	169	14	196	8	64	9	81	52	2704
21	R-21	10	100	15	225	13	169	10	100	13	169	61	3721
22	R-22	13	169	13	169	16	256	14	196	15	225	71	5041
23	R-23	18	324	16	256	15	225	15	225	16	256	80	6400
24	R-24	2	4	1	1	2	4	2	4	2	4	9	81
25	R-25	10	100	12	144	13	169	11	121	13	169	59	3481
26	R-26	12	144	10	100	11	121	13	169	13	169	59	3481
27	R-27	14	196	14	196	13	169	11	121	12	144	64	4096
28	R-28	17	289	17	289	15	225	14	196	14	196	77	5929
	ΣX	351		351		362		339		350		1753	114959
	ΣX²		4755		4663		4934		4299		4618		

The statistical analysis of try out test is used to find out the reliability of the test instrument. First of all, we have to find the variance of each item by using the following formula:

$$\sigma^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

$$\sigma^2_{(1)} = \frac{4755 - \frac{351^2}{28}}{28} = 12.6773$$

$$\sigma^2_{(2)} = \frac{4663 - \frac{351^2}{28}}{28} = 9.39158$$

$$\sigma^2_{(3)} = \frac{4934 - \frac{362^2}{28}}{28} = 9.06633$$

$$\sigma^2_{(4)} = \frac{4299 - \frac{339^2}{28}}{28} = 6.95281$$

$$\sigma^2_{(5)} = \frac{4618 - \frac{350^2}{28}}{28} = 8.67857$$

After that, we add all those variances as follow:

$$\sum \sigma^2_{(b)} = 12.6773 + 9.39158 + 9.06633 + 6.95281 + 8.67857 = 46.7666$$

Then we calculate the total variance as the following:

$$\sigma^2_{(t)} = \frac{114959 - \frac{1753^2}{28}}{28} = 186.0242$$

Finally, we find the reliability by using the following formula (Alpha formula):

$$r_{11} = \left(\frac{k}{(k-1)} \right) \left(1 - \frac{\sum \sigma^2_{(b)}}{\sigma^2_{(t)}} \right)$$

$$r_{11} = \left(\frac{5}{(5-1)} \right) \left(1 - \frac{46.7666}{186.0242} \right)$$

$$\mathbf{r_{11} = 0.93575}$$

Appendix 7

The Score Analysis of Pre-test (Experimental Group)

No	Code of Respondent	Score per item					Total
		O	C	G	P	S	
1	E-1	10	12	12	13	14	61
2	E-2	11	9	8	10	7	45
3	E-3	5	7	6	8	10	36
4	E-4	12	13	9	13	12	59
5	E-5	15	15	14	13	13	70
6	E-6	3	5	5	7	6	26
7	E-7	10	14	13	15	14	66
8	E-8	11	13	14	15	15	68
9	E-9	5	4	4	3	4	20
10	E-10	7	10	12	9	12	50
11	E-11	17	16	15	16	15	79
12	E-12	15	13	12	11	12	63
13	E-13	12	9	6	8	10	45
14	E-14	17	15	15	14	15	76
15	E-15	13	14	12	13	14	66
16	E-16	16	14	14	13	14	71
17	E-17	16	14	13	13	14	70
18	E-18	11	12	10	12	12	57
19	E-19	10	7	6	9	12	44
20	E-20	8	12	7	11	12	50
21	E-21	6	8	4	7	7	32
22	E-22	14	14	12	14	13	67
23	E-23	14	13	12	15	12	66
24	E-24	6	4	7	9	10	36
25	E-25	6	8	11	13	12	50
26	E-26	4	4	3	5	4	20
27	E-27	9	10	8	10	11	48
28	E-28	12	13	11	12	12	60
TOTAL		295	302	275	311	318	1501
MEAN		10.54	10.79	9.82	11.11	11.36	53.61

Appendix 8

The Score Analysis of Pre-test (Control Group)

No	Code of Respondent	Score per item					Total
		O	C	G	P	S	
1	C-1	15	12	13	6	7	53
2	C-2	15	11	14	12	10	62
3	C-3	12	9	12	13	13	59
4	C-4	1	2	4	10	6	23
5	C-5	14	15	13	12	13	67
6	C-6	12	13	11	10	12	58
7	C-7	11	8	7	10	9	45
8	C-8	5	9	11	10	12	47
9	C-9	16	15	14	13	13	71
10	C-10	7	6	6	4	5	28
11	C-11	12	13	11	13	12	61
12	C-12	12	14	10	13	14	63
13	C-13	12	12	8	13	13	58
14	C-14	15	15	12	11	12	65
15	C-15	14	13	13	13	12	65
16	C-16	11	11	8	12	13	55
17	C-17	13	13	11	12	12	61
18	C-18	10	8	6	7	9	40
19	C-19	9	6	7	6	8	36
20	C-20	16	15	12	13	12	68
21	C-21	7	7	6	4	6	30
22	C-22	1	2	2	4	3	12
23	C-23	11	12	13	14	12	62
24	C-24	11	12	10	8	10	51
25	C-25	11	12	10	9	11	53
26	C-26	10	12	9	10	10	51
27	C-27	9	10	9	11	11	50
28	C-28	13	12	9	10	11	55
TOTAL		305	299	271	283	291	1449
MEAN		10.89	10.68	9.68	10.11	10.39	51.75

The Score Analysis of Post-test (Experimental Group)

No	Code of Respondent	Score per item					Total
		O	C	G	P	S	
1	E-1	15	14	13	13	13	68
2	E-2	13	12	13	12	11	61
3	E-3	12	16	12	9	11	60
4	E-4	15	17	14	11	11	68
5	E-5	17	19	17	16	16	85
6	E-6	7	11	6	5	5	34
7	E-7	20	20	17	18	17	92
8	E-8	16	17	14	9	12	68
9	E-9	12	13	12	10	11	58
10	E-10	13	12	11	12	11	59
11	E-11	18	20	16	14	17	85
12	E-12	14	15	12	15	16	72
13	E-13	12	8	9	10	9	48
14	E-14	20	20	18	19	19	96
15	E-15	18	19	18	16	18	89
16	E-16	18	18	17	15	17	85
17	E-17	17	17	16	15	14	79
18	E-18	18	17	13	15	15	78
19	E-19	15	14	13	14	16	72
20	E-20	13	12	10	12	8	55
21	E-21	12	15	12	13	12	64
22	E-22	17	18	15	16	17	83
23	E-23	13	17	17	15	16	78
24	E-24	19	17	18	17	18	89
25	E-25	13	11	10	11	9	54
26	E-26	14	17	18	16	16	81
27	E-27	12	13	12	12	11	60
28	E-28	18	16	16	12	14	76
TOTAL		421	435	389	372	380	1997
MEAN		15.04	15.54	13.89	13.29	13.57	71.32

The Score Analysis of Post-test (Control Group)

No	Code of Respondent	Score per item					Total
		O	C	G	P	S	
1	C-1	10	13	11	12	12	58
2	C-2	15	15	14	14	14	72
3	C-3	18	18	17	18	17	88
4	C-4	7	6	5	6	6	30
5	C-5	14	15	14	13	13	69
6	C-6	15	15	13	13	14	70
7	C-7	12	12	13	11	12	60
8	C-8	16	15	15	11	12	69
9	C-9	17	17	15	16	15	80
10	C-10	12	12	13	11	12	60
11	C-11	17	16	12	13	12	70
12	C-12	17	16	17	16	16	82
13	C-13	14	13	12	11	12	62
14	C-14	15	13	13	15	13	69
15	C-15	16	14	16	10	12	68
16	C-16	16	15	14	12	13	70
17	C-17	17	17	15	16	14	79
18	C-18	12	9	8	10	8	47
19	C-19	10	11	8	8	10	47
20	C-20	17	17	16	15	16	81
21	C-21	7	8	9	7	8	39
22	C-22	12	13	12	9	10	56
23	C-23	15	16	15	15	16	77
24	C-24	13	12	13	9	12	59
25	C-25	14	12	12	11	12	61
26	C-26	15	11	10	11	11	58
27	C-27	11	11	10	9	8	49
28	C-28	15	13	12	10	9	59
TOTAL		389	375	354	332	339	1789
MEAN		13.89	13.39	12.64	11.86	12.11	63.89

Table of Different Score for the Experimental Group

No	Student's Code	Pre-test	Post-test	Difference
1	E-1	61	68	7
2	E-2	45	61	16
3	E-3	36	60	24
4	E-4	59	68	9
5	E-5	70	85	15
6	E-6	26	34	8
7	E-7	66	92	26
8	E-8	68	68	0
9	E-9	20	58	38
10	E-10	50	59	9
11	E-11	79	85	6
12	E-12	63	72	9
13	E-13	45	48	3
14	E-14	76	96	20
15	E-15	66	89	23
16	E-16	71	85	14
17	E-17	70	79	9
18	E-18	57	78	21
19	E-19	44	72	28
20	E-20	50	55	5
21	E-21	32	64	32
22	E-22	67	83	16
23	E-23	66	78	12
24	E-24	36	89	53
25	E-25	50	54	4
26	E-26	20	81	61
27	E-27	48	60	12
28	E-28	60	76	16
	Σ	1501	1997	496
	n	28	28	
	Mean	53.60714	71.32143	

Table of Different Score for the Control Group

No	Student's Code	Pre-test	Post-test	Difference
1	C-1	53	58	5
2	C-2	62	72	10
3	C-3	59	88	29
4	C-4	23	30	7
5	C-5	67	69	2
6	C-6	58	70	12
7	C-7	45	60	15
8	C-8	47	69	22
9	C-9	71	80	9
10	C-10	28	60	32
11	C-11	61	70	9
12	C-12	63	82	19
13	C-13	58	62	4
14	C-14	65	69	4
15	C-15	65	68	3
16	C-16	55	70	15
17	C-17	61	79	18
18	C-18	40	47	7
19	C-19	36	47	11
20	C-20	68	81	13
21	C-21	30	39	9
22	C-22	12	56	44
23	C-23	62	77	15
24	C-24	51	59	8
25	C-25	53	61	8
26	C-26	51	58	7
27	C-27	50	49	-1
28	C-28	55	59	4
	Σ	1449	1789	340
	n	28	28	
	Mean	51.75	63.89286	

PRE-TEST NORMALITY OF THE EXPERIMENTAL GROUP

NO	X_1	f	$f.(X_1)$	x_1	$f.x_1$	$(f.x_1)^2$
1	79	1	79	25.3929	25.3929	644.7972
2	76	1	76	22.3929	22.3929	501.4401
3	71	1	71	17.3929	17.3929	302.5115
4	70	2	140	16.3929	32.7857	1074.9031
5	68	1	68	14.3929	14.3929	207.1543
6	67	1	67	13.3929	13.3929	179.3686
7	66	3	198	12.3929	37.1786	1382.2462
8	63	1	63	9.3929	9.3929	88.2258
9	61	1	61	7.3929	7.3929	54.6543
10	60	1	60	6.3929	6.3929	40.8686
11	59	1	59	5.3929	5.3929	29.0829
12	57	1	57	3.3929	3.3929	11.5115
13	50	3	150	-3.6071	-10.8214	117.1033
14	48	1	48	-5.6071	-5.6071	31.4401
15	45	2	90	-8.6071	-17.2143	296.3316
16	44	1	44	-9.6071	-9.6071	92.2972
17	36	2	72	-17.6071	-35.2143	1240.0459
18	32	1	32	-21.6071	-21.6071	466.8686
19	26	1	26	-27.6071	-27.6071	762.1543
20	20	2	40	-33.6071	-67.2143	4517.7602
Total		28	1501			12040.7653
Mean	53.6071					
Variance	430.0273					
Standard Deviation	20.7371					

Nominal test for pre-test score of the experimental group:

Maximum score = 79

Minimum score = 20

Range = 59

Class Interval = $k = 1 + 3.3 \log (n)$

$$k = 1 + 3.3 \log (28)$$

$$k = 1 + 3.3 (1.4471)$$

$$k = 5.776 \text{ (rounded } \sim 6)$$

Class Width = Range : class interval
 $= 59 : 5.776$
 $= 10.22 \text{ (rounded } \sim 10)$

Class Interval	Frequency
20 - 29	3
30 - 39	3
40 - 49	4
50 - 59	5
60 - 69	8
70 - 79	5

Xmin	Zi	PZ	P	Ei	Oi	$\frac{(O_i - E_i)^2}{O_i}$
19.5	-1.64474	0.0505				
			0.0725	2.03	3	0.313633333
29.5	-1.162513	0.123				
			0.1252	3.5056	3	0.085210453
39.5	-0.680285	0.2482				
			0.1764	4.9392	4	0.22052416
49.5	-0.198058	0.4246				
			0.1857	5.1996	5	0.007968032
59.5	0.2841698	0.6103				
			0.1691	4.7348	8	1.33269138
69.5	0.7663973	0.7794				
			0.115	3.22	5	0.63368
79.5	1.2486248	0.8944				
	$X_1^2 \text{ data}$					2.593707359

$$X_1^2 \text{ data} = 2.593707359$$

$$dk = \text{sum class interval} - 3 = 6 - 3 = 3$$

$$X^2(\alpha)(dk) = X^2(5\%)(3) = 7.81$$

Because $X_1^2 \text{ data} (2.593707359) < 7.81$ then pre-test score for experimental group is said to be normally distributed.

Appendix 14

PRE-TEST NORMALITY OF THE CONTROL GROUP

NO	X ₂	f	f.(X ₂)	x ₂	f.x ₂	(f.x ₂) ²
1	71	1	71	19.25	19.25	370.5625
2	68	1	68	16.25	16.25	264.0625
3	67	1	67	15.25	15.25	232.5625
4	65	2	130	13.25	26.5	702.25
5	63	1	63	11.25	11.25	126.5625
6	62	2	124	10.25	20.5	420.25
7	61	2	122	9.25	18.5	342.25
8	59	1	59	7.25	7.25	52.5625
9	58	2	116	6.25	12.5	156.25
10	55	2	110	3.25	6.5	42.25
11	53	2	106	1.25	2.5	6.25
12	51	2	102	-0.75	-1.5	2.25
13	50	1	50	-1.75	-1.75	3.0625
14	47	1	47	-4.75	-4.75	22.5625
15	45	1	45	-6.75	-6.75	45.5625
16	40	1	40	-11.75	-11.75	138.0625
17	36	1	36	-15.75	-15.75	248.0625
18	30	1	30	-21.75	-21.75	473.0625
19	28	1	28	-23.75	-23.75	564.0625
20	23	1	23	-28.75	-28.75	826.5625
21	12	1	12	-39.75	-39.75	1580.0625
Total		28	1449			6619.1250
Mean	51.75					
Variance	236.3973					
Standard Deviation	15.3752					

Nominal test for pre-test score of the control group:

Maximum score = 71

Minimum score = 12

Range = 59

Class Interval = $k = 1 + 3.3 \log (n)$

$k = 1 + 3.3 \log (28)$

$$k = 1 + 3.3 (1.4471)$$

$$k = 5.776 \text{ (rounded } \sim 6)$$

Class Width = Range : class interval
 $= 59 : 5.776$
 $= 10.22 \text{ (rounded } \sim 10)$

Class Interval	Frequency
12 - 21	1
22 - 31	3
32 - 41	2
42 - 51	5
52 - 61	9
62 - 71	8

Xmin	Zi	PZ	P	Ei	Oi	$\frac{(O_i - E_i)^2}{O_i}$
11.5	-2.617849	0.0044				
			0.02	0.56	1	0.1936
21.5	-1.967452	0.0244				
			0.069	1.932	3	0.380208
31.5	-1.317055	0.0934				
			0.158	4.424	2	2.937888
41.5	-0.666657	0.2514				
			0.2406	6.7368	5	0.603294848
51.5	-0.01626	0.492				
			0.2437	6.8236	9	0.526301884
61.5	0.6341374	0.7357				
			0.164	4.592	8	1.451808
71.5	1.2845347	0.8997				
	X^2_{data}					6.093100732

$$X^2_{\text{data}} = 6.093100732$$

$$dk = \text{sum class interval} - 3 = 6 - 3 = 3$$

$$X^2(\alpha)(dk) = X^2(5\%)(3) = 7.81$$

Because $X^2_{2 \text{ data}} (6.093100732) < 7.81$ then pre-test score for control group is said to be normally distributed.

Appendix 15

POST-TEST NORMALITY OF THE EXPERIMENTAL GROUP

NO	X ₁	f	f.(X ₁)	x ₁	f.x ₁	(f.x ₁) ²
1	96	1	96	24.6786	24.6786	609.0319
2	92	1	92	20.6786	20.6786	427.6033
3	89	2	178	17.6786	35.3571	1250.1276
4	85	3	255	13.6786	41.0357	1683.9298
5	83	1	83	11.6786	11.6786	136.3890
6	81	1	81	9.6786	9.6786	93.6747
7	79	1	79	7.6786	7.6786	58.9605
8	78	2	156	6.6786	13.3571	178.4133
9	76	1	76	4.6786	4.6786	21.8890
10	72	2	144	0.6786	1.3571	1.8418
11	68	3	204	-3.3214	-9.9643	99.2870
12	64	1	64	-7.3214	-7.3214	53.6033
13	61	1	61	-10.3214	-10.3214	106.5319
14	60	2	120	-11.3214	-22.6429	512.6990
15	59	1	59	-12.3214	-12.3214	151.8176
16	58	1	58	-13.3214	-13.3214	177.4605
17	55	1	55	-16.3214	-16.3214	266.3890
18	54	1	54	-17.3214	-17.3214	300.0319
19	48	1	48	-23.3214	-23.3214	543.8890
20	34	1	34	-37.3214	-37.3214	1392.8890
Total		28	1997			8066.4592
Mean	71.3214					
Variance	288.0878					
Standard Deviation	16.9732					

Nominal test for post-test score of the experimental group:

Maximum score = 96

Minimum score = 34

Range = 62

Class Interval = $k = 1 + 3.3 \log (n)$

$$k = 1 + 3.3 \log (28)$$

$$k = 1 + 3.3 (1.4471)$$

$$k = 5.776 \text{ (rounded } \sim 6)$$

$$\begin{aligned} \text{Class Width} &= \text{Range : class interval} \\ &= 62 : 5.776 \\ &= 10.73 \text{ (rounded } \sim 11) \end{aligned}$$

Class Interval	Frequency
34 - 44	1
45 - 55	3
56 - 66	6
67 - 77	6
78 - 88	8
89 - 99	4

Xmin	Zi	PZ	P	Ei	Oi	$\frac{(O_i - E_i)^2}{O_i}$
33.5	-2.228309	0.0129				
			0.0442	1.2376	1	0.05645376
44.5	-1.580227	0.0571				
			0.1191	3.3348	3	0.03736368
55.5	-0.932144	0.1762				
			0.2135	5.978	6	0.00008066667
66.5	-0.284062	0.3897				
			0.2509	7.0252	6	0.175172507
77.5	0.3640203	0.6406				
			0.2032	5.6896	8	0.66724352
88.5	1.0121027	0.8438				
			0.1077	3.0156	4	0.24226084
99.5	1.6601851	0.9515				
	$X_1^2_{\text{data}}$					1.178574973

$$X_1^2_{\text{data}} = 1.178574973$$

$$dk = \text{sum class interval} - 3 = 6 - 3 = 3$$

$$X^2(\alpha)(dk) = X^2(5\%)(3) = 7.81$$

Because $X^2_{1 \text{ data}} (1.178574973) < 7.81$ then post-test score for experimental group is said to be normally distributed.

POST-TEST NORMALITY OF THE CONTROL GROUP

NO	X ₂	f	f.(X ₂)	x ₂	f.x ₂	(f.x ₂) ²
1	88	1	88	24.1071	24.1071	581.1543
2	82	1	82	18.1071	18.1071	327.8686
3	81	1	81	17.1071	17.1071	292.6543
4	80	1	80	16.1071	16.1071	259.4401
5	79	1	79	15.1071	15.1071	228.2258
6	77	1	77	13.1071	13.1071	171.7972
7	72	1	72	8.1071	8.1071	65.7258
8	70	3	210	6.1071	18.3214	335.6747
9	69	3	207	5.1071	15.3214	234.7462
10	68	1	68	4.1071	4.1071	16.8686
11	62	1	62	-1.8929	-1.8929	3.5829
12	61	1	61	-2.8929	-2.8929	8.3686
13	60	2	120	-3.8929	-7.7857	60.6173
14	59	2	118	-4.8929	-9.7857	95.7602
15	58	2	116	-5.8929	-11.7857	138.9031
16	56	1	56	-7.8929	-7.8929	62.2972
17	49	1	49	-14.8929	-14.8929	221.7972
18	47	2	94	-16.8929	-33.7857	1141.4745
19	39	1	39	-24.8929	-24.8929	619.6543
20	30	1	30	-33.8929	-33.8929	1148.7258
Total		28	1789			6015.3367
Mean	63.8929					
Variance	214.8335					
Standard Deviation	14.6572					

Nominal test for pre-test score of the control group:

Maximum score = 88

Minimum score = 30

Range = 58

Class Interval = $k = 1 + 3.3 \log (n)$

$k = 1 + 3.3 \log (28)$

$k = 1 + 3.3 (1.4471)$

$$k = 5.776 \text{ (rounded } \sim 6)$$

Class Width = Range : class interval
 $= 58 : 5.776$
 $= 10.0416 \text{ (rounded } \sim 10)$

Class Interval	Frequency
30 - 39	2
40 - 49	3
50 - 59	5
60 - 69	8
70 - 79	6
80 - 89	4

Xmin	Zi	PZ	P	Ei	Oi	$\frac{(O_i - E_i)^2}{O_i}$
29.5	-2.319192	0.0102				
			0.0403	1.1284	2	0.37984328
39.5	-1.636933	0.0505				
			0.1206	3.3768	3	0.04732608
49.5	-0.954675	0.1711				
			0.2225	6.23	5	0.30258
59.5	-0.272416	0.3936				
			0.2655	7.434	8	0.0400445
69.5	0.4098425	0.6591				
			0.203	5.684	6	0.016642667
79.5	1.0921012	0.8621				
			0.0995	2.786	4	0.368449
89.5	1.7743598	0.9616				
	X^2_{data}					1.154885527

$$X^2_{\text{data}} = 1.154885527$$

$$dk = \text{sum class interval} - 3 = 6 - 3 = 3$$

$$X^2(\alpha)(dk) = X^2(5\%)(3) = 7.81$$

Because $X^2_{\text{data}} (1.154885527) < 7.81$ then post-test score for control group is said to be normally distributed.

HOMOGENEITY FOR PRE-TEST

According to the data we've just calculated before, we have:

$$\overline{X_1} = 53.61 \quad \text{Variance (Ve)} = 430.0273 \quad n_1 = 28 \text{ (experimental group pre-test)}$$

$$\overline{X_2} = 51.75 \quad \text{Variance (Vc)} = 236.3973 \quad n_2 = 28 \text{ (control group pre-test)}$$

$$F = \frac{V_e}{V_c}$$

$$F = \frac{430.0273}{236.3973}$$

$$F = 1.819087$$

$$F = 1.82$$

The value of **F table** with dk numerator $V_1 = n_1 - 1 = 28 - 1 = 27$, dk denominator $V_2 = n_2 - 1 = 28 - 1 = 27$ and $\alpha = 5\%$, squared to $V_1 = 28$ and $V_2 = 28$ is 1.87.

Because $F_{data} (1.82) < 1.87$ then we can conclude that the data of both pre-test is homogeny.

T-TEST FOR PRE-TEST

From the data, we can calculate:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

$$s = \sqrt{\frac{(28 - 1)430.0273 + (28 - 1)236.3973}{28 + 28 - 2}}$$

$$s = \sqrt{\frac{11610.7371 + 6382.7271}{54}}$$

$$s = \sqrt{\frac{17993.4642}{54}}$$

$$s = 18.254103$$

$$s = 18.25$$

And find out the t_{value} by substituting the values into the equation:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{53.61 - 51.75}{18.25 \sqrt{\frac{1}{28} + \frac{1}{28}}}$$

$$t = \frac{1.86}{18.25 \sqrt{\frac{1}{14}}}$$

$$t = \frac{1.86}{4.877517}$$

$$t = 0.381341 = \mathbf{0.38}$$

The value of **t-table** with $dk = 28 + 28 - 2 = 54$, squared to 60 and significance level $(\alpha) = 5\%$ is 1.67.

Because $t_{\text{value}} (0.38) < 1.67$ thus we can conclude that t is not significant, meaning that there is similarity in pre-test data in experimental and controlled group.

HOMOGENEITY FOR POST-TEST

According to the data we've just calculated before, we have:

$$\overline{X1} = 71.32 \quad \text{Variance (Ve)} = 288.0878 \quad n_1 = 28 \text{ (experimental group post-test)}$$

$$\overline{X2} = 63.89 \quad \text{Variance (Vc)} = 214.8335 \quad n_2 = 28 \text{ (control group post-test)}$$

$$F = \frac{Ve}{Vc}$$

$$F = \frac{288.0878}{214.8335}$$

$$F = 1.340982$$

$$F = 1.34$$

The value of **F table** with dk numerator $V_1 = n_1 - 1 = 28 - 1 = 27$, dk denominator $V_2 = n_2 - 1 = 28 - 1 = 27$ and $\alpha = 5\%$, squared to $V_1 = 28$ and $V_2 = 28$ is 1.87.

Because $F \text{ data } (1.34) < 1.87$ then we can conclude that the data of both post-test is homogeny.

Appendix 20

T-TEST FOR POST-TEST

From the data, we can calculate:

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

$$s = \sqrt{\frac{(28 - 1)288.0878 + (28 - 1)214.8335}{28 + 28 - 2}}$$

$$s = \sqrt{\frac{7778.3706 + 5800.5045}{54}}$$

$$s = \sqrt{\frac{13578.8751}{54}}$$

$$s = 15.85751084$$

$$s = 15.86$$

And find out the t-value by substituting the values into the equation:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{71.32 - 63.89}{15.86 \sqrt{\frac{1}{28} + \frac{1}{28}}}$$

$$t = \frac{7.43}{15.86 \sqrt{\frac{1}{14}}}$$

$$t = \frac{7.43}{4.23876}$$

$$t = 1.75287 = \mathbf{1.76}$$

The value of **t-table** with $dk = 28 + 28 - 2 = 54$, squared to 60 and significance level $(\alpha) = 5\%$ is 1.67.

Because $t_{\text{value}} (1.76) > 1.67$ thus we can conclude that t is significant, meaning that there is difference in post-test data in experimental and controlled group.

DOCUMENTATIONS

Picture 1



Picture 2



Picture 3



Picture 4



Picture 5



Picture 1 – 5: Students did a gallery walk technique.

Picture 6



Picture 7



Picture 6 and 7: Students did group works.

Picture 8



Students were doing small group discussions during the gallery walk.

Picture 9



A student came in front of the class to report the small group discussion results. I helped her when she got difficulty.



MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH KENDAL

SMP MUHAMMADIYAH 1 WELERI

TERAKREDITASI : A

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Piagam Pendirian
No.3355/II.095/JTG-70/79

SURAT KETERANGAN MELAKUKAN PENELITIAN

Nomor : 116/KET/III.4/F/2013

Yang bertanda tangan di bawah ini :

N a m a : SUPARMAN, S.Pd.
N I P : 19620811 198601 1 001
Jabatan : Kepala SMP Muhammadiyah 1 Weleri

Dengan ini menerangkan bahwa :

N a m a : A'IN RATNA MULYANI.
N I M : 2201409058.
Jurusan : Bahasa dan Sastra Inggris.
Dari PT : Universita Negeri Semarang.

Yang tersebut di atas benar-benar telah melaksanakan Penelitian di SMP Muhammadiyah 1 Weleri dengan judul **"TEACHING WRITTEN ANNOUNCEMENT THROUGH GALERY WALK TECHNIQUE"** yang dilaksanakan pada tanggal : 1 Agustus s.d. 7 September 2013.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Weleri, 7 September 2013

Kepala Sekolah



SUPARMAN, S.Pd.

NIM 578.500

NIP. 19620811 198601 1 001

**Example of Experimental Group's Student Worksheet
on Pre-test (Sample 1)**

STUDENT WORKSHEET

Name : IKHZA EKA P.

Class : VIII A

Student Number : 09

Theme : Halal BiHalal
PergumUMAN

Come !! Halal BiHalal, 10 Juli
2013 at SMP Muh 1, Weleri.

Thank You !!.....

IKHZA

**Example of Experimental Group's Student Worksheet
on Pre-test (Sample 2)**

STUDENT WORKSHEET

Name : DISKA Dewi Fitriana
Class : VIII A
Student Number : 18
Theme : Breaking of fast Together

For ANNOUNCEMENT W

From all student SMP MUHI 1 Weleri
will organize agenda "Breaking of fast together"
Hope whole SMP MUHI 1 Weleri for present
program Breaking of fast together.
to mark Ramadhan this SMP MUHI 1 Weleri
Breaking of fast together.

Themes : Breaking of fast Together

Date = 18-08-2013

Time (from) = 16-30 wib

Place = Space Multimedia room

For all SMP MUHI 1 Weleri hope for present
follow theme this.

We will wait presence you

Head School Headmaster

SMP MUHI 1 Weleri

Mr. Subarman

Example of Experimental Group's Student Worksheet on Pre-test (Sample 3)

STUDENT WORKSHEET

Name : Putri Kusumadewi Kurniawati

Class : VIII A

Student Number : 14

Theme : School Reunion

Announcement

To: Ex 7B. SMP Muhammadiyah 1 Weleri 2012/2013

We will have a "School Reunion":

- Place : SMP Muhammadiyah 1 Weleri

- Day : Sunday, 12th August 2013

- Time : 10 - 00 a.m

We hope you all come and don't be late, Thank you

ex committee class 7B

**Example of Experimental Group's Student Worksheet
on Post-test (Sample 1)**

STUDENT WORKSHEET

Name : IKHZA SKA P.

Class : VIII A

Student Number : 09

Theme : HALAL BiHalal

Announcement

To VIII A Students

STUDENT VIII A please come to Halal
BiHalal on:

Date : Kamis 9 Desember 2009
Time : 09.00 p.m.
place: school yard

Thank you !!

Yola:

[Signature]

**Example of Experimental Group's Student Worksheet
on Post-test (Sample 2)**

STUDENT WORKSHEET

Name : Riska Dewi Fitriana

Class : VII A

Student Number : 18

Theme : Breaking of Fast Together

Announcement

For : all teachers and student(s)

I hope you to come in program "Breaking of Fast Together."


This event will be held on :

Time Event : Breaking of Fast Together

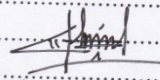
Date / time : 31st of August 2013 / 09:00 a.m

place : from Multimedia room

We hope your coming



OSRS chairman



Nantadia H.

**Example of Experimental Group's Student Worksheet
on Post-test (Sample 3)**

STUDENT WORKSHEET

Name : Putri Kusumadewi Kurniawati

Class : VIII A

Student Number : 14

Theme : School Art Exhibition

School Art Exhibition
For : All students SMP Muhammadiyah 1 Weleri
In order to celebrate Kartini day, we hold an event "School Art Exhibition". This event will be held on:
Date : Saturday, September 7, 2013
Time : 07.00 p.m
Place : Hall SMP Muhammadiyah 1 Weleri
Please come and enjoy the show!
Thank You
OSIS Chairman

Example of Control Group's Student Worksheet on Pre-test

(Sample 1)

STUDENT WORKSHEET

Name : KLUH A)

Class : 7C

Student Number : 10

Theme : ^{Mr. Wb.}
Assalamu'alamudlalu (WB) (wb)

TO: student SMP MUH 2 Weleri.

It is informed with ^{h r will be} HONOR (WB) (wb) held
ceremony celebration of Indonesian independence day
to 68 (WB) SCHOOL SMP MUHAMMADIYAH Weleri.
Students ^{and} teacher must come in time
07.00

Thank from ^{from} (WB) (wb)

NEHMA S.Pd

- Bate

Example of Control Group's Student Worksheet on Pre-test
(Sample 2)

STUDENT WORKSHEET

Name : Tifa Amanda

Class : VIII B (8B)

Student Number : 25

Theme : ~~Reti~~ School Reunion

ANNDUM CEMENT

TO: All students class ex 7A

✓ You are INVITED to come to school reunion that will be held on 20 August 2013 08.00 p.m.

It is hoped all 7A ~~student~~ students can come.

Thank you.

teacher

From class teacher eks 7A

former.

Example of Control Group's Student Worksheet on Pre-test
(Sample 3)

STUDENT WORKSHEET

Name : Indri Febriyanti

Class : VIII B

Student Number : 09

Theme : Breaking of Fast Together

ANNOUNCEMENT

TO: Students of smp Muhammadiyah Weleri

It is informed to all students of smp Muhammadiyah Weleri, that there will be Breaking of fast together, to: on

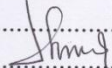
Day / Date: Saturday, 27 July 2013

Time : 04.30 - 10.00

Place : smp Muhammadiyah Weleri

It is hoped all students ~~to~~ can present in the event Breaking of Fast Together ~~with~~ on time.

From: Headmaster


B.P. Suparman S.Pd Pd.

Example of Control Group's Student Worksheet on Post-test

(Sample 1)

STUDENT WORKSHEET

Name : WIKHAR, SEPTEMBER

Class : 8B

Student Number : 10

Theme : BREKING OF FAST together
Announcement

TO = KILL B

Please come to our event that will be held:

DATE : 10 JUNE 2013

Time : ~~10:00 PM~~ 5 PM

Event : School Reunion

place : SMP MUA 1 wever

please come on time

Thank You
Class

Aady Jatmiko
2013
11

Example of Control Group's Student Worksheet on Post-test
(Sample 2)

STUDENT WORKSHEET

Name : TIFA Amanda P

Class : VIII B

Student Number : 25

Theme : School Reunion

Announcement

To: Aleksta (former student of VII A)

Attention, please! All KS 7A shall to hold school
Punishment class. It will be held in:

Day: Tuesday

Date/Time: 20 August 2013 / 19.00 P.M.

- Place: smp muh2 weleri

Please come to school Reunion.

Thank you for you coming. (D)

Class leader

~~Yumpadul Alfiah~~

**Example of Control Group's Student Worksheet on Post-test
(Sample 3)**

STUDENT WORKSHEET

Name : Indri Febriyanti^o

Class : VIII B

Student Number : 09

Theme : Halal Bihalal

Announcement

To: all students of SMP Muh 1 Weleri

It is information to all students of SMP Muh 1 Weleri that the school head master will hold event Halal Bihalal.

It is hoped to all student can come on that event that will be on:

Date / time: Saturday, 15 August 2013

Place : SMP Muhammadiyah 1 Weleri

It is hoped to all student can join our event without some obstacles.

Thank you.

School Head Master.

Superman S.pd.