



USING A GALLERY WALK TECHNIQUE IN TEACHING WRITING ANNOUNCEMENT TEXTS TO JUNIOR HIGH SCHOOL STUDENTS

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Abstract

The aim of this paper is to discuss the use of gallery walk technique in teaching writing announcement texts to junior high school students. This technique is applied to help the students in organizing their ideas. In addition, it allows the students to share and exchange thoughts in a small group discussion. Besides, the students can also take part actively. The different activity given helps them to reduce the boredom during seating for a long time. It is due to the students go around the class to solve the problem that posted in the chart. In conclusion, gallery walk technique can help the teacher in teaching writing an announcement text to the students.

Key words: *Writing, Announcement Text, Gallery Walk Technique*

A. INTRODUCTION

In educational system in Indonesia, English is included in a curriculum for both junior and senior high school levels. The objective of learning English for junior high school students is to achieve the level of knowledge and support them to communicate that language effectively. Furthermore, in learning English, there are four skills that have to be achieved by the students, one of which is writing. Writing is a process that allows students to elaborate their ideas and background knowledge creatively which are required in written communication. This supports by Jozsef (2001: 5) who says that writing is defined as the most complex human activities which implicates the development of a design idea, the capture of knowledge, and the experience with the subjects.

In the 2013 curriculum, functional text is one of text genres learned by junior high school students. It can be defined as a short text used for a particular purpose in the daily life. In this paper, the writer discusses an announcement text, defined as a statement in spoken or written form that makes something known

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publicly. It should be brief and could answer questions initialized by what, when, where, and who; besides, it often includes why and how.

Although announcement seems easy to write, most students still have difficulties when they are asked to make their own announcement. Based on the writer's experience in learning English at Junior High School, there are some problems faced by students in writing an announcement text. First, they have mindset that writing an announcement text is not important for them because the teachers only ask them to write the text without supporting them why they should write it. The next problem is the students spend more time to determine the idea of announcement text. Most of them over think about the idea that they want to explore. The other problem is the students' limited vocabulary in writing announcement. It is also the problem that should be carefully given attention by the teachers. In the process of learning writing an announcement text in the classroom, the teachers explain the definition of announcement text only by translating it word by word. They rarely introduce the students to the vocabulary mostly used in writing announcement.

The problem of technique in teaching announcement texts has been mentioned in several previous studies. As a result a variety of techniques in teaching announcement texts has been proposed. Putra and Rosa (2014) propose a scaffolding technique in teaching announcement texts, particularly in providing assistance to the students in ideas organization. Furthermore, Alisa and Rosa (2013) propose RAFT (Role, Audience, Format, Topic) as the strategy in teaching writing functional texts, including announcement texts. They found that RAFT can encourage the students' motivation in writing functional texts.

However, the problem also comes from the teachers' technique during teaching and learning process. The students may not be interested in learning writing an announcement text because some teachers sometimes give a passive method in the classroom. They do not prepare the interesting ways that can support the students in writing activity. Consequently, writing announcement text seems like uninteresting and the students are not motivated to follow the learning activity.

In order to help the students in writing an announcement text, the teachers should prepare a new method which can create the different learning style in the classroom. Moreover, the method given should be appropriate and effective for the students. In this case, gallery walk technique is appropriate applied in teaching writing announcement text. It is due to that gallery walk technique presents the interesting way in the process of learning. This technique is a way that forms the students to work in a small group discussion by going around the class and actively discussing the topic given in the chart or poster. Each group will rotate and criticize every problems / questions.

B. REVIEW OF RELATED LITERATURE

Writing

It is important to discover the researchers' opinion about writing. Hermawati (2013: 1) states that writing is a complex skill in which a writer should be able to use appropriate vocabulary and grammar in expressing his/her ideas. Moreover, Jozsef (2001: 5) adds that writing is a complex activity that involves the development of a designed idea, the capture of mental representations of knowledge, and of experience with subjects.

The definition above suggests that writing is not only the ability to use appropriate vocabulary and grammar, but also the ability to develop the idea, background knowledge, and experience with the subject to produce a good writing. Heaton (in Andrias, 2017: 8) states there are five general components that are necessary for writing: (1) *Language use* - the writer's ability to write the appropriate sentences; (2) *Mechanical skills* - the writer's ability to use the correct punctuation and spelling; (3) *treatment of content* - the writer's ability to think creatively and develop ideas; (4) *stylistic skills* - the writer's ability to manipulate the sentences and paragraph; (5) *judgment skills* - the writer's ability to write in appropriate manner for appropriate purpose and to consider the readers by giving the relevant information.

Moreover, writing is also considered as a craft and a difficult skill (Stott et al., 2001). Writers do not only think something to express, but they also have to show their struggling with the words on paper. This makes writing a complicated skill because the writers need to have patience, strength of purpose, and skill in making a perfect writing. In addition, Rosa (2007) also mentions difficulties faced by the students, especially the learners' foreign language, include translating their native language to the target language, producing ideas and organizing them systematically.

Writing is an incessant process of thinking, organizing, rethinking, and reorganizing (Boardman et al., 2002). During writing, the writers do such processes continuously. They rethink and reorganize what they have written. This idea is supported by Marulafau and Al-Hafizh (2013: 22) who state that writing is a process that includes organized steps which are planning (setting goals and generating ideas), organizing (organizing information and selecting appropriate language), drafting, revising, and editing.

Based on the definition above, it can be concluded that writing is a process of sharing information, message, ideas, and thoughts by choosing the correct vocabulary and grammatical structure. Moreover, in order to produce a good writing, writers need to do several stages such as planning, organizing, drafting, editing, and final version.

Announcement Text

Announcement is one of the texts that is closely related to people. Every day, people listen to or read announcements. Oral announcement can be heard in mosques, airports, markets, and other public places. Written announcements can be found in public places and mass media (printed and electronic media).

Announcement is a text that contains a statement in spoken or written form that makes something known publicly. This is in line with Aulia (2017) who states that announcement is something spoken or written aimed at announcing the important information to the readers/listeners. Therefore, announcements function to inform people what has happened or what will happen.

Announcement plays a very important role in all of parts of human's life, particularly in the field of education. Considering its important role, an announcement text is taught to the students from Junior High Schools level up to universities. Because announcement text is related to students' life, in terms of helping them in accomplishing their daily tasks, it belongs to a functional text. This is in line with Halliday and Hasan (1985) who argue that "text" means a communicated language, and "functional" means that language does a task in certain context or takes a role in certain context."

Moreover, different texts will have different generic structure. The generic structure of announcement text is composed of two elements: the sender and the content. The sender is the institution or the person that makes the announcement. Furthermore, the content is the information that will be planned. The content includes the topic, time, and place. The following figure shows the sender and the content of announcement text.

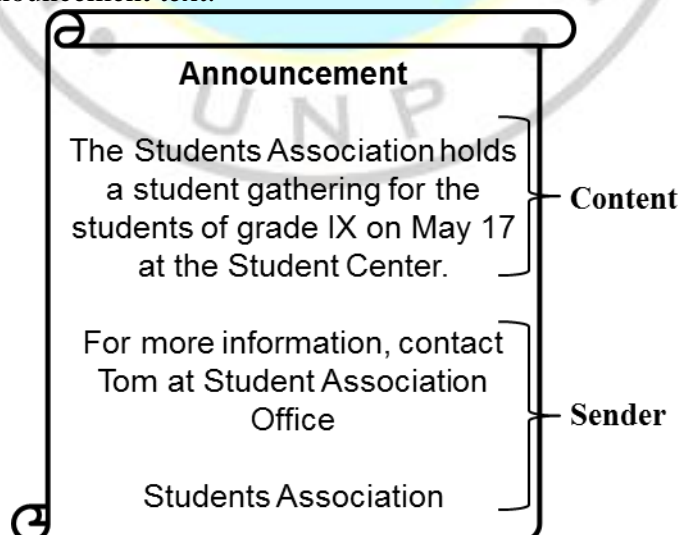


Figure 2.1 Example of announcement text (Adapted from Putra and Rosa, 2014)

The announcement text displayed in Figure 2.1 is composed of content that includes the topic (student gathering for the students of grade IX), time (May 17),

and place (the Student Center). Meanwhile, the sender is the institution (Students Association).

Another element that is important to be discussed is lexicogrammatical features of announcement text. The first feature is the use of simple present tense and simple future. The use of simple present is to show that any announcement should contain a truth, and the use of simple future indicates the action that will be taken or the event that will be conducted in the future time.

Gallery Walk Technique

Gallery walk consists of two words, they are gallery and walk. Gallery is a space for displaying chart/poster. Meanwhile, walk means an action where someone moves to another side. Therefore, gallery walk can be understood as a cooperative learning technique used in the classroom in which the teacher devises several questions/problems and posts them on the walls, and the students look at them carefully and talk about the questions/problems that are posted on the wall.

Moreover, France in Mulyani (2014: 20) states that gallery walk is a teaching technique that involves all the students to follow the activity actively and walk around the class in discussing the important subject. Hogan et al. (2011) state that gallery walks are utilized in creating the new atmosphere in the classroom. It means that gallery walk technique presents different condition where the students have team work to discuss problems or questions that are posted on the wall.

In addition, gallery walk is defined as the instructional activity which the students go around the class and actively contribute the activity by examining, questioning, exchanging ideas, responding to the peers, and formulating their own thoughts (Taylor in Sujannah and Utami., 2017).

Moreover, Bowman (2005) explains the general instructions of gallery walk. In her article, she proposes several instructions that can be used in implementing a gallery walk in the classroom. The first step is taping the charts. Before the learning process begins, the teacher tapes a number of large sheets of chart onto the walls. It is better to space the chart pages to make the students move to other charts. The second step is labeling. The teacher labels each chart with a question, statement, or issue related to the topic being discussed. The topic must be appropriate with the learning topic as listed in the lesson plan. The third step is students' writing. In this step, the students walk around the classroom writing their responses based on contents of the charts. They give their own opinion about the topic/issue. The teacher assigns a direction to move or the students can move randomly. The last step is writing the results of the students' observations on the chart. After the students have written on all the charts, they take a gallery walk, read the chart and write down their observations on the worksheet.

C. DISCUSSION

Teaching Preparation

Before the teacher teaches writing an announcement text, the teacher must have good preparation which can be seen from the way the teacher prepares the lesson plan. In the lesson plan, the teacher prepares whatever is needed for teaching process. The lesson plan consists of core competence, basic competence, indicators, objectives, learning materials, teaching and learning activity, media, and evaluation. Preparing lesson plan prevents the teacher from getting confused when they are teaching. Moreover, lesson plan helps the teacher manage the time allocation and match the time with the activity. It helps the learning to be more effective.

The Procedure of Teaching Writing Announcement Text by Using Gallery Walk Technique

a. Pre-teaching Activity

The opening learning activities by using a gallery walk are almost same with the activities by using other techniques, such as greeting the students, motivating them, and explaining the learning objectives. However, the activity is different when brainstorming is carried out. Brainstorming activity is conducted in a specific way. First, the teacher should encourage the students' background knowledge about announcement by showing pictures containing the information of the setting where and when the announcement can be found. The setting should be the place that might ever be visited by them. These pictures can help the students to relate the topic with what they have found in their real life. Besides, it is also expected that, through these pictures, the students can recall their memories related to the pictures.

b. Whilst Teaching Activity

In this stage, the learners will pass three steps such as; pre-writing, whilst writing and post writing. In the pre-writing activity, the teacher introduces the students about announcement text by playing the video which contains the example of announcement text together with its social function, generic structure, and lexicogrammatical features. Playing the video supports the students to get the ideas as their reference or source of information before they start to write their own announcement.

The next activity is whilst writing during which a number of activities can be applied such as observation, questioning, exploration, association, and communication. Such activities are the systematic activities used in the learning process based on the 2013 curriculum.

During the observation, the students will observe the announcement text. Observing can be done by displaying an announcement text and then instruct the students to read the text (the text can be seen in appendix 2). In order to encourage

the students' critical thinking, teacher should highlight the important parts such as the generic structure and lexicogrammatical features.

After observing, the students do the questioning activity. From the text that they have observed, the students may ask some questions to the teacher. The highlighted text can encourage them to convey their opinion. Questioning is also one of beneficial activities that support the teachers to apply the students-center where the students are stressed to be more active than the teachers.

The next activity is exploring/collecting information. In exploring, the students collect more important information and other examples of announcement text. The collecting information can be done by searching from the internet or reading book or practicing some exercises. The learners can work in pairs. Exploring activity can increase students understanding about the topic and find more sources variation of the text.

After exploring activity, the teacher associates the announcement text to the students. In associating, the teacher teaches the students writing their own announcement text through gallery walk technique. They will be given 15-20 minutes to work in group. The teacher divides the students into several groups and then asks them to choose the leader of group. During that time, the teacher can tape some charts on the wall. Before doing the activity, the teacher introduces the gallery walk, the rules of activity, and the procedure of activity to the students.

c. Post Teaching Activity

Post teaching is the closing activity in which the teacher concludes the lesson or asks the students to convey the lesson materials that they have learned. Moreover, the teacher also re-explains the topic that has been taught to remind the students.

Furthermore, to see how far the students master the topic during the learning process, the teacher can check it by giving a quiz or giving homework if the time is limited. Those activities are beneficial to remind them about the topic. After giving them homework or quiz, the teacher closes the class.

The Advantages of Using Gallery Walk Technique in Writing Announcement Text

The writer founds several advantages from implementing a gallery walk technique in teaching announcement texts. *First*, this technique allows the students to have a small group discussion which is beneficial in the learning process because it helps the students to share and exchange their ideas more easily. This idea is supported by Brewer (1997:22) who says that small group discussion is aimed to create the new thought and support the analysis of factual information and expand the open-mindedness through new attitudes and belief to accept the others' opinion. Moreover, group discussion is better for the students

that have high anxiety in proposing their opinions in public because they are more confidence sharing ideas with friends.

Second, a gallery walk technique supports the students to actively participate in the activity. It builds the students' participation by going out from their seats and getting involved in the process of learning. Tatar in Abdullah et al. (2011: 62) proposes that active participation gives good impact to students in achieving the effective learning and has beneficial role to students' success in education and personal development in the future.

Third, a gallery walk is an effective technique used in teaching. It is due to the fact that this technique can be applied for 15 minutes ice breaker or project involving graded oral or written reports and variety of class size. Moreover, the media used are simple. An effective technique is very important and helpful in teaching. The importance of effective teaching technique is confirmed by Starc, Rodica, and Konda (2015: 57) who argue that selecting an effective teaching technique is very important in teaching because a technique as one of the instruments in delivering knowledge and skills must correspond to the current subject matter. Therefore, incorrect choice of teaching technique may result in ineffective teaching.

Fourth, a gallery walk technique makes writing announcement more interesting and fun. It requires the students to move around the classroom and make them more relaxed. Different activities during the implementation of a gallery walk technique can decrease their boredom that sometimes results from being seated for a long period of time. Consequently, it increases the students' motivation that is essentially needed in learning process. According to Rehman and Haider (2013: 140), motivation is important because it provides energy which can increase the speed of work and the performance of the learning. Students' motivation impacts to the way they learn. If they do not have high motivation, they cannot be really excited to follow the activity.

In addition, Sujannah and Utami (2017: 261) mention the advantages of applying a gallery walk technique. *First*, a gallery walk technique helps to build a powerful learning community. It promotes the students' participation in the process of learning. They can communicate and exchange their ideas. *Second*, it promotes Self-Regulated Learning (SRL). It means that the students actively take part in order to improve their learning. *Third*, it gives more opportunities for learning. During the implementation to understand the topics, the students can also learn from their classmates beside from the teacher. *Fourth*, it helps to develop the creativity. The students have a freedom to show their main points through many kinds of visual presentation.

D. CONCLUSION AND SUGGESTIONS

Conclusion

Writing is a productive skill. The writers should be able to integrate ideas, knowledge, and experience with the subject and use the appropriate grammar and vocabulary in order to produce the perfect writing through some process of writing such as planning, multiple drafting, revising/editing. Moreover, junior high school students should have ability in writing functional texts.

One of which is announcement text. Announcement is a text that contains a statement in spoken or written form that makes something known publicly. However, the students still face several problems in writing the text. The problem also comes from the teachers' technique used in learning process.

Suggestion

From the conclusion above, the writer suggests English teachers to use the appropriate technique that makes the students motivate to write. Using gallery walk technique can help the students to organize their ideas to write. In addition, it supports them to exchange their thoughts through small group discussion. Besides, the media used is simple and interesting. It can encourage the students to participate the activity by walking around the classroom. Consequently, the process of learning is not boring and they can be excited and fun.

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