

CHAPTER I

INTRODUCTION

This chapter presents background of the study, problem of the study, objective of the study, significance of the study, scope and limitation, and definition of key terms.

A. Background of the Study

There are four basic English skills; those are speaking, listening, reading, and writing. Moreover, writing is considered to be the most difficult skill in English lesson. Depend on Richards and Renandya (2002:303), writing is the hardest skill for second language learners to be mastered since second language learners have to put attention to various aspects of writing. For addition, Crystal (2005) states that lack of visual contact means that participants cannot rely on context to make their meaning clear; nor is there any immediate feedback. Most writing therefore avoids the use of deictic expressions. which are likely to be ambiguous. Writers must also anticipate the effects of the time-lag between production and reception, and the problems posed by having their language read and interpreted by many recipients in diverse settings.

Writing becomes the most difficult language skill in English lesson. In writing process, it always needs thinking, imagine and creative skill. Not only thinking, imagine and creative skills but also it is required right way or rule. Sometimes they feel confused what they have to write and even they have the ideas but they do not make sure in grammatical or the structure in English. One of language skill thatstudents or learners should master and develop is writing. It is

the one of ways to give information to others. According to Raimes (1983: 4) writing is also media of communication that can help us to have good socialization; we can express our idea, feeling, and our opinion through written language. Through writing activity, we can develop our thinking knowledge, and our ability in English such as grammar and vocabulary.

Writing is important skill that students should be known and mastered. The condition in teaching learning process at school, writing is still difficult to be learned by most students in school. It is important for them, especially in mastering short functional text. One of short functional texts which most students must be mastered is narrative text. narrative is statement in written form that makes something announce publicly.

Writing is also difficult skills for the students to acquire as writing requires a number of skills and conventions like organizing and developing ideas and information, choosing the right vocabulary accurately to eradicate the ambiguity of meaning and also the practice of accurate grammatical devices to focus and emphasize ideas (Yunus et al., 2013). With the result that writing can be interpreted as systematic words, so that the information reached can be understood by the reader. The writer who wants to convey the ideas need to be able to organize the use of words in sentences. It is not easy because not always all readers understand someone's written language.

Writing skill can be improved well using certain technique. The technique that needed to improve writing skill is to express ideas and organize words into good sentences. One technique that can make students feel easy to write and

organize their ideas is gallery walk. The technique of gallery walk is one of the strategi that effective in teaching writing. Khairunnisak & Rusdi, Rosa (2018) state that 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.

Based on that reasons, the writer interested in conducting a classroom action research entitled *Improving Students' Writing Ability of Narrative Text through Gallery Walk (a Classroom Action Research) of the First Grade of SMA Negeri 4 Kediri in 2020/2021 Academic Year.*

Based on the explanation above, the writer interested in conducted are search entitled: **Improving Students' Writing Ability of Narrative Text through Gallery Walk.**

B. Research Question

Based on the identification study above, the researcher tries to improving student's ability in writing of narrative text through gallery walk for first grade of SMA Negeri 4 Kediri. Therefore, the problem is "How can gallery walk improve students' ability in writing narrative text at first grade of SMA Negeri 4 Kediri?"

C. The Objective of the Study

The objective of the study is to find out the significant improvement student's ability in writing narrative after using gallery walk technique at first grade of SMA Negeri 4 Kediri.

D. Significant of the Study

1. For Teacher

Teacher can use the strategy to improve the students in writing ability especially in narrative text by applying gallery walk. Applying this method, teacher gets appropriate method to improve in teaching learning.

2. For Students

The application of gallery walk can make students more interested in teaching learning process. Moreover, it helps students to improve their ability in writing narrative.

3. For Researcher

The result of the study can answer the curiosity about the applying of gallery walk to teaching writing narrative text.

E. Scope and Limitation

This study concentrates on the use of gallery walk in teaching writing narrative text. Narrative text includes in short functional text. In this study, narrative text is taught for first grade students at SMA Negeri 4 Kediri in a short form not for complex form.

F. Definition of Key Terms

1. Writing

Writing is a communication formed by text to deliver idea, concept, or intention.

2. Narrative Text

Narrative text is a text that tells an event or past story, either it is actual or fictional, by using time sequence. Communicatively, narrative text aims to inform the reader about an event or story that ever happened in past.

3. Gallery 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.