

## CHAPTER II

### THEORITICAL REVIEW

#### A. Teaching Writing

Teaching writing is a combination of several activities to teach students how to express the ideas or the imagination in writing forms. In those activities, usually teacher applies some relevant materials to the students. It is very important for the teacher to provide the materials which are relevant to the students interest and needed because those materials can motivate students in learning writing. As we know that the principal purpose of teaching writing is to make students can express their ideas, thoughts or feeling on the papers meaningfully. So, in teaching writing, teachers should focus and apply some improvisations if needed to make teaching learning writing process interesting for students in order to achieve the basic purpose of teaching writing above.

Raimes states that teaching writing is a unique way to reinforce learning.<sup>1</sup> Referring to that statement, teaching writing can be a good step in teaching, teaching speaking skill for instance. It is because in teaching writing, students are hoped to be able to express their ideas or thoughts on the papers. It is like in speaking is in oral language. It means that teaching

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<sup>1</sup> Ann Raimes, *Technique In Teaching Writing* (New York: Oxford University Press, 1983), 3.

writing is very important in order to build students language skill. Therefore, teacher should know the problems which is faced by the students during teaching learning process in order to know the appropriate ways to overcome the writing problems in writing class.

## B. Writing

### 1. Definiton of Writing

Writing is a process when the people want to show the ideas on their mind into written language. In a process of writing people use the words to express their feeling or idea into written to communicate with each others. It will convey the feelings, idea or information from the writer to readers. In the Glorious Qur'an, Allah SWT state in surah Al-Qalam:1 :

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

“Nun. By the pen and that which they write (therewith)”. (Qs:Al-Qalam:1)<sup>2</sup>

The word *Al-Qalam* ( ) means, a type of pen used for writing. The verse on above contains an order to write by using *Qalam* (pen). Writing is a great gifts coming from Allah. Writing has a function as a means to understand human interest. By writing, one generation can

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<sup>2</sup> Muhammad Marmaduke Pickthall, *Roman Transliteration of The Holy Qur-'aan: With Full Arabic Text* (Pakistan: Qudrat Ullah CO, 2011), 68.

gives their knowledge to the next generations. If there are not writing, the knowledge will be lost. Because writing contains the idea, desire and expression that want to be expressed. It show that writing is have the important roles for lives.

There are some many experts who have given definition about writing. Raimes states writing is activity that gives a chance for the students to be adventured with the language. It can help the students to learn grammar, idioms and vocabulary.<sup>3</sup>

Byrne states that writing is the process of communication that introduces graphic symbols such as word, and sentence later formed become good paragraph that convey a message to the readers.<sup>4</sup>

Ajuriaguerra and Auzias in Hartley defines that “Writing is graphic representation using conventional, systematic, and recognizable signs. It is method of recording our ideas and memories, it is also a method of exchange, a medium of communication between ourselves and others.”<sup>5</sup> While Harmer states “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.”<sup>6</sup>

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<sup>3</sup> Raimes, *Technique In Teaching Writing*, 3.

<sup>4</sup> Donn Byrne, *Teaching Writing Skills: New Edition* (London: Longman Group UK Limited, 1988), 1.

<sup>5</sup> James Hartley, *The Psychology of Written Communication* (London: Kogan Page Limited, 1980), 68-69.

<sup>6</sup> Jeremy Harmer, *How to Teach Writing* (London: Pearson Longman, 2004), 3.

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. Other than, writing is a system of human communication which represents symbol. Through writing, people give information to the readers. In other words, writing is media in which the thought and ideas are organized in sentence. That is why writing has to be taught because it is important toward our lives.

## 2. The Process of Writing

Writing is a never one-step action. Writing as one of productive skills which needs a process. This process required writer to write in sequence stages. When the students first write something, they have already thinking about what to say and how to say it. Then after the students have finished writing, they are read over what they have written and make changes and corrections. The writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft. Linse defines “The process writing approach involves the process-steps necessary to produce a good quality final piece of writing.”<sup>7</sup>

Oshima and Hogue states the process of writing has roughly four steps. In the first step, you create ideas. In the second step, you organize

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<sup>7</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learners* (New York: McGraw-Hill Companies, Inc., 2005), 101.

the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revisions.<sup>8</sup>

According to Harmer, in producing a writing matter, there is a process can be affected by the content (subject matter) of the writing, the types of writing, and the medium it is written in. There are four elements of the writing process.<sup>9</sup>

a. Planning

Before starting to write or type, students should try and decide what it is they are going to write. For some writers this may involve making detailed notes. For others a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since they may do all their planning in their heads.

At this stage, writers must think about three main issues, those are the purpose, audience (reader), and content structure. In the first is the purpose of writing will influence not only the type of text which writers wants to produce, but also the language which writers use, and the information which writers choose to include. Secondly, teh writer must think of the audience will influence not only the shape of the writing (how it is laid out or how the paragraph is structured). Thirdly, writers have to consider the content structure of

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<sup>8</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writing: 3<sup>rd</sup> Edition* (USA: Pearson Longman, 2007), 15.

<sup>9</sup> Harmer, *How to Teach Writing*, 4.

the piece. It means that the writers have to consider how best to sequence the fact, ideas, or argument in their writing.

Planning will help you as a writer. It will give shape to your task; it will break it down into separate stages so that you do not feel you are setting out toward some impossibly distant final goal; it will enable you to measure your progress. Planning will also help in your reader.<sup>10</sup>

b. Drafting

Draft is the first version of a piece of writing. K. Brown and Hood states “The drafting stage is where you really begin writing. The most important thing here is to get words onto paper.”<sup>11</sup>

After you have finished in planning, you can continue to the next step (drafting). In the first draft on your paragraph, the students have to use the ideas from planning as a guide as you write, remember to :

- 1) Begin with a topic sentence that states the main ideas.
- 2) Stick the topic doesn't include information that doesn't directly support the main idea.
- 3) Arrange the sentences so that the other ideas make sense.

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<sup>10</sup> Martin H. Manser, *The Facts on File Guide To Good Writing* (USA: Facts On File, Inc., 2006), 36.

<sup>11</sup> Kristine Brown and Susan Hood, *Writing Matters Writing Skills and Strategies for students of English* (USA: Cambridge University Press, 1989), 14.

4) Use signal words to help the reader understand how the ideas in your paragraph connected.

c. Editing (revising)

Once students have produced a draft they then, usually, read through what they have written. It is almost impossible to write a perfect paragraph on the first draft. Perhaps the order of information is not clear or the discourse marker is wrong. The way to revise and improve the first draft is called editing. In this stage the students edit their own or their peer's work with correcting errors in grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material. Reflecting and revising are often helped by other readers (or students) who comment and make suggestions. Another readers reaction to a piece of writing will help the writers to make appropriate revisions.

d. Final Version

Once students have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. The final step of the writing process is publishing.

The students might decide to represent these stages in the following way :<sup>12</sup>

**Planning   ➡   Drafting   ➡   Editing   ➡   Final Draft**

### 3. Genres of Writing

According to Brown, there are three main genres of writing :<sup>13</sup>

- a. Academic Writing: papers and general subject reports, essays, compositions, academically focused journals, short-answer test responses, technical reports, theses, dissertations.
- b. Job-related Writing: message, letters/e-mails, memos, reports, schedules, labels, signs, advertisements, announcements, manuals.
- c. 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.

## C. Announcement

### 1. Definition of Announcement

Announcement is closely related to people. Every day, people listen to or read announcement. Oral announcement can be heard in school, mosques, airports, markets, and other public places. While,

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<sup>12</sup> Harmer, *How to Teach Writing*, 5.

<sup>13</sup> H. Douglas Brown, *Language Assessment Principles And Classroom Practices* (New York: Longman Pearson, 2004), 219.



written announcement can be found in public places and mass media (printed and electronic media). Anderson stated that “An announcement is a short, spoken message. The announcement could be made at a meeting or on radio or television (like an advertisement). An announcement is an exposition when it has the purpose of persuading the audience to do something by presenting a point of view.”<sup>14</sup>

Announcement is a statement in spoken or written form that makes something known publicly. This is in line with Batubara who states that announcement is something spoken or written aimed at announcing the important information to the readers or listeners. Therefore, announcement functions to inform people what has happened or what will happen.<sup>15</sup>

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 School 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 who argue that “text is communicated language”, while

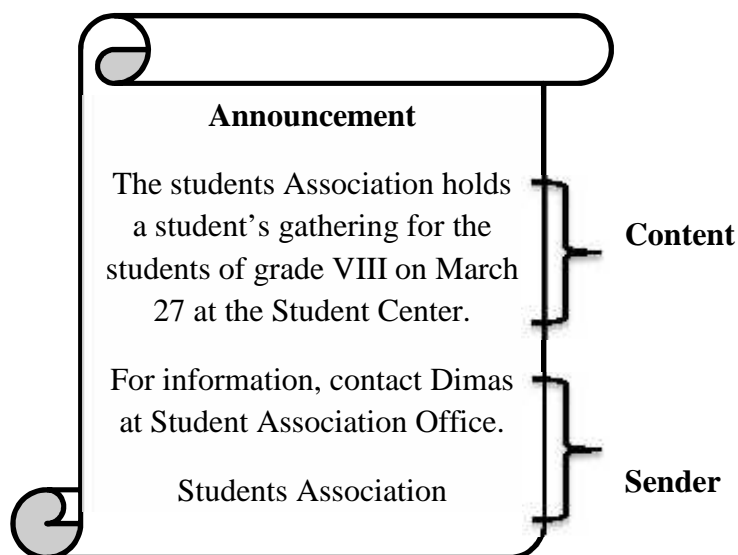
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<sup>14</sup> Mark Anderson and Kathy Anderson, *Text Types in English 1-2* (Australia: MacMillan Education Australia PTY.LTD, 1997), 141.

<sup>15</sup> Fahmi Aulia Batubara, “Improving Students’ Ability In Writing of Announcement Through Gallery Walk Technique”, (Ph.D. Thesis, University of North Sumatra, Medan, 2017), p. 19.

“functional means that language does a task in certain context or takes a role in certain context.”<sup>16</sup>

Moreover, different text 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.



Picture 2.1

Example of Announcement Text (Adapted from Putra and Rosa)<sup>17</sup>

<sup>16</sup> M. A. K. Halliday and Ruqaiya Hasan, *Language, Context, and Text: Aspects of Language In a Social-semiotic Perspective* (New York: Oxford University Press, 1985), 10.

<sup>17</sup> Widodo Prima Putra and Rusdi Noor Rosa, “Using The Scaffolding Technique To Help Junior High Students In Organizing The Idea In Writing Announcement Text”, *ELT Forum: Journal of English Language Teaching*, Vol. 2, No. 3 Series A, (June, 2014), 28.

The announcement text displayed in Picture 2.1 is composed of content that includes the topic (students gathering for the students of grade VIII), time (March 27), and place (the Student Center). Meanwhile the sender is the institution (Students Association).

According to Bailey and Walker cited by Mulyani 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.”<sup>18</sup>

## 2. The Kinds of Announcement

Based on the using of language and the announcement comes from, there are two kinds of announcement :<sup>19</sup>

### a. Formal Announcement

Formal Announcement is a kind of announcement that use formal language, usually this announcement is an announcement from office, and others.

### b. Informal Announcement

Informal Announcement is a kind of announcement that use informal or daily language, usually this announcement is from personal, and others.

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<sup>18</sup> A'in Ratna Mulyani, “Teaching Written Announcement Through Gallery Walk Technique”, *ELT Forum: Journal of English Language Teaching*, Vol. 3, No. 1, (June, 2014), 33.

<sup>19</sup> <http://febrinapn.blogspot.com/2011/01/announcement.html>

Based on the way to make, there are two kinds of announcement :

a. Written announcement

Written announcement is a kind of announcement that is made by written.

b. Oral announcement

Oral announcement is a kind of announcement that is directly said by the announcer.

From the definition above, 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 about giving the news of birth, a wedding, or other events.

In this study, the researcher will uses written announcement as a instrument in data collection to know students ability in writing Announcement Text using Gallery Walk Technique.

## D. Gallery Walk

### 1. Definition of Gallery Walk

Based on Silberman cited by Lestari, Gallery Walk is a presentation method in which individual learners or groups display their work products (often on posters) and then walk around the room viewing each others work. They may be asked to provide feedback to the group of individual who created the work.<sup>20</sup> Form Silberman statement means Gallery Walk allows students to be actively engaged as they walk through out the classroom. They work together in small groups to share ideas and respond to meaningful questions, images, and problem-solving situations or text.

According to Francek defined Gallery Walk as “a discussion technique that gets students out of their chairs and actively involved in synthesizing important science concepts, writing, and public speaking.”<sup>21</sup> This technique also cultivates listening and team-building skills. Hogan state that Gallery Walks are utilized in creating the new atmosphere in the classroom.<sup>22</sup> It means that Gallery Walks technique presents differen

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<sup>20</sup> Desi Lestari, “The Effect of Gallery Walk Strategy On The Students Ability In Writing Descriptive Paragraph”, Ph.D. Thesis, University of North Sumatra, Medan, 2017), p. 17.

<sup>21</sup> Mark Francek, “Promoting Discussion in the Classroom Using Gallery Walks”, *NSTA WebNews Digest: Journal of College Science Teaching*, Vol. 36, No. 1 (August, 2006), 27-31. Available at <https://www.nsta.org/publications/news/story.aspx?id=52391> [Accessed December 2018].

<sup>22</sup> John Patrick Hogan, and Dan Cernusca, “Integrating Gallery Walks and Wikis in a Synergic Instructional Activity: An Exploratory Study of Student’s Perceptions”, *ASEE PEER* (June, 2011), 4. Available at <https://peer.asee.org/18229> [Accessed December 2018].

condition where the students have team work to discuss problem or questions that are posted on the wall.

## 2. The Procedure of Gallery Walk

According to Francek, there are some steps of teaching writing using Gallery Walk technique. The common procedures in conducting a Gallery Walk are :<sup>23</sup>

- a. Select text. Select the text (e.g. quotations, images, documents, or students work) you will be using for the Gallery Walk. You could also have students, individually or in small groups, select the text for the Gallery Walk.
- b. Organize text around the classroom. Text should be displayed “Gallery-Style” in a way that allows students to disperse themselves around the room, with several students clustering around a particular text. Text can be hung on walls or placed on tables. The most important factor is that the text are spread far enough apart to reduce significant crowding.
- c. 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,

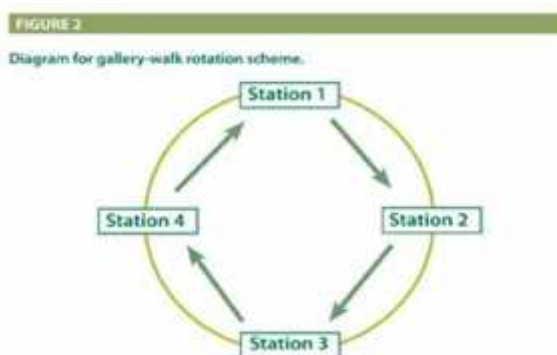
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<sup>23</sup> Francek, *Promoting Discussion in the Science Classroom Using Gallery Walks*. Vol 36, 27.

self-supporting flip charts, whiteboards, or even on pieces of loose-leaf paper placed on walls or desks spaced throughout the classroom.

- d. Group students, assign roles, and stress team building. After explaining the basics of how to conduct a Gallery Walk, arrange students into some 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 groups comments. The role of recorder should switch at each station.
- e. 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.
- f. 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. Besides that, the instructor records any misconceptions or lapses for later discussion during the groups final.

- g. 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 oral report should not exceed five minutes in length. During the presentation, the instructor reinforces important concepts and corrects misconceptions and errors.



Picture 2.2

The Picture of Gallery Walk Technique (Francek)<sup>24</sup>

### 3. Gallery Walk Technique in Teaching Writing

Bowman suggests the general instructions for teaching using Gallery Walk as follows:<sup>25</sup>

- a. Tape a number of large sheets of papers to the wall of the training room. Space the chart pages so that learners can walk from one chart to another.

<sup>24</sup> Francek, *Promoting Discussion in the Science Classroom Using Gallery Walks*. Vol

<sup>25</sup> Bowman, *The Gallery Walk: An Opening, Closing, and Review Activity*, 1.



- b. Label each chart with question, statement, or issue related to the topic.
- c. Learners walk around the room writing their responses on the charts.
- d. Assign a direction to move or they can move randomly. They can do the activity as individuals or in groups.
- e. 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.
- f. Finally they discuss the activity with the whole group.

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 :

- a. The teacher ask the students some questions related to the Gallery Walk.
- b. The teacher and the students discuss about how to use the Gallery Walk in writing activity.
- c. The class is divided into five-six groups.
- d. In class there will be provided with example of announcement text and question.

- e. Each group will rotate from station one to six to answer all questions based on the example of announcement text on the answer sheet in a given time.
- f. After all groups have finished rotating and answering all questions, there will be class discussion.
- g. Then, still in groups, students try to make an announcement text.
- h. After that, they stick their group works on the wall.
- i. 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 feedback or comment to the other groups works.
- j. Then they go back to their desks and do a class discussion.
- k. Individually, students try to make their own announcement text. Their individual assignment will be assigned as a post-test of Gallery Walk technique.

## **E. Hypothesis of Study**

According to Nunan defined that "Hypothesis is formal statement about an expected relationship between two or more variable which can be tested

through an experiment.”<sup>26</sup> There are two hypothesis in this study and the hypothesis are as follows :

$H_a$ : There is an effect of the use Gallery Walk Technique on the students ability in writing announcement text.

$H_0$ : There is no effect of the use Gallery Walk Technique on the students ability in writing announcement text.

## F. The Previous of Study

1. *The Effect of Gallery Walk Strategy on The Students' Ability In Writing Descriptive Paragraph at MAS AL ITTIHADIAH* by Desi Lestari 2017 Department of English Education Faculty of Tarbiyah And Teachers' Training State Islamic University of North Sumatra Medan. This research is aimed to know students ability in writing descriptive paragraph that was taught by using gallery walk strategy with students ability in writing descriptive paragraph that was taught by using lecturing method toward on students ability in writing descriptive paragraph at MAS Al-Ittihadiyah Medan 2016/2017 Academic Year.
2. *The effectiveness of Gallery Walk To Teach Speaking Viewed From The Students' Self-Esteem at SMAN 3 Cilacap* by Hariyati Majiasih 2012 English Education Departement Graduate School Sebelas Maret University. This research is focused on the used of Gallery Walk

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<sup>26</sup> David Nunan, *Research Methods in Language* (USA: Cambridge University Press, 1992), 230.

Technique to interest and motivate at Senior High School 3 Cilacap students of grade eleventh in teaching speaking. The results showed that the research successfully improved the students ability in speaking.

3. *Enhancing Students' Speaking Skill Through Gallery Walk Technique at SMA Muhammadiyah (plus) Salatiga* by Farrah Zakiya Anwar 2015 English Education Department Teacher Training and Education Faculty State Institute for Islamic Studies Salatiga. This research is aimed to describe the procedure of enhancing students skill by "gallery walk" technique at the first grade students of SMA Muhammadiyah (plus) Salatiga in academic year 2014/2015, to find out whether the "gallery walk" technique can enhance students speaking skill or not and also, to find out the extent of the use of "gallery walk" technique enhancing students speaking skill. The research method that is used in this research is classroom action research.
4. *The Effectiveness of Using Gallery Walk Technique On Students' Speaking Skill at MTs Yaspina Rempoa-Ciputat* by Nailah Rizka Apifah 2018 Department of English Education Faculty of Education Science University of State Syarif Hidayatullah Jakarta. The purposes of this study is to know the effectiveness of using gallery walk technique on students speaking skill at eight grade students Mts Yaspina Rempoa.

5. *Technique For Teaching Announcement Text at The Seventh Grade of SMP Negeri 1 Sambu* by Wildan Muhammad Yusuf 2016 Department of English Education School of Teacher Training Education Muhammadiyah University of Surakarta. The objective of this research is to describe the technique for teaching announcement text and to describe the advantages and disadvantages of technique for teaching announcement text faced by the teacher at the seventh grade of SMP N 1 Sambu in 2016/2017 academic year.