The Effectiveness of Gallery Walk Strategy
to Students' Writing Skill

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Abstract

The study aimed to examine the impact of the gallery walk technique on the writing skills of eleventh-grade students at SMA Muhammadiyah Kalosi Kabupaten Enrekang in the Academic Year 2022/2023. A quasi-experimental design was employed, with 60 students sampled purposively from two classes: VII-2 as the experimental group and VII-3 as the control group, each comprising 30 students. Data analysis, using t-tests at a significance level (α) of 0.05 and effect size calculations, revealed significant differences between the groups. The experimental group demonstrated a higher mean post-test score (79) compared to the control group (65.73), with a p-value of 0.000 < α = 0.05 and an effect size of 1.53. These findings support the efficacy of the gallery walk technique in enhancing students' writing skills, suggesting its potential integration into teaching practices. Recommendations include incorporating the technique into pedagogy and organizing professional development workshops for teachers. Further research could explore its long-term effects and applicability across diverse educational settings.

***Keywords:** gallery walk, writing, education*

1. Introduction

English as the international language is very important to be mastered by people in this era. In this globalization era, people have to collect and follow a lot of information in order not to be left behind by the development (Hursh, 2007). A lot of information can be obtained easily right now especially along with the development of technology. A lot of information is presented in written material such as newspapers, magazines, online article, and textbooks. Because of that, mastering English and writing skills are really beneficial to people in comprehending the written materials. To meet the demand of the globalization era,

Indonesian students are prepared by teaching them one of the most important subjects which is English.".

Language consists of four kinds of skills, namely reading, listening, speaking and speaking Writing, Listening and reading are referred to as receptive skills. While speaking and writing are referred to as productive skills. Writing is a skill that a person has to generate ideas and thoughts into writing, people can share experiences, explain opinions and suggest or advise readers to write (Bean & Melzer, 2021). This is also very important for education in dealing with their tasks such as reports, proposals and various scientific papers.

Writing skills emphasize writing methods (processes) not just written products, so these two things must be considered. Writing competence is also emphasized on the purpose and function of writing (see SK/KD in the syllabus). In the learning process, children learn from their own experiences, construct knowledge and then give meaning to that knowledge. Through a learning process that is experienced by themselves, finding themselves especially in groups, children become happy, so that interest in learning grows, especially learning English

Writing for foreign language learners requires a lot of effort to convey messages that are structured through several stages in written form(Grabe & Kaplan, 2014). Therefore, writing is one of the important English skills to be learned and mastered by students for several reasons. First, writing helps students express their ideas and share knowledge to explore their ability to think critically. Quality essay writing involves developing critical thinking skills. In addition, Quitadamo and Kurtz show that writing can improve students' critical performance through regular habits (Rauf, 2021). So, writing greatly affects critical performance because it builds ideas through writing.

Second, writing is a means of communication with humans in the form of writing. For example, making letters for communication with family, friends, relatives or other people, and being able to build good relations, both nationally and internationally by using the written form itself. It is undeniable that having good writing skills will help in communication and is very helpful in the workplace. Even in the digital era, writing is used to send emails and send

messages via smartphones. This is supported by Harmer who said that today's modern version of written communication or SMS is received via mobile phones. This means that writing can be used in various ways, both letters and electronic mail (E-mail). Therefore, writing is an important subject that must be learned to think critically, share ideas, and communicate with others to rule the world(Rashtchi & Khoshnevisan, 2020). With the importance of writing, the Indonesian government has categorized English as the first foreign language and has become one of the basic subjects taught in line at all levels of education from junior high school to university level. Mastery of writing English in Senior high school is one of the main focuses in English subjects. As quoted in the 2013 curriculum, one of the goals of teaching English in Senior High School is that students are expected to be able to develop students' writing skills in all types of writing. So, good writing and familiarity with any type of text is one of the learning outcomes. learning English in Senior high school(Rashtchi & Khoshnevisan, 2020).

In Senior high school, writing can be developed through various types of text, such as: analytical exposition text, descriptive text, recount text, and report text. Analytical exposition text is a new subject that will be studied by first year students in Junior High School (Muspitarini, 2019). Exposition text is paragraph that contains an explanation of something that intends to inform and aims to explain something to the reader. The form of writing factual information in the form of exposition (exposure to information) is very diverse. This is the purpose of expository writing that leads to telling, explaining, or explaining something that can be factual data, for example about a situation that actually happened, and about how things work(De Oliveira, 2011). However, many students think that writing good analytical exposition text is difficult because it is a new subject for students in learning English.

Several factors can be mentioned in relation to the problems faced by students. From the author's experience in teaching at SMA Muhammadiyah Kalosi Enrekang. The first problem relates to the student's mindset. Some students are overcome by fear and negative thinking that writing analytical exposition texts seems to be a difficult skill for them to learn because students have to balance

many things such as content (general structure), using right words, correct grammar, and organizing each one. respectively. paragraphs in detail to impress the reader and can imagine the object. Second, students find this challenge because they lack vocabulary and motivation. Some students said that explain something clearly is difficult, especially looking for words without using a dictionary, therefore students feel lazy to think, thus lowering their motivation to write or explain something.

In addition, students have difficulty in putting their ideas into words because they do not choose the right words without repeating them and must be written grammatically, and organize ideas clearly. Novita agreed that writing Analytical exposition is challenging, especially when explaining something, it must be clear and memorable for the reader. In addition, Rozimela et al. stated that students have five difficulties when writing Analytical exposition. First, students have problems in developing ideas where the paragraphs that students have written are ambiguous and unambiguous. Second, students have problems in organizing ideas to write Analytical exposition or generic structures cannot be mastered by students to identify and explain something clearly. Third, students have problems in grammar, namely they have difficulty in arranging words with the correct pattern. Fourth, students lack vocabulary. They face difficulties in developing ideas and hesitate to choose the right words. Fifth, have problems in using punctuation, spelling, and capitalization. Thus, students have difficulty in several aspects of writing Analytical exposition, such as content, developing ideas, grammar, vocabulary, punctuation, spelling, capitalization, and also generic structure.

Another reason why Analytical exposition is difficult comes from the technique in teaching. The process of teaching English in the classroom is passive. Students seem bored when trying to understand the lesson and do not catch the material clearly from the teacher's explanation. According to Richards, writing is the most challenging skill because it has to generate and organize ideas and even translate these ideas into readable text. Therefore, he argues that teachers have a responsibility to make guidelines in teaching. With this statement, the teacher's role is very influential in teaching writing by providing the right method so that

students understand the lesson well. From the difficulties that students face in learning English, finding the right technique in teaching is the best way to solve the problem. Nunan's statement that learning strategies will help students to develop critical thinking and academic cognitive. Therefore, using the right technique will help students understand the lesson better than before.

Choosing the right learning method can make students active and learning interesting. If a teacher succeeds in creating a learning atmosphere that can motivate and activate students in learning, it is likely that students will obtain learning outcomes as expected. For that we need an effective learning method that empowers students more. A learning method that does not require students to memorize facts, but a method that encourages students to construct in their own minds (Willingham, 2021). The fact found by researchers while teaching at SMA Muhammadiyah Kalosi Kabupaten Enrekang, the ability to produce and write texts for most students (65% of the number of students) is still relatively low. This may happen because students do not really understand the process of good writing and the teaching methods applied by the teacher do not help students develop their skills in writing English texts.

Therefore, the writer will use the gallery walk as a good technique to help students write analytical exposition text. As Francek said that the gallery walk technique is a discussion technique that makes students get up from their seats and be actively involved. In this technique, students find it easier to write Analytical exposition text and explore their ideas by thinking critically to provide arguments and comments on other students' work as feedback(Nelson, 2020). In addition, it will make students active and fun in learning by moving from one station to another. In accordance with Kolodner that students can work together and learn from others by providing feedback. That is, the gallery walk involves students in class activities. From the explanation above, it is hoped that the gallery walk strategy can develop students' understanding in writing. By implementing these strategies, it can help teachers and students to have more fun and enjoyment while teaching and learning in English classes. if, it can help students develop their writing skills. Therefore, the authors are interested in conducting a research

entitled " The Effectiveness Of GW Strategy To Students' Writing Skill At SMA Muhammadiyah Kalosi Kabupaten Enrekang".

There are many people including teachers, linguist, researcher and academicians have been conducting several researchers related to teaching and learning reading to improve students reading skills and abilities. Those previous researcher have their own characteristic and specification on the object of the research, the research methodology that used and the research variables. In order to help the writer conduct this research, the writer read some previous researches as the literacy review.

In the context of the research "The Effectiveness of Gallery Walk Strategy to Students' Writing Skill," which focuses on developing students' writing skills in English, there is a unique contribution compared to previous studies conducted by (As' ad, 2022; Shiang et al., 2017; Yani et al., 2017). This study specifically explores the use of the Gallery Walk method in the context of English language learning. Unlike previous studies that examined the effectiveness of the Gallery Walk method in subjects such as geography, Arabic language (writing), and accounting, this research expands its focus to the field of English language education. Consequently, this study provides insights into the applicability and effectiveness of the Gallery Walk technique in a broader educational context, emphasizing its flexibility and potential impact across various subjects and disciplines.

In the research on the effectiveness of the Gallery Walk method in English, the author may investigate various aspects of writing skills, including text structure development, idea generation, paragraph organization improvement, and vocabulary mastery. Through this research, the author can provide deeper insights into how the Gallery Walk method can enhance students' writing skills in English.

Additionally, this research can also explore how the Gallery Walk method can be utilized to encourage peer collaboration, provide constructive feedback, and develop critical thinking skills in the context of writing in English. Thus, this study has the potential to make a significant contribution to the literature on teaching and learning English, as well as the implementation of innovative teaching methods like Gallery Walk.

Moreover, Gallery Walk has been praised for its ability to foster collaboration among students, promote active engagement, and encourage critical thinking (Ferreira, 2020; Sawyer, 2014). By moving around the classroom, students engage with different writing samples, discuss ideas, and provide feedback to their peers. This interactive process not only enhances their writing skills but also cultivates a supportive learning environment where students learn from each other's perspectives. The goal of the research, as outlined in the abstract, is to evaluate the effectiveness of the Gallery Walk strategy in improving students' writing skills in English, thereby contributing valuable insights to the field of language education.

METHODS

This study employed a quasi-experimental design to investigate the effectiveness of the Gallery Walk technique on students' writing ability. Two intact classes were utilized—one as the experimental group, receiving instruction with the Gallery Walk technique, and the other as the control group, receiving traditional instruction. Pre-tests and post-tests were administered to both groups to assess writing proficiency. The study was conducted at SMA Muhammadiyah Kalosi Kabupaten Enrekang, involving eleventh-grade students as the population. Purposive sampling was employed to select 46 students from two classes. Data collection involved writing tests and questionnaires, with analysis conducted using SPSS software. The scoring rubric was utilized to assess writing proficiency, while Likert scales were used to analyze students' interests. Pre-test and post-test scores were compared using Two Samples Independent T-Test to evaluate the technique's effectiveness, and students' interests were categorized based on the Likert scale scores.

3. RESULT AND DISCUSSION

Gallery Walk has been acknowledged for its ability to enhance collaboration among students, encourage active participation, and stimulate critical thinking (Bean & Melzer, 2021). By moving around the classroom, students engage with different writing samples, discuss ideas, and provide feedback to their peers. This interactive process not only enhances their writing

skills but also cultivates a supportive learning environment where students learn from each other's perspectives.

The tests results were obtained from pre-test and post-test scores in each experimental class and control class through writing test. Each class has 30 students, so the total sample is 60 students. This method of assessment allows for a comprehensive evaluation of the effectiveness of the Gallery Walk strategy in improving students' writing skills in English. Additionally, the pre-test and post-test design enables researchers to measure the progress and growth of students' writing abilities over the course of the study (Keraghel et al., 2017).

The pre-test and post-test score from each class is described in form of percentage and data description in the following table:

Table 1. Percentage of Pre-test and Post-test Score of Experimental Class and Control Class

Score Band	Experimental Class				Control Class			
	Pre-Test		Post-Test		Pre-Test		Post-Test	
	F	%	F	%	F	%	F	%
50 - 60	6	20	0	0	17	56.7	7	23.3
61 - 70	16	53.3	3	10	11	36.6	15	50
71 - 80	8	26.7	13	43.3	2	6.7	5	16.7
81 - 90	0	0	12	40	0	0	2	6.7
91 - 100	0	0	2	6.7	0	0	1	3.3
Σ	30	100%	30	100%	30	100%	30	100%

Based on Table 1 shows that both of experimental class and control class have low score in pre-test scores with the scores 50-70. In experimental class, there are 6 students or 20% of students who gets score 50 – 60. Meanwhile, in control class, there are 17 students or 56.7% of students who gets score 50-60. It"s different from experimental class in which the most students score appeared are 61-70. The total frequency are 16 students or 53.3% of students. In control class, only 11 students or 36.6 % who gets scores between 61-70. In addition, there are 8 students or 26.7% of experimental class who gets score 71-80 while in control class only 2 students or 6.7% who gets that score. At the first meeting, it indicates

that students' ability in writing skill are extremely poor because no one who gets score more than 80.

After the students were given the treatment by implementing gallery walk technique in teaching writing skill, the data shows that there is the improvement of the students" scores. In experimental class, no one student who gets the scores <60 while in control class the frequency of students is decreasing from 17 students to 7 students or 23.3% of students. 50% of students or 15 students in control class got the scores 61-70. Meanwhile, in experimental class only 3 students or 30% of students who gets the score 61-70. Mostly, 13 students or 43.3% students of experimental class got the scores between 71-80 and 12 students or 40% got the scores 81-90 as shown in the Table 4.1. Only 2 students who get the score between 91-100. Meanwhile, in control class, there are 5 students or 16.7% of students who get the score between 71-80 and 2 students or 6.7% of students got the scores between 81-90, then only one student who gets the score between 91-100.

It can be seen that both of classes have the improvement in their writing skill, although the significance scores from pre-test to post-test are obtained from experimental class that was taught by using gallery walk technique. It can be seen that both of classes have the improvement in their writing skill, although the significance scores from pre-test to post-test are obtained from experimental class that was taught by using gallery walk technique. It is evident that both classes experienced improvements in their writing skills, albeit with more significant gains observed in the experimental class taught using the gallery walk technique. This finding aligns with the principles of constructivist learning theory, which emphasizes active engagement, collaborative learning, and meaningful interactions as catalysts for skill development (Lee et al., 2008). The interactive nature of the gallery walk technique likely contributed to the enhanced learning outcomes observed in the experimental class, underscoring its effectiveness as a pedagogical approach in teaching writing skill

The experimental class in this research was students of class XI.IPA 2 at SMA Muhammadiyah Kalosi Kabupaten Enrekang that consisted of 30 students. The mean score of pre-test from 30 students is 65.73 with the highest score obtained 79 and the lowest score is 52. It shows that only 3 students who got score

above KKM or 75 and 27 students didn"t pass the criteria minimum of the score (below 75). It means that the students have not good ability in writing skill.

Then, after doing the treatment, the writer implemented gallery walk technique in class VII-2. After the students got the treatment, the mean score of post-test is 79 with the highest score obtained 93 and the lowest score is 65. Therefore, the results show that the post-test score is higher than the pre-test. So, the mean score of the post-test is increasing 13.27 points from the pre-test.

In addition, the mean of gained score of experimental class also is higher than control class in which the mean gained score of pre-test and post-test score in experimental class is 13.27 with the highest gained score is 26 and the lowest score is 2

The control class in this research was students of class XI.IPA 2 at SMA Muhammadiyah Kalosi Kabupaten Enrekang that consisted of 30 students. The mean score of pre-test from 30 students is 61.3 with the highest score obtained 80 and the lowest score is 50. It describes that only 2 students who got scores above KKM or 75 and 29 students didn"t pass the criteria minimum of the score (below 75). It means that the students have not good ability in writing skill.

Furthermore, the teacher used traditional method to teach the students. Then, at the end, students did post-test. Eventually, the mean score of post-test is 66.77 with the highest score obtained 92 and the lowest score is 51. Therefore, the results show that the post-test score is higher than the pre-test.

In addition, the mean of gained score is 5.47 with the highest gained score is 26 and the lowest score is 2. Even though there is an improvement from pretest and post-test, the data shows there is a slight increasing point in post-test from pre-test that has mean of gained score is only 5.47.

It means that the control class is taught by using traditional method is not effective for teaching writing of skill. From the table above, it proved that the mean score of post-test is higher than pre- test score both experimental class and control class; 79>65.73; 61.30>66.77. Even though, two classes have improvement, in control class only slight the improvement and significant improvement in experimental class. It means that experimental class was taught by using gallery walk technique has significant improvement. In other words, the

gallery walk technique is effective for teaching writing skill. In addition, the mean of gained score of experimental class also is higher than control class in which the mean gained score of pre-test and post-test score in experimental class is 13.27 with the highest gained score is 26 and the lowest score is 2.

It shows that there is quite significant improvement gained score in experimental class. The writer tries to summarize and compare the score of pre-test, post-test, and gained score of experimental and control class. It also indicates that all score in experimental class has the higher score than pre-test, post-test, gained score in control class. It means that gallery walk technique is effective on students' writing skill.

Data Analysis

Normality Test

The writer used Kolmogorov-Smirnov to calculate the normality test. Normality test was conducted before calculating t-test. In table 4.4 shows that the significant results of pre-test in experimental class is 0,103 and 0,152 in control class. The significant results of two classes proved that the data were normally distributed because the data is higher than a significance $\alpha = 0.05$. (0,103> 0.05; 0,152>0.05). It means that the data was normally distributed from both of classes in pre-test results**.**

Meanwhile, the significance results of post-test in experimental class are 0,200 and 0,099 in control class. The results show that the post-test data is higher than a significance $\alpha = 0.05$. It can be concluded that the data was normally distributed because both of the classes have higher significances. (0,200 > 0.05; 0,099 > 0.05). The data was presented as follows:

Table 2. Normality Test of Pre-Test and Post-Test in Experimental Class

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	Pre-test Experment	,146	30	,103	,967	30	,451
	Post-test Experiment	,121	30	,200[*]	,964	30	,382

Pre-test Control		,138	30	,152	,954	30	,220
		,147	30	,099	,941	30	,094

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Homogeneity Test

Homogeneity test was calculated after doing the normality test. The writer used Levene Statistic test to calculate the homogeneity test. The results of data in table 7 shows that the significant result of pre-test from experimental class and control class is 0,657, which is higher than significance α = 0.05 (0,657> 0.05). It means that the data of pre-test results from two classes have homogeneous variances.

Table 3. Homogeneity Test of Pre-Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	,200	1	58	,657
	Based on Median	,139	1	58	,711
	Based on Median and with adjusted df	,139	1	55,483	,711
	Based on trimmed mean	,154	1	58	,696

Moreover, the significance results of post-test from two classes also showed that the data is higher than significance α = 0.05 with the significance 0,322 (0,322 > 0.05). Therefore, it can be concluded that the data of post-test results from experimental class and control class are also homogeneous. The results can be seen in table 8.

Table 4 Homogeneity of Post-Test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	,998	1	58	,322
	Based on Median	,592	1	58	,445

Based on Median and with adjusted df	,592	1	48,800	,445
Based on trimmed mean	,861	1	58	,357

The Hypothesis Test

After the data have been showed its normality and homogeneity, the writer did further investigation in order to examine the research hypothesis by using t-test. The hypothesis test is purposed to investigate the effectiveness of using gallery walk technique on students" writing ability skill on text at SMA Muhammadiyah Kalosi Kabupaten Enrekang. The writer used experimental and control"s mean score to calculate t-test. The significance value or alpha (α) is 5% 0r 0.05.

Table 5. T-test Result of Post-test
Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Post-Test Experimental	30	79,00	6,818	1,245
	Post-test Control	30	66,77	9,190	1,678

From the table, it can be observed that the average student learning outcomes in the experimental group (79.00) are higher compared to the control group (66.77). Additionally, the standard deviation in the experimental group (6.818) is lower than that of the control group (9.190), indicating that the variation in student learning outcomes in the experimental group is smaller compared to the control group. The standard error of the mean in both groups also indicates that the sample averages have relatively high accuracy in estimating the population mean.

To add the data of post-test, the t-test also analyzed the score of post-test and got the gained score of experimental class and control class. In Table 4.8, the mean gained score of the experimental class is 13.27 with a Standard Deviation of 6.286, while the mean gained score of the control class is 5.47 with a Standard Deviation of 10.451. Additionally, the result of t (58) = 4.608 and ρ-value 0.000. It shows that there is a significant difference between the experimental class and control class. The result also shows that the t value (4.608) > t (2.002) and Sig. (2-tailed) is 0.000 < 0.05. Therefore, it can be concluded that the alternative

hypothesis is accepted and the null hypothesis is rejected because the ρ-value (0.000) is less than 0.05 (5%). In other words, there is a significant effect of the gallery walk technique on students' writing skills. This finding indicates that the use of the gallery walk technique effectively improves students' writing abilities, consistent with previous research findings (Santos & Barbosa, 2023).

The following table, Table 6, presents the results of the t-test analysis regarding the gained scores of students in both the experimental and control groups. The analysis examines the effectiveness of the gallery walk technique in enhancing students' writing skills. In the experimental group, consisting of 30 participants, the mean gained score is reported at 13.27, with a standard deviation of 6.286 and a standard error mean of 1.148. Conversely, in the control group, also comprising 30 participants, the mean gained score is notably lower at 5.47, with a higher standard deviation of 10.451 and a standard error mean of 1.908. These statistics shed light on the variation and distribution of gained scores within each group, providing valuable insights into the impact of the gallery walk technique on students' learning outcomes.

Table 6. T-test Result of Gained Score

Group Statistics

	Kelas	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Post-Test Experimental	30	13,27	6,286	1,148
	Post-test Control	30	5,47	10,451	1,908

Based on the analysis presented in Table 6, it can be concluded that there is a significant difference in the effect of using the gallery walk technique on students' writing abilities between the experimental and control groups. The average scores obtained by students in the experimental group are much higher than those in the control group, indicating that the gallery walk technique is effective in improving students' writing skills. These findings are consistent with theories supporting the idea that implementing interactive and collaborative learning techniques, such as gallery walk, can facilitate more effective and in-depth learning (Bower et al., 2017). Thus, these findings contribute significantly to our understanding of effective teaching practices in enhancing students' writing

skills and reinforce the notion that approaches involving active student participation can yield better learning outcomes.

Effect Size

Effect size is final calculation after getting proof of t-test in the post-test and gained score result. The effect size of the t-test result is purposed to find out the level of significance on the effect in this research. The writer used Cohen's d effect size calculation to get the effect size. The result of effect size is recapitulated in table 7, as follows:

Table 7 The Effect Size Result

Statistic of Post-test	Experimental Class	Control Class
Mean	79.00	66.77
Std. Deviation	6.818	9.190
Effect Size	1.53	

The Calculation from Cohen's d formula and it was obtained by manual calculation

$$\partial\ poopled = \frac{Std.\ deviation\ 1 + Std.\ deviation\ 2}{2}$$

$$d = \frac{Mean\ of\ group\ 1 - Mean\ of\ group\ 2}{\partial\ poopled}$$

$$\partial\ poopled = \frac{6.818 + 9.190}{2} = 8.004$$

$$d = \frac{79.00 - 66.77}{8.004} = 1.53$$

In the table 7 shows that the effect size result is 1.53. As the criteria that had been explained in the Chapter III, 1.53 is the strong effect size refers to Cohen's d formula. It can be concluded that there is a strong effect of using gallery walk technique on students' writing ability. To know the students' interest toward the use of gallery walk in improving students' writing skill, the researcher distributed questionnaire to the students.

Table 8 The Mean Score of Students' Interest.

Total respondent	Total of students' score	mean

30	2.599	86.63

The table 8 shows that the mean score of students' interest is 86.63. It means the students strongly interested to use gallery walk technique in improving students' writing descriptive composition. In the descriptive statistics, the writer got the general achievement of class samples that consist of 30 students of each class from pre-test and post-test result. At the first, pre-test score is obtained from students' writing ability in the both experimental class and control class before getting the treatment. The mean score of pre-test in experimental class is 65.73 while in control class is 61.30. The differences pre-test score from two classes are 4.43 points. It is also described in Table 10. that the pre-test score of experimental class and control class are dominated by students who get the score between 51-60, 61-70, and 7180. So, it indicates that experimental class and control class did not perform well in the pre-test.

Furthermore, the writer gave the treatment to the experimental class which is gallery walk as a technique to teach writing text. Then, the significant results of the mean score are obtained by experimental class is 79, meanwhile, the mean score of control class is 66.77. It indicates that both of classes have increased in the post-test score, but the control class only increased 5.47 points; from 61.30 to 66.77 and experimental class increased 13.27 points; from 65.73 to 79. It means that the post-test score of experimental class is increasing significantly than control class. It shows that the description of scores both in experimental class and control class can be seen in Table 3, Table 4. and Table 5. in which in Table 4.1 the range of scores are presented in percentage and the others are presented in the table description.

In addition, the data analysis was calculated by using SPSS which is independent sample t-test result proved statistically the effectiveness of gallery walk technique that used during the treatment. Based on the t-test, it showed that ρ-value (sig. 2-tailed) = 0.000 that is less than significance level sig a = 0.05 (0.000 < 0.05). It indicates that null hypothesis (H) is rejected and the alternatives hypothesis (H a o) is accepted. It shows that gallery walk technique gave significant effect on students writing skill. Additionally, an effect size has been calculated to present the level of significance by using Cohen"s d formula. The

effect size result is 1.53 in which it points out gallery walk technique is strong effect in this research.

The effectiveness of the gallery walk technique in improving students' writing abilities at SMA Muhammadiyah Kalosi Kabupaten Enrekang in the academic year 2022/2023 can be understood through the lens of various educational theories. Firstly, the concept of constructivism highlights the importance of active engagement and knowledge construction by learners (O'Connor, 2022). Gallery walk activities, where students explore and analyze different writing samples, allow them to construct their understanding of effective writing techniques. Secondly, social learning theory emphasizes the role of social interaction and collaborative learning in the learning process (Chuang, 2021). Through gallery walk, students engage in interactions with their peers, observe writing models, and provide feedback, facilitating their development as writers. Thirdly, gallery walk can be viewed as an experiential learning activity, as students learn through direct experience and reflection (Cruz & Lopez, 2022). By actively participating in discussions and peer feedback sessions, students gain practical writing experience and reflect on their writing practices. Finally, motivation theory suggests that students are more likely to be engaged in learning activities that they perceive as relevant and enjoyable (Deci & Ryan, 1985). The high level of interest shown by students towards gallery walk indicates its effectiveness in motivating and engaging learners. In conclusion, by aligning with principles of constructivism, social learning theory, experiential learning, and motivation theory, gallery walk activities create a supportive learning environment that fosters collaborative learning, critical thinking, and meaningful engagement in the writing process.

.4. CONCLUSION

This research employed a quasi-experimental design to investigate the impact of the Gallery Walk technique on students' writing skills at SMA Muhammadiyah Kalosi Kabupaten Enrekang. Data analysis was conducted using SPSS to derive descriptive statistics and hypothesis testing, aligning with theories and prior research. The findings reveal a significant positive effect of the Gallery Walk

technique on students' writing skills. In the experimental class, the mean post-test score (79) surpassed the pre-test score (65.73), supported by the t-test results (ρ-value = 0.000 < α = 0.05 and t = 5.855 > t-table = 2.002), leading to the rejection of the null hypothesis and acceptance of the alternative hypothesis. Additionally, the effect size of 1.53 indicates a strong effect of the technique. These findings are consistent with the objectives of the 2013 curriculum, emphasizing active, productive, and innovative learning approaches to foster critical thinking among students. Moreover, the questionnaire analysis reveals that students exhibited a high level of interest in using the Gallery Walk technique. However, this study has limitations, such as its focus on a single school and a specific grade level, warranting further research to explore the technique's efficacy across diverse educational settings and student populations. As a recommendation, educators are encouraged to incorporate the Gallery Walk technique into their teaching practices to enhance students' writing skills and promote active engagement in the learning process. Additionally, future research could investigate the long-term effects and sustainability of this technique on students' writing proficiency.

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