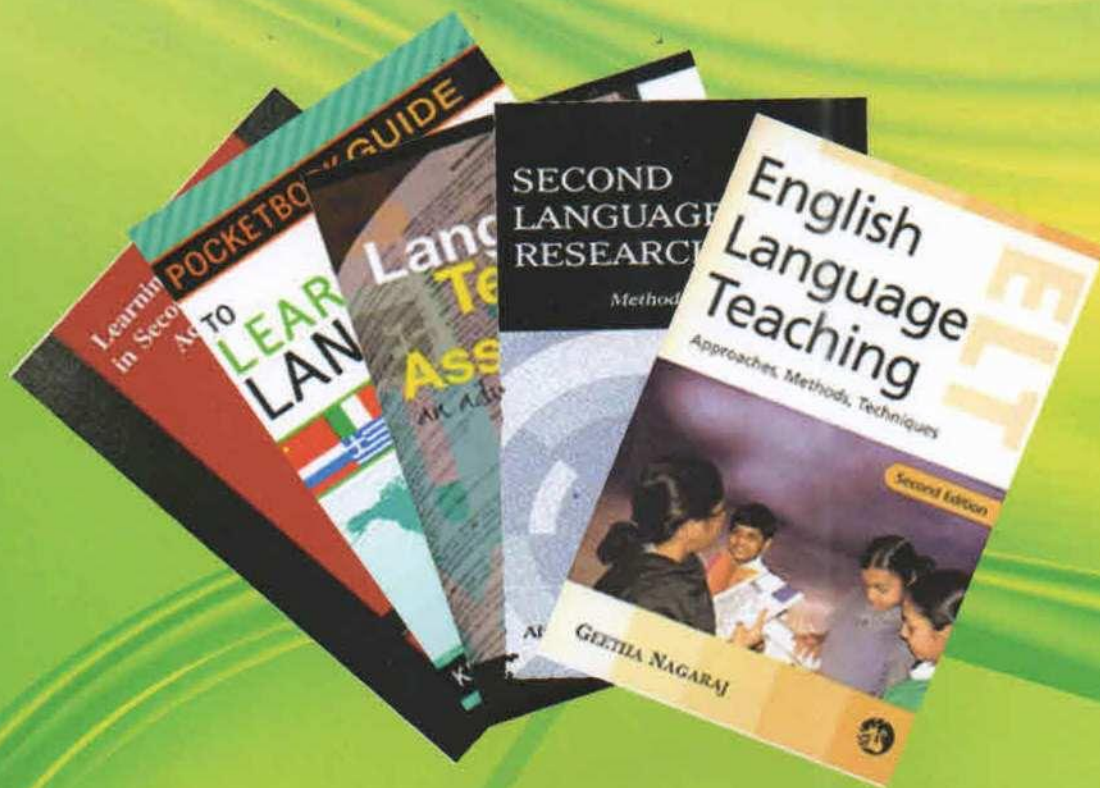
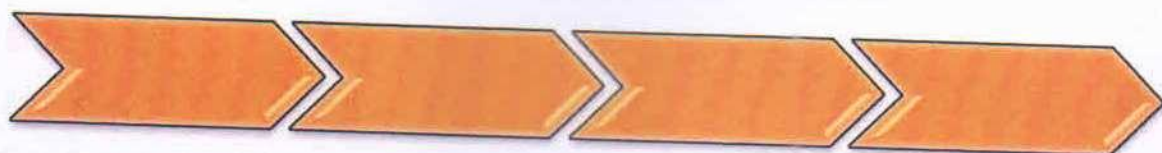




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Gallery Walk: A Fascinating Technique for Publishing Texts

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Abstract

Writing is one of communication ways in both society and academic life. To produce a sound piece of text, an author is expected to comprehend how to write their ideas systematically. There is a process the students need to follow before they are ready to produce their own writing confidently. Furthermore, in the context of EFL learners, the English teachers are demanded to guide them with attractive strategy to create a meaningful learning, especially for non English Department students. This study aims to describe the students' attitude toward the implementation of Gallery Walk in publishing stage of process approach. A survey research was applied with questionnaire and interview as the instruments. The findings revealed that Gallery Walk successfully influenced the students' motivation in making a sound text. It also effectively encouraged them to be a competitive group. During the whole process, the students tried hard to finish the text, give feedback, and decorate their writing based on the theme as appealing as possible. In a nutshell, using Gallery Walk gives students a pleasurable experience in the English writing class.

Keywords : *writing skill, gallery walk, publishing*

1. Introduction

English learning seems to be hard for ESP learners. They need to force themselves to learn a new language in addition to their own interest. The percentage tends to be unbalanced between those who easily follow the English instruction and not. Of course, this is not an easy way for the language educators to encourage the learners like the target language and learn its skills seriously although it is beneficial for their academic and future professional career. Nowadays, plenty of sources are written in English. As a result, they need English at least to read any information and further to respond both in oral and written form appropriately. In addition, for the tertiary level students, they are highly expected to read and write critically from any references, including those articles written in a foreign language, especially English. As we know that English position in the world right now has big influence in many aspects. In Indonesian context, English is a bridge for the people to communicate in ASEAN Economic Community (AEC) era. Thus, this promotes the English instructors to be selective in applying strategy and using materials since they need extra job to build the students interest in English lesson and connect what they learn to their study and society need.

In relation to writing English, Dixon et al (2002) and Hinkel (2006) argue that writing is a highly complex process that proves to be difficult for many second language learners. Accordingly, people cannot deny that writing will be much more complicated for foreign language learners. Several factors influence the students' writing competence, e.g. lack of ideas, cannot find something interesting enough to write, or lack of vocabulary mastery (Puteh et al, 2010). Since English is not their native language, the students face many problems in writing; consequently, when the teachers give them writing assignment, they like to do "copy paste" from the Internet or just do Google translating without any revision. Therefore, support and help is essential to develop their positive writing attitude and good ideas during the writing process. Besides, they need to build their confidence before they express their ideas into the public by giving a motivating activity.

Despite of its complexity and difficulty, writing is still a pivotal skill to master. Through writing English language learners are able to convey messages to the readers across places and time (Brown, 2007, pp. 363-364; Cahyono, 2009, p. xiii). Similarly, Troyka (1987) argues that writing can create a permanent and visible record of ideas for readers. More specifically, Raimes (1983) asserts that writing is considered as a tool in learning due to three reasons. Firstly, in the process of writing, the students are applying their knowledge of grammar, idioms, and vocabulary. Secondly, they have an opportunity to be exploratory with the language. Thirdly, they become very much involved with the new language.

To achieve learning objective in writing, motivation is one of important elements to create a good writing. To realize this, the language educators are supposed to be creative in designing the learning instruments and managing the class activities. If the students are highly motivated, the students will be more eager to learn so that their curiosity will be fulfilled. Therefore, their competence gradually will be better. This is suitable with the definition of learning by Nasution (2001: 2-4). Motivation comes from a lot of factors.

Specifically, Renandya (2015) argues that 5 Ts hold big influence on motivation, namely Teacher, Teaching Methodology, Text, Task, and Test. In relation to the Teacher component, some tips are proposed for the teacher and Teaching Methodology to encourage learning motivation such as compliment, curiosity reward, encouragement, connection to the background knowledge, interesting delivery of materials, and games.

To cope with the students' problems in writing, Gallery Walk, an activity in which the students can develop their ideas in unusual way by showing their thought through gallery so that other can see or evaluate it, is promoted as a motivating technique. The teacher and students can get plenty of benefits from this activity. The teacher can get information how well the students comprehend the topic. For students, they are able to build connection with their friends and share their ideas. This activity is possible to carry out by using paper, computer, and other common stuff used in the school. Therefore, the technique has flexibility to used based on the need and tool availability. The teacher can modify the way such as using computer (computer run), pieces of paper on the table, and posted chart paper. However, in this context, the researcher applied posted decorated paper as the publishing technique.

In addition, some other reasons influence teachers to apply Gallery Walk. First, give chance to conduct student-centered learning since they can discuss, debate, and write about course content rather than just listening to the teachers' explanation. Second, it can promote high order thinking skill. Third, it encourages collaborative learning because the students work in teams to synthesize from a variety of perspectives (Taylor, 2001). Fourth, it encourages the teachers to apply several approaches because the students are exposed to variety of perspective posted at different discussion "station" (Taylor, 2001). Fifth, it gives a non- threatening group of peers to have discussion (Taylor, 2001). Sixth, it gives an opportunity to gauge a student's background knowledge. Seventh, it fosters persuasive arguments for all groups since they have different topic to write. Eighth, it creates competitive situation since they try to give the best result and the most interesting gallery design. Ninth, it encourages the students to stimulate their three important elements, namely cognitive, affective, psychomotor skill. Tenth, it trains the students to express their comments for their friends' work and accept their friends' feedback as well.

In an attempt to investigate the students' opinion in learning how to write in English through Gallery Walk, this study presents three research objectives that are described as follow.

1. To know the students' attitude towards the implementation of Gallery Walk in writing Compare and Contrast paragraph.
2. To know which the activity(ies) the students like at most from the implementation of Gallery Walk.
3. To know the constructive comments and suggestions for better implementation of Gallery Walk.

2. Methodology

This study presented a survey research since the aim of the paper is to look at more information on the students' opinion on Gallery Walk. According to McKay (2006), there are three types of information which can be gathered from survey; they are factual information, behavioral information, and attitudinal information. 51 students of Psychology Department of Universitas Muhammadiyah Sidoarjo were involved in this study. They were first-year students joined in the evening program for English class. Two classes were existed, called B1 and B2. From the classroom observation to the learning progress of the students, the general English competence is between beginner and intermediate level, dominantly beginner learners. The data were collected by administering two instruments, opinionnaire and interview. The opinionnaire consisted of 10 statements with five options assessed by using Likert scale (modified 5 point to 1 scale point) ranging from agreement to disagreement.

To achieve a detailed depiction of participants' perspectives related to their experiences, individual interviews were carried out, each lasting approximately half an hour. These interviews were structured with 5 questions for clarification related to the specific information of their learning attitude towards Gallery Walk in publishing their paragraph writing both as individual participant and member of group. Once data were collected through interviews, audiotapes were transcribed and transferred from spoken to written word to facilitate analysis. Afterwards, qualitative data analysis procedures followed.

The Implementation of Gallery Walk

The implementation of Gallery Walk was conducted when the class had writing activity on the topic of Compare and Contrast Paragraph. There are two ways in making this paragraph: block method and point by point method. In a block method of organization the writer would write about the two things being compared or contrasted separately. Meanwhile, in a point-by-point organizational method, two topics are compared or contrasted point by point. In a point by point method, one aspect is talked about advantage for both items being compared, then another point is discussed disadvantages for both items, and so on. This paper gave freedom to select their method in developing paragraph.

In the implementation of Gallery Walk, the students were given Genre Based approach in which the activity consisted of Building Knowledge of the Field (BKoF) – Modeling of the Text (MoT) – Joint Construction of the Text (JCoT) – Independent Construction of the Text (ICoT). After the students got introduction of paragraph writing and modeling in the first meeting, they had to do work group to finish a certain topic. In this time, Gallery Walk was carried out, especially in publishing stage. There was a process writing applied (outlining-drafting-revising & editing, final writing, publishing). Before exhibiting their writing, there was an additional activity, namely group presentation whose purpose was for discussing the content of writing through Power Point Slides. They had to write a Compare and Contrast paragraph and showed some pictures related to the theme. Then if everything was considered

fine, they started to design their writing into big paper for the gallery as well as possible and showed it in the class. When the writing was complete from the whole groups, the students played their role as a Gallery walker, and they had to walk around in group to select the group which had the best writing ideas and the most attractive decoration. Afterwards, they had to attach smiley emoticon to their option. Lastly, the lecturer selected the highest score and gave reward to the winning group for the appreciation.

3. Findings and Discussion

The data obtained from the student's motivation opinionnaire was described in the following table.

Table 1: The Result of Opinionnaire

OPTION	SCORE	S1		S2		S3		S4		S5	
		F	%	F	%	F	%	F	%	F	%
SA	5	18	35	10	20	18	35	31	65	36	71
A	4	28	55	31	60	28	55	16	27	12	23
U	3	0	0	0	0	0	0	0	0	0	0
D	2	5	10	10	20	5	10	4	8	1	6
SD	1	0	0	0	0	0	0	0	0	0	0
TOTAL		51	100	51	100	51	100	51	100	51	100

OPTION	SCORE	S6		S7		S8		S9		S10	
		F	%	F	%	F	%	F	%	F	%
SA	5	26	51	36	71	37	73	20	39	19	37
A	4	22	43	12	23	10	19	28	55	28	55
U	3	0	0	0	0	0	0	0	0	0	0
D	2	3	6	3	6	4	8	3	6	4	8
SD	1	0	0	0	0	0	0	0	0	0	0
TOTAL		51	100	51	100	51	100	51	100	51	100

Note: SA= Strongly Agree, A=Agree, U=undecided, D= Disagree, and SD=Strongly Disagree

From Table 1, it demonstrates that the students have two roles in classroom activities, individual participant (questions 1,2,3,9,10) and group participant (questions 4,5,6,7,8). The detailed description is explained in the following section.

As individual participant, they mostly agreed Gallery Walk supported them in expressing ideas into English written form. More than 90 % students selected SA and A. in this part, from the discussion session the students shared what they thought then put it in the writing based on the group agreement. Due to the experience in composing a text together, they became more confident to write independently in the last part of writing process stage. Next, to have a good result in the Gallery Walk, students have to be an active

member in responding comments and suggestion from the audience. 90% of the students agreed and strongly agreed about this issue. It meets the requirement of Gallery Walk, namely feedback. Open-ended questions were possible to see during the presentation. The students were both givers and receivers of feedback. This would determine how good their writing was. Accuracy was needed in this section to make sure no grammatical errors occurred.

Afterwards, 92% of the students felt that Gallery Walk is motivating and effective strategy to apply in the classroom. It could be seen from their enthusiasm during topic discussion and group presentation. In relation to students' satisfaction, the same respond appeared. More than 90% of the students showed agreement. This result probably influences their general impression that was given through the last point of individual participant question. The students (92%) liked the whole process of Gallery Walk. The word "like" shows one's preference. It is believed that students' preference is one of factors to achieve optimal learning outcome. When the students put their preference on certain learning style, it means that they feel very comfortable in that situation to reach the learning goal.

In group participation, five questions got more than 90% positive answers. Group creativity was shown competitively in the process Gallery Walk. It empowered them to be creative in decorating session. Many variations could be seen in their writing based on the topic. Each group could show their unique design and had strong ambition to be the champion. Next, this activity encouraged the whole class to participate the process of writing. Because the students underwent the Joint Construction of the Text (JCoT), writing process became easier activity. Group cooperation was important aspect in this point. This result supports Bouguerne's (2011) finding that cooperative learning displays an increase in the students' intrinsic motivation to write English paragraph. Afterwards, the general impression from the whole students was that Gallery Walk was interesting in English lesson. Due to its benefits, Gallery Walk not only can be conducted in English classroom, but also other courses which accommodate group activities.

In addition, reward for the winner of the published writing was motivating for the students. Burton *et al.* (2003, p. 242) agree that reward is able to induce learner's engagement in a task. Dealing with this point, rewarding the best writing was conducted through assessing some elements, namely design creativity and content. One group from each class was announced as the winner. In the first class, the group made writing about the topic of "Singapore vs Indonesia, while in the second class, the winning group had a topic "Working for Yourself vs Working for Someone else". According to their friends' ideas, those composition successfully attracted other groups' attention from the decoration and gave clear ideas in comparing and contrasting the two different objects.

To clarify the students' responds in the opinionnaire, interview was conducted. From the six questions, the students gave their honest answers to the implementation of Gallery Walk. Various responds were found based on their participation in the class. In the first question, the answers showed that in Gallery Walk process they got enjoyment, encouragement, and relaxing classroom atmosphere. This situation is very appropriate to generate ideas in writing. In line with this, Hannah (2013) states that physical elements of the classroom can promote students' positive learning environment. There are wall art, arrangement of desk, and resources. In this point, the Gallery Walk activity encouraged the students to show up the students' creativity by exhibiting writings on the wall. As a result, their works were expected to look amazing as the classroom decoration or wall art since other people (other classes and lecturers) could see and give opinion about the quality of the art. They felt proud of their group's work if other people feel excited when watching and reading it.

Then, in the second question, some mentioned their group's high eagerness in doing the task, and some showed that they found low cooperation. In line with this, the main problem was actually time availability. The fact that they were mostly employees and only be able to spend their time in the evening to study becomes the factor not to show fully attention if they have homework done outside the class. This idea is connected with Nonis and Hudson's (2010) argument that taking paid work affects students' academic performance. They found that as time at work increased academic performance decreased.

Next, the students' general impression to the Gallery Walk implementation was positive. They agreed that Gallery Walk was appealing to do in English class. In relation to the most interesting part, it showed several results. They preferred these following parts: (1) group presentation, (2) designing creative gallery, (3) selecting the best writing, (4) and expressing ideas in written form.

Lastly, after experiencing Gallery Walk in writing class of non English Department students, some constructive suggestion was expressed to improve the future better implementation. First, the students need the continuity of the Gallery Walk activity in English classes. Second, the well-prepared schedule is highly required. Third, hot issues in the world are recommended to discuss in order to make the class atmosphere more alive and interesting. Fourth, a clear job description for every student in each group needs to be determined seriously to avoid students' dependence.

4. Implications, Suggestions and Conclusion

This research proves that ESP learners in this perspective show their preference on Gallery Walk. They got advantages in learning writing as both individual and group participant. However, one drawback was found. It was about time availability to do the task outside the classroom. Based on the positive results and the minor problem, this study encourages ESP teachers to be more creative in teaching English so that the students become more interested in the lesson and are able to develop their writing competence.

Gallery Walk is an option to motivate non English Department students in publishing step of process approach. However, a Gallery Walk is not without its problems, especially getting all learners to participate actively. Thus, clear procedure of learning process and the job description for every member of the group need to be shared before the implementation.

For future studies, it is expected that the performance of Gallery Walk can be increased and varied in term of its instruction in English classes but for different skills. Furthermore, to enrich the existing theories of Gallery Walk showing its strengths and weaknesses, different research subjects and methods are also expected to carry out.

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