An Application of Gallery Walk Learning Model in Learning of Writing Fairy Tales on Junior High School Students: Class Action Study

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Abstract—The main objective of this study is to improve the ability to rewrite the fairy tales that have been read with a certain style of language by using the gallery walk learning model. The study was conducted on VII grade students at SMP Negeri 11 Kota Tasikmalaya in 2015/2016 academic year. The result of this study shows that gallery walk learning model can improve the quality of learning to rewrite the fairy tales that have been read. In the first cycle, the percentage of the student learning process reaches 28% of active students, 42% of students with significant efforts, and only 15% of students who working together. In addition, judging from the percentage of learning outcomes, 81% of students have not been able to achieve the Minimum Completeness Criteria/ *Kriteria Ketuntasan Minimal* (KKM) of 75, and 19% of students have been able to achieve KKM. In the second cycle, there is a significant escalation of learning process and students' learning outcomes. The students' learning outcomes on this learning cycle reach 48% of active students, 42% of students with significant efforts, and 36% of students who working together. While the percentage of learning outcomes has reached 100% of the specified KKM. This happens because of the motivation given by the researcher and the result of hard work of students who have been able to recognize the gallery walk learning model.

Keyword—writing skills, tale, gallery walk learning model

I. INTRODUCTION

In *Kurikulum Tingkat Satuan Pendidikan* [1], rewriting with fairy tales which have been read is one of the Basic Competencies/*Kompentensi Dasar* (KD) that must be achieved by the VII grade students on the first semester. But there are still many students at SMP Negeri 11 Kota Tasikmalaya who have not reached Minimum Completeness Criteria/ *Kriteria Ketuntasan Minimal* (KKM). It's not an uncommon problem, since reviewing current developments of fairy tales has become something less attractive to students. This was stated by Dra. Cahyati Herni who is a teacher of VII grade at SMP Negeri 11 Kota Tasikmalaya. Another factor that influences students' failure to rewrite fairy tales is that the insignificant level of affection and introduction of fairy tales by the students' parents since the childhood stage. "Many students, then, do not find it easy to write up their academic work into an acceptable form" [2]. Many students have

difficulty to comprehend the main idea of a certain reading source because it collides with the words they catch, such as a complicated storyline and prohibitive vocabularies. In addition, they also consider fairy tales to be ancient folklore that are obsolete with age. In fact, there are many moral values and life messages conveyed in the content of fairy tales as a reflection of life. In addition, in the learning process in school, teachers are still using the lecture method and have not used innovative learning models so that the implementation of learning feels saturated and does not attract students' attention.

The teacher hopes for students to be able to create excellent quality of learning. Inactivity and lack of cooperation between students when learning is very influential on the quality of learning outcomes. One of the criteria for a good learning process can be seen from the level of student success in obtaining final grades. Abdurrahman in [3] suggests that there are three learning environments that need to be considered so that the child can achieve optimal learning outcomes, namely a healthy cooperative, competitive, and individualistic learning atmosphere. One of the learning models that belongs to the cooperative category is gallery walk learning model. The explanation is reinforced by Berdiati in [4] "The gallery walk learning model is a part of cooperative learning on which can be applied by correcting, analyzing, commenting on and assessing the work of other groups. The work created by each group is played or visits other group's tables."

There are many cooperative learning models, but not just any model can be applied to learning. The teacher must be good at sorting out models that are suitable for each skill in taste, so that students are able to active cooperate with other students. By using a gallery walk learning model, students will have the freedom to learn because it created a pleasant atmosphere, students also willing to exchange ideas with others. While what needs to be done by the teachers when learning process takes place is to provide motivation and guidance to students so that the application of the model used can run smoothly.

To know the quality of students in learning to fairy tales that have been read with their own style of language, it is necessary to do a writing test for students directly using the model previously explained. Semi in [5] argues that writing is a creative process of moving ideas into writing symbols. In

this sense, writing has three main aspects. First, there is a certain purpose or purpose to be achieved. Second, there is an idea or something to be communicated. Third, the existence of the idea transfer system, which is in the form of a language system. In connection with this, writing becomes an activity that is very important for human life.

The ability of students to write fairy tales needs to be assessed from the way students expressing ideas that they have discovered in the text or reading that they got before. In line with Perfetti in [6] that comprehension depends on successful word reading. Skill differences in comprehension can arise from skill differences in word reading. A reader's understanding of a text depends on the content of words contained in it.

Fairy tales are stories of people's prose. Fairy tales are told mainly for entertainment, although many also describe truth, contain moral lessons, or even innuendo. In people's mind, fairy tales are often regarded as stories about fairy. In reality, there are many fairy tales that are not focused about fairies but the contents of the story or plot about something that is natural [7]. In connection with this, Sutopo in [8] also suggests fairy tales are fiction or conjecture. The meaning of fiction or conjecture is a story that is designed or made up not necessarily true of its existence. Talking about something written is indeed a challenge for students. Therefore, the combination of writing fairy tales using the end-of-work learning model becomes an interesting research material to study. In addition to the researchers will get tangible results from students, researchers will also know the level of success of the learning model used.

Based on the explanation above, researchers carried out research on students on VII grade students Class C SMP Negeri Kota Tasikmalaya 2015/2016 Academic Year. This study aims to improve the students learning process and outcomes.

The rest of this paper is organized as follow: Section II describes the theoretical Background. Section III describes the material and methodology of this research. Section IV presents the obtained results and following by discussion. Finally, Section V concludes this work.

II. THEORETICAL BACKGROUND

A. *The Nature and Purpose of Writing*

Sutari in [9] argues that writing is lowering or depicting graphic symbols that describe a language that is understood by someone so that others can read the graphic symbols which contain the message brought by the author. The message brought by the author through the drawing of letters is called essay. The narrative as an expression of thoughts, ideas, opinions, experiences are arranged systematically and logically.

In line with the above opinion, Tarigan in [10] reiterated that writing is a language skill that is used to communicate indirectly, not face to face with others. Writing is a productive and efficient activity. In this writing activity, the writer must be skilled at utilizing grapholegi, language structure, and vocabulary. This writing skill does not come automatically, but must recognize many and regular exercises and practices.

Based on the opinions above, it can be concluded that writing is a very important activity for human life, especially in the educational environment. The writing activity is also one of the bridges for communicating for speech and deaf people.

In addition, Semi in [5] also said that there are several objectives of writing including: 1) to tell something; 2) to provide instructions and direction; 3) to explain something; 4) to be sure; and 5) to summarize.

B. *The nature and type of fairy*

Tales is an oral story that is inherited by ancestors and we should preserve it. Although the truth is still questionable, many people say that in fairy tales there are some advice that can shape the power characteristics of imagination, especially children.

Danandjaja in [6] argues that fairy tales are stories of people's prose. Tales are told mainly for entertainment, although many also describe truth, contain lessons (moral), or even innuendo. In people's minds, fairy tales are often regarded as stories about fairies. In reality, there are many fairy tales that are not about fairies but rather the story or plot of something fair.

Thompson in [11] there are several types of fairy tales, including: (1) animal tales, which are occupied by pets or wild animals; (2) ordinary fairy tales, is a type of fairy tale that is manned by humans or tells about someone's grief; (3) jokes or anecdotes, is a fairy tale that can cause laughter to those who hear it or who tell it; and (4) fairy tales, is a fairy tale whose structure consists of repetition.

III. RESEARCH METHOD

Researchers used the Classroom Action Research/Penelitian Tindak Kelas (PTK) method which was carried out in two cycles in one school on the same group of children. Arikunto, *et al.* in [12] explained that Classroom Action Research reflects learning activities in the form of an action, which is deliberately raised and occurred in a class together. The action is given by the teacher or by the direction of the teacher carried out by the student. In the implementation of this study, the researcher used the observation stage to school, interviewers with subject teachers, giving tests to students, and the study of documents in the form of students' work and proof of learning in the form of photos.

Data processing and analysis techniques used by researchers refer to methods of processing qualitative research data: (1) classifying data, namely group data obtained from schools where researchers carry out research; (2) analyzing and presenting data, the researcher analyzed the data obtained during the research then the researcher analyzed the data obtained during the research and presented it; (3) interpreting the data, the researcher explains the data obtained which is about the success rate of learning; (4) making conclusions, the researchers compiled the results of the research that had been carried out.

IV. RESULTS AND DISCUSSION

The research process is carried out in two cycles. On the first cycle, the study was conducted on Wednesday, May the 18th 2016 in Class VII C of SMP Negeri 11 Kota Tasikmalaya. While the second study was conducted on Thursday, May the 19th 2016 at the same school and students. The role of the researcher at that time was an active participant

by a acting as a teacher. Researchers can directly observe the two cycles of learning process in real terms.

Based on the results of research observations and the results of students worksheets, the gallery walk learning model works very effectively used for learning to rewrite the fairy tales have read with one individual style of language. Some assessments given to students during the learning process include: (1) activity; (2) focus; and (3) cooperation. In addition, students are also assessed from the results of learning fairy tales writing including: (1) the suitability of the content of the fairy tales; (2) completeness of the characters in fairy tales; (3) complete background in fairy tales; (4) suitability of the plot in a fairy tale; (5) the accuracy of the mandate in a fairy tale; (6) suitability of perspective in fairy tales; (7) suitability of the theme in fairy tales; (8) the use of language styles.

A. First Cycle

Based on observations carried out during the learning process in the first cycle, there are still some students who pay less attention so that the class has not been well conditioned and conducive. During the learning process, researchers always pay attention and monitor the attitudes of each student. Based on observations, it turns out that many students are having fun chatting with their friends, daydreaming, even disturbing another who are concentrating. In fact, in the initial learning activities researchers provide direction and guidance in advance to always try to be disciplined and active when learning takes place. This happens probably because students are still adapting to researchers and or students are not familiar with the learning model provided so that many students have not yet reached the Minimum Completeness Criteria/ *Kriteria Ketuntasan Minimal* (KKM).

Responding to the incident, the initial step by researchers is by reprimanding students who do not comply with the rules by asking questions about the material being discussed. In addition to the students who acted, there were also students who also showed their seriousness in learning. This is certainly very influential on the final value at the first cycle stage.

The acquisition of learning process grades from 33 students obtained in the first cycle reached : (1) active students as many as 9 students (28%), less active students were as many as 14 students (44%), 9 inactive students (28%); (2) serious students were 14 people (42%), students were less serious are as much as 15 students (46%), students were not serious as many as 4 students (12%), and (3) 5 students were working together (15%), 17 less cooperative students (52%), 11 non-cooperative students (33%). Based on the percentage, only a few students were seen to be active in learning.

While the acquisition of learning outcomes from 33 students was obtained in the first cycle reaching: (1) students who received 53.1 scores were 3 people (9%); (2) students who received scores of 58.3 as many as 6 students (19%); (3) there's only one student who get a score of 62.5 (3%); (4) students who get scores 63.5 were 5 students (15%); (5) there's also one student who get score of 66.6 (3%); (6) students who scored 86.7 were 7 students (21%); (7) students who received 77.0 were 5 students (15%); (8) students who received scores of 73.9 were 4 students (12%); (9) students who scored 82.2 as many as one student (3%). Based on the percentage,

students who have not passed the Minimum Completeness Criteria/ *Kriteria Ketuntasan Minimal* (KKM) of 75 are 27 students (81%), and students who have passed Minimum Completeness Criteria/ *Kriteria Ketuntasan Minimal* (KKM) of 75 are 6 (19%). Based on the percentage, learning to rewrite a fairy tale with their own style of language in VII grade of SMP Negeri 11 Kota Tasikmalaya is less than optimal and a second cycle must be held.

B. Second Cycle

After measuring the ability of students in the first cycle, researchers provide various appreciation of the result of student work and motivate students to be more excited and earnest in learning. The learning activities carried out in the second cycle still use the same learning model as the first cycle, namely the gallery walk learning model. The steps used were not much different, only in the second cycle the researcher motivated students to be active, earnest, and able to work together with the group during the learning process.

The researcher again observes and monitors the attitudes of the students during the learning process. Based on observations, students are trying to change attitudes to be more active, earnest, and cooperate with their groups. Not so many students chat or even bother their friends who are concentrating on learning.

In the second cycle, there is an increase in student learning process and outcomes. The ability of students during the learning process reaches : (1) very active students as many as 16 students (48%), active students as many as 17 students (52%); (2) students were very serious as many as 14 students (42%), serious students were 19 (58%); and (3) 12 students were very cooperative (36%), 21 students worked together (64%). Based on the percentage, the motivation given by the researcher is very influential on the learning process.

While the score of learning outcomes obtained by students in the second cycle reached : (1) students who received 77.0 scores as many as 2 students (7%); (2) students who received 78.1 scores were 5 students (15%); (3) students who received 80.2 scores were 2 students (6%); (4) students who received 82.2 as many as 4 students (12%); (5) students who scored 83.3 as many as 3 students (9%); (6) One student scored 85.4 (3%); (7) students who received 86.4 as many as 2 students (6%); (8) students who scored 87.5 as many as 5 people (15%); (9) students who received 88.5 scores as many as 3 students (9%); (10) students who received 90.6 scores were 4 students (12%); (11) One student scored 93.7 (3%); (12) One student scored 96.8 (3%)/ Based on the percentage. the researcher stated that 100% of students had passed the Minimum Completeness Criteria/*Kriteria Ketuntasan Minimal* (KKM).

As a reinforcement that the work visit learning model is one of the effective models to be used in schools, the researchers present the result of comparative tests using Statistical Package for the Social Sciences (SPSS) on the value of the learning process and value the results of writing back with their own fairy tales that have been read. Nurgiyantoro in [13] explains that the *t*-test technique is a form of inferential statistical analysis that is intended to test hypotheses. There are three types of *t*-tests, namely single sample *t*-test, free sample *t*-test, and related sample-tests. The researcher used the *t*-Test for Independent Samples technique to compare the

scores of the students' scores in writing again with their own stories that had been read as a reinforcement of the research conducted. The following researchers describe the assessment and interpretation of SPSS as material for understanding for the reader, shown in Table I below :

TABLE I. GROUP STATISTICS

	Learning Outcomes	N	Mean	SD	Std. Error Mean
Learning Outcome Scores	First Cycle	33	64,03	7,707	1,342
	Second Cycle	33	81,42	4,981	,867

TABLE II. THE LEVENE AND T-TEST

		Learning Outcome Scores	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F Sig.	7,153 ,009	- -
T-Test for Equality of Means	t df Sig. (2-tailed) Mean Difference Std. Error Difference 95% Confidence Interval of the Difference Upp Low	-10,88 64 ,000 -17,39 1,598 -20,58 -14,20	-10,88 54,76 ,000 -17,39 1,598 -20,59 -14,19

From Table II above: (1) Homogeneity test results: Levene's Test for Equality of Variances: $F = 7.153$ and significance (Sig.) = .009 (0.9%). This shows that $P > 0.001$, then the data of the two samples has a different variance; (2) The t value test results. t-Test for Equality of Means: index t = -10.888 with df 64, the significance value (Sig.) is = .000 (0%). This shows that $P < 0.001$ or even far above 0.001 because $p < 0.000$. That is, there are significant differences between the average score of student learning outcomes through tests in the first and second cycle stages. Thus, H_o is rejected, and H_a is accepted.

V. CONCLUSIONS AND SUGGESTION

The application of the learning model for students in class VII C of SMP Negeri 11 Kota Tasikmalaya resulted in effective and efficient learning. This has been proven with the change of students in a more active direction, being able to be serious, and working with each group. It can be concluded that the visiting work learning model is able to create students who have confidence and learn to process idea boldly. By using this model students can have a variety of inspirations about understanding stories, and make personal students who have high curiosity. The researcher also gave some suggestions for improvement for all parties that the need to break the spirit of

student learning by way of the teacher applying the learning model in the classroom. In this way, it will create an atmosphere of learning to be more active, creative, and innovative.

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