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CHAPTER II

REVIEW OF RELATED LITERATURE

In the review of related literature, several related components of reading and writing, reading comprehension, writing ability, and the nature of Gallery Walk Strategy are discussed in order to gather them into one unified idea about the basic principles, criteria, and special characteristics of the reading, writing, reading comprehension, writing ability, and the nature of Gallery Walk Strategy, so it could be lifted to be operationalized indicators, and further, drawing assumptions and hypotheses.

II.1 The Nature of Reading

According to Gibbons (1991:51), reading is a process of getting the meaning from print. It means there is an interaction between the author and the writer in this activity because the writer delivers her/his idea to the readers through the texts. The readers can also improve their understanding through reading activity.

Similarly, Ling (2012: 147) states that reading is getting the text into the correct meaning. In this case, the readers have to observe, interpret, and evaluate the printed pages. It is a complex activity that involves both perception and thought. It consists of two related processes: word recognition and comprehension.

Based on the opinion above, it can be recognized that reading is an interaction and a thinking process of transferring printed letters into meaning in

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communicating by message between the writer and the reader. It means that the readers have to discover ideas from the text based on their background knowledge about the texts. The readers also should pay attention about supporting ideas in the text. It will be useful for them to understand the content of the text as whole. Therefore, the readers should be the active reader to get the factual information of the text.

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There are also some experts who have an opinion about the meaning of reading comprehension. Rupp (2008: 57) mentions that reading comprehension is complex, interactive and integrative and requires the effective interaction of multiple mental component for the creation of multiple mental representation of text. It means that reading comprehension is a complex activity that must be done effectively, as well as interactively by the readers to get the necessary things state in the text.

Moreover, Linse (2005:71) states that reading comprehension is an ability to understand a text by the readers. The readers do not only read the text but also understand what the readers read or what the text talks about. It needs their knowledge to provide the information so they know the message of the text itself. From these statements, it is concluded that reading and comprehension are two things unit to be one, they cannot be separate, and they are in unity. When readers loose one of the elements, they do not do comprehending yet.

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William Grabe (2002: 9) says that reading is the ability to draw meaning from the print page and interpret this information appropriately. Purposes for reading is: Reading to search for simple information, reading to skim quickly, reading to learn from texts, reading to integrate information, reading to write (or search for information need for writing), reading for critique texts, reading for general comprehension.

Elizabeth S. Pang (2003: 14) states that reading is a skill that will empower everyone who learns it. They will be able to benefit from the store of knowledge in print materials and, ultimately, to contribute to that knowledge. Good teaching enables students to learn to read and read to learn. Comprehension is the process of deriving meaning from connects to the text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning. This active engagement includes making use of prior knowledge. It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints.

Beatrice S. Mikulecky (2008:1) states that reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have interned. The reader does this by comparing the information in the text to his or her background knowledge and prior experience. Effective reading is essential for success in acquiring a second language. After all, reading is the basis of instruction in all aspects of language learning: using textbooks for language courses, writing, revising, developing

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vocabulary, acquiring grammar, editing, and using computer-assist language learning programs. Reading instruction, therefore, is an essential component of every second-language curriculum. Understanding some important facts about reading, literacy, and teaching methods are essential for providing effective instruction in reading.

In reading comprehension, the reader involves some processes to understand and comprehend the text more. Anderson (2003:109) states that in reading comprehension, a reader must have the following understanding; in identifying the main idea, following the procedure of the text, getting the impact, drawing the inferences, and seeing the writer's intention. If the students can understand information of the text that they read, so they will success to comprehend the text as whole because they are actively engaged and interactive with the meaning of the text.

In line with the definition above, Brown (2003:187) says that:

There are several skills in comprehending of reading such as: main idea (topic), expressions/idioms/phrases in context, inference (implied detailed), detail (scanning for a specifically stated detail), excluding facts not written (unstated details), supporting idea(s), and identifying meaning synonym, or opposite. It can be inferred that students have to master some skills in reading such as getting the main idea, contextual expression, implied meaning, supporting details, and finding the words with similar and opposite meaning.

In addition, Khand (2004:4) states that reading comprehension is the activity getting the content of the writer wants to explain. It is making meaning

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from the text. Furthermore, the readers can comprehend the text through reading process that includes the readers' background knowledge. Reading comprehension is crucial for students to be able to get the meaning out of their reading. Reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills, but also on the students' experiences and prior knowledge. Comprehension involves understanding the vocabulary seeing the relationships among words and concept.

II.2 Reading Comprehension

According to Tankersley (1952:108), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that interaction will make the reader understand what the writer talks about or the writer's messages. Tankersley also says that the reader filters new information against their own background storehouse of information and life experiences and identify and shift relevant from non relevant information. Effective readers monitor when the text is not understood or is not making sense and repairs faulty comprehension whenever it occurs.

Israel (2008:2122) states that reading comprehension is a complex cognitive process. It is a complex process that is difficult to define, much less teach and assess. Tankersley (2005:108) also argues that comprehension is a process not a product. Reader filters, understanding through the lens of their motivation, their knowledge, cognitive abilities and experience. In short, reading

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comprehension is the main goal of reading and it is an active complex process to which each reader brings his or her individual attitudes, interest, expectation, skills and prior knowledge to get the gist of written language.

According to Grabe (2009: 15), reading is a central comprehensive of the thinking process. Reading is also a cognitive process that consists of reader and the text. This statement is supported by Kalayo who said that reading is letters, words, sentences, and paragraph that encode meaning. There are some components in reading comprehension skill. The components have their own characteristic. King and Stanly (1998:331)state that there are five components that may help to read carefully.

a. Finding factual information

Factual information requires readers to scan specific detail. The factual information questions are generally prepared for students and those which appear with WH-question word. There are many types of questions: reason, purpose, comparison, etc in which the answer can be found in the text.

b. Finding main idea

According to Elizabeth Chealse (2001:16), the main idea is the overall fact, feeling, or idea the author wants to convey about the subject. The main ideas are general enough to encompass all of the ideas in the passage. They also make an assertion about the subject that the rest of the passage develops and supports. The main ideas are often stated in topic sentences. In longer texts, each paragraph has a main

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idea (though it may not be explicitly stated), and each main idea works to support the overall main idea of the passage. In other words, the main idea provides the reader with different clues. The most of the commonplace of the main idea and the clues that each offers the reader about paragraph development and organization are discussed. Sometimes, the main idea of the paragraph that we can find are in the first sentence, last sentence, middle sentence, or in the first and last sentence.

c. Identifying the topic

According to Katheleen (1992:168), a paragraph can be defined as a group of related ideas. The sentence relate to one another in the sense that each is about common person, place, thing, or idea. This common subject or idea is called the topic. The topic is what the entire paragraph is about.

d. Finding the meaning of vocabulary

According to Katheleen (1992:324), your vocabulary defines and describes you by revealing a great deal about your level of education and your experience. The reader could develop his or her guessing ability to the word which, if it is not familiar with him or her, by relating the close meaning unfamiliar words to the next and the topic of the text that is read. The word has been nearly equivalent meaning when it has it or nearly the same meaning as another word.

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e. Identifying reference

Reference is the relationship which holds between word and things: words refer things. This reference can help the reader understand the reading.

f. Making inferences

According to Katheleen (1992:378), inference is a logical connection that you draw between what you observe or know and what you do not know. Inferences are reasonable guesses made on the basis of available information.

In conclusion, reading comprehension is the ability to read the text and understand the meaning of the text. Students' reading comprehension can be influenced by the use of effective strategies for teaching and learning process.

II.2.1. Students' Reading Comprehension

Comprehension is the central of reading (Tankersly 2003:90). It is the ability which plays important parts in reading. Without comprehension the students are not able to find out the meaning of the text. Based on Pang, Muaka, Bernhardt and Kamil (2003:14) the students should master the comprehension skill and it requires prior knowledge to have the comprehension skill. The more students have good prior knowledge the easier to comprehend the reading text. Understanding the importance of background knowledge to comprehension is critical because it connects new information with prior knowledge before we integrate and organize the new information (Moreollon, 2007:19).

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Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002:11). When doing this, students should use his/her prior knowledge to get new knowledge. Reading comprehension is about relating prior knowledge to new knowledge contained in writing texts.

Based on Tankersley (2003:90), reading comprehension is dependent on three factors, they are:

1. The students have command of the linguistic structure of the text.
2. The students are able to exercise metacognitive control over the content being read. It means that the students are able to monitor and reflect on his/her own level of understanding while reading the material.
3. The students have an adequate background in the content and vocabulary being presented.

II.2.2. Level of students' Reading Comprehension

According to Westwood (2001:), reading comprehension is considered to occur in four of complexity. There levels are often referred to as literal level, inferential level, critical level and creative level. Consider the following brief passage:

1. Literal level

The literal level is the first level of comprehension. At this level the students understand and identify the fact or the information stated in the text directly. In here, the students are required to be able to recall the fact of the reading text. Dorn &Soffos (2001:21) said that literal

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level is the level of understanding represented by the ability to recall factual information from the text.

2. Inferential level

At the inferential level, the students are able to go beyond what is written on the page and add meaning or draw conclusion. At this level, the author's message serves as a pivotal point in regulating the students deeper thinking. The text becomes reconstructed or tailored in the student's mind to accommodate the students' background experience and personal goals.

3. Critical level

At the critical level, the students assess the good sense of what her/him is reading, its clarity, accuracy and any apparent exaggeration or bias.

4. Creative level

At the creative level, the students can take the information or ideas from what has been read and develop new ideas from them. The creative level stimulates the students to new and original thinking.

II.2.3 Ways of Improving Students Reading Comprehension

Comprehension is actually the main goal of learning to read. There are many ways to improve reading comprehension:

1. Building vocabulary can help students recognize more words and better understand the overall meaning of the text.
2. Understanding the structure of the text or how it is organized helps students know what to expect and where, so they can better comprehend

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what they are reading. Teachers show students different ways to understand the structure of the text to improve their comprehension.

3. Teachers can give students strategies or guidelines for understanding different types of texts, such as a newspaper, a fiction book, or a menu.
4. Such strategies, teach students to ask and answer questions and stories they read, summarize paragraphs and stories they read, and draw conclusions about the information.
5. Teaching students to think about what they are reading is an important way for them to use their skills to understand science, history, social studies, math, and many other subjects they will study throughout their education.

Good comprehenders do the following things:

- They use a range of comprehension strategies to deepen and enrich their understanding of what they are reading (Pressley, El-Dinary, & Brown, 1992).
- They are aware of their own thinking processes, and they make conscious decisions to use different comprehension strategies as they read, especially when they detect problems in understanding what they are reading (Baker & Brown, 1984).
- They attribute successful comprehension to effort more than to ability. They believe they can understand what they read if they apply the right comprehension strategies; however, they also believe that achieving

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this level of understanding requires effort, according to Carr and Borkowski (as cited in Brown, 2002).

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II.2.4. Factors Influence Students' Reading Comprehension

There are some factors that influence students' reading comprehension. Dorn & soffos (2005:16) said that comprehension is influenced by a range of internal factors, they are: perceptions, belief, motivation, and problem solving strategies. While based in Westwood (2001:33), there are eight factors that influence the comprehension. They are as follows:

- a. Limited of vocabulary
- b. Lack of fluency
- c. Lack of familiarity with the subject matter
- d. The difficulty level of the text (read ability)
- e. Inadequate use of effective reading strategies
- f. Weak verbal reasoning
- g. Problems with processing information
- h. Problems in recalling information after reading

Those factors above are very influential for students at the Islamic Senior High School of Islamic Boarding School Technology of Riau. Major problems such as lacking of vocabulary, lacking of understanding of the meaning/intent from the stories they read and also lacking of background knowledge of the stories have been such obstacles for students to improve their reading comprehension as well as enjoy the lesson or message conveyed by writers through text.

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These problems are not only happening in the Islamic Senior High School of Islamic Boarding School Technology of Riau, but also generally in most schools throughout Indonesia. Because in Indonesia, English is as a foreign language so we can merely get an English lesson from formal education, such as from school, course or in the college.

II.3. Teaching Reading Comprehension

The goal of teaching reading is to make the readers able to get the ideas, the information and able to comprehend the text that they read. It means if the reader reads the text, they will able to get the information from the text and they are able to synthesize and evaluate the information that they get from the text. Klinger (2007:5) stated that there are some instructional components that contribute the most to improved effect sizes in reading comprehension that include:

- a. Teacher and students questioning
- b. Interactive dialogue between teachers and students and students and students
- c. Controlling task difficulty and scaffolding instruction
- d. Elaboration the steps or strategies and modeling the teacher
- e. Small group instruction
- f. Use of the cues to help students remember to use and apply what they learn

According to Idham (2014:97) say“teaching reading basically aims”:

- a. Development of reading skills, study skills, comprehension skills

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- b. Introduction (or practice) of an important/new genre, e.g. poem, flowchart, etc.
- c. Creation of a new interest or chasing in on the current interest so that pupils will read more
- d. The ironing out of old (bad) habits, e.g. word by word reading
- e. The development of flexible reading strategy.

In conclusion, teaching reading comprehension will be easy if the teacher knows which skill and strategy that is appropriate for the students to get ideas, information from the text, and they are able to evaluate the information that they get from the text.

According to Nunan (2003: 68), teaching reading has at least two aspects. Firstly, it can refer to teaching learners who are learning to read for the very first time. Secondly, the aspect of teaching reading refers to teaching learners who already have reading skill in their first language. It means that the readers are demanding to read a lot so that they can have a good skill because in reading, it has two important aspects which should have the readers. It shows that it can conclude that the readers must understand two important aspects to teach, in order the students have a good skill in reading.

Moreover, Richards (2002: 273) says that reading receives a special focus on teaching. There are three reasons for this: Firstly, many foreign language students often have reading as one of their most important goals. Secondly, written text serves various pedagogical

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purposes. Thirdly, reading is a skill which is highly valued by students and teachers alike. It means that the reading is a skill that has good assessment for the students and teachers.

Based on the explanation above, it can be inferred that teaching reading is a process to get information and knowledge, reading is useful for other purposes; any exposure to English to provide students understand it more, is a good thing for language students, it also provides good models for English writing and provide opportunities to study the language.

II.4. Principles for Teaching Reading

The following principles can guide the design and practice of a reading program. For another list of principles, see Williams (1986).

a. *Meaning-focused Input*

- Practice and training in reading should be done for a range of reading purposes. A reading course should cover these purposes—reading to search for information (including skimming and scanning), reading to learn, reading for fun, reading to integrate information, reading to critique texts, and reading to write. These are looked at throughout the following chapters.
- Learners should be doing a reading that is appropriate to their language proficiency level. The course should include reading simplified material at a range of levels, particularly extensive reading of graded readers.

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- Reading should be used as a way of developing language proficiency. Learners should read with 98 percent coverage of the vocabulary in the text so that they can learn the remaining 2 percent through guessing from context.
- b. *Meaning-focused Output*
- Reading should be related to other language skills. The course should involve listening, speaking and writing activities related to the reading. See, for example, Simcock (1993) using the ask and answer technique and several others described later in this book.
- c. *Language-focused Learning*
- Learners should be helped to develop the skills and knowledge needed for effective reading. The course should work on the subskills of reading and the language features needed to read, including phonemic awareness activities, phonics, spelling practice, vocabulary learning using word cards, and grammar study. Some of this can be done through intensive reading.
 - Learners should be given training and practice in a range of reading strategies. These strategies could include—previewing, setting a purpose, predicting, posing questions, connecting to background knowledge, paying attention to text structure, guessing words from context, critiquing, and reflecting on the text. Janzen and Stoller (1998) describe a similar list of strategies.

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- Learners should be given training and practice in integrating a range of strategies. Learners should be familiar with a strategy package procedure like reciprocal teaching or concept-oriented reading (CORI).
 - Learners should become familiar with a range of text structures, such as those used in newspaper reports, stories, recounts and information reports.
- d. *Fluency Development*
- Learners should be helped and pushed to develop fluency in reading. They need to read material that is very familiar and contains no unknown language features. There should also be speed reading practice in word recognition and in reading for understanding. These can include activities like speed reading, repeated reading, paired reading, scanning, and skimming. Chapter 5 focuses on reading fluency.
 - Learners should enjoy reading and feel motivated to read. Learners should have access to interesting texts and be involved in activities like listening to stories, independent reading, and shared reading (blown-up books). Native-speaking children like to read scary books, comics and cartoons, books about sports, and magazines about popular culture (Worthy, Moorman and Turner, 1999). These are not usually found at school.

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- Learners should read a lot. This can be monitored and encouraged through the use of extensive reading and issue logs.

II.5 The Nature of Writing

Writing is a skill in expressing an idea into a written, then a written should be understood by the reader. So, A writer must have good ideas, feeling, opinion, and be creative in his own thinking to make a reader understand and be satisfied. Like Murcia (2001:213) states that ” Writing is a skill which enables a learner to plan and to rethink the communication process.” It is the mental work of inventing ideas, thinking about expressing them, and organizing them into statements and paragraphs that will be clear to the reader.

Writing is a process to transfer ideas or thought into a written language. Remembering that writing is a process, the students can not master the ability of writing easily. Syafii et al. (2011: 171) said that at least there are three major steps that should be grasped by students who have great concern in writing; first they should master basic sentence patterns. Second, they have to amplify the sentence correctly. Finally, they have to develop sentences into paragraphs. The success of writing ability in this case also depends on the collaboration between students and teacher. The teacher is expected to be able to support and motivate the students persuasively in order to make them creative in writing.

According to Jordan (2007:5), there are five types of writing: they are expository, narrative, persuasive, descriptive, and process writing.

- a. Expository writing informs, clarifies, explains, defines, or instructs by giving information, explaining why or how, clarifying a process, or

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defining a concept. Well-written exposition has a clear central focus developed through a carefully crafted presentation of facts, examples, or a definition that enhance the reader's understanding.

- b. Narrative writing accounts for personal or fictional experience, telling a story based upon a real or imagined event. In a well-written narration, a writer uses insight, creativity, drama, suspense, humor, or fantasy to create a central theme or impression. The details work together to develop an identifiable story line. Narratives are usually arranged in chronological order, but they may also contain flashbacks, interruptions that take the story back to an earlier time.
- c. Persuasive writing convinces, prevails upon, wins over, or hooks the reader to believe or do something. In a well-written persuasion, a writer take a position for or against an issue, using statistics, analogies, irony, antithesis, specific examples, and expert evidence to create a convincing line of argument that will move a reader to action.
- d. Descriptive writing sketches a portrait of a person, place, or thing by using concrete and specific details that appeal to one or more of the senses.
- e. Process writing develops patterns in time order, usually chronologically. These patterns either describe processes or explain how to perform processes with fluid, directional, or step-by-step instructions.

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Kane (2000:6) mentions that the various effects a writer may wish to have on his or her readers to inform, to persuade, to entertain result in different kinds of prose. The most common is prose that informs, which, depending on what it is about, is called exposition, description, or narration.

Hughey et al (1983:139) statethat There are five components needed to construct writing such as content, organization, vocabulary, language use and mechanics. Those components are needed to create effective written communication. According to Jacob (1981:91) there are five components of writing, they are as mentioned in the following points:

a. Content

It means that ability to think creatively and to develop thought, excluding all irrelevant information.

b. Organization

An essay is coherent if its paragraph a are woven together or flow into each other. An essay, which lacks of unity or orderly movement will not be coherent, since reader cannot move easily from one paragraph has no clear relation to the first.

c. Vocabulary

In writing, there should be sophisticated range, effective word, idiom, word choice and its usage.

d. Language Use

Grammar or a language is description of speaking and writing habits of the people who use it. In composing paragraphs or texts, the knowledge of

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grammar is very important. Without them, writers will not be able to use it. So, the readers may not catch points of writer's messages.

e. Mechanics

Essay writing is mechanically good if the writer demonstrates mastery of conventions, good spelling, punctuation, capitalization, and paragraphing and also handwriting.

According to Blancard and Root (2004:4), there are three elements of a good writing, they are:

a. Subject

In composing a good writing, the writers will choose the topic that interests them and that they know and understand well. Here, the writer will assign a subject and try to find the angle or focus on that subject. This angle or focus of the subject is interesting for the writer and can be explored.

b. Purpose

In writing something, it is important for us to determine our purpose of writing. There are three most common purposes for writing, they are: to entertain, to inform and to persuade. These three purposes are not excluded because we can accomplish several purposes at the same time in a piece of writing.

c. Audience

According to Syafi'i et al. (2011:104) audience is one of the most crucial parts in term of writing. As a writer, we need to communicate our

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messages, ideas or feelings to readers with a very clear meaning through a means of written communication. Knowing audience will help us reach our goal of communication clearly and effectively.

In conclusion, writing is an ability to express thought, feeling, experience into written form requiring mastery of skill such as grammar, vocabulary and mechanic.

Harmer (2004:41-42) summarizes at least five tasks of the teachers have to perform before, during, and after student writing are the following:

1. Demonstrating

Students need to be aware of writing conventions and genre constraints in specific types of writing; teachers have to be able to draw these features to their attention. In whatever way students are made aware of layout issues of the language used to perform certain written functions, for example, the important issue is that they are made aware of these things – that these things are drawn to their attention.

2. Motivating and provoking

Students often find themselves “lost for words”, especially in creative writing tasks. This is where the teacher can help, provoking the students into having ideas, infusing them with the value of the task, and persuading them what fun it can be. It helps, for example, if teachers go into class with prepared suggestions so that when students get stuck they can immediately get help rather than having the students to think of ideas on the spot. Time spent preparing amusing and engaging ways

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of getting students involved in a particular writing task will not be wasted. Students can be asked to exchanged ‘virtual’ e-mails or discuss ideas before the writing activity starts. Sometimes teachers can give them the words they need to start a writing task as a way of getting them going.

3. Supporting

Students need a lot of help and reassurance once they get going, both with ideas and with the means to carry them out. Teachers need to be extremely supportive when students are writing in class, always available (except during exam writing, of course), and prepared to help students overcome difficulties.

4. Responding

Teachers react to the content and constructing of a piece supportively and often (but not always) make suggestions for its improvement. When teachers respond to a student’s work in various draft stages, teachers will not be grading the work or judging it as a finished product. Teachers will, instead, be telling the student how well it is going so far. Teachers might also make comments about their use of language and suggest ways of improving it.

5. Evaluating

When evaluating students’ writing for test purposes, teachers can indicate where they wrote well and where they made mistakes, and teachers may award grades; but although test-marking is different from

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responding, we can still use it not just to grade students but also as a learning opportunity. When teachers hand back marked scripts teachers can get their students to look at the errors and try to put them right.

II.6. Process of writing

Meyers (2005, pp. 2-3) states that a good writer is working through the process, even not every writer writes in the same way exactly. Meanwhile, in order to write well, there are generally six steps that must be followed. The first is exploring ideas. In this step, subject, purpose and audience need to be considered. The next is prewriting by using brainstorming, clustering, or free-writing. The third is organizing. The next step is writing a first draft by writing quickly to record thoughts and putting notes and new ideas in the margins. The fifth is revising the draft by reading it aloud and adding or omitting materials then moving materials around. The last is producing the final copy. It can be concluded there are steps to produce a good writing. Generally, they are exploring ideas, prewriting, organizing, writing a first draft, revising the draft, and producing the final copy.

II.7. The Purpose of Writing

As one of the four skills of reading, speaking, listening and writing, writing also can be used for a variety of purposes. According to Harmer (2004:31-34), he divides it into two purposes. The first one is writing-for-learning, that role where students write predominantly to augment their learning of the grammar and

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vocabulary of the language. The second one is ‘writing-for-writing’, where students directed learning and write in various genres using different registers.

In conclusion to the discussion above, written language is used to get students knowing their environment, expressing their thinking. In the case of information, written language is used to communicate with others who are removed in time and space. In this paper, the students wrote a recount text to retell about events or their own experiences based on the given topic in their books

II.8. The Components of Writing

Writing components are the combination of all kinds of elements that will build a good writing. Someone who wants to write must consider components of writing like Harris (1986: 91-93) says as the following:

1. Grammar (Language Usage)

The most important one is the grammar or language use. The using of grammar must correct and appropriate to the context of language.

2. Vocabulary

While writing, writers have to observe the word choice and terms that used in each sentence. Each word must also be arranged as well as possible to avoid wordiness and ambiguity.

3. Mechanics

The element of good writing counts only when it’s wrong. Fair or not, the reader will notice the spelling (including technical terms and proper names), punctuation (comma placement or the other punctuation placement), subject/verb agreement, appropriate verb tense, etc.

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4. Fluency (Style and Easy Communication)

The control of language that is appropriate to the purpose, audience, and context of the writing. Sentence fluency involves using a variety of sentence styles to establish effective relationships between and among ideas, causes, and/or statements appropriate to the task.

5. Form (Organization)

Organization is the progression, relatedness, and completeness of ideas. The writer establishes for the reader a well-organized composition, which exhibits a constancy of purpose through the development of elements forming an effective beginning, middle, and end. The response demonstrates a clear progression of related ideas and/or events and is unified and complete.

Kane (1988:13-18) explains the writing components like the grammar, usage, and mechanics explicitly. The grammar that used means the writer must write the deep meaning of a word or sentence. The usage designates rules of a less basic and binding sort, concerning how we should use the language in certain situations. In composition, mechanics refers to the appearance of words, to how they are spelled or arranged on paper.

From those are points of views, it can be clearly seen that a good composition covers some components of writing such as grammar (language use), vocabulary, fluency, form (organization), and mechanics.



It is expected that the students must be able to use all of them in their writing in order to generate a good composition.

II.9 Paragraph Writing

II.9.1. Parts of Paragraph

According to Kane (1988:92), a paragraph is a group of sentences developing a common idea, called the *topic*. Blanchard and Root (2003:8) define a paragraph as a group of sentences that develops one main idea. A paragraph usually begins with a sentence that states the main idea. This sentence is called the topic sentence. The other sentences that explain the main idea or give some detailed information called supporting sentences. A concluding sentence, sometimes added at the last paragraphs.

Fowler (2006:32) says the paragraph is a main unit of composition, as important to the writer as the sentence or the phrase. It develops a single topic, and so has a distinct, independent unity. As a distinct passage, it begins with a new line (often indented: the new line marks a break in sense from the previous paragraph, and consequently a breathing space). In paragraphs, we also can find topic sentence, supporting details, closing sentence, transition signals in some kinds of text such in narrative, recount, persuasive, and expository paragraphs. A combination of some paragraphs usually also defined as the texts.

Patel (2008:131) explains in the paragraph, the lexical and structural items sold in proper order. This writing task needs an idea or theme to be expressed in a paragraph. The teacher should give interesting topic to the students so that he could make paragraph writing very interesting.

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II.9.2 The Elements Of Paragraph

1. Unity

An important element of a good paragraph is unity. Unity means that a paragraph discusses one and only one main idea from beginning to end. The second part of unity is that every supporting sentence must directly explain or prove the main idea.

1 Coherence

Another element of a good paragraph is coherence. The Latin verb *cohere* means “hold together”. For coherence in writing, the sentences must hold together; that the movement from one sentence to the next must be logical and smooth. There must be no sudden jumps. Each sentence should flow smoothly into the next one.

II.10. Recount Text

According to **Sofyanda et al (2007:95)**, recount text is a text that reports of the event or activity in the past and functions to inform, to retell or to entertain the readers. The structure of recount text usually consists of orientation, a report of an event or activity, and reorientation. Orientation gives general information about who, what, when and where. In report of an event or activity, ordinarily, it tells what happened and in what sequence an activity occur. In re-orientation, we can put a personal comment as a closing or conclusion on the events.

Additionally, **Wardiman et al (2008: 70)** state that the genetic structures of recount text described as follows:

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1. Orientation is functioning as the setting and to introduce participants. Normally, it informs the reader about the door, the place, the time, or the activity that was happening.
2. Events in time order tell the sequence or the chronicle of some activities that was passed.
3. Reorientation is an optional which function to close a recount text. It may also appear in the form of concluding sentences.

The language features in recount text commonly consists as the following:

1. Noun as a personal pronoun, such as Martin, Simon, Aniston, etc.
2. Individual participant, focused on the specific participant's story.
3. Past tense (simple past tense and past progressive tense), such as went, ran, ate, was coming, were walking, etc.
4. Time connective and conjunction to sequence of the events, such as after, before, then, after that, etc.
5. Action verbs; a verb that shows the events or occurrence, such as stayed, climbed, killed, etc.
6. Adverb and adverb phrases to show the place, time and way, such as yesterday, last week, at home, slowly, carefully, etc.

Wardiman et al (2008: 12)

Example of recount text

Going to Sanur Beach

Orientation: Last holiday our family went to Bali to have a picnic. We went there by plane. We were in Bali for six days, so we

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had to stay in a hotel because we didn't have any relatives there. We stayed in Bali Beach Hotel near Sanur Beach.

*Event 1 : **The first day**, When we came to the hotel, we didn't come to our room directly, but we have to check in. We were received by the receptionists who were friendly and kind and then we were helped by a room boy who took us to our room.*

*Event 2: **Then** second day, we visited Sanur beach. We just took a walk, because the beach is in front of the hotel. We walked along the seashore, played water and sand. Actually we also wanted to swim in the beach but the lifeguard didn't allow us.*

*Event 3: **After** doing many activities we also watched some foreign tourists' activities. Some tourists were lying on the beach while others were having massage or surfing.*

Re-orientation : When we felt tired, we took a rest to have some meals and drinks. And at 2 p.m. we went to the hotel. It was tiring but we were happy.

Bold words : Transition signals

Event 1-3 : Actions or activities.

Underlined words : details or supporting details

As written on the School Based Curriculum (KTSP 2006), the students required to mastery recount text both oral and written in the form of interactional and monolog by using the generic structures and language features of recount text acceptably. They also emphasized to comprehend the characteristics of recount

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text. In the other hand, the teacher facilitates students to gain the goal of the teaching learning process.

The writer uses personal recount about recounting experiences to teach in the class based on the school syllabus with the topic personal experience.

II.11. Gallery Walk Strategy

Gallery walk is a strategy that has a purpose to provide participants with the opportunity to think about and share the process that is used to read, write and to facilitate a comparison between the participants' description of their reading or writing. Teachers often use this strategy as a way to have students share their work with peers, examine multiple historical documents, or respond to a collection of quotations. Because this strategy requires students to physically move around the room, it can be especially engaging to kinesthetic learners.

1. The requirements
 - a. Chart paper
 - b. Marker
 - c. Cartoon paper
2. Procedures
 - a. Participants quietly reflect on what they do when they read or write, then jot down their responses to the question.
 - b. Participants share ideas and create a common set of action or definition: Reading or Writing is.... When you read or write.. (it is recommended for the teacher to ask the students to organize their ideas in the form of concept map).

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- c. Each table post their definition. Additional definitions can also be posted by the facilitator from various resources. It is suggested that the texts should be displayed in the form “galleru-style”- in a way that allows students to disperse themselves around the room, with several students clustering around a particular text. Texts can be hung on walls or placed on tab;es. The most important factor is that the texts are spread far enough apart to reduce significant crowding.
- d. Groups move around the room reading the definitions. The facilitator keeps the groups moving so that all posted definitions are viewed before discussion begins.
- e. Implication and application: participants identify similarities and differences among the individual definitions. The groups give their opinions about the “fit” between their definition and reading or writing as defined by the revised standard. The group gives ideas about how the reading or writing, standard will impact their teaching.

Viewing instruction will depend on the goals of the activity. If the purpose of the gallery walk is to introduce students to new material, you might want them to take informal notes as they walk around the room. If the purpose of the gallery walk is for students to take away particular information, you can create a graphic organizer for students to complete as they view the”exhibit,” or compile a list of questions for them to answer based on the texts on display. Sometimes teachers ask students to identify similarities and differences among a collection of

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texts. Or, teachers give students a few minutes to tour the room and then, once seated, ask them to record impressions about what they saw. Students can take a gallery walk on their own or with a partner. You can also have them travel in small groups, announcing when groups should move to the next piece in the exhibit. On direction that should be emphasized is that students are supposed to disperse themselves around the room. When too many students cluster around one text, it not only makes it difficult for students to view the text, but it also increases the likelihood of off-task behavior.

II.12 Related Studies

Related studies require some previous researchers conducted by other researchers in which they are relevant to this research itself. Besides, the related studies have to analyze what the point of this focuses on, informs the design, and find the conclusion of the previous researcher, as follow:

- 1) Yusnidar, (2015) carried a research entitled "*Penerapan Metode Gallery Walk Untuk Meningkatkan Kemampuan Menulis Teks Analytical exposition Bahasa Inggris Siswa Kelas XI IPA 1 MAN MODEL BANDA ACEH*". The purpose of this research is to examine the use of the Gallery Walk Strategy as a writing tool. The population of this study is the eleven grade students. The research design used in this study is a quasi-experimental research; the finding inferred that Gallery Walk Strategy is a useful tool for effective writing especially in analytical exposition text. The difference this research with the

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researcher have is the gallery walk strategy here used for improving writing, analytical exposition, then, the research of researcher has been a gallery walk used for improving students writing and students reading.

- 2) Rohyeni, (2012) carried a research entitled “ *Efektifitas Penerapan Metode Gallery Walk Meningkatkan Hasil Belajar Peserta Didik Pada Mata Pelajaran Matematika Materi Lambang Bilangan Semester 1 Kelas IV TAHUN 2012 MI ISLAMIYAH BANYU PUTIH BATANG*”. The purpose of this research is to examine the use of the Gallery Walk Strategy as a tool for teaching math . The population of this study is the fourth grade students. The research design used in this study is a quasi-experimental research; the finding inferred that Gallery Walk Strategy is a useful tool effective for teaching math in the lambang bilangan material. In this research gallery walk used for improving students math lesson but the i as a researcher here, use gallery walk for improving students writing and reading.
- 3) Gufron, Moch (2011) carried a research entitled “ *Implementasi Metode Gallery Walk Dan Small Group Dalam Meningkatkan Efektivitas Pembelajaran Pendidikan Agama Islam Kelas VIII E Di SMP N 1 Banyuanyar Probolinggo*” The purpose of this research is to examine the use of the Gallery Walk Strategy as a tool for teaching education of religion. The population of this study is the eight grades of SMPN 1 Banyuanyar Probolinggo. The research design used in this study is a quasi-experimental research; the finding inferred that Gallery Walk

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Strategy is a useful tool effective for teaching education of religion. This research used gallery walk for improving students' comprehension in education of religion lesson, but I as a researcher use gallery walk for improving students writing and reading.

- 4) Rantini, Dewi (2013) carried a research entitled “ *Teaching Reading Through Combaining Text Rendering Strategy And Gallery Walk Strategy At Grade Eight Students Of Junior High School*”the purpose of this research is combining two strategies for teaching reading it is emphasized to the learner activity and activeness in the classroom. The population of this study is the eight grades of Junior High School Students. The research design used in this study is a quasi-experimental research; the finding inferred that Text Rendering Strategy and Gallery walk Strategy is useful for teaching reading. In this research the researcher combining gallery walk strategy and text rendering strategy for teaching reading, it means improving students reading comprehension. I as a researcher use gallery walk only for improving students both reading and writing.
- 5) Anwar, Farrah Zakiyah (2015) carried a research entitled “*Enhancing Students’ Speaking Skill Through Gallery Walk Technique (A Classroom Action Research At The First Frade Students Of SMA Muhammadiyah (PLUS) Salatiga In Academic Year 2014/2015*”the purpose of this research is to examine the use of Gallery Walk Technique as a tool to enhance students speaking skill. The type of this

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research is Classroom Action Research (CAR). And the population of this research is the first grade students of SMA Muhammadiyah (PLUS) Salatiga. This research uses gallery walk for enhancing students' speaking skill, but I as a researcher use gallery walk for improving students' writing and reading.

- 6) Marini, (2012) *Efektifitas Penggunaan Metode Gallery Walk Dalam Meningkatkan Kemampuan Siswa Pada Pembelajaran Bahasa Arab di Madrasah Stanawiyah Al- Fatah Tarakan*, under graduate thesis, majoring in Sastra Asia Barat Hasanuddin University, investigated the implementation of gallery walk method to teach junior high school students. This study describes how gallery walks method used by the teacher in that school and its implementation of teaching learning process in the Arabic language subject. She stated that teaching students is not easy, especially to those who have lack of motivation even more so if the teacher uses uncreative way to teach the students. The teacher has to be creative in choosing appropriate method. And the finding shown that the implementation of gallery walk method to teach Arabic is effective, the students' achievement in Arabic subject could increase by using this method
- 7) Ahmad Saifullah 093111246 (2011) *Penerapan Metode Gallery Walk (Pameran Berjalan) dalam Meningkatkan Hasil Belajar Fiqih Materi Jual Beli*, under graduated thesis, FITK Faculty of Walisongo State Islamic University. This study was a classroom action research. The

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aim of this study was to improve students' achievement in Fiqih, trading theme. The result of the research showed that this method can help the students' achievement in that subject.

- 8) Muhammad Fajrul Falah 093411040 (2013) *The Use of Mind Mapping Technique to Improve Students' Writing of Recount Text*, under graduate thesis, FITK faculty of Walisongo State Islamic University. This study was a classroomaction research. The aim of this study was to improve students' writing skill on a recount textby using mind mapping. The result of study shows that using the Mind Mapping technique can improve students' achievement in writing
- 9) Ahera, Rifqi Nuril (2014), *The Use Of Gallery Walk To Improve Students' Hortatory Exposition Text*,under graduate thesis, Islamic Education And Teacher Training Faculty Walisongo State Institute For Islamic Study Semarang. The aim of this study was to improve students' writing skill on a hortatory exposition text by using mind gallery walk strategy. The result of study shows that using gallery walk strategy can improve students' achievement in writing.
- 10) Mulyani, RatnaA'in (2014), *Teaching Written Announcement Through Gallery Walk Technique*, a thesis English Department Faculty of Languages and Arts Semarang State University. The aim this study was to find out whether there was a significant difference in the achievement of writing announcement text between the eighth grade students of SMP Muhammadiyah 1 Weleri in the academic year of

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2013/2014 who were taught by using Gallery Walk technique and those who were taught by using conventional methods.

Based on 10 related studies explained above, some similarities and differences with this current research were found. They are as follows:

The similarities and differences with this research are: 1) similar strategy with this research by using gallery walk strategy, 2) the use of similar research design is quasi experimental research, 3) the use similar subject is the middle student in senior High School, 4) The difference is the number of variable that they used as much as 2 variables, while variable in this research is as much as 3 variables. 5) The design was Class room action research.

II.13. Operational concepts and Indicators

This research was an experimental research which focused on gaining the effect of using Gallery Walk Strategy in reading and writing recount text at the Islamic Senior High School of Islamic Boarding School Technology of Riau. Therefore, in analyzing the problem in this research, there were 3 variables identified. The first is using Gallery Walk Strategy. The second, the students' reading comprehension in recount text. The third is the students' ability in writing recount text. The operational concepts can be drawn at the following diagram.

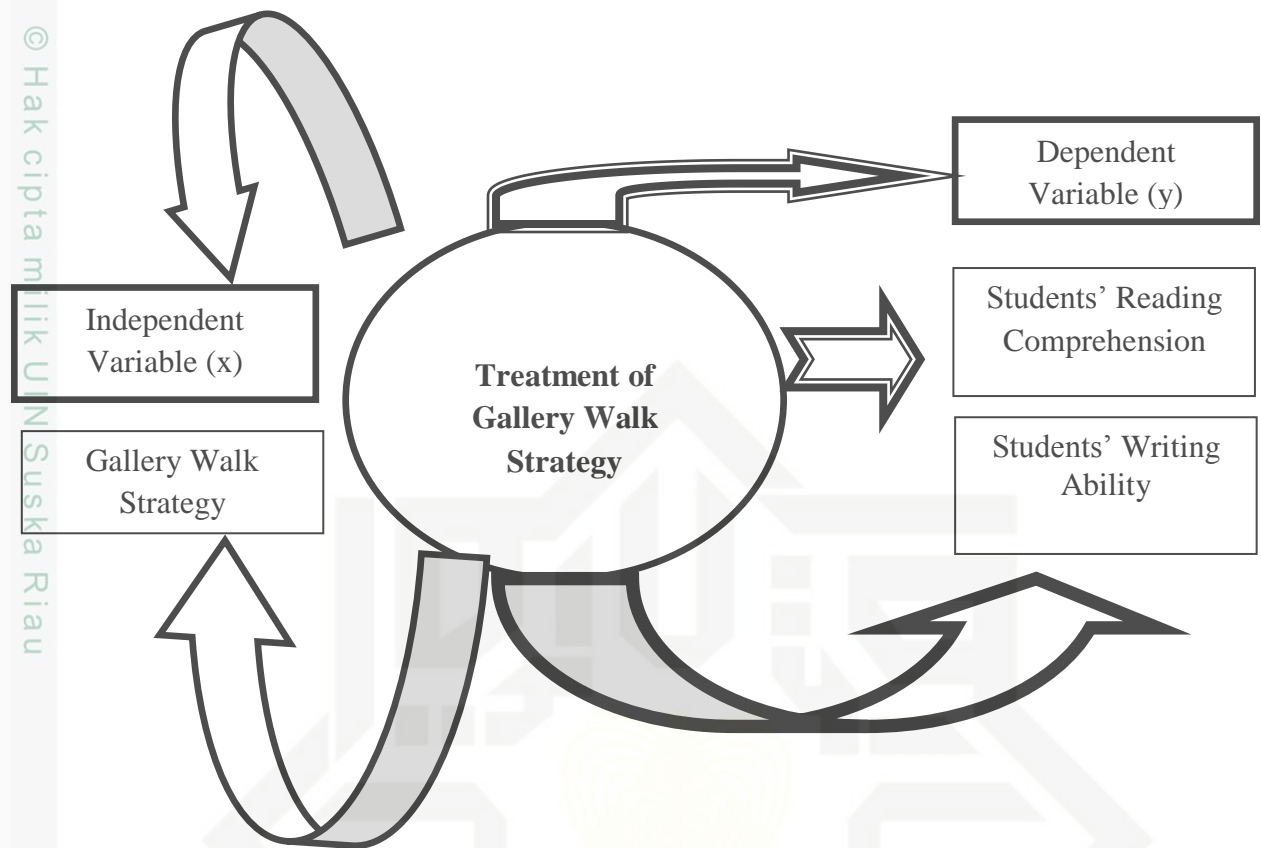


Figure 1. Conceptual Framework

To operate the investigation on the variable, the indicators are focused based on:

A. The indicators of using Gallery Walk (X) are as follows:

1. The teacher divides the students into groups
2. The teacher gives a topic to the students
3. The teacher asks the students to work through gallery walk
4. The teacher asks The students share ideas and create a common set of action or definition
5. The teacher asks The student to post their results on a wall of gallery walk

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6. The teacher asks The Groups move around the room reading the definitions (result) other group on the wall of gallery walk
7. The teacher asks each group to answer the question from another group.
8. The teacher asks for the students to correct together
9. The teacher asks the group to conclude what they already get
10. The teacher asks the students to submit the result in a form of writing

B. The indicators of students' comprehension of reading recount text (Y 1).

Based on the teacher's syllabus, the indicators of reading comprehension are as follows:

- a. The students are able to find out the topic of recount text.
- b. The students are able to find out the generic structure of recount text.
- c. The students are able to find out the language feature of recount text.
- d. The students are able to determinethe main idea of recount text.
- e. The students are able to understand the content of recount text.

C. The indicators of students' ability in writing recount text (Y 2).

Based on the teacher's syllabus, the indicators of reading comprehension as follows:

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- a. Students are able to identify the orientation, events, re-orientation in writing recount text.
- b. Students are able to make the orientation of recount text.
- c. Students are able to make the events of recount text.
- d. Students are able to make the re-orientation of recount text.
- e. Students are able to use the transition signal in every paragraph.
- f. Students are able to write grammatically.

II.14. Assumption and Hypothesis**II.14.1. Assumption**

Before formulating the hypothesis as the temporary answer to the problem, it is necessary to present some assumptions as follows:

- a. Using Gallery Walk Strategy can give effect on the students' reading comprehension.
- b. Using Gallery Walk Strategy can give effect on the students' writing ability.

II.14.2. Hypothesis

- Ho1 : There is no significant difference on students' reading comprehension, pre-test mean score between an experimental group and a control group.
- Ha2 : There is a significant difference in students' reading comprehension post-test mean score between an experimental group and a control group.

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- Ha3 : There is a significant difference between between pre test and post test students' reading comprehension in the experimental group.
- Ha4 : There is a significant difference between pre test and post test students' reading comprehension in the control group
- Ho5 : There is no significant difference of students' writing ability pre-test mean score between an experimental group and a control group.
- Ha6 : There is a significant difference in students' writing ability post-test mean score between an experimental group and a control group.
- Ha7 : There is a significant difference in students' writing ability between pre-test and post test mean score in the experimental group.
- Ha8 : There is a significant difference on students' writing ability pre-test and post-test mean score in the control group.