I. INTRODUCTION

There are four fundamental skills: listening, reading, speaking, and writing. One of the four fundamental skills is writing. The most complicated language skill is writing. It requires complex reasoning. Authors often involve thinking and creative skills in the process of writing. Not only that, but it is also supported by the appropriate rules. The writing ought to be organized. and comprehensive. It is highly suggested to study or acquire the technique of good composition or good writing. The most difficult aspect of writing for students is to write effectively. Good grammar, vocabulary, and text organization are some of the aspects that make writing difficult. Although writing is difficult to be learned, important for them to master it because of the curriculum needed.

One of the text types taught to senior high school students is recount text. Based on Curriculum in 2013 revision edition book, Recount Text has become a subject on tenth grade students of Senior High School. It is also confirmed by the English teacher of SMA Pangeran Antasari that Recount text can be learn for tenth grade of Senior High School. This clearly shows that Recount Text is a common type of text for high school students. Of course, this will add more value and make it easier for the researcher to determine the students' ability to comprehend the text based on their comprehension when reading a recount text. Recount texts are texts that provide details on an event or activity that took place in the past, according to Djuharie (2007). A recount text is one that chronologically retells the past events. Diaries, letters/postcards, journals, autobiographies and biographies, and anything else related to history are examples of recount text (historical recounts). Based on the types above, text recount is an interesting type of text for students to read, because in addition to providing information, this text can also be entertaining for anyone who reads it. Recount text also contains simple vocabulary that is not very difficult to understand. This has its own advantages to attract students to read.

Teacher should have strategy to make students interest to write the descriptive text. When deciding on a course, a particular class, or even an entire curriculum, a teaching strategy is a process that starts with an examination of the important variables that affect the teaching environment. There are many teaching strategies but the writer

chose gallery walk strategy in conducting this research. The gallery walk provides fun, interactive opportunities for learners to connect with one another and the training subject.. The researcher hope that by using the gallery walk strategy, the students will be able to write recount text effectively.

There are several previous studies were written by the researchers of English Department from other university. One of them is a study by Batubara (2017), Tarbiyah Science and Teacher Training Faculty, UIN-SU Medan In the academic year 2016/2017, the researcher was interested in improving students' ability to write announcements through a gallery walk strategy at MTS Jam'iyaitul Alwashiyah Tembung. He used the gallery walk strategy with students in the eighth grade. He observed the gallery walk starategy in writing announcement text. The result was that using the gallery walk strategy to teach announcement to VIII grade students is very beneficial for the students.

In the pre-observation, the researcher interviewed the teacher at SMA Pangeran Antasari, who described that now the educators' interest in learning English in school was quite high, as evidenced by the students' writing ability. According to the teacher's clarification, the students' ability to write Recount text is excellent. in the school is quite good, this is reinforced by the average score of 75 students that can exceed the KKM target value of 70. Based on the above mentioned background, the researcher is eager to know how gallery walks affect students' abilities to write recount texts..