
IMPROVING STUDENT'S SPEAKING SKILL THROUGH GALLERY WALK AT SMK MIFTAHUL HASAN AL-UTSMANI

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ABSTRACT

In English language learning, speaking skill is one of the important basic abilities but often becomes a challenge for students, especially due to limited vocabulary, lack of confidence, and fear of making mistakes. This study aims to determine whether there is an improvement in students' speaking skills through the application of the Gallery Walk method in class X-2 students of SMK Miftahul Hasan Al-Utsmani in the 2024/2025 school year. This study used a qualitative approach with the Classroom Action Research (CAR) method consisting of two cycles. Each cycle includes planning, action, observation, and reflection stages. The subjects in this study were 21 students of class X-2. Data collection techniques used observation, speaking tests, documentation, and assessment rubrics covering aspects of fluency, pronunciation, vocabulary, and content understanding. Based on the results of the cycle 1 test, the average student score of 61.1 shows that there are still many students who have not reached the minimum completion criteria (KKM). However, after improvements were made in cycle 2 in the form of simplifying topics, providing vocabulary lists, and re-explaining instructions, the average score increased to 75.1 and met the KKM. The observation results also showed an increase in students' active participation and confidence in speaking activities. Thus, it can be concluded that the Gallery Walk method has a significant effect on improving students' speaking skills. This method is proven to create a collaborative, interactive learning atmosphere and support the development of speaking skills effectively.

Keywords: Gallery Walk, speaking skills, classroom action research, interactive learning

INTRODUCTION

Speaking skills have a very important role in teaching English to students, especially in conveying ideas, because these skills enable them to express thoughts and opinions clearly and effectively. According to (Safitriani & Jayadi, 2021) speaking, in general, can be interpreted as delivery of one's intentions (ideas, thoughts, or hearts) using spoken language, so that it can be reached by others. Through speaking, students can practice their ability to formulate ideas correctly, convey messages with a clear structure, and adjust their way of speaking according to the audience they are facing. This also allows them to enrich their vocabulary and improve their mastery of the language, as they practice expressing ideas in various contexts. However, students have difficulties in speaking skills, especially EFL English as a Foreign Language students.

Speaking difficulties in the context of English as a foreign language are limited vocabulary, fear of mistakes, limited confidence, etc. Saputra et al. (2023) state that student difficulties on speaking are a lack of vocabulary in English, a lack of confidence while speaking words in English, and a fear of receiving negative feedback from colleagues or lecturers who teach. Similarly, Farhani et al. (2020) reveal that students are shy and nervous about speaking English. Apart from the above factors, several factors such as strategy, curriculum, and environment also cause difficulties for EFL students. Putri et al. (2020) assert that four factors caused the difficulty on speak English. They are the student's own personal factors (learners themselves), the factor of teaching strategies, the curriculum factor and the environmental factor.

While at SMK Miftahul Hasan Al-Utsmani which is the focus of this research. The researcher is conducted the informal interview with the teacher of English SMK Miftahul Hasan Al-Utsmani in preliminary study. It shows more precisely in grade X-2, as many as 70% of students feel difficult and not confident to speak in English, while the rest 30% are only able to speak in simple sentences. The average speaking score obtained by students is

58.1. They found difficulties in speaking because of their less motivation and afraid of making mistake. Realizing that this challenge is the first step to overcoming difficulties in speaking English. Therefore, it is important to create a supportive environment in classroom and strategies to improve the quality of EFL speaking, especially for students of SMK Miftahul Hasan Al-Utsmani.

Nowdays, students should interact with others to improve their speaking skills, and the English teacher should be creative in creating a variety of communicative activities in the classroom. The English teacher should also be creative in creating a positive learning environment, improving the students' speaking skills, focusing on the speaking components, and making the English lesson more engaging to pique the students' interest (Puspitasari, 2019). By providing opportunities for students to interact directly both with the teacher and their peers, the teacher should facilitate some interesting and interactive activities. Traditional methods that are often used in language learning tend to focus on teacher-centered, where teachers give less space for students to develop active speaking skills. It is a crucial component of everyday interaction and most frequently the initial perception of a person is based on his/her ability to talk fluently and comprehensively. Given the value of speaking skills and some of the issues that arise in speaking classes, teachers can actually help students improve students speaking abilities by teaching useful speaking strategies, techniques, and skills instead of relying on traditional approaches that may bore the students (Otoyo, 2018). It make students have very little confidence and make students anxious when they have to speak english infront of many people. Therefore, a learning method that can create a supportive environment and encourage students to communicate verbally is needed.

There are numerous methods for teaching speaking, and the gallery walk strategy is one of the alternatives that can be employed in a classroom setting. Students' pronunciation, vocabulary, and self-confidence in speaking can all be improved by using the gallery walk method. A flexible conversation strategy that keeps students engaged in the classroom is the gallery walk (Bahar et al., 2022). Therefore, the Gallery Walk method is one of the solutions to improve speaking skills. This method involves students in a group activity that allow student to move around the classroom and discuss at each station or gallery that displays a particular topic. From silberman's statement means gallery walk allows student's to be actively engaged as they walk throughtout the classroom. They work together in small groups ti share and respond to meaningful questions, images, and problem solving situation or text. Gallery Walk is a cooperative learning strategy that is used in classrooms where the teacher creates a number of problems or questions and displays them on the walls. The students then carefully examine the difficulties or questions and discuss them (Astuti Rangkuti & Rabia Sihite, 2022). The study found that the gallery walk has many advantages in the process of teaching and learning. The gallery walk can encourage critical thinking of students, communication between peers and students can practice critical evaluation to additional information (Makmun et al., 2020).

This research is important to be conducted because speaking skill is one of the main components in language acquisition that has a long-term impact on students' readiness to compete in the world of work and higher education. The purpose of this study is to find out the extent to which the Gallery Walk method can improve students' speaking skills in SMK Miftahul Hasan Al-Utsmani as well as to identify the supporting and inhibiting factors for the implementation of this method. By using this method, it is expected that students can not only develop their speaking skills, but also gain confidence in communicating verbally. Through this research, it is expected to make a significant contribution to the development of more effective and interesting English teaching methods, which can later be widely applied in schools to support students' communication skills.

LITERATURE REVIEW

1. Definition of Gallery Walk

According Melvin L. Silberman in (Puspitasari, 2019), that a gallery walk is a part of active learning. The terms "gallery" and "walk" create the phrase "gallery walk." The word "gallery" means "show." Walking, on the other hand, means active movement. Thus, the gallery walk serves as a means of showcasing student performance or abilities, which are subsequently evaluated by other students. It's important for students to process their thoughts when the target is returned by other students. According to (Francek, 2006) in The Gallery Walk is an assessment method that encourages students in teaching learning. The chance to exhibit in front of the class before discussing and offering feedback during the team talk each group assesses the work of the other groups that are on display. After students have finished the assignments, the work results are displayed. Following the completion of each team's assignment, the teacher offers conclusions and suggestions if necessary to ensure that the students understand the material. In this manner, the students will be able to study more effectively and achieve the intended learning objectives.

2. Gallery Walk Steps

According to (Francek, 2006), the Gallery Walk Technique's directions will vary depending on the educational objectives. The purpose of teaching with Gallery Walk in this study is to increase the students' speaking skills. The following instructional steps' instructions:

- 1) The researcher divided the students into four groups. Each group consist of four or five members. Every member had a job, one member as a guide (his/her job was to explain about their gallery to other groups), two until three members as a visitor (their job were to ask some questions to other groups about their gallery)
- 2) Second, the researcher gave some materials related to descriptive text to each group.
- 3) Third, they made a gallery, the first step was to discuss with their own group.
- 4) Next, the member as a visitor for each group had to walk around to every group's gallery and asked some questions that they didn't understand about the picture in the gallery and another member as a guide had to explain about their gallery to visitor from the other group. After appropriate amount of time (about 2 minutes), the visitors from each group moved to other gallery until the visitors from all groups.
- 5) In the last session every group gave summary about their gallery and some questions that they got from other groups.

3. Definition of Speaking

Based on (Safitriani & Jayadi, 2021) speaking is one of the abilities in English to express opinions, comment, and reject the opinions of others. Speaking is an useful tool when interacting with other people, such as when giving speeches or presentations. Then According to (Bahar et al., 2022) Speaking is one of the language skills that is very important supports other sciences. However, unlike other language skills (hearing, reading, and writing), speaking abilities have not yet gotten as much attention from teachers. Speaking is regarded as an instrument or tool to promote science even though teachers have not yet given it a significant role. Speaking has become a very fundamental language skill, and it appears that speaking will always remain.

4. The Relationship Between Gallery Walk Technique and Speaking Ability

The gallery walk technique is an activity that focuses on the student learning process. Additionally, the Gallery Walk technique is a learning activity that needs student collaboration. By using the gallery walk technique, students are able to engage their emotional strength and enthusiasm to learn new knowledge and encourage them to be

active in increasing their confidence to learn languages, especially in speaking skills. The gallery walk technique allows students to be actively involved in the classroom. Students work together in small groups to share ideas and respond to meaningful questions, descriptions, and problem-solving situations or texts. . It can also motivate the students to speak up and build the students' speaking confidence (Saputra et al., 2023). The gallery walk technique can improve students' speaking skills in two cycles. The gallery walk technique can make students more enjoy in the teaching and learning process because the atmosphere of the learning process is not too formal, students can express what they want and can improve their speaking skills to share ideas with other friends in front of the class. The gallery walk technique can build a good learning community, students can be more independent in class, have more opportunities for students to learn, and develop.

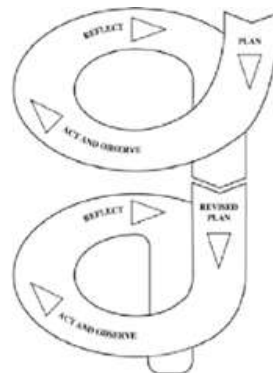
5. Action Hypothesis

The action hypothesis of this research is the use of Gallery Walk technique can improve students' speaking skills by incorporating this interactive activity into English language instruction. This research expects to see a positive effect on students' speaking proficiency.

RESEARCH METHOD

1. Kind of The Research

In order to make this research more understandable, the researcher employed classroom action research, a method commonly used by educators to enhance student learning outcomes and refine teaching practices. According to (Syah, 2016) Classroom action research is a research conducted by teachers in their classrooms through self-reflection with the aim of improving their performance so that student learning outcomes increase. This approach provides a structured framework for addressing recurring challenges in educational settings. It was particularly well-suited for this study, which aimed to improve students' speaking skills through the implementation of the gallery walk technique (Rachmayani, 2015). Classroom Action Research (CAR) cycle consists of four main stages: planning, acting,



Picture 3.1 Model CAR by Kemmis & Mc Taggart (Hopskin, 2014, p. 61)

The actions taken in this research are based on the daily lives of students who are then given certain treatments so that the expected results are better than before. This research primarily for the purpose of improving their teaching and the quality of education in their schools (Katemba & Buli, 2018). These stages are repeated as needed until the desired improvement in students' speaking skills is achieved. The results obtained in one cycle determine the needs of the next cycle until the strategy used can solve the problem. Through this dynamic and participatory methodology, the research not only addressed immediate challenges in students' speaking skills but also contributed to the development of an engaging and effective framework for oral language instruction.

a. Population and sample

- **Population**

The population of this research is the student's of Vocational High School of X 2 at SMK Miftahul Hasan Al-Utsmani

- **Sample**

The sample used was class X-2 which amounted to 21 students. The sampling technique in this study used purposive sampling.

2. Data Collection Instrument

Data collection techniques in this study were conducted through three main methods, namely observation, speaking tests, and documentation. These three techniques were used in an integrated manner to obtain accurate data related to the process and results of the application of the Gallery Walk method in improving students' speaking ability.

Observation was conducted to monitor students' activities during the learning process, especially in terms of participation, speaking courage, and interaction between students. Speaking test was used to measure the improvement of students' speaking ability in the aspects of fluency, pronunciation, vocabulary, and comprehension. This test was conducted at the end of each cycle, and students were asked to describe the pictures in the form of oral presentation for 2-3 minutes. Documentation was conducted to record all learning activities, including photos of activities and results of student worksheets as physical evidence of the implementation of the action. All data collected was used as the basis in the process of analysis and reflection on each cycle of class action research.

3. Research Instrument Test

a. Validity

Validity is a crucial aspect in the development of research instrument to ensure that the measuring instrument used really measures the concept to be measured. Validity test in this study. This research was conducted on 10th grade students of SMK Fatihul Ulum. According to (Ary et al., 2014), validity is defined as the extent to which an instrument can accurately and consistently measure what it claims to measure. With Thus, in the context of this study, the validity of the speaking test instrument was tested to ensure that the instrument actually measures students' speaking ability in accordance with the predetermined standards.

This research uses a speaking test that is compiled based on relevant competencies with the learning objectives in the Merdeka Curriculum for SMK level, especially for grade 10 students. The test is designed to suit the needs of learners in developing speaking skills in English, both in terms of fluency, pronunciation, vocabulary, and comprehension. By considering these aspects, the instrument developed is expected to be able to describe students' speaking ability.

The speaking test in this study refers to the theory put forward by Brown (year), which emphasizes that speaking skills can be assessed through several main aspects, namely fluency, pronunciation, vocabulary, and comprehension. By considering the four aspects above, the validity test in this study aims to ensure that the speaking test instrument used really reflect the expected speaking competencies in the Kurikulum Merdeka.

b. Realibility

Reliability is an important aspect in testing research instruments to ensure that the measuring instrument used can produce consistent and reliable data. In this study, the reliability test was conducted using SPSS software to evaluate the extent to which the speaking test used provides stable and consistent results when tested on the same group in similar situations. This reliability test aims to assess whether the instrument developed can

measure students' speaking ability consistently without being influenced by irrelevant external factors.

Table 1 The value of Cronbach's alpha (Ruslan & Vijayan, 2021)

Cronbach's alpha	Internal consistency
$\alpha > .9$	Excellent
$\alpha > .8$	Good
$\alpha > .7$	Acceptable
$\alpha > .6$	Questionable
$\alpha > .5$	Poor

One of the methods used in this reliability test is Cronbach's Alpha, which is a statistical measure to assess the internal consistency of a test. The results of reliability testing in this study show that the Cronbach's Alpha value for the cycle 1 is 0.745, while for the cycle 2 is 0.756. Based on the theory proposed by (Ary et al., 2014), an instrument can be considered reliable if the Cronbach's Alpha value is in the range of 0.70 to 0.80 or higher. So, the results of Cronbach's Alpha pre-test 0.745 and post-test 0.756 show that this test is acceptable.

Table 2 Result Reliability of the Cycle-1

Reliability Statistics	
Cronbach's Alpha	N of Items
.745	4

Table 3. Result Reliability of the Cycle-2

Reliability Statistics	
Cronbach's Alpha	N of Items
.756	4

Thus, the results of this reliability test support the conclusion that the speaking test instrument used in this study can be relied upon to measure students' speaking skill repeatedly.

4. Data Processing Techniques

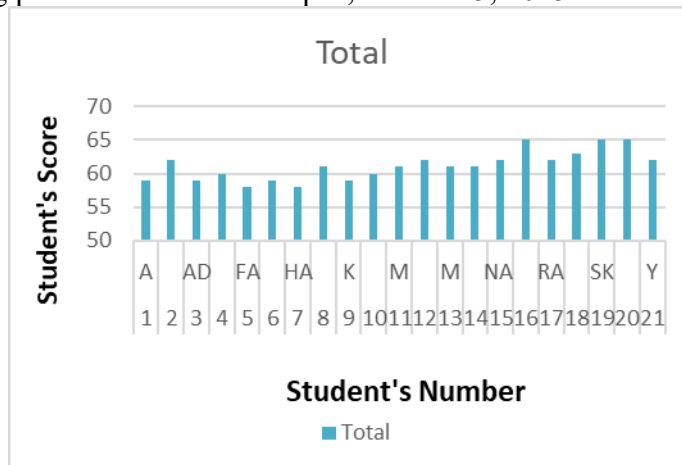
Data processing techniques in this study include several stages, there are:

1. Test the average score of students' speaking test results in each cycle, to measure the improvement of speaking ability.
2. Analysis of the percentage of achievement of the success indicator, namely at least 75% of students achieved a score of ≥ 75 as an indicator of the success of the action.
3. Reduction and interpretation of observation data, namely classifying field findings from observations of student activities during Gallery Walk learning.
4. Reflection between cycles, by comparing the results of cycle 1 and cycle 2 to determine the effectiveness of actions and improvement plans.

RESEARCH RESULT

This research was conducted at SMK Miftahul Hasan Al-Utsmani in class X-2 during the second semester of the academic year 2024/2025. The class consisted of 21

students. Based on the preliminary observation, most students showed feel difficult and not confident to speak in English. The researcher implemented the Gallery Walk technique through two cycles of Classroom Action Research (CAR) to improve students' speaking skills. The learning process occurred on April, 14 and 15, 2025 and on April, 23, 2025.



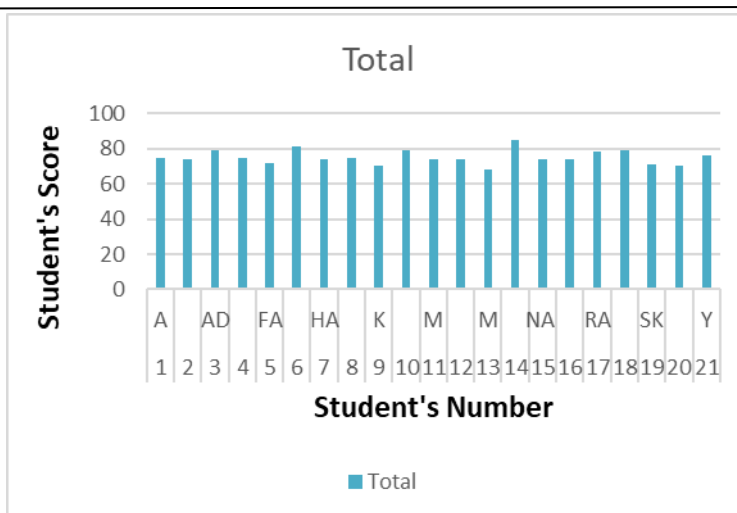
4.1 Student's Speaking Score of Cycle 2

The implementation of Cycle 1 was not fully successful. However, the score results in this cycle show improvement in some students. The highest score achieved was 65, while the lowest score was 58, with an average score of 61.1. This indicates that, although the outcomes were not yet optimal, there was a positive development in students' learning achievements.

To overcome those problems, improvements were made in Cycle 2. The topic was simplified, and students were provided with a vocabulary list and sentence models. The teacher also re-explained their roles clearly and gave more time for practice. These adjustments resulted in a significant increase in student performance.

Based on the observation results in Cycle 1, most students were actively involved in the learning process. They responded positively to the teacher's explanation, asked questions when something was unclear, and showed enthusiasm during the learning activities. In addition, students were also able to interact well in class, were active in group activities, and followed the rules of the Gallery Walk strategy well. However, there was one prominent weakness, namely that there were still students who lacked confidence in expressing their opinions. This shows that although most indicators show positive results, efforts are still needed to increase students' courage in speaking and conveying their ideas in front of others.

In this study, the first cycle did not reach the success criteria with a score of 61,1, so the researcher continued to Cycle 2 to achieve a higher level of success. The result of Cycle 2 is 75,1. It shows that the learning strategy using Gallery Walk can make students more active, confident, and effective in speaking activities. These results also demonstrate that interactive and movement-based strategies help improve students' speaking skills, fluency, and participation in classroom communication.



4.2 Student's Speaking Score of Cycle 2

Here were the results of the speaking test classification in Cycle 2. Based on the chart, the majority of students achieved scores above 70, with the highest score reaching 85, the lowest score at 68, and an average score of 75.1. This indicates that the implementation of the Gallery Walk strategy in Cycle 2 met the expected success criteria and can be considered successful.

Based on the observation results in Cycle 2, most indicators showed an increase compared to the previous cycle. Students were seen actively participating in the learning process, responding well to teacher explanations, and daring to ask questions if there was something they did not understand. They also showed enthusiasm in learning activities, were able to interact effectively in class, were active in group work, and followed the Gallery Walk rules well. Thus, it can be concluded that the implementation of Cycle 2 was more effective, although further encouragement is still needed to increase students' courage in speaking in public.

Based on the results of the study in cycle 1 and cycle 2, students of class X-2 of SMK Mistahul Hasan Al-Utsmani showed an increase in their speaking ability after implementing the Gallery Walk method. After improvements were made to the implementation of the action, cycle 2 showed a significant increase, both in terms of speaking fluency, vocabulary use, courage, and interaction between students. The average speaking skill score increased from cycle to cycle, indicating the effectiveness of this method in improving students' abilities. This improvement is in line with (Francek, 2006) which states that Gallery Walk is an assessment method that encourages students to convey their work results, discuss, and provide feedback collaboratively. In addition, the results of observations showed that students gave a positive response to learning with the Gallery Walk method, which was seen from their enthusiasm when moving from one gallery to another, active participation in discussions, and better teamwork. This method also creates a more interesting, enjoyable learning atmosphere and encourages students to be more active and confident in speaking English. These results also support the theory of (Puspitasari, 2019) which states that Gallery Walk increases students' emotional involvement and helps them understand learning better.

The first aspect that experienced an increase was speaking fluency. This is in accordance with the opinion of (Ghasemi & Mozaheb, 2021) which states that speaking fluency can be improved through communicative activities that encourage students to speak spontaneously and continuously in social situations. In the Gallery Walk activity, students were asked to move from one post to another to discuss various materials or questions that had been prepared. This activity gave them many opportunities to speak spontaneously and repeatedly. The second aspect that has developed is pronunciation. In this activity, oral

interaction that occurs between students directly becomes an effective medium for practicing pronunciation. This finding is in line with (Francek, 2006) which states that Gallery Walk encourages direct oral interaction between students which is an effective medium for practicing pronunciation. When students speak, they are not only trying to convey their opinions, but also listening and imitating their friends' pronunciation. Furthermore, students' vocabulary mastery also increased. (Makmun et al., 2020) Gallery Walk activities are usually designed with a variety of themes or topics that require students to use a variety of vocabulary according to the context of the conversation. For example, when discussing environmental themes, students will be encouraged to use terms that are relevant to the topic. In the process of explaining ideas or responding to questions from other groups, students are required to find and choose appropriate words, both in terms of meaning and sentence structure. This makes them more accustomed to using new vocabulary actively, not just knowing it passively. The last aspect that is no less important is understanding the content (comprehension). For many students, one of the main challenges in speaking English is not only how to pronounce words, but also understanding the content of the topic being discussed as a whole. Same as previous research (Astuti Rangkuti & Rabia Sihite, 2022), The Gallery Walk method is able to overcome this obstacle because it creates a contextual and interactive learning atmosphere. Through interaction in small groups, students have the opportunity to explain the material to each other, ask questions, and clarify their understanding of the topic being discussed. This activity encourages students to truly understand the content of the learning, not just memorize it.

CONCLUSION

It can be concluded that the implementation of the Gallery Walk method effectively improves the speaking skills of students at SMK Miftahul Hasan Al-Utsmani, particularly in class X-2. encourages students to speak more confidently, use vocabulary actively, improve their pronunciation, and enhance their comprehension. This method also encouraged peer interaction, minimized anxiety through group work, and created a supportive classroom environment. The findings support previous research that emphasizes the importance of active learning strategies in improving English speaking abilities, especially for EFL learners.

In the first cycle, although some progress was observed, many students still showed hesitation, lacked vocabulary mastery, and experienced difficulty in constructing sentences. This was due to limited preparation, unfamiliar or complex topics, and a lack of supporting materials. However, after strategic improvements in the second cycle, such as simplifying topics, providing vocabulary lists and sentence models, and giving more guided practice. Their speaking fluency, pronunciation, vocabulary use, and understanding of content increased, and the average score improved from 61.1 to 75.1. Therefore, it can be concluded that the Gallery Walk method is a suitable and effective alternative for teaching speaking in English as a Foreign Language (EFL) classes, particularly at the vocational high school level.

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