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IMPROVING NINTH STUDENTS' SPEAKING SKILLS THROUGH THE GALLERY WALK TECHNIQUE AT SMP NEGERI 6 DENPASAR

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Abstract: In this study, the researcher conducted classroom action research to investigate the improvement of students' speaking skills through the implementation of Gallery Walk Technique. This study was carried out at XI-1 class of SMP Negeri 6 Denpasar. The total number of students in this class were 40, however just 27 students were participated because 13 students were officially excused (dispensation) during the data collection period. This study conducted due to the researcher found that students still faced challenges to developing their speaking skills due to limited opportunity to practice their speaking in class, fear of making mistakes, and lack of confidence. To address this issue, the researcher implemented the Gallery Walk technique. To collect the data, the researcher used a combination of speaking tests (pre-test and post-tests), observation checklists, and questionnaires. The speaking tests were used to assess students' performance in terms of comprehension, fluency, organization, accuracy, and pronunciation. These instruments were used across two cycles of the Classroom Action Research to evaluate improvements in students' speaking skills and students' attitudes. The findings showed an improvement from post-test 1 to post-test 2. In the first cycle, 55.56% of students passed the KKM, and in the second cycle, it increased to 81%. This shows that the Gallery Walk technique helped improve students' speaking skills. Moreover, the observation and questionnaire also showed that students had better self-confidence, were more willing to communicate, took more risks, and felt less anxious. This means that Gallery Walk is effective technique to help students improve their speaking skills by creating a more interactive and enjoyable learning environment where the students could interact with their classmates by rotating from one station to other stations.

Keywords: Gallery Walk, Speaking Skills, English Language Learning

INTRODUCTION

The main goal of English language learning in Indonesia is to help students acquire effective communication skills (Febriansyah et al., 2023). The effective communication skills can be acquire through the development of four essential language skills namely listening, speaking, reading, and writing skills (Nopita, 2017). Thus, students need to equip themselves with all those four English language skills to be a good communicator. However, among those skills, speaking is regarded as a crucial skill for communication because to communicate, speech is required (Akhter, 2021). Through speaking skill, people able to interact globally to express their thoughts, ideas, and feelings (Rangkuti et al., 2022). With speaking skills, students will be better prepared to communicate effectively in real-life situations. Thus, speaking skills should be given more attention.

However, based on the observation when the researcher taught in the classroom, it was discovered that there are several challenges faced by students in mastering speaking skills. Students

tend to be shy when it comes to speaking. They worried about making mistakes that make them afraid to speak in the classroom. Moreover, the researcher also found that there is limited time to give all students opportunity to participate in speaking due to large class size. As a result, those who are already good at speaking get more opportunities, while others have fewer chances to speak.

Various studies also have indicated that there are several challenges faced by students in mastering speaking skills. According to Omar (2023) students are afraid to make mistakes and be judged by their peers, which may lead to anxiety and low self-esteem. It supported Chand (2021) stated that students lose their confidence when they are asked to speak in the classroom. Thus, students' fear of making mistakes leads to low confidence in speaking. Moreover, Omar (2023) found that the challenge faced by students in mastering speaking skills also due to the limited opportunity for students to practice their speaking skill due to large class size. They tend to be passive listeners in classroom that just listen to their teacher with limited opportunity to

interact (Chand, 2021). Within large class size and lack opportunity to practice their speaking in the classroom, students have limited opportunities to practice their English. Whereas the status of English language in Indonesia is as foreign language, so it is not used for daily life. So, there is limited opportunity for students to speak English since there is no sufficient exposure to create an appropriate linguistic environment where the only way to learning English is in the classroom (Hibatullah, 2019). Thus, to improve students' speaking skills, language learning in the classroom must be utilized effectively by given more opportunity for students to practice their English.

Therefore, in EFL classrooms, there is needed teaching technique that involve students to work in groups to provide students with more opportunities to speak in a more relaxed and supportive atmosphere. Through group work, students can interact with peers and make students more comfortable and practiced in using English in daily communication (Omar, 2023). Thus, an appropriate teaching technique to overcome various challenges in mastering

speaking skill is gallery walk. Gallery walk connects learners to each other in a number of interesting and interactive ways (Bowman, 2005). Previously, there were several studies related to the use of gallery walk in enhancing students' speaking skill. Kencana & Roza (2023)) found a significant improvement in eighth-grade students' speaking scores after using this technique. Similarly, Wahyuni et al. (2022) found that Gallery Walk increased student participation and confidence in speaking during classroom activities.

From the problems and explanations above, this present study aims to give clarity and knowledge about the use of gallery walk technique in improving students' speaking skills.

METHOD

This study was a classroom action research which was conducted in two cycles. Each cycle consisted of planning, action, observation, and reflection stages which following classroom action research model by Burns (2010). To collect the data several instruments were used namely speaking tests (pre-test, post-test 1, and post-test 2),

observation checklists, and questionnaires. The speaking tests were used to measure students' speaking performance in terms of comprehension, fluency, organization,, accuracy, and pronunciation. The observation checklist helped monitor student engagement, participation, and classroom interaction. Additionally, questionnaires were distributed to assess students' self-confidence, willingness to communicate, risk-taking, and anxiety levels during the speaking activities.

The subjects of this research were XI-1 students from SMP Negeri 6 Denpasar, with the total number of 40 students. However just 27 participated during the data collection due to 13 students were officially excused (dispensation). This school was chosen as the setting of this research because the researcher was conducting a teaching practicum (PPL) as part of the Pre-Service Teacher Professional Education (PPG Calon Guru) program at this school. Moreover, during the practicum, the researcher identified a significant challenge faced by students in improving their speaking skills, which is basis of this research.

RESULT AND DISCUSSIONS

During the teaching practice, the researcher found that many students had problems in mastering speaking skill. Some of them were afraid of making mistakes, did not feel confident, and had few chances to practice speaking in class. These problems made it difficult for students to develop their speaking skills. To solve the problem in speaking skills, the researcher implemented gallery walk technique so this problem could be overcome. Therefore, Classroom Action Research (CAR) was conducted to improve students' speaking skill by implemnting gallery walk technique. The research was carried out in two cycles, following the CAR model proposed by Burns (2010). From the results, it was found that the Gallery Walk technique helped improve students' speaking skills. More explanations of the result from pre-cycle, Cycle 1, and Cycle 2 are as follows:

A. Pre-Cycle

To identify the problems in students' speaking skills, the researcher conducted classroom observations on 27th February and 4th March, 2025, followed by a pre-test on 6th March,

2025. The preliminary observation revealed that many students showed low confidence in speaking English. Most of them were hesitant to speak in front of the class and avoided eye contact, indicating anxiety and lack of self-confidence. They rarely volunteered to answer questions or participate in discussions, which showed their low willingness to communicate. They also often stopped speaking instead of continuing when they notice their mistake. It demonstrates low risk-taking behavior. In addition, many students looked nervous or uncomfortable when asked to speak, especially in front of the teacher or peers. This showed that their anxiety level was quite high, which negatively affected their speaking performance. In summary, the preliminary observation findings indicated that students struggled with confidence, communication willingness, and managing anxiety, which hindered their speaking skill development.

Moreover, the speaking pre-test conducted on 6th, 2025, supported the observation results. The pre-test was a performance-based assessment, in which students were asked to present a group work in English. Their individual

speaking performances were assessed using Brown (2004) oral proficiency rubric. From that test 18.5% managed to pass the minimum criteria (KKM), meaning that 81.5% of students did not meet the minimum criteria.

This emphasizes the importance of implementing effective techniques to improve students' speaking skill. To address this issue, the researcher attempted to implement the Gallery Walk technique in the first cycle as a strategy to enhance students' speaking skills. This technique was chosen because it encourages active participation, collaboration, and the use of English in a meaningful and engaging context. By moving around the classroom to observe, discuss, and present different ideas at various stations, students had more opportunities to practice speaking in a less intimidating environment. It was expected that this student-centered activity would help reduce anxiety, build confidence, and improve their willingness to communicate, thus leading to better speaking skills.

B. Cycle 1

Cycle 1 followed the four steps of Classroom Action Research, namely

planning, acting, observing, and reflecting. The result from each step are presented as follows to describe the implementation process and the impact of the Gallery Walk strategy on improving the students' speaking skills.

1) Planning

In this stage, the researcher designs a lesson plan focusing on the use of the Gallery Walk strategy to improve students' speaking skills. The planning was based on the results of the preliminary observation and students' speaking performance, which showed that many students have difficulty in developing their speaking skills that caused by fear of making mistakes, lack of confidence, and limited opportunities to practice speaking in class. Several preparations were made in this step. First, designing a lesson plan that involved Gallery Walk technique. The topic chosen for Cycle 1 was "Advertisement", which was considered suitable for encouraging students to practice speaking. The lesson was designed to be conducted over two meetings (2 x 40 minutes each meeting), including the post-test for cycle 1. After that, the researcher prepared an instrument for the speaking performance assessment as

the post-test such as the test and rubric assessment. Then, preparing observation checklist to monitor student participation and engagement during the learning process.

2) Acting

This step was carried out on 4 and 6 March, 2025. In this phase, the researcher took action based on the lesson plan that had been designed in the planning stage. The teaching and learning process was carried out by applying the Gallery Walk technique to encourage students' participation in the supportive environment to improve students' speaking skills. This step was implemented within two meetings that included several key activities.

On first meeting, 4 March 2025. Students were divided into small groups. Each group consisted of 5-6 students. Every student was assigned a specific role: several students as the guide, several students as the visitor, and one as the note taker. The guide was responsible for explaining their group's gallery content to other visiting groups. Visitors were responsible for rotating around the classroom, asking questions and giving feedback to other groups. The note taker had the task of recording the questions or feedback

provided by other groups. After that, the teacher gave tasks to each group. The teacher provided each group with a task related to the topic "Advertisement". Each group was instructed to create an advertisement using Canva to display as their gallery. Then, the teacher facilitated group discussion and gallery creation. Students discussed within their groups to plan and develop their advertisements creatively. They wrote and designed their galleries using Canva.

Morover, on second meeting, , 6 March 2025. This meeting was a follow-up to the previous one where once all groups had finished creating their galleries in the last meeting, the activity began. Visitors from each group rotated and visited the other galleries. At each station, the guide explained the content, while visitors asked questions or gave comments. The note taker wrote down all the feedback and questions received. Each gallery visit lasted approximately three minutes before the visitors rotated to the next station. After finishing the gallery walk, the activity continued to the final stage which is presentation and reflection. This presentation, which was one of the

steps in the Gallery Walk, served as the post-test cycle 1. Through this sequence of activities, students had the opportunity to speak in both small-group and whole-class settings, increasing their confidence, promoting meaningful interaction, and given more opportunities to speak using English language.

3) Observing

In the observing step that conducted during the acting step, the researcher used an observation checklist to monitor students' speaking behavior during the activity. The checklist focused on some aspects such as students' self-confidence, willingness to communicate, risk taking, and anxiety. The observation revealed positive developments aligned with these aspects. Most students were seen speaking confidently and engaging actively throughout the Gallery Walk. They participated enthusiastically in group discussions and showed willingness to communicate in English, even when making mistakes and mix it using Bahasa. Many students also demonstrated efforts to apply new vocabulary and sentence structures. Although a few students appeared

slightly nervous, they still managed to try speaking.

4) Reflecting

In the reflecting step, the researcher analyzed the results of the observation during the Gallery Walk activity and students' post-test scores. Based on the observation data and the students' post-test scores, it was evident that most students showed improvement in their speaking skills. The technique successfully encouraged students to use English in both small group and whole-class settings. Students appeared more motivated and willing to take risks in using the language, which was reflected in their active participation and effort to apply new vocabulary and structures. This improvement was also supported by the post-test result, which showed an average score of 75.37 that indicates students had reached the minimum criteria of success in the speaking assessment. However, 55.56% students pas the KKM. Since less than 80% of the students reached the minimum passing criteria, further improvement was still needed. From the reflection, some areas that need improvement. Some students, especially those with lower speaking skills, were still hesitant to

speak during discussions. This could be caused by the group that did not have any members who were confident in speaking. So, for the next cycle, the grouping needs to be adjusted to make sure each group has a mix of students with different speaking abilities. Overall, the reflection concluded that the Gallery Walk technique was beneficial, but further modifications could help maximize its impact for all students.

C. Cycle 2

Cycle 2 also followed the four steps of Classroom Action Research, namely planning, acting, observing, and reflecting. The result from each step are presented as follows to describe the implementation process and the impact of the Gallery Walk technique on improving the students' speaking skills.

1) Planning

In the planning stage of Cycle 2, the researcher revised the lesson plan based on the reflection from Cycle 1. It was found that some groups were not well balanced in terms of speaking ability, which affected group dynamics and participation. Therefore, in Cycle 2, the grouping strategy was improved to ensure each group had at least one or two students with higher speaking

ability to support others. The researcher then developed a new lesson plan focused on the topic "Label", which aimed to further improve students' speaking skills through the Gallery Walk technique. As in the previous cycle, the lesson was planned to implement over two meetings (2 x 40 minutes each).

2) Acting

This step was carried out on 11 and 13 March 2025, following the revised lesson plan. On first meeting, 11 March 2025, students were again divided into small, more heterogeneous groups, each consisting of 5–6 students. Roles were assigned similarly to Cycle 1: guide, visitor, and note taker. Each group received a new task which is to create a product label (e.g., for a food, drink, or medicine) using Canva. Students then worked creatively to design their labels and prepare for the Gallery Walk. During this activity, the teacher facilitated the group discussion and monitored students' participation while guiding them to speak in English during their collaboration and discussion.

Next, on second meeting, 13 March 2025, students conducted the Gallery Walk activity. Each group

displayed their label products, and visitors rotated to other stations. At each gallery, guides explained their label designs and answered questions, while visitors gave comments and the note taker wrote down the feedback. Each rotation lasted around three minutes. After the Gallery Walk, each group presented their label and shared the feedback they received. This presentation also served as the post-test for Cycle 2. Students were encouraged to reflect on their work, use English actively, and speak confidently.

3) Observing

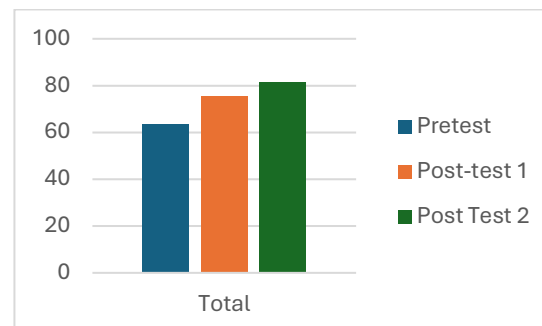
During the implementation, the researcher used the same observation checklist from Cycle 1 to monitor students' behavior and participation. The observation focused on indicators such as students' confidence, willingness to speak, risk-taking behavior, and anxiety levels. The researcher noted an increase in active participation, particularly from previously hesitant students. Students were more engaged and showed greater effort to speak, using a mix of English and simple structures. The improved group composition helped lower-level students to gain confidence,

as they received support and modeling from their peers. Most students took turns actively and showed positive body language when speaking. Some errors in grammar or pronunciation still occurred, but students seemed less afraid of making mistakes and were more willing to express their ideas.

4) Reflecting

In this final step, the researcher analyzed the observation data and the students' post-test scores. The findings indicated that the improved group arrangement contributed positively to overall class participation. Students who were previously passive became more engaged, and the learning atmosphere was more supportive. The average score of the post-test was 81.48, and 81% of the students passed the KKM, meaning that more than 80% of the students achieved the minimum criteria of success or KKM. This result showed that most students had successfully improved their speaking skills. Below is the comparison of students' pre-test, post-test1, and post-test 2 comparison.

Figure 1. Pre-test, post-test 1, and post-test 2 scores comparison



Thus, implementation of the Gallery Walk technique had a positive impact on students' speaking skills. The comparison of the pretest, post-test 1, and post-test 2 scores showed a steady improvement in students' speaking skills. The Gallery Walk provided meaningful opportunities for students to practice speaking in a supportive environment. These findings suggest that the technique was effective in fostering greater student engagement and enhancing their speaking skills.

Furthermore, to strengthen the findings of this study, the researcher also distributed a questionnaire to gather students' responses toward the implementation of the Gallery Walk strategy in speaking activities. The questionnaire consisted of 8 items with four answer choices: 4: "Selalu", 3: "Sering", 2: "Kadang-kadang", and 1: "Tidak Pernah". In total, there were

216 responses collected from the students. Based on the analysis, 118 responses (54.63%) were “Selalu”, 71 responses (32.87%) were “Sering”, 27 responses (12.5%) were “Kadang-kadang”, and only 0 response was “Tidak Pernah”. These results indicate that the majority of students responded positively to the use of Gallery Walk. These findings suggest that students felt more confident in expressing themselves (self-confidence), showed a greater willingness to engage in communication (willingness to communicate), were more open to taking chances in speaking without fear of making mistakes (risk-taking), and experienced a reduced level of anxiety during speaking activities (anxiety level). This implies that Gallery Walk creates a supportive and interactive environment that helps students become more comfortable and active in using English.

Those results of this research support the idea that the Gallery Walk technique is an effective technique to improve students' speaking skills. During the implementation, students showed more interest and were more active in expressing their ideas. This supports Anwar (2017) who found that

the Gallery Walk technique helps students become more involved and engaged in classroom activities, especially speaking. It creates a dynamic and interactive environment where students feel more comfortable to speak and share their opinions.

Moreover, gallery Walk helps reduce students' anxiety during speaking activities. Wahyuni et al. (2022) explained that, students showed less hesitation and became more confident when presenting their ideas in front of their peers. The technique allowed students to interact in smaller groups first, which helped them feel safer and more prepared when speaking in a bigger group. Furthermore, the findings of this research are consistent with Andani et al. (2023), who stated that Gallery Walk improves students' ability in content, fluency, and language accuracy. In this research, students became more aware of how to organize their ideas, speak smoothly, and use correct grammar and vocabulary. This improvement was observed both through teacher observation and students' speaking performances. Moreover, the results from the observation checklist and questionnaire also support previous

findings by Kencana & Roza (2023) who emphasized that Gallery Walk enhances students' willingness to communicate, confidence, and risk-taking in speaking activities. Most students in this study felt more comfortable speaking English, showed greater initiative to communicate, and were less afraid of making mistakes. Therefore, this research confirms the effectiveness of the Gallery Walk technique in improving students' speaking skills.

CONCLUSION

Based on the explanation above, it can conclude that gallery walk technique is effective to be implemented to improve students' speaking skills by reducing their anxiety levels, increasing their self-confidence, encouraging risk-taking, and enhancing their willingness to communicate during classroom activities by promoting a more positive and active learning environment. Therefore, this study could be served as a reference for conducting further research in the field of speaking instruction, especially using student-centered and interactive techniques like Gallery Walk.

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