



Gallery Walk in Action: Pre-Service Teachers' Visions for Enhancing Speaking Skills in an Indonesian EFL Classroom

Nadiah Ma'mun¹, Zahra Al Fauziah²

¹ Universitas Islam Negeri Walisongo, Semarang

² Universitas Islam Negeri Walisongo, Semarang

ARTICLE INFO

Keywords:
gallery walk, pre-service teachers, speaking skills, EFL classrooms

ABSTRACT

This study explores pre-service English teachers' perspectives on implementing the Gallery Walk strategy to enhance EFL students' speaking skills. Using a qualitative case study design, the participants consisted of five pre-service teachers who conducted their teaching practicum at one of public schools in Central Java. Data were collected through open-ended questionnaires, and classroom observations. The findings reveal that the Gallery Walk strategy was perceived as an effective, interactive, and student-centered approach that encouraged students' participation, boosted confidence, and improved fluency, vocabulary use, and argument structure. Despite challenges related to time management, student shyness, and material preparation, the teachers adapted through reflection and instructional adjustment. These results suggest that Gallery Walk is a feasible and beneficial strategy for enhancing speaking skills in EFL contexts.



This is an open access article distributed under the terms of the [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. © 2025, Nadiah Ma'mun, Zahra Al Fauziah

INTRODUCTION

Speaking is a core skill in EFL learning, yet many students struggle with confidence, fluency, and limited vocabulary. Interactive strategies are therefore required to promote active participation. One such strategy is Gallery Walk, an active learning technique that allows students to move around, observe, discuss, and respond to displayed ideas or works. Previous studies confirm its effectiveness in improving students' speaking skills.

¹ Corresponding author's address: Universitas Islam Negeri Walisongo, Semarang
e-mail: nadiah_makmun@walisongo.ac.id zahrafauziah749@gmail.com

² Corresponding author's address: Universitas Islam Negeri Walisongo, Semarang
e-mail: zahrafauziah749@gmail.com

Gallery Walk is an active learning strategy that allows students to move around, observe displayed ideas or materials, and engage in group-based discussions. Previous studies have demonstrated that Gallery Walk contributes positively to students' speaking skills, confidence, and classroom engagement. Despite the growing body of research on Gallery Walk, limited studies have focused on how pre-service English teachers perceive and experience the implementation of this strategy in real classroom contexts.

As future educators, pre-service teachers' perspectives are essential in understanding how Gallery Walk is implemented in real classrooms. This study aims to investigate their perspectives and challenges in applying the Gallery Walk at SMA N 13 Semarang. The research questions focus on: (1) how pre-service teachers perceive the Gallery Walk strategy and (2) what challenges they face during implementation.

RESEARCH METHODOLOGY

Research Design

This research adopted a qualitative case study approach because it allows for an in-depth exploration of a bounded system, namely the implementation of Gallery Walk by pre-service English teachers in a real classroom context. The design was chosen to capture participants' perspectives, teaching experiences, and reflections in a natural setting without experimental manipulation.

Participants and Setting

The participants consisted of five pre-service English teachers from the English Education Department of UIN Walisongo Semarang who were conducting their teaching practicum at SMA N 13 Semarang in 2024. The teachers were assigned to eight different twelfth-grade classes. Each participant taught different classes with varied student characteristics and learning dynamics. The research setting was selected because the school actively facilitates innovative teaching strategies during teaching practicum programs.

Instruments

Several instruments were used to collect the data. The primary instruments included classroom observation sheets, open-ended questionnaires, documentation, and field notes. Classroom observations were used to record students' participation, interaction patterns, and speaking performance during the implementation of the Gallery Walk strategy. Open-ended questionnaires were administered to the pre-service teachers to obtain detailed insights into their perceptions, challenges, and instructional experiences. Documentation such as lesson plans, teaching materials, and students' work supported the primary data sources. Field notes were used to capture contextual aspects that occurred during the teaching and learning process.

Procedure and Data Analysis

Data collection was conducted through classroom observations during the implementation of Gallery Walk in speaking classes, followed by the distribution of open-ended questionnaires to all participants. Documentation and field notes were collected simultaneously to enrich the descriptive data.

Data Analysis Techniques The collected data were analysed using the qualitative analysis model proposed by Miles and Huberman, which consists of data reduction, data display, and conclusion drawing. Data reduction involved selecting, focusing, and simplifying the collected data. Data display was conducted by organizing the data into narrative descriptions and thematic categories. Conclusion drawing was carried out through pattern identification and interpretation of the findings.

FINDINGS AND DISCUSSIONS

The findings of this study reveal that all five pre-service teachers expressed positive perspectives toward the use of the Gallery Walk strategy. They reported that students became more active, enthusiastic, and confident in speaking activities. Students were more willing to express their opinions, respond to peers, and participate in group discussions.

Table 1.1 Summary of Findings: Implementation of the Gallery Walk Strategy

Theme	Key Aspects	Detailed Findings	Example Quotes from Respondents
Perceptions of the Gallery Walk Strategy	Positive perceptions	Pre-service teachers considered Gallery Walk effective, interactive, and student-centered.	“Gallery Walk makes students more active...” (R1)
	Student engagement	Students appeared enthusiastic, active, and motivated during movement and discussion phases.	“Students seemed very enthusiastic...” (R2)
	21st-century skills development	Gallery Walk encouraged collaboration, communication, and critical thinking.	“Suitable for training 21st-century skills...” (R3)
	Initial concerns	Initial fears of chaotic class were not realized; discussions remained focused.	“At first, I was worried... but discussion was focused.” (R4)
	Improvement across cycles	Students became more confident and structured in Cycle II.	“Clear difference between Cycle I and II...” (R5)
Challenges in Implementing Gallery Walk	Student confusion (Cycle I)	Students relied too much on notes and did not understand the purpose of arguing yet.	“Students tended to reread their notes...” (R1)
	Time management	Group discussions often exceeded the allocated time because students wrote too many notes.	“Discussions often run late...” (R2)
	Low participation of shy students	Some students remained reluctant to speak and required additional encouragement.	“Some shy students are still reluctant...” (R3)
	Theory-focused learning (Cycle I)	Students understood argumentation better only after practical examples in Cycle II.	“Only in Cycle II... students truly understood...” (R4)
	Preparation demands	Designing attractive and meaningful station materials	“Preparing interesting materials requires more time...” (R5)

Theme	Key Aspects	Detailed Findings	Example Quotes from Respondents
Impact on Students' Speaking Skills		requires extra time and creativity from the teacher.	
	Vocabulary & fluency	Students started using linking words such as <i>therefore, however, in my opinion</i> .	"Increase in vocabulary and fluency..." (R1)
	Argument structure	Students demonstrated clearer thesis, reasons, and supporting details.	"Argument structure has become clearer..." (R2)
	Confidence & participation	Previously quiet students began expressing opinions, even in simple forms.	"Seeing usually quiet students start to speak..." (R3)
	Listening skills	Students improved their ability to listen and respond to other groups' presentations.	"Their listening skills are also trained..." (R4)
	Overall confidence	Students felt more secure because they had structure and examples to guide their speaking.	"They feel they have a 'foothold'..." (R5)
Recommendations for Future Implementation	Clearer scaffolding	Provide sentence starters or useful phrases for lower-level students.	R1
	Student-selected themes	Allow students to choose discussion topics relevant to their lives.	R2
	Technology integration	Try using digital platforms for Gallery Walk to increase engagement.	R3
	Specific feedback	Teachers should give direct and targeted feedback after each presentation session.	R4
	Pre-activity warm-up	Use ice breaking to prepare students emotionally and socially before discussions.	R5

The implementation of Gallery Walk also contributed to improvements in students' speaking performance, particularly in fluency, vocabulary use, and the organization of arguments. Students began using a wider range of expressions and were better able to structure their ideas during oral presentations.

Despite these positive outcomes, several challenges emerged, especially during the initial implementation. The most frequently reported challenges included limited instructional time, students' reluctance to speak, and the teachers' initial tendency to emphasize theoretical explanations rather than practice-based activities. Through reflective teaching practice, the pre-service teachers adapted their instructional strategies by providing clearer scaffolding, practical examples, structured group roles, and more intensive facilitation during discussions.

As noted by previous studies Namaziandost et al. (2018) and Hakim et al. (2019) Students often show notable gains when engaged in Gallery Walk activities. The improvements observed in this study, particularly in fluency, vocabulary use, and confidence, appear to align with those earlier findings. The observational findings, which documented a transition from students relying on written notes to formulating arguments independently, offer concrete support for the teachers' perspectives. The alignment between what the participants reported and what was witnessed in the classroom further reinforces the credibility of this case study's results.

These findings are consistent with previous studies, which highlight Gallery Walk as an effective strategy for promoting speaking skills and collaborative learning in EFL classrooms. Furthermore, the reflective adjustments made by the pre-service teachers indicate their growing pedagogical competence and professional development.

Conclusion

This study concludes that pre-service English teachers hold positive perspectives toward the implementation of the Gallery Walk strategy in EFL speaking instruction. Gallery Walk effectively enhanced students' speaking skills, especially in terms of fluency, vocabulary mastery, and self-confidence. Although several challenges were encountered during the implementation process, reflective adaptation enabled the teachers to optimize the use of the strategy. Therefore, Gallery Walk is recommended as an interactive and student-centered learning strategy for EFL speaking classrooms and as a meaningful pedagogical experience for pre-service teachers.

Referencess

- Arikunto, S., Suhardjono, & S. (2015). *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara.
- Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative Research for Education: An Introduction to Theory and Methods*. Pearson Education.
- Candela, A. G. (2019). *Exploring the Function of Member Checking*. *The Qualitative Report*.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* (4th ed.). sage publications.
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). Pearson.
- Hakim, M. A. R., Anggraini, N., & Saputra, A. (2019). Gallery Walk Technique to Improve Students' Speaking Skill. *Journal of Linguistics and English Teaching*, 4(1), 26–37.
- Hakim, M. A. R., Anggraini, N., & Saputra, A. (2019). Gallery Walk Technique to Improve Students' Speaking Skill. *Script Journal: Journal of Linguistics and English Teaching*, 4(1), 26–37. <https://doi.org/10.24903/sj.v4i1.251>
- Hopkins, D. (2008). *A Teacher's Guide to Classroom Research* (4th ed.). Maidenhead: Open University Press.
- Humairoh, A. R. (2022). Implementing Gallery Walk Technique in Teaching Speaking to the Seventh Grade Students of SMP Darul Hikmah. *SELL Journal*, 7(1), 1–12.
- Irwan, D. (2023). Preservice Teachers' Professional Learning Orientation in Campus. *Jurnal*

- Pendidikan Bahasa*, 11(2), 515–526. <https://doi.org/10.31571/bahasa.v11i2.5572>
- Masroh, U., Nappu, S., & Ma'ruf, A. (2019). The Influence of Gallery Walk Model on Students' Speaking Skill. *Jurnal Keguruan Dan Ilmu Pendidikan (JKIP) FKIP Unismuh Makassar*, 6(2), 198–208.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook (2nd ed.)*. CA: Sage Publications.
- Moleong, L. J. (2017). *Metodologi Penelitian Kualitatif*. Remaja Rosdakarya.
- Namaziandost, E., Rahimi Esfahani, F., Nasri, M., & Mirshekaran, R. (2018). The Effect of Gallery Walk Technique on Pre-intermediate EFL Learners' Speaking Skill. *Language Teaching Research Quarterly*, 8, 1–15. <https://doi.org/10.32038/ltrq.2018.08.01>
- Rahmah, A. (2019a). *the Effectiveness of Using Gallery Walk Activity on*. 8–50.
- Rahmah, A. (2019b). The Effectiveness of Using Gallery Walk Activity on Students' Speaking Skill. *Journal of English Language Teaching and Linguistics*, 4(2), 145–158.
- Schön, D. A. (1983). *The Reflective Practitioner: How Professionals Think in Action*. Basic books.
- Silberman. (2013). *Active Learning: 101 Strategies to Teach Any Subject* (pearson).
- Sugiyono. (2019). *Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Tomás Ferreira, R. (2020). Adapting a Gallery Walk To Digital Mode: an Experience With Preservice Teachers in Times of Covid-19. *EDULEARN20 Proceedings*, 1(July 2020), 8218–8227. <https://doi.org/10.21125/edulearn.2020.2039>
- Wahyuni, N., Sudarsono, S., & Sada, C. (2024). Using Gallery Walk Strategy to Improve Students' Participation in Speaking Activity. *Journal of English as a Foreign Language Education (JEFLE)*, 3(1), 1. <https://doi.org/10.26418/jefle.v3i1.56698>
- Widaryanti, A. (2019). Teaching Speaking in Senior High School Using Gallery Walk. *JELTII Journal of English Language Teaching and Islamic Integration*, 2(2), 206–217.
- Yeourng, S. (2021). The effectiveness of the gallery walk technique in EFL speaking classes. *Cambodian Education Forum*, 7(7), 73–83.
- Zaidah, A. P. H. (2023). Penerapan Model Pembelajaran Kooperatif Gallery Walk untuk Meningkatkan Hasil Belajar Bahasa Inggris Siswa. *Prosiding Seminar Nasional Fakultas Tarbiyah Dan Ilmu Keguruan IAIM Sinjai*, 2, 13–22. <https://doi.org/10.47435/sentikjar.v2i0.1839>