

CHAPTER I

INTRODUCTION

This chapter presents the background of research, research questions, research purposes, the scope of research, the conceptual framework, the research hypothesis, and previous studies.

A. Background

The research is aimed at finding out the effectiveness of the Gallery Walk technique in fostering students' fluency and vocabulary in English speaking. In this regard, speaking is still considered one of the most difficult skills for students in the context of English as a Foreign Language (EFL), especially in Indonesian senior high schools, where students are expected to develop communicative competence for academic and everyday communication (Leong & Ahmadi, 2017; Derakhshan et al., 2016). In many cases, students are not completely unable to speak, but they struggle when they have to express ideas smoothly or choose the right words at the same time (Torky, 2019; Namaziandost et al., 2019). This situation shows that the problem is not only about speaking itself, but more specifically about fluency and vocabulary, which play an important role in making communication work (Nation, 2019; Tavakoli & Hunter, 2018). Therefore, addressing these two components is essential to ensure students can communicate effectively in professional environments.

English teaching in Indonesian senior high schools is expected to prepare students for real-life communication; however, the actual classroom situation does not always support that goal. Widodo (2016) and Siregar (2020) point out that students often have limited chances to speak for a longer time. When they are asked to speak, many of them hesitate, pause too often, or use very limited vocabulary (Tavakoli, 2016; Derakhshan et al., 2016). If we look closer, this does not happen without reason. Students are rarely involved in activities that require them to interact actively or use language in meaningful contexts (Namaziandost et al., 2019; Leong & Ahmadi, 2017). As a result,

speaking activities become less effective, and students do not really develop confidence or consistency in using English.

Although previous studies have shown that Gallery Walk can support students' speaking performance, the present study provides a more specific implementation of the technique. In this study, Gallery Walk is structured as repeated speaking practice in which students take different roles as Guides and Visitors, explain information, ask spontaneous questions, respond to their peers, and change roles across sessions. These activities provide students with repeated opportunities to retrieve vocabulary and produce spoken language in different communicative situations. Therefore, the novelty of this study lies not in creating a new teaching technique, but in adapting Gallery Walk into a structured speaking-focused activity that emphasizes repeated oral interaction, vocabulary retrieval, and fluency development.

Based on a preliminary observation conducted by the researcher at MA Assalam Daarul Faizah Sukabumi, several problems were identified during speaking activities. Some students frequently hesitated before continuing their speech, while others repeated simple words because they had difficulty finding more appropriate vocabulary. Others relied on very basic vocabulary, even when they actually understood the topic. The classroom situation also tended to be teacher-centered, which meant that students did not have many opportunities to practice speaking actively. Because of this, their confidence did not really develop, and improvement in fluency and vocabulary was still quite limited.

Moreover, fluency and vocabulary are closely interconnected in speaking performance. To speak fluently, students need to access words quickly and use them appropriately in context (Nation, 2019; Tavakoli & Hunter, 2018). In reality, when students do not have enough vocabulary, they tend to stop in the middle of speaking, repeat the same words, or even switch back to their first language (Derakhshan et al., 2016; Namaziandost et al., 2019). This is why simply asking students to speak is not enough. They need learning activities that allow them to practice repeatedly, use vocabulary in context, and gradually build confidence (Leong & Ahmadi, 2017; Torky,

2019). Therefore, creating a structured environment that facilitates both word retrieval and consistent practice is vital for bridging the gap between knowing vocabulary and using it fluently.

In addition, many researchers have suggested that interactive and cooperative learning can help solve this issue because students are more involved and have more chances to practice language naturally (Gillies, 2016; Slavin, 2019). At the same time, this kind of environment can reduce anxiety and make students feel more comfortable when speaking (Dewaele, 2019; Derakhshan, 2022). Gallery Walk encourages students to discuss ideas, move between learning stations, provide feedback, and present information collaboratively. These activities create repeated opportunities for students to communicate using English in meaningful contexts while interacting with their peers (Francek, 2006; Abdulaal, 2021). Therefore, this technique makes the classroom more active and helps students practice their speaking skills in a fun and effective way.

A. Research Questions

This study formulates three research questions to find out more about the effectiveness of the Gallery Walk technique. This study is conducted to answer those research questions. The three research questions are listed below:

1. What is the students' speaking ability in terms of fluency and vocabulary before being taught using the Gallery Walk technique?
2. What is the students' speaking ability in terms of fluency and vocabulary after being taught using the Gallery Walk technique?
3. How significant is the implementation of the Gallery Walk technique in improving students' speaking fluency and vocabulary?

B. Research Purposes

To find out the effect of the Gallery Walk technique on students' speaking fluency and vocabulary is the goal of this study. As a result, to decide the significant differences before and after implementing the gallery walk technique, this research aims:

1. To identify the students' initial level of speaking ability in terms of fluency and vocabulary before being taught using the Gallery Walk technique.
2. To determine the students' level of speaking ability in terms of fluency and vocabulary after the implementation of the Gallery Walk technique.
3. To analyze whether there is a significant improvement in students' speaking fluency and vocabulary mastery resulting from the use of the Gallery Walk technique.

C. Research Significance

This study has significance both theoretically and practically. Also, this study can be an essential reference for further studies related to the field of English Language Teaching (ELT).

1. Theoretical Significance

Theoretically, this study is grounded in Vygotsky's Social Constructivist theory, which emphasizes the importance of social interaction in the learning process. The Gallery Walk technique provides students with opportunities to interact with peers, exchange ideas, ask and answer questions, and learn through collaborative activities. These interactions provide meaningful opportunities for students to use English in a social and communicative context. Therefore, this study applies Vygotsky's Social Constructivist perspective to explain how collaborative Gallery Walk activities can support students' speaking fluency and vocabulary development.

2. Practical Significance

Practically, the results of this study are expected to be beneficial for several parties:

a. Teacher

This research provides a practical, innovative, and proven strategy to overcome students' speaking barriers. Teachers at the senior high school level can use the Gallery Walk technique as an alternative to traditional methods to create a student-centered classroom environment.

b. Student

The implementation of this technique is intended to help students increase their confidence, reduce speaking anxiety, and improve their oral proficiency. By mastering better fluency and vocabulary, students will be better prepared for the communication demands of higher education and their future professional life after graduation.

c. Future Researcher

This study is expected to provide a theoretical significance for future researchers who are interested in investigating the use of the Gallery Walk technique or other cooperative learning strategies. Future studies are suggested to explore different research designs, involve larger sample sizes, or examine other aspects of speaking skills beyond fluency and vocabulary to gain more comprehensive findings.

D. Research Scope

This research uses a pre-experimental design, specifically the one-group pretest-posttest design. In this study, there is one independent variable (X), which is the use of the Gallery Walk technique, and one dependent variable (Y), which is students' speaking ability focusing on fluency and vocabulary.

The focus of this study is the implementation of the Gallery Walk technique in English speaking instruction, particularly its use in developing students' speaking fluency and vocabulary. The study examines students' ability to speak with fewer hesitations and use appropriate and varied vocabulary during the speaking activities. Other speaking components, such as pronunciation, grammar, and comprehension, are not included as the main focus of this study. Therefore, the research is specifically limited to fluency and vocabulary as the selected speaking components.

E. Conceptual Framework

This section presents the conceptual framework of the study by focusing on the theoretical foundations that support the use of the Gallery Walk technique in improving students' speaking fluency and vocabulary. The framework is developed based on several key concepts, including cooperative learning, speaking skill, fluency, vocabulary, and the implementation of the Gallery Walk technique.

The conceptual framework of this study is illustrated in Figure 1.1 below.

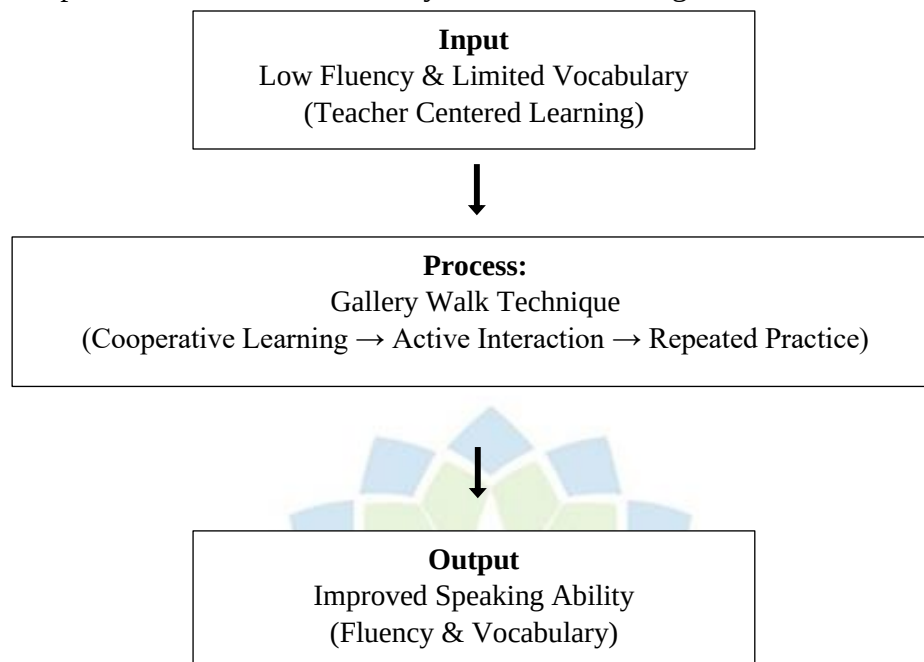


Figure 1. 1 Conceptual Framework

This study is grounded in the theory of cooperative learning, which emphasizes student centered interaction and collaboration in the learning process. According to Johnson and Johnson (1999), cooperative learning encourages students to work together to achieve shared goals through discussion, negotiation, and mutual support. In language learning, this approach is important because it provides more opportunities for students to actively use the target language rather than passively receive information. Through interaction with peers, students can exchange ideas, clarify meaning, and build confidence in using English in a more natural and less stressful environment.

Learning to speak English as a foreign language requires a pedagogical approach that balances linguistic input with active output. Teaching speaking is not merely about reciting dialogues but involves engaging students in meaningful communicative tasks that simulate real-world interactions (Brown, 2007; Richards, 2008). By focusing on

task-based activities, teachers can help students bridge the gap between their theoretical knowledge and practical performance.

Moreover, fluency is one of the main components of speaking ability. It refers to the ability to speak smoothly, continuously, and with minimal hesitation (Richards, 2008). When students are fluent, they can deliver their ideas without too many pauses or repetitions (Fillmore, 1979, as cited in Nation, 2019). However, fluency does not develop instantly; it requires frequent and meaningful speaking practice. Without sufficient opportunities to practice, students tend to hesitate, lose their flow of speech, and feel less confident when communicating in English (Tavakoli & Hunter, 2018).

In addition, vocabulary also plays a crucial role in supporting speaking ability. Vocabulary refers to the range, accuracy, and appropriateness of words used in communication (Nation, 2019). Students who have a wider vocabulary can express their ideas more clearly and effectively. On the other hand, limited vocabulary often causes students to stop in the middle of speaking, repeat the same words, or switch to their first language (Thornbury, 2002). Therefore, vocabulary development needs to be integrated with speaking practice so that students can use new words in meaningful contexts.

The Gallery Walk technique is used in this study as a teaching strategy that integrates the principles of cooperative learning with active speaking practice. According to Francek (2006), the Gallery Walk is an interactive activity in which students work in groups and move from one station to another to discuss and respond to tasks displayed around the classroom. This technique involves two key elements: interaction and repeated practice. Through group interaction, students exchange ideas and support each other in constructing meaning (Fosnot, 2013). At the same time, repeated practice occurs when students explain their ideas at different stations, which helps them become more fluent and confident in using vocabulary (Torky, 2019). Overall, these elements create a supportive way for students to practice and improve their speaking skills.

In its implementation, the Gallery Walk technique starts with the teacher preparing several stations, where students in small groups discuss and present their ideas orally (Francek, 2006). After a certain amount of time, the groups rotate to the next station to repeat the process while being encouraged to use more appropriate vocabulary. Through this cycle of discussion and repetition, students can gradually develop better fluency and vocabulary (Namaziandost et al., 2018). In short, these steps provide a clear way for students to practice speaking many times so they become more confident and fluent.

Since this research is conducted at the senior high school level, it is closely related to the broader goals of English language education, which aim to prepare students for higher education and future communicative needs beyond the classroom (Ministry of Education, Culture, Research, and Technology, 2022). At this level, speaking fluency and vocabulary are not merely school requirements but essential competencies that support students' academic and social communication in the future (Widodo, 2016). Therefore, using the Gallery Walk technique helps students practice the real communication skills they will actually need beyond school.

Overall, this conceptual framework suggests that by applying the Gallery Walk technique, which is grounded in cooperative learning, students are provided with more opportunities for active interaction and repeated speaking practice. These learning conditions are expected to support the development of speaking fluency and vocabulary among vocational high school students.

F. Hypothesis

The goal of this study is to determine the effectiveness of the Gallery Walk technique in fostering students' fluency and vocabulary in English speaking. In line with this objective, this research involves two main variables. The independent variable (*X*) is the implementation of the Gallery Walk technique in teaching speaking, while the dependent variable (*Y*) is students' speaking ability, which is measured in terms of fluency and vocabulary through speaking test scores (pre-test and post-test).

Based on these variables, this study formulates the following research hypotheses:

1. H_0 : The implementation of the Gallery Walk technique does not significantly improve students' speaking fluency and vocabulary.
2. H_a : The implementation of the Gallery Walk technique significantly improves students' speaking fluency and vocabulary.

G. Previous Study

This section presents several previous studies to support the purpose of this research and to identify the research gap. This study aims to examine the effectiveness of the Gallery Walk technique in fostering students' fluency and vocabulary in English speaking.

Abdulaal (2021), in a quasi-experimental study conducted in Saudi Arabia, investigated the effectiveness of a "gallery run" technique on upper-intermediate EFL learners' speaking skills and attitudes. The findings showed significant improvement in students' overall speaking performance, including reduced hesitation and better vocabulary use. The technique also promoted confidence and reduced anxiety. However, the study mainly emphasized general speaking skill and learners' attitudes rather than isolating fluency and vocabulary as the primary measured outcomes.

Namaziandost et al. (2018) examined the effect of the Gallery Walk technique on pre-intermediate EFL learners' speaking skills in Iran using a quasi-experimental design. The results indicated that students taught through the Gallery Walk outperformed those taught through conventional methods. The improvement was linked to increased talk time and cooperative interaction. Nevertheless, the study measured overall speaking performance and did not specifically focus on fluency and vocabulary as separate core variables.

In the Indonesian context, Hakim (2019) conducted classroom action research with senior high school students. The study utilized observation sheets and speaking tests as instruments across two cycles. The findings revealed that the Gallery Walk technique improved students' speaking scores significantly. Improvements were observed in

fluency, vocabulary, pronunciation, and confidence, with the percentage of successful students rising from 40% in the first cycle to 85% in the second.

Anwar (2015) reported that the Gallery Walk enhanced students' speaking performance, participation, and confidence in a collaborative classroom atmosphere. Using a classroom action research design, the study showed that the average score of students increased from 65.5 in the pre-test to 78.2 in the post-test, proving that the repetitive interaction inherent in the technique directly addresses speaking barriers.

Furthermore, Lopez (2022) investigated the use of the Gallery Walk to enhance reading comprehension and oral English proficiency among junior high school students in the Philippines. Using a descriptive-evaluative research design and utilizing oral rubrics as the primary instrument, the findings revealed improvement in students' oral performance, including better fluency and vocabulary use. However, speaking was integrated with reading activities, and fluency and vocabulary were not examined as the sole focus of the intervention.

Based on those previous studies, it can be seen that the Gallery Walk technique has been widely proven to improve speaking skills in different contexts. However, there is still a gap in research that specifically investigates the effectiveness of the Gallery Walk technique in fostering students' fluency and vocabulary as the primary outcomes, particularly in a senior high school context. Therefore, the present study attempts to fill this gap by implementing the Gallery Walk technique using a pre-experimental one-group pretest-posttest design to examine its effectiveness in improving students' fluency and vocabulary in English speaking among eleventh-grade senior high school students.