

The Use of Gallery Walk Strategy to Improve English Vocabulary Students at Junior High School

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BACKGROUND

- Vocabulary is a fundamental component in learning English.
- Many junior high school students still have limited vocabulary mastery.
- Students often face difficulties remembering and using new words.
- Learning activities tend to be teacher-centered and less interactive.
- Gallery Walk combined with posters can encourage active, collaborative, and visual learning.

Research Gap

Few studies haven't investigated the effectiveness of Gallery Walk to improve vocabulary mastery at the junior high school level.

Research Question

Does the use of Gallery Walk strategy using posters improve students' English vocabulary mastery?

Research Objective

To investigate the effect of Gallery Walk strategy using posters on students' English vocabulary mastery.

METHOD

Research Design

Pre-Experimental Design

One Group Pre-Test – Post-Test Design

$$O_1 \rightarrow X \rightarrow O_2$$

Where:

O_1 = Pre-test

X = Treatment (Gallery Walk + Posters)

O_2 = Post-test

Participants

17 seventh-grade students

Purposive Sampling

Instruments

Vocabulary Test (25 multiple-choice questions)

Posters as learning media

FINDINGS

No		N	Minimum	Maximum	Mean	Std. Deviation
1	Pre-Test	17	24	88	55,53	16,905
2	Post-test	17	24	100	78,82	23,098
3	Valid N (listwise)	17				

Interpretation

- Mean score increased by **23.29 points**.
- Students showed better vocabulary achievement after treatment.
- Maximum score improved from **88 to 100**.

Key Finding

The Gallery Walk strategy using posters improved students' vocabulary mastery.

FINDINGS

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
No		Statistic	df	Sig.	Statistic	df	Sig.
1	Pre-Test	,134	17	,200*	,969	17	,799
2	Post-test	,236	17	,013	,803	17	,002

Decision

- Pre-test: Normal distribution ($0.799 > 0.05$)
- Post-test: Not normal distribution ($0.002 < 0.05$)

Conclusion

Because one dataset was not normally distributed, the **Wilcoxon Signed Ranks Test** was used instead of Paired Sample t-Test.

FINDINGS

No			N	Mean Rank	Sum of Ranks
1	Post-test Pre-Test	Negative Ranks	1a	2,50	2,50
		Positive Ranks	15b	8,90	133,50
		Ties	1c		
		Total	17		

Interpretation

- 15 students improved.
- 1 student decreased.
- 1 student remained the same.

Meaning

Most students experienced vocabulary improvement after the implementation of Gallery Walk using posters.

FINDINGS

No		Post-test - Pre-Test
1	Z	-3,391 ^b
2	Asymp. Sig. (2-tailed)	,001

Decision Rule

If Sig. < 0.05 → Reject H_0

Result

0.001 < 0.05

Conclusion

- H_0 Rejected
- H_1 Accepted

There is a significant effect of Gallery Walk strategy using posters on students' vocabulary mastery.

DISCUSSION

The findings revealed that the Gallery Walk strategy using posters effectively improved students' vocabulary mastery. Students became more actively involved in learning through observing, discussing, and presenting vocabulary with their peers. The use of posters provided visual support that helped students understand and remember new words more easily. These results are in line with constructivist learning theory, which emphasizes active participation and social interaction in the learning process. Furthermore, the findings support previous studies showing that Gallery Walk enhances student engagement, while posters strengthen vocabulary retention through visual learning.

CONTRIBUTION & LIMITATIONS

Contributions

- Provides an interactive vocabulary teaching strategy.
- Increases student engagement and motivation.
- Supports visual and collaborative learning.

Limitations

- Only 17 participants.
- Only one class.
- Short treatment period.
- Focused only on vocabulary mastery.

Suggestions

- Future studies should:
- Use larger samples.
- Conduct longer interventions.
- Investigate speaking, reading, writing, and listening skills.

CONCLUSION

The results of this study indicate that the Gallery Walk strategy using posters significantly improved students' English vocabulary mastery. This improvement is evidenced by the increase in the mean score from 55.53 in the pre-test to 78.82 in the post-test. The Wilcoxon Signed Ranks Test produced a significance value of 0.001, which is lower than 0.05, indicating a statistically significant difference between students' scores before and after the treatment. Therefore, the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It can be concluded that the Gallery Walk strategy assisted by posters is an effective teaching strategy for improving vocabulary mastery among junior high school students.

