

The Use of Gallery Walk Strategy Using Poster to Improve English Vocabulary Students at Junior High School (1)

ID : fa10c9e52fa2d453b2d813386fd9dac90d825115



20%

Suspicious texts

File name : The Use of Gallery Walk Strategy Using Poster to Improve English Vocabulary Students at Junior High School (1).txt

Original file size : 518.78 KB

Number of words : 4,873

Number of characters : 34501

Submitter : jurnal umside

Submission date : May 22, 2026

Upload type : interface

analysis end date : May 22, 2026

 Summary (section 1/3)

Location of suspect texts in the document :



Included in the suspicious text score :

 Similarities

Passages with similarities to sources found in different collections.

17%



 AI detection

Texts with stylistically similar formulations to AI-generated text.

This rate is an indicator, not proof. Check with the author that he/she has mastered the knowledge mentioned in the document.

5%



 Unrecognized languages

Passages in which some of the vocabulary used is not part of the language dictionary. This may be an attempt by the author to modify the text to make detection impossible.

0%

Not included in the percentage of suspicious texts :

 Texts between quotes

Passages between quotation marks, often revealing a quotation.

9%

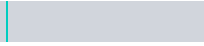
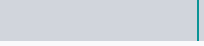
 Similarities

17%

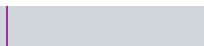
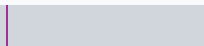
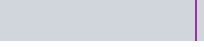
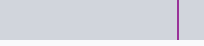
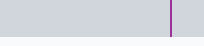
Passages with similarities to sources found in different collections.



Main source detected

No.	Description		Similarities	Locations
1		THE EFFECT OF INQUIRY-BASED LEARNING ON STUDENTS SPEAKIN... #59192e 🔒 Comes from my group	14%	
2		228820300029 #62028e 🔒 Comes from my group	14%	
3		SEMPRO ASYA #c30b0c 🔒 Comes from my group	<1%	
6		www.das-institute.com www.das-institute.com/journal/index.php/citizen-journal/article/view/685 ↗	<1%	

Source with incidental similarities

No.	Description		Similarities	Locations
4		DRAFT S 1 (1) #093eec 🔒 Comes from my group	<1%	
5		M.Iftitah_248610800070_Artikel Tesis 7 #0f9053 🔒 Comes from my group	<1%	
7		Document from another user #3cb8c7 🔒 Comes from another group	<1%	
8		plp 2 #9832ce 🔒 Comes from my group	<1%	
9		View of Pengaruh Model Pembelajaran Kooperatif Gallery Walk Terhadap... ejournal.unesa.ac.id/index.php/PENIPS/article/view/63651/48508 ↗	<1%	
10		Dynamic Classroom Engagement through Gallery Walks: An Exploration o... growingwithproficiency.com/dynamic-classroom ↗	<1%	
11		The Implementation of Gallery Walk for Teaching Mahārat al-Istimā' doi.org/10.38073/jpi.v15i2.3544 ↗	<1%	
12		www.ijlter.org www.ijlter.org/index.php/ijlter/article/download/13440/pdf ↗	<1%	

No.	Description		Similarities	Locations
13		DOAJ Logotype doaj.org/article/c400d2f501f74b6181cdd51042d79ad6 ↗	<1%	
14		Implementation of Reading, Write and Counting Learning Using the... journal.unj.ac.id/unj/index.php/jpud/article/download/50100/19702 ↗	<1%	
15		media.neliti.com media.neliti.com/media/publications/554210-growth-of-sustainable-enterprise-de... ↗	<1%	
16		THE USE OF LANGUAGE GAMES TO INCREASE MOTIVATION IN LEARNING... doi.org/10.15408/a.v8i2.22533 ↗	<1%	

Referenced source (without similarities detected)

No.	Description	
1		https://journal.stkipparacendekianw.ac.id/
2		https://jurnalfaktarbiyah.iainkediri.ac.id/index.php/ireel/index
3		https://study.com/academy/lesson/gallery-walk-teaching-strategy.html?utm
4		https://www.theteachertoolkit.com/index.php/tool/gallery-walk?utm
5		http://arxiv.org/abs/2101.00987
6		https://scholar.archive.org/work/yxmnfakwpne4rnpbb2rrrognoe/access/wayback/https://ejurnal.stitaziziyah.ac.i...



1



Page | 1

Copyright © Universitas Muhammadiyah Sidoarjo. This preprint is protected by copyright held by Universitas Muhammadiyah Sidoarjo and is distributed

under the Creative Commons Attribution License (CC BY). Users may share, distribute, or reproduce the work as long as the original author(s) and copyright

holder are credited, and the preprint server is cited per academic standards.

Authors retain the right to publish their work in academic journals where copyright remains with them. Any use, distribution, or reproduction that does not

comply with these terms is not permitted.



The Use of Gallery Walk Strategy to Improve English Vocabulary

Students at Junior High School

[Penggunaan Strategi Gallery untuk Meningkatkan Kosakata Bahasa

Inggris Siswa di Sekolah Menengah Pertama]

Mochamad Rifqi Alvares A1), Yuli Astutik*,2)

1)Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sidoarjo, Indonesia

2) Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sidoarjo, Indonesia

*Email Penulis Korespondensi: yuliasutik@umsida.ac.id

1,3



Abstract. This study aims to investigate the effect of the Gallery Walk strategy using posters on students' English vocabulary

mastery. This study employed a pre-experimental method with a one-group pre-test and post-test design involving 25 seventh-grade students at a junior high school in Indonesia. Data were collected through vocabulary tests

administered before and after the intervention. The results indicate that students' average scores increased from 55.53 on the pre-test to 78.82 on the post-test. Additionally, the Wilcoxon Signed Ranks Test yielded a significance value of

0.001, indicating a significant difference between pre-test and post-test results. These findings suggest that the Gallery

Walk strategy using posters effectively improves students' vocabulary mastery by encouraging active participation

and visual learning. This study contributes to English language teaching by providing an interactive and engaging

strategy that can help teachers improve students' vocabulary learning outcomes.

Abstrak. Penelitian ini bertujuan untuk mengetahui pengaruh strategi Gallery Walk dengan menggunakan poster terhadap

penguasaan kosakata bahasa Inggris siswa. Penelitian ini menggunakan metode pra-eksperimental dengan desain pra-tes dan pasca-tes satu kelompok yang melibatkan 25 siswa kelas VII di sebuah sekolah menengah pertama di Indonesia. Data dikumpulkan melalui tes kosakata yang dilaksanakan sebelum dan sesudah intervensi. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa meningkat dari 55,53 pada pra-tes menjadi 78,82 pada pasca-tes. Selain itu, Uji Wilcoxon Signed Ranks menunjukkan tingkat signifikansi sebesar 0,001, yang mengindikasikan adanya perbedaan yang signifikan antara hasil pra-tes dan pasca-tes. Temuan ini menunjukkan bahwa strategi Gallery Walk yang menggunakan poster efektif dalam meningkatkan penguasaan kosakata siswa melalui partisipasi aktif dan pembelajaran visual. Penelitian ini berkontribusi pada pembelajaran bahasa Inggris dengan menyediakan strategi pembelajaran yang interaktif dan menarik untuk meningkatkan hasil belajar kosakata siswa.

Kata Kunci – Strategi Gallery Walk; Poster; Penguasaan Kosakata; Desain Pra-Eksperimen

I. INTRODUCTION

A key element in learning the English language is vocabulary proficiency, which has an impact on students' proficiency in the four language skills: reading, writing, speaking, and listening. English instructors in secondary school's struggle to teach vocabulary in the Indonesian context of EFL (English as a Foreign Language) instruction because so many students come from diverse backgrounds [1]. Students' vocabulary competence is still restricted [2]. Effective vocabulary instruction involves active student participation, repetition, explicit planning, and the introduction of a list of new words to put them into meaningful situations. "Instruction of vocabulary is crucial for English language learning especially in EFL contexts," as Aswad et al. [3] stress, so vocabulary teaching methods should be used. need to assist pupils in learning to understand and utilize words effectively.

There is a wide range of strategies for teaching vocabulary, and they must be adapted to the specific needs of the students, the classroom environment, and the course's goals. According to Liu's [4] vocabulary acquisition strategies may be divided into six groups: cognitive, metacognitive, determination, memory, encoding, and activation approaches. Metacognitive techniques are included, the strongest indicators of a student's ability to learn vocabulary. In contrast, Haque's study [5] highlights the significance of employing visual media and cooperative learning strategies in the Indonesian vocabulary acquisition environment. Effective strategies include word repetition, the use of visual aids, educational games, group work, and the use of words in real-world situations so that students may learn and

apply them. are more engaged and not simply passive absorbers of knowledge. The combination of a gallery walk and posters is effective and in line with the constructivist theories of Piaget and Vygotsky, which state that the more

2 | Page

Copyright © Universitas Muhammadiyah Sidoarjo. This preprint is protected by copyright held by Universitas Muhammadiyah Sidoarjo and is distributed under the

Creative Commons Attribution License (CC BY). Users may share, distribute, or reproduce the work as long as the original author(s) and copyright holder are

credited, and the preprint server is cited per academic standards.

Authors retain the right to publish their work in academic journals where copyright remains with them. Any use, distribution, or reproduction that does not comply

with these terms is not permitted.

exposure and active involvement students have in the learning process, the stronger the knowledge they construct [6].

Gallery Walk is one engaging teaching strategy that may aid with vocabulary acquisition. Students are able to go about the classroom and visit various stations showcasing tasks, artifacts, or media like posters and charts to talk about and engage with. and exchanging ideas with other groups [7]. Since students interact directly with the learning material through discussion and reflection, this strategy enhances student participation [8]. Gallery Walk has been demonstrated to improve student engagement and critical thinking abilities in the context of language acquisition [9]. In reality, there was created a best practice: vocabulary strategies (gallery walk) model that makes use of gallery walk, in which students go from one word presentation to another, particularly for vocabulary instruction. the other, includes sample phrases, synonyms, and visual representations. Besides strategy, learning materials are also crucial to vocabulary acquisition. The existence of visual media to facilitate the delivery of learning materials to students [10].

Posters and other forms of media become the primary visual aids in this strategy, enhancing participatory and cooperative learning activities [11]. Posters are visual media that presents facts in a way that is simple for pupils to comprehend by combining words and pictures. According to studies by Adisti et al. [12], the creation of English Digital Poster Books for early childhood education in Indonesia is seen as both legitimate and useful for teaching vocabulary. In a similar vein, Feronika et al. [13] created unique posters to help young students learn vocabulary, and the results demonstrated that posters not only help students boost learning motivation, but also offer a solid visual context, encourage repetition, and enhance word retention. Using posters in the Gallery Walk strategy makes learning

more interactive because students create their own posters and also pay attention to and discuss the output of their peers.

Prior to using posters to implement the Gallery Walk strategy, it is essential to first do a pre-observation to ascertain the students' starting level of vocabulary proficiency, the level of student engagement throughout the learning process and the media utilized by instructors [14]. The effectiveness is measured against a baseline established by pre-observation data such as vocabulary pre-test findings, class activity observation sheets, and interviews with teachers and pupils. Utilizing posters as part of the Gallery Walk strategy to enhance students' vocabulary proficiency. Given this backdrop, the research question in this study is: Does the use of the Gallery Walk strategy with poster media help junior high school students expand their English vocabulary?

II. METHOD

A. Research Design

The study employed a Pre-Experimental Design in the form of a One Group Pre-test and Post-test Design. The pre-experimental method with a one-group pre-test and post-test design was chosen because this study aimed to determine the initial effect of the poster-assisted Gallery Walk strategy on improving students' vocabulary in real classroom conditions. This design was chosen to ascertain how the Gallery Walk strategy utilizing poster media affected students' vocabulary proficiency before and after the intervention. The design was illustrated as follows: "O₁ → X → O₂".

In this design, O₁ = pre-test, X = treatment (Gallery Walk strategy and posters), and O₂ = post-test. The literature on pre-posttests in educational settings supported the use of this design. For instance, the pretest-posttest approach was used in the study "The Effect of Picture Series Media on Students' Vocabulary Mastery" to assess the impact of visual media on students' vocabulary [15]. Additionally, the study "Conditioning on the Pre-test versus Gain-Score Modeling" emphasized the significance of using the pre-test as a baseline in educational research [16].

B. Population and Sample

In this study, all seventh-grade students at an Indonesian junior high school during the academic year 2025/2026 made up the population. The sample was chosen using purposive sampling, which was based on classes with poor vocabulary proficiency, as determined by the pre-observation findings. One sample consisting of 17 seventh-grade students based on these qualities was in line with educational practices in which specific groups are targeted for

intervention [17].

C. Research Variables

The variables in this study were:

- The independent variable was the Gallery Walk strategy using posters.
- The dependent variable was students' English vocabulary proficiency.

Page | 3

Copyright © Universitas Muhammadiyah Sidoarjo. This preprint is protected by copyright held by Universitas Muhammadiyah Sidoarjo and is distributed

under the Creative Commons Attribution License (CC BY). Users may share, distribute, or reproduce the work as long as the original author(s) and copyright

holder are credited, and the preprint server is cited per academic standards.

Authors retain the right to publish their work in academic journals where copyright remains with them. Any use, distribution, or reproduction that does not

comply with these terms is not permitted..

Both variables were measured quantitatively through tests and observation tools.

D. Research Instruments

The instruments used in this study consisted of posters as a learning medium and a vocabulary proficiency test as a measurement tool. The vocabulary proficiency test was adapted from Ridwan (2025) and consisted of 25 multiple-choice questions focusing on topics relevant to seventh-grade students [18]. The test was administered as a pre-test and post-test to measure students' vocabulary mastery before and after the treatment using the Gallery Walk strategy with posters. Additionally, the posters used as learning media were designed based on the students' learning topics and classroom needs. All research instruments, including the posters as well as the pre-test and post-test questions, were validated by a university lecturer and an English teacher from the school to ensure their validity, reliability, and appropriateness for the students' ability level.

E. Data Collection

The research process consisted of three primary phases in three meetings:

1) Meeting 1: Pre-Activity (Pre-test)

• Students completed a pre-test to assess their initial vocabulary proficiency. These pre-test questions were adapted from Mawaddah's research on the model of student competency coverage that was studied [19].



Example: - "It has wings, feathers, and a beak." The animal is ...

A. Bird

B. Fish

C. Camel

D. Bull

- The lion uses its ... to catch prey.

A. Wing

B. Claw

C. Fin

D. Gill

2) Meeting 2: During-Activity (Treatment)

a) The treatment was conducted in three learning sessions.

b) At the beginning of each session, the teacher explained the learning objectives, activity procedures, and expected outcomes to ensure that students understood the learning objectives.

c) The teacher prepared and displayed posters containing keywords accompanied by relevant images to support student understanding.

d) The students were divided into small groups of four to five students to encourage collaboration and active participation.

e) The posters were placed around the classroom to form a gallery.



- f) Each group took turns observing the posters by walking around the classroom.
- g) While observing the posters, the students discussed the content of the posters in their groups and noted any new or unfamiliar vocabulary they encountered.
- h) The teacher monitored group discussions, guided students when necessary, answered questions, and provided feedback during the activity.
- i) After completing the walking gallery, each group was asked to compose five sentences using the vocabulary they had learned.
- j) Each student in the group contributed at least one element of a sentence (such as a word, phrase, or idea) to ensure equal participation.
- k) Finally, each group presented their discussion results and sentences to the class.
- l) The teacher ended the session by providing feedback, correcting mistakes, and reinforcing the correct use of vocabulary.

This approach followed the interactive and participatory principles of the Gallery Walk method [20].

4 | Page

Copyright © Universitas Muhammadiyah Sidoarjo. This preprint is protected by copyright held by Universitas Muhammadiyah Sidoarjo and is distributed under the

Creative Commons Attribution License (CC BY). Users may share, distribute, or reproduce the work as long as the original author(s) and copyright holder are

credited, and the preprint server is cited per academic standards.

Authors retain the right to publish their work in academic journals where copyright remains with them. Any use, distribution, or reproduction that does not comply

with these terms is not permitted.

3) Meeting 3: Post-Activity (Post-test)

- After the treatment, students took a post-test to measure their improvement in vocabulary proficiency.
- Students completed a survey to provide feedback on their experiences with the Gallery Walk and

poster method.

- The posstest questions are the same as the pretest questions; they are adapted from Mawaddah's article within the same theoritical framework [19].

F. Data Analysis

The data in this study were analyzed using descriptive and inferential statistics via SPSS. First, descriptive statistics were used to calculate the mean, standard deviation, and percentage increase from the pre-test and post-test results to describe students' vocabulary achievement before and after the intervention. According to Sugiyono, descriptive statistics are useful for presenting and describing research data systematically and clearly [21]. Subsequently, the data were tested for normality to determine whether the data distribution was normal or not. The results of the normality test indicated that the data were not normally distributed. Therefore, the researchers used the Wilcoxon Signed-Rank Test as a non-parametric statistical test to determine whether there was a significant difference between the pre-test and post-test scores. The Wilcoxon test is appropriate when the sample data are paired and not normally distributed [22]. In SPSS, the significance value is identified through Asymp. Sig. (2-tailed). If the significance value is less than 0.05, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted, indicating that there is a significant effect of using the Gallery Walk strategy with posters on students' vocabulary mastery. This analytical procedure is also supported by Imam Ghozali in statistical analysis using SPSS.

Page | 5

Copyright © Universitas Muhammadiyah Sidoarjo. This preprint is protected by copyright held by Universitas Muhammadiyah Sidoarjo and is distributed

under the Creative Commons Attribution License (CC BY). Users may share, distribute, or reproduce the work as long as the original author(s) and copyright

holder are credited, and the preprint server is cited per academic standards.

Authors retain the right to publish their work in academic journals where copyright remains with them. Any use, distribution, or reproduction that does not

comply with these terms is not permitted..

III. FINDINGS AND DISCUSSION

A. Findings

Descriptive Statistics of Pre-test and Post-test

Table 1 presents the descriptive statistics of students' vocabulary achievement before and after the implementation of the Gallery Walk strategy using posters.

Table 1. Pre-test and Post-test of Student Learning Results

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

Based on Table 1, the mean score of the pre-test was 55.53 with a standard deviation of 16.905. The minimum score obtained by the students was 24, while the maximum score was 88. These findings indicate that students' vocabulary mastery before the treatment was still relatively low. After the treatment was conducted using the Gallery Walk strategy assisted by posters, the students' post-test scores increased. The mean score of the post-test became 78.82 with a standard deviation of 23.098. The minimum score remained 24, while the maximum score increased to 100. The improvement of the mean score from 55.53 to 78.82 shows that the students experienced better vocabulary achievement after participating in the learning activities. The increase in students' scores indicates that the Gallery Walk strategy using poster media helped students understand and remember English vocabulary more effectively. The visual support from the posters and the collaborative learning activities encouraged students to participate actively in the learning process.

Normality Test

Before conducting the hypothesis test, the normality test was carried out to determine whether the data were

normally distributed. The normality test results are presented in Table 2.

Table 2. Results of the Normality Test for Student Learning Achievement

Kolmogorov-Smirnova 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

Based on the Shapiro-Wilk test in Table 2, the significance value of the pre-test was 0.799, which was higher than 0.05. It means that the pre-test data were normally distributed. However, the significance value of the post-test was 0.002, which was lower than 0.05. Therefore, the post-test data were not normally distributed. Since one of the data sets was not normally distributed, the researchers did not use the Paired Sample t-test. Instead, the Wilcoxon Signed Ranks Test was used as a non-parametric statistical test to analyze the difference between the pre-test and post-test scores.

6 | Page

Copyright © Universitas Muhammadiyah Sidoarjo. This preprint is protected by copyright held by Universitas Muhammadiyah Sidoarjo and is distributed under the

Creative Commons Attribution License (CC BY). Users may share, distribute, or reproduce the work as long as the original author(s) and copyright holder are

credited, and the preprint server is cited per academic standards.

Authors retain the right to publish their work in academic journals where copyright remains with them. Any use, distribution, or reproduction that does not comply

with these terms is not permitted.

Wilcoxon Signed Ranks Test

The Wilcoxon Signed Ranks Test was conducted to determine whether there was a significant difference

between the students' pre-test and post-test scores after the implementation of the Gallery Walk strategy using posters.



Table 3. Wilcoxon Signed Ranks Test

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

a. post-test < pre-test

b. post-test > pre-test

c. post-test = pre-test

Based on Table 3, there were 15 students who obtained higher scores in the post-test than in the pre-test (positive ranks). Meanwhile, only 1 student experienced a decrease in score (negative rank), and 1 student obtained the same score in both tests (ties). The large number of positive ranks indicates that most students experienced improvement in vocabulary mastery after the treatment.

Table 4. Test Statistics^a

No Post-test - Pre-Test

1 Z -3,391b

2

Asymp. Sig. (2-tailed) ,001

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Furthermore, Table 4 shows that the Asymp. Sig. (2-tailed) value was 0.001. Since the significance value was lower than 0.05, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It means that

there was a significant difference between the students' pre-test and post-test scores.

B. Discussion

The findings of this study indicate that the implementation of the Gallery Walk strategy using posters significantly improved students' English vocabulary proficiency. These findings align with the constructivist theory proposed by Jean Piaget and Lev Vygotsky, which emphasizes that learning occurs through active participation and social interaction [23]. This study also supports Elliot's view, who states that Gallery Walk activities increase classroom engagement and support language learning through active participation [9]. Similarly, Adisti et al. found that posters

Page | 7

Copyright © Universitas Muhammadiyah Sidoarjo. This preprint is protected by copyright held by Universitas Muhammadiyah Sidoarjo and is distributed

under the Creative Commons Attribution License (CC BY). Users may share, distribute, or reproduce the work as long as the original author(s) and copyright

holder are credited, and the preprint server is cited per academic standards.

Authors retain the right to publish their work in academic journals where copyright remains with them. Any use, distribution, or reproduction that does not

comply with these terms is not permitted..

help students understand and memorize vocabulary more effectively because visual elements provide meaningful learning support [12].

However, although this study shows positive results, some previous studies have argued that the Gallery Walk strategy is not always effective in every classroom learning situation. Ridwan et al. state that the Gallery Walk requires systematic planning, good classroom management, and effective coordination between teachers and students to avoid obstacles during the learning process [24]. Additionally, the Teaching Wiki on the Gallery Walk explains that this strategy can lead to superficial engagement if students are not actively involved in meaningful discussions or if the learning tasks are not sufficiently challenging. Furthermore, a study on mathematics learning reported that the Gallery Walk strategy is ineffective in improving students' conceptual understanding under certain classroom conditions. Therefore, the effectiveness of the Gallery Walk strategy depends heavily on classroom setup, time management, and active student participation [25].



This study contributes to English language teaching, particularly for junior high school teachers and students, by offering an alternative strategy for teaching vocabulary through interactive and visual learning activities. The findings indicate that English teachers can implement the Gallery Walk strategy using posters to enhance student participation, motivation, and vocabulary mastery in the classroom. However, this study still has several limitations. First, this study involved only one class with a small number of participants, so the findings cannot be widely generalized. Second, the intervention was conducted over a relatively short period, which may not fully demonstrate the long-term effectiveness of the strategy. Third, this study focused only on vocabulary mastery and did not examine other English language skills such as speaking, reading, writing, or listening. Therefore, future researchers are advised to involve a larger sample, implement a longer treatment period, and investigate the application of the Gallery Walk strategy to other English language skills [3], [12].

IV. CONCLUSION

Based on the findings and discussion, it can be concluded that the use of the Gallery Walk strategy using poster media significantly improved students' English vocabulary mastery at junior high school level. The improvement can be seen from the increase in the students' mean score from 55.53 in the pre-test to 78.82 in the post-test after the treatment was conducted. The results of the normality test indicated that the post-test data did not follow a normal distribution; therefore, the Wilcoxon Signed Ranks Test was applied for data analysis. The statistical evaluation revealed a significance value of 0.001, which is below the threshold of 0.05. This suggests a meaningful difference between the pre-test and post-test scores. Consequently, the alternative hypothesis (H_1) was accepted, while the null hypothesis (H_0) was rejected.

The execution of the Gallery Walk strategy, aided by posters, fostered active student participation in classroom activities through observation, discussion, collaboration, and presentation. Furthermore, the incorporation of visual media facilitated students' comprehension and retention of vocabulary. As a result, students exhibited increased motivation and engagement throughout the learning process. Thus, the Gallery Walk strategy utilizing posters can be regarded as an effective teaching method for enhancing students' mastery of English vocabulary. It is advised that English teachers incorporate interactive and visual learning techniques to cultivate more impactful and enjoyable educational experiences for their students. For future researchers, this study may serve as a reference for conducting similar investigations with larger sample sizes, across different educational levels, or focusing on other English language skills such as speaking, reading, or writing.

REFERENCES

” [1] N. Octavia, Y. Astutik, and E. M. Rahayu, “Teachers’ Teaching Strategies For Teaching Speaking Skills At Junior High School,”

Borneo Educational Journal (Borju), vol. 5, no. 1, pp. 37–47, Feb. 2023, doi: 10.24903/bej.v5i1.1107.

” [2] A. Ikhsan, “TEACHING VOCABULARY IN INDONESIAN EFL CLASSROOMS: A COMPARATIVE CASE STUDY OF JUNIOR HIGH SCHOOL STRATEGIES, CHALLENGES, AND STUDENT RESPONSES,” GLOBAL: Education Language and Humanity

Journal, vol. 3, no. 1, pp. 68–78, 2025, [Online]. Available: <https://journal.stkipparacendekianw.ac.id/>

” [3] M. Aswad, A. H. Yassi, A. Pammu, N. Nasmilah, and Z. Rezaei Gashti, “An Account of Teaching Vocabulary to Indonesian EFL

Learners through Web-Based Language Instruction (WLI): Attitude in Focus,” Educ. Res. Int., vol. 2022, 2022, doi:

10.1155/2022/1660055.

” [4] P. L. Liu, C. J. Chen, and H. C. Chen, “Teaching Young EFL Learners New Vocabulary: A Comparison of the Efficiency of Traditional and Personalized TPR Strategies,” Sage Open, vol. 14, no. 4, Oct. 2024, doi: 10.1177/21582440241288924.

” [5] A. Haque, M. Ravli Ariansyah, and R. Novita Sari, “IREELL Teaching Vocabulary in a Digital Era: A Study on Tools and Techniques for Engaging English Learners,” 2024, [Online]. Available: <https://jurnalfaktarbiyah.iainkediri.ac.id/index.php/ireel/index>

8 | Page

Copyright © Universitas Muhammadiyah Sidoarjo. This preprint is protected by copyright held by Universitas Muhammadiyah Sidoarjo and is distributed under the

Creative Commons Attribution License (CC BY). Users may share, distribute, or reproduce the work as long as the original author(s) and copyright holder are

credited, and the preprint server is cited per academic standards.

Authors retain the right to publish their work in academic journals where copyright remains with them. Any use, distribution, or reproduction that does not comply

with these terms is not permitted.

[6] Teguh Handoyo and Ani Ani, “Teori Konstruktivisme,” Jurnal Pendidikan dan Kewarganegara Indonesia, vol. 2, no. 4, pp. 162–171,

Dec. 2025, doi: 10.61132/jupenkei.v2i4.884.

” [7] A. Dillon, “Gallery Walk | Teaching Strategy, Classroom Ideas & Activity,” Study.com. Accessed: Oct. 18, 2025. [Online]. Available: <https://study.com/academy/lesson/gallery-walk-teaching-strategy.html?utm>

[8] E. Harton, “Gallery Walk,” theteachertoolkit.com. Accessed: Oct. 18, 2025. [Online]. Available:

<https://www.theteachertoolkit.com/index.php/tool/gallery-walk?utm>

” [9] C. Elliot, “Dynamic Classroom Engagement through Gallery Walks: An Exploration of 5 Effective Strategies for Language Learning,”

growingwithproficiency.com. Accessed: Oct. 18, 2025. [Online]. Available: <https://growingwithproficiency.com/dynamic-classroom->

[engagement-through-gallery-walks-an-exploration-of-5-effective-strategies-for-language-learning/?utm](#)

[10] F. H. Barakat, Z. N. Maghaireh, and H. M. Alakash, "[Efficiency of e-Learning in Applied Materials for Visual Communication](#)

[Students: An Experimental Study](#)," *International Journal of Society, Culture and Language*, vol. 12, no. 1, pp. 109–120, Mar. 2024,

doi: 10.22034/ijsc.2023.2011730.3174.

[11] N. R. W. Pekujawang, V. O. Bano, and R. R. H. Enda, "[THE EFFECT OF COOPERATIVE LEARNING MODELSPICTURE TYPE](#)

[AND PICTUREHELPED MEDIA POSTERS TO THE RESULTS LEARNING CLASS VIII STUDENTS IN CHRISTIAN JUNIOR](#)

[HIGH SCHOOL WAIBAKUL](#)," *JURNAL EDUSCIENCE*, vol. 10, no. 2, pp. 569–584, Jul. 2023, doi: 10.36987/jes.v10i2.4402.

[12] A. R. Adisti, I. Yuliasri, R. Hartono, and S. W. Fitriati, "[Developing a Model of English Digital Poster Book for Teaching English in](#)

[Indonesia's Early Childhood Education](#)," *World Journal of English Language*, vol. 13, no. 3, pp. 193–209, 2023, doi:

10.5430/wjel.v13n3p193.

[13] M. Feronika, "[IDEAS Journal of Language Teaching and Learning, Linguistics and Literature Developing Poster for Teaching](#)

[Vocabulary to Young Learners](#)," vol. 13, no. 2, pp. 4039–4056, 2025, doi: 10.24256/ideas.v13i2.6822.

[14] Z. Ahmad, "[Peer Observation as a Professional Development Intervention in EFL Pedagogy](#)," *International Linguistics Research*, vol.

3, no. 1, p. p1, Jan. 2020, doi: 10.30560/ilr.v3n1p1.

[15] Rafli, E. Syatriana, and Ardiana, "[THE EFFECT OF PICTURE SERIES MEDIA ON STUDENTS' VOCABULARY MASTERY](#),"

English Language Teaching Methodology, vol. 4, no. 2, pp. 165–170, Aug. 2024, doi: 10.56983/eltm.v4i2.332.

[16] B. Arpino, S. Bacci, L. Grilli, R. Guetto, and C. Rampichini, "[Conditioning on the pre-test versus gain score modeling: revisiting the](#)

[controversy in a multilevel setting](#)," Jan. 2021, [Online]. Available: <http://arxiv.org/abs/2101.00987>

[17] M. Feronika, "[IDEAS Journal of Language Teaching and Learning, Linguistics and Literature Developing Poster for Teaching](#)

[Vocabulary to Young Learners](#)," vol. 13, no. 2, pp. 4039–4056, 2025, doi: 10.24256/ideas.v13i2.6822.

[18] M. F. Ridwan, J. Juhadi, E. Banowati, and A. I. Benardi, "[Penerapan Cooperative Learning Model Berbasis Gallery Walk Untuk](#)

[Peningkatan Keaktifan dan Hasil Belajar Geografi](#)," *Edu Geography*, vol. 12, no. 3, pp. 51–65, Apr. 2025, doi: 10.15294/dqkzcc29.

[19] A. W. Al Mawaddah, M. T. Hidayat, S. M. Amin, and S. Hartatik, "[Pengaruh Penggunaan Media Pembelajaran Quizizz terhadap Hasil](#)

[Belajar Siswa pada Mata Pelajaran Matematika melalui Daring di Sekolah Dasar](#)," *Jurnal Basicedu*, vol. 5, no. 5, pp. 3109–3116, Aug.

2021, doi: 10.31004/basicedu.v5i5.1288.

[20] D. I. Lestari, S. P. Prasetya, K. Prasetyo, and H. Prastiyono, "[Pengaruh Model Pembelajaran Kooperatif Gallery Walk Terhadap](#)

[Motivasi Belajar Dan Kemampuan Kerjasama Pada Pembelajaran IPS](#)." Accessed: Nov. 10, 2025. [Online]. Available:

6



<https://ejournal.unesa.ac.id/index.php/PENIPS/article/view/63651/48508>

[21] M. Irfan Syahrani, D. STIT Al-Aziziyah, J. I. TGH Umar Abdul Aziz kapek Gunung Sari Lombok Barat, and kode pos, "PROSEDUR

PENELITIAN KUANTITATIF," Jurnal Al-Musthafa STIT Al-Aziziyah Lombok Barat, vol. 43, no. 3, 2022, Accessed: May 20, 2026.

[Online]. Available:

<https://scholar.archive.org/work/yxmnfakwpne4rnpbb2rrrognoe/access/wayback/https://ejurnal.stitaziziyah.ac.id/index.php/ejam/article>

/download/50/45



[22] Ratna Yuniarti and Salmi Yuniar Bahri, "Studi Data Sampel Berpasangan pada Pendekatan Statistika Parametrik dan Non Parametrik,"

Jurnal Arjuna : Publikasi Ilmu Pendidikan, Bahasa dan Matematika, vol. 1, no. 6, pp. 327–333, Dec. 2023, doi:

10.61132/arjuna.v1i6.601.

13



[23] I. Muthmainnah, N. Izzatil, and H. Nor, "The Effectiveness Of Using Piaget, Vygotsky, And Brunner Theories In Teaching English

For Young Learners At Sdn Kebun Bunga 6 Banjarmasin," Tarbiyah : Jurnal Ilmiah Kependidikan, vol. 8, no. 1, p. 63, Aug. 2019, doi:

10.18592/tarbiyah.v8i1.2667.



[24] M. Farida Ridwan, E. Banowati, and A. Irwan Benardi, "Penerapan Cooperative Learning Model Berbasis Gallery Walk Untuk

Peningkatan Keaktifan Dan Hasil Belajar Geografi," 2025, doi: 10.15294/edugeo.

11



[25] W. A. Tan and S. Perrault, "Enhancing student engagement through a gallery walk: applying multiple strategies to communicate scientific concepts," J. Microbiol. Biol. Educ., vol. 26, no. 2, Aug. 2025, doi: 10.1128/jmbe.00207-24.