

ABSTRACT

Nailah Afkarina. 2025. *Improving Students' Speaking Skill Through Gallery Walk At Smk Miftahul Hasan Al-Utsmani*. Thesis. English Language Education Program. Faculty of Teacher Training and Education. Universitas Muhammadiyah Jember. Advisor: (1) Dr. Mochammad Hatip, M. Pd. (2) Widya Oktarini, S.S., M.A.

Key Words: Speaking Skill, Gallery Walk, Classroom Action Research

Speaking is one of the core skills in English that requires fluency, confidence, and the ability to communicate ideas effectively. However, many students struggle to speak English due to limited vocabulary, lack of confidence, etc. These challenges make it difficult for students to express themselves orally. To address this issue, the researcher implemented the Gallery Walk method as a learning strategy that encourages interaction, collaboration, and movement-based speaking practice. This study, titled "Improving Students' Speaking Skill Through Gallery Walk at SMK Miftahul Hasan Al-Utsmani," was conducted to examine how Gallery Walk could enhance students' speaking performance.

The research problem of this study is: "How can the Gallery Walk method improve students' speaking skill?" The objective is to find out whether the implementation of Gallery Walk improves students' ability to speak in English. The research used Classroom Action Research (CAR) with two cycles, each consisting of planning, acting, observing, and reflecting stages. The subjects of the research were 21 tenth-grade students. Data collection methods included observation, speaking tests, rubrics, and documentation.

The results showed that the Gallery Walk method effectively improved students' speaking skills. In Cycle 1, the average score was 61.1, indicating that many students still faced difficulties in fluency, pronunciation, and vocabulary use. After improvements in Cycle 2 such as vocabulary support, topic simplification, and guided instruction the average score increased to 75.1. This strategy helped create an interactive and student-centered environment where students could speak more confidently and actively. Therefore, it can be concluded that Gallery Walk is an effective method for improving speaking skills, especially in vocational school contexts where students benefit from collaborative and practical language use.

This study can serve as a reference for future research on improving speaking skills through interactive methods. Future researchers may explore the application of Gallery Walk at different educational levels or combine it with other cooperative learning strategies. In addition, a larger sample and longer implementation period may provide more comprehensive insights into the method's effectiveness.