

THE EFFECT OF GALLERY WALK LEARNING MODEL ON SPEAKING SKILLS VIEWED FROM STUDENTS' SELF- CONFIDENCE AT SMAN 1 MASBAGIK

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Abstract

Although the Gallery Walk learning model and self-confidence are recognized as important factors in developing communicative competence, limited research has examined their combined influence on students' English speaking skills in English as a Foreign Language (EFL) classrooms. This study aimed to investigate the effects of the Gallery Walk learning model, students' self-confidence, and their interaction on the speaking skills of eleventh-grade students at SMAN 1 Masbagik. A quantitative quasi-experimental design with a 2×2 factorial structure was employed. The sample comprised 80 students selected through simple random sampling, with 40 students assigned to the experimental group and 40 to the control group. Data were collected using a speaking performance test and a self-confidence questionnaire and analyzed through descriptive statistics, normality and homogeneity tests, an independent-samples *t* test, and two-way analysis of variance. The findings showed that students taught through the Gallery Walk learning model achieved significantly higher speaking scores than those receiving conventional instruction. The two-way analysis of variance further revealed significant effects of the learning model, $F = 19.488$, $p < .001$, self-confidence, $F = 74.041$, $p < .001$, and their interaction, $F = 76.059$, $p < .001$, on students' speaking achievement. These findings demonstrate that English speaking performance is shaped by both instructional strategy and learners' psychological readiness. The study concludes that integrating collaborative, learner-centered instruction through the Gallery Walk model with efforts to strengthen students' self-confidence can effectively enhance speaking

competence. This study contributes to communicative language teaching by providing empirical evidence of the interaction between instructional and affective factors and offers practical guidance for designing EFL speaking activities that promote active participation, confidence, and oral communication. Future research should examine the model across broader educational contexts and incorporate additional affective variables.

Keywords: Communicative Language Teaching; EFL Learners; Gallery Walk Learning Model; Self-Confidence; Speaking Skills

INTRODUCTION

English has become the dominant language of international communication and plays an essential role in education, science, technology, business, and cross-cultural interaction. In the era of globalization, English proficiency is no longer assessed solely through students' mastery of grammar and vocabulary but also through their ability to communicate ideas effectively in real-life situations. Consequently, speaking has become one of the most important language skills because it enables learners to express opinions, exchange information, negotiate meaning, and establish social interaction. In English as a Foreign Language (EFL) education, speaking competence is considered a key indicator of successful language learning since it reflects students' ability to use English communicatively rather than merely understand its linguistic components.

Despite its importance, developing speaking skills remains a major challenge for EFL learners worldwide. Many students experience difficulties in expressing their ideas fluently, organizing meaningful utterances, using appropriate vocabulary, applying grammatical structures accurately, and pronouncing English words correctly. Brown (2001) defines speaking as the ability to express thoughts, ideas, and feelings through verbal communication effectively and fluently. Furthermore, Brown (2001, as cited in Bohori, 2019) explains that speaking competence consists of five interrelated aspects, namely vocabulary, grammar, fluency, comprehension, and pronunciation. These components collectively determine learners' ability to communicate successfully in different communicative situations. Therefore, improving speaking skills requires instructional approaches that not only develop linguistic competence but also encourage learners to communicate actively and confidently.

Recent international studies have demonstrated that speaking achievement is strongly influenced by students' psychological readiness in addition to their linguistic competence. Wang et al., (2024) reported that students' self-confidence develops through positive learning experiences in which learners are provided with frequent opportunities to communicate in supportive classroom environments. Successful speaking experiences gradually strengthen learners' confidence in using English for communication. Likewise, Rahmi and Raihana, (2025) found that self-efficacy significantly influences EFL learners' speaking performance because students with stronger beliefs in their abilities are more willing to communicate, participate actively in classroom discussions, and maintain oral interaction even when facing communication difficulties. These findings indicate that effective speaking instruction should address both language proficiency and psychological development simultaneously.

The importance of psychological factors in language learning is further supported by Bandura's (1997) theory of self-efficacy, which explains that individuals' beliefs about their capabilities determine how they think, behave, and perform particular tasks. In the context of English language learning, self-confidence refers to students' beliefs that they are capable of communicating successfully in English. Learners with higher self-confidence tend to participate more actively, express ideas more freely, and demonstrate greater persistence when encountering communication challenges. Conversely, students with low confidence often avoid speaking opportunities because they fear making mistakes or receiving negative evaluations from teachers and classmates. Therefore, self-confidence has become one of the most influential affective factors contributing to successful speaking performance.

The relationship between speaking skills and self-confidence has also become an important issue in Indonesian EFL classrooms. Although English has been taught at different educational levels, many Indonesian students still experience difficulties in communicating orally because of both linguistic and psychological barriers. Several recent studies consistently reveal that students with higher levels of self-confidence achieve better speaking performance than those with lower confidence. Sadapotto et al., (2022) reported a strong positive relationship between self-confidence and speaking ability, indicating that students with greater confidence participate more actively in oral communication and demonstrate better speaking performance. Similarly, Audina et al., (2021) found that self-confidence positively correlates with EFL students' speaking achievement because

confident learners are more willing to express ideas and engage in classroom discussions, whereas students with lower confidence tend to avoid speaking activities due to anxiety and fear of making mistakes. Supporting these findings, Ningias and Indriani, (2021) concluded that students' self-efficacy plays a significant role in speaking success because learners with stronger confidence demonstrate greater courage to communicate and are better able to maintain interaction during English conversations.

Recent studies conducted by Indonesian researchers further strengthen this argument. Fitrah et al., (2025) reported that self-confidence significantly influences EFL students' speaking performance, particularly when combined with learning motivation. Likewise, Muhsinin et al., (2025) found that integrating self-regulated learning with the development of self-confidence significantly improves students' fluency, pronunciation, vocabulary, grammar, and comprehension. Furthermore, Bodhi et al., (2023) explained that students' perceptions of their own speaking competence strongly influence their willingness to communicate, while Pangestu and Martriwati, (2024) emphasized that optimism, positive learning experiences, and confidence in one's own abilities are the dominant factors shaping students' self-confidence in speaking English. Collectively, these studies demonstrate that speaking achievement cannot be separated from students' psychological conditions, particularly their confidence in using English for communication.

Considering these international and national issues, improving students' speaking skills requires instructional strategies that simultaneously enhance linguistic competence and foster self-confidence. Consequently, English teachers need to adopt active, collaborative, and student-centered learning models that provide learners with meaningful opportunities to communicate, exchange ideas, and practice speaking in authentic classroom situations. One instructional model that has received increasing attention in recent years is the Gallery Walk learning model, which integrates collaborative discussion, presentation, peer feedback, and active classroom interaction. The theoretical foundation and empirical evidence regarding the implementation of the Gallery Walk learning model are discussed in the following section.

To address the challenges of developing students' speaking skills, English language teaching has increasingly shifted from teacher-centered instruction toward student-centered learning. This approach emphasizes active participation, collaboration, and meaningful communication, allowing students to construct knowledge through interaction rather than

passive listening. One instructional strategy that reflects these principles is the Gallery Walk learning model. Gallery Walk encourages students to move around the classroom, observe learning products created by other groups, exchange ideas, ask and answer questions, provide constructive feedback, and present their opinions collaboratively. Such learning activities create authentic opportunities for students to practice speaking while simultaneously developing communication skills, critical thinking, and confidence.

The theoretical foundation of the Gallery Walk learning model has been discussed by several scholars. Dinata and Anggraini (2017) explain that Gallery Walk actively engages students in discussion and presentation, thereby creating an interactive learning environment that encourages oral communication. Likewise, Makmuna et al. (2020) argue that Gallery Walk promotes collaborative learning by requiring students to exchange ideas, evaluate information, and solve problems collectively. Hazni and Mohd (2020), Othman and Mohdrazzi (2020), and Radzi (2020) further emphasize that the model integrates observation, reflection, discussion, and peer feedback, allowing students to learn from one another through meaningful interaction. Similarly, Bram et al. (2021) identify numerous benefits of Gallery Walk, including improving critical thinking, collaborative learning, classroom engagement, teamwork, communication skills, and students' confidence in expressing ideas. These theoretical perspectives indicate that Gallery Walk is not merely an instructional technique but a comprehensive active learning strategy capable of fostering both cognitive and affective development.

Recent empirical studies have consistently confirmed the effectiveness of the Gallery Walk learning model in English language learning. Yeourng, (2021) reported that Gallery Walk provides meaningful opportunities for learners to communicate actively through collaborative discussion, resulting in improved speaking performance. Almira & Yanto, (2022) similarly found that students became more engaged and confident because every learner was encouraged to participate equally in group discussions and presentations. Ridwan et al., (2024) also concluded that Gallery Walk significantly improves classroom interaction, collaborative problem-solving, and learning outcomes by promoting observation, discussion, and peer feedback. Supporting these findings, Mahbubah, (2026) explained that Gallery Walk integrates movement, collaboration, and reflective learning, enabling students to develop linguistic competence alongside interpersonal and communication skills. Cooperative learning enhances students' self-confidence while reducing speaking anxiety by creating a supportive and collaborative learning environment.

Through group discussions, interaction, and frequent speaking practice, students become more confident, fluent, and willing to communicate in English because they feel supported by their peers (Gordani et al., 2022; Huynh & Nguyen, 2021).

The positive impact of Gallery Walk on speaking skills has also been demonstrated by numerous previous studies. Otoyoy, (2018) found that the implementation of Gallery Walk significantly improved senior high school students' speaking ability by increasing classroom participation and oral interaction. Likewise, Katemba and Buli, (2018) reported that Gallery Walk enhanced students' speaking performance by reducing communication anxiety and encouraging collaborative learning. More recent studies by Wahyuni et al., (2022), Rangkuti et al., (2022), Jaya et al., (2024), Warat et al., (2025), Ma'mun and Fauziah, (2025), and Jasmine and Samsi, (2025) consistently concluded that Gallery Walk improves speaking achievement, classroom engagement, presentation confidence, communication quality, and students' motivation during English learning. Overall, these studies provide strong empirical evidence that Gallery Walk is an effective instructional strategy for enhancing students' speaking competence in EFL classrooms.

Nevertheless, despite the substantial body of evidence supporting the effectiveness of the Gallery Walk learning model, important research gaps remain. First, the majority of previous studies have primarily focused on measuring the direct impact of Gallery Walk on students' speaking achievement, classroom participation, learning motivation, or engagement. Only limited attention has been paid to examining how differences in students' psychological characteristics influence the effectiveness of this learning model. Second, although several studies acknowledge that Gallery Walk contributes to increasing students' confidence, self-confidence has generally been treated as a learning outcome rather than as an important learner attribute that may influence speaking performance during the implementation of the instructional model. Third, previous studies have rarely investigated this issue within Indonesian public senior high schools, particularly in West Nusa Tenggara, where students continue to face considerable challenges in oral English communication.

The novelty of the present study lies in its attempt to integrate an active learning model with an affective learning variable within a single analytical framework. Unlike previous studies that mainly investigated whether the Gallery Walk learning model improves speaking skills, this research specifically examines the effectiveness of the Gallery

Walk learning model on speaking skills viewed from students' self-confidence. In other words, this study not only evaluates the instructional effectiveness of Gallery Walk but also investigates whether students with different levels of self-confidence demonstrate different speaking performances after experiencing the same learning model. This perspective provides a more comprehensive understanding of speaking instruction because successful oral communication is influenced not only by teaching strategies but also by learners' psychological readiness.

Another important novelty of this research is its contextual contribution. To the best of the researcher's knowledge, empirical studies examining the interaction between the Gallery Walk learning model and students' self-confidence in improving speaking skills have not previously been conducted at SMAN 1 Masbagik. Therefore, this study provides new empirical evidence from an Indonesian senior high school context, which remains underrepresented in the existing literature. The findings are expected to enrich the discussion of communicative language teaching by demonstrating how active learning strategies and affective factors can work together to improve students' speaking competence. Consequently, this study contributes not only to the theoretical development of English language teaching but also to classroom practice by providing teachers with evidence-based guidance for implementing active learning models that accommodate differences in students' self-confidence.

Based on preliminary classroom observations conducted at SMAN 1 Masbagik, many students still experience difficulties in expressing ideas orally in English. Their speaking performance is constrained by limited vocabulary, inaccurate pronunciation, grammatical errors, insufficient fluency, and low comprehension. In addition, many students demonstrate low self-confidence, hesitate to participate in classroom discussions, fear making mistakes, and avoid speaking in front of their classmates. These classroom conditions indicate that improving speaking skills requires an instructional model that simultaneously develops students' linguistic competence and strengthens their confidence through meaningful communication (Field Observation, March 05, 2026).

Based on the international and national issues, theoretical perspectives, previous studies, identified research gaps, and the novelty presented above, this study aims to examine the effect of the Gallery Walk learning model on speaking skills viewed from students' self-confidence at SMAN 1 Masbagik. The findings are expected to provide

empirical evidence regarding the effectiveness of the Gallery Walk learning model while offering a deeper understanding of the role of students' self-confidence in developing English speaking skills. Consequently, this study is expected to contribute to the advancement of communicative English language teaching and serve as a practical reference for teachers seeking to implement active learning strategies that foster both speaking competence and learners' confidence.

METHODS

1. Research Design

This study employed a pre-experimental research design, specifically the One Group Pre-test–Post-test Design, to investigate the effect of the Gallery Walk learning model on students' speaking skills viewed from their level of self-confidence at SMAN 1 Masbagik. A quantitative approach was adopted because the study sought to measure the effectiveness of the treatment by comparing students' speaking performance before and after the implementation of the Gallery Walk learning model. According to Creswell and Creswell (2023), quantitative experimental research is designed to examine the relationship between variables by applying a treatment and measuring its effect through statistical analysis. Likewise, Creswell and Creswell (2023) explain that a pre-experimental design is appropriate when researchers intend to investigate the effect of an instructional treatment on a single group through pre-test and post-test measurements.

The research was conducted in three sequential stages. First, a pre-test (O_1) was administered to determine the students' initial speaking ability before the treatment. Second, the students received instruction using the Gallery Walk learning model (X), which encouraged collaborative discussion, presentation, peer interaction, and active participation in speaking activities. Finally, a post-test (O_2) was administered to evaluate the students' speaking performance after the treatment. The comparison between the pre-test and post-test scores was used to determine whether the implementation of the Gallery Walk learning model produced a significant improvement in students' speaking skills. The research design is presented in Table 1.

Group	Pre-test	Treatment	Post-test
Experimental	O_1	X (Gallery Walk Learning Model)	O_2

2. Research Setting and Procedure

This study was conducted at SMAN 1 Masbagik, East Lombok Regency, West Nusa Tenggara, Indonesia, over a three-month period from March to May 2026. The school was selected as the research site because it implements the national curriculum and provides comparable English learning experiences across all eleventh-grade classes, making it an appropriate setting for investigating the effectiveness of the Gallery Walk learning model on students' speaking achievement in relation to their self-confidence.

The research was carried out in three consecutive phases. During the first phase (March 2026), the researcher obtained official permission from the school, coordinated with the school administration and English teachers, validated the research instruments, and administered the self-confidence questionnaire and speaking pre-tests to both the experimental and control groups. During the second phase (April 2026), the instructional treatment was implemented over approximately eight to twelve instructional sessions. The experimental group received instruction using the Gallery Walk learning model, whereas the control group was taught through the conventional teaching method following the school's regular instructional practices. In the final phase (May 2026), both groups completed the post-tests, including the self-confidence questionnaire and speaking performance assessment, before the school's end-of-semester assessment period. Subsequently, the collected data were coded, analyzed using descriptive and inferential statistics, and interpreted to answer the research questions and test the proposed hypotheses. This systematic procedure ensured that the intervention was implemented consistently and that the data obtained were valid, reliable, and appropriate for statistical analysis.

3. Population and Sample

The population of this study consisted of 398 eleventh-grade students enrolled at SMAN 1 Masbagik during the academic year in which the research was conducted. These students were distributed across ten classes, namely XI F1 to XI F10. The population was selected because the students had received English instruction based on the same curriculum and learning objectives, making them suitable participants for investigating the effect of the Gallery Walk learning model on speaking skills. According to Ary et al. (2019), the population refers to the entire group of individuals sharing common characteristics from which a researcher intends to draw conclusions. Similarly, Fraenkel et al. (2019) state

that defining the target population is an essential step in quantitative research because it determines the scope to which the research findings can be generalized.

The sample was selected using a simple random sampling technique through the lottery method, ensuring that each class had an equal opportunity to be selected. Simple random sampling is considered appropriate when every member of the population has the same probability of being included in the sample (Ary et al., 2019). Approximately 20% of the total population was selected, resulting in 80 students who participated in the study. The participants were drawn from Class XI F2 and Class XI F8. These classes were chosen as the research sample to represent the population and to facilitate the implementation of the research procedures. The selected sample was considered sufficient to provide representative data for examining the effect of the Gallery Walk learning model on students' speaking skills viewed from their level of self-confidence.

4. Research Instruments

The instruments used in this study consisted of a speaking test and a self-confidence questionnaire. These instruments were selected to obtain quantitative data regarding students' speaking performance and their level of self-confidence after the implementation of the Gallery Walk learning model. Creswell and Creswell (2023) explain that research instruments in quantitative studies should be capable of producing valid and measurable data that directly address the research objectives. Similarly, Ary et al. (2019) state that the selection of appropriate instruments is essential to ensure that the collected data accurately represent the variables being investigated.

The first instrument was a speaking test, which was administered in the form of a pre-test and a post-test. The pre-test was conducted before the treatment to measure the students' initial speaking ability, whereas the post-test was administered after the implementation of the Gallery Walk learning model to identify any improvement in students' speaking skills. During the speaking test, students were required to deliver an oral presentation on descriptive topics, including describing themselves, their family members, classmates, or tourist attractions they had visited. Students' speaking performance was evaluated using David P. Harris's Speaking Rating Scale, which assesses five components of speaking: pronunciation, grammar, vocabulary, fluency, and comprehension. The scores obtained from these five components were combined to determine each student's overall speaking achievement.

The second instrument was a self-confidence questionnaire, which was used to measure students' confidence in speaking English. The questionnaire was adapted from the Rosenberg Self-Confidence Scale and employed a five-point Likert scale, ranging from strongly disagree to strongly agree. It consisted of 25 statements covering five indicators: courage to speak in front of others, ability to maintain eye contact, use of supportive body language, optimistic and confident attitude, and willingness to take risks in speaking. Before being administered, the questionnaire items were reviewed to ensure that they were appropriate for the participants and consistent with the objectives of the study. The results of the questionnaire were subsequently used to classify students according to their level of self-confidence for further statistical analysis.

5. Data Collection Procedures

The data were collected through speaking tests and a self-confidence questionnaire. Data collection was conducted in three consecutive stages to ensure that the effect of the Gallery Walk learning model on students' speaking skills could be measured systematically. According to Creswell and Creswell (2023), data collection procedures in quantitative research should be organized in a logical sequence to ensure the consistency and accuracy of the data obtained. Likewise, Ary et al. (2019) emphasize that standardized data collection procedures are essential for minimizing bias and increasing the credibility of research findings.

The first stage involved administering a pre-test to determine the students' initial speaking ability before the treatment. During the pre-test, each student was asked to deliver an oral presentation on a descriptive topic. Their speaking performance was assessed using five components of speaking, namely pronunciation, grammar, vocabulary, fluency, and comprehension.

The second stage consisted of implementing the Gallery Walk learning model as the treatment. During this stage, students participated in collaborative learning activities by discussing assigned topics in groups, presenting their work, visiting other groups' displays, exchanging ideas, asking and answering questions, and providing constructive feedback. These activities encouraged students to actively communicate in English while developing both their speaking skills and self-confidence.

The final stage involved administering the post-test using procedures similar to those of the pre-test. The post-test was conducted to determine whether students' speaking

skills improved after receiving the treatment. In addition, a self-confidence questionnaire was distributed to all participants to measure their level of confidence in speaking English. The questionnaire employed a five-point Likert scale and was administered after the treatment so that students' responses reflected their confidence following participation in the Gallery Walk learning activities. The scores obtained from both the speaking tests and the questionnaire were subsequently analyzed to answer the research questions and test the proposed hypotheses.

6. Data Analysis Techniques

The collected data were analyzed using descriptive and inferential statistical analyses with the assistance of IBM SPSS Statistics. The analysis was conducted to determine whether the Gallery Walk learning model had a significant effect on students' speaking skills viewed from their level of self-confidence. According to Field (2018), statistical analysis enables researchers to summarize, interpret, and test quantitative data systematically in order to draw valid conclusions. Similarly, Pallant (2020) states that descriptive and inferential statistics complement each other by providing a comprehensive understanding of research data and testing the proposed hypotheses.

Descriptive statistical analysis was first performed to summarize the characteristics of the collected data. This analysis included the calculation of the mean, standard deviation, frequency, and percentage of students' speaking scores and self-confidence levels. The descriptive statistics provided an overview of students' speaking performance before and after the implementation of the Gallery Walk learning model.

Before conducting hypothesis testing, the data were examined using normality and homogeneity tests. The normality of the data distribution was tested using the Shapiro–Wilk or Kolmogorov–Smirnov test, while the homogeneity of variance was examined using Levene's Test. These preliminary analyses were conducted to ensure that the data met the assumptions required for parametric statistical testing. Data were considered normally distributed and homogeneous when the significance value exceeded 0.05.

After the assumptions had been satisfied, inferential statistical analyses were performed. An Independent Samples t-test was used to compare students' speaking scores after the implementation of the learning model. Furthermore, a Two-Way Analysis of Variance (Two-Way ANOVA) was conducted to examine the main effect of the Gallery Walk learning model, the main effect of students' self-confidence, and the interaction effect

between the learning model and self-confidence on students' speaking skills. This analysis enabled the researcher to determine whether the effectiveness of the Gallery Walk learning model varied according to students' levels of self-confidence.

Finally, hypothesis testing was conducted at a 5% significance level ($\alpha = 0.05$). The null hypothesis (H_0) was rejected if the probability value (p-value) was less than 0.05, indicating that the Gallery Walk learning model had a statistically significant effect on students' speaking skills viewed from their self-confidence. Conversely, the null hypothesis was accepted if the p-value was equal to or greater than 0.05, indicating that no statistically significant effect was found.

RESULTS

1. Data Description

In this chapter, this research was conducted at SMAN 1 Masbagik. The sample consisted of 80 eleventh-grade students, divided into two groups: an experimental group and a control group. The experimental group consisted of 40 students who were taught using the Gallery Walk learning model, while the control group consisted of 40 students who were taught using conventional teaching methods.

The data of this research were obtained from two instruments: (1) a speaking test administered in the form of a pre-test and a post-test, (2) a self-confidence questionnaire.

a. Self-Confidence Questionnaire Data

In the experimental class, the average pre-test score was 76.45, which increased to 84.55 in the post-test after the implementation of the action in each cycle. In contrast, the control class had an average pre-test score of 71.48, which increased slightly to 76.70 in the post-test. The improvement observed in the experimental class was considerably higher than that of the control class. These findings indicate that the implementation of the Gallery Walk method in the classroom action research contributed significantly to the improvement of students' speaking skills. The descriptive statistics are presented in the following table.

Table 2. Self-Confidence Questionnaire

Grop	Mean	Std. Deviation
Experimental Pretest	76,57	4,13
Experimental Posttest	84,55	4,12
Control Pretest	71,48	4,13
Control Posttest	76,70	4,28

Table 2 presents the descriptive statistics of students' self-confidence scores in both the experimental and control groups before and after the intervention. The experimental group showed a notable improvement, with the mean score increasing from 76.57 in the pretest to 84.55 in the posttest, while maintaining a similar standard deviation (4.13 to 4.12), indicating a consistent increase in self-confidence among participants. In contrast, the control group demonstrated only a modest improvement, with the mean score rising from 71.48 to 76.70 and a relatively stable standard deviation (4.13 to 4.28). Overall, these findings suggest that the intervention implemented in the experimental group was more effective in enhancing students' self-confidence than the conventional learning approach used in the control group.

b. Speaking Test Data

The experimental class achieved an average pre-test score of 71.57, which increased to 84.50 in the post-test. Meanwhile, the control class had an average pre-test score of 66.48, which increased to 76.50 in the post-test. These findings indicate that the action learning strategy had a more significant effect on students' speaking ability compared to conventional teaching methods. The results are summarized in the table below.

Table 3. Speaking Test Data

Grop	Mean	Std. Deviation
Experimental Pretest	71,45	4,15
Experimental Posttest	84,50	4,14
Control Pretest	66,48	4,13
Control Posttest	76,50	4,14

Table 3 presents the descriptive statistics of students' speaking test scores in the experimental and control groups before and after the intervention. The experimental group demonstrated a substantial improvement, with the mean score increasing from 71.45 on the pretest to 84.50 on the posttest, while the standard deviation remained nearly unchanged (4.15 to 4.14), indicating consistent improvement among students. In comparison, the control group also showed progress, with the mean score rising from

66.48 to 76.50, accompanied by a stable standard deviation (4.13 to 4.14). Overall, the greater increase in the experimental group's mean score suggests that the instructional treatment was more effective in enhancing students' speaking performance than the conventional teaching approach implemented in the control group.

2. Normality Test

The normality test was conducted to determine whether the data were normally distributed. In this study, the normality test was performed using the Kolmogorov-Smirnov test since the total sample size was 80, which is greater than 50.

The decision criteria for the normality test as follows: if the significance value (Sig.) is greater than 0.05, the data are considered to be normally distributed. Conversely, if the significance value is less than 0.05, the data are not normally distributed. The results are summarized in the table below :

Table 4. Normality Test Results

Group	Kolmogorov–Smirnov			Shapiro–Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test (Experimental Group)	0.097	40	0.200*	0.966	40	0.266
Post-test (Experimental Group)	0.077	40	0.200*	0.967	40	0.288
Pre-test (Control Group)	0.078	40	0.200*	0.968	40	0.306
Post-test (Control Group)	0.077	40	0.200*	0.967	40	0.288

Table 4 presents the results of the normality tests using the Kolmogorov–Smirnov and Shapiro–Wilk methods for the pre-test and post-test scores of both the experimental and control groups. All significance values obtained from both tests were greater than 0.05, indicating that the data were normally distributed. Specifically, the Shapiro–Wilk significance values ranged from 0.266 to 0.306, while the Kolmogorov–Smirnov test yielded significance values of 0.200* for all datasets. Therefore, the assumption of normality was satisfied, confirming that the data were appropriate for subsequent parametric statistical analyses, including the independent-samples t-test.

3. Homogeneity Test

The homogeneity test was conducted to determine whether the variance of the data between the experimental and control groups was equal or homogeneous. This test is important as a prerequisite for conducting parametric statistical analysis, such as the independent sample t-test.

In this study, the homogeneity of variance was tested using Levene's Test. The decision criteria are as follows: if the significance value (Sig.) is greater than 0.05, the data are considered homogeneous. Conversely, if the significance value is less than 0.05, the data are not homogeneous. The results are summarized in the table below:

Table 5. Homogeneity of Variance Test Results

Test Method	Levene Statistic	df1	df2	Sig.
Based on Mean	0.000	1	78	1.000
Based on Median	0.000	1	78	1.000
Based on Median (Adjusted df)	0.000	1	78.000	1.000
Based on Trimmed Mean	0.000	1	78	1.000

Table 5 presents the results of Levene's Test for the homogeneity of variance. The significance values for all testing methods, including those based on the mean, median, adjusted median, and trimmed mean, were 1.000, which is greater than the significance level of 0.05. These findings indicate that the variances of the experimental and control groups were homogeneous. Therefore, the assumption of homogeneity of variance was satisfied, supporting the use of parametric statistical procedures, particularly the independent-samples t-test, to compare the mean scores between the two groups.

4. Inferential Statistical Analysis

To examine whether the Gallery Walk learning model has a significant effect on students' speaking skills and whether this is influenced by students' self-confidence, the researcher applies:

a Independent Samples t-Test

The Independent Samples t-Test was used to compare the mean scores of the post-test between the experimental group, which was taught using the Gallery Walk method, and the control group, which was taught using conventional methods. This test was conducted to determine whether there was a statistically significant difference in learning outcomes between the two groups. The results are summarized in the table below:

Table 6. Independent Samples t-Test Comparing the Experimental and Control Groups

Variable	Levene's Test F	Sig.	t	df	p (2-tailed)	Mean Difference	SE Difference	95% CI of the Difference
								Lower – Upper
Speaking Achievement	0.000	1.000	8.632	78	< .001	8.000	0.927	6.155 – 9.845

Table 6 presents the results of the independent-samples t-test comparing the speaking achievement of students in the experimental and control groups. Levene's Test indicated that the assumption of equal variances was met ($F = 0.000$, $p = 1.000$). The independent-samples t-test revealed a statistically significant difference between the two groups, $t(78) = 8.632$, $p < .001$, with a mean difference of 8.000 points in favor of the experimental group. Furthermore, the 95% confidence interval for the mean difference ranged from 6.155 to 9.845, indicating that the observed difference was both statistically reliable and meaningful. These findings suggest that the instructional treatment implemented in the experimental group was significantly more effective in improving students' speaking achievement than the conventional teaching method used in the control group.

b Two-Way ANOVA (Analysis of Variance)

A two-way ANOVA was used to investigate: (1) the main effect of the Gallery Walk learning model on speaking skills, (2) the main effect of students' self-confidence on speaking skills, and (3) the interaction effect between the learning model and self-confidence. The results are summarized in the table below:

Table 7. A two-way ANOVA

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	1941.250	3	647.083	72.454	< .001	.741
Intercept	331788.800	1	331788.800	37150.569	< .001	.998
Learning Model	174.050	1	174.050	19.488	< .001	.204
Self-Confidence	661.250	1	661.250	74.041	< .001	.493
Learning Model $\times$ Self-Confidence	679.187	1	679.187	76.059	< .001	.500
Error	678.750	76	8.931			
Total	521040.000	80				
Corrected Total	2620.000	79				

Table 7 presents the results of the two-way ANOVA examining the effects of the learning model, self-confidence, and their interaction on students' speaking achievement. The overall model was statistically significant, $F(3, 76) = 72.454$, $p < .001$, explaining 74.1% of the variance in speaking achievement (Partial $\eta^2 = .741$). The learning model

demonstrated a significant main effect, $F(1, 76) = 19.488$, $p < .001$, Partial $\eta^2 = .204$, indicating that the Gallery Walk learning model significantly improved students' speaking achievement compared with the conventional teaching method. Similarly, students' self-confidence showed a significant main effect, $F(1, 76) = 74.041$, $p < .001$, Partial $\eta^2 = .493$, suggesting that learners with higher levels of self-confidence tended to achieve better speaking performance. Furthermore, the interaction between the learning model and self-confidence was also statistically significant, $F(1, 76) = 76.059$, $p < .001$, with a large effect size (Partial $\eta^2 = .500$). This finding indicates that the effectiveness of the Gallery Walk learning model varied according to students' levels of self-confidence. In other words, improvements in speaking achievement were influenced not only by the instructional model itself but also by students' self-confidence during the learning process. Overall, these findings demonstrate that both the Gallery Walk learning model and self-confidence independently and interactively contributed to students' speaking achievement.

5. Hypothesis Testing

The hypotheses are tested at the significance level of $\alpha = 0.05$. The criteria for decision-making are: **a)** If the p -value < 0.05 , the null hypothesis is rejected, indicating a significant effect; and **b)** If the p -value ≥ 0.05 , the null hypothesis is accepted, indicating no significant effect.

Based on the results of the statistical analysis using Two-Way ANOVA, the hypotheses proposed in this study can be tested and interpreted that the alternative hypothesis (H_a) states that there is an effect of the Gallery Walk learning model on students' speaking skills viewed from their self-confidence at SMA 1 Masbagik. Meanwhile, the null hypothesis (H_0) states that there is no effect of the Gallery Walk learning model on students' speaking skills viewed from their self-confidence. The results of the Two-Way ANOVA analysis show that the significance value for the learning model is 0.000 with an F value of 19.488 (Sig. < 0.05), indicating that the learning model has a significant effect on students' speaking skills. In addition, the significance value for students' self-confidence is 0.000 with an F value of 74.041 (Sig. < 0.05), which means that self-confidence also has a significant effect on speaking skills.

Furthermore, the interaction between the learning model and self-confidence shows a significance value of 0.000 with an F value of 76.059 (Sig. < 0.05). This indicates that there is a significant interaction effect between the Gallery Walk learning model and

students' self-confidence on speaking skills. Based on these results, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It can be concluded that there is a significant effect of the Gallery Walk learning model on students' speaking skills viewed from their self-confidence at SMA 1 Masbagik.

DISCUSSION

1. Results Analysis

The primary objective of this study was to determine whether the Gallery Walk learning model significantly affects students' speaking skills when viewed from their level of self-confidence at SMAN 1 Masbagik. The statistical findings provide clear evidence that this objective was achieved. The results of the descriptive statistics, independent-samples *t*-test, and two-way ANOVA consistently demonstrate that the Gallery Walk learning model significantly improved students' speaking achievement, that students' self-confidence significantly contributed to speaking performance, and that the effectiveness of the learning model varied according to students' levels of self-confidence. Accordingly, the findings support the alternative hypothesis (H_a) and reject the null hypothesis (H_0), indicating that speaking achievement is influenced not only by the instructional strategy employed but also by learners' psychological readiness to communicate in English.

The descriptive statistics provide the first indication that the Gallery Walk learning model positively affected students' learning outcomes. Prior to the implementation of the treatment, both the experimental and control groups demonstrated relatively comparable levels of speaking achievement, although the experimental group showed a slightly higher initial mean score (71.45) than the control group (66.48). After the intervention, however, the experimental group's mean score increased substantially to 84.50, whereas the control group's mean score increased more modestly to 76.50. A similar pattern was observed in students' self-confidence. The experimental group's mean self-confidence score increased from 76.57 to 84.55, while the control group showed only a limited improvement from 71.48 to 76.70. These descriptive findings indicate that the implementation of the Gallery Walk learning model was accompanied by simultaneous improvements in both students' speaking achievement and their confidence in using English. Such parallel improvements suggest that the instructional model did not merely improve linguistic competence but also

created learning experiences that strengthened students' confidence to participate in oral communication.

The inferential statistical analyses further confirm these descriptive findings. The independent-samples *t*-test revealed a statistically significant difference between the experimental and control groups after the treatment, $t(78) = 8.632, p < .001$, with a mean difference of 8.000 points. This finding demonstrates that students who participated in Gallery Walk activities achieved significantly better speaking performance than those who received conventional instruction. The substantial mean difference indicates that the improvement observed in the experimental group cannot reasonably be attributed to chance alone but reflects the effectiveness of the instructional treatment. Therefore, the first research objective—to examine the effect of the Gallery Walk learning model on students' speaking achievement—was successfully achieved.

The significant improvement in speaking achievement can be interpreted from the characteristics of the Gallery Walk learning model itself. Throughout the instructional process, students were continuously engaged in discussing ideas, presenting information, responding to questions, observing other groups' work, and providing peer feedback. These activities required every learner to use English repeatedly in authentic communicative situations rather than merely receiving information from the teacher. Consequently, students experienced substantially more opportunities to practice pronunciation, vocabulary use, grammatical accuracy, fluency, and comprehension, which are the principal components of speaking competence. The learning process also shifted classroom interaction from a teacher-centered orientation toward a learner-centered environment in which students became active participants in constructing knowledge collaboratively. This finding indicates that the improvement in speaking achievement resulted not only from increased exposure to English but also from the quality of communicative interaction created by the Gallery Walk learning model. This interpretation is consistent with the argument of Dinata and Anggraini (2017), who explain that Gallery Walk promotes active discussion, presentation, and collaborative communication, thereby encouraging learners to participate more actively in classroom interaction.

The results also demonstrate that students' self-confidence significantly influenced speaking achievement, as evidenced by the two-way ANOVA results showing a significant main effect of self-confidence, $F(1, 76) = 74.041, p < .001$, with a large effect size (Partial

$\eta^2 = .493$). This finding indicates that differences in speaking achievement were not determined solely by the instructional model but were also associated with learners' confidence in their own speaking abilities. Students who possessed higher self-confidence generally demonstrated greater willingness to express ideas, ask questions, respond to classmates, and participate actively throughout the learning process. In contrast, students with lower self-confidence tended to hesitate before speaking and were initially less willing to communicate in English. Nevertheless, the collaborative learning atmosphere created through Gallery Walk gradually reduced these barriers by encouraging students to communicate within supportive peer groups before presenting their ideas publicly. Consequently, improvements in speaking achievement were accompanied by improvements in students' confidence to use English for meaningful communication.

These findings directly answer the second research objective, which sought to examine speaking skills from the perspective of students' self-confidence. The findings suggest that self-confidence functions not merely as an accompanying affective characteristic but as an important psychological factor that facilitates successful oral communication. Students who believe in their ability to communicate are more likely to participate consistently in speaking activities, thereby gaining greater opportunities to develop communicative competence through repeated language use. This interpretation supports Bandura's (1997) theory of self-efficacy, which proposes that individuals' beliefs about their capabilities strongly influence their effort, persistence, and performance when completing challenging tasks. Within the context of English language learning, confidence enables learners to overcome communication anxiety, persist despite linguistic limitations, and engage more actively in communicative interaction.

One of the most important findings of this study concerns the significant interaction between the Gallery Walk learning model and students' self-confidence, as demonstrated by the two-way ANOVA results, $F(1, 76) = 76.059, p < .001$, with a large effect size (Partial $\eta^2 = .500$). This finding provides a more comprehensive answer to the central research question because it demonstrates that the effectiveness of the Gallery Walk learning model depends, to some extent, on students' psychological readiness to participate in communicative learning activities. Although the Gallery Walk model generally improved speaking achievement, students with higher levels of self-confidence benefited more from the learning process because they were more willing to initiate conversations, explain ideas, respond to peer questions, and participate actively in collaborative discussions. Their

confidence enabled them to maximize the communicative opportunities provided throughout the learning activities.

Conversely, students with lower self-confidence initially encountered greater difficulty participating actively in oral interaction because of fear of making mistakes and concern about negative evaluation. However, the Gallery Walk learning model appeared to reduce these psychological barriers by creating a cooperative classroom atmosphere in which students communicated within small groups before interacting with the entire class. This gradual progression from small-group discussion to public presentation enabled less confident learners to participate more comfortably and progressively develop their speaking ability. Therefore, the significant interaction effect suggests that the instructional model and self-confidence worked synergistically rather than independently. In other words, the Gallery Walk learning model became increasingly effective when accompanied by higher levels of learner confidence, while at the same time the collaborative characteristics of the model contributed to strengthening students' confidence throughout the learning process.

Overall, the findings provide comprehensive evidence that the effectiveness of English speaking instruction should be viewed from both pedagogical and psychological perspectives. From a pedagogical standpoint, the Gallery Walk learning model successfully created an interactive and student-centered learning environment that significantly improved speaking achievement. From a psychological standpoint, students' self-confidence substantially influenced their willingness to participate in communicative activities and benefited from the collaborative learning experiences provided by the instructional model. Consequently, the results indicate that improving speaking achievement requires not only the implementation of appropriate instructional strategies but also learning environments that actively foster students' confidence to communicate in English. These findings fully support the research objective and confirm that the Gallery Walk learning model, when implemented within a supportive classroom environment that promotes students' self-confidence, constitutes an effective instructional approach for enhancing English speaking skills among senior high school students.

2. Comparison with Previous Studies

The findings of the present study are generally consistent with previous empirical research demonstrating that the Gallery Walk learning model is an effective instructional

strategy for improving students' speaking achievement in English as a Foreign Language (EFL) classrooms. However, this study extends the existing literature by examining not only the direct effect of the instructional model but also the role of students' self-confidence and the interaction between these two variables. Consequently, the present research provides a more comprehensive explanation of speaking achievement by integrating pedagogical and psychological perspectives within a single analytical framework.

Regarding the effectiveness of the Gallery Walk learning model, the findings corroborate those of Otoyoy, (2018), who reported that Gallery Walk significantly improved senior high school students' speaking ability by increasing classroom participation and providing greater opportunities for oral interaction. Similar to Otoyoy's findings, students in the present study demonstrated substantial improvement in speaking achievement after participating in Gallery Walk activities. The descriptive statistics showed that the experimental group's mean speaking score increased from 71.45 in the pre-test to 84.50 in the post-test, whereas the control group exhibited a considerably smaller improvement. Furthermore, the independent-samples *t*-test confirmed a statistically significant difference between the experimental and control groups. These similarities suggest that Gallery Walk consistently promotes speaking development by creating meaningful opportunities for learners to communicate, negotiate meaning, and practice oral language in authentic classroom situations.

The findings are also consistent with those of Katemba and Buli, (2018), who concluded that Gallery Walk enhances students' speaking performance by reducing communication anxiety and encouraging collaborative learning. In both studies, collaborative interaction became the central mechanism through which students developed their speaking competence. During the implementation of Gallery Walk, students were required to discuss ideas, present information, observe other groups' work, exchange opinions, and provide constructive feedback. Such collaborative activities created a supportive learning atmosphere that encouraged students to speak more frequently and confidently. The present study further strengthens this conclusion by demonstrating that these collaborative experiences were associated not only with improved speaking achievement but also with significant improvements in students' self-confidence.

The present findings also support more recent studies conducted in Indonesian EFL contexts. Wahyuni et al., (2022), Rangkuti et al., (2022), Jaya et al., (2024), Warat et al.,

(2025), Ma'mun and Fauziah, (2025), and Jasmine and Samsi, (2025) consistently reported that the Gallery Walk learning model improves classroom participation, presentation skills, communication quality, learning motivation, and speaking achievement. Similar outcomes were observed in the present study, where students became more actively engaged throughout the learning process. The significant main effect of the learning model obtained through the two-way ANOVA ($F = 19.488$, $p < .001$) confirms that Gallery Walk represents a highly effective learner-centered instructional strategy for developing oral communication skills. Therefore, the present findings reinforce the growing body of evidence indicating that Gallery Walk facilitates communicative language learning by increasing students' opportunities to use English meaningfully in classroom interaction.

Beyond confirming previous studies on instructional effectiveness, this study also supports earlier research concerning the relationship between self-confidence and speaking achievement. The finding that self-confidence significantly influenced students' speaking performance is consistent with Sadapotto et al., (2022), who found a strong positive relationship between self-confidence and speaking ability among Indonesian EFL learners. Similarly, Audina et al., (2021) reported that students with higher confidence participated more actively in classroom discussions and achieved better speaking performance than those with lower confidence. The present study provides additional statistical evidence supporting these conclusions, as the two-way ANOVA demonstrated a significant main effect of self-confidence ($F = 74.041$, $p < .001$, Partial $\eta^2 = .493$). This large effect size indicates that self-confidence constitutes one of the major factors influencing students' speaking achievement, reinforcing the argument that successful speaking instruction should simultaneously address linguistic competence and learners' psychological readiness.

The findings are likewise in agreement with Ningias and Indriani, (2021), who emphasized that students' self-efficacy significantly contributes to speaking success because confident learners demonstrate greater willingness to communicate and maintain interaction despite encountering linguistic difficulties. In the present study, students with higher self-confidence consistently displayed greater participation during discussions, presentations, and question-and-answer sessions. Their confidence enabled them to express ideas more spontaneously and persist in communication even when they experienced vocabulary limitations or grammatical inaccuracies. These observations provide further empirical support for Bandura's (1997) theory of self-efficacy, which argues that

individuals' beliefs about their capabilities substantially influence their motivation, persistence, and performance.

The present study also confirms the findings of Fitrah et al., (2025) and Muhsinin et al., (2025), who concluded that psychological factors, particularly self-confidence, significantly contribute to students' speaking achievement. However, unlike those previous studies, which primarily investigated the direct contribution of self-confidence to speaking performance, the present research examined how self-confidence interacts with an active learning model to influence speaking achievement. The significant interaction effect obtained in the two-way ANOVA ($F = 76.059, p < .001, \text{Partial } \eta^2 = .500$) indicates that instructional effectiveness was influenced by students' confidence levels. This finding suggests that active learning strategies become more effective when learners possess sufficient confidence to engage actively in communicative activities.

The interaction effect identified in this study represents an important contribution to previous research because relatively few studies have simultaneously examined the relationship between instructional models and psychological variables using a factorial experimental design. Most previous studies focused either on evaluating the effectiveness of the Gallery Walk learning model or on investigating the influence of self-confidence independently. Consequently, they provided limited explanation regarding how these two variables function together during English language learning. The present findings indicate that instructional innovation and learner psychology should not be viewed as separate dimensions but rather as complementary components that jointly influence speaking achievement.

Another notable difference between the present study and previous research lies in its research context. Most earlier studies examining the Gallery Walk learning model were conducted in different educational settings or focused primarily on general classroom participation and learning outcomes. In contrast, this study was conducted in SMAN 1 Masbagik, East Lombok, West Nusa Tenggara, where students commonly experience challenges related to limited opportunities for oral English communication and relatively low confidence in speaking English. The positive findings obtained in this context demonstrate that the Gallery Walk learning model is effective not only in general EFL classrooms but also in educational settings where students initially exhibit low confidence and limited communicative competence. Therefore, the present study extends the external

validity of previous findings by providing empirical evidence from a context that has received relatively little attention in the existing literature.

Overall, the present findings are largely consistent with previous empirical studies concerning the effectiveness of the Gallery Walk learning model and the importance of self-confidence in English language learning. Nevertheless, this study offers a significant contribution by integrating these two variables within a single analytical model. Rather than examining instructional strategies and psychological factors separately, the present research demonstrates that both variables work simultaneously to influence students' speaking achievement. This integrated perspective provides a more comprehensive understanding of English speaking instruction and addresses the research gap identified in the introduction, thereby contributing new empirical evidence to the literature on communicative language teaching and active learning in Indonesian EFL contexts.

3. Implications of the Findings

The findings of this study provide both theoretical and practical contributions to the field of English language teaching. Theoretically, the study extends the literature on communicative language teaching by demonstrating that students' speaking achievement is influenced not only by the instructional approach but also by affective factors, particularly self-confidence. The significant main effects of the Gallery Walk learning model and self-confidence, as well as their interaction, support the view that cognitive and psychological dimensions should be integrated in explaining language learning outcomes. Thus, this study contributes empirical evidence to the growing body of research emphasizing the interdependence of learner-centered pedagogy and learners' affective characteristics in EFL contexts.

Practically, the findings suggest that English teachers should adopt active learning strategies, such as the Gallery Walk learning model, to create interactive and collaborative classroom environments that encourage students to communicate more confidently. In addition to improving speaking performance, teachers should also implement instructional practices that foster students' self-confidence by providing supportive feedback, equal opportunities for participation, and meaningful communicative activities. For school administrators and curriculum developers, these findings highlight the importance of promoting student-centered instructional approaches that simultaneously develop linguistic competence and learners' psychological readiness for communication.

4. Research Limitations

Despite providing meaningful findings, this study has several limitations that should be considered when interpreting the results. First, the research was conducted in only one public senior high school, with a sample of 80 eleventh-grade students, which may limit the generalizability of the findings to other educational contexts. Second, the study was implemented over a relatively short intervention period of approximately eight to twelve instructional sessions; therefore, the long-term effects of the Gallery Walk learning model on students' speaking development were not examined. Third, although self-confidence was included as an important independent variable, other factors that may influence speaking achievement—such as learning motivation, speaking anxiety, vocabulary mastery, and prior English proficiency—were not controlled in the analysis. Future studies are therefore recommended to involve larger and more diverse samples, extend the duration of the intervention, and incorporate additional cognitive and affective variables to obtain a more comprehensive understanding of the factors influencing students' speaking achievement in EFL classrooms.

CONCLUSION

This study aimed to examine the effect of the Gallery Walk learning model on students' speaking skills viewed from their self-confidence at SMAN 1 Masbagik. The findings demonstrate that the Gallery Walk learning model is significantly more effective than the conventional teaching method in improving students' speaking achievement. Students in the experimental group showed substantially greater improvement in speaking performance than those in the control group, as reflected in the increase in the mean speaking score from 71.45 on the pre-test to 84.50 on the post-test, compared with an increase from 66.48 to 76.50 in the control group. Likewise, students' self-confidence improved after participating in Gallery Walk activities, with the experimental group's mean self-confidence score increasing from 76.57 to 84.55, whereas the control group showed only a modest improvement. The inferential statistical analyses further confirmed these findings. The independent-samples *t*-test revealed a significant difference in speaking achievement between the experimental and control groups ($t(78) = 8.632, p < .001$). Moreover, the two-way ANOVA indicated significant main effects of the Gallery Walk learning model ($F(1, 76) = 19.488, p < .001$), students' self-confidence ($F(1, 76) = 74.041, p$

$< .001$), and their interaction ($F(1, 76) = 76.059, p < .001$). These findings answer the research questions by demonstrating that speaking achievement is influenced not only by the instructional model but also by students' psychological readiness, and that the effectiveness of the Gallery Walk learning model becomes stronger when learners possess higher levels of self-confidence.

The findings provide new insight into English language teaching by showing that effective speaking instruction should integrate learner-centered pedagogy with the development of affective factors, particularly self-confidence. Rather than viewing instructional strategies and learner characteristics as separate determinants of achievement, this study demonstrates that both dimensions work together to facilitate successful oral communication. Consequently, the Gallery Walk learning model may serve as an effective instructional alternative for promoting active participation, collaborative interaction, and greater confidence in EFL speaking classrooms.

Nevertheless, several limitations should be acknowledged. The study was conducted in a single senior high school with a sample of 80 eleventh-grade students, which may limit the generalizability of the findings to other educational contexts. In addition, the intervention was implemented over a relatively short period, and the study focused exclusively on self-confidence as the moderating variable without considering other learner-related factors such as speaking anxiety, learning motivation, vocabulary mastery, or prior English proficiency. These factors may also contribute to students' speaking achievement and warrant further investigation.

Future research is recommended to involve larger and more diverse samples from different educational settings to enhance the external validity of the findings. Researchers are also encouraged to conduct longitudinal studies to examine the long-term effects of the Gallery Walk learning model on speaking development. Furthermore, future studies should incorporate additional cognitive and affective variables—such as motivation, communication anxiety, learner autonomy, or willingness to communicate—to provide a more comprehensive understanding of the factors influencing English speaking achievement in EFL classrooms. Such investigations will further enrich the theoretical and practical development of communicative and learner-centered English language teaching.

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