

Exploring The Implementation of Infographic-Based ‘Gallery Walk’ Technique in EFL Speaking Classroom: A Case Study at One of High School in Karawang

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Abstract

This study investigates the implementation of infographic-based Gallery Walk and students’ responses to its implementation. Qualitatively, a case study was employed in this study which the data was taken from observation checklists and semi-structured interviews. Findings indicate that the integration of infographics with a peer-discussion format promotes cognitive, behavioral, and emotional engagement. Students demonstrated improved confidence, critical thinking, and motivation during speaking activities. Infographics served as visual scaffolds that supported idea organization and delivery, while the interactive setting encouraged participation in a low-pressure environment. Despite minor challenges related to pronunciation and time constraints, students responded positively to the activity. Overall, the study concludes that this technique contributes to empowering students’ speaking confidence, engagement, and critical thinking by fostering a collaborative and student-centered learning environment. The study suggests that visual tools combined with collaborative techniques can foster more dynamic and student-centered speaking instruction in secondary education contexts.

Keywords: Speaking Skill; Infographic; Gallery Walk Technique

INTRODUCTION

In the contemporary context of Indonesian secondary education, particularly within EFL (English as a Foreign Language) classrooms, speaking remains a challenging skill for students to master. Despite numerous policy shifts emphasizing communicative competence and student-centered learning, real classroom observations still indicate a high prevalence of passive participation, nervousness, and lack of speaking confidence among high school learners. In a typical eleventh-grade class, it is common to witness students hesitant to initiate conversation, avoid eye contact, or rely on minimal expressions when asked to speak in English. This situation suggests a significant disconnect between curricular goals and classroom realities. (Wahyuni et al., 2024) Emphasized that speaking activities in EFL classes must be supported by an interactive and engaging environment to foster student participation. However, in practice, traditional teaching methods such as direct instruction or textbook-based drills dominate classroom routines, resulting in low levels of engagement. Dewi and Sistiani (2023) also found that speaking nervousness often stemming from low confidence, peer pressure, or fear of making mistakes serves as a major barrier to oral participation. Therefore, these ongoing challenges necessitate a re-evaluation of instructional practices to integrate more supportive, motivating, and interaction-rich strategies that align with the real needs of learners in today’s classrooms.

Several researchers have proposed innovative approaches to address speaking challenges, such as the use of project-based learning (Davis & Tahrin, 2022), visual aids (Bimantara et al., 2020), and collaborative discussion methods like the Gallery Walk (Jaya et al., 2024). For instance, Putu and Permatasari (2024) found that interactive video projects helped university

students build self-confidence in public speaking by providing a low-stress environment for repeated oral practice. Meanwhile, (Arochman et al., 2023; Dipa et al., 2022) highlighted the effectiveness of infographics in organizing ideas visually and building students' comprehension and verbal fluency. These findings reflect growing interest in strategies that combine visual media and peer interaction. However, these studies were predominantly conducted at the university level and mostly explored each strategy, infographics or Gallery Walk in isolation. At the secondary school level, especially in vocational or public high school, limited research has investigated how these two tools might function synergistically when used together in structured speaking activities. Thus, although visual learning and movement-based strategies are gaining momentum, a clear research gap remains in understanding how their integration can be operationalized effectively to improve adolescent learners' speaking skills in EFL classrooms.

This gap is critical because most previous studies have focused on either university-level learners or on applying one strategy in isolation. For instance, (Bimantara et al., 2020) highlighted the cognitive benefits of infographics in organizing speech. Yet, research has yet to explore how embedding infographics directly into Gallery Walk sessions where students both design visual content and use it as a discussion medium can affect speaking competence, engagement, and confidence among high school students. This presents a unique research gap in the current body of knowledge, especially within the context of multimodal instruction in adolescent EFL classrooms.

To address this gap, this study investigates the implementation of an infographic-based Gallery Walk technique in an EFL-speaking classroom at a vocational high school in Karawang. By combining two dynamic strategies visual infographics and interactive Gallery Walk, the study aims to examine how this integration can foster student-centered learning, boost oral fluency, and learners' motivation to speak. This study is rooted in Vygotsky's Social Constructivism, which emphasizes learning through social interaction, and Bandura's Self-Efficacy Theory, which highlights the role of mastery experiences and peer feedback in building learners' confidence. These theoretical perspectives provide a solid foundation for understanding how interactive, visual tasks can support speaking development in a real classroom setting.

This study explores the implementation of the infographic-based Gallery Walk technique in an EFL-speaking classroom and examines students' perceptions of its effectiveness. The study seeks to answer two key questions: (1) How is the infographic-based Gallery Walk implemented in the speaking classroom? And (2) What are students' perceptions toward using the infographic-based Gallery Walk as a technique in the speaking classroom? Through classroom observation and student interviews, this research intends to contribute to the growing body of literature on multimodal speaking instruction and offer practical insights for teachers seeking to empower students' communicative competence using creative, engaging, and student-driven methods.

METHOD

This study employed a qualitative research design using a case study approach to explore the implementation of the infographic-based Gallery Walk technique in an EFL-speaking classroom. A case study design was chosen for its suitability in investigating contemporary phenomena within their real-life contexts, especially when boundaries between phenomenon and context are not evident (Yin, 2018). The case study was conducted at a senior high school in Karawang, involving one class of eleventh-grade students for classroom observation and five purposively selected students for in-depth interviews. The qualitative was chosen to gain rich, contextual insights into students' experiences, confidence development, and perceptions toward

the learning technique, aligning with the view that qualitative inquiry allows researchers to capture the depth and complexity of participants' lived experiences (Merriam, 2009).

Data collection was carried out through triangulated methods including classroom observations, semi-structured interviews, and documentation analysis. Such triangulation enhances the validity and reliability of findings by allowing cross-verification from multiple data sources (Creswell & Poth, 2018). Observational data focused on students' engagement, participation, and speaking performance during the Gallery Walk session, while interviews explored learners' perceptions, and challenges. The documentation consisted of students' infographics, field notes, and recorded presentations. The use of diverse instruments is consistent with methodological practices in similar studies (Soon & Buan, 2024), which emphasize the role of observational and reflective data in evaluating the pedagogical implications of the Gallery Walk technique in inclusive and communicative learning environments.

Data analysis followed Braun and Clarke's (2012) thematic analysis framework, which involved familiarizing with the data, generating codes, developing categories and themes, and synthesizing findings. This multi-phase process enabled a comprehensive understanding of the pedagogical value and challenges of implementing the infographic-based Gallery Walk technique in the secondary EFL context, providing both systematic and flexible analytic procedures suitable for qualitative classroom research.

RESULTS AND DISCUSSION

Results

This study explored the implementation and impact of the infographic-based Gallery Walk technique in an EFL-speaking classroom, focusing on both procedural execution and student perceptions. The research design employed a qualitative case study approach involving classroom observations and semi-structured interviews with eleventh-grade vocational students. Data were collected over three sessions, each representing a stage in the Gallery Walk activity: preparation, execution, and reflection. Thematic analysis was used to identify patterns and insights.

Two major themes emerged from the data: (1) the implementation process of the infographic-based Gallery Walk technique in speaking instruction, and (2) students' perceptions regarding its effectiveness in empowering their speaking abilities. These are presented in detail below, supported by excerpts and observational notes.

1. Structured Implementation Empowering Engagement and Comprehension

The implementation followed a clear sequence: students first created infographics in groups based on the topic "Expressions of congratulating and complimenting," and presented and discussed them during the Gallery Walk sessions. The activity structure promoted both individual contribution and group cohesion.

S1 stated:

"It helps, because in my opinion if the material is made into infographics it becomes more interesting because we are free to express it."

This quote reflects students' cognitive engagement, particularly in synthesizing and visually organizing learning materials, which allowed them to take ownership of content delivery.

2. Infographics Fostered Multidimensional Student Engagement

Students exhibited cognitive, behavioral, and affective engagement throughout the process. Students demonstrated cognitive engagement through the process of selecting, organizing, and visualizing language expressions in their infographics. This required them to critically understand the meaning and context of each expression.

S3 stated:

“When I made the infographic, I had to think about what expression really meant and which one fits with the situation I wanted to show.”

This indicates that students were actively interpreting and applying language meaningfully, rather than memorizing phrases.

S4 stated:

“It’s a great feeling because we’re getting closer and closer and we feel like we have a responsibility to each other. So now if there is a group task, I’m more confident and not confused anymore about what to do.”

This response illustrates behavioral engagement, where students not only participated but began to assume leadership roles and accountability in collaborative learning.

S5 stated:

“My feeling after participating in this activity is happy because activities like this are more fun and not fixated on seriousness when studying.”

This response demonstrates affective engagement, indicating that students found the activity enjoyable, which helped lower anxiety often associated with speaking tasks.

3. Peer Collaboration Strengthened Speaking Confidence

The Gallery Walk fostered peer-to-peer learning. Students were required to discuss ideas, give feedback, and revise their group’s output collaboratively.

S5 stated:

“This activity helped me to be more open with my friends’ ideas...From there I learned the difference between which ideas are logical...we can combine so that the results are better.”

This quote confirms that peer collaboration empowers not only social interaction but also critical evaluation, a key component of meaningful language use.

4. Infographics as Cognitive and Visual Scaffolding

Students used infographics as both preparatory tools and presentation aids, helping them organize information and deliver content with more clarity.

S3 stated:

“I think it is very helpful because the material put into the infographic is material that we have summarized... it really helps me to understand the material... the infographic also contains pictures or colors that make it more interesting.”

This excerpt underscores how visual aids can reinforce memory and structure during oral presentations, supporting students with varying proficiency levels.

5. Enabling Speaking Confidence through Interactive Presentation

The Gallery Walk format was less intimidating than traditional presentations. Presenting in small groups made students feel safer and more willing to express themselves.

S1 stated:

“Yes, it makes me more confident, I prefer in front of my friends because I want them to listen to what I’m discussing too.”

This excerpt shows how a safe, peer-based environment fostered a greater willingness to participate and reduced speaking-related anxiety.

6. Critical Thinking Emerged through Peer Evaluation

Students engaged in evaluating their peers’ work and their understanding of the content, which deepened their analytical abilities.

S2 stated:

“Yes, there are some influences, namely at times when there are expressions that I think are wrong, and I immediately ask to be corrected.”

This highlights the development of language awareness and self-monitoring, both indicators of higher-order thinking in speaking practice.

7. Motivation Boosted by Creative Learning

Many students described the activity as motivating due to its interactive and creative format.

S1 stated:

“Quite encouraging, because when making and recording expressions... it was very fun, and it was also fun when trying to say the expression...”

This excerpt reflects how the novelty and creativity of the method made speaking feel less like a chore and more like an engaging, expressive process.

8. Challenges in Pronunciation and Time Management

Despite the positive feedback, students acknowledged difficulties such as pronunciation, memorization, and limited time.

S3 stated:

“What I experience is when pronunciation in English, sometimes I have difficulty in this because I am still not used to it, but I will try to learn continuously.”

This excerpt shows that while the method supported learning, students still faced common EFL barriers. However, their growth mindset indicates that the activity fostered a willingness to improve. While the infographic-based Gallery Walk was perceived positively overall, some students reported challenges related to limited time

for preparation and presentation. Time constraints affected both content memorization and delivery, especially in terms of pronunciation and intonation.

S4 stated:

“I think from memorizing the material when I wanted to do a gallery walk session, I had a little difficulty at that time, starting from the pronunciation and intonation that I would bring when the gallery walk session.”

This statement indicates that the short preparation time made it harder for students to internalize their material and practice effective oral delivery. S4’s reflection reveals that insufficient time can impact speaking fluency and accuracy, particularly for learners who need more practice to gain confidence. These reflections suggest that while challenges exist, students are aware of them and show readiness to improve.

Discussion

The results of this study confirm that the infographic-based Gallery Walk technique empowers significant improvement in students’ speaking confidence, motivation, and critical thinking. The findings are well-aligned with prior research. For instance, Jaya et al. (2024) found that Gallery Walk enhances speaking achievement and self-confidence, a result mirrored in this study where students felt more motivated and less anxious when speaking in small groups. Similarly, (Arochman et al., 2023; Dipa et al., 2022) support the use of infographics as tools that visually scaffold learning, allowing students to better organize thoughts and present them clearly consistent with students in this study who used infographics to reinforce their understanding and speaking fluency.

In addition, the collaborative environment fostered by Gallery Walk aligns with Vygotsky’s social constructivism, where peer interaction plays a central role in knowledge construction. This is reflected in both the findings of (Wahyuni et al., 2024; Bahar et al., 2022), which also reported that interactive group learning environments reduce fear and increase engagement. The emotional engagement demonstrated by students in this study also confirms Bandura’s self-efficacy model, which emphasizes the importance of mastery experience in boosting learner confidence.

Also, this study highlights certain challenges, particularly with pronunciation and time constraints, which are less emphasized in some expert literature. While Waloyo & Farchati (2021) noted significant improvement in speaking skills using Gallery Walk, your findings suggest that the benefits may be uneven across students depending on their initial proficiency. Similarly, while Melsiani et al. (2023) emphasized the benefits of infographics for fluency and creativity, this study indicates that not all students possess equal visual or digital literacy, leading to inconsistent infographic quality. These findings suggest the need for more explicit scaffolding and differentiated instruction.

In conclusion, the findings of this study largely align with and reinforce previous literature emphasizing the value of visual aids and collaborative strategies in enhancing speaking skills in EFL contexts. However, they also highlight practical considerations such as time allocation and learner diversity that must be addressed to ensure the technique’s success across different classroom environments.

CONCLUSION

This study confirms that the implementation of the infographic-based Gallery Walk technique effectively addressed challenges in EFL-speaking classrooms, particularly related to students’

low confidence, limited engagement, and lack of fluency. As analyzed in the results and discussion sections, this strategy fostered a more interactive and student-centered learning environment that empowered learners to express themselves more freely and confidently. The integration of visual aids through infographics served as cognitive scaffolding, while the collaborative Gallery Walk format encouraged peer interaction and reduced speaking anxiety. These findings affirm that the technique can enhance speaking performance by promoting critical thinking, motivation, and participation, especially within the context of vocational high school learners. Therefore, the problem identified at the outset on how to engage students more meaningfully in speaking activities has been addressed through a combination of visual and interactive learning approaches.

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