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Gallery Walk Based on Peer Feedback to Improve Speaking Self-Confidence in Procedure Text Learning for Grade IX

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Abstract
Low speaking self-confidence is one of the factors hindering students' ability to deliver procedure texts orally, so a learning strategy capable of increasing speaking courage and active participation is needed. This study aims to improve speaking self-confidence in procedure text learning through the implementation of Gallery Walk based on Peer Feedback. This study is a Classroom Action Research using the Kemmis and McTaggart model with two cycles, each comprising planning, action implementation, observation, and reflection. The study was conducted at Sekolah Menengah Pertama Negeri 12 Malang in the even semester of the 2025/2026 academic year with 32 Grade IX students as research subjects. Data were collected through speaking performance tests, observation, interviews, and documentation using speaking assessment sheets, observation sheets, and interview guidelines. Data were analyzed using quantitative descriptive and qualitative descriptive techniques. The results showed that the students' average speaking ability increased from 30 in the pre-cycle to 60 in Cycle I and 80 in Cycle II. The classical percentage of speaking self-confidence also increased from 12.50% to 53.13%, and then reached 87.50% in Cycle II. Thus, the implementation of Gallery Walk based on Peer Feedback is proven effective in improving speaking self-confidence and students' speaking ability in Grade IX procedure text learning.

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Introduction

Speaking ability is one of the language competencies that students must master because it is the primary means of conveying ideas, interacting, and participating actively in learning. This skill requires mastery of linguistic aspects as well as psychological readiness in the form of self-confidence to appear and deliver messages orally in front of others. In the context of Indonesian language learning, speaking ability is a competency that needs to be trained continuously, including in delivering procedure texts that demand clarity of steps, fluency, and accuracy in conveying ideas.

This ideal condition has not been fully reflected in the learning process in Grade IX of SMP Negeri 12 Malang. Based on pre-cycle observations, most students still showed a lack of confidence when asked to deliver procedure texts in front of the class. Students tended to be passive, afraid of making mistakes, reluctant to respond to peers' work, and preferred to remain silent during discussions. This condition resulted in low speaking ability, indicated by an average learning outcome of 30, with only a small proportion of students achieving mastery, while classical speaking courage only reached the low category. These findings indicate a gap between the speaking competency expected in the curriculum and the actual condition in the classroom.

The low speaking ability and speaking self-confidence of students are presumably influenced by several interrelated factors. Learning that is still dominated by teacher explanation causes limited opportunities for students to practice speaking. In addition, learning activities have not provided sufficient space for students to exchange opinions or provide feedback on peers' work, so learning interaction has not developed optimally (Huang, 2024). Psychological factors such as fear of making mistakes, embarrassment when speaking in front of friends, and low self-belief also influence students' courage in expressing opinions (Azwar et al., 2021; Lestari et al., 2021; Putri et al., 2024). Social support factors from teachers and peers also play an important role in shaping students' motivation and courage to participate actively, so a supportive classroom climate needs to be deliberately built (Nurrahman & Kharunisa, 2024; Lessnusa et al., 2024).

This condition indicates the need for a learning strategy capable of creating a collaborative, safe learning atmosphere and providing speaking opportunities for all students (Hsu & Huang, 2017). If this condition is not immediately addressed, students' speaking ability is feared to continue developing suboptimally. In the short term, students will experience difficulties when conveying ideas, presenting discussion results, or participating in learning activities that require oral communication. In the long term, low speaking self-confidence can affect critical thinking ability, collaboration ability, and students' readiness to face 21st-century learning challenges that emphasize communication and collaboration competencies (Vega & Hebia, 2026). In addition, lack of speaking courage can cause students to lose opportunities to obtain the feedback needed to improve their learning quality (Aji & Irawan, 2023). Therefore, learning actions are needed that can improve speaking ability while fostering students' self-confidence sustainably (Novita, 2016).

One alternative action considered relevant to addressing these problems is the implementation of the Gallery Walk model based on Peer Feedback. Through Gallery Walk activities, students have the opportunity to move actively to observe other groups' work, discuss, ask questions, and present learning outcomes in a more interactive atmosphere (Cruz & Lopez,

2022). Meanwhile, Peer Feedback provides space for students to give and receive feedback constructively so that they can reflect on their learning outcomes while increasing their courage in communicating (Huang, 2024). Collaborative learning that positions students as active subjects in groups has also been proven to increase student engagement and critical thinking skills (Indawati et al., 2025; Alivia et al., 2026). The integration of these two strategies is believed to create a collaborative learning environment, increase active participation, and strengthen speaking self-confidence through meaningful social interaction. Thus, the implementation of Gallery Walk based on Peer Feedback is expected not only to improve learning outcomes but also to develop students' communication competencies more comprehensively (Peña et al., 2026; Alivia et al., 2026).

A number of previous studies have shown that the Gallery Walk model is effective in improving learning activity, communication skills, and student learning outcomes in various subjects (Hakim et al., 2019; Cruz & Lopez, 2022). Other studies have also reported that the implementation of Peer Feedback can improve learning quality, reflective thinking ability, and student confidence through the process of giving each other constructive feedback (Huang, 2024; Setiawan et al., 2025). Nevertheless, most of these studies still examine Gallery Walk or Peer Feedback separately, while research integrating both strategies to improve speaking self-confidence in procedure text learning in Grade IX of junior high school is still limited. Therefore, this study offers novelty in the form of integrating the Gallery Walk model based on Peer Feedback as a learning strategy to improve speaking self-confidence as well as students' speaking ability in delivering procedure texts (Rashiva et al., 2022; Teguh et al., 2023).

Based on this description, the research problem in this study is how the implementation of the Gallery Walk model based on Peer Feedback can improve speaking self-confidence and speaking ability of students in procedure text learning in Grade IX of SMP Negeri 12 Malang. This study aims to describe the process of implementing the Gallery Walk model based on Peer Feedback and to analyze the improvement of speaking self-confidence and speaking ability of students after the action was given. The results of this study are expected to provide theoretical benefits as reinforcement of studies on collaborative learning oriented toward developing speaking skills and speaking self-confidence. Practically, this study is expected to become an alternative learning strategy for Indonesian language teachers in creating more active, communicative, and student-centered learning and to become a reference for future researchers developing classroom action research in similar contexts.

Method

This study is a Classroom Action Research conducted using the Kemmis and McTaggart model, which includes four stages: planning, action implementation, observation, and reflection, carried out repeatedly in each cycle. The study was conducted at Sekolah Menengah Pertama Negeri 12 Malang in the even semester of the 2025/2026 academic year with 32 Grade IX students as research subjects. The object of the study was the improvement of speaking self-confidence and speaking ability of students in delivering procedure texts through the implementation of the Gallery Walk model based on Peer Feedback. The study was conducted in two action cycles after the pre-cycle stage, with each cycle consisting of three meetings. In each cycle, the teacher prepared learning devices, implemented learning using the Gallery Walk based on Peer Feedback syntax, observed learning activities, and then reflected on the results

of the action as a basis for improvement in the next cycle. Research data were collected through speaking performance tests, observation, interviews, and documentation. Research instruments included speaking ability assessment sheets, student activity observation sheets, learning implementation observation sheets, and interview guidelines. Speaking ability assessment was based on three indicators: speaking fluency, articulation clarity, and accuracy of idea delivery. The data obtained were analyzed using quantitative descriptive and qualitative descriptive techniques. Quantitative analysis was used to calculate the average score, percentage of learning mastery, and percentage of improvement in speaking self-confidence in each cycle, while qualitative analysis was used to describe the results of observation, interviews, and reflection during the implementation of the action. The success indicator of the study was set when at least 80% of students showed a good category in speaking self-confidence and achieved speaking ability mastery according to the predetermined criteria.

Results and Discussion

Results

The pre-cycle activity was carried out to determine the initial condition of students' speaking ability before the action in the form of the Gallery Walk model based on Peer Feedback was implemented. Based on observations and initial tests, students' speaking ability was still relatively low. Of the 32 students who participated in learning, only 4 students achieved mastery, while 28 students had not reached the mastery criteria. The class average score only reached 30, indicating that most students still experienced difficulties in delivering procedure texts orally. The speaking ability indicators observed included speaking fluency, articulation clarity, and accuracy of idea delivery.

Observation results showed that students' classical speaking courage only reached 12.50% in the low category. Most students appeared passive during learning, felt embarrassed to provide feedback on peers' work, and were afraid of making mistakes when asked to speak in front of the class. This condition resulted in student interaction not developing optimally, so learning actions capable of increasing student participation and self-confidence were needed. In the planning stage of Cycle I, the teacher prepared learning devices implementing the Gallery Walk model based on Peer Feedback on procedure text material. The teacher also prepared student activity observation sheets, speaking ability assessment instruments, peer feedback sheets, learning media, and a Gallery Walk implementation scenario. The action implementation was carried out through several stages: brief delivery of material on procedure texts, group formation, preparation of group work results, implementation of Gallery Walk by visiting other groups' work, provision of peer feedback orally and in writing, and ending with presentations and joint reflection.

The test and observation results in Cycle I showed an increase in speaking ability compared to the initial condition. The class average score increased to 60. Of the 32 students, 17 students had achieved mastery, while 15 students had not yet mastered. The student learning outcomes in Cycle I can be seen in Table 1.

Table 1. Student Learning Outcomes in Cycle I

Description	Result
Number of Students	32

Average Score	60
Students Mastered	17
Students Not Yet Mastered	15

In addition to the improvement in learning outcomes, student activity during learning also showed positive changes. The percentage of speaking courage increased to 53.13% in the fair category. Students began to dare to discuss and provide input to other groups, although interaction was still dominated by some students who were more active in speaking. Some other students still needed teacher encouragement to express opinions orally.

Reflection in Cycle I showed that the implementation of Gallery Walk based on Peer Feedback began to have a positive impact on students' speaking courage. However, several obstacles were still found: student participation was not evenly distributed, some students were still embarrassed to provide responses, and group discussions were still dominated by certain students. Therefore, in Cycle II the teacher planned to provide clearer role division within groups, increase motivation, and provide equal speaking opportunities to each student.

Planning in Cycle II was carried out based on the reflection results of Cycle I. The teacher improved learning steps by providing more structured task division, clarifying the peer feedback mechanism, providing examples of constructive feedback, and increasing assistance during Gallery Walk activities. The action implementation in Cycle II followed the same syntax as Cycle I, but with emphasis on equalizing speaking opportunities. The teacher provided reinforcement to each student to actively convey discussion results, ask questions, and respond to other groups. The Gallery Walk activity with peer feedback can be seen in Figure 1.



Figure 1. Gallery Walk activity with peer feedback from the comparison group

The action improvement in Cycle II produced more optimal results. The class average score increased to 80. Of the 32 students, 28 students had achieved mastery, while only 4 students had not achieved mastery. The student learning outcomes in Cycle II can be seen in Table 2.

Table 2. Student Learning Outcomes in Cycle II

Description	Result

Number of Students	32
Average Score	80
Students Mastered	28
Students Not Yet Mastered	4

Students' speaking courage also experienced a significant increase. The percentage of speaking courage reached 87.50% in the very good category. All students appeared active in moving around to observe other groups' work, dared to present discussion results, asked critical questions, and responded to other groups' presentations. Student interaction was more communicative and collaborative than in the previous cycle.

Reflection results showed that the actions taken in Cycle II had achieved the research success indicators. Most students showed improvement in speaking ability, courage to express opinions, and the ability to give and receive feedback from peers. Therefore, the study was stopped in Cycle II because the action objectives had been achieved.

To determine the overall improvement in students' speaking ability, a comparison of results at each research stage was carried out. The recapitulation of learning outcomes across cycles can be seen in Table 3.

Table 3. Recapitulation of Learning Outcomes Across Cycles

Stage	Average	Students Mastered	Mastery Percentage
Pre-Cycle	30	4	12.50%
Cycle I	60	17	53.13%
Cycle II	80	28	87.50%

Based on Table 3, it can be seen that the average score of students' speaking ability increased gradually from 30 in the pre-cycle to 60 in Cycle I, then increased again to 80 in Cycle II. The classical mastery percentage also increased from 12.50% to 53.13%, and finally reached 87.50% in Cycle II. In addition to the improvement in learning outcomes, students' speaking courage during the learning process also showed positive development. The improvement in students' speaking self-confidence can be seen in Table 4.

Table 4. Improvement of Students' Speaking Self-Confidence

Stage	Courage Percentage	Category	Observation Findings
Pre-Cycle	12.50%	Low	Students passive, embarrassed to correct peers' work, afraid to speak

I	Cycle	53.13%	Fair	Discussion began to develop, but still dominated by some students
II	Cycle	87.50%	Very Good	All students actively discussed, asked questions, presented results, and provided responses

These results indicate that the implementation of Gallery Walk based on Peer Feedback not only improved students' speaking ability academically but also increased speaking self-confidence, indicated by the courage to express opinions, provide feedback to peers, and participate actively in learning activities. These data provide a strong basis for further analysis in the Discussion section.

Discussion

The results of the study indicate that the implementation of the Gallery Walk model based on Peer Feedback is capable of improving speaking self-confidence and speaking ability of students in delivering procedure texts. This improvement is not only visible in learning outcomes but also in changes in student behavior during the learning process, such as increased courage to express opinions, provide feedback to peers, and participate actively in class discussions (Cruz & Lopez, 2022).

In Cycle I, the improvement in speaking ability and speaking self-confidence began to appear, although the results obtained were not yet optimal. This condition occurred because students were still in the adaptation stage to the learning model implemented. Some students still felt awkward when asked to provide feedback to peers, lacked confidence to speak in front of other groups, and discussion interaction was still dominated by students with better communication skills. This phenomenon indicates that changes in learning behavior require an adjustment process before students are able to participate actively in collaborative learning (Pushpakumara, 2024; Peña et al., 2026).

Action improvement in Cycle II had a more significant impact on improving students' speaking self-confidence. Clearer role division within groups, provision of examples of constructive feedback, and more intensive teacher assistance were able to create a safe learning atmosphere and support students' courage to speak. Equal opportunities for each student to convey discussion results, ask questions, and provide responses made learning interaction more evenly distributed so that almost all students participated actively during Gallery Walk activities (Syukri et al., 2023; Tauchid, 2025). This finding is in line with the view that teacher and peer support are key factors influencing students' willingness to communicate and reducing speaking anxiety (Nurrahman & Kharunisa, 2024; Lessnusa et al., 2024; Tasane et al., 2024).

The success of the action can be explained through the learning mechanisms built in the Gallery Walk model based on Peer Feedback. The activity of moving around to observe other groups' work provides opportunities for students to gain various perspectives in understanding procedure texts. At the same time, the activity of giving and receiving feedback encourages students to communicate ideas orally, express opinions in polite language, and provide reasons for every input given. This process gradually trains speaking fluency, strengthens self-confidence, and improves critical and reflective thinking skills (Febriansyah & Anam, 2020; Cruz & Lopez, 2022; Setiawan et al., 2025). Critical thinking skills that grow through dialogue and

idea exchange in groups have also been reported to increase when learning is designed collaboratively and participatively (Gultom, 2025; Indawati et al., 2025).

The findings of this study are in line with the theory of social constructivism, which states that knowledge is built through social interaction, collaboration, and exchange of experiences among learners. In Gallery Walk activities, students are not only recipients of information but also act as presenters, assessors, and learners for their peers. Meanwhile, the practice of Peer Feedback provides opportunities for students to reflect on the quality of learning outcomes through the perspectives of others so that it can increase learning awareness (self-awareness) and self-efficacy in speaking (Al-Khresheh et al., 2025; Syafitri & Tiarina, 2025). In a broader framework, learning that values dialogue and cultural empathy also encourages the formation of an inclusive and supportive learning environment for the development of students' communication competencies (Gultom, 2025; Gultom & Mari, 2025).

The results of this study also support various previous studies stating that the Gallery Walk model is capable of improving learning activity, communication skills, and student involvement in learning. In addition, research on Peer Feedback shows that providing feedback among peers can increase confidence, communication skills, and the quality of learning outcomes because students have the opportunity to learn collaboratively. Nevertheless, this study has novelty because it integrates the Gallery Walk model with Peer Feedback specifically to improve speaking self-confidence in procedure text learning in Grade IX of Sekolah Menengah Pertama Negeri 12 Malang, which is still relatively rarely studied in classroom action research (Aji & Irawan, 2023).

In addition to cognitive aspects, observation results showed development in non-cognitive aspects. Student learning activities became more active, communication among students was more intensive, and learning motivation increased along with the growing opportunities to express opinions without fear. The teacher also showed improvement in managing learning, especially in facilitating discussions, providing reinforcement, and creating a more participatory classroom atmosphere. These changes indicate that the success of the action is not only influenced by the learning model used but also by the quality of teacher facilitation during the learning process (Fatimah et al., 2022; Fadila & Usmeldi, 2024; Panjaitan & Hafizzah, 2025).

During the implementation of the study, several obstacles were still found, especially in Cycle I. Some students were not accustomed to providing constructive criticism to peers, some students still showed embarrassment when speaking in front of the class, and time management of Gallery Walk activities had not run optimally. These obstacles were overcome through providing examples of constructive feedback, clearer role division within groups, continuous motivation, and more structured time management in Cycle II. These improvements proved capable of increasing the effectiveness of action implementation in the next cycle (Dooley & Bamford, 2018).

This study has several limitations. First, the study was only conducted in one class, so the results cannot be generalized to different school contexts. Second, the study took place in two cycles so it has not been able to observe the sustainability of speaking self-confidence improvement in the long term. Third, the measurement of speaking confidence is still based on observation results during learning, so there is still a possibility of assessor subjectivity (T et al., 2011; Gan et al., 2022; Wang & Sun, 2024).

The findings of this study imply that the implementation of the Gallery Walk model based on Peer Feedback can be used as an alternative Indonesian language learning strategy, especially for procedure text material that demands oral communication skills. Learning that provides opportunities for students to discuss, provide feedback, and present work results actively has proven capable of creating a more collaborative learning environment, improving speaking self-confidence, and developing 21st-century communication skills. Therefore, teachers are advised to integrate Gallery Walk and Peer Feedback activities continuously in learning so that students' speaking ability development can be maintained and improved (Hakim et al., 2019).

Conclusion

Based on the results of the classroom action research that has been carried out, it can be concluded that the implementation of Gallery Walk based on Peer Feedback is effective in improving speaking self-confidence in procedure text learning for Grade IX students. The gradual implementation of the action is capable of creating more active, collaborative, and student-centered learning, thereby encouraging students' courage in expressing opinions, providing feedback to peers, and presenting procedure texts orally. This improvement is indicated by the increase in the average speaking ability of students from 30 in the pre-cycle to 60 in Cycle I and 80 in Cycle II. In addition, the classical percentage of speaking courage also increased from 12.50% (low category) in the pre-cycle to 53.13% (fair category) in Cycle I, then reached 87.50% (very good category) in Cycle II. These results indicate that the integration of Gallery Walk and Peer Feedback activities is capable of providing learning experiences that encourage student interaction, increase active participation, and strengthen confidence in speaking. Thus, Gallery Walk based on Peer Feedback can be used as one of the alternative Indonesian language learning strategies to improve speaking self-confidence and speaking ability of students in procedure text learning, especially in the context of Grade IX junior high school learning.

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Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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