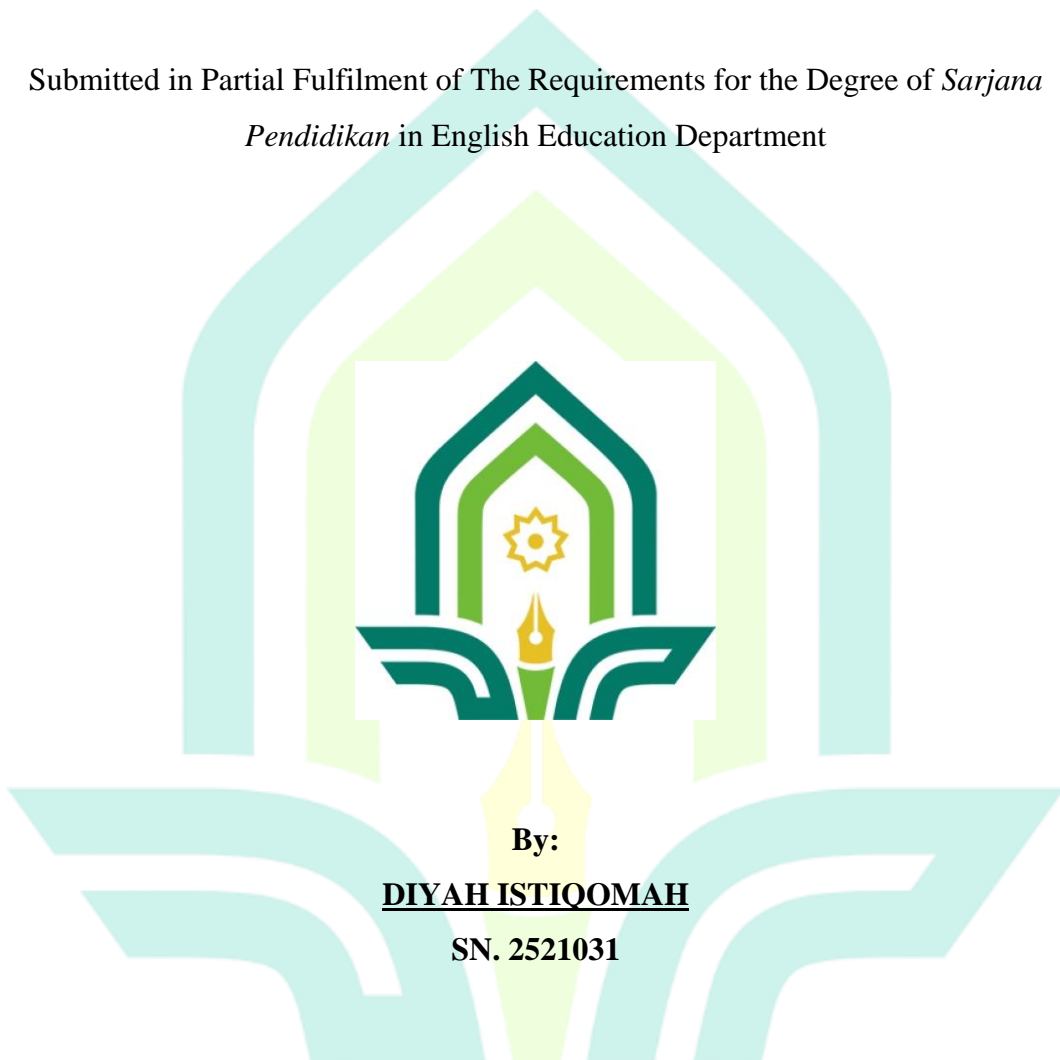


**GALLERY WALK TO ADDRESS TEACHERS' CHALLENGES IN  
DIFFERENTIATED INSTRUCTION**

**A THESIS**

Submitted in Partial Fulfilment of The Requirements for the Degree of *Sarjana*  
*Pendidikan* in English Education Department



**By:**

**DIYAH ISTIQOMAH**

**SN. 2521031**

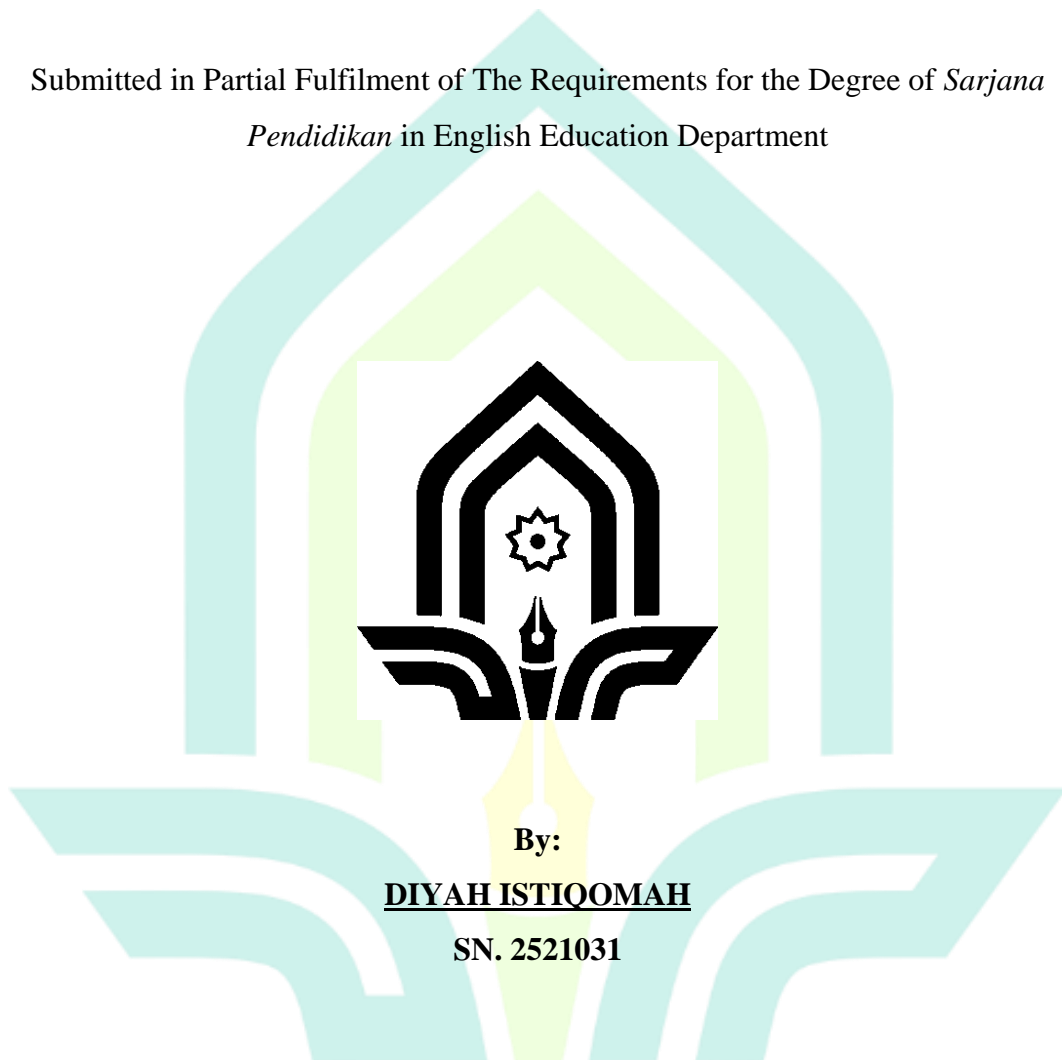
**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN**

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UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN**

**2025**

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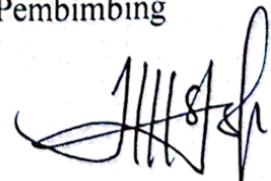
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## MOTTO

*"Allah tidak membebani seseorang melainkan sesuai dengan kesanggupannya."*

(Al Baqarah 286)

*"Sesungguhnya bersama kesulitan ada kemudahan."*

(Q.S Al-Insyirah:5)

*"god have perfect timing, never early, never late. It takes a little patience and it takes a lot of faith, but it's a worth the wait"*

*"Semua jatuh bangunmu, hal yang biasa, angan dan pertanyaan, waktu yang menjawabnya, berikan tenggat waktu bersedihlah secukupnya, rayakan perasaanmu sebagai manusia"*

*"Hidup bukan saling mendahului, bermimpilah sendiri - sendiri".*

(Hindia)

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## ABSTRACT

In teaching practice, teachers often encounter student diversity, ranging from differences in learning styles to specific academic needs. Therefore, approaches such as Differentiated Instruction (DI) are needed to support meaningful learning for each student. However, implementing DI comes with several challenges, such as classroom management issues, resource constraints, and limited instructional time. This study examines the use of the Gallery Walk method as a strategy to address these challenges in an English language classroom. Through a qualitative case study, data was gathered from semi-structured interviews and classroom observations with an English teacher at a vocational high school in Pekalongan. The findings state that students appeared to be more engaged during the learning process based on teacher observations when the Gallery Walk method was used, as it accommodated with their diverse learning styles, including kinesthetic, auditory, and visual learning styles. Students demonstrated increased participation in class activities, especially speaking, as observed during the implementation, where they demonstrate greater confidence and willingness to express themselves. The use of this method also supports a more interactive classroom dynamic, as students often engage in discussions and collaborative tasks. In addition, the flexibility of the Gallery Walk method allows teachers to adapt content and assignments based on students' diverse abilities and needs, which supports a more meaningful learning experience for students. This study concludes that the Gallery Walk strategy can be a potential strategy to address the challenges of implementing Differentiated Learning in various classroom environments, offering lessons drawn from classroom experiences to inform and practice teaching skills.

**Keywords:** *Differentiated Instruction, Gallery Walk, Teacher Strategies*





## ABSTRAK

*Dalam praktik pembelajaran, guru sering menjumpai keberagaman siswa, mulai dari perbedaan gaya belajar hingga kebutuhan akademik yang spesifik. sehingga diperlukan pendekatan seperti Pembelajaran Berdiferensiasi (Differentiated Instruction) guna mendukung proses belajar yang bermakna bagi setiap siswa. Namun, penerapan DI menghadapi beberapa tantangan, seperti masalah manajemen kelas, keterbatasan sumber daya, dan terbatasnya waktu pembelajaran. Studi ini mengkaji penggunaan metode Gallery Walk sebagai strategi untuk mengatasi tantangan-tantangan ini di kelas bahasa Inggris. Melalui studi kasus kualitatif, data dikumpulkan dari wawancara semi-terstruktur dan observasi kelas dengan seorang guru bahasa Inggris di sebuah SMK di Pekalongan. Temuan penelitian menyatakan bahwa berdasarkan observasi guru, siswa tampak lebih terlibat selama proses pembelajaran ketika metode Gallery Walk digunakan, karena metode ini mengakomodasi beragam gaya belajar mereka, termasuk gaya belajar kinestetik, auditori, dan visual. Siswa menjadi lebih aktif dalam proses pembelajaran, terutama selama kegiatan berbicara, di mana mereka menunjukkan kepercayaan diri dan kemauan yang lebih besar untuk mengekspresikan diri. Penggunaan metode ini juga mendukung dinamika kelas yang lebih interaktif, karena siswa sering terlibat dalam diskusi dan tugas kolaboratif. Selain itu, fleksibilitas metode Gallery Walk memungkinkan guru untuk menyesuaikan konten dan tugas berdasarkan beragam kemampuan dan kebutuhan siswa, yang mendukung pengalaman belajar yang lebih bermakna bagi siswa. Studi ini menyimpulkan bahwa Gallery Walk dapat menjadi strategi untuk mengatasi tantangan penerapan Pembelajaran Terdiferensiasi di berbagai lingkungan kelas, menawarkan pembelajaran yang diambil dari pengalaman kelas untuk menginformasikan dan melatih keterampilan mengajar.*

*Kata kunci: Pembelajaran Diferensiasi, Gallery Walk, Strategi Guru*

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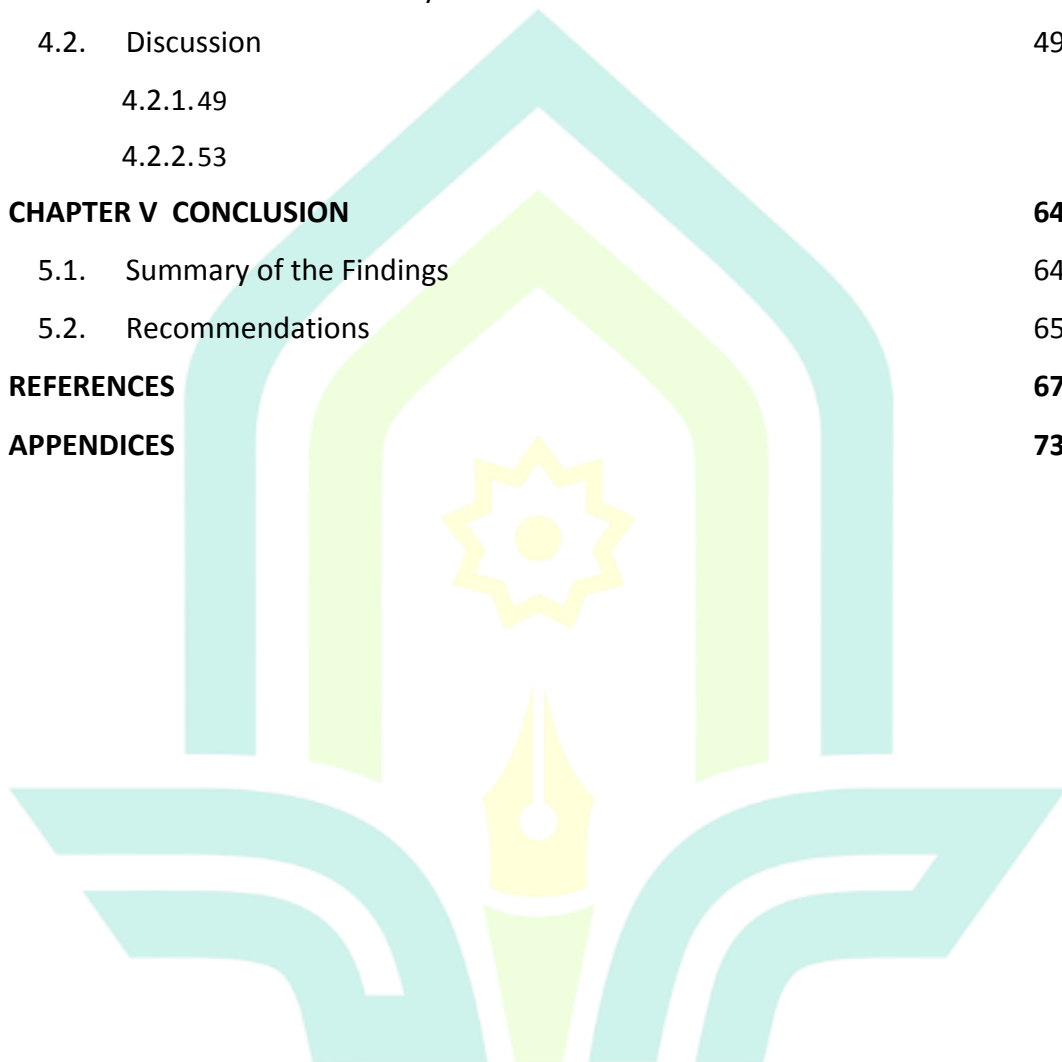
Pekalongan, 10 June 2025

Diyah Istiqomah

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# CHAPTER I

## INTRODUCTION

### 1.1. Background of The Study

In recent years, English language classrooms have become increasingly diverse, with students coming from various cultural backgrounds, possessing different language skills, and exhibiting unique characteristics (Suryati & Muniroh, 2024). Additionally, students have varied learning styles some may prefer visual aids, while others learn better through auditory explanations or movement based activities. Consequently, a uniform instructional approach is not advisable, as responsive teaching should accommodate these differences to meet students' diverse learning needs. As a solution, a differentiated learning approach (DI) emerged, which has been perceived as supportive in addressing the diverse needs of students, including variations in learning styles (Williams, 2023). Introduced by Tomlinson (2001), DI is a learning strategy that focuses on students as the center of learning activities (Ortega et al., 2018; Suwastini et al., 2021). Through the application of DI, teachers can adjust learning methods according to student profiles and needs.

Differentiated Instruction (DI) has been observed to support greater student engagement in the classroom. When applied in English language teaching, the teacher takes on the role of a facilitator, offering support and attending to students' individual needs throughout the learning process (Vargas-Parra, 2018). The practice of differentiated instruction involves

tailoring teaching methods and materials to accommodate the diverse learning preferences of students. This can include modifying content, processes, or products based on individual student needs. For English learners, who may exhibit various learning styles such as visual, auditory, and kinesthetic. DI can be particularly beneficial for inclusive education settings, where students vary widely in ability, background, and learning style. However, many teachers encounter challenges in implementing these strategies in classroom settings. Understanding how DI is practiced in English language classrooms can provide valuable insights into its potential benefits and limitations (Mardhatillah & Suharyadi, 2023). Despite the theoretical advantages of DI, teachers often encounter obstacles that hinder its successful implementation. These challenges may arise from insufficient training, lack of resources, or large class sizes, which make it difficult to personalize learning experiences. Additionally, teachers may face pressure to adhere to standardized curricula and assessment methods that do not allow for the flexibility required by DI. Understanding these barriers is essential for exploring ways to support teachers in implementing DI with greater confidence and awareness of their classroom contexts (Rifqi, 2024).

The implementation of integrated learning through Differentiated Instruction (DI) presents distinct challenges for educators, given the need to adapt learning content, processes, and products to students' readiness, interests, and learning profiles (Rifqi, 2024). This process requires a comprehensive understanding of each student's individual characteristics to



ensure the effectiveness of the learning strategies employed. Furthermore, DI demands flexibility in teaching methods, the utilization of diverse learning resources, and the application of varied assessment instruments, enabling all students to achieve optimal academic development according to their potential (Grecu, 2023). These challenges are further compounded by the limited availability of practical guidelines and concrete examples for implementing integrated learning through DI, which often makes it difficult for teachers to adapt the concept into everyday instructional practice (Tomlinson, 1999).

One of the primary references in the development of the DI approach is the study conducted by Tomlinson (1999), who proposed a framework to assist teachers in tailoring instruction based on students' readiness, interests, and learning profiles. Tomlinson demonstrated that applying Differentiated Instruction (DI) in a sustained manner can foster students' participation and responsiveness, especially in classrooms where diversity is visibly present in learning needs and backgrounds. Learning environments fostered through this approach are considered more inclusive and responsive to individual differences, thereby supporting the creation of more meaningful learning experiences for all students.

Nevertheless, Grecu (2023) noted that many teachers encounter difficulties when attempting to implement DI, including the complexity of designing diverse and flexible instructional strategies within limited timeframes. Additionally, the shortage of educational resources, such as

adaptive learning materials and varied assessment tools, further hinders the optimal application of DI principles.

A local study conducted by Rifqi (2024) similarly emphasized that the lack of practical guidance and concrete examples of DI implementation results in partial and unsystematic practices in the field. Although various trainings and workshops have been conducted, many teachers reported that implementing DI increases their workload, particularly in planning differentiated materials, instructional methods, and assessments. Therefore, stronger policy support, the development of relevant educational resources, and the provision of practice-based continuous professional development are essential to strengthen teachers' capacity to implement integrated learning through Differentiated Instruction effectively and sustainably across diverse educational contexts.

The implementation of Differentiated Instruction (DI) has been explored in various studies, with Hall (2002) highlighting its effectiveness in elementary schools in the United States. Teachers differentiated learning processes based on students' learning styles such as visual, auditory, and kinesthetic, using strategies like learning centers and tailored assignments. This resulted in increased student engagement and improved learning outcomes, especially for those with special learning needs. However, Valiandes and Neophytou (2018) identified major challenges, such as time constraints and limited resources, making it difficult for teachers to design varied lessons, especially in large classes with diverse abilities. Similarly, a

study by Pratiwi (2021) in Central Java, Indonesia, found that while DI was introduced through the Merdeka Curriculum training, its implementation remained superficial, with teachers primarily differentiating tasks by difficulty rather than considering students' interests or learning profiles. Administrative pressures and limited access to learning resources further hindered effective DI implementation, underscoring the need for stronger policy support and adequate resources to assist teachers in applying DI effectively in the classroom.

This study was conducted at a vocational high school in Pekalongan, involving one English teacher as the main participant. The school was selected because it has a highly diverse student population in terms of learning styles, academic needs, and language proficiency. Students in this setting exhibit varied learning preferences, such as visual, auditory, and kinesthetic styles, which makes differentiated instruction particularly relevant and necessary. Moreover, this school has implemented the Merdeka Curriculum and is known for its consistent, school wide application of Differentiated Instruction (DI), with all teachers reportedly integrating DI practices into their classrooms. This made the school an appropriate and purposeful site for the study.

The English teacher participating in this research was specifically chosen because she frequently uses the Gallery Walk strategy as part of her differentiated instruction approach. Her active engagement in employing this method provided rich insights into how the Gallery Walk can support

English language teaching in a differentiated learning environment. Through classroom observations and semi-structured interviews, this study explored how the Gallery Walk strategy can help address common challenges in implementing DI, such as managing classrooms with varied learning needs, preparing suitable materials, and allocating instructional time.

To address the diverse needs of students, teachers can adopt learning methods that align with differentiated instruction, such as cooperative learning. This approach fosters a positive learning environment characterized by collaboration, confidence, support, and friendliness (Ismail & Al Allaq, 2019). One effective cooperative learning technique for implementing differentiated instruction is the gallery walk, which is adaptable and offers numerous advantages. According to Anwar (2015) gallery walk allows students to be actively engaged as they walk throughout the classroom. They work together in small groups to share ideas and respond to meaningful questions, images, and problem-solving situations or texts. The Gallery Walk method is suitable for learning with different learning styles because of its interactive and flexible nature (Kim et al., 2019). Gallery Walk allows the use of various media that activate more than one sense (seeing, hearing, and moving). This approach was perceived to foster greater student involvement and offered opportunities for deeper understanding of the material (Suparno et al., 2023).



Rahma (2019) The Gallery Walk method is often described by educators as a meaningful instructional approach that supports the development of English language skills, particularly in areas such as speaking, reading, and critical thinking. In a Gallery Walk activity, students move around the classroom to observe and engage with their peers' work, such as posters, comics, literary quotes, or short English dialogues. This movement-based interaction encourages the active use of the target language through explanations, discussions, and question-and-answer sessions. Harmer (2015) emphasizes that integrating physical movement and interpersonal communication into language classrooms significantly enhances vocabulary retention and contributes to more meaningful learning experiences. Furthermore, the Gallery Walk naturally accommodates various student learning styles. Visual learners benefit from analyzing displayed materials, auditory learners deepen their understanding through verbal exchanges, and kinesthetic learners remain engaged by physically navigating the gallery space. Through movement, inquiry, and peer feedback, students interact with the learning content in ways that align with their preferred modalities, which supports both comprehension and retention.

An illustrative example of this method can be found in a lesson focusing on "Recount text and itinerary," where students, divided into groups, create posters about famous tourist attractions using English language descriptions and visual elements. During the Gallery Walk,

students circulate to read the posters, record new vocabulary, and leave comments or pose questions in English. This activity exemplifies the principle of providing multiple learning approaches, as students express their understanding through diverse creative outputs such as visual projects, collaborative discussions, and reflective activities. According to Tomlinson (2014), allowing students to select modes of expression that align with their interests and strengths fosters deeper engagement and personalized learning experiences. Moreover, assigning specific roles such as group hosts and gallery visitors is perceived to encourage student participation by creating opportunities for collaboration, reflection, and interpersonal communication. By supporting differentiated instruction through multiple pathways for interaction, the Gallery Walk emerges as a valuable strategy for meeting the diverse needs of learners in English language classrooms.

This research examined the challenges faced by teachers in implementing differentiated instruction for English learners, particularly in managing varying language proficiency levels, student engagement, classroom management, limited instructional resources, and time constraints. Additionally, it explores how the Gallery Walk approach can serve as a strategy to address these challenges. The study was involved interviews and classroom observations with English teachers who applied the Gallery Walk approach in differentiated instruction at a vocational high school in Pekalongan. This topic was chosen because the interactive and flexible nature of the Gallery Walk aligns well with the adaptability required

in differentiated instruction, making it a potential solution for teachers to better support students' diverse learning needs and styles. The Gallery Walk method represents an effective instructional strategy that closely aligns with the principles of Differentiated Instruction (DI) by addressing the diverse readiness levels, learning profiles, and interests of students. By offering multiple entry points for engagement and expression, the Gallery Walk not only enhances students' language skills but also provides a concrete and practical approach to the effective implementation of differentiated instruction in the classroom.

### **1.2. Formulation of the Problem**

The problem can be formulated as

1. What challenges do teachers face in implementing differentiated instruction for English learners?
2. How can the Gallery Walk strategy help them address those challenges?

### **1.3. Aim of the study**

This study aims to explore the challenges faced by teachers in implementing differentiated instruction for English learners and to examine how the Gallery Walk strategy can help address those challenges.

#### 1.4. Operational Definitions

To maintain a strategic distance from misconception approximately the key terms utilized in this inquire about, the researcher classifies the terms as follow:

- a) Differentiated instruction is a teaching approach that involves providing multiple options for students to acquire content, make sense of ideas, and express their learning. It acknowledges students' differences and adapts the learning process to meet their diverse needs, ensuring all students can learn effectively. This approach contrasts with traditional, undifferentiated classrooms where all students engage with the same content and activity (Tomlinson, 2001).
- b) Gallery Walk, Francek (2006) explains that gallery walk is a student centred activity in form of cooperative learning which involves the students to work in a group and share their ideas with their peers. This can effectively engage the students in incorporating the important concept with writing and public speaking.

#### 1.5. Significant of the Study

- 1) **Theoretical** : This research contributes to Francek's theory by providing empirical insights into teachers' experiences in implementing the Gallery Walk

strategy in English language classrooms. It also extends Tomlinson's theory of Differentiated Instruction by illustrating how the Gallery Walk can serve as a practical approach to address diverse student needs through differentiated content, process, and product.

2) **Empirical** : This research provides empirical insight into teachers challenges in applying differentiated instruction for English learners, additionally to explore how the gallery walk method can serve as a strategy to address these challenges.

3) **Practical** : This research provides insights and solutions for readers regarding the challenges teachers face in applying differentiated instruction and offers strategies to enhance its implementation in classrooms with diverse learners. Specifically, it highlights the use of the gallery walk method as a flexible solution to address these challenges and better accommodate students' varied learning needs.

## CHAPTER V

### CONCLUSION

#### 5.1. Summary of the Findings

Based on the findings of this study, several important conclusions can be drawn regarding the implementation of Differentiated Instruction (DI) in English classrooms and the role of the Gallery Walk strategy in supporting it. The implementation of DI poses substantial challenges for teachers, particularly in areas such as classroom management, addressing diverse learning styles, designing differentiated tasks, managing time constraints, and conducting thorough student needs analyses. These challenges stem primarily from the complexity of meeting varied student needs within a single classroom setting, compounded by the teacher's limited time, resources, and support. The process of differentiation requires not only pedagogical flexibility but also a deep understanding of each student's readiness, interests, and learning profile, something that is difficult to achieve consistently in practice.

Despite these challenges, the integration of the \*Gallery Walk\* strategy offers promising benefits that support key principles of differentiated instruction. The Gallery Walk fosters a more dynamic, inclusive, and student-centered learning environment. It facilitates classroom management by promoting structured movement and student autonomy, and it accommodates various learning styles through multimodal engagement. Additionally, it enables tiered assignments and

contributes to student motivation, creativity, collaboration, and confidence, particularly in speaking and critical thinking.

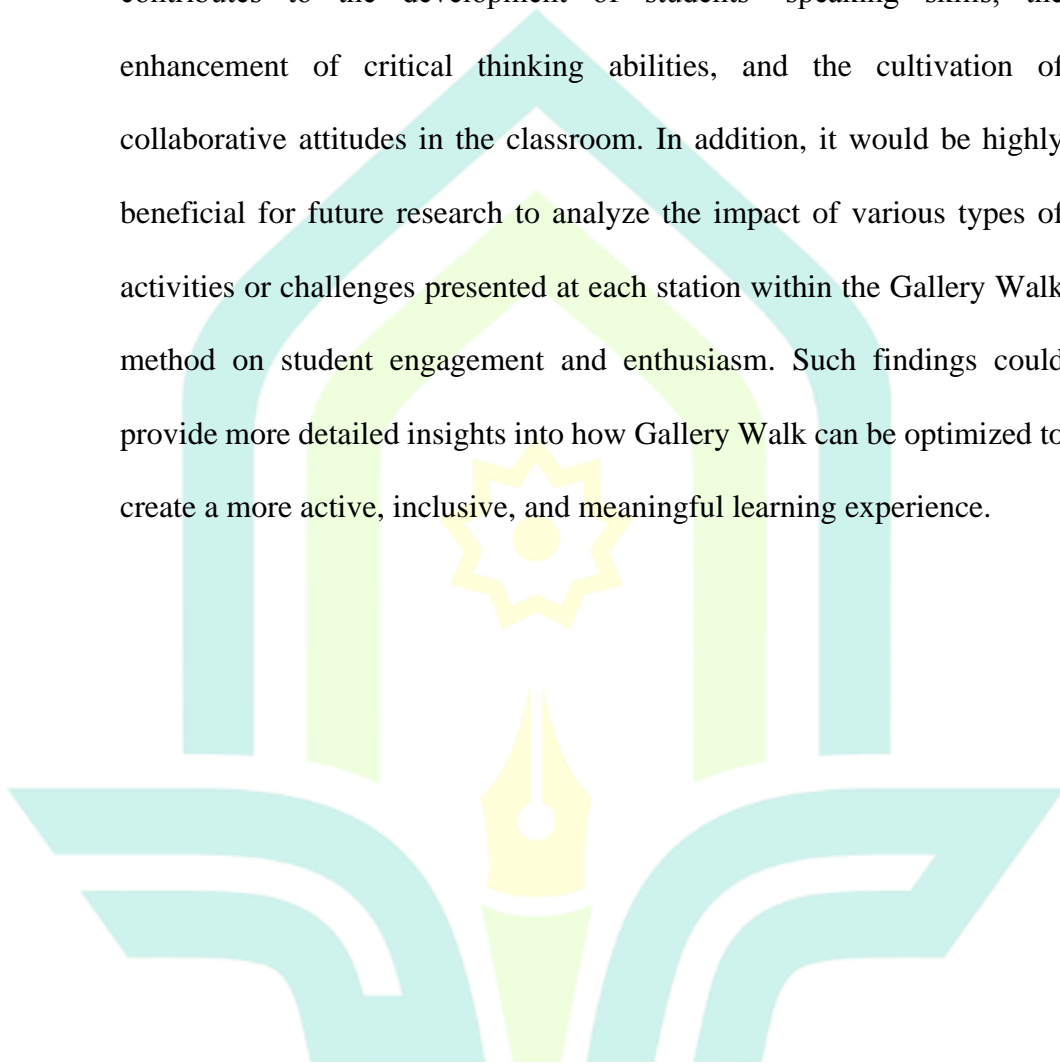
While DI remains a complex and demanding approach, this study shows that practical, interactive strategies such as Gallery Walk can ease its implementation and significantly enrich the learning experience. The DI is closely tied to the teacher's ability to creatively design learning environments that value student diversity while ensuring engagement and equitable participation. Thus, ongoing teacher development and contextual adaptation of strategies are key to making differentiated instruction more feasible and impactful in English language classrooms.

## **5.2. Recommendations**

In this section, the researcher would like to offer some recommendations for English teachers and future researchers based on the findings of this study. Firstly, the study reveals that while implementing Differentiated Instruction (DI) in English classrooms can be challenging especially due to diverse student needs and limited resources it also brings the potential to foster deeper learner engagement and encourage a more inclusive classroom environment. English teachers are encouraged to explore and apply practical strategies such as the Gallery Walk to accommodate various learning styles (visual, auditory, kinesthetic) and promote active student participation. Teachers should also gradually build their skills in managing differentiated tasks and planning varied instructional materials by starting with small-scale implementations and



reflecting on classroom outcomes. Secondly, future researchers are encouraged to conduct a more in-depth investigation into the impactiveness of the Gallery Walk strategy in the context of English language teaching. Further studies could explore how this strategy contributes to the development of students' speaking skills, the enhancement of critical thinking abilities, and the cultivation of collaborative attitudes in the classroom. In addition, it would be highly beneficial for future research to analyze the impact of various types of activities or challenges presented at each station within the Gallery Walk method on student engagement and enthusiasm. Such findings could provide more detailed insights into how Gallery Walk can be optimized to create a more active, inclusive, and meaningful learning experience.



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