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## ENHANCING INCIDENTAL VOCABULARY ACQUISITION THROUGH GLOSSING AND GALLERY WALK IN INDONESIAN HIGH SCHOOL ENGLISH AS A FOREIGN LANGUAGE (EFL) CONTEXT

by

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### Abstract:

This study investigates the effectiveness of integrating glossing and Gallery Walk to enhance incidental vocabulary acquisition in secondary EFL classrooms. The primary issue in vocabulary learning in English classes is the reliance on memorization methods, which can lead to students becoming less motivated and hindering their ability to retain new vocabulary. However, limited studies have examined the integration of glossing strategies within interactive classroom practices, particularly in the Indonesian secondary Foreign Language in English learning contexts. This study employed an action research design following the model proposed by Kemmis and McTaggart (1988), conducted in two cycles, involving ten eleventh-grade students at a private secondary school in Jember Regency. The learning activities integrate the gloss strategy in reading with the steps of a Gallery Walk. Data were collected through pre-tests, post-tests, and classroom observations, and analyzed using comparative quantitative and qualitative approaches. The results demonstrate progressive improvement in vocabulary achievement and student engagement across cycles, suggesting that integrating glossing and Gallery Walk effectively supports incidental vocabulary acquisition and learner motivation. These results provide practical implications for vocabulary teaching in secondary EFL classrooms.

**Keywords:** *classroom action research (CAR), English as a foreign language (EFL), glossing strategy, gallery walk, incidental vocabulary acquisition, reading comprehension*

### Abstrak:

Penelitian ini mengkaji efektivitas integrasi strategi gloss dan Gallery Walk dalam meningkatkan pemerolehan kosakata insidental di kelas EFL tingkat sekolah menengah. Masalah utama dalam pembelajaran kosakata di kelas bahasa Inggris adalah ketergantungan pada metode hafalan, yang dapat menyebabkan siswa menjadi kurang termotivasi dan menghambat kemampuan mereka untuk

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*mempertahankan kosakata baru. Namun, penelitian terbatas telah meneliti integrasi strategi glossing dalam praktik kelas interaktif, khususnya dalam konteks bahasa Inggris sebagai Bahasa Asing sekunder Indonesia. Penelitian ini menggunakan desain penelitian tindakan mengikuti model yang diusulkan oleh Kemmis dan McTaggart (1988), yang dilakukan dalam dua siklus, melibatkan sepuluh siswa kelas 11 di sebuah sekolah menengah swasta di Kabupaten Jember. Kegiatan pembelajaran mengintegrasikan strategi gloss dalam membaca dengan langkah-langkah Gallery Walk. Data dikumpulkan melalui pre-test, post-test, dan observasi kelas, kemudian dianalisis menggunakan pendekatan komparatif kuantitatif dan kualitatif. Hasil penelitian menunjukkan peningkatan bertahap dalam pencapaian kosakata dan keterlibatan siswa di setiap siklus, yang mengindikasikan bahwa integrasi strategi gloss dan Gallery Walk secara efektif mendukung pemerolehan kosakata insidental serta motivasi belajar siswa. Hasil ini memberikan implikasi praktis untuk pengajaran kosakata di kelas EFL sekunder.*

**Kata kunci:** penelitian tindakan, glossing, akuisisi kosakata insidental, galeri jalan, pembelajaran Kosakata

## INTRODUCTION

Vocabulary acquisition is a fundamental element of language learning, essential for effective communication and comprehension. Among various strategies, incidental vocabulary learning, which involves acquiring new words through exposure instead of direct instruction, has gained attention due to its ability to improve language proficiency naturally (Liu, 2015; Fan, 2023). However, many Indonesian English as a Foreign Language (EFL) learning environments rely on memorization and isolated vocabulary drills, which fail to engage students meaningfully or promote long-term retention (Katemba, 2025; Lestari & Isma, 2019; Ramadhan, Saukah, & Andreani, 2021; Hamer & Rohimajaya, 2018). This challenge is particularly evident in Indonesian secondary school contexts, where students often encounter English texts with limited strategic support. These issues are consistent with other studies that have shown that students who struggle with English typically have trouble understanding academic materials (Kadwa & Alshenqeeti, 2020).

Research on second language acquisition indicates that excessive cognitive load can prevent learners from effectively processing and retaining new language information (Cancino, 2023). This challenge becomes more significant when students encounter unfamiliar vocabulary without adequate instructional support during reading activities. Despite its importance, vocabulary instruction in Indonesian secondary EFL classrooms has not yet fully supported students' incidental vocabulary development.

Previous studies have emphasized that vocabulary learning is influenced by exposure, meaningful involvement, and contextual language use (Nation, 2017). Similar results show that in EFL classes, interactive teaching methods may greatly increase students' vocabulary knowledge and learning engagement (Aidrahma et al., 2022). Instructional supports such as

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glossing have been recognized as facilitating learners' attention to unfamiliar lexical items and supporting vocabulary development (Yanagisawa, 2020). These findings suggest that providing appropriate textual support during reading activities can enhance learners' vocabulary acquisition in an English as a Foreign Language (EFL) learning environment.

These findings suggest that effective glossing should consider both language and interactivity. Recent studies have demonstrated that dynamic and context-sensitive glossing can facilitate vocabulary learning by supporting learners' meaning construction during reading activities (Weisi & Torang, 2025). However, more research is needed to examine how learner preferences and abilities affect the impact of glossing formats in Indonesian settings. Given the limited exposure to English outside the classroom, implementing engaging vocabulary instruction is especially crucial in Indonesia's EFL context. Previous studies indicate that vocabulary learning in Indonesian schools often relies on memorization and lacks meaningful contextual integration, resulting in low retention and limited learner engagement, whereas incidental vocabulary acquisition promotes vocabulary development through meaningful language exposure rather than explicit memorization (Katemba, 2025; Ramadhan, Saukah, & Andreani, 2021; Asmayanti, 2015). These findings highlight the need for instructional approaches that integrate vocabulary learning into interactive reading activities to promote incidental vocabulary acquisition. Previous research also suggests that varied and contextual learning strategies are essential to support effective vocabulary development and student engagement, particularly in Indonesian EFL classrooms (Wulandari et al., 2023).

The Involvement Load Hypothesis Plus is a more current theoretical paradigm that supports this study (Yanagisawa & Webb, 2022). This approach highlights that the degree of cognitive engagement and motivation created throughout the activity determines how successful vocabulary acquisition is. Glossing activities, in particular, encourage learners to actively process lexical information, which promotes deeper semantic engagement and supports vocabulary retention. Therefore, ILH+ provides a relevant theoretical basis for examining the role of interactive glossing in promoting incidental vocabulary acquisition in EFL classroom contexts.

Although previous research has generally confirmed the positive glossing effect on vocabulary acquisition (Yanagisawa, 2020; Zhu, 2023; Azizi et al., 2022), the findings remain

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inconclusive regarding the relative effectiveness of different gloss types, presentation modes, and learning contexts. Several studies have produced mixed results, indicating that the impact of glossing may vary depending on instructional settings and learner characteristics (Danesh & Farvardin, 2016). Much of the earlier research has taken place in controlled or individual learning environments, with limited attention to interactive classroom practices, particularly in Indonesian secondary English as a Foreign Language (EFL) settings. These limitations indicate the need for further investigation of glossing strategies implemented in authentic and collaborative classroom contexts (Shahiwala et al., 2024).

In light of these gaps, the present study aims to examine the implementation of a glossing strategy integrated with Gallery Walk activities in an Indonesian high school context. The study specifically investigates how this integration enhances students' incidental vocabulary acquisition. By embedding glossing within an interactive Gallery Walk, this study offers practical recommendations for vocabulary teaching and provides empirical data showing that task-supported glossing boosts incidental acquisition among Indonesian high school students learning English as a Foreign Language (EFL).

To operationalize this objective, the glossing strategy is integrated with Gallery Walk activities to promote student participation, peer interaction, and engagement with reading texts in an authentic classroom setting. By situating glossing within an active learning environment, this study seeks to provide a context-sensitive contribution to vocabulary instruction in Indonesian EFL classrooms. In this study, incidental vocabulary acquisition refers to students' ability to acquire new lexical items through meaning-focused reading and interaction activities without explicit vocabulary memorization or direct vocabulary instruction. Based on the issues mentioned above, the present study seeks to address the following question: **How is the glossing strategy supported by the Gallery Walk activities implemented to enhance students' incidental vocabulary acquisition in an Indonesian high school EFL classroom?**

## METHOD

### *Design*

This research was conducted using the Classroom Action Research (CAR) model based on the framework by Kemmis and McTaggart (1988), which is structured in a cyclical

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sequence consisting of planning, action, observation, and reflection. The study focused on the implementation of a glossing strategy supported by Gallery Walk activities in an EFL classroom. Interactive glossing was defined as multiple-choice vocabulary annotations requiring learner engagement, whereas non-interactive glossing provided direct meanings or L1 translations. Incidental vocabulary acquisition was operationalized as students' unintended learning of selected target words through interaction with glossed text, as reflected in their post-test scores.

***Participant***

This research involved ten students from the eleventh grade (approximately 16–17 years old) from SMA Muhammadiyah 1 Rambipuji, located in Jember, East Java. The class consisted of male and female students and reflected a typical Indonesian foreign-language classroom characterized by differing levels of proficiency. Based on teacher feedback and initial observations, the participants exhibited low to moderate English proficiency, particularly in vocabulary knowledge and reading comprehension.

Purposive sampling was used to select the participants because the researcher was conducting teaching practice (PPL) at the school and was assigned to teach this class. The selection was based on accessibility, teaching responsibility, and students' willingness to participate. The relatively small sample size reflects the actual number of students in the class and is considered appropriate for action research, which emphasizes in-depth classroom intervention rather than statistical generalization. Before data collection, participants were briefed about the purpose of the study and agreed to participate voluntarily. Ethical considerations were observed by ensuring students' privacy and clarifying that participation in the study would not influence their academic scores.

Preliminary observations and discussions with the English teacher indicated that students had limited vocabulary mastery and low learning motivation. Classroom observations also revealed that many students appeared passive when engaging with conventional reading materials, and the average score of daily vocabulary tests was 4.0 on a 10-point scale. These initial conditions served as baseline information and informed the planning of the instructional intervention.

***Instrument***

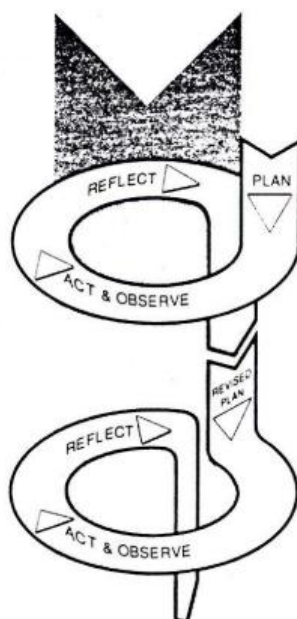
This study employed two research instruments, namely a vocabulary test and a classroom observation checklist, which served to collect quantitative and qualitative data, respectively. The vocabulary test was designed as an objective multiple-choice test consisting of 15 items, designed to measure students' incidental vocabulary acquisition after their exposure to glossed reading text integrated with Gallery Walk activities. Each item focused on the target vocabulary presented during the learning activities. The assessment was conducted as both a pre-test and a post-test in each cycle to evaluate students' incidental vocabulary gains prior to and following the instructional intervention. To ensure content validity, the test items were created to align with the learning objective and were reviewed through expert judgment by an English teacher to ensure their appropriateness for the students' proficiency level.

The classroom observation checklist served as the second instrument and was used to document students' engagement, interaction, and participation during the implementation of glossing and Gallery Walk activities. The observation focused on indicators such as students' involvement in reading tasks, participation in group discussions, responsiveness to glossed vocabulary, and overall learning engagement. The observation was conducted as a non-participant observation by an independent English teacher who was not directly involved in the instructional process. The observer used a structured observation sheet to record student engagement, interaction, and responses during learning activities. This approach allowed for consistent and systematic documentation of students' behavioral responses throughout the instructional cycles.

***Data collecting technique***

In this study, data collection was conducted over several teaching sessions, each lasting about 60 minutes, in an authentic classroom environment at SMA Muhammadiyah 1 Rambipuji. The intervention was conducted in six teaching sessions organized into two CAR phases. Cycle I consisted of three meetings, focusing on introducing the glossing strategy through Gallery Walk activities and identifying instructional challenges. Cycle II consisted of three meetings, implementing refined procedures based on the reflection of Cycle I. The

overall research procedure followed the cyclical model of Classroom Action Research proposed by Kemmis and McTaggart (1988).



**Figure 1. The Action Research Spiral, adapted from Kemmis and McTaggart (1988)**

As illustrated in Figure 1, this study adopted a cyclical action research design adapted from Kemmis and McTaggart (1988). The process moved through four linked stages: planning, action, observation, and reflection. The primary goal of data collection was to examine students' incidental vocabulary acquisition and learning engagement during the implementation of a glossing strategy supported by the Gallery Walk activity. To capture the effectiveness of the intervention comprehensively, two types of data were collected:

1. Quantitative data - vocabulary acquisition measurement.

Quantitative findings were obtained from student scores on assessments given at the beginning and end of each action cycle. The pretest and post-test consisted of 15 multiple-choice items adapted from online reading comprehension sources, especially from Oxford Online English and ESL Lounge. These items were selected and adjusted to match the vocabulary embedded in the narrative texts used during the learning cycles. The texts on both websites were chosen due to their narrative, which aligns with the learning materials used in this study, and their pre-intermediate level of difficulty, which corresponds to the students' proficiency level. The vocabulary items were carefully reviewed and modified to ensure they reflect the glossed words introduced during the intervention. This adaptation process aimed to

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maintain contextual relevance and ensure the test measured incidental vocabulary acquisition effectively. To maintain consistency in measurement, identical test instruments were administered at the initial and final assessment stages. To reduce the test-retest effect, the tests were administered with a week's interval and without item-specific feedback after the pretest. The test results were recorded on a scale for consistency across both cycles.

## 2. Qualitative data – classroom observations in CAR

Qualitative data were collected through systematic classroom observations conducted during the action and observation stages of each CAR cycle. The observation focused on students' participation in Gallery Walk activities, responsiveness to glossing strategies, peer interaction during vocabulary tasks, and overall learning engagement. A structured observation checklist was used to document these behaviors in real time. Notes were collected after each session to capture immediate impressions and behaviors, providing a rich narrative of classroom dynamics. The classroom observation checklist used in this study was adapted based on established frameworks of meaningful classroom learning, such as cognitive engagement, instructional strategy, group dynamics, and contextual application (Hong et al., 2020).

The combination of quantitative assessments and qualitative observations aligns with the reflective and iterative nature of CAR, ensuring that the findings are measurable and contextually grounded. This dual data approach enhances the validity of the research by capturing not only the improvements in students' vocabulary but also their engagement and responses to the learning process.

## Cycle Implementation

### *Cycle I*

- 1) Planning: Selected narrative texts were glossed using two formats: direct L1 translation (non-interactive) and multiple-choice (interactive). Gallery Walk posters were prepared. Observation indicators were developed.
- 2) Action: Students read glossed texts posted around the classroom in small groups and completed vocabulary tasks. At the end of each session, they selected two glossed words to use in sentences and shared them orally.
- 3) Observation: Data were collected on student engagement, collaboration, and vocabulary use.

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- 4) Reflection: Students showed initial improvement, but some texts were too long, and time management was ineffective. These insights guided the planning for Cycle II.

***Cycle II***

- 1) Planning: Texts were simplified; time allocations were refined; and more structured sentence-building tasks were added.
- 2) Action: Students participated again in the Gallery Walk with new glossed texts and practiced vocabulary through collaborative tasks.
- 3) Observation: Participation became more consistent, and students used glossed words more accurately.
- 4) Reflection: The average post-test score rose to the target of 65.4 (on a 0-100 scale), meeting the mastery target and showing better engagement and vocabulary application.

The main instructional materials in this study consisted of English narrative texts embedded with glosses that provided immediate word meanings in the students' first language (L1) and short contextual explanations. These glossed texts were carefully selected and adapted to match students' proficiency levels and support the vocabulary items targeted in the learning objective. To facilitate the Gallery Walk activity, the glossed texts were printed on large posters and displayed around the classroom as reading stations. Students moved in groups from one station to another, reading the texts, discussing glossed words, and completing short vocabulary tasks. This movement-based setting aims to create a more engaging learning experience and to promote contextual and incidental vocabulary learning through collaborative and repeated exposure.

To examine the effectiveness of the strategy of providing explanatory notes supported by Gallery Walk activities, quantitative and qualitative data were analyzed systematically in two research cycles. This analysis aims to determine the extent to which students' vocabulary mastery and classroom engagement improved after the intervention.

***Data analysis technique***

Quantitative data from students' pre-test and post-test results were analyzed by calculating individual scores using the formula: the number of correct answers divided by the total number of questions, then multiplied by 100. The results were then analyzed descriptively by computing mean scores and the percentage of students achieving the Minimum Mastery Criterion (MMC) of 65. The MMC of 65 was determined based on the

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classroom's minimum passing standard and adjusted to reflect students' initial proficiency level, making it a realistic and attainable benchmark within the research context. These calculations were conducted using Microsoft Excel 2019 and presented in tables to illustrate students' vocabulary improvement across cycles. Descriptive statistical analysis is frequently used in Classroom Action Research to examine students' learning outcomes over cycles, especially when figuring out mean scores and percentage improvement to gauge the degree of progress made (Siregar et al., 2024). This approach aligns with Xu and Zammit (2020), who explain that a descriptive design allows researchers to examine student learning outcomes through direct observation and descriptive comparison of performance changes. This research was conducted across two cycles following the principles of Classroom Action Research, where actions were repeated based on reflective evaluation of the learning improvement in each cycle. This study concluded in Cycle II because the students' vocabulary achievement showed a clear improvement from one cycle to the next, as indicated by the increase in average scores and the growing number of students meeting the Minimum Mastery Criteria (MMC).

The qualitative data obtained from the classroom observation checklist were analyzed descriptively by summarizing student participation, engagement, collaboration, and vocabulary use during the glossing and Gallery Walk activities in both cycles. The observation results were interpreted by comparing behavioral changes between Cycle I and Cycle II and were triangulated with quantitative findings to strengthen the credibility of the results.

## **RESULT AND DISCUSSION**

### ***Result***

The results of this Classroom Action Research are reported based on students' vocabulary test scores and classroom observation findings in two learning cycles. The students' vocabulary performance before and after the intervention is shown using the pre-test and post-test results. In the first Cycle, students were introduced to a glossed reading text presented through the Gallery Walk activity. The mean pre-test score was 48.7, increasing to 58.0 in the post-test, with an average gain of 9.3 points. The pre-test score in Cycle I represents students' initial performance before the implementation of the glossing and Gallery

Walk activities. The detailed comparison of students’ pre-test and post-test scores in Cycle I is presented in Table 1.

**Table 1. Students’ Vocabulary Achievement in Cycle I**

<i>Students</i>	<i>Pretest Score</i>	<i>Posttest Score</i>
<i>Student 1</i>	40	47
<i>Student 2</i>	47	53
<i>Student 3</i>	53	60
<i>Student 4</i>	60	67
<i>Student 5</i>	53	67
<i>Student 6</i>	47	60
<i>Student 7</i>	40	53
<i>Student 8</i>	47	60
<i>Student 9</i>	53	60
<i>Student 10</i>	47	53
<b><i>Average</i></b>	<b>48.7</b>	<b>58</b>

Table 1 above presents the pre-test and post-test scores of ten eleventh-grade students. Scores ranged from 40 to 60 during the pre-test and 47 to 67 during the post-test, with all students showing improvement. The average post-test score for Cycle I was 58, with two students achieving  $\geq 65$  and eight scoring below 65. Based on these results, Cycle II was conducted.

**Table 2. Students’ Vocabulary Achievement in Cycle II**

<i>Students</i>	<i>Pretest Score</i>	<i>Posttest Score</i>
<i>Student 1</i>	47	60
<i>Student 2</i>	53	60
<i>Student 3</i>	60	73
<i>Student 4</i>	53	67
<i>Student 5</i>	60	73
<i>Student 6</i>	53	60
<i>Student 7</i>	60	67
<i>Student 8</i>	73	80
<i>Student 9</i>	60	67
<i>Student 10</i>	53	60
<b><i>Average</i></b>	<b>57.2</b>	<b>66.7</b>

Ten students in Cycle II have their pre-test and post-test results shown in Table 2 above. The pre-test scores ranged from 47 to 73, while the post-test scores ranged from 60 to

80. The mean pre-test score was 57.2, and the mean post-test score was 66.7. To further explain students' learning progress, the mean results of the pre-test and post-test in each cycle were examined to determine the improvement scores.

**Table 3. Students' Mean Gain Scores in Each Cycle**

<i>Category</i>	<i>Mean Pre-test</i>	<i>Mean Post-test</i>	<i>Mean Gain</i>
<i>Cycle 1</i>	48.7	58.0	9.3
<i>Cycle 2</i>	57.2	66.7	9.5

Table 3 illustrates the mean scores of the pre-test, post-test, and gain across each cycle. In Cycle I, the mean score increased from 48.7 to 58.0, resulting in a mean gain of 9.3 points. In Cycle II, the mean score increased from 57.2 to 66.7, with an average increase of 9.5 points. In addition to test scores, classroom observation findings are provided in Table 4.

**Table 4. Classroom Observation**

<b>Observation Aspect</b>	<b>Cycle 1</b>	<b>Cycle 2</b>
<i>Class Organization</i>	<i>Group interaction was limited at first; some students were passive</i>	<i>Student works more confidently: clearer grouping and presentation in the final session</i>
<i>Teacher's Role</i>	<i>The teacher modeled and facilitated consistently; students still depended on guidance.</i>	<i>The teacher shifted to a facilitator role; less intervention is needed.</i>
<i>Student Engagement</i>	<i>76-90% engagement; some students were still passive</i>	<i>Reached 91 – 100% of students enthusiastic and intrinsically motivated</i>
<i>Learning by Doing</i>	<i>Students began applying vocabulary in basic ways, limited to sentence tasks.</i>	<i>Students created contextual examples and reflected meaningfully.</i>
<i>Cognitive Level (Bloom's)</i>	<i>Mostly applied and analyzed; a few moved beyond applying vocabulary</i>	<i>Students reached the evaluation and created levels by the end</i>
<i>Contextual Learning</i>	<i>Vocabulary was related to daily life; applied in structured examples</i>	<i>Vocabulary used real-life expressions and student-generated contexts</i>
<i>Group Work Dynamics</i>	<i>Some task distribution; in early sessions, group work was uneven</i>	<i>Effective and equitable task distribution was observed consistently</i>
<i>Learning Styles Addressed</i>	<i>Mostly verbal and visual; used posters and reading-based activities</i>	<i>Multiple styles supported: verbal, interpersonal, visual; social interaction deepened</i>
<i>Low-impact Motivation</i>	<i>Grades mentioned in Cycle 1; some needed extrinsic prompting</i>	<i>No low-impact motivators observed; students motivated by success and peer interaction</i>

As shown in Table 4, classroom observations recorded students’ participation, interaction patterns, and engagement in both cycles. The observation notes describe students’ task completion, group interaction, and responses to glossed vocabulary during learning activities.

The observation results describe teacher guidance, student participation, and classroom activities during the implementation of glossing and Gallery Walk. To provide a clearer overview of students’ learning outcomes, the following section presents the percentage of students who reached the mastery level (score  $\geq 65$ ) in each cycle. Table 5 below shows a comparison of completeness.

**Table 5. Students’ Completeness Percentage per Cycle**

<i>Category</i>	<i>Completeness Percentage</i>	<i>N (Students <math>\geq 65</math>)</i>
<i>Cycle 1</i>	<i>20%</i>	<i>2 out of 10</i>
<i>Cycle 2</i>	<i>60%</i>	<i>6 out of 10</i>

As shown in Table 5, in Cycle I, two out of ten students (20%) achieved scores equal to or above 65. In Cycle II, six out of ten students (60%) achieved scores equal to or above 65.

**Discussion**

The results of this classroom action research demonstrate a steady improvement in students’ vocabulary achievement throughout two learning cycles. The average score went up from 48.7 on the pre-test to 58.0 in Cycle I and continued to rise to 66.7 in Cycle II. This pattern indicates a positive development in students’ vocabulary performance following the implementation of interactive glossing and Gallery Walk activities. The gain score reached 9.3 points from the pre-test to Cycle I and 9.5 points from Cycle I to Cycle II, reflecting consistent learning progress. Furthermore, the proportion of students who met the minimum mastery criterion (score  $\geq 65$ ) rose from 20% in Cycle I to 60% in Cycle II. Overall, these quantitative findings provide empirical evidence that the instructional strategies applied in this study supported students’ incidental vocabulary learning in the English as a Foreign Language (EFL) educational context. This pattern of gradual improvement is similar to findings reported by Anggia and Habók (2023), who observe that incidental vocabulary gains tend to

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increase after learners become familiar with task procedures. However, unlike experimental studies that report immediate gains, the improvement in this study occurred progressively across cycles, reflecting the instructional refinement focus of Classroom Action Research.

Despite this overall improvement, the findings from Cycle I reveal several instructional and cognitive challenges that limited students' vocabulary development during the initial implementation. Specifically, the limited vocabulary gains in Cycle I indicate that students had not yet fully benefited from the instructional strategies implemented during the initial phase. Although students demonstrated initial engagement with glossed texts, their vocabulary use remains superficial and heavily dependent on direct translation. Classroom observation notes indicated that many students relied heavily on teacher explanations and peer translation, with limited independent effort to infer word meanings from context. This pattern of superficial vocabulary use during the initial cycle has also been documented in previous studies on incidental vocabulary learning. This finding aligns with Karimi (2024), who reported that task-based learning activities can enhance incidental vocabulary acquisition by increasing learner engagement and sustained attention during meaning-focused tasks. This finding aligns with previous research suggesting that learners often require an adjustment period before benefiting fully from meaning-focused vocabulary activities (Nation, 2017). Oktriyani and Ratmanida (2025) revealed that one of the main challenges for EFL learners in Indonesia is the limited strategies for understanding new vocabulary, and the use of graphic organizers has been proven to help increase interest while also facilitating the mapping of meaning. Similarly, Lestari and Isma (2019) explain that translation supports immediate comprehension but does not necessarily promote deeper contextual processing. In this study, unclear instructions and uneven peer interaction further restricted meaningful vocabulary integration. Dominant students tended to control discussions, while others remained passive, reducing opportunities for collaborative meaning negotiation. Moreover, the complexity of reading texts increased students' cognitive load, hindering vocabulary processing (Anggia & Habók, 2023). This observation is consistent with Ünal (2023), who explains that excessive cognitive load during L2 reading may limit learners' capacity to process unfamiliar lexical items effectively. Well-designed glossing can reduce extraneous load and facilitate deeper vocabulary processing. These challenges indicate that, in the context of this study, initial exposure to glossed texts alone was insufficient to promote deeper vocabulary processing without structured guidance and balanced interaction, as interpreted from the Cycle I findings.

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This situation indicates that a clearer task structure and visual-text support were necessary to maintain students' attention and promote deeper vocabulary engagement in this classroom context.

In response to these challenges, targeted instructional adjustments were implemented in Cycle II as part of the reflective process of Classroom Action Research. As reflected in the increased vocabulary scores in Cycle II, these adjustments led to more effective vocabulary learning conditions. Text difficulty was reduced, Gallery Walk procedures were redesigned to promote balanced participation, and students were encouraged to explore vocabulary meanings through peer discussion. The use of instructional media and visually supported activities has been shown to facilitate vocabulary mastery by helping learners process lexical information more meaningfully (Hamer & Rohimajaya, 2018). The improvement in students' vocabulary scores and the more balanced peer participation observed in Cycle II suggest that structured interaction enhanced learners' engagement with target words. This finding is consistent with Eskandari et al. (2024), who demonstrated that task type influences the depth of vocabulary processing and learning outcomes among English as a Foreign Language learners. These improvements correspond with Hazrat and Read's (2022) refinement of the Engagement Load Hypothesis, which emphasizes the dominant role of the evaluation component in vocabulary retention. The spiral model of classroom action research proposed by Kemmis & McTaggart (1988), which views planning, action, observation, and reflection as interconnected stages for improving learning, aligns with this reflective adjustment process. Although the search element remained limited, the increased emphasis on contextual elaboration and peer explanation activated deeper processing, underscoring the importance of iterative reflection. Similar results were reported by Katemba (2025), who found that collaborative annotation enhances comprehension, and Soleimani et al. (2022), who underline the role of repeated exposure in incidental vocabulary acquisition.

The improvement observed in Cycle II is consistent with previous research indicating that well-designed glossing can support incidental vocabulary learning through meaning-focused activities. Similarly, interactive learning activities have been shown to promote vocabulary development and active student engagement in EFL classrooms (Aidrahma et al., 2022). Compared to previous glossing studies conducted in controlled or experimental settings (Yanagisawa, 2020; Hazrat & Read, 2022), the present study demonstrates how glossing strategies function within an iterative Classroom Action Research framework that

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emphasizes instructional refinement. Similarly, Weisi (2025) reported that dynamic textual and auditory glosses significantly enhance learners' vocabulary development in quasi-experimental settings. While their study focused on treatment effects under controlled conditions, the present study extends these findings by illustrating how glossing strategies can be refined through iterative classroom implementation to support incidental vocabulary learning. This improvement suggests that vocabulary learning was not primarily driven by intentional memorization, but emerged from meaning-focused activities in which students encountered and processed new words incidentally. Yanagisawa (2020) and Hazrat and Read (2022) demonstrate that elaborate and interactive glosses promote stronger lexical retention than simple definitions. In addition, Kim et al. (2023) demonstrated through eye-tracking evidence that glossed texts influence learners' reading behavior and lexical attention, suggesting that glossing can enhance incidental vocabulary acquisition when learners are cognitively engaged during reading tasks. Durongbhandhu and Suwanasilp (2021) and Mezher (2024) further argue that multimedia annotations enhance semantic processing through visual and auditory support. Similarly, interactive glossing has been found to strengthen student engagement and vocabulary use (Lofgren, 2022). In this study, these principles were reflected in students' increased independence in vocabulary application. This result was consistent with contextual learning's ability to enhance word comprehension and retention (Omolu, Fariani, & Marhum, 2022).

Furthermore, the results of this study are consistent with the fundamental principles of vocabulary learning, which emphasize frequent exposure, meaningful engagement, and use in context (Nation, 2017). From a cognitive perspective, this pattern of improvement reflects deeper levels of lexical processing, where learners engage with vocabulary through contextual interpretation and peer discussion rather than surface-level repetition. This view is in line with the Levels of Processing framework proposed by Craik and Lockhart (2016), which argues that deeper semantic processing results in stronger and more durable memory. Students in this study were repeatedly exposed to target vocabulary through glossed texts and collaborative activities, supporting sustained lexical engagement. Incidental vocabulary acquisition has also been shown to be most effective when learners are involved in meaningful tasks without explicit memorization demands (Liu, 2015), a condition reflected in the Gallery Walk activities. Glossing has been further confirmed to facilitate vocabulary development during reading when learners actively process lexical information (Ertürk, 2016). Recent studies

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indicate that well-designed glossing strategies enhance vocabulary retention by promoting deeper semantic processing (Zhu, 2023; Azizi, Hadipourfard, & Bavali, 2022). However, the effectiveness of glossing may vary depending on instructional context and learner characteristics (Danesh & Farvardin, 2016). This variation was also observed in the present study, particularly in Cycle I, where students required additional instructional support before benefiting fully from the intervention.

Students' socio-cultural background also influenced the pedagogical improvements in Cycle II. Learners in collectivist and high-power distance classroom cultures tend to depend on teacher guidance, especially in the early stages of learning (Loh & Teo, 2017). The structured format of the Gallery Walk provided a culturally appropriate learning environment that encouraged participation and responsibility. Through movement, peer interaction, and focused discussion, students engaged more actively with vocabulary items. Vocabulary learning is most effective in interaction-rich contexts (Ramadhan, Saukah, & Andreani, 2021), which explains the strengthened peer scaffolding and more confident vocabulary use observed in Cycle II. This finding aligns with Fida et al. (2022), who found that Gallery Walk activities enhance collaborative interaction and promote active engagement during reading-based classroom activities.

Furthermore, the transition from passive participation to active engagement reflects deeper cognitive involvement in vocabulary learning. The ability to make inferences about unknown words is an important indicator of success in indirect vocabulary acquisition (Furtado et al., 2018). This finding supports the interpretation that evaluation embedded in collaborative contexts has a strong influence on retention (Hazrat & Read, 2022). Local and international studies have reported that task-based and movement-oriented classroom activities enhance student participation and vocabulary engagement (Bahtiar et al., 2020; Eskandari et al., 2024). This study extends these findings by demonstrating how reflective instructional adjustments and text simplification can enhance lexical engagement in English as a Foreign Language (EFL) in educational settings.

From a theoretical perspective, vocabulary retention is influenced by the degree to which learning tasks engage learners through need, search, and evaluation (Yanagisawa & Webb, 2022). In this study, interactive glossing strengthened the evaluation component through collaborative explanation and contextual processing. This supports Hazrat and Read's (2022) argument that evaluation has the strongest impact on incidental vocabulary learning.

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Students who engaged in sentence construction and peer-led explanation benefited more than those who relied on isolated definitions. The limited role of the search element further confirms that Yanagisawa and Webb (2022) conclude that search does not consistently predict learning outcomes. These results demonstrate how Involvement Load Hypothesis (ILH) based strategies can be effectively applied in the English as a Foreign Language (EFL) classroom through action research.

Although the results were positive, this study has some limitations. The research was conducted in only one class because the sample was relatively small. As a result, the ability to assess the generalizability of the findings is very limited. The intervention was implemented over two cycles within a limited time frame, which may not fully represent long-term vocabulary development. In addition, the minimal use of independent vocabulary search activities restricted students' opportunities for autonomous lexical exploration. These limitations suggest that future studies should involve larger samples, longer intervention periods, and a wider range of vocabulary-learning strategies.

Overall, this study concludes that incidental vocabulary acquisition is influenced by meaningful exposure, learner engagement, and contextual processing. These findings are consistent with Nation's (2017) principle of repeated exposure and meaningful involvement, as well as Liu's (2015) view that incidental learning is effective when embedded in communicative tasks. The use of interactive glossing facilitated deeper lexical processing through evaluation and contextual interpretation, supporting the Involvement Load Hypothesis Plus (Yanagisawa & Webb, 2022). This theory emphasizes that vocabulary retention is strengthened when learning tasks involve meaningful evaluation and cognitive engagement.

In addition, the Gallery Walk functioned as a task-based learning environment that increased engagement and repeated exposure, consistent with prior research on collaborative and movement-based learning (Bahtiar et al., 2020; Soleimani et al., 2022). Collaborative interaction also supported meaning negotiation and learner autonomy, confirming earlier findings in Indonesian EFL contexts (Ramadhan et al., 2021). Instructional adjustment in Cycle II further reflects the importance of a culturally responsive learning environment (Loh & Teo, 2017). Working within a theoretically grounded and collaborative framework can effectively promote sustained incidental vocabulary acquisition among Foreign Language English learners.

## CONCLUSION AND IMPLICATION

### ***Conclusion***

This study demonstrates that the implementation of a glossing strategy supported by Gallery Walk activities can effectively enhance students' incidental vocabulary acquisition in an Indonesian high school English as a Foreign Language (EFL) classroom. The findings show that vocabulary development occurred through incidental learning processes, as students acquired new words without explicit vocabulary instruction or memorization activities. Through structured glossed reading tasks integrated with movement-based collaborative activities, students were encouraged to engage with new vocabulary in meaningful contexts across two Classroom Action Research cycles. The findings show that students' vocabulary development improved alongside increased learning engagement, as reflected in active participation, peer interaction, and involvement in vocabulary-related tasks. This improvement indicates that incidental vocabulary learning is strengthened when learners actively process lexical items through discussion, contextual interpretation, and collaborative explanation rather than relying solely on direct translation.

This study also demonstrates novelty by showing how the glossing strategy can be operationalized through movement-based collaborative tasks within a Classroom Action Research framework. While previous studies have examined glossing and Gallery Walk independently, this research highlights their combined role in supporting incidental vocabulary acquisition through reflective instructional adjustment and interactive classroom practices. Overall, this study contributes to a clearer understanding of how integrated glossing and Gallery Walk activities can effectively support incidental vocabulary learning in Indonesian EFL classroom contexts.

### ***Limitation***

This study has several limitations that need to be considered when interpreting its results. The small sample size of only ten students from one class limits the representativeness and generalizability of the results to broader English as a Foreign Language (EFL). The findings may reflect specific classroom characteristics rather than the conditions of large or more diverse learner populations. In addition, the study was conducted over only two Classroom Action Research cycles within a limited time frame, which restricted the

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examination of long-term vocabulary retention and sustained learning effects. The research relied mainly on vocabulary tests and classroom observations, without incorporating additional data collection methods such as interviews, learning journals, or a delayed post-test, which may have limited deeper insights into students' learning processes. Furthermore, the instructional materials and observation procedures were designed and implemented by the researcher, which may have influenced objectivity and consistency in data interpretation. Therefore, alternative research designs, longer intervention periods, larger samples, and more varied data collection methods are needed to address these limitations in future studies.

***Implication***

The findings of this Classroom Action Research conducted in one Indonesian secondary English as a Foreign Language (EFL) classroom over two cycles suggest practical implications for vocabulary instruction. Integrating glossed reading tasks with collaborative activities such as Gallery Walk may support incidental vocabulary development by promoting contextual understanding and peer interaction. Within the scope of this study, this approach encourages more student-centered, interactive learning practices and may inform instructional planning at the classroom and school levels in similar contexts. Theoretically, the study reinforces the role of glossing as a facilitative strategy in incidental vocabulary acquisition. However, due to the short duration and limited sample, the findings should not be generalized broadly. Future research involving longer interventions, larger samples, validated reading materials, and multiple observers is recommended to strengthen the reliability and generalizability of the results across different proficiency levels and educational settings.

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