

IMPROVING ENGLISH SPEAKING SKILLS USING CREATIVE CRAFTING MEDIA

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Abstract

This study investigates the use of creative handicraft media to improve the English speaking skills of eighth-grade students at SMP Surya Dharma 2 Bandar Lampung. The research was conducted in response to students' difficulties in speaking English, particularly related to low confidence, limited vocabulary, and fear of making mistakes. Handicraft activities were incorporated into speaking lessons to provide students with meaningful learning experiences and to encourage active participation. The results show that the use of creative handicraft media positively influences students' speaking performance and classroom involvement. This study demonstrates that creative handicraft media can be an effective learning alternative in junior high school English classes, as it helps create a more engaging learning atmosphere and supports students in developing confidence when speaking English.

Keywords: Creative Crafting Media, English Speaking Skills, Language Learning Media

INTRODUCTION

In many EFL classrooms, teachers still dominate classroom talk, which limits students' opportunities to practice speaking English actively. Speaking is a crucial language skill because it enables learners to express ideas, thoughts, and feelings effectively. However, Indonesian students often experience difficulties speaking English due to limited practice, low confidence, fear of making mistakes, and insufficient vocabulary (Aditama et al., 2020; Listyaningrum, 2017). As a result, students tend to remain passive and avoid using English even in simple communicative situations.

Traditional teaching approaches, such as dialogue memorization and textbook-based exercises, are often inadequate for fostering speaking fluency and confidence. These methods rarely engage students in meaningful and authentic speaking activities, which leads to low motivation and slow development of oral skills (Brown & Lee, 2017). Therefore, innovative instructional strategies are needed to create more engaging learning environments that encourage students to speak actively.

One such innovation is the use of *creative crafting media*. Creative crafting media refer to learning media that involve hands-on activities using simple materials to produce creative objects that support learning. This type of media provides students with concrete contexts for communication while simultaneously encouraging creativity and active participation. By integrating speaking practice with creative tasks, creative crafting media are expected to reduce students' anxiety and increase their willingness to communicate in English.

Based on the researcher's teaching internship experience at a junior high school, students were found to have difficulty speaking English even in basic conversation topics. Many students felt insecure, shy, and afraid of making mistakes, which hindered their speaking performance. Supporting this condition, Pratiwi and Prihatini (2021) reported that students' speaking difficulties stem from factors such as shyness, limited vocabulary, low motivation, and lack of confidence. These challenges highlight the need for learning media that can provide a supportive and engaging environment for speaking practice.

The use of creative crafting media is theoretically supported by constructivist learning principles and dual coding theory. According to Paivio's dual coding theory (2006), learning becomes more effective when information is presented through both visual and verbal channels. Creative crafting media combine visual elements with verbal expression, enabling students to associate physical objects with spoken language, which can enhance comprehension and retention. In addition, crafting activities promote active learning, collaboration, and meaningful interaction, all of which are essential for speaking development.

Previous studies have shown that creative crafting media can positively influence language learning. Research by Lestariningsih and Parmiti (2021) and Antara and Dewantara (2022) found that crafting-based media increased student engagement, vocabulary mastery, and confidence in speaking. Other studies also reported improvements in motivation and learning outcomes through the use of creative media (Musdizal et al., 2023; Liu et al., 2018). However, most existing studies focus on learners at lower proficiency levels or emphasize general language skills rather than speaking performance specifically at the junior high school level.

Therefore, this study addresses a research gap by examining the effectiveness of creative crafting media in improving English speaking skills among junior high school students. By focusing on speaking ability and providing empirical evidence within this educational context, this study aims to contribute to the literature on innovative media use in EFL instruction and offer practical implications for classroom teaching.

METHODOLOGY

Research Method

This study employed a quasi-experimental design, specifically a one-group pretest–posttest design, as the research did not involve a control group. Quasi-experimental research is defined as an experimental approach in which the assignment of participants to experimental conditions is not randomized (Hastjarjo, 2019). This design is commonly used in educational research due to the difficulty of controlling external variables in classroom settings (Abraham & Supriyati, 2022). According to Rahmawati and Hardini (2020), the one-group pretest–posttest design involves conducting observations twice: before the treatment (pre-test) and after the treatment (post-test).

In this study, students were first given a pre-test to measure their initial speaking ability. Afterward, the treatment was implemented through the use of crafting media in English-speaking activities. During the treatment, students created handicraft products based on learning themes and used their creations as media to support speaking practice, such as describing, explaining, and presenting their crafts orally. At the end of the treatment sessions, a post-test was administered to measure students' speaking ability after receiving the treatment.

Research Location

This study was conducted at Surya Dharma 2 Junior High School, focusing on eighth-grade students. The school was selected based on methodological considerations relevant to the research variables, particularly the observed difficulties of students in speaking English, such as low confidence and limited vocabulary. Additionally, the school provides an appropriate learning environment for the implementation of creative media, making it suitable for examining the effectiveness of crafting media in improving students' speaking skills.

Population and Sample

The population of this study consisted of all eighth-grade students at Surya Dharma 2 Junior High School. The sample was selected using **purposive sampling**, which is a sampling technique based on specific criteria determined by the researcher (Lena et al., 2019). The criteria for sample selection included students who were actively participating in English learning activities and had relatively low speaking performance based on preliminary observation. Based on these criteria, one class of eighth-grade students was selected as the research sample.

Data Collection Technique

The data were collected through speaking tests, administered in the form of a pre-test and a post-test. The pre-test was conducted before the treatment to identify students' initial speaking ability. The post-test was conducted after the treatment to determine any improvement in students' speaking performance.

The speaking test assessed students' speaking ability based on five aspects: pronunciation, grammar, vocabulary, fluency, and comprehension. During the test, students were asked to perform oral speaking tasks related to the given topics. The scores obtained from the pre-test and post-test were then compared to analyze whether there was a significant improvement in students' speaking ability after the implementation of crafting media.

Research Instrument

The research instrument used in this study is a pre-test which is carried out at the beginning before the treatment is given and a post-test which is carried out at the end after the treatment is given. With several aspects assessed as follows:

Table 1. Grids of Observed Aspects

Num.	Aspect	Score				
		1	2	3	4	5
1	Vocabulary					
2	Fluency					
3	Pronunciation					
4	Grammar					
5	Comprehension					

The table above shows speaking aspects Brown, (2004). Each score for each aspect had the details as follows:

- 5: Outstanding for every speaking talent
- 4: Very good for every speaking skill
- 3: Good for every speaking skill
- 2: Poor for every speaking skill
- 1: Worst for every speaking skill

FINDINGS AND DISCUSSION

This study employed a quantitative quasi-experimental design using a single-group pretest–posttest approach. Before hypothesis testing, the assumption of normality was examined using the Shapiro–Wilk test.

Table 2. Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.131	17	.200*	.953	17	.504
Posttest	.177	17	.160	.942	17	.347

The results indicate that both pretest and posttest scores were normally distributed ($p > 0.05$). Therefore, parametric analysis was appropriate.

A paired sample t-test was then conducted to examine differences between pretest and posttest scores following the implementation of creative crafting media.

Table 3. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	46.76	17	13.456	3.264
	Posttest	62.65	17	11.742	2.848

The mean score increased from 46.76 in the pretest to 62.65 in the posttest, indicating an improvement in students' English speaking performance.

Table 4. Paired T-test

		Paired Differences		95% Confidence Interval of the Difference						
		Std. Mean	Std. Deviation	Std. Error	Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pretest -	-15.882	9.720	2.358	-20.880	-10.885	-6.737	16		.000
	Posttest									

The paired sample t-test revealed a statistically significant difference between pretest and posttest scores, $t(16) = -6.737$, $p < 0.001$, with a mean difference of 15.882 points. This result indicates that students' English-speaking performance improved significantly after the treatment.

To complement the significance test, the effect size was calculated using Cohen's d . The result ($d \approx 1.63$) indicates a large effect, suggesting that the observed improvement was substantial in educational terms.

The "Pretest" and "Posttest" scores differ in statistically significant ways, as indicated by the results of the Paired Samples Test .000 is the significance value (Sig. 2-tailed). The pre-test and post-test scores differ statistically significantly, as indicated by the fact that this value is less than 0.05. The paired samples test findings indicate that the pretest and posttest scores differ statistically significantly. With an average difference of 15.882 points, the post-test results were generally far higher than the pretest results.

It is possible to know the paired sample t-test findings, statistical hypotheses, namely:

Ho: There is no effect of using creative crafting media in improving the ability to speak English.

Ha: There is an effect of using creative crafting media in improving the ability to speak English.

Sugiyono states that the following are the findings of the significant value (sig) generated by SPSS. The paired sample t-test yielded the following results:

- If the significance > 0.05 , then H_0 is deemed acceptable
- If the significance < 0.05 , then H_0 is rejected

DISCUSSION

The results demonstrate that the use of creative crafting media contributed meaningfully to the improvement of students' English speaking ability. The statistically significant increase in posttest scores, supported by a large effect size, indicates that the treatment had a strong pedagogical impact rather than a marginal statistical effect.

From a pedagogical perspective, creative crafting media promote active learning by engaging students in hands-on activities that require creativity, collaboration, and verbal expression. During the treatment, students were encouraged to discuss ideas, describe products, and interact with peers while working on creative tasks. These activities provided authentic opportunities for speaking practice in a supportive environment, which may have reduced anxiety and increased confidence. As a result, students were more willing to participate orally, leading to improved speaking performance.

The findings align with constructivist learning theory, which emphasizes that learners construct knowledge through active engagement and meaningful experiences. Creative crafting media allow students to interact directly with learning materials and express ideas through both creative output and spoken language. This learner-centered approach supports deeper cognitive processing and facilitates language development, particularly in speaking skills.

In terms of previous research, the findings of this study are consistent with earlier studies that reported positive effects of creative and media-based instructional approaches on students' language learning outcomes. Prior research has shown that integrating creative activities into language instruction can enhance motivation, engagement, and communicative competence. This study contributes to the literature by providing empirical evidence that creative crafting media are effective in improving English speaking ability within a classroom context.

However, several limitations must be acknowledged. The use of a single-group pretest–posttest design without a control group limits the ability to attribute the observed improvement solely to the treatment. External factors such as students' exposure to English outside the classroom or increased familiarity with the test format may have influenced the results. Therefore, while the findings indicate a positive effect, they should be interpreted cautiously. Future studies are encouraged to employ

experimental designs with control groups to strengthen causal claims and improve the generalizability of the findings.

Overall, this discussion focuses on interpreting the results in relation to pedagogical practice, theoretical perspectives, and previous studies. The findings suggest that creative crafting media can effectively enhance students' English speaking performance, while also highlighting the need for further research using more rigorous research designs.

CONCLUSION

This study demonstrates that the use of *creative crafting media* has a significant positive effect on improving the English speaking skills of eighth-grade students at SMP Surya Dharma 2 Bandar Lampung. The implementation of crafting-based activities in speaking instruction enabled students to practice English in a more engaging and meaningful context, which contributed to better speaking performance after the treatment. The findings indicate that creative crafting media can function as an effective instructional medium to support students' oral language development in the classroom.

From a pedagogical perspective, the use of creative crafting media encourages students to participate more actively in speaking activities, reduces anxiety, and helps build confidence when expressing ideas in English. By integrating hands-on creative tasks with speaking practice, students are provided with concrete support that facilitates vocabulary use, idea organization, and oral expression. However, this study was conducted using a one-group pretest–posttest design without a control group, which limits the ability to attribute the improvement solely to the treatment. Therefore, future studies are recommended to employ a control group or a broader sample to strengthen the generalizability and validity of the findings.

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