

The Effects of Teaching Media and Creativity towards Students' Speaking Skills

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Abstract

English is essential for global communication, yet many Indonesian students struggle with speaking skills due to limited practice, low confidence, and lack of creativity. This study examines the effects of teaching media and creativity on students' speaking skills at private vocational high schools in Bogor. Specifically, it investigates (1) the effect of teaching media, (2) the effect of creativity, and (3) their interaction on speaking performance. A quasiexperimental design was applied with proportionate random sampling involving 80 eleventh-grade students from SMK Telekomedika (experimental group) and SMK Infokom (control group). Data were collected through a creativity questionnaire and speaking tests, then analyzed using ANOVA. Results show significant effects of teaching media (Sig. = 0.001, Fo = 53.778), creativity (Sig. = 0.028, Fo = 5.008), and their interaction (Sig. = 0.033, Fo = 4.705). These findings suggest that interactive media such as guessing games and creativity-focused activities can effectively enhance students' fluency, confidence, and engagement.

Keywords: Teaching Media; Creativity; Speaking Skills

Abstrak

Bahasa Inggris memiliki peran penting dalam komunikasi internasional, tetapi banyak siswa Indonesia masih menghadapi kendala berbicara karena terbatasnya latihan, kurang percaya diri, dan rendahnya kreativitas. Penelitian ini mengkaji pengaruh media pembelajaran dan kreativitas terhadap keterampilan berbicara siswa di SMK swasta di Bogor. Secara khusus, penelitian ini meneliti (1) pengaruh media pembelajaran, (2) pengaruh kreativitas, dan (3) interaksi keduanya terhadap kemampuan berbicara. Metode yang digunakan adalah kuasi-eksperimen dengan teknik proportionate random sampling pada 80 siswa kelas XI dari SMK Telekomedika (kelompok eksperimen) dan SMK Infokom (kelompok kontrol). Data dikumpulkan melalui angket kreativitas dan tes berbicara, kemudian dianalisis menggunakan ANOVA. Hasil penelitian menunjukkan pengaruh signifikan media pembelajaran (Sig. = 0,001, Fo = 53,778), kreativitas (Sig. = 0,028, Fo = 5,008), dan interaksinya (Sig. = 0,033, Fo = 4,705). Temuan ini menegaskan bahwa media interaktif seperti guessing games dan kegiatan berbasis kreativitas dapat meningkatkan kefasihan, kepercayaan diri, serta keterlibatan siswa dalam berbicara bahasa Inggris.

Kata kunci: Media Pembelajaran; Kreativitas; Keterampilan Berbicara



INTRODUCTION

English has become a global lingua franca that plays a crucial role in education, business, technology, and international communication. In Indonesia, English is taught as a compulsory subject from secondary to tertiary levels to equip students with communicative competence for academic and professional purposes. However, despite years of instruction, many students continue to struggle with speaking skills, which demand fluency, accuracy, and confidence in real-time interaction. This persistent gap highlights the need for effective teaching strategies and supportive learning environments, particularly in vocational high schools where communicative competence is critical for workplace readiness.

Despite the acknowledged importance of speaking, Indonesian students often remain reluctant and lack confidence to communicate orally. The EF English Proficiency Index (2022) ranks Indonesia 81st out of 100 countries, reflecting low national proficiency. Similarly, Suwarsih (2002) found that even after six years of formal study, many learners are unable to use English effectively in communication. Classroom practice also tends to prioritize written skills and mechanical drills over interactive speaking (Harmer, 2001), limiting opportunities for creativity and fluency. Meanwhile, creativity has been shown to support learners' spontaneity and expression (Torrance, 1995), yet its role in speaking development remains underexplored. At the same time, communicative activities such as guessing games have been proven to promote meaningful interaction and reduce anxiety in language learning (Wright, Betteridge, & Buckby, 2006), but their application in vocational education is still limited. These gaps underscore the importance of investigating how teaching media and creativity can jointly foster speaking competence.

Accordingly, this study aims to investigate the effects of teaching media and students' creativity on the development of speaking skills in private vocational high schools in Bogor. Specifically, it addresses three questions: (1) Does the use of interactive teaching media, particularly guessing games, significantly influence students' speaking performance? (2) To what extent does students' creativity affect their ability to communicate fluently and confidently in English? and (3) How do teaching media and creativity interact to shape students' speaking outcomes?

The purposes of this study are to obtain: (1) The effect of teaching media towards students' speaking skills at Private Vocational High Schools in Bogor, (2) The effect of creativity towards students' speaking skills at Private Vocational High Schools in Bogor, (3) The interaction effects of teaching media and creativity towards students' speaking skills at Private Vocational High Schools in Bogor.

This research is significant as it contributes theoretically by reinforcing the role of teaching media and creativity in communicative language teaching, while also aligning with the integration of 21st-century skills, particularly creativity and communication. Practically, the findings provide insights for teachers to design more engaging, student-centered speaking activities, and offer implications for curriculum developers and policymakers in vocational education to adopt innovative approaches that enhance communicative readiness for the workplace.

The scope of this study is limited to eleventh-grade students in private vocational high schools in Bogor during the 2024/2025 academic year. It focuses on the use of guessing games as teaching media in the experimental group and conventional methods in the control group, with creativity examined as an internal factor affecting speaking outcomes. Speaking skills are assessed in terms of fluency, pronunciation, vocabulary, grammar, and comprehension. While the study offers valuable insights, it is constrained by its quasiexperimental design, the relatively small sample, and its focus on a specific educational context, which may limit the generalizability of the results.

METHOD

A. Research Desain

This study employed a quantitative research approach with a quasi-experimental design, chosen because full randomization of participants was not feasible in the natural school setting. Quasi-experiments are particularly useful in educational research as they allow researchers to investigate causal relationships while accommodating real-world constraints such as intact class groups and institutional schedules (Stuart & Rubin, 2008). This design provided the flexibility to examine the effects of independent variables while maintaining ecological validity in the school context.

Specifically, the study utilized a 2x2 factorial design, which enabled the researcher to explore not only the main effects of each independent variable but also their interaction effect on the dependent variable. The first independent variable was teaching media, operationalized at two levels: (1) the use of guessing games as an interactive and communicative instructional tool, and (2) conventional teaching methods such as textbook-based explanations and question-answer sessions. The second independent variable was students' creativity, classified into high and low categories based on scores obtained from a validated creativity questionnaire.

The dependent variable of this study was students' speaking skills, measured through a performance-based oral test. The test assessed five key aspects of communicative competence—pronunciation, vocabulary, grammar, fluency, and comprehension—using an analytic rubric to ensure objectivity and consistency. The factorial design allowed for a systematic comparison across four conditions:

1. High-creativity students taught with guessing games,
2. Low-creativity students taught with guessing games,
3. High-creativity students taught with conventional methods, and
4. Low-creativity students taught with conventional methods.

This structure not only revealed how each factor individually influenced speaking outcomes but also highlighted whether the combination of interactive media and learner creativity produced synergistic effects. By employing this design, the study was able to move beyond simple cause-and-effect claims and provide a more nuanced understanding of how internal (creativity) and external (teaching



media) variables interact in shaping speaking performance among vocational high school students

B. Participants

The population of this study consisted of students from private vocational high schools in Bogor Regency during the 2024/2025 academic year, with a total of 541 students across two institutions: SMK Telekomedika (211 students) and SMK Infokom (330 students). Using proportionate random sampling, 80 eleventh-grade students were selected as the sample, representing approximately 15% of the population. The participants were divided into two groups: 40 students from SMK Telekomedika served as the experimental group, taught using guessing games, while 40 students from SMK Infokom formed the control group, taught with conventional methods. Inclusion criteria required participants to be actively enrolled in grade XI and to have completed the prerequisite English courses in the school curriculum. No additional exclusion criteria were applied.

C. Procedures and Instruments

The study was conducted in several structured phases to ensure systematic implementation and reliable results. It began with the administration of a creativity questionnaire, which was used to classify students into high- and low-creativity groups. This initial step was essential to establish baseline data and to enable the factorial analysis of creativity as one of the independent variables.

Following the categorization, the experimental group received instruction using guessing games as the primary teaching medium. These games were carefully designed to stimulate interaction, encourage spontaneous speaking, and reduce students' anxiety in using English. In contrast, the control group was taught through more conventional classroom methods, including textbook-based discussions, explanations, and structured question-answer activities. Importantly, both groups covered the same core speaking materials, ensuring that the only distinction lay in the instructional approach.

The treatment was delivered over several lessons during the second semester of the 2024/2025 academic year, providing students with consistent exposure to their respective instructional methods. At the end of the intervention, all participants completed a speaking test to evaluate their performance.

Two primary instruments were employed for data collection. First, students' speaking skills were assessed using a performance-based oral test, which was scored through an analytic rubric. The rubric evaluated five essential components of speaking competence: pronunciation, vocabulary, grammar, fluency, and comprehension. Each aspect was rated on a scale from poor to excellent, offering a comprehensive and multidimensional measure of communicative ability. Second, students' creativity was measured through a standardized questionnaire consisting of 25 items aimed at capturing elements of divergent thinking, originality, and flexibility in language use and problemsolving.

To ensure the validity and reliability of the instruments, both were subjected to pilot testing prior to the main study. Expert judgment was also sought to verify content validity, while statistical analyses such as reliability coefficients

(Cronbach's Alpha) were used to confirm consistency of measurement. These procedures strengthened the accuracy of data collection and ensured that the findings would be both credible and replicable.

D. Data Collection, Analysis, and Ethical Considerations

The study was carried out between February and May 2025 during the second semester of the academic year at two private vocational high schools in Bogor: SMK Telekomedika and SMK Infokom. Data collection followed a carefully structured sequence to maintain consistency across both groups. The process began with the administration of the creativity questionnaire, which served to classify students into high- and low-creativity categories. Next, the instructional treatment was delivered: the experimental group received lessons through guessing games, while the control group was taught using conventional methods such as textbook discussions and question-answer sessions. Finally, a post-test of speaking skills was administered to all participants to evaluate learning outcomes after the intervention.

The entire intervention spanned several weeks, allowing students sufficient exposure to their respective instructional methods and reducing the risk of short-term or incidental learning effects. This structured sequence ensured that data collection was systematic, comparable between groups, and aligned with the research objective.

RESULTS AND DISCUSSION

The findings of this study provide a comprehensive picture of how teaching media and creativity influence students' speaking skills at vocational high schools. The results are presented in two stages: descriptive analysis and inferential analysis. The descriptive analysis revealed clear performance patterns across the groups, highlighting differences based on the type of instructional media and the level of student creativity. Overall, students who were taught using guessing games consistently achieved higher mean scores in speaking compared to those taught through conventional methods, particularly in the aspects of fluency, vocabulary mastery, and confidence. This suggests that interactive media created a more engaging and supportive learning environment.

Creativity also played an important role. Learners with high creativity outperformed those with low creativity in all aspects of speaking. These students demonstrated stronger spontaneity, originality in expression, and greater adaptability during oral communication tasks. Conversely, students with low creativity tended to rely more on memorized phrases and showed hesitation in spontaneous interaction.

The best results were recorded among students with high creativity taught through guessing games, who obtained an average score of 87.00 with relatively low variability ($S = 4.280$). On the other hand, the lowest scores were found among students with low creativity taught with conventional methods, whose mean score was 73.10. Interestingly, even students with low creativity benefited when taught



using guessing games ($\bar{X} = 80.60$), indicating that interactive media can partially compensate for weaknesses in internal learner characteristics such as creativity. The findings of this study provide a comprehensive picture of how teaching media and creativity influence students' speaking skills at vocational high schools.

Descriptive analysis revealed clear performance patterns across the groups. Students taught using guessing games consistently achieved higher mean scores in speaking compared to those taught through conventional methods, particularly in fluency, vocabulary, and confidence. Learners with high creativity outperformed those with low creativity in all aspects of speaking, demonstrating stronger spontaneity and expressiveness. The best results were obtained by students with high creativity taught through guessing games, while the lowest scores were recorded among students with low creativity taught using conventional methods. Notably, even students with low creativity benefited when taught with guessing games, indicating that interactive media can partially compensate for individual weaknesses. The summary of descriptive findings is presented below:

Tabel 1 Teaching media and creativity combination generated varied results.

Creativity (B)	Teaching Media (A)		Total
	Guessing Game (A1)	Conventional Media (A2)	
High (B1)	N = 20	N = 20	N = 40
	$\bar{X} = 87.00$	$\bar{X} = 73.20$	$\bar{X} = 80.10$
	S = 4.280	S = 5.464	S = 4.84
Creativity (B)	Teaching Media (A)		Total
	Guessing Game (A1)	Conventional Media (A2)	
Low (B2)	N = 20	N = 20	N = 40
	$\bar{X} = 80.60$	$\bar{X} = 73.10$	$\bar{X} = 76.85$
	S = 9.735	S = 5.077	S = 7.406
Total	N = 40	N = 40	N = 80
	$\bar{X} = 83.80$	$\bar{X} = 73.15$	$\bar{X} = 78.47$
	S = 7.00	S = 5.27	S = 5.635

This table clearly demonstrates that both teaching media and creativity independently contributed to performance differences, while their combination generated varied results. To confirm these patterns statistically, a two-way ANOVA was conducted. The analysis revealed three important findings:

1. Teaching Media Effect – The type of instructional media significantly affected students’ speaking performance (Sig. = 0.001, $F_0 = 53.778$). Students taught using guessing games scored substantially higher than those taught with conventional methods, confirming the descriptive results.
2. Creativity Effect – Students’ creativity also had a significant effect on their speaking performance (Sig. = 0.028, $F_0 = 5.008$). High-creativity students outperformed their low-creativity peers across all speaking components.
3. Interaction Effect – There was a significant interaction between teaching media and creativity (Sig. = 0.033, $F_0 = 4.705$). This finding indicates that the impact of teaching media was not uniform across creativity levels. In particular, the combination of high creativity and guessing games produced the most optimal outcomes, while low creativity and conventional methods yielded the weakest performance.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2678.150 ^a	3	892.717	21.164	<.001
Intercept	492666.050	1	492666.050	11679.649	<.001
A	2268.450	1	2268.450	53.778	<.001
B	211.250	1	211.250	5.008	.028
A * B	198.450	1	198.450	4.705	.033
Error	3205.800	76	42.182		
Total	498550.000	80			
Corrected Total	5883.950	79			

Figure 1 Test of between- subject effects

A. Summary of Results

These results lead to several important conclusions:

1. Teaching media matters: Guessing games proved to be more effective than conventional teaching methods in enhancing speaking skills.
2. Creativity matters: Students with high creativity were consistently more successful in oral performance than their low-creativity peers.
3. Interaction matters: The best results occurred when high-creativity students were taught with guessing games, but even low-creativity students improved under interactive media, showing the compensatory role of teaching strategies.

Overall, the combination of external factors (teaching media) and internal factors (creativity) significantly influenced students’ speaking performance, and their interaction produced the most optimal outcomes.



B. Discussion

The results demonstrate that interactive teaching media, specifically guessing games, are more effective in improving students' speaking skills than conventional methods. Students taught with games achieved higher levels of fluency, vocabulary, and confidence. This finding supports Wright, Betteridge, and Buckby (2006), who argued that games promote meaningful communication, and Harmer (2001), who emphasized their role in reducing speaking anxiety.

Creativity also showed a significant effect, with students of high creativity being more expressive and spontaneous than their low-creativity peers. This aligns with Torrance's (1995) theory that creativity enhances learners' ability to generate novel and effective ideas in communication. The significant interaction effect suggests that creative students benefit the most when exposed to interactive media. Interestingly, even students with low creativity improved under guessing games compared to conventional teaching, indicating that appropriate media can help compensate for individual limitations. This highlights the complementary role of external (media) and internal (creativity) factors in supporting language learning.

However, the study has several limitations. It was conducted in only two vocational schools in Bogor with a relatively small sample of 80 students, making generalization limited. The research duration was short, capturing only short-term outcomes, and the study examined only one interactive medium guessing games without considering other strategies. In addition, it focused exclusively on speaking skills without addressing other language components.

CONCLUSIONS

This study examined the effect of teaching media and creativity on students' speaking skills at private vocational high schools in Bogor during the 2024/2025 academic year. The results demonstrated that teaching media significantly influenced students' speaking performance. Students who were taught using guessing games outperformed those who learned through conventional methods, particularly in fluency, vocabulary mastery, and confidence. Creativity also had a notable impact; students with high creativity achieved better outcomes than those with low creativity. Most importantly, the interaction between teaching media and creativity revealed that the combination of interactive media and creative learners produced the best results, indicating that these two factors are complementary in developing speaking competence.

The study provides several important contributions. Theoretically, it supports communicative language teaching (CLT) by confirming that interactive media such as games can create meaningful and enjoyable speaking opportunities, while also validating creativity as a key learner characteristic in language learning. Practically, the findings offer teachers an effective instructional model that can increase student participation, motivation, and confidence in speaking.

For vocational education, where communication skills are essential in professional contexts, these insights are especially valuable. Nevertheless, some limitations should be acknowledged. The research involved only two schools with 80 students, limiting its generalizability. The short duration of the study captured only immediate effects, and only one type of teaching medium guessing games was investigated. Moreover, the study focused solely on speaking skills without exploring the influence of creativity and media on other language areas such as listening, reading, or writing.

Future studies should involve larger and more diverse samples, extend the research to multiple regions and educational levels, and employ longitudinal designs to capture long-term outcomes. It is also recommended to explore other types of interactive media, including digital platforms, project-based learning, and role plays, to broaden understanding of effective strategies in fostering communication skills.

In conclusion, this study emphasizes that both teaching media and creativity play crucial roles in improving students' speaking performance. By integrating interactive, student-centered media and nurturing creativity in the classroom, teachers can create more engaging and effective learning experiences. This contributes not only to enhancing vocational students' English competence but also to preparing them with the communicative skills needed in the 21st-century workplace.

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