

UTILIZING CREATIVE READING TECHNIQUES IN ENHANCING ENGLISH LANGUAGE SKILLS IN JUNIOR HIGH SCHOOL

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ABSTRACT

This study aimed to explore how the implementation of Creative Reading Techniques enhances English language skills among junior high school students, focusing specifically on students' experiences and perceptions of creative reading activities in improving reading comprehension, critical and creative thinking, vocabulary development, reading motivation, classroom interaction, and productive language skills. A qualitative descriptive design was employed. The participants were twenty-five eighth-grade students of UPT SMPN 3 Enrekang, selected through purposive sampling. Data were collected using semi-structured interviews and open-ended questionnaires to obtain comprehensive information regarding students' learning experiences during the implementation of Creative Reading Techniques, and were analyzed using an interactive qualitative data analysis model comprising data reduction, data display, and conclusion drawing. The findings indicate that Creative Reading Techniques created meaningful learning experiences that actively engaged students in the reading process. Specifically, the implementation of visual supports, collaborative discussions, prediction activities, and reflective tasks helped students comprehend texts more effectively, develop critical and creative thinking, enrich vocabulary knowledge, increase reading motivation, participate more actively in classroom learning, and improve their confidence in speaking and writing. Although some students continued to experience difficulties with unfamiliar vocabulary and lengthy texts, they generally perceived the activities as enjoyable, engaging, and beneficial. The study concludes that Creative Reading Techniques represent a learner-centred instructional approach that supports the development of multiple English language skills and promotes active participation in meaningful learning experiences.

Keywords: Creative Reading Techniques, English Language Skills, Reading Comprehension, Qualitative Study, Junior High School Students.

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi bagaimana penerapan Creative Reading Techniques berkontribusi terhadap peningkatan keterampilan berbahasa Inggris siswa sekolah menengah pertama, dengan fokus pada pengalaman dan persepsi siswa terhadap kegiatan membaca kreatif dalam meningkatkan pemahaman membaca, kemampuan berpikir kritis dan kreatif, penguasaan kosakata, motivasi membaca, interaksi di kelas, serta keterampilan berbicara dan menulis. Penelitian ini menggunakan pendekatan kualitatif dengan desain deskriptif. Partisipan penelitian terdiri atas 25 siswa kelas VIII UPT SMPN 3 Enrekang yang dipilih menggunakan teknik purposive sampling. Data dikumpulkan melalui wawancara semi-terstruktur dan kuesioner terbuka, kemudian dianalisis menggunakan model analisis data kualitatif interaktif yang meliputi reduksi data,

penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa Creative Reading Techniques menciptakan pengalaman belajar yang bermakna dan mendorong keterlibatan aktif siswa dalam proses membaca. Secara khusus, penggunaan media visual, diskusi kolaboratif, kegiatan prediksi, dan aktivitas reflektif membantu siswa memahami isi bacaan dengan lebih baik, mengembangkan kemampuan berpikir kritis dan kreatif, memperkaya penguasaan kosakata, meningkatkan motivasi membaca, mendorong partisipasi aktif dalam pembelajaran, serta meningkatkan kepercayaan diri dalam berbicara dan menulis. Meskipun sebagian siswa masih mengalami kesulitan dalam memahami kosakata yang belum dikenal dan teks yang relatif panjang, mereka secara umum memandang kegiatan membaca kreatif sebagai pengalaman belajar yang menarik, menyenangkan, dan bermanfaat. Penelitian ini menyimpulkan bahwa Creative Reading Techniques merupakan pendekatan pembelajaran yang berpusat pada siswa (*learner-centred approach*) dan mampu mendukung pengembangan berbagai keterampilan berbahasa Inggris melalui pengalaman belajar yang aktif dan bermakna.

Kata Kunci: Creative Reading Techniques, keterampilan berbahasa Inggris, pemahaman membaca, penelitian kualitatif, sekolah menengah pertama.

A. INTRODUCTION

English plays a significant role in Indonesian education, the workforce, and global communication, and proficiency is considered essential for competing in the era of globalization and the Fourth Industrial Revolution (Erdoğan, 2019). Yet despite being taught from elementary to higher education, Indonesian students' English competence remains low; the EF Education First (2023) ranks Indonesia 79th of 113 countries in the "low proficiency" category, suggesting formal instruction has not translated into optimal outcomes.

Contributing factors include the continued dominance of grammar translation methods and limited interactive learning media (Kurniasih & Sani, 2020), even as students are increasingly exposed to English informally through platforms like YouTube, TikTok, and online games (Fadillah, 2020), representing an untapped opportunity that highlights the

gap between rigid formal instruction and flexible informal exposure. The Creative Reading Technique seeks to bridge this gap; Tarigan (2020) defines it as a method encouraging divergent, imaginative thinking that lets students generate new ideas from texts, while Susilowati (2020) notes it includes visual summarizing, illustrating, rewriting, and drama reading, activities shown to enhance comprehension, engagement, and critical thinking.

Preliminary observations and interviews with the English teacher at UPT SMPN 3 Enrekang (19 February 2025) identified reading challenges: although the teacher occasionally used Creative Reading elements like mind mapping and story retelling, these were applied separately rather than systematically, and their contribution to students' development remained unexplored. Most students still translated words individually rather than constructing overall meaning, and limited vocabulary hindered identifying

main ideas and expressing opinions, with the class average reading score of 73 falling below the school's KKM of 75. Although creative activities showed greater interest and participation, only a limited number of students demonstrated deeper comprehension, pointing to the need for further investigation into systematic implementation.

Prior research offers relevant but partial evidence. Using quasi-experimental designs, Shahini, Toroujeni, and Ebrahimi (2025) found Creative Reading significantly improved EFL learners' critical thinking and comprehension, while Qbeita & Alfawa'ra (2024) found similar gains through the POSSE strategy among Jordanian EFL university students and recommended curricular integration. Kasem, Ismail, and Elsayed (2022), using a descriptive evaluative design, recommended implementing creative-reading-focused programs across educational levels, and Rahmat, Jabri, and Firdayanti (2021) reported reading comprehension scores rising from 48.3 to 77.5 through the Pair Check method among elementary students.

Although these studies consistently show Creative Reading Techniques benefit comprehension, critical thinking, vocabulary, and motivation, most used quantitative or quasi-experimental designs measuring outcomes rather than exploring students' lived experiences, leaving limited attention to students' perceptions within junior high school EFL classrooms. The present study addresses this gap through a qualitative descriptive approach exploring how

eighth-grade students at UPT SMP Negeri 3 Enrekang experience Creative Reading Techniques and how these contribute to their English development, focusing on engagement, understanding, and motivation as well as performance.

B. METHOD

Research Design

This study used a qualitative descriptive design, which explores individuals' experiences and perceptions of a phenomenon in its natural setting rather than measuring variables statistically (Creswell & Poth, 2018; Sandelowski, 2000). This design suited the aim of describing and interpreting students' perceptions of Creative Reading Techniques through interviews and open-ended questionnaires, focusing on classroom implementation, instructional strategies, and students' responses rather than on independent and dependent variables as in quantitative research.

Research Location, Population, and Sample

The study was conducted at UPT SMPN 3 Enrekang among 51 eighth-grade students across two classes. Using purposive sampling (Sugiyono, 2019), the researcher selected Class VIII-A (13 male, 12 female students; N = 25) as the sample.

Research Instruments

Data were collected through semi-structured interviews and open-ended questionnaires. The interview comprised six items corresponding to the six indicators adapted from Wulandari and Pratama (2022):

Understanding of the Text, Critical and Creative Thinking, Vocabulary Improvement, Reading Motivation, Interaction and Participation, and Speaking and Writing Skills. The questionnaire consisted of twenty items across these six indicators plus an Overall Perception category, allowing triangulation between the two instruments to strengthen the credibility of the findings.

Procedures of Data Collection

Data collection proceeded in four stages. First, the researcher implemented Creative Reading Techniques (mind mapping, story retelling, visual summarization, and illustrating texts) during English lessons to give students direct experience with the activities. Second, semi-structured interviews were conducted individually and audio-recorded with consent, accompanied by field notes. Third, the open-ended questionnaires were distributed to gather complementary written reflections. Fourth, recordings were transcribed verbatim and each participant assigned a confidentiality code (S1-S25); data were then checked across both instruments for completeness, consistency, and accuracy before analysis.

Technique of Data Analysis

Data were analyzed following Miles, Huberman, and Saldaña's (2019) interactive model, comprising three stages. In data reduction, the researcher repeatedly read the dataset, selected relevant statements, and assigned short descriptive codes, grouping similar responses into broader thematic categories. In data display, categorized data were organized into

narratives, tables, and illustrative excerpts to enable comparison across participants and identify patterns across the six themes and students' Overall Perception. In conclusion drawing and verification, each theme was interpreted against the study objectives and prior research, with interview and questionnaire data triangulated to confirm consistency before final conclusions were drawn.

C. RESULTS AND DISCUSSION

This section presents the findings obtained through interviews and open-ended questionnaires administered to the twenty-five eighth-grade students (coded S1-S25) of UPT SMPN 3 Enrekang, analyzed using the qualitative model described above. Findings are reported by theme; within each theme, interview results are presented first, followed by the corresponding questionnaire evidence and its discussion in relation to prior theory and research.

1. Understanding of the Text (UT)

Interview data regarding students' understanding of English texts revealed that Creative Reading Techniques contributed positively to reading comprehension. Students consistently reported that creative reading activities helped them grasp the content of texts, identify main ideas, and process information more effectively. Illustrative responses included Student 1's statement that "pictures and mind maps helped me understand the text more easily," Student 2's observation that "creative

reading helped me understand the main idea more quickly," and similar remarks from Students 3 through 5 describing improved comprehension of difficult texts and stories. The consistency of these responses indicates that the integration of visual elements, such as pictures and mind maps, enabled students to organize information and identify important points more efficiently, and that the activities encouraged active engagement with

reading materials rather than passive decoding of individual words.

The questionnaire data corroborate and extend the interview findings. In response to Q1-Q3 (how the module's activities helped students understand text content, which parts became easier to understand, and how the activities helped identify main ideas), the twenty-five students' responses are summarized in Table 1.

Table 1. Students' responses on Understanding of the Text (UT).

Student	Q1: How activities aided understanding	Q2: Parts made easier to understand	Q3: How main ideas were identified
Student 1	Mind map	Beginning and ending clear	Key points
Student 2	Clear explanation	Middle part easy	Read again
Student 3	Mind map helps	Beginning clear	Important sentence
Student 4	Pictures help	Description clear	Mark ideas
Student 5	Understand better	Clear text	Main idea
Student 6	Clear learning	Important part	Main idea
Student 7	Understand text	Story clear	Main idea
Student 8	Easy to understand	Content clear	Important sentence
Student 9	Understand text	Main part clear	Main idea
Student 10	Pictures help	Beginning clear	Take notes
Student 11	Easy to understand	Content clear	Main idea
Student 12	Clearer	Main part	Key points
Student 13	Understand text	Content	Main idea
Student 14	Easy learning	Clear text	Idea
Student 15	Understand text	Content	Idea
Student 16	Easy	Clear	Main idea
Student 17	Understand	Content	Idea
Student 18	Easy	Clear	Idea
Student 19	Understand	Content	Idea
Student 20	Easy	Clear	Idea
Student 21	Understand	Content	Idea
Student 22	Easy	Clear	Idea
Student 23	Understand	Content	Idea
Student 24	Easy	Clear	Idea
Student 25	Understand	Content	Idea

Responses to Q1 clustered around expressions such as "mind map," "pictures help," "understand better," "easy to understand," and "clear learning," suggesting that visual and explanatory support was the primary mechanism students associated with improved comprehension. Responses to Q2 clustered around "beginning and ending clear," "middle part easy," "description clear," "content clear," and "story clear," indicating that Creative Reading Techniques helped students

process different sections of a text more systematically. Responses to Q3 clustered around "key points," "main idea," "important sentence," "mark ideas," and "take notes," demonstrating that the activities encouraged students to attend to and organize important information while reading. Taken together, the questionnaire evidence confirms the interview finding that Creative Reading Techniques supported students in comprehending texts, identifying important information,

and locating main ideas with greater confidence and clarity.

This finding is consistent with Andoko, Hayashi, Hirashima, and Asri (2020), who reported that concept mapping improved EFL students' reading comprehension by helping learners systematically organize textual information, and with Putri, Kamil, and Sumarta (2023), who found that active reading strategies enhanced comprehension and engagement. The present study extends these findings by showing that combining several Creative Reading activities within a single instructional module provides junior high school students with meaningful, cumulative opportunities to understand English texts. A plausible explanation is that Creative Reading Techniques encourage active rather than passive engagement: activities such as mind mapping, picture interpretation, and note-taking require students to analyze information, identify key ideas, and connect different parts of a text, thereby facilitating the organization of information and promoting deeper comprehension.

2. Critical and Creative Thinking (CC)

Interview responses indicated that Creative Reading Techniques encouraged the development of critical and creative thinking. Students described being given opportunities to express opinions, generate new ideas, and analyze texts from multiple perspectives, as reflected in statements such as Student 1's "I could share ideas and opinions about the story," Student 3's "I could create new ideas after reading stories," and Student 4's "I could think more critically about the story." These responses suggest that the activities moved students beyond literal comprehension toward analysis, interpretation, and reflection.

The questionnaire results for Q4-Q6 (whether activities encouraged critical or creative thinking, how activities helped student's express opinions, and whether students could connect texts to personal experience) are summarized in Table 2.

Table 2. Students' responses on Critical and Creative Thinking (CC).

Student	Q4: Critical/creative thinking encouraged	Q5: Expressing opinions/ideas	Q6: Connecting text to experience
Student 1	Think more	Give opinion	My experience
Student 2	Think about text	Give opinion	Daily life
Student 3	Think deeper	Opinion	Experience
Student 4	Think critically	Opinion	Real life
Student 5	Think	Opinion	Experience
Student 6	Think more	Idea	Experience
Student 7	Think critically	Opinion	Experience
Student 8	Think	Opinion	Experience
Student 9	Think	Opinion	Experience
Student 10	Critical thinking	Opinion	Story
Student 11	Think	Opinion	Experience
Student 12	Think	Opinion	Experience
Student 13	Think	Opinion	Experience
Student 14	Think	Opinion	Experience
Student 15	Critical thinking	Opinion	Experience
Student 16	Think	Opinion	Experience
Student 17	Critical thinking	Opinion	Experience
Student 18	Think	Opinion	Experience
Student 19	Critical thinking	Opinion	Experience

Student 20	Think	Opinion	Experience
Student 21	Critical thinking	Opinion	Experience
Student 22	Think	Opinion	Experience
Student 23	Critical thinking	Opinion	Experience
Student 24	Think	Opinion	Experience
Student 25	Critical thinking	Opinion	Experience

Responses to Q4 frequently used expressions such as "think more," "think deeper," and "critical thinking," indicating that the activities pushed students toward deeper cognitive engagement rather than surface-level reading. Almost all students' Q5 responses referenced "opinion" or "give opinion," suggesting that Creative Reading Techniques created a classroom climate in which students felt comfortable articulating their thoughts. Q6 responses consistently referenced "experience," "daily life," "real life," or "my experience," showing that students related textual content to their own backgrounds, making the reading process more personally meaningful.

This finding is consistent with Nurrahmah and Afnita (2025), who reported that interactive reading activities enhanced students' critical reading abilities and encouraged deeper engagement with textual information. The present study extends these findings by showing that a structured, multi-activity Creative Reading module supported not only comprehension but also critical reflection, personal expression, and creative response. A plausible

explanation is that activities such as expressing opinions, discussing ideas, and connecting texts to personal experience require students to analyze information from multiple perspectives before drawing conclusions, thereby fostering critical judgment and creative idea generation.

3. Vocabulary Improvement (VI)

Interview statements reflected a positive contribution of Creative Reading Techniques to vocabulary development. Students reported learning new words and remembering vocabulary more effectively through the activities and stories used in the module, with responses ranging from Student 1's "I learned new vocabulary from the activities and stories" to Student 2's account of remembering vocabulary more easily "from pictures and discussions."

The questionnaire results for Q7-Q9 (new words or expressions learned, how activities helped students understand new vocabulary meanings, and strategies used to remember new vocabulary) are summarized in Table 3.

Table 3. Students' responses on Vocabulary Improvement (VI).

Student	Q7: New words/expressions learned	Q8: How meaning was understood	Q9: Strategy to remember vocabulary
Student 1	Fox, crow	From picture	Rewrite words
Student 2	Tree, bird	From sentence	Memorize
Student 3	Hungry	Context	Take notes
Student 4	Beautiful	Sentence	Repeat
Student 5	New words	Context	Memorize
Student 6	Vocabulary	Sentence	Repeat
Student 7	New words	Context	Memorize
Student 8	Drink	Picture	Rewrite
Student 9	New words	Context	Repeat

Student 10	New words	Sentence	Memorize
Student 11	Words	Context	Repeat
Student 12	New words	Sentence	Memorize
Student 13	Words	Context	Repeat
Student 14	Words	Sentence	Memorize
Student 15	Words	Context	Repeat
Student 16	Words	Sentence	Memorize
Student 17	Words	Context	Repeat
Student 18	Words	Sentence	Memorize
Student 19	Words	Context	Repeat
Student 20	Words	Sentence	Memorize
Student 21	Words	Context	Repeat
Student 22	Words	Sentence	Memorize
Student 23	Words	Context	Repeat
Student 24	Words	Sentence	Memorize
Student 25	Words	Context	Repeat

Specific vocabulary items mentioned by students in response to Q7 included "fox," "crow," "tree," "bird," "hungry," "beautiful," and "drink," while other students gave more general responses such as "new words"; both patterns indicate that the reading activities exposed students to unfamiliar vocabulary and contributed to lexical enrichment. Responses to Q8 clustered around "from picture," "from sentence," and "context," showing that students relied on contextualized rather than translation-based vocabulary learning. Responses to Q9 clustered around "memorize," "repeat," "rewrite words," and "take notes," indicating that students actively engaged in retention strategies after encountering new vocabulary.

This finding is supported by Yang (2023), who reported that interactive reading activities significantly enhanced EFL learners' lexical knowledge and reading comprehension, and by Kang, Fedzechkina, and Nicol (2026), who found that vocabulary acquisition was strengthened when reading tasks encouraged learners to notice, process, and apply newly encountered vocabulary. The present findings

extend this literature by demonstrating that combining multiple Creative Reading activities within one module creates meaningful opportunities for vocabulary expansion alongside comprehension gains, likely because unfamiliar words are encountered in stories, visual materials, and discussions that support inference from context rather than isolated memorization.

4. Reading Motivation (RM)

Interview findings demonstrated that Creative Reading Techniques increased students' motivation and interest in reading English texts. Most students described the activities as enjoyable and engaging, as in Student 1's "the activities were interesting and fun" and Student 3's report of feeling "excited and happy during the reading activities."

The questionnaire results for Q10-Q12 (whether the module increased interest in reading and why, how students felt during the activities, and what challenges remained) are summarized in Table 4.

Table 4. Students' responses on Reading Motivation (RM).

Student	Q10: Increased interest and reason	Q11: Feelings during activities	Q12: Remaining challenges
Student 1	More interested	Happy	Difficult words
Student 2	Like reading	Happy	Pictures fun
Student 3	Motivated	Happy	Long text hard
Student 4	Like reading	Happy	Little difficult
Student 5	Interested	Happy	Difficult
Student 6	Like reading	Happy	Fun
Student 7	Like reading	Happy	Difficult
Student 8	Motivated	Happy	Difficult
Student 9	Like reading	Happy	Difficult
Student 10	Interested	Happy	Long text
Student 11	Like reading	Happy	Difficult
Student 12	Motivated	Happy	Difficult
Student 13	Like reading	Happy	Difficult
Student 14	Like reading	Happy	Difficult
Student 15	Interested	Happy	Difficult
Student 16	Like reading	Happy	Difficult
Student 17	Like reading	Happy	Difficult
Student 18	Like reading	Happy	Difficult
Student 19	Like reading	Happy	Difficult
Student 20	Like reading	Happy	Difficult
Student 21	Like reading	Happy	Difficult
Student 22	Like reading	Happy	Difficult
Student 23	Like reading	Happy	Difficult
Student 24	Like reading	Happy	Difficult
Student 25	Like reading	Happy	Difficult

Responses to Q10 clustered around "more interested," "like reading," "motivated," and "interested," indicating that the creative and interactive nature of the activities fostered enthusiasm toward reading English texts. Almost all students' Q11 responses were simply "happy," suggesting that the module created a consistently positive and enjoyable classroom atmosphere. However, Q12 responses revealed that students still encountered challenges, most frequently "difficult words," "long text hard," and related expressions of vocabulary and length difficulty, indicating that some linguistic barriers persisted despite the module's positive reception.

This pattern is consistent with Tharanatham (2023), who reported that engaging reading activities significantly improved EFL students' reading motivation and fostered more positive attitudes toward reading, and with Al

Anquodi, Gabarre, Gabarre, and Al Aamri (2023), who found that meaningful, interactive reading activities increased engagement and sustained long-term motivation. The present evidence indicates that Creative Reading Techniques not only increased students' initial interest but also helped sustain motivation despite persistent vocabulary and text-length challenges, likely because the interactive, visual, and collaborative nature of the activities made the learning process more engaging than conventional reading instruction.

5. Interaction and Participation (IP)

Interview responses indicated a noticeable improvement in classroom interaction and participation following the implementation of Creative Reading Techniques. Students reported asking more questions, joining discussions, and becoming more confident in class,

as in Student 3's account of becoming "more confident in answering questions in class."

The questionnaire results for Q13-Q15 (whether activities

encouraged more active participation, which activities helped students interact with classmates, and whether students felt more confident in discussions) are summarized in Table 5.

Table 5. Students' responses on Interaction and Participation (IP).

Student	Q13: Encouraged active participation	Q14: Activities aiding peer interaction	Q15: Confidence in discussions
Student 1	Active	Discussion	Confident
Student 2	Active	Discuss	Confident
Student 3	Active	Group work	Confident
Student 4	Active	Discussion	Confident
Student 5	Active	Discussion	Confident
Student 6	Active	Group	Confident
Student 7	Active	Discuss	Confident
Student 8	Active	Discuss	Confident
Student 9	Active	Discuss	Confident
Student 10	Active	Group work	Confident
Student 11	Active	Discuss	Confident
Student 12	Active	Discuss	Confident
Student 13	Active	Discuss	Confident
Student 14	Active	Discuss	Confident
Student 15	Active	Discuss	Confident
Student 16	Active	Discuss	Confident
Student 17	Active	Discuss	Confident
Student 18	Active	Discuss	Confident
Student 19	Active	Discuss	Confident
Student 20	Active	Discuss	Confident
Student 21	Active	Discuss	Confident
Student 22	Active	Discuss	Confident
Student 23	Active	Discuss	Confident
Student 24	Active	Discuss	Confident
Student 25	Active	Discuss	Confident

All twenty-five students responded "active" to Q13, indicating a uniform perception that the activities increased their classroom engagement. Responses to Q14 clustered around "discussion," "discuss," "group," and "group work," showing that collaborative activities were consistently identified as the mechanism promoting peer interaction. All students also reported feeling "confident" in response to Q15, suggesting that the module provided a supportive environment in which students felt comfortable expressing their thoughts and engaging in academic conversation.

This result is consistent with Mahdahera and Ridwan (2023), who reported that collaborative reading

activities promoted students' behavioral, emotional, and cognitive engagement in reading comprehension tasks, and with Aflah, Nurhidayh, and Kuncoro (2023), who found that discussion-based learning enhanced classroom participation and engagement in EFL learning. The uniformity of responses in this study suggests that the collaborative structure embedded in Creative Reading Techniques, particularly group discussion and exchange of opinions, was central to increasing both participation and confidence in classroom communication.

6. Speaking and Writing Skills (SW)

Interview analysis suggested that Creative Reading Techniques contributed to students' productive language skills, particularly speaking and writing, with students reporting improved ability to write summaries and express ideas after participating in the activities, as in Student 1's "I could write summaries better now" and Student 5's

"creative reading helped me write English more fluently."

The questionnaire results for Q16-Q18 (how activities improved speaking skills, whether students felt more confident speaking English, and how activities improved writing skills) are summarized in Table 6.

Table 6. Students' responses on Speaking and Writing Skills (SW).

Student	Q16: Speaking skill improvement	Q17: Confidence speaking English	Q18: Writing skill improvement
Student 1	Retell text	Brave to speak	Write summary
Student 2	Retell	More brave	Write
Student 3	Retell	Brave	Write
Student 4	Retell	Speak better	Write
Student 5	Retell	Brave	Write
Student 6	Retell	Speak better	Write
Student 7	Retell	Brave	Write
Student 8	Retell	Brave	Write
Student 9	Retell	Brave	Write
Student 10	Retell	Brave	Write
Student 11	Retell	Brave	Write
Student 12	Retell	Speak better	Write
Student 13	Retell	Brave	Write
Student 14	Retell	Brave	Write
Student 15	Retell	Brave	Write
Student 16	Retell	Brave	Write
Student 17	Retell	Brave	Write
Student 18	Retell	Brave	Write
Student 19	Retell	Brave	Write
Student 20	Retell	Brave	Write
Student 21	Retell	Brave	Write
Student 22	Retell	Brave	Write
Student 23	Retell	Brave	Write
Student 24	Retell	Brave	Write
Student 25	Retell	Brave	Write

Almost all students identified "retell" or "retell text" as the primary activity that improved their speaking skills, indicating that oral reconstruction of stories was the central mechanism for productive language practice. Responses to Q17 clustered around "brave," "brave to speak," "more brave," and "speak better," showing that repeated participation in discussion and retelling gradually reduced students' hesitation in using English. Q18 responses centered on "write" and, for several students, "write summary," indicating that summarizing and responding to texts in writing was the

module's primary avenue for developing written expression.

This finding is supported by Lee and Rha (2020), who found that writing activities positively influenced EFL learners' speaking performance and fluency, and by Fitriansyah and Miftah (2020), who reported a positive relationship between reading activities and writing fluency among EFL learners. The present findings suggest that Creative Reading Techniques strengthen productive skills by requiring students to transform their understanding of texts into oral and written communication, through

retelling, discussion, and summary writing, allowing gradual, practice-based gains in confidence and fluency.

The questionnaire results for Q19-Q20 (perceived benefits of the module and remaining difficulties) are summarized in Table 7.

7. Overall Perception (OP)

Table 7. Students' overall perceptions of Creative Reading Techniques.

Student	Q19: Perceived benefits	Q20: Remaining difficulties
Student 1	Understand better	Hard vocabulary
Student 2	Better English	Hard meaning
Student 3	Useful	Confusing words
Student 4	Understand more	New words
Student 5	Useful	Hard words
Student 6	Understand	Difficult
Student 7	Useful	Difficult
Student 8	Helpful	Confused
Student 9	Useful	Vocabulary problem
Student 10	Helpful	Difficult
Student 11	Useful	Difficult
Student 12	Helpful	Difficult
Student 13	Useful	Difficult
Student 14	Helpful	Difficult
Student 15	Useful	Difficult
Student 16	Helpful	Difficult
Student 17	Useful	Difficult
Student 18	Helpful	Difficult
Student 19	Useful	Difficult
Student 20	Helpful	Difficult
Student 21	Useful	Difficult
Student 22	Helpful	Difficult
Student 23	Useful	Difficult
Student 24	Helpful	Difficult
Student 25	Useful	Difficult

Students consistently described the module as "useful," "helpful," or contributing to "better English," "understand better," or "understand more," reflecting a broadly positive evaluation of its contribution to English learning. At the same time, Q20 responses revealed persistent difficulties, most frequently related to vocabulary, including "hard vocabulary," "hard meaning," "confusing words," "new words," and "vocabulary problem," indicating that unfamiliar words remained a primary obstacle even after implementation of the module. Notably, students who reported difficulties nonetheless evaluated the module positively, suggesting that the module's benefits outweighed its challenges and that

difficulties motivated further engagement rather than discouraging participation.

This convergence between reported benefits and challenges is consistent with Hidayati and Astuti (2021), who found that students perceived interactive reading strategies as helpful for improving comprehension and increasing engagement, and with Hapsari and Wahyuni (2022), who reported that interactive reading activities were regarded as effective in supporting multiple aspects of language learning. Taken together with the theme-specific evidence above, the results indicate that Creative Reading Techniques functioned as a comprehensive learning approach, one that integrated reading with critical

thinking, vocabulary development, motivation, interaction, and productive skills, while also revealing that targeted vocabulary support could further optimize students' reading outcomes.

Overall, the findings obtained from both the interviews and the open-ended questionnaires demonstrate that the implementation of Creative Reading Techniques positively influenced students' English learning experiences at UPT SMPN 3 Enrekang across all six examined dimensions, and that these gains were achieved without eliminating the vocabulary- and text-length-related challenges that a subset of students continued to report.

D. CONCLUSION

This study examined eighth-grade students' perceptions of the implementation of Creative Reading Techniques in English learning at UPT SMPN 3 Enrekang. Based on semi-structured interviews and open-ended questionnaires, students perceived Creative Reading Techniques as a meaningful and effective approach to supporting their English language learning. Activities such as mind mapping, picture interpretation, story retelling, discussions, and summarizing created learning experiences that encouraged active participation and deeper engagement with English reading texts.

The findings showed that Creative Reading Techniques contributed positively to several dimensions of students' English language skills, including understanding texts and identifying

main ideas, developing critical and creative thinking, expanding vocabulary knowledge, increasing reading motivation, participating more actively in classroom activities, and improving speaking and writing skills. Although some students still experienced difficulties with unfamiliar vocabulary and lengthy texts, these challenges did not diminish their positive perceptions of the learning activities; students generally regarded Creative Reading Techniques as an enjoyable and supportive approach that encouraged continued participation.

These findings imply that Creative Reading Techniques can serve as an effective, learner-centred instructional approach for English language teaching at the junior high school level. By integrating creative, interactive, and collaborative activities into reading instruction, teachers can promote not only reading comprehension but also the development of broader language skills and active student engagement, particularly when paired with targeted support for vocabulary and longer texts. Creative Reading Techniques may therefore be considered a valuable alternative for creating more meaningful English learning experiences, and future studies employing different designs or educational levels could further verify their long-term impact on students' English language development.

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