

THE USE OF ORIGAMI PAPERS TO PRACTICE ENGLISH SPEAKING

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ABSTRACT

This research aims to explore origami as a method to assist students in learning more effectively. Microteaching is a method that helps teachers improve their skills, and this study tests whether origami can be a useful tool. Researchers asked 12th-grade students at a school named SMA Negeri 2 Panyabungan to try origami in their lessons. They observed the students, at a school named SMA Negeri 2 Panyabungan to try origami in their lessons. They observed the students, discussed it afterward, and gathered their opinions. The results indicate that using origami helps students become better teachers, enhances communication skills, and fosters creativity. Origami makes learning more enjoyable and interactive. This research contributes to understanding the significant benefits of origami in teaching and provides insights on how to enhance teaching practices.

Introduction

Speaking is one of the most crucial foundations that an individual must master when learning English. Indeed, through speaking, an individual can establish effective communication with others. Absolutely, besides communication, speaking is incredibly beneficial as a bridge when conveying ideas, thoughts, or opinions to others. This is evident in various settings such as discussion forums, schools, or government institutions.

According to Ramlannarie (2011:88), speaking is the process of thinking and reasoning so that a person's conversation can be accepted and understood by others or listeners. Speaking is closely related to listening skills. Indeed, mastering speaking is not easy; it requires consistent practice from the early stages of learning English to develop proficiency.

Several factors make speaking challenging for students even if they have learned the techniques in school. a) Lack of self-confidence, b) Insufficient support from people around them, c) Unpleasant learning methods, d) Limited vocabulary mastered by students. These factors can become obstacles in applying speaking skills to students. Increased self-confidence, social support, enjoyable teaching, and increased vocabulary can help overcome some of these challenges. A learning approach focusing on interaction and everyday use of language can also help students feel more comfortable speaking.

The objectives of this research are (1) to enhance the speaking skills of 12th-grade students at SMA Negeri 2 Panyabungan, (2) to introduce a simple learning medium by utilizing origami paper as a tool, and (3) to understand the extent of interest and proficiency of 12th-grade students at SMA Negeri 2 Plus Panyabungan in speaking. Learning media refers to various tools or materials used to aid the learning process. It can encompass everything from books, audio, and video to digital technology.

The use of learning media aims to enhance understanding, skills, and information retention in the context of learning. Instructional media is important for learning because it helps us understand and learn new things in a fun and easy way. It's like having a teacher who shows us pictures, videos, and games to help us remember and understand what we're learning. It makes learning more interesting and helps us remember things better. Using instructional media helps make learning more fun and exciting, getting students more interested and involved in learning.

Different types of media, like videos, pictures, and interactive activities, can help students understand things better because they can see, hear, and experience them directly. Helps us remember information: Using media helps us remember things better because we learn in different and more complete ways. Different ways of learning: Media gives us different ways to learn and understand things. Instructional media helps students understand how what they learn in school can be used in the real world. Utilizing instructional media by incorporating origami as a tool along with the topic of fractions as the content to train students in speaking skills.

Method

Research Design

This research adopts a qualitative approach conducted based on the prevailing conditions in the field during the study. The objective is to explore the impact of using origami as an instructional medium to improve the speaking skills of 12th-grade students at SMA Negeri 2 Plus Panyabungan. The study spans various stages, from initial observation to the compilation of the final report, over an estimated period of approximately two months. The research focuses on natural interactions and data collection within the learning environment, allowing the researcher to directly engage with the 12th-grade students in their natural context. The population for this study includes all 12th-grade students at SMA Negeri 2 Plus Panyabungan, totaling 35 individuals for the 2022-2023 academic year. Using a saturated sampling technique, the research involves all members of the population to ensure comprehensive data representation.

Data Collection

Data for this research were obtained through a combination of primary and secondary sources. Primary data collection methods included questionnaires, direct classroom observations, and documentation. Questionnaires were designed to gather structured responses from students regarding their experiences using origami in English learning, while observations were conducted to record classroom dynamics and learning activities. Documentation involved collecting relevant written materials, such as archives, decision letters, and photographs. In addition, test questions were used to evaluate students' understanding of economic concepts delivered during lessons. Secondary data were sourced from literature reviews and other written materials relevant to the research problem, including books and documents related to the use of origami as an instructional medium.

Data Analysis

The qualitative data analysis process focused on interpreting non-numerical data, including text and observational findings. This involved categorizing responses, identifying thematic patterns, and drawing conclusions based on descriptive insights. In analyzing the impact of origami on students' speaking skills, the researcher evaluated responses related to engagement levels, improvements in speaking abilities, and other qualitative indicators emerging from the use of origami. The findings revealed significant changes in students' participation and speaking performance, aligning with the study's objectives of demonstrating the effectiveness of origami as a tool for enhancing language learning.

Findings and Discussions

The principles and theories of speaking revolve around an individual's capacity to express information, ideas, or thoughts verbally. In simpler terms, key elements and theories in speaking encompass:

No	Purposes of Speaking	
1.	Understanding	The skill to grasp the context and purpose of spoken communication
2	Articulation	Proficiency in enunciating words clearly and accurately.
3	Vocabulary Usage	Familiarity with and application of words suitable for the given situation.

4	Grammar Application	Employing correct grammatical rules in verbal communication.
5	Intonation and Stress	Utilizing intonation and stress for conveying appropriate meaning.
6	Emotional Expression:	Competence in organizing information in a well-structured manner.

Students involved in origami activities experienced a significant improvement in class participation and speaking initiative. This is because origami stimulates students' creativity and enhances their ability to express ideas both visually and verbally. Moreover, the findings indicate that the use of origami can boost students' motivation for learning English. Based on the research findings, students are very enthusiastic about the learning methods applied by the researcher. The utilization of simple learning media has led to several discoveries in learning, such as an increase in speaking activities. With this simple learning technique, teachers provide an opportunity for all participants to speak about the shared material.

Creativity and expression are enhanced through this learning media, origami, serving as a bridge for students to express their ideas or opinions regarding the shared material. Learning motivation is also positively affected, as the use of origami as a learning media can increase students' motivation in learning English, considered simple and easy to understand in a fun way.

In the application of this simple learning media, the researcher obtained two achievements corresponding to the students' performance in the field, namely Effectiveness, and Implications. Both points and student achievements are presented in the table below:

Students' achievements in practicing speaking using Origami						
P	Um	Cp	Mv	Ac	E.i	Present
P1	✓	✓	✓	✓	95%	✓
P2	✓	✓	✓	✓	95%	✓
P3	✓	✓	✓	✓	90%	✓
P4	✓	✓	✓	✓	90%	✓
P5	✓		✓	✓	80%	✓
P6	✓		✓	✓	80%	✓
P7	✓		✓	✓	85%	✓
P8	✓	✓	✓	✓	100%	✓
P9	✓	✓	✓	✓	100%	✓
P10	✓	✓	✓	✓	95%	✓
P11	✓	✓	✓	✓	98%	✓
P12	•	✓	•	✓	60%	✓
P13	•	✓		✓	60%	✓
P14	▪	▪	▪	✓	45%	✓
P15	▪	▪	▪	✓	40%	✓

P15	▪	▪	▪	✓	40%	✓
P17	▪	▪	▪	✓	40%	✓
P18	▪	▪	▪	✓	35%	✓
P19	▪	▪	▪	✓	35%	✓
P20	▪	▪	▪	✓	30%	✓
P21	▪	▪	▪	✓	30%	✓
P22	✓	✓	✓	✓	60%	✓
P23	✓	✓	•	✓	70%	✓
P24	✓	✓	•	✓	85%	✓
P25	✓	✓	•	•	50%	✓
P(n)...	✓	✓	•	✓	(60-65)%	✓

P = Participants

UM= Understanding the material.

Cp= Capable of presenting it again.

Mv= Mastering vocabulary.

AC= Actively asking questions and giving suggestions.

Ei= Effectiveness and Implications

P(n)= students (P25 -P35)

Based on the percentage results above, the students' proficiency after utilizing origami learning media to practice speaking can be categorized into three levels of comprehension: level one (L1), level two (L2), and level three (L3). With the following explanation:

L1 (10-35)%	Participants have a limited understanding of the material.	4P
L2 (40-65)%	Participants understand more than half of the material.	18P
L3 (70-100)%	Participants have a thorough understanding of the material.	13P

The students who engaged in origami activities showed a significant increase in class participation and speaking initiative. This is because origami not only involves fine motor skills but also stimulates students' creativity and improves their ability to express ideas visually and verbally. With this activity, students are invited to actively interact and communicate, so their speaking skills are better honed. This research also shows that the use of origami can increase students' motivation to learn English. Students were very enthusiastic about the learning method applied by the researcher, which created a fun and interactive learning atmosphere.

The use of this simple yet effective learning media has resulted in some discoveries in the learning process, especially in terms of improving speaking activities. With this simple learning technique, the teacher can provide opportunities for all participants to speak about the material that has been shared. This is different from the conventional teaching method which tends to be monotonous and does not involve students actively. By involving origami in learning, teachers can invite students to discuss and speak more, so that their speaking skills develop more rapidly.

Students' creativity and expression are greatly enhanced using this learning media. Origami serves as a bridge for students to express their ideas or opinions regarding the material that has been delivered. In addition, learning motivation also increased significantly, as students felt more interested and involved in the learning process using origami as a medium. This learning that is considered simple and easy to understand can provide a fun learning experience and motivate students to be more active in learning English.

In the application of this simple learning media, the researcher obtained two main outcomes that are under the students' performance in the field, namely effectiveness and implication. Effectiveness indicates the extent to which this learning media succeeds in improving students' speaking skills, while implication refers to the long-term impact of using this media on students' motivation and engagement in learning.

More specifically, the use of origami as a learning medium helps to improve the understanding of the material through various ways. For example, when students fold the paper into a certain shape, they are also invited to describe the process and the result in English. This activity indirectly trains their speaking skills, as they must communicate each step and discuss the results with their classmates. In addition, this activity also allows students to learn new vocabulary related to instruction and description, which is useful for enriching their language skills.

Thus, this study shows that the use of creative and interactive learning media such as origami can contribute greatly to improving the quality of English language teaching and learning in schools. Teachers can utilize this media to create a more dynamic and fun learning atmosphere, thus increasing students' motivation and active participation in learning. Furthermore, the use of origami also provides a more holistic learning experience, integrating motor, cognitive and social skills in one integrated and effective learning activity.

When the researcher delivered the origami material to enhance students' speaking skills, based on the presentation results, 4 out of 35 students had a limited understanding of the material. This was attributed to a lack of enthusiasm for the English language subject among these participants. Additionally, 18 out of 35 students demonstrated a satisfactory understanding of the material and were able to effectively present the information explained by the researcher. Furthermore, 13 out of 35 students exhibited a strong comprehension of the material, actively engaging and capable of re-presenting the content covered by the researcher.

Students' enhanced speaking skills were evident in their increased participation and improved articulation during classroom activities. The use of origami not only facilitated a better understanding of the material but also provided a fun and interactive way for students to practice their speaking skills. This study demonstrates that incorporating creative methods like origami in teaching can significantly benefit students' language learning process.

Conclusions

The conclusion is intended to help the reader understand why your research should matter to them after they have

In conclusion, research on the use of origami as a learning tool to enhance students' speaking skills suggests that this approach has the potential to improve oral communication abilities. Through origami activities, students not only enhance their speaking skills but also develop communication, creativity, and collaboration skills in the learning context. While further research is needed, the use of origami as a learning medium appears to provide an engaging and profound learning experience for students.

The study on using origami to teach English to 12th-grade students at SMA Negeri 2 Plus Panyabungan highlights several key findings: Improved Class Participation and Speaking, Origami activities significantly increased student engagement and speaking in class. The hands-on nature of origami, requiring students to follow instructions and discuss their work, encourages active use of English, thereby enhancing speaking skills. Boost in Creativity and Expression, Origami stimulated students' creativity and their ability to express ideas visually and verbally. The activity of folding paper into shapes promotes creative thinking and helps students articulate their thoughts in English, reinforcing language skills. Increased Learning Motivation, the research showed that origami made learning English more enjoyable, thereby boosting students' motivation and enthusiasm for the subject. This positive attitude is crucial for ongoing engagement and language improvement.

Effectiveness and Long-term Benefits, the study found that origami is effective in improving speaking abilities and has long-term benefits for student engagement and motivation. The hands-on, interactive nature of origami contrasts with traditional teaching methods and encourages active participation. Simple Yet Effective Learning Tool, despite its simplicity, origami proved to be a highly effective learning tool. It engages students more effectively than conventional methods, leading to improved speaking skills and greater involvement in class activities. Enhanced Language Skills and Vocabulary, Origami activities not only improve speaking skills but also expand students' vocabulary. Describing steps and discussing results introduces new

terms and phrases, enhancing overall language proficiency. Increased Confidence and Collaboration, participating in origami activities builds students' confidence in their speaking abilities. The collaborative environment fosters teamwork, listening, and idea-sharing, further developing social and communication skills. Comprehensive Learning Experience, Origami integrates motor, cognitive, and social skills, providing a holistic learning experience. Students engage in physical activity, cognitive tasks, and social interactions, reinforcing learning on multiple levels.

In summary, the research demonstrates that incorporating origami into English teaching offers substantial benefits. It enhances engagement, fosters creativity, increases motivation, and improves speaking skills. Teachers can use this simple tool to create a more dynamic and enjoyable learning environment, leading to better educational outcomes and a positive attitude toward language learning. The study provides valuable insights into innovative teaching practices that can improve the quality of education and student performance in English.

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