

BRACELET-MAKING MEDIA FOR EFL YOUNG LEARNERS

Rachma Fira^{1a*}, Sri Setyarini^{2b}

¹²English Language Education Study Program, Universitas Pendidikan Indonesia, Bandung, Indonesia

^aE-mail: firarachma7@upi.edu

^bE-mail: setyarini.english@upi.edu

(*) Corresponding Author
firarachma7@upi.edu

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ABSTRACT

This study investigated the effectiveness of gender-differentiated bracelet-making media in improving vocabulary mastery and speaking skills among Grade 7 EFL learners. While craft-based learning has been widely explored, the integration of gender-differentiated bracelet-making media into EFL instruction has received little empirical attention, making it the key instructional innovation examined in this study. Employing a Classroom Action Research (CAR) design, the research involved 35 junior high school students in Bandung, West Java, and was conducted over two instructional cycles using a modified Task-Based Language Teaching (TBLT) framework. Data were collected through vocabulary pre- and post-tests, speaking performance rubrics, classroom observations, and field notes. The findings revealed substantial improvements in students' vocabulary mastery, with mean scores increasing from 57.8 to 80.1, and speaking performance improving from 55.2% to 78.6%. Classroom observations further indicated higher learner engagement, greater confidence, and more spontaneous use of English during communicative tasks. These findings demonstrate that gender-differentiated bracelet-making media provide an effective contextualized approach for enhancing vocabulary acquisition and speaking performance while offering an innovative and practical model for activity-based EFL instruction at the junior high school level.

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INTRODUCTION

English as a Foreign Language (EFL) instruction at the junior high school level in Indonesia occupies a critical position in students' language development. Upon entering Grade 7, students transition from elementary education, where English is often introduced through limited vocabulary memorization and grammar-oriented instruction, to a curriculum that emphasizes communicative competence in authentic contexts. Under the Merdeka Curriculum, learners are expected to develop listening, speaking, reading, and writing skills through meaningful communication from the beginning of secondary education. However, classroom realities frequently fall short of these expectations. Many Grade 7 students possess limited

productive vocabulary and experience considerable anxiety when communicating in English, restricting their participation even in structured classroom interactions (Kirkpatrick, 2010; Lauder, 2008).

This discrepancy between curriculum expectations and classroom practice has broader educational implications. Limited English proficiency at the beginning of junior high school not only constrains students' immediate language learning but also affects their academic confidence and willingness to participate in classroom communication, both of which are essential for sustained language development (Horwitz et al., 1986; MacIntyre & Gardner, 1994). Consequently, identifying instructional approaches that simultaneously strengthen vocabulary acquisition and encourage meaningful spoken interaction has become an important priority in Indonesian EFL classrooms. Within this context, there is a growing need for instructional approaches that integrate meaningful communication with engaging learning activities to better support students' vocabulary development and speaking performance.

Three interrelated factors contribute to these challenges in Indonesian EFL classrooms. First, many students have low learning motivation because classroom activities are often dominated by textbook-based exercises and teacher-centered instruction that provide limited opportunities for meaningful participation (Deci & Ryan, 2000; Eccles, 2009). Second, vocabulary instruction frequently emphasizes memorization rather than repeated use in meaningful contexts, despite evidence that contextualized exposure promotes more durable vocabulary acquisition (Beck et al., 2002; Nation, 2012). Third, students rarely engage in authentic communicative tasks that require them to exchange information for a meaningful purpose. As a result, English is often practiced as a school subject rather than used as a tool for communication. These interconnected issues highlight the need for instructional approaches that are motivating, vocabulary-rich, and communicatively meaningful.

Authentic language learning occurs when learners use language to accomplish meaningful goals rather than merely practice linguistic forms. From a sociocultural perspective, language develops through interaction mediated by meaningful activities and shared experiences (Vygotsky, 1980). This principle underpins Task-Based Language Teaching (TBLT), which encourages learners to use language to achieve concrete outcomes through purposeful tasks (Willis & Lockyer Willis, 2007). Likewise, Communicative Language Teaching emphasizes communicative competence as the primary objective of language learning (Canale & Swain, 1980; Pride & Holmes, 1972). Within this framework, craft-based activities provide authentic opportunities for communication because learners naturally use language to request materials, exchange information, solve problems, and complete shared tasks.

The potential of craft-based activities to support language learning is further reinforced by theories of vocabulary acquisition and previous empirical research. Vocabulary is acquired more effectively when learners repeatedly encounter and actively use words in meaningful contexts rather than memorize isolated word lists (Nation, 2012). Similarly, the Involvement Load Hypothesis proposes that vocabulary retention increases when learning tasks require learners to use, search for, and evaluate lexical items during communication (Laufer, 2001). Consistent with these perspectives, previous studies have reported that project-based and activity-based learning can improve learner participation and language development by providing meaningful communicative experiences (Beckett & Miller, 2006; Fried-Booth, 2002). In the Indonesian context, activity-based instruction has also been recognized as a promising approach for encouraging more active English use among EFL learners (Dardjowidjojo, 2000; Musthafa, 2010).

Despite these encouraging findings, several important gaps remain in the existing literature. First, empirical evidence on activity-based EFL instruction at the Indonesian junior high school level remains limited, particularly during students' transition to secondary education. Second, although craft-based learning has been examined in various educational contexts, its application as instructional media for adolescent EFL learners has received relatively little attention. More importantly, no previous study has specifically investigated the integration of gender-differentiated bracelet-making media within a Task-

Based Language Teaching framework to simultaneously promote vocabulary mastery, speaking performance, and authentic communicative interaction. Addressing these gaps, the present study introduces gender-differentiated bracelet-making media as an innovative instructional approach that integrates gender-responsive learning with Task-Based Language Teaching to promote vocabulary mastery, speaking development, and authentic classroom interaction.

Building on these research gaps, the present study investigates the effectiveness of gender-differentiated bracelet-making media implemented within a Task-Based Language Teaching (TBLT) framework to support English learning among Grade 7 students in an Indonesian junior high school. Specifically, the study seeks to examine (1) the extent to which the

intervention improves students' vocabulary mastery, (2) its contribution to the development of speaking skills through authentic communicative tasks, and (3) students' engagement with the gender-differentiated instructional media during the learning process. By addressing these objectives, this study contributes empirical evidence to the growing body of research on activity-based EFL instruction and offers a practical instructional model that can be adapted to similar classroom contexts.

METHOD

This study employed a mixed-methods design embedded within a Classroom Action Research (CAR) framework. A mixed-methods approach was adopted because Classroom Action Research seeks not only to evaluate the effectiveness of an instructional intervention but also to understand the classroom processes through which learning improvement occurs. Quantitative data were used to measure changes in students' vocabulary mastery and speaking performance, while qualitative data provided insights into students' engagement, interaction patterns, and classroom dynamics during the intervention.

The CAR framework structured the study into two cycles, each comprising four stages: planning, acting, observing, and reflecting. In the planning stage of each cycle, the researcher reviewed the findings and reflections from the preceding cycle (or, in the case of Cycle 1, from the baseline diagnostic assessment) and revised the instructional materials, pairing arrangements, and scaffolding strategies accordingly. The acting stage consisted of two 80-minute lesson sessions per cycle, during which the bracelet-making intervention was implemented. The observing stage ran concurrently with the acting stage, as the collaborating teacher-observer collected structured checklist data while the researcher kept field notes. The reflecting stage followed the completion of each cycle's two sessions and involved analysis of all data gathered, leading to adjustments before the next cycle.

The study was conducted at a junior high school in Bandung, West Java, Indonesia, during the first semester of the 2025/2026 academic year. The school was selected because the researcher served as the class's English teacher, a prerequisite for the teacher-researcher role that CAR demands. The participating class was a regular Grade 7 class, representative of the school's general-entry student population in terms of prior English achievement. Participants were 35 Grade 7 students (17 female and 18 male) aged 12 to 13 years, selected through purposive sampling on the basis of end-of-semester English proficiency scores that placed the class as a whole below the school average. All 35 students participated; no student was excluded. Written consent was obtained from the school principal and from the parents or guardians of all participants prior to data collection. A collaborating teacher from the same school's English department served as the independent observer throughout both cycles.

Four instruments were used to collect data. The first was a Vocabulary Test consisting of 40 items: 25 multiple-choice items in which students selected the correct English word or phrase matching an image or Indonesian translation of a craft-related concept, and 15 matching items pairing action verbs (e.g., tie, loop, insert, and pull) with visual depictions of the corresponding bracelet-making steps. The test was developed to align with the learning objectives of the bracelet-making activities and the target vocabulary introduced throughout the intervention, ensuring that the assessment reflected the instructional content delivered in each cycle. The test covered four vocabulary domains: materials, color adjectives, size/texture adjectives, and instructional verbs. The maximum score of 40 was converted to a percentage scale and administered as the baseline pre-test, the Cycle 1 post-test, and the Cycle 2 post-test, with item order and images varied between administrations to reduce practice effects.

The second instrument was a Conversation Rubric adapted from (Hughes, 2003), applied while students presented and described their completed bracelets. The rubric assessed four criteria fluency: vocabulary use, task completion, and interaction quality each rated on a scale of 1 to 4, yielding a total score converted to a percentage. Inter-rater reliability was established by having the collaborating teacher independently rate a randomly selected sub-sample of eight students per cycle; Cohen's kappa exceeded 0.75 for all criteria, confirming acceptable agreement.

The third instrument was an Observation Checklist containing 12 indicators grouped under three categories: on-task language behavior, engagement indicators, and social interaction patterns, each rated on a four-point frequency scale. The collaborating teacher completed a separate checklist for each student during each of the four sessions, producing 140 individual checklists. The fourth instrument was a set of Field Notes maintained by the researcher throughout all sessions,

comprising real-time jottings and expanded reflective notes written within two hours of each session. Together, the observation checklist and field notes provided complementary qualitative evidence, enabling the researcher to document students' classroom engagement, interaction patterns, and contextual factors that could not be fully captured through quantitative assessment alone.

Following the baseline assessment, each instructional session followed a consistent three-stage structure consisting of the Pre-Task, Task Cycle, and Language Focus stages. During the Pre-Task stage, students were introduced to the target vocabulary through visual materials, teacher modelling, and guided oral practice before receiving bracelet-making kits appropriate to the activity. Instructions and material distribution were conducted in English to maximize students' exposure to the target language from the beginning of each lesson.

During the Task Cycle, students worked collaboratively to construct their bracelets while completing communicative tasks designed to promote meaningful language use. In Cycle 1, students were paired within the same gender group to familiarize themselves with the bracelet-making procedures and target vocabulary. Based on the reflection from Cycle 1, pairing arrangements were revised in Cycle 2 to form mixed-gender pairs. Because each bracelet type required different materials and construction techniques, students were encouraged to exchange information, ask questions, and provide explanations, thereby creating authentic communicative interaction consistent with the principles of Task-Based Language Teaching. Throughout the activity, the researcher monitored students' participation and provided linguistic support whenever necessary.

During the Language Focus stage, students described and presented their completed bracelets to their peers or the whole class, while their speaking performance was assessed using the conversation rubric. Following each cycle, quantitative and qualitative findings were reviewed during the reflection stage to identify strengths, challenges, and areas requiring improvement before planning the subsequent cycle. The intervention was considered successful when students demonstrated meaningful improvement in vocabulary mastery and speaking performance, accompanied by increased classroom engagement as evidenced by the observation checklist and field notes. These criteria informed the decision to revise the instructional procedures for Cycle 2 and to conclude the intervention after the second cycle.

Quantitative analysis proceeded in two steps. First, descriptive statistics (mean, standard deviation, minimum, maximum) were calculated for vocabulary and conversation rubric scores at each measurement point. Second, paired-sample t-tests assessed whether the mean difference between adjacent measurement points reached statistical significance at $p < .05$, applied both to overall scores and to each individual rubric criterion. All computations were performed using IBM SPSS Statistics Version 26.

Qualitative analysis followed a thematic analysis procedure applied to the combined dataset of observation checklists and field notes. The researcher first read through all 140 checklists and eight sets of expanded field notes, writing analytical memos, then applied open coding to generate descriptive codes for student behaviors, teacher moves, and contextual factors. Four primary themes emerged: (1) the relationship between material handling and vocabulary activation, (2) shifts in students' willingness to initiate English utterances across the two cycles, (3) the role of gender-differentiated materials in generating authentic information gaps, and (4) the influence of pairing arrangement on interaction quantity and quality. These themes were then used as an interpretive lens for reading the quantitative outcomes, enabling integration in the mixed-methods analysis.

RESULT AND DISCUSSION

Result

Table 1 presents the vocabulary test scores across the baseline, Cycle 1 post-test, and Cycle 2 post-test.

Table 1. Vocabulary Test Score Comparison

Measurement	Mean	Std. Deviation	N
Pre-Test (Baseline)	57.8	9.14	35
Post-Test Cycle 1	70.3	7.68	35

Post-Test Cycle 2 80.1 6.43 35
Source: Authors' Analysis Based on Research Data (2026)

The data reveal a consistent and significant upward trend. The mean score increased by 12.5 points from baseline to Cycle 1 ($p < .001$) and by a further 9.8 points from Cycle 1 to Cycle 2 ($p < .001$). The decreasing standard deviation across cycles suggests that not only did average performance improve, but performance became more homogeneous, indicating that lower-proficiency students benefited considerably from the activity. The most frequently correctly identified vocabulary items on the post-test were color adjectives (91% accuracy), action verbs related to bracelet-making (86%), and material nouns (85%), a pattern consistent with the high-frequency contextual exposure these items received during the task cycles, supporting Nation's (2001) assertion that repeated contextual encounters facilitate robust word learning. Table 2 displays mean scores for each conversational rubric criterion across measurement points.

Table 2. Conversational Rubric Mean Scores (Scale 1-4)

Criterion	Pre-Test	Post Cycle 1	Post Cycle 2
Fluency	1.8	2.4	3.1
Vocabulary Use	1.6	2.5	3.2
Task Completion	2.1	2.8	3.4
Interaction Quality	1.7	2.3	3.0
Overall Mean	1.80 (55.2%)	2.50 (68.4%)	3.18 (78.6%)

Source: Authors' Analysis Based on Research Data (2026)

Speaking ability showed marked improvement across all four criteria from baseline through the Cycle 2 post-test. At baseline, the overall conversational mean was 1.80 out of 4.00 (55.2%), with the lowest criterion score for vocabulary use (1.6) and the highest for task completion (2.1). Following Cycle 1, the overall mean rose to 2.50 (68.4%), a statistically significant gain of 0.70 points ($p < .001$, $t(34) = 6.43$), with task completion showing the largest absolute gain (2.1 to 2.8). Following Cycle 2, the overall mean rose further to 3.18 (78.6%), a further significant gain of 0.68 points ($p < .001$, $t(34) = 7.18$). The pattern of gains in Cycle 2 differed meaningfully from Cycle 1: vocabulary use showed the largest absolute gain (2.5 to 3.2), followed by interaction quality (2.3 to 3.0), reflecting the richer turn-taking structures observed in mixed-gender pairs where genuine information asymmetry created natural opportunities for clarification and responsive exchange. Fluency continued to improve as well (2.4 to 3.1), with field notes from Sessions 3 and 4 recording substantially fewer instances of mid-sentence code-switching and longer English utterances.

Observation checklist data showed average engagement scores increasing from 2.3 per session in Cycle 1 to 3.4 per session in Cycle 2, a gain of 1.1 points (27.5%) on the four-point frequency scale. The most dramatically improved indicator was "student initiates English utterance without teacher prompt," rising from 1.9 to 3.4, a particularly meaningful indicator because it captures spontaneous, unprompted language production, the ultimate goal and most difficult outcome to elicit in a foreign language classroom. The indicator "student remains on task for sustained periods" also improved markedly, from 2.1 to 3.6, most plausibly explained by the tactile nature of the bracelet-making task, which requires continuous manual attention that keeps students physically engaged even during moments of linguistic hesitation.

Gender patterns in engagement data were pronounced, particularly in Cycle 1. Female students displayed consistently higher engagement scores in Sessions 1 and 2 (average 2.7 versus 1.9 for male students). Field notes documented that several male students handled macrame materials with visible reluctance in the first 10 to 15 minutes of Session 1, with some explicitly commenting on bracelet-making as a stereotypically feminine activity. The teacher addressed this by reframing macrame as a craft tradition associated with outdoor, adventure-oriented practices. By Session 2, all male students were fully on task, and by Sessions 3 and 4, male engagement scores had caught up significantly with female scores (3.2 vs. 3.6). Notably, male students demonstrated the largest gains in vocabulary use across the two cycles, outpacing female students by 0.3 points in the Cycle 2 rubric assessment.

Mixed-gender pairing in Cycle 2 produced qualitatively distinctive interaction patterns not visible in the same-gender pairs of Cycle 1. The checklist indicator "student offers help or instruction to partner" rose from 2.2 to 3.7, and field notes recorded numerous instances of students spontaneously providing step-by-step instructions to mixed-gender partners, explaining techniques specific to their own craft type. These instructional exchanges were conducted entirely in English in

23 of the 35 observed pairs. Four students reported continuing bracelet-making at home and describing the process to family members in English, suggesting some degree of language transfer beyond the classroom.

Discussion

The findings demonstrate that students' vocabulary mastery improved substantially following the implementation of bracelet-making activities within the Task-Based Language Teaching (TBLT) framework. The consistent increase in vocabulary test scores across the two research cycles indicates that the intervention successfully created meaningful opportunities for students to acquire and use new lexical items in authentic communicative contexts. These findings support the Involvement Load Hypothesis (Laufer, 2001), suggesting that vocabulary learning becomes more effective when learners experience communicative need, lexical search, and evaluation while completing purposeful tasks. In the present study, students were required to use English vocabulary to request materials, follow procedural instructions, and interact with their peers during bracelet-making activities. Such repeated contextualized use enabled vocabulary to be learned as a functional communication tool rather than through isolated memorization. This finding is also consistent with (Nation, 2012) view that repeated encounters with vocabulary in meaningful contexts contribute to more durable lexical acquisition. From a practical perspective, the results suggest that integrating hands-on, task-based activities into EFL classrooms can provide meaningful opportunities for vocabulary development while simultaneously encouraging active student participation.

Beyond the overall improvement in vocabulary mastery, the findings also revealed differences in students' acquisition across vocabulary categories. Color adjectives showed the highest level of mastery, followed by action verbs and material-related vocabulary, whereas size and texture adjectives demonstrated comparatively lower gains. This pattern suggests that vocabulary learning was influenced not only by repeated exposure but also by the communicative relevance of each lexical category during the bracelet-making activities. Color adjectives and material-related words were used continuously as students selected beads, threads, and other crafting materials, while action verbs were repeatedly practiced as learners explained and performed procedural steps. In contrast, size and texture adjectives were used less frequently because they were not essential for completing the task. These findings extend (Nation, 2012) perspective on contextual vocabulary learning by indicating that the frequency of meaningful language use, together with communicative necessity, plays an important role in supporting vocabulary retention. For EFL teachers, this finding highlights the importance of designing classroom tasks that require students to repeatedly use target vocabulary to accomplish authentic communicative objectives rather than relying primarily on memorization activities.

The improvement in vocabulary mastery was accompanied by substantial gains in students' speaking performance across all assessment criteria, including fluency, vocabulary use, task completion, and interaction quality. These findings indicate that the bracelet-making activities not only expanded students' lexical knowledge but also encouraged them to apply newly acquired vocabulary in authentic communication. The most notable improvement occurred during Cycle 2, when students worked in mixed-gender pairs using different bracelet-making materials and techniques. This instructional arrangement created genuine information gaps that required students to ask questions, provide explanations, and negotiate meaning in order to complete the task successfully. Such interaction reflects the core principles of Communicative Language Teaching (Canale & Swain, 1980), which emphasizes meaningful communication as the foundation of language learning. The findings also support (Long, 1996) Interaction Hypothesis, suggesting that opportunities to negotiate meaning during collaborative tasks contribute to the development of learners' oral communication skills. From a practical perspective, these results demonstrate that carefully designed task-based activities can provide a supportive environment in which students develop speaking confidence while using English for authentic communicative purposes.

The greater improvement observed during Cycle 2 suggests that students became increasingly able to communicate as they gained familiarity with both the bracelet-making procedures and the target language. As learners no longer needed to devote substantial cognitive effort to understanding the task itself, they were able to allocate greater attention to expressing ideas and interacting with their peers. This progression is consistent with (DeKeyser, 2007; Long, 1996) Hypothesis, which emphasizes that opportunities to negotiate meaning during authentic communication facilitate second language development. The richer interaction observed in mixed-gender pairs encouraged students to clarify instructions, reformulate utterances, and respond to communication breakdowns more effectively, thereby supporting improvements in fluency and interaction quality. These findings are also in line with (Skehan, 1998) view that fluency develops as learners become more familiar with task

demands and are able to balance linguistic accuracy with communicative performance. For classroom practice, this suggests that task repetition combined with progressively more communicative interaction can effectively support students' oral language development in EFL contexts.

Beyond improving language performance, the findings also demonstrate the importance of gender-responsive instructional design in promoting student engagement during EFL learning. Although students showed increasingly positive participation throughout the intervention, classroom observations indicated that male students initially displayed lower enthusiasm toward bracelet-making activities than their female peers. However, this pattern changed after the teacher intentionally reframed the activity by emphasizing macramé bracelet-making as a practical craft associated with outdoor and creative skills. This adjustment contributed to greater participation and more balanced engagement between male and female students during Cycle 2. These findings are consistent with (Eccles, 2009) expectancy-value theory, which suggests that students are more likely to engage in learning activities when they perceive them as meaningful and personally relevant. Rather than relying solely on differentiated materials, the findings indicate that teacher facilitation and contextual framing played an essential role in encouraging students' motivation and participation. For EFL practitioners, this highlights the importance of designing learning activities that are not only communicative but also responsive to learners' interests and classroom context.

The findings further suggest that the effectiveness of gender-differentiated instructional media depends not only on the selection of learning materials but also on the teacher's ability to facilitate meaningful classroom interaction. Although different bracelet-making materials attracted students' attention, active teacher guidance was essential in encouraging learners to communicate, collaborate, and remain engaged throughout the activities. This indicates that gender-responsive learning should be viewed as a pedagogical strategy rather than merely the provision of different instructional materials for male and female students. Consistent with (Deci & Ryan, 2000; Dörnyei, 2001) perspective on learner motivation, students demonstrated higher levels of participation when classroom activities supported both their interests and their sense of competence. Therefore, the effectiveness of activity-based learning in EFL classrooms relies on the integration of appropriate instructional media, purposeful communicative tasks, and continuous teacher facilitation. This finding provides practical guidance for English teachers seeking to design inclusive learning environments that encourage active participation from all students regardless of gender.

Another important finding of this study concerns the role of pairing arrangements in shaping students' communicative interaction. The comparison between same-gender pairing in Cycle 1 and mixed-gender pairing in Cycle 2 demonstrated that different pairing strategies influenced both the quantity and quality of classroom communication. While same-gender pairs provided a supportive environment for students to become familiar with the bracelet-making procedures and target vocabulary, mixed-gender pairs created more authentic opportunities for information exchange because each student possessed different materials and procedural knowledge. As a result, learners were encouraged to ask questions, clarify instructions, and provide explanations more frequently in order to complete the task successfully. This progression reflects the principles of Task-Based Language (Willis & Lockyer Willis, 2007), in which meaningful interaction emerges when learners collaborate to accomplish shared goals. From a pedagogical perspective, these findings suggest that teachers should consider pairing arrangements as an integral component of task design rather than simply an organizational strategy. Carefully planned interaction patterns can increase students' communicative participation while creating more meaningful opportunities for language use in EFL classrooms.

Overall, the findings provide consistent evidence that integrating gender-differentiated bracelet-making media within a Task-Based Language Teaching (TBLT) framework can effectively support vocabulary development, speaking performance, and student engagement among Indonesian junior high school EFL learners. The improvement observed across the two Classroom Action Research cycles indicates that meaningful language learning occurs when students actively use English to accomplish authentic tasks rather than merely practice isolated language forms. More importantly, this study extends previous research on activity-based EFL instruction by demonstrating that the combination of gender-responsive instructional media, carefully planned pairing arrangements, and continuous teacher facilitation creates richer opportunities for meaningful communication and collaborative learning. These findings contribute to the growing body of EFL research in Indonesia by offering an instructional model that is both pedagogically practical and responsive to learners' characteristics.

Consequently, bracelet-making activities may serve as an alternative communicative learning medium for English teachers seeking to create more interactive, engaging, and meaningful classroom experiences while supporting the objectives of the Merdeka Curriculum.

CONCLUSION

This study demonstrates that integrating gender-differentiated bracelet-making activities within a Task-Based Language Teaching (TBLT) framework effectively enhances vocabulary mastery, speaking performance, and classroom engagement among Grade 7 EFL students. The findings indicate that meaningful language learning is fostered when students actively use English to accomplish authentic communicative tasks rather than relying solely on vocabulary memorization or teacher-centered instruction. The implementation of the intervention through two Classroom Action Research cycles further shows that carefully structured activity-based learning can progressively strengthen students' confidence and participation in English classroom interactions.

Beyond confirming the effectiveness of activity-based learning, this study contributes to the development of EFL pedagogy by demonstrating that gender-responsive bracelet-making media, supported by purposeful pairing arrangements and continuous teacher facilitation, can create authentic communicative opportunities that simultaneously promote vocabulary acquisition and speaking development. These findings extend previous studies on Task-Based Language Teaching by providing empirical evidence from the Indonesian junior high school context, where research on gender-responsive craft-based instructional media remains limited. The study therefore offers a practical instructional model that can be adapted to support communicative English learning in similar educational settings.

Despite these contributions, several limitations should be acknowledged. The study was conducted in a single Grade 7 classroom at one junior high school with a relatively small number of participants, limiting the generalizability of the findings to broader educational contexts. In addition, as the study employed a Classroom Action Research design, the researcher also served as the classroom teacher throughout the intervention. Although a collaborating teacher acted as an independent observer to enhance the credibility of the qualitative findings, the possibility of researcher bias cannot be entirely eliminated. Furthermore, the relatively short duration of the intervention did not allow for the examination of students' long-term vocabulary retention and sustained speaking development.

Based on these findings, English teachers are encouraged to integrate hands-on, communicative learning media into classroom instruction while providing adequate vocabulary scaffolding, well-planned collaborative tasks, and flexible pairing strategies that support meaningful interaction. Future studies are recommended to investigate the long-term effectiveness of bracelet-making activities through delayed post-tests and longitudinal research designs, as well as to replicate this study with larger and more diverse participant groups across different educational settings. Further research may also explore other craft-based instructional media within the Task-Based Language Teaching framework to expand opportunities for meaningful and engaging English learning among EFL students.

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