

# THE EFFECTIVENESS OF FINE ART ACTIVITY ON STUDENTS' SPEAKING ABILITY

**Rohmah Adhawati**

State University of Jakarta  
([rohmahadhawati@gmail.com](mailto:rohmahadhawati@gmail.com))

**Eva Nurul Candra**

University of Indraprasta PGRI  
([evanurulcandra@yahoo.com](mailto:evanurulcandra@yahoo.com))

## Abstract

The objective of this research was to get an empirical evidence of the effectiveness of using picture series toward students' speaking ability in describing thing. The total sample of this study was 60 students. The method used in this research was a quantitative method. The design was a quasi-experimental study and the primary instrument of this research was a test. The result of the research showed a significant difference between the two classes' in the final mean score of the post-test of the experimental class was 76.5, while the post-test means score of the controlled class was 73.1. The test of hypothesis showed that sig. 2 tailed (p) was 0.001 while alpha ( $\alpha$ ) was 0.005 ( $0.001 < 0.005$ ). Therefore, it can be concluded that the use of Fine Art Activity can affect students' speaking ability of seventh grade at *SMP Negeri 13* South Tangerang.

*Keywords : fine art activity, speaking ability, effectiveness*

## Abstrak

Tujuan dari penelitian ini adalah untuk mendapatkan bukti empiris efektivitas dalam menggunakan aktivitas kesenian terhadap kemampuan berbicara siswa/i dalam menjelaskan sebuah benda. Sampel total sebanyak 60 siswa. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif. Desain yang digunakan adalah kuasi eksperimental dan instrumen utama dalam penelitian ini adalah tes. Hasil dari penelitian ini menunjukkan perbedaan nilai rata-rata akhir yang signifikan di antara kedua kelas, dari kelas eksperimen adalah 76.5, sedangkan nilai rata-rata akhir kelas kontrol adalah 73.1. Tes hipotesis menunjukkan bahwa sig. 2 tailed (p) adalah 0.001 dengan alfa ( $\alpha$ ) adalah 0.005 ( $0.001 < 0.005$ ). Hal ini dapat dinyatakan bahwa  $H_0$  (Hipotesis Null) telah ditolak dan  $H_a$  (Hipotesis Alternatif) telah

diterima. Oleh karena itu, hal ini dapat disimpulkan bahwa, penggunaan aktivitas kesenian bias mempengaruhi kemampuan berbicara siswa kelas VII di SMP Negeri 13 Kota Tangerang Selatan.

## INTRODUCTION

The data revealed by English First in English Proficiency Index survey show that Indonesia is in 32<sup>nd</sup> position of 72 countries that have been surveyed globally( English first : 2018). It proved that Indonesia is slightly the higher at the average position among the countries in Southeast Asia.

Ramlan said ( 1991: 1) English in Indonesia has been taught as the foreign language in the formal school for a very long time since Its Independence Day in 1945. English was given to the students of Junior and Senior high school level as a compulsory subject. While in Elementary level, English is still taught as a local content. In fact, students who learn English in their school are rarely to use English inside and the outside classroom. It caused students' speaking skill is still low.

One of the important skills that should be learned by people when they are learning English is speaking skill. Having ability to speak fluently and meaningfully is one of the evidences that someone has good proficiency of the language itself. Nonetheless, spoken language production is often considered as one of the most difficult or challenging in learning the language( Gaye: 2010). The foremost reason for this challenging is the fact that speaking is a complex skill which requires more effort than putting words together in order to communicate. It consists of several subs-skill that needs to be considered, such as: pronunciation, vocabulary, grammar, listening comprehension, and body language. Gaye also stated that if somebody has mastered all the aspects, it is not guarantee that he/she can speak fluently, since speaking is an active skill which needs a lot of practice. Hence, beside mastering those aspects in speaking, we also need to implement it our daily life in order to speak fluently. Hence, this complexity makes teaching speaking harder since each sub-skill should be taught in a best way in order to improve students' oral skill.

Teaching speaking somehow becomes problematic. This happen due to the limited time for students to practice their speaking. Generally, in Indonesia, English subject only taught twice a week for junior high school level. Many teachers only focus to complete the exercises in the text book. As they are still relied more on the text book, many teachers do not

often assesses the need in speaking at the level of students' need. In addition, in Indonesia classroom some of the English teachers are using more *Bahasa* than the target language itself.

Along the learning process, many language learners faced some difficulties in learning English especially in speaking. One aspect that might contribute to students' poor achievement in speaking is psychological aspect. Students are afraid in making mistake, and it causes the lack of confidence when using the English language. The students do not want to speak English because they are too shy to talk in English or they are afraid that their friends will laugh at them, and they are also anxious because they had not many chances to speak or because the teacher always gives criticism and correction on their mistake right away ( Umar : 2016).

It was difficult for students to understand the descriptive text. They could not describe it well, and also, they were not being able to answer the teacher's question related to the descriptive text content. In addition, students could not both make a good grammatical sentence while describing the object and produce the appropriate pronunciation like the target language. They usually forgot what they studied because they did not know how to manage their memory to recall the information that they received and memorized. As the result, students always get low score for their speaking task.

According to English syllabus in Curriculum 2013 for the first-grade students of Junior High School, one type of text that should be learned and mastered by the students is descriptive text( *kemendikbud : 2013*). According to Hamalaik ( 1998:18) some techniques that can be used in teaching speaking on descriptive texts are: role play, cooperative learning, etc. This technique can be done by dialog and monolog. One way to do monolog is by doing description objects orally. This activity is to enable the students to describe objects orally on descriptive texts based on the given material or text.

In order to enhance students' speaking skill, there are still some ways for English teacher to solve the problem discussed above in presenting English lesson, especially when teaching speaking to the students in the classroom. Teacher can use media or integrate the activity which makes the students can learn English actively and improve their confidence in speaking English. As Hamalik states that media are used to motivate students in learning. Beside using text book, the use of media, would help the students to reach the objective of learning. Gerlach and Ely ( 1980:241) also define media as any person, material, or event that

establishes condition which enable learners/students to acquire knowledge, skills, and attitude.

Therefore, one of the media that can motivate the student's speaking through fine art. A Fine Art Activity can be delivered as the one of the alternative media to help students in describing thing. The art itself has a major part in people's life. People are very familiar with art, since they can easily find art in every part of their life. Art includes paintings, photographs, sculpture, movies, plays, music, dance, fashion, books, poetry and design (Ivana: 2017). Furthermore, the focus in teaching speaking will make the students speak more than the teacher. The students need to be active in the learning process while the teacher only becomes the facilitator. Basically, students need something interesting to enjoy the learning process, therefore the teacher can unlock a student's capacity for art by creating something based on their imagination.

Moreover, Farokhi stated in his research ( 2011:923), he said that the arts contribute to social and emotional growth. Students who participates regularly in the arts develop self-confidence. Hence, by integrating the Fine Art Activity does not only make students can increase their creativity but also it can make students interact actively with their friends. Besides, students will be easy to remember something by using their own color, symbol, picture based on their imagination, and it will be easy to the learners to recall their memory when they needed, and after creating an art, students can use it as the illustration or object they can talk about or describe it proudly in front of the class and get an acknowledgement from their friends.

Based on the background above, the researchers will seek the effectiveness of fine art activity on students' speaking ability.

## **Theoretical Review**

### **a. Art**

#### **1. Definition of Art**

There is no one universal definition of art, but art is commonly used to describe a creation that beautiful or meaningful which created by using skill and imagination. Art serves as a medium of not only personal self-expression, but also as a way to communicate the artist's view of reality to other people. Art can also reflect cultural movements of certain era. The creation of an art changes during the time which they were created, and usually it can

reflect the cultural norms and beliefs. Meanwhile, Jose said that art does not express emotions anymore, but they are out of the community where those artists belong to, (<http://m.artpieces.net/definition.html>.)

## **2. Types of Art**

According to encyclopedia of art, the art commonly classified into several categories, such as: fine, visual, plastic, decorative, applied, and performing. Those are can be written more detail as follows:

### **a. Fine Arts**

Those artworks that created in this category are something primarily for aesthetic reason rather than for commercial or functional use, such as drawing, painting, and sculpture.

### **b. Visual Arts**

All that includes in the fine art is the part of visual art. But visual art has a wider variety of modern technology tools in creating the work of art, such as photograph, movie, and video.

### **c. Plastic Arts**

The term of plastic art typically denotes three-dimensional works employing materials that can be molded, shaped, or manipulated in some way, such as clay, plaster, metal, paper, and so on.

### **d. Decorative Arts**

This category of art shows functional and ornamental art forms, such as works in glass, clay, wood, textile fabric. It also includes the work of jewelry, mosaic art, and ceramics.

### **e. Performing Arts**

This type refers to public performance events. Traditional varieties include, theatre, opera, music, and ballet. This also includes any activity in which the artist's physical presence acts as the medium.

### **f. Applied Arts**

This category encompasses all activities involving the application of aesthetic designs to everyday functional objects. Applied art includes architecture, photography, industrial design, graphic design, fashion design, interior design, as well as all decorative arts.

### **3. Art in Teaching**

In any English class it is important for teacher to vary the activity type to maintain interest. Teachers will always deal with different types of learners, some students prefer playing games, singing songs, and some students enjoy working in group while others prefer working on their own. In this case, art is one of an invaluable tool for teachers to support English language learning. Art can provide students with outlets for creative expression. According to Graham ( 2005: 108) an art is a thing which created that intended to give pleasure. From a certain point of view, a work of art is quite simply visual message. Depending on the context, it tells the audience something about the artist or about the society in general. One kind of art is fine art. Integrating fine arts in English classroom is valuable and essential undertaking. Fine arts can support student to develop their creativity. The arts also provide ways for students to communicate their thoughts, feelings, and ideas about themselves and their world. Thus, using a fine art in the classroom is like using an authentic material.

Most educators agree that the arts can engage learners and provide them with opportunity to share what they know. The arts also contribute to social and emotional growth. Students who can create the work of art will develop self-confidence automatically, because they will see themselves as capable of doing work that is personally satisfying and publicly acknowledged.

### **RESEARCH METHOD**

In this study the researchers used quantitative method. The population of the research was the seventh-grade students of SMP Negeri 13 South Tangerang in academic year 2017/2018. The total class of the seventh grade were nine classes started from VII-1, VII-2, VII-3, VII-4, VII-5, VII-6, VII-7, VII-8, VII-9.

The nine classes consist of 30-35 students in each class. The samples of the research were the students of VII-6 as the controlled group class, and VII-3 as the experimental class. Each class consists of 30 students. In taking the sample for this research is based on some consideration, such as the need of students who learn about descriptive text, the recommendation from the English teacher, and also because these classes have similar characteristic and competences, besides the writer also found the students has speaking problem in the class. This kind of sampling is usually called as purposive sampling.

Purposive sampling is the use of sample with some purposes in which the writer has already had. The purpose is that to know whether Fine Art Activity is effective for students' speaking in describing thing or not. Hence, the sample that was used in this research was two classes of the seventh-grade students of *SMP Negeri 13 South Tangerang* that became an experimental and controlled class.

### **Technique of Data Analyzing**

The result of pre-test and post-test will be statistically analyzed by SPSS v.21. It consisted of normality, homogeneity, and hypotheses in order to find out the differences means of score of both experimental and control class. Then, the researcher used t-Test two tail design in order to see an effect of Fine Art Activity on students' speaking ability at seventh grade of *SMP Negeri 13 South Tangerang*. The t-Test for two tail design is appropriately used if null hypothesis formulation ( $H_0$ ) was stated with equal statement ( $=$ ), so the alternative of hypothesis should be stated with not equal statement ( $\neq$ ).

## **RESULT AND DISCUSSION**

### **1. Description of the Data**

After conducting the pre-test and post-test in both experimental and controlled class, the data were collected from the students' speaking scores of describing thing. They are presented into two tables-experimental class and controlled class.

From the pre-test score of 30 students in the experimental class students of 7.3 *SMP Negeri 13 South Tangerang*. The sum of the pre-test score is 2082 with the average score is 69.4. Therefore, the lowest score is 63 and the highest score is 79 for the speaking test on the pre-test. After giving the Fine Art Activity as the treatment in the experimental class, the score mostly increases among the 30 students. The sum of the post-test score is 2295 with the average score 76.5. The lowest score in this class after posttest is 71 and the highest one is 87. This explains there is different between students' score of the pre-test and post-test.

The pre-test and post-test score of the 30 students in controlled class of 7.6. The sum of the pre-test score in this group is 2109 and the average score is 70.3. The highest score of this group in the pre-test score is 80 and the lowest score is 65. Moreover, the sum of the post-test is 2194 with the average score is 73.133. The data also showed the highest score of the post-test in the controlled class is 82 and the lowest score is 68.

## 2. Analysis of the Data

### 1. Test of Normality

#### a. Pre-Test Normality Test

In order to know the data from the two classes has been normally distributed, the normality test is needed. The writer uses Kolmogorov-Smirnov and Shapiro-Wilk method in SPSS v.21 in conducting the normality test. Therefore, the writer also used SPSS 21 to analyzed the data. The result of normality test on the Pre-test data is presented as follows:

**Table 1**  
**Normality Pre-test Results between Experimental and Controlled Class**

Pre-test	Kolmogrov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experiment	.117	30	.200	.959	30	.298
Control	.101	30	.200	.967	30	.463
Post-test	Kolmogrov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Experiment	.158	30	.053	.918	30	0.25
Control	.112	30	.200	.982	30	.884

From the table above, we got the significance score both of the experimental class and controlled class is 0.200. It indicates that the data is normal distributed, because the significance score is higher than  $\alpha = 0.05$ . So, it can be concluded that the data of the pre-test is normally distributed because both classes' significances are above 0.05. Afterwards, the result of normality of post-test showed that the significance of the experimental class is 0.053 and controlled class is 0.200 are higher than significance  $\alpha = 0.05$ . It means that post-test data in this study was distributed normally as well.

### 2. Test of Homogeneity

#### a. Pre-Test Homogeneity Test



After conducting the normality test, in order to check the similarity of the sample in both classes, the writer continued to do homogeneity test. The writer used Levene statistic test to calculate the homogeneity of pre-test with significance level of 0.05. the result of this test is presented below:

**Tabel 2**  
**Homogeneity Pre-test Results between Experimental and Controlled Class**

Test Homogeneity of Variances			
Levene Statistic	df1	df2	Sig
3.090	1	58	.084

It can be seen from the table above that the significance is more than the significance level 0.05 ( $0.084 > 0.05$ ). This mean that the sample are equal across the groups.

#### **b. Post-Test Homogeneity Test**

**Table 3**  
**Homogeneity Post-test Results between Experimental and ControlledClass**

Test Homogeneity of Variances			
Levene Statistic	df1	df2	Sig
266	1	58	..608

From the table above, it can be seen the significance of post-test both experimental and controlled class are 0.608. Therefore, the population across the two groups are homogenous, since the significance score was higher than 0.05.

### **3. Test of Hypothesis**

Based on the pre-requisite test of statistical analysis, it showed that the data were distributed normal and homogenous. Afterwards, the data were analyzed by using T-test. This test is aimed to see whether there were any significant differences result of students' speaking score on the post-test between experimental and control class after the treatments were implemented. This test was conducted by SPSS v.21. In order to calculate the data, the formulation used the mean scores of experimental and control classes. Then, 0.05 was determined as the significance value or alpha ( $\alpha$ ). As for the name in the calculation of the

table, there were experimental class and controlled class. Furthermore, the result of -test with SPSS are presented in tables as follows:

**Table 4**  
**The Result of T-test Calculation**

Post-test	N	Mean	Std. Deviation	Std. Error Mean
Experiment	30	76.5000	3.67423	.67082
Controlled	30	73.1333	3.65526	.66736

Firstly, Table 4.7 shows statistical result of post-test of both experimental and controlled class. In each class, there are 30 students involved in the test. The table also shows the mean or the average score of each class which was taken from the post-test score. The mean scores between the two classes were different, where the mean score of the experimental class was 76.5000, while the mean score of the controlled class was 73.1333.

**Table 5**  
**The Result of Independent Samples Test of Post-Test**

Post-test	Levene's Test for Equality of Variances		t-test for Equality of means					95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.000	.000	3.558	58	.001	3.36667	.94624	1.47257	5.26077
Equal variances not assumed			3.558	57.998	.001	3.36667	.94624	1.47257	5.26077

Secondly, the data of Independent Sample Test above showed the statistical hypothesis of this study. Since that the data of the population was distributed normally, the  $t_{\text{count}}$  of the Equal variances assumed was 3.558 with the Sig. (2tailed) 0.001. It meant that the score was lower than the determined significance value 0.05. As the result, it can be seen that  $0.001 < 0.05$  which meant that null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. As the result, there is an effect of using Fine Art Activity on Students' speaking ability on describing things. Afterwards, the result of gained score statistics is explained as follows:

**Table 6**  
**The Result of Gained Score**  
Group Statistics

	Class	N	Mean	Std Deviation	Std. Error Mean
Gained Score	Experimental	30	7.1000	2.65681	48506
	Controlled	30	2.7333	2.69013	49115

From the table, it showed the gained score from of both experimental and controlled class. In total, there are 60 participants who took the test, and there are 30 students came from each class. The aimed of the test is to know whether there is an effect after treatment on students speaking ability in that class. As we can see, the mean score of the experimental class is 7.10, while the mean score in the controlled class is 2.73. It shows that there is significance difference in mean score of both classes. It can be seen by the difference of the mean score is 4.37 points, where the mean score of experimental class is higher than mean score of controlled class.

**Table 7**  
**The Result of Independent Samples Test of Gained Score**  
Independent sample test

	Levene's Test for Equality of Variance		t-test for Equality of means					95% Confidence Interval of the Difference	
Post-test	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.149	.701	6.326	58	.000	4.36667	.69030	2.98488	5.74845
Equal variances not assumed			6.326	57.991	.000	4.36667	.69030	2.98488	5.74846

Table shows the result of t-test based on gained score. On the table 7 Sig.2 tailed of post-test is 0.000 ( $p=0.000$ ) and  $\alpha$  is 6.326. it means that ( $0.000 < 0.05$ ) or ( $p < \alpha$ ). The table, moreover, shows that df (degree of freedom) was 58. The value of  $t_{table}$  with df 58 is 1.671. Meanwhile the  $t_{value}$  from the table is 6.326, it means that  $t_{table} < t_{value}$ . Hence,  $H_0$  is rejected and  $H_a$  is accepted. To sum up, there is a significant effect of Fine Art Activity toward students speaking ability in describing things.

#### 4. Test of the Effect Size

The aimed of this formulation was to measure the effect size level of this study by using Cohen's formula. As the formula below:

$$d = \frac{M1 - M2}{\text{Pooled standard deviation}}$$

M1 (The mean score of the experimental class) = 76.5000

My (The mean score of the controlled class) = 73.1333

Mean score of experimental class – Mean score of controlled class = 3.37

Standard deviation of experimental class = 3.67

Standard deviation of controlled class = 3.65

Pooled standard deviation = 3.67 + 3.65  
= 7.32

$$d = \frac{M1 - M2}{\text{Pooled standard deviation}}$$

d = 3.67 / 7.32

= 0.460

After getting the result of formulation, the score can be interpreted on the following criteria:

0.00 – 0.20 : weak effect

0.21 – 0.50 : medium effect

0.51 - >1.00 : strong effect

According to the criteria above, the result of the effect size in this study is 0.46. it indicates that using Fine Art Activity has medium effect in improving students' speaking ability on describing things.

### The Data Interpretation

Based on the average score of the post-test from the experimental and controlled group, it can be seen that there is improvement in both classes, yet the experimental class got the higher gained score compared to the controlled class due to the treatment given in the experimental class. It is proven by the students' pre-test and post-test score in both classes. On the pretest, the mean score of the experimental class was 69.4, then it was increased on the post test. The post-test mean score of the experimental class became 76.5. On the other hand, the pre-test mean of the controlled class was 70.3, and the post-test mean score was

73.1. During the pre-test and the post-test, the mean score of two classes has increased, but the experimental class which has given the treatment got a higher score than the controlled class. According to this situation, from the mean score of the two classes reached the standard mean score that seventh-grade students must achieve in the school, which at least 72.

## CONCLUSION

This research aims to obtain empirical evidence about the effect of Fine Art Activity on students' speaking ability in describing things. In this case for the seventh-grade students of *SMP Negeri 13 South Tangerang* in Academic Year 2017/2018. Hence, the result of this study shows that the use of a Fine Art is effective for students' speaking ability in describing thing. It can be seen from the differences of the mean scores between the class who were taught by using a Fine Art Activity and the class which were not taught by using Fine Art Activity.

Based on the finding and discussion in the chapter four, the implementation of Fine Art Activity is effective to teach speaking in describing thing. It shown by the mean score of students' post-test of experimental class is 76.50 that was higher than the mean score of students' post-test in the controlled class is 73.13. It is also supported by the statistical calculation which shows Sig. (2-tailed) ( $p$ ) is 0.001 while alpha ( $\alpha$ ) is 0.05. In short,  $p < \alpha$ , it means that the null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted. In addition, according to the result of the effect size, the score was 0.46. These indicates that there is a medium effect in the use of Fine Art Activity towards students' speaking ability in describing thing.

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