


THE USE OF VISUAL ART TO FACILITATE STUDENTS IN LEARNING ENGLISH SPEAKING AT SMK NEGERI 2 MAKASSAR

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: February 15, 2022 Revised: March 17, 2022 Accepted: April 21, 2022 Published: April 30, 2022</p> <p>Keywords: Speaking, Visual Art Media, Accuracy, Fluency</p>	<p>This thesis aimed to find out does the use of Visual Art media improve the students to speaking accuracy and make the students in easier at in speaking fluency at SMK Negeri 2 Makassar. The researcher applied pre-experimental method with one group pre-test and post-test design. To collect the data, the researcher used pre-test, treatment and post-test. The result of this research showed that the result of t-test value of level significant (p) = 0.05 with degree of freedom in accuracy (pronunciation) (df) + 29. In fluency (smoothness) (df) + 29. Indicated t-table value is 1.6991 and t-table accuracu (pronunciation) is 16.784, in fluency (smoothness) 14.262. Based on the result data analysis, it is concluded that there is difference significant mean score of the test that have given by researcher using Visual Art media in teaching speaking.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

In learning English, there are four major skills that have to be mastered, namely speaking, reading, writing, and listening. Living as a human being, language being a human tool for communicating the ability of speaking plays a significant role in mastering English, as a skill speaking is the most used skill by people rather than other three skills. With speaking, students can express their thoughts, ideas, and feelings so that they can be involved in conversation. According to Johnson and Morrow (2016), speaking, also known as "oral communication," is an activity involving two or more individuals in which hearers and

speakers must react to what they hear and make their contributions at a significant level. It is the case that the goal of people learning language is to be able to speak.

Students need the right media when it comes to expressing desires as well their feelings when they don't have good verbal communication skills. Media is considered as the most efficient provider in education. Media is not a substitute for teachers. But the form of its use, requires a creative approach by the teacher who must be aware of new ideas and techniques for presenting and talking different lessons using media to get effective results.

There are so many alternative media that can be chosen to be used in learning for students. Interestingly, researchers have observed that students are good at visual arts. This, the researcher chose to use visual arts as a tool in encouraging students to speak. Because with using these tools many students get pleasure from art activities so that the integration of art and literacy shows a more natural attraction for students. But a lot too teachers have perceived the arts as academically unchallenging and a pursuit suitable for entertainment only. But, when combined with speaking, art can open doors for high levels of analysis and also challenge students to explore themselves and their surroundings and thus find opportunities for sophisticated comprehension and communication. Some researches above have proven to us how hard students improve their proficiency in speaking. It is also proven by students in several schools in Indonesia, for example: in a pre-observation in SMK Negeri 2 Makassar, the researcher found that the students speaking ability still low.

This problem is caused of the media that is used by teacher. Based on the data, researcher got about 85% students stated that the media which is used by their teacher could not help them in improving their ability in speaking. It is because they cannot express their mind in their speaking through those media. Therefore, the researcher looking for some media that can be used to improve the speaking ability of students, and after selected all media the researcher decided to use visual art media to improving speaking ability of students in SMK Negeri 2 Makassar. By using arts, students can express their thought, ideas and feeling.

RESEARCH METHOD

In this research, the researcher used a pre-experimental research design, pre-experimental design with pre-test and post-test, with pre-test (O1), treatment (x), and the

test post-test (O2). Because the result can be compared to the situation prior to treatment, it can be determined that the therapy is more accurate.

RESULT AND DISCUSSION

This research examined thirty eleventh grade students at SMK Negeri 2 Makassar in the academic year 2021/2022. The result data finding found that there is the effect of using Visual Art media in teaching speaking.

The application of Visual Art media to improve accuracy (pronunciation)

Table 1. The application of Visual Art media to improve accuracy

Indicator	Pre-test	Post-test	Improvement
Speaking accuracy (pronunciation)	53.33	76.00	42.50 %

According to the table above, the pre-test mean score is 53.33 and the post-test mean score is 76.00. The difference between the pre- and post-test results in a 42.50 percent difference. According to the findings, using Visual Art media in teaching and learning speaking, primarily to improve accuracy, can be valuable (pronunciation).

Table 2. Pre-test Frequency and Rate Percentage of Students Accuracy (pronunciation).

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 30	2	6.7	6.7	6.7
40	4	13.3	13.3	20.0
50	11	36.7	36.7	56.7
60	8	26.7	26.7	83.3
70	5	16.7	16.7	100.0
Total	30	100.0	100.0	

The frequency and percentage of students who completed the accuracy (pronunciation) pre-test are shown in the table above. As can be seen, the biggest percentages of students (36.7 percent) and adults (26.7 percent) are classified as good. Meanwhile, two pupils are in the fair group, and just a small percentage of the students are in the good category. Furthermore, no students are placed in the "bad" or "excellent" categories.

So, to conclude, students in the eleventh grade at SMK Negeri 2 Makassar have good speaking ability, especially accuracy, prior to treatment (pronunciation).

Table 3. Post-test Frequency and Percentage of Students' Accuracy (Pronunciation)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	2	6.7	6.7	6.7
	70	14	46.7	46.7	53.3
	80	8	26.7	26.7	80.0
	90	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

According to the rate percentage on table 4.2 in the pre-test, no students receive exceptional, 6 (20.0 percent) students receive fair, 19 (63.3 percent) children receive reasonably good, and 5 (16.7 percent) students receive good. The students' speaking accuracy improved significantly in the post-test on table 4.4. (pronunciation). There are 6 (20.0%) students who receive excellent grades, 22 (73.3%) children who receive good grades, and 2 (6.7%) students who receive reasonably good grades. However, there are no students who receive fair or low grades.

The application of Visual Art media to improve Fluency (smoothness)

Table 4. The application of Visual Art media

Indicator	Pre-test	Post-test	Improvement
Speaking Fluency (Smoothness)	50.33	71.67	42.40%

The average pre-test score was 50.33, and the average post-test score was 71.67. There is a 42.40 percent difference between the pre and posttests. According to the findings, visual art media can be useful in teaching and learning speaking, particularly when it comes to fluency improvement.

Table 5. Frequency and Rate Percentage of the Students Fluency (Smoothness) in Pre-test.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	3	10.0	10.0	10.0
	40	7	23.3	23.3	33.3
	50	9	30.0	30.0	63.3
	60	9	30.0	30.0	93.3
	70	1	3.3	3.3	96.7
	80	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

The frequency and percentage of students who took the fluency (smoothness) pre-test are shown in the table above. As seen, the highest percentage of students (3.30 percent) is classified as "good." In the meantime, three of the students get a fair. Moreover, no students are assigned to the category of poor, fair, or excellent.

Finally, before treatment, students in the eleventh grade at SMK Negeri 2 Makassar showed good speaking ability, especially fluency (smoothness).

Table 6. Frequency and Rate Percentage of the Students Fluency (Smoothness) in Post-test.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	60	9	30.0	30.0	30.0
	70	10	33.3	33.3	63.3
	80	8	26.7	26.7	90.0
	90	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Based on the rate percentage in table 4.7 as from the pre-test, it is determined that no students receive exceptional, 10 (33.3%) students receive fair, 18 (60.0%) students receive reasonably good, and 2 (6.7%) students receive good. The pupils' speaking fluency significantly improved in the post-test on table 4.9 (smoothness). There are 3 (10.0%) students who receive exceptional, 18 (60.0%) students who receive good, and 9 (30.0%) students who receive reasonably good. However, there are no students who receive fair or poor.

Hypothesis

Table 7. The T-test Value of Students' Speaking Accuracy and Fluency

Variable	T-test	T-table	Comprehension	Classification
Speaking accuracy (pronunciation)	16.784	1.6991	t-test > t-table	Significantly Different
Speaking fluency (smoothness)	14.262	1.6991	t-test > t-table	Significantly Different

Students' ability to communicate via visual arts media in the teaching and learning process is explained in this part by analyzing data. Data gathered in the preceding section reveals that the pupils' speaking skills have improved. This training regimen works, as demonstrated by the results of both the pre-and post-tests. Students that use visual art media regularly tend to perform better on average, according to the statistics.

There is a significant difference between the pre-test and post-test findings ($p < 0.05$) inaccuracy (pronunciation) and fluency (smoothness) in the t-test results. (smoothness). To measure pronunciation accuracy, the t-test value is 1.6991; to measure fluency, 14.262.

The t-test results are compared to the t-table values after they have been calculated. Because of this, the study claims that the t-value is greater than the t-table value. Because the average test score provided by the researcher differed significantly before and after the researcher employed the means of Visual art in teaching speaking, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) accepted.

CONCLUSION

The t-test value for speaking accuracy (pronunciation) with the t-test value was $16.784 > 1.6991$ and speaking fluency (smoothness) with t-test $14.262 > 1.6991$. The t-test value was higher than the t-table value in all variables and indicators. So, the conclusion is there was a significant effect on speaking accuracy (pronunciation) and fluency (smoothness) by using Visual Art media at the eleventh-grade students of SMK Negeri 2 Makassar.

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