

CHAPTER 1

INTRODUCTION

This chapter consists of eight sub-chapters. They are A. Background Study, B. Formulation of Research Problem, C. Research Objective, D. Research Hypothesis, E. Research Significance, F. Research Scope and Limitation, G. Definition of Key Terms.

A. Background Study

Among the other skills, speaking plays an important role in mastering English. Speaking is a skill that is often used in people's daily activities, especially in communicating in English. This is one of the skills that students must master to convey ideas, feeling or opinions, and to build social relationships. Hosni (2014) considered that speaking to be the most the most essential ability among four (listening, speaking, reading, and writing) because people who know a language are usually referred to as speakers of that language. Furthermore, Torky (2006) claimed that success in learning a language is determined in terms by the capacity to carry out a conversation in the target language. Therefore, from a practical perspective, speaking is the most used skill in people's live.

Speaking is a skill or ability to communicate spontaneously to convey opinions, comments or ideas orally. According to Harmer (2007), is the act at the real time. When people make a conversation, they create

words at that time, and the speaker responds directly. While speaking, people cannot revise or change what they said. It describes that speaking is directly speech language. Therefore many people associate the ability to speak with their level of English. Nunan (1991:23) said that speaking is fundamentally an instrument act. Speaker talks to create a certain impact on their listener. It is the result of an educational learning process. Students' skill in conversation is an essential aspect of teaching speaking. It becomes an essential aspect of successful language learning if language functions as a meaningful system of expression.

During the teaching and learning process, many students struggle with learning English, particularly in speaking. Students are terrified of making mistakes, resulting in a lack of confidence when speaking English. Many students refused to speak in English class. Students do not want to speak English because they are terrified of using the language or because they are afraid that their friends would mock them, and at the same time they are concernrd since they do not have many opportunities to speak or because teachers usually provide criticism and correction straight quickly.

Based on the explanation above, students need appropriate means to express their wishes and feelings when they do not have good verbal communication skills. As stated by Hamidjojo in Arsyad (2013: 4) by using the communicative model of language, teachers can help students build their knowledge by providing actual practice that prepares them for real life conversations. On the other hand, teaching strategy can only help

the learning process, they cannot replace teachers. However, its application involves a creative approach from the teacher, who must be aware of new ideas and approaches to present and discuss various lessons employing tactics to reach the intended effect. There are numerous alternate ways to teach for speaking that might make the environment in class more enjoyable.

In this study, the researcher used fine art activity to enhance students' speaking ability. Marshall (2014:105) stated that "art integration," which integrates the benefits of creative thought, process, and creativity to teaching and learning, might be an essential component in this new paradigm. Chi (2017:70) noted that arts can be used as a stimulant, refresher, facilitator, and guide, as well as to form connections between students and teachers and inspire students to learn creatively and critically. Paintings, pictures, sculptures, film, plays, music, dance, fashion, literature, poetry, and design are all forms of art. Students can use art for describing things in front of their friends, in this case it also has a good impact on interaction between students.

From the statement above, fine art activity will be one of the strategies in increasing students' speaking ability at SMPN 3 Kalidawir. Because this activity can make the teaching and learning process more active and enjoyable, besides that it can develop students' creativity in the classroom.

There is some previous study already conducted about using arts on students speaking ability. The first relevant study was done by Gaye Bayri, this research entitled: “The Students Perception of Visual Arts in The Speaking Classroom”. The study’s findings demonstrate that adopting speaking activities based on interpretations of American works of art in the language classroom is well-received by the participants. The appeal of such an exercise stems mostly from its motivational nature, which includes three important features: providing visual information, focusing on real-life concerns and individual feelings/comments, and facilitating peer conversation. When the participants are asked to examine the authenticity of such works of art, the majority of them believe they are authentic and value the use of these visual materials as authentic cultural artifacts. Thus, language teachers can benefit from the easily accessible world of paintings and images while teaching speaking, in addition to following their reference course materials.

The second research was done by Nur Alifia. This research entitled: “Vocabulary Mastery Through Fine Art Activity to Lower Secondary Level Students”. Based on the result, it can be concluded that Fine Art Activity effective in enriching students’ vocabulary. From what the researcher have explained, we know that there is still little research that discusses fine art activities on students’ descriptive speaking ability. In this study the researcher used Fine Art Activity to teach speaking descriptive in grade 8.

The researcher used fine art activities to teach speaking and to assess their effectiveness in speaking classes by presenting this research. It is of interest to do research under the title: “The Effectiveness of Fine Art Activity on Students Speaking Descriptive Ability of Eight Grade at SMPN 3 Kalidawir”

B. Formulation of Research Problem

Based on the background of the study, the research problem of the study is formulated as follow : “Is there any significant different on students score of speaking descriptive ability before and after being taught by using fine art of eight grade at SMPN 3 Kalidawir?”

C. Research Objective

Based on the problem statement mentioned above, the objective of this research is to find the purpose of the study can be stated as follow: “To find out the students score of speaking descriptive ability before and after being taught by using fine art of eight grade at SMPN 3 Kalidawir”

D. Research Hypothesis

A research hypothesis is the expected relationship or the expected difference between the variables in the study. In this research, the

researcher uses two kind of hypothesis formulated to be tested, they are null hypothesis (Ho) and alternative hypothesis (Ha).

1. Null Hypothesis (Ho)

There is no significant difference student score of descriptive speaking ability before and after being taught by using fine art of eight grades at SMPN 3 Kalidawir.

2. Alternative Hypothesis (Ha)

There is significant difference student score of descriptive speaking ability before and after being taught by using fine art of eight grades at SMPN 3 Kalidawir.

E. Research Significance

The significance of this study can contribute some benefits to students, teachers and others researcher are:

1. Teacher

By doing this research, the writer hopes that the result of the study would be useful to give knowledge to all English teachers about the effectiveness of fine art activity on student descriptive speaking ability.

2. Students

This research can be used to help the students to enrich their knowledge especially in speaking. Also the collaboration with art can help students become more interested in learning English.

3. Other researcher

The result of the study is expected to give an alternative source and references to other researcher in their attempts about the effectiveness of fine art activity on student descriptive speaking ability.

F. Research Scope and Limitation

The scope of this research is students speaking ability of SMP 3 Kalidawir at eight grades in academic year 2023/2024. The researcher just took one class that is class 8C. The limitation of this research is speaking in describing thing, people and animals.

G. Definition of Key Terms

To avoid misinterpretation and misunderstanding of the title of the research, the several terms are defined as follows:

1. Effectiveness

Effectiveness refers to the level of success level of the plans prepared in achieving the expected goals. Effectiveness is a significant score that obtained from the pre-test and post-test.. An action is said to be effective if it allows the predetermined plan to be implemented. On the other hand, these efforts will not be effective if they deviate from the plan.

2. Fine art

Fine art, on the other hand, is typically thought to have an aesthetic or intellectual value. To put it another way, it is not purely utilitarian. Fine art can refer to a variety of fields, including architecture, photography, painting, and sculpture, depending on who is questioned

3. Speaking Descriptive Ability

Speaking is a means for sharing thoughts that are assembled and developed based on the listener's demands. Speaking descriptive is a type of instructive communication that helps the listener establish a clear mental image of a specific person, location, or object.