

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

*(Pre Experimental Research at Eleventh Grade of SMK Negeri 2 Makassar)*



**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

**2022**



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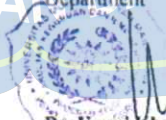
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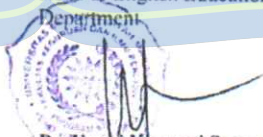
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14/04/2022	IV	Make sure you answer your research question on your Discussion	Lf
19/04/2022	IV	Do not only reveal the result of your research without explaining the process of your research	ACC

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## **MOTTO**

**“ You’ll never walk alone”**

**“Do the best and pray, God will take care of the rest”**



## **DEDICATION**

**A Thesis for My Beloved Family**

Especially for My Lovely Mother,

My Strongest Father,

My Best Brother,

My Friend

Also,

My Self

I deserve this a billion times.



## ABSTRACT

**St. Rahma Wahyuni Amirullah. 2022.** *The Use Of Visual Art To Facilitate Students in Learning English Speaking At SMK Negeri 2 Makassar. (A Pre-Experimental Research at XI Grade of in academic year 2021/2022).* Thesis, English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Nurdevi Bte Abdul & Hilda Hafid.

This thesis aims to find out whether or not the use of Visual Art media is effective to facilitate students in learning english speaking of XI DPIB class of SMK Negeri 2 Makassar.

This research was a pre-experimental design used pre-test and post-test. The population of this research was the XI grade students of SMK Negeri 2 Makassar and to take the sample researcher used purposive sampling. The research sample was 30 students. The research instruments was pre-test, post-test and treatment

The results of the data show that there is a difference between pre-test and post-test of students. The main score of students before giving the treatment for accuracy (pronunciation) is 53.33 and it improved to 76.00 while fluency (smoothness) 50.33 and it improves 71.67 after applying Visual Art media. In addition, from t-test analysis it was obtained that the t-test value was greater than t-table, students' the use Visual Art media in totally t-table value is 1.699 and t-test value in Accuracy (Pronunciation) is 16.784; in Fluency (Smoothness) is 14.262. ( $13.6 > 1.714$ ). The hypothesis of this research can be concluded that Null Hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis ( $H_1$ ) is accepted. It means that Visual Art media was effective to facilitate students' in learning english speaking.

**Keywords:** *Speaking, Visual Art Media, Accuracy, Fluency.*

## ABSTRAK

**St. Rahma Wahyuni Amirullah.** 2022. Pemanfaatan Visual Art untuk Memudahkan Siswa dalam Belajar Berbicara Bahasa Inggris di SMK Negeri 2 Makassar. Jurusan Pendidikan Bahasa Inggris Universitas Muhammadiyah Makassar. Dibimbing oleh Nurdevi Bte Abdul & Hilda Hafid.

Penelitian ini bertujuan untuk melihat keefektifan siswa dari belajar berbicara bahasa inggris setelah menggunakan media Visual Art dalam proses belajar dan mengajar kosakata, peneliti menggunakan metode pre-experimental, of pre-test dan post-test, dan mengumpulkan data dengan memberikan pre-test dan post-test. Sampel dari penelitian ini yaitu kelas XI DPIB SMK Negeri 2 Makassar terdiri dari 30 siswa.

Hasil penelitian menunjukkan bahwa nilai di pre-test untuk accuracy yaitu 53.33 dan dipost-test yaitu 76.00 untuk di pre-test fluency yaitu 50.33 dan di post-test yaitu 71.67 di penelitian ini menunjukkan bahwa dari nilai t-test lebih tinggi dari nilai t-table (16.784 1.699) and (14.262 1.699) Artinya (H1) diterima dan (H0) ditolak. Ditarik kesimpulan bahwa penggunaan dari media Visual Art dikelas SMK Negeri 2 Makassar efektif untuk memudahkan siswa dalam belajar berbicara bahasa inggris.

*Kata Kunci : Berbicara, Media Visual Art, Ketepatan, Kelancaran*



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APPENDIX I



# CHAPTER I

## INTRODUCTION

### A. Background

In learning English, there are four major skills that have to be mastered, namely speaking, reading, writing, and listening. Living as a human beings, language being a human tools 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. (Adeyanju, 1997) learning can happen as an outcome of afresh attained skills, principles, perception, knowledge, facts, and new information at hand. Learning can be reinforced with different teaching/learning resources because they stimulate, motivate as well as focus learners' attention for a while during the instructional process.

In addition, students also need to be active to practice, exchange ideas, and feelings in speaking. As for things that sometimes make students less confident in speaking such as being unable to appear in front of many people, lack of grammar knowledge, even students are afraid to speak for fear of pronouncinng mistakes. Teachers and textbooks employ a ramification of strategies, starting from direct methods focusing on precise features of oral interaction along with turn-taking, topic control, and wondering techniques to indirect approaches that create situations for oral interaction via institution work, task work, and other techniques. (Sosas

and San Jose, 2012) stated that they believed that speaking skill is a necessity inside the contemporary society. If a person couldn't express themselves absolutely then, they'll be lost. Regardless of this reality, to many talking in English appears to be a completely challenging mission. It is very important for students to motivate themselves to dare to speak with their friends in English. In a certain way the motivation appears on its own. With the new learning technique, they feel more challenged to speak English. As a result, they push themselves to speak up. Furthermore, Bertram (2002) states that oral language is a completely essential link in the process of college students mastering and wondering development. Oral language provides a foundation for the development of other language skills. When children tell about themselves and their experiences, they will naturally learn and organize their thinking to focus the ideas that are in them.

Many people believe that speaking is an important aspect to acquire language when they are learning a second or foreign language. The success of learning speaking is measured from the performance and competence of learner to speak the language. Speaking is the most important skill in mastering language because speaking is commonly used to communicate with the other. However, we can see most of learners still lack in their English; even they cannot speak well. Johnson and Morrow (1981: 70) stating that speaking which is popular with term 'oral communication', is an activity involving two or more people in which



hearers and speakers have to react to what they hear and make their contributions at a speed of a high level. It is the case that the goal of people learning language is to be able to speak. Nevertheless, in the fact some of the learners get difficulties in delivering their ideas.

Printer (2006;55) argues "Learning to speak fluently and accurately is one of greatest challenge for all language learning. This is because to be able fluently, we have to speak and think at the same time. "Moreover, speaking requires students' attention and contributions to master the skill. Therefore, students need stimulation to create their willingness and motivation to be involved in the activity. On the other hands, most teacher tend to teach reading and writing seriously than speaking whereas speaking is important too. As consequence, they teach speaking in boring way and make the students uninterested to learn.

A common problem for English teaching and learning process was dealing with a passive class, where students were unresponsive and avoid interaction with the teacher. This was especially true when a teacher asked students in English, most of them in the class do not brave to answer the teachers' question in English, even if they understand the question, and know the answer, they still seem afraid to speak English. The students were reluctant to speak. They were not able to speak English yet in the lesson.

Students need the right media when it comes to expressing desires as well as their feelings when they don't have good verbal communication skills. Ideally the media used by the teacher is attractive to children, use the media according to the needs of the child, and the teacher gives freedom to the child to express his opinion or even the child wants to repeat the contents of the story that has been conveyed by the teacher. Several factors can develop speaking skills in children, namely practice combining language sounds, enriching vocabulary, recognizing sentences through stories and singing, recognizing written symbols, and giving rewards as children are able to do something (Suhartono, 2005: 141).

The researcher has observed that most students are not confident when speaking, even for the students with a good writing skill. Many of them are afraid and hesitant when it comes to speak in front of their classmates because they are worried that they will laugh during they speak. As a result, speaking lessons are considered very boring. (Dabbagh and Kitsanas, 2011) stated in teaching process, school uses a variety of teaching and learning styles. Perhaps many of the students, can and frequently do supply useful representations for them from the information externally available, regardless of medium. In addition, students will also benefit a lot in the use of media with certain abilities.

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. As for examples of learning media in the traditional way such as (blackboards, and teachers) while the mass media used for teaching and learning are (newspapers, radio, and television) and finally there are learning media in the form of electronics which are generally known to be better new and widely used in the teaching and learning process (computers and other multimedia systems).

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. This belief permeates Western society's psyche (Efland, 2002). 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 prove 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 expressed 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. The ability to decode, interprets, create, question, challenge, and evaluate texts that communicate with visual images as well as or rather than words. Therefore, this research was carried out.

## **B. Problem Statement**

Based on the background above, this research examines art activities as a means to improve students speaking skills on the use of Visual Art:

1. Does the use of Visual Art media improve the students to speaking accuracy at SMK Negeri 2 Makassar?
2. Does the use of Visual Art media for learning make the students in easier at in fluency speaking fluency at SMK Negeri 2 Makassar?



### **C. Objective of the Research**

1. To know whether the use of Visual Art effective to facilitate students speaking accuracy.
2. To know whether the use of Visual Art effective to facilitate students speaking fluency.

### **D. Significance of the Research**

The researcher expects that this research will be useful and present positive things for many people in the learning process, such as:

1. For Teacher
  - a. Teachers can teach the material easier and they will have a new media to teach speaking through visual art.
  - b. The teacher can modify this media in order to make the students easy to understand in learning English speaking.
2. For Students
  - a. The students will be easy to understand about how to produce sentences with their own mind.
  - b. It will improve the students ability in speaking.

### 3. For Researcher

- a. The research gives knowledge in the teaching-learning process and can be a new reference to other researchers in supplementing their research for a superior result.

### **E. Scope of the Research**

This research is an experimental research that is focus on applying the Visual Art media to teach speaking accuracy and fluency especially in the context of Suggestion and Offering, Giving Opinion, Cause and Effect, Explanation Text.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Previous Related Research Findings

There were some researchers who had conducted research by using few techniques or method in teaching speaking. They were :

Duropan (2020) this observation examines art activities as a method of improving students speaking competence. Dorupon state that the appreciation of students on the use visual arts in enhancing their speaking abilities is a clear manifestation that visual arts is an effective tool in encouraging students to speak. The reason why students appreciated visual art is the motivation it provides. The visual effect of art to the students ignites and challenges them to formulate words. Thus, the use of visual art activities transform the students from uninterested to interested, from passive to active, from blunt to critical thinker. This study uses qualitative methods, especially the phenomenological approach.

Simanjuntak (2018) found that the students the visual media which is developed in this study is eligible to be used for learning English, because the result of validation from the experts is for the content of the media the average is about 91% with category very good and the result of validation from the experts is for the visual of the media the average is about 87.14% with category very good.

Ramli & Musa (2020) this study discusses the basic aesthetic exploration of sketches in preschool childrens educational activities in fine

arts skills. This research exploration certainly involves the involvement of visual arts activities that are important for the development and skills of preschool children. In this study, the focus is more on the experiences of children and teachers in art activities that bring experiences from visual arts in preschool. This study uses a qualitative approach through the procedure of participatory preschool artistic activities.

From those previous research findings it can be concluded that there were similarities and differences among the researchers. All researchers have the same focus in integrating art in teaching English, however, some of them more focused on certain skill and specific art. The first is Dorupon conducted a research about examines art activities as a method of improving students speaking competence and found that the appreciation of students on the use visual arts in enhancing their speaking abilities is a clear manifestation that visual arts is an effective tool in encouraging students to speak. In line with this research Ramli & Musa conducted a research by integrating arts and art making into English language teaching and learning and found that it will develop and deepen the students analysis. Another researcher Simanjuntak also succeeds to improve the students speaking ability through media Visual Art.

The researcher concludes that among the researchers were have the goal to improve the students English proficiency of the students and their difference was kind of art that they used. Therefore, the researcher chooses visual art as a media to improve the students speaking ability. This media



will make the students more creative and expressive in performance speaking skill. It is because they have a media that they can visualize by their own imagination.

## **B. Concept of Speaking**

### **1. Definition of Speaking**

Speaking is one of the skills that have to be mastered by students in learning English. It is important for students to know definition first. Many experts define speaking in different ways. Some of experts define speaking as follows:

Bashir and Azeem (2011) state “speaking is the productive skill in oral mode. It is like other skill, is more complicated than it seems at first and involves more than just pronouncing words”. Other definition from Wallace, Stariha, and Walberg (2004) state that “speaking is the process of organizing idea of presentation and can be done in a variety of different ways, including sequentially, chronologically, and thematically”. In addition Febriyanti (2010) state “speaking is an interactive process of constructing meaning that involves producing, receiving and processing information”. Its form and meaning are depending on the context in which it occurs, including the participants themselves, their experiences, the physical environment, and the purposes for speaking.

According to Mora (2010) state “speaking is the process of building meaning and then sharing it by using verbal and non-verbal symbols”. Other explanation from Meilyaningsih (2015) state “speaking is the process of conveying and sharing ideas orally and it can be use to convey the feelings.”. In speaking, there are several skill that is involved in such as accuracy, appropriateness, fluency and vocabulary building. In addiiton Efrizal (2012) state “speaking is one way to communicate the ideas and a message orally.” By applying the language in real communication the students will enable to communicate easier.

According to some experts above, the researcher concludes that the definition of speaking is a process of constructing, organizing, and sharing ideas of information in oral mode. The process of constructing meaning or idea involves receiving, processing, and producing information whether its use a verbal or non-verbal symbols. Speaking involves some skills, such as accuracy, appropriateness, fluency and vocabulary building.

## 2. Activities in teaching speaking

There are several activities that can be used to teach speaking skill, according to Kayi (2006) in his book “Teaching Speaking : Activities to Promote Speaking in a Second Language” explain some activities in teaching speaking as follows:

### a. Discussion

According to Kayi (2006) stated that For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

### b. Role Play

According to Kayi (2006) stated that another way to make the students speak is by using role-play activity. In role-play activities, the teacher gives the information to the learners, such as who they are and what they think or feel and then the students will speak. Before the teacher gives the information, the

students have to pretend they are in various social context and have a variety of social roles so the students will think and feel like what they are pretend on.

c. Story Telling

According to Kayi (2006) stated that one other way of getting students to speak is story telling. In story telling activities teacher will ask the students to retell something. The students naturally has a profound ability to to summarize a tale or story they heard from somebody, or the story they watched and read before. Moreover, the students may create their own stories to tell their classmates. Story telling can fosters creative thinking, therefore, it will help the students express ideas in format of beginning, development, and ending, it is including the characters and setting a story has to have. Moreover, the students can also talk about riddles or jokes or even inserted it inside of a story that they retell whether it is in the opening, development, or ending. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

d. Reporting

According to Kayi (2006) stated that reporting is a kind of activity which is not only help the students to speak but also add students knowledge in the process. In reporting activities,

the teacher will ask the students to read a newspaper, magazine or watch a news on tv before they enter in the classroom. Then in class, the students will report the news that they think it is interesting to report to their friends. Students may also talk anything worth or a cases that may happen in their daily lives to their friends.

e. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating. Harmer (2001)

f. Picture Describing

Kayi (2006) stated that another way to make the students speak is by using a picture. In this activity, the students will be given a picture and having them describe what it is the picture. For this activity, the teacher can divide the students into some groups, and each group will be given a different picture. Students will discuss with their group about the picture they have. Then, the spokesperson of each group will describe the picture based on what they have discussed in their group. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.



### 3. Three areas of knowledge that involve in speaking

According to Bashir and Azeem (2011) stated that there are three areas that involves in speaking. The first area is mechanics (pronunciation, grammar, and vocabulary) which means using the right words in the right order with the correct pronunciation. Second area is Functions (transaction and interaction) which means knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building). The last is social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants) which means we have to understand about how to take into account who is speaking to whom, in what circumstances, about what, and for what reason. In the communicative model of language teaching, instructors help their students develop by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

### 4. Basic Types of Speaking

According to Brown (2000) stated that “there are five basic types of speaking, they are”:

a. Imitative

According to Brown (2000) explained that at one end a continuum of types of speaking performance I the ability to simply parrot back (imitate) A word phrase or possibly a sentence while this is a purely phonetic level of oral production. A number of prosodic, lexical and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled “pronunciation” inferences are made about the test-taker’s ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening here is in the short-term storage of a prompt. Just long enough to allow the speaker to retain the short stretch of language that must be imitated.

b. Intensive

According to Brown (2000) explained that a second type of speaking frequently employed in assessment contexts the production of short stretches of oral language designed to demonstrate competence in a narrow band grammatical, phrasal, lexical or phonological relationship (such a prosodic elements-intonation, stress, rhythm juncture). The speaker must be aware of semantic properties in order to be able to respond. But interaction with an interlocutor or test administrator is minimal at best. Example of intensive assessment tasks include directed response tasks reading

aloud, sentence and dialogue completion. Limited picture-cued task including simple sequences a translation up to the simple sentences level.

c. Responsive

According to Brown (2000) explained that responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments. And the like the stimulus is almost always a spoken prompt (in order to preserve authenticity) with perhaps only one or follow up questions or restarts.

d. Interactive

According to Brown (2000) explained that the difference between responsive and interactive speaking in the length and complexity participants, interaction can take two form transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, which have the purposes of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in casual register and use colloquia language, ellipse, slang, humor, and other sociolinguistic convention.

e. Extensive (monologue)

According to Brown (2000) explained that extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity oral interaction from listeners is either highly limited (perhaps to none responses) or rule out taint informal in the monologues such as casually delivered speech (for example. vacation in the mountains, a recipe for understanding pasta primavera , recount the plot of a novel or movie).

5. The Elements of Speaking

a. Pronunciation

Pronunciation is the way to produce word by word clearly when we are speaking. It means that we can communicate effectively when we have good pronunciation and intonation even though they have limited vocabulary and grammar. It can be minimize understanding conversation or speaking up if we have a good pronunciation. Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking (Kline, 2001:69).

Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact

(Fraser, 2001:6). Based on the statement above can be concluded that Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

b. Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well form or grammatical utterances in the language (Purpura, 2004:6). Moreover, the other definition of grammar stated by Greenbaum and Nelson (2002:1) argue that Grammar refers to the set of rules that allow us to combine words in our language into larger units. The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001:12). Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator.

### c. Vocabulary

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday (Turk, 2003:87). It means that in spoken language or speaking, the vocabulary use must be very familiar and it is used in everyday conversation in order to understand the spoken discourse.

### d. Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation (Pollard, 2008:16).



#### e. Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations the meaning of sentences. Comprehension of a second language is more difficult to study since it is not; directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project even when procedures are complicated and entail risks (Cohen et al., 2005:51). Therefore, in speaking can be concluded that the comprehension refers to the speakers' understanding about what are they saying to the listeners in order avoid misunderstanding information; in addition, its function is to make the listeners easily to catch the information from the speaker.

### C. The Concepts of Visual Art

#### 1. Definition of Art

O'Malley, Taylor, and Doyle (2001) state that the arts are a dynamic presence in daily lives of every people, enabling them to express their creativity while challenging their intellect. In some conditions of students, arts can captures their passions and emotions and allows them to explore ideas, subject matter, and culture in delightfully different ways.

## 2. Types of Art and Processes of Art

U.S Department (2009) state the students' arts knowledge and skill be measured in four arts disciplines: dance, music, theatre, and visual arts. And the process of arts are divided into three processes, they are responding, creating, and performing. Responding process refers to observing, describing, analyzing, and evaluating works of art, Then creating process refers to expressing ideas and feelings in the form of an original work of art. Performing process is the process of showing the arts result.

### 3. Five strands of Visual Art

According to O'Malley, Taylor, and Doyle (2001) state that there are five strands of Visual art, they are: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relations, and and applications. as same as the speaking purposes which pursue the students to apply what they have been learn before.

### 4. Principles of Visual Art

According To (Baressi 2013) In Research Title "Visual Arts" State "The visual arts curriculum is organized under four major Standards: presenting, responding, creating, and connecting. each strand provides a clear outline of what students are to know across grade levels while providing unifying threads of understanding in support of the goals and

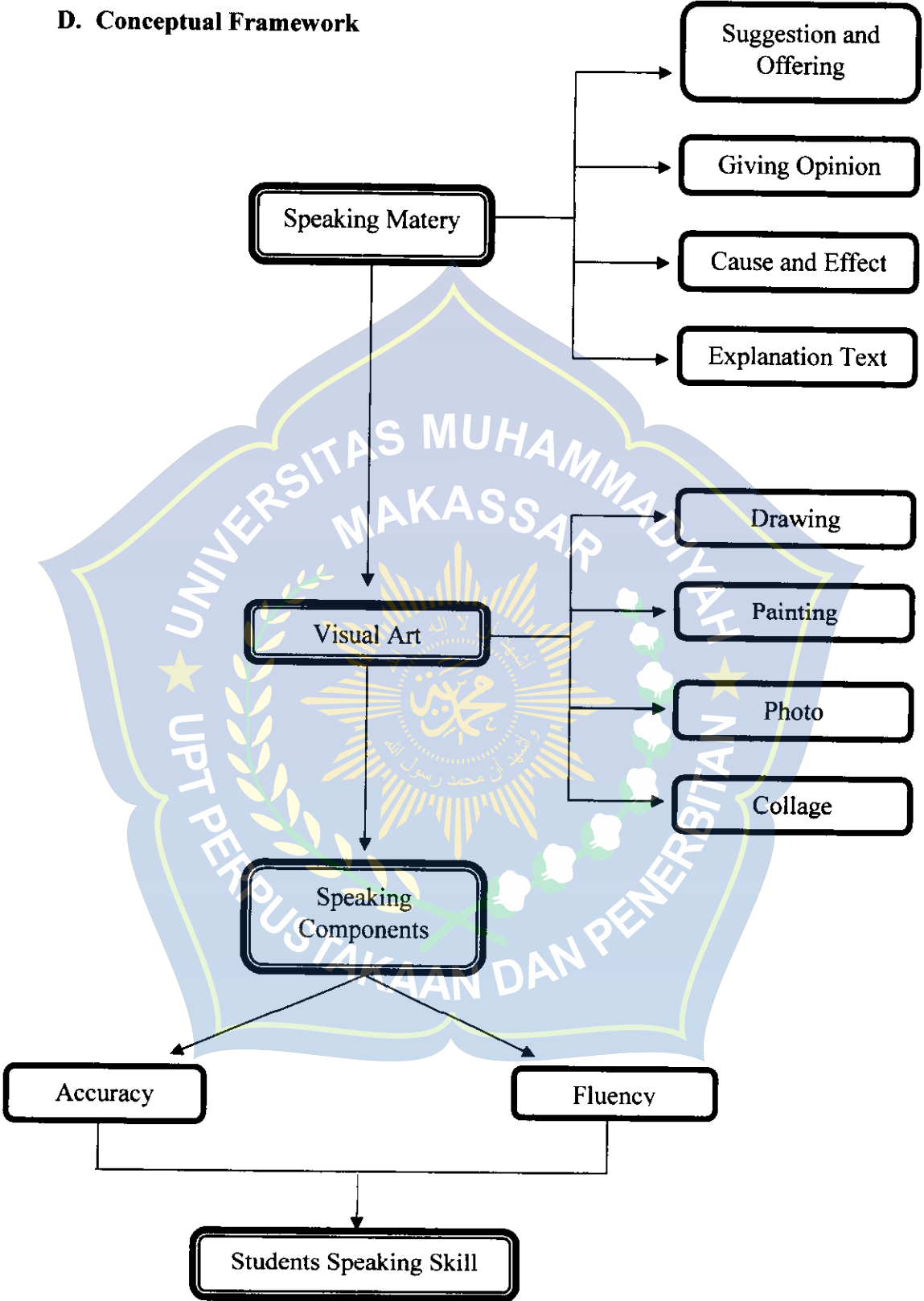
objectives within the Visual Art standards. Presenting, responding, creating, and connecting are the strands in which all aspects of visual art can be organized and defined as follows: first is presenting, it refers to presenting or demonstrating something about an existing artwork, informally or formally, a process that calls upon the technical, expressive, and interpretive skills of the learner. The second is responding, it refers to synthesizing knowledge of visual art, in relation to history, culture, heritage, other content areas, ideas, and life-long learning. The third is creating, is refers to expressing ideas and feelings through the creating of visual art. The last is connecting, it refers to analyzing, critiquing, describing, and evaluating visual artworks.

#### 5. The Advantages of Using Visual Art

According to Bayri (2010) he found that the use of visual art in teaching give a motivation to the students in speak. It is proven by the fact that it help the students to turn an idea or feeling into a comment or intepretation via visualization or solidifications. It more give an advantages if we use universal issues on the society as the theme of students discussion, such as adurse condition, racism, unemployment, poverty and isolation, which those theme will trigger the students to comment on since they are part of humanity. Other researchers (McMahon, Kloppe, and Power 2016) found visual arts make the students easily to express their ideas orally. It is important to know the experience of students when they create a project. This experience will

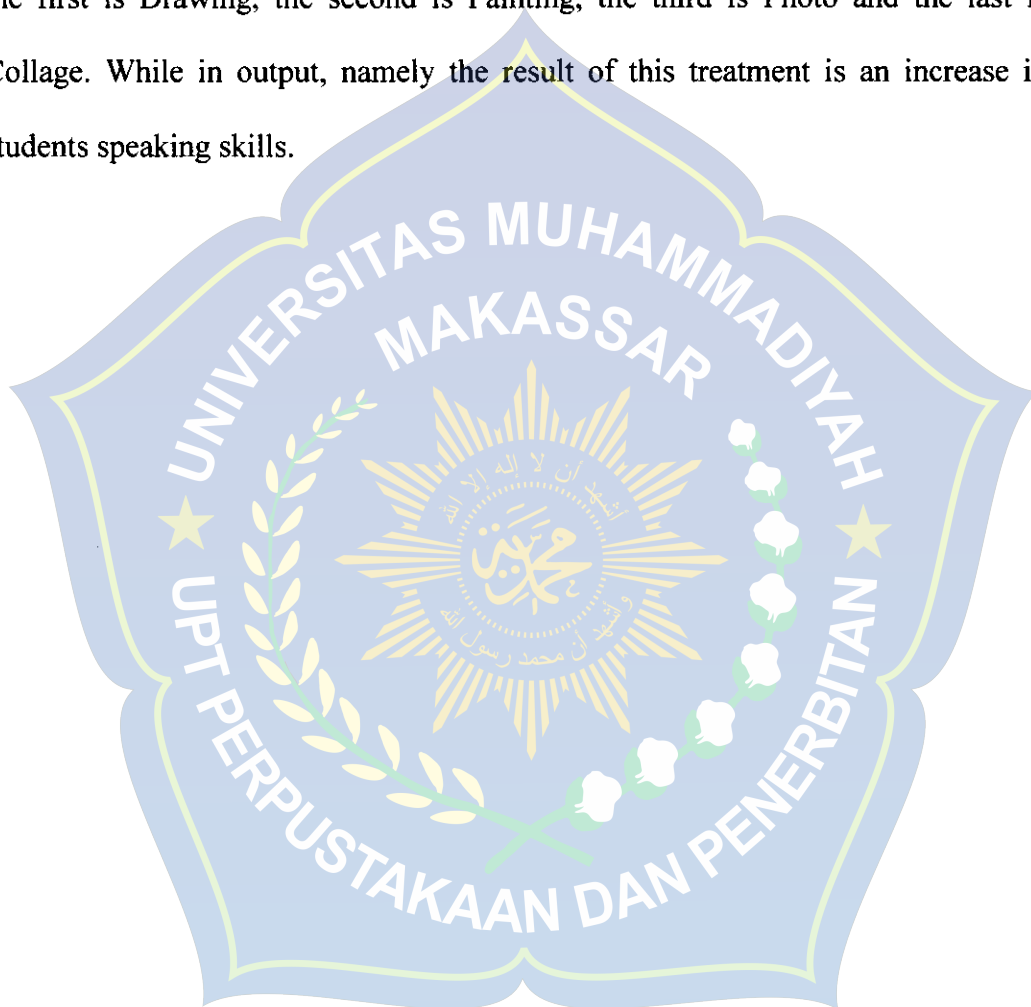
indirectly attempt on the students mind without forcing themselves to remember on it. In addition, a same research done by The New York State Education Department Studies (2010) in a various level of education in United States and they found that a basic approach to integrating visual arts and ESL(English as Second Language) instruction is possible and beneficial for ESL, language arts, and content areas teachers to offer students outlets for creative exploration, hands-on learning experiences, and synthesis of new knowledge via art-making. Teachers can provide opportunities for students to use a range of simple art materials in their classes by designing lessons where students can create drawings, illustrations, posters, and so on, in relationship to what is being studied.

**D. Conceptual Framework**



**Figure 2.1 Conceptual Framework**

Based on the conceptual framework above, the four main components can be explained that Input refers to the material applied in the classroom. In this research to the researcher will focus on speaking, speaking materials will be accept input and the process will apply Visual Art with consist of four kinds of art the first is Drawing, the second is Painting, the third is Photo and the last is Collage. While in output, namely the result of this treatment is an increase in students speaking skills.





### CHAPTER III

#### RESEARCH METHOD

##### A. Type of the Research Design

This research used pre-experimental design. A single group was studied at two time point, one group for pre-test and post-test design. The result can know that the treatment is more accurate because it can compare it with the situation before receiving treatment. The pre-test and post-test were administered to a single group with the following formula:

Figure 3.1 Pre-Experimental Study

Pre-test	Treatment	Post-test
O <sub>1</sub>	X	O <sub>2</sub>

(Gay: 2006)

Where:

- O<sub>1</sub> : Pre-test  
x : Treatment  
O<sub>2</sub> : Post-test

### 1. Pre-test

A pretest is a conduct test before learning or a topic is explain. Usually, a pre-test gave to students before the delivery of the material is carried out, its function is to determine the speaking ability of previous students.

### 2. Post-test

After giving the treatment, the researcher gave a post-test. It is aim to know the significant difference between the students' ability before and after applying Visual Art. Post-test used to measure how deep students' understanding of the text.

### 3. Treatment

The treatment gave after students have taken the pre-test. The treatment of this research is as follows:

- First meeting with Suggestion and Offering material.
  - 1) Researcher gave the explanation about the material and the purpose of the material.
  - 2) Researcher gave the example of the material Suggestion and Offering.
  - 3) Researcher will explain about Visual Art project and the purpose of this media.
  - 4) Researcher gave example of the Visual Art project.
  - 5) Researcher will divide the students into some group which will each group will consist of 4 students

6) Researcher will by announce the theme “Global Warming” that the students will create a project on by using Visual Art Drawing kinds.

7) Researcher gave the time for each group to discuss about the theme and what they want to make in their project.

8) While the students discuss the researcher will involve in the discussion in order to give the stimuluss for the students.

9) Each group will present the of their Visual Art project and the researcher gave a chance to other students give additional suggestion.

- Second meeting with Giving Opinion material.

1) Researcher gave the explanation about the material and the purpose of the material.

2) Researcher gave the example of the material Giving Opinion.

3) Researcher will explain about Visual Art project and the purpose of this media.

4) Researcher gave example of the Visual Art project.

5) Researcher will divide the students into some group which will each group will consist of 4 students

6) Researcher will by announce the theme “Pandemic Covid” that the students will create a project on by using Visual Art Painting kinds.

- 7) Researcher gave the time for each group to discuss about the theme and what they want to make in their project.
  - 8) While the students discuss the researcher will involve in the discussion in order to give the stimulus for the students.
  - 9) Each group will present the of their Visual Art project and the researcher gave a chance to other students give additional suggestion.
- Third meeting with Cause and Effect material.
    - 1) Researcher gave the explanation about the material and the purpose of the material.
    - 2) Researcher gave the example of the material Cause and Effect.
    - 3) Researcher will explain about Visual Art project and the purpose of this media.
    - 4) Researcher gave example of the Visual Art project.
    - 5) Researcher will divide the students into some group which will each group will consist of 4 students
    - 6) Researcher will by announce the theme “Traffic Jam” that the students will create a project on by using Visual Art Photo kinds.
    - 7) Researcher gave the time for each group to discuss about the theme and what they want to make in their project.

- 8) While the students discuss the researcher will involve in the discussion in order to give the stimuluss for the students.
  - 9) Each group will present the of their Visual Art project and the researcher gave a chance to other students give additional suggestion.
- Fourth meeting with Explanation Text material.
    - 1) Researcher gave the explanation about the material and the purpose of the material.
    - 2) Researcher gave the example of the material Explanation Text.
    - 3) Researcher will explain about Visual Art project and the purpose of this media.
    - 4) Researcher gave example of the Visual Art project.
    - 5) Researcher will divide the students into some group which will each group will consist of 4 students
    - 6) Researcher will by announce the theme “Free” that the students will create a project on by using Visual Art Collage kinds.
    - 7) Researcher gave the time for each group to discuss about the theme and what they want to make in their **project**.
    - 8) While the students discuss the researcher will involve in the discussion in order to give the stimuluss for the students.

- 9) Each group will present the of their Visual Art project and the researcher gave a chance to other students give additional suggestion.

## **B. Population and Sample**

### **1. Population**

According to Sugiyono (2008: 173) “the population is the whole subject of research”. The total population of research subjects who have certain qualities and facts determined by the researcher for research and further after the research is carried out. The study population of the research are the eleventh grade students XI at SMK Negeri 2 Makassar. The eleventh grade students are chosen as the population by the researcher on the grounds that (1) students at that level had gained knowledge and concepts about Visual Art to be used in this study, and (2) students in class XI were between classes X and XII, which allow research. Because if the subject taken in class XII is worried about the students having passed, and if class X is worried that they still lack knowledge about Visual Art and have not received the material that will be used in this research.

### **2. Sample**

The sampling technique of this research was purposive sampling. Purposive sampling allow the researcher taken the sample by using their judgment to choose the appropriate simple for collecting the data that needed and usually based on the prior information.



The researcher selected class XI DPIB SMK Negeri 2 Makassar as a sample. The total of the sample was 30 students.

### **C. Instrument of the Research**

The instrument of this research will be speaking test. The study will pre-test and post-test that will give to both experimental. The form of the test in this research is the researcher will give three themes to the students and the students will choose on themes then explain by using 5W and 1 H in front of the class.

### **D. Data Collection Technique**

The following actions will be taken by the researcher when gathering data:

1. The researcher request permission from the class's teacher.
2. As a sample of this research, the researcher comes to the class to do a pre-test.
3. The researcher will use Visual Art media after completing the pre-test.
4. At the final meeting, the researcher will administer a post-test to the students.

### **E. Data Analysis Technique**

In this research, the researcher collected the data of the students' speaking ability after giving pre-test and post-test through quantitative

analysis. The scoring classification to evaluate the students' speaking in the following table:

1. Scoring Rubric of Accuracy.

a. Pronunciation

Classification	Score	Criteria
Excellent	5	Pronunciation and intonation are almost always very clear/accurate.
Good	4	Pronunciation and intonation are usually clear/accurate with a few problems areas.
Fairly Good	3	Pronunciation and intonation errors sometimes make it difficult to understand the student.
Fair	2	Frequent problem with pronunciation and intonation
Poor	1	The students speak very hasty, and more sentences are not appropriate in pronuncitiaon

(Longman in Ayyub, (2015:32)

## 2. Scoring Rubric of Fluency.

### b. Fluency Smoothnes

Classification	Score	Criteria
Excellent	5	Speaks smoothly, there is no hesitation that does not interfere with communication
Good	4	Speaks smoothly, with little hesitation that does not interfere with communication
Fairly Good	3	Speaks with some hesitation, but it does not usually interfere with communication
Fair	2	Speaks with some hesitation, which often interferes 2 Average with communication
Poor	1	Hesitation too often when speaking, which often 1 interferes with communication Poor

(Longman in Ayyub, (2015:32)

### 3. Calculating the students' score:

$$\text{Students' score} = \frac{\text{students gained score}}{\text{maximum score}} \times 100$$

(DEPDKNAS 2014)

4. The result from the students score put in the score classification.

Table 3.4 Score Classification of Students Speaking Test

Interval	Classification
81-100	Excellent
61-80	Good
41-60	Fairly Good
21-40	Fair
0-20	Poor

(Depdiknas, 2006)

5. To find out the improvement of percentage.

$$\% = \frac{X_2 - X_1}{X_1} \times 100$$

6. Calculating the mean score, Standard Deviation, value of t-test using SPSS.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The purpose of this research is to find out whether there are the significance differences of the students accuracy (pronunciation) and fluency (smoothness) in speaking by using Visual Art media. This research is conducted at the XI DPIB 1 students of SMK Negeri 2 Makassar in the academic year of 2021/2022 which consists 36 students. The result of data findings find that teaching speaking through Visual Art media can improve the students accuracy (pronunciation) and fluency (smoothness), XI DPIB 1 students of SMK Negeri 2 Makassar. The result of data analysis can be seen as follow:

##### 1. The Use of Visual Art media to improve Accuracy (Pronunciation)

###### a. Pre-Test

Table 4.1 Students Score in Accuracy (Pronunciation) Pre-Test

N	Valid	30
	Missing	0
Mean		53.33
Std. Deviation		11.244
Range		40
Minimum		30
Maximum		70

Based on the data of Pre-test, as clearly presented the mean of the total pre-test score is 53.33, the minimum is 30, maximum is 70 and standard deviation is 11.24.

Table 4.2 Frequency and Rate Percentage of the students Accuracy  
(pronunciation) in Pre-test.

		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 table above shows the frequency and percentage of the students accuracy (pronunciation) pre-test from 30 students. As clearly presented, the highest percentage of the students (36.7%) and (26.7%) are in good classification. Meanwhile, two students get fair category and just little percentage are fairly good. In addition there is no students get poor and excellent category.

In conclusion, before the treatment, the students at the eleventh grade of SMK Negeri 2 Makassar have good ability in speaking especially accuracy (pronunciation).



b. Post-Test

Table 4.3 Students Score in Accuracy (Pronunciation) Post-test

N	Valid	30
	Missing	0
Mean		76.00
Std. Deviation		8.944
Range		30
Minimum		60
Maximum		90

Based on the data of post-test above, as clearly presented the mean of the total post-test score is 76.00, the minimum is 60, maximum is 90 and standard deviation is 8.944.

Table 4.4 Frequency and Rate Percentage of the students Accuracy (pronunciation) in Post-test.

		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	

The table above shows the frequency and percentage of the students speaking accuracy (pronunciation) in the post-test from 30 students, as presented in the table, almost all of the students are in good category with 22 students 73.3%. Besides, there are very small percentages that get fairly good category just 2 students or 6.7%. and there are 6 students or 20.0% that get excellent. There is no students are in fair and poor category. It means that students speaking accuracy (pronunciation) in that school significantly improve after treatment.

Based on the rate percentage on table 4.2 in pre-test it is found that there is not students get excellent, 6 (20.0%) students get fair, 19 (63.3%) get fairly good and 5 (16.7%) students get good. Then, in post-test on table 4.4 there is significant improvement of students Speaking Accuracy (pronunciation). There are 6 (20.0%) students get excellent, 22 (73.3%) students get good, and 2 (6.7%) students get fairly good, there is not students get fair and poor.

Table 4.5 the Students in Speaking Accuracy (Pronunciation)

Indicator	Pre-test	Post-test	Improvement
Speaking Accuracy (Pronunciation)	53.33	76.00	42.50%

Based on table above shows that the mean score of pre-test is 53.33 and post-test is 76.00. The improvement of pre-test and post-test is 42.50%. Based on the result, it concludes that the using Visual Art media is able to give good

contribution in teaching and learning speaking especially to improve accuracy (pronunciation).

## 2. The Use of Visual Art media to improve Fluency (Smoothness)

### a. Pre-Test

Table 4.6 Students Score in Fluency (Smoothness) Pre-Test

N	Valid	30
	Missing	0
	Mean	50.33
	Std. Deviation	11.885
	Range	50
	Minimum	30
	Maximum	80

Based on the data of pre-test, as clearly presented the mean of the total pre-test score is 50.33, the minimum is 30, maximum is 80 and standard deviation is 11.88.

Table 4.7 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 table above shows the frequency and percentage of the students fluency (smoothness) pre-test from 30 students. As clearly presented, the highest percentage of the students (3.30%) is in good classification. Meanwhile, three of the students gets fair. In addition there is no students get poor, fairly good, and excellent category.

In conclusion, before the treatment the students at the eleventh grade of SMK Negeri 2 Makassar has good ability in speaking especially fluency (smoothness).

b. Post-test

Table 4.8 Students Score in Fluency (Smoothness) Post-test

N	Valid	30
	Missing	0
Mean		71.67
Std. Deviation		9.855
Range		30
Minimum		60
Maximum		90

Based on the data of post-test above, as clearly presented the mean of total post-test score is 71.67, the minimum is 60, maximum is 90 and standard deviation is 9.855.

Table 4.9 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	



The table above shows the frequency and percentage of the students Speaking fluency (smoothness) in the post-test from 30 students, as presented in the table, almost all of the students are in good category with 18 students or 60.0%. Besides, there are very small percentages that get fairly good category 9 students or 30.0%. And there are 3 students or 10.0% that get excellent category. There is no students are in fair and poor category. It means thst students speaking fluency (smoothness) in that school significantly improve after treatment.

Based on the rate percentage on table 4.7 in pre-test it is found that there is not students get excellent, 10 (33.3%) students get fair, 18 (60.0%) students get fairly good and 2 (6.7%) students get good. Then, in post-test on table 4.9 there is significant improvement of students speaking fluency (smoothness). There are 3 (10.0%) students get excellent, 18 (60.0%) students get good, and 9 (30.0%) students get fairly good, there is not students get fair and poor.

Table 4.10 the Students Improvement in Speaking Fluency (Smoothness)

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

Based on the table above shows that the mean score of pre-test is 50.33 and post-test is 71.67. The improvement of pre-test and post-test is 42.40%. Based on the result, it concludes that the using of Visual Art media is able to give good



contribution in teaching and learning speaking especially to improve fluency (smoothness).

3. Hypothesis Testing (t-test of Significant)

To know the level of significance of the pre-test and post-test from accuracy (pronunciation) and fluency (smoothness), the researcher uses program SPSS 21 to analyze the T-test and T-table.

Table 4.11 T-test Calculation/Value

Paired Samples Test						
Paired Differences						
95% Confidence Interval of the Difference						
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t
1 Pre_Test_A - Post_Test_A	-22.667	7.397	1.350	-25.429	-19.905	-16.784
2 Pre_Test_F - Post_Test_F	-21.333	8.193	1.496	-24.393	-18.274	-14.262
						df
Pair 1	Pre_Test_A - Post_Test_A				29	.000
Pair 2	Pre_Test_F - Post_Test_F				29	.000

The result of t-test for speaking ability focus on accuracy (pronunciation) and fluency (smoothness) can be seen below:

Table above shows that t-test value for speaking ability focus on accuracy (pronunciation) is  $16.784 > 1.6991$  and fluency (smoothness) is  $14.262 > 1.6991$ . It indicates that the result of t-test value in all of variable and indicator is higher than t-table value. It means that there are significantly different between the result of pre-test and post-test in speaking ability especially accuracy (pronunciation) and fluency (smoothness).

Based on the result, it concludes that there is improvement if the students speaking ability deal with accuracy (pronunciation) and fluency (smoothness) by using Visual Art media in learning english.

## **B. Discussion**

In this section discuss about the result of data collection and analysis to describe the students speaking ability in teaching and learning process by using Visual Art media, the description of data collection from explanation in previous section shows that the students speaking ability is improved. It is supported by mean score and percentage of the students pre-test and post-test result. Based on the finding above, the use of Visual Art media make students have higher mean score.

### **1. The Improvement of the Students Accuracy (Pronunciation) and Fluency (Smoothness) in Speaking Ability.**

According to Abdul (2016) Speaking is one of the important and essential skills that must be practiced orally. By speaking, people are able to know what kinds of situations the world. People who have ability to

speak will be better in sending and receiving information or message to another. Speaking is the process of building and sharing meaning through the uses of verbal and nonverbal symbol in various contexts. Many teachers agree that students should learn to speak English as a foreign language by interacting with others.

According to Syakur in Ringgi (2012) there are at least three components of speaking skill such as accuracy, fluency, and comprehension.

a. Accuracy

Accuracy in speaking is a way of people speaks by using an appropriate vocabulary, pronunciation and grammar. Accuracy ferers to the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantic or discourse features of a language (Bryne in Lim 2017).

b. Fluency

As proposed by Harris and Hodges in Hanum (2017), fluency is an ability to speak quickly and automatically. It is probably best achieved by allowing the “stream” of speech to “flow” then, assume of this speech spills over beyond comprehensibility to river bank of instruction or same details of phonology, grammar and discourse explained that fluency difined as ability to across communicative

intent without too much hesitation and to many pause or break-down in communication.

c. Comprehension

Syakur in Ringgi (2012:11) states that comprehension is needed in oral communication, it is to avoid the misunderstanding among the speaker and the listener. It includes comprehend the situation, the condition in where the oral communication take place.

Good and Brophy in Aregu (2013: 98) defines Visual Art media as a process of active learning in which students take responsibility for encouraging themselves to understand materials they deal with, to accomplish tasks, to monitor what they do, to assess their strengths and weaknesses, and to take coorrective actions based on self-evaluation reports. In Visual Art media, the students search their own material with habits or strengths. It makes the students arrange the material easily.

Based on the result of the findings, the students know how to processing the information by speaking. And also, the students can sound the intonation better than before. Then the students can arrange the sentence that they want to speak so when they are speaking, they will be more smoothness or do not usually forget what they want to say. Yet, the students can also use their knowledge and experience to processing their learning process in Visual Art media.

After the calculating the enters of the score variable table 4.5 and 4.10 show that the students speaking ability on Accuracy (Pronunciation) improve

42.50% from the mean score in pre-test is 53.33 in post-test is 76.00 and Fluency (Smoothness) improve 42.40% from the mean score in pre-test is 50.33 in post-test is 71.67. It indicates by the mean score post-test are higher than pre-test. Therefore, Visual Art media is able to improve the students speaking ability at the eleventh grade students of SMK Negeri 2 Makassar.

## 2. The Test of The Students Significant

Through the result of pre-test and post-test, the result of t-test value of the level significant ( $p$ ) = 0.05 with degree of freedom in Accuracy (Pronunciation) ( $df$ ) = 29; in Fluency (Smoothness) ( $df$ ) = 29. Indicate t-table value is 1.6991 and t-test value in Accuracy (Pronunciation) is 16.784; in Fluency (Smoothness) is 14.262.

After the calculating the value t-test analysis, then it is compared with t-table value. As the result, the researcher finds that the value of t-test is higher than the t-table value. It means that null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_1$ ) is accepted because there is difference significant mean score of the test that have given by researcher before and after researcher using Visual Art media in teaching speaking ability.

From the discussion above, it can be concluded that using Visual Art media is one of teaching method that can improve the students speaking ability at the eleventh grade students of SMK Negeri 2 Makassar.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on discussion proposed in previous chapter, it can be concluded that:

1. The use of Visual Art media can develop students speaking accuracy (pronunciation) at the eleventh grade students of SMK Negeri 2 Makassar. It is proven by the students mean score improvement from pre-test to post-test. The students mean score of pre-test in accuracy (pronunciation) is 53.33. While the post-test is higher than the mean score of pre-test, the post-test in accuracy (pronunciation) is 76.00. Moreover, based on the data analysis, t-test value is higher than the t-test table value ( $16.784 > 1.699$ ). It means that there is a significant difference. Therefore  $H_0$  is rejected and  $H_1$  is accepted.
2. The use of Visual Art media can develop students speaking fluency (smoothness) at the eleventh grade of SMK Negeri 2 Makassar. It is proven by the students mean score improvement from pre-test to post-test. The students mean score of pre-test in fluency (smoothness) is 50.33. While the post-test is higher than mean score of pre-test, the post-test in fluency (smoothness) is 71.67. Moreover, based on the data analysis, t-test value is higher than the t-test table value ( $14.262 > 1.699$ ). It means that there is a significant different. Therefore  $H_0$  is rejected and  $H_1$  is accepted.



## **B. Suggestion**

After passed all of the procedures to finish this thesis, the researcher would like to give some suggestion in apply Visual Art media in teaching speaking ability, as follows:

1. The researcher suggests to the English teacher to know the students interest in English learning and know how to monitoring the students, because it is very important to support the students knowledge in preparing the material or understanding the material before applied Visual Art media.
2. The researcher suggest to the teacher that could be creative in teaching English especially speaking. Because in mastering English need more method or technique to improve it and the researcher suggest to the teacher should be more patient to help the students to solve their problem in learning English.
3. The other researchers who would like to conduct similar research. They are suggested to apply the technique in different level of the students because every school has different level of the students. The other researchers should be creative and innovative to modify the activities of the technique in using Visual Art media to improve students speaking ability.

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## APPENDIX A

### LESSON PLAN

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris  
Sekolah : SMK NEGERI 2 Makassar  
Materi : Suggestion and Offering  
Alokasi Waktu : 1 X 45  
Kelas/Semester : XI/Genap

KOMPETENSI DASAR	
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya.	4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
TUJUAN PEMBELAJARAN	
Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan dari tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. Serta siswa dapat menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	
KEGIATAN PEMBELAJARAN	
Pertemuan 1	
<ol style="list-style-type: none"><li>1. Menyepakati materi yang akan dipelajari 1 kali pertemuan yaitu menerapkan dan menyusun tindakan memberi dan meminta informasi terkait Suggestion and Offering.</li><li>2. Membaca materi pembelajaran dan mengamati contoh ekspresi Suggestion and Offering.</li><li>3. Memberikan contoh tentang Suggestion and Offering menggunakan media Visual Art Drawing.</li><li>4. Membagi siswa ke dalam beberapa kelompok setiap kelompok terdiri dari 4-5 orang siswa dan di setiap kelompok akan diberikan tema yang telah</li></ol>	

<p>disediakan.</p> <ol style="list-style-type: none"> <li>Siswa akan membuat project Visual Art berupa Drawing sesuai dengan tema yang diberikan.</li> <li>Menanyakan hal-hal yang tidak diketahui atau yang berbeda.</li> <li>Siswa akan mempresentasikan hasil kerja kelompok di depan kelas.</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya.</li> </ol>	
<b>PENILAIAN</b>	
<p><b>Pengetahuan</b></p> <ol style="list-style-type: none"> <li>Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks Suggestion and Offer.</li> <li>Membedakan setiap respons dan ekspresi Suggestion and Offer.</li> </ol>	<p><b>Keterampilan</b></p> <ol style="list-style-type: none"> <li>Mempresentasikan tema interaksi meminta informasi terkait Suggestion and Offer.</li> </ol>
<p><b>SIKAP</b></p> <ol style="list-style-type: none"> <li>Menggunakan bahasa yang baik dan benar dalam mempresentasikan tema Suggestion and Offering.</li> <li>Tanggung jawab dan mengerjakan tugas.</li> </ol>	



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris

Sekolah : SMK NEGERI 2 Makassar

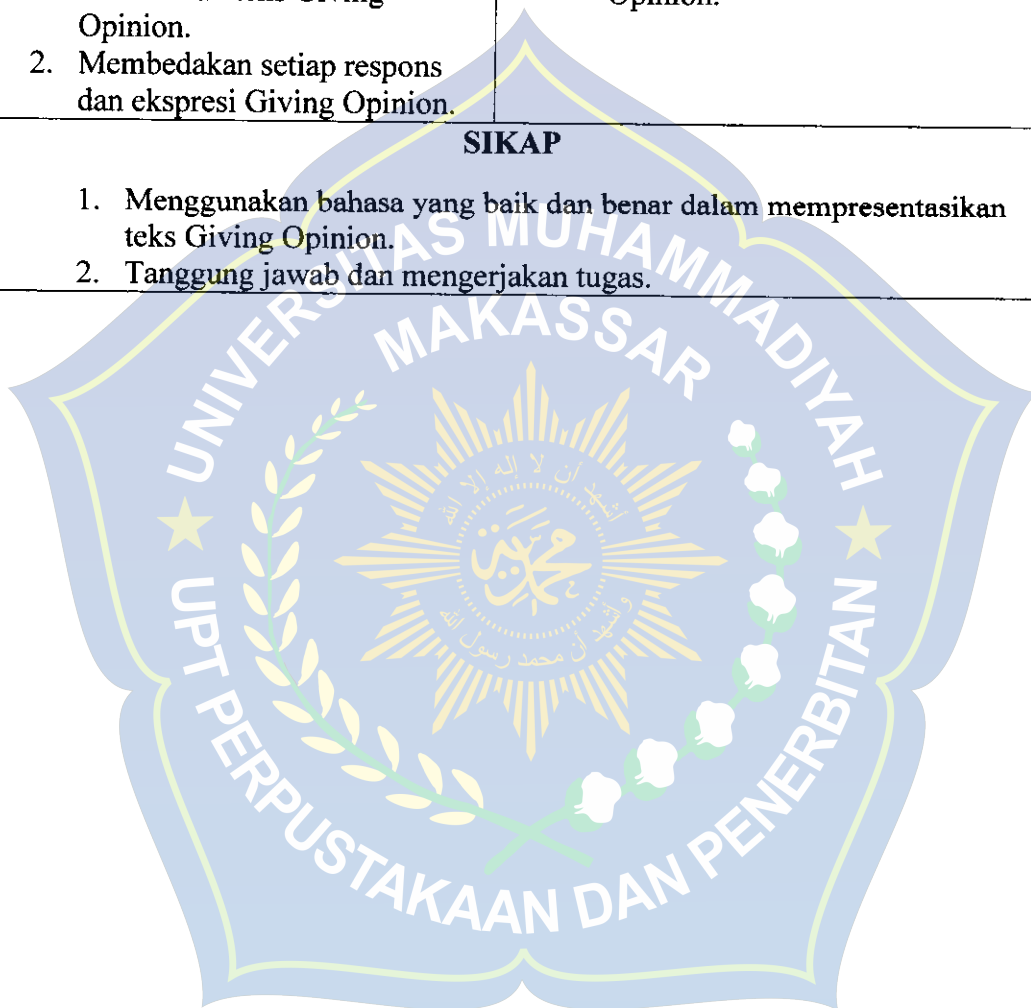
Materi : Giving Opinion

Alokasi Waktu : 1 X 45

Kelas/Semester : XI/Genap

<b>KOMPETENSI DASAR</b>	
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya.	4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
<b>TUJUAN PEMBELAJARAN</b>	
Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan dari tujuan ungkapan menyatakan pendapat dan pikiran dalam kehidupan sehari-hari, sesuai dengan konteks penggunaannya. Serta siswa dapat menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	
<b>KEGIATAN PEMBELAJARAN</b>	
<p style="text-align: center;"><b>Pertemuan 2</b></p> <ol style="list-style-type: none"> <li>1. Menyepakati materi yang akan dipelajari 1 kali pertemuan yaitu menerapkan dan menyusun tindakan memberi dan meminta informasi terkait Giving Opinion.</li> <li>2. Membaca materi pembelajaran dan mengamati contoh ekspresi Giving Opinion.</li> <li>3. Memberikan contoh tentang Giving Opinion menggunakan media Visual Art Painting.</li> <li>4. Membagi siswa ke dalam beberapa kelompok setiap kelompok terdiri dari 4-5 orang siswa dan di setiap kelompok akan diberikan tema yang telah disediakan.</li> <li>5. Siswa akan membuat project Visual Art berupa Painting sesuai dengan tema yang diberikan.</li> <li>6. Menanyakan hal-hal yang tidak diketahui atau yang berbeda.</li> </ol>	

7. Siswa akan mempresentasikan hasil kerja kelompok di depan kelas. 8. Melakukan refleksi tentang proses dan hasil belajarnya.	
<b>PENILAIAN</b>	
<b>Pengetahuan</b>  1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks Giving Opinion. 2. Membedakan setiap respons dan ekspresi Giving Opinion.	<b>Keterampilan</b>  1. Mempresentasikan tema interaksi meminta informasi terkait Giving Opinion.
<b>SIKAP</b>  1. Menggunakan bahasa yang baik dan benar dalam mempresentasikan teks Giving Opinion. 2. Tanggung jawab dan mengerjakan tugas.	

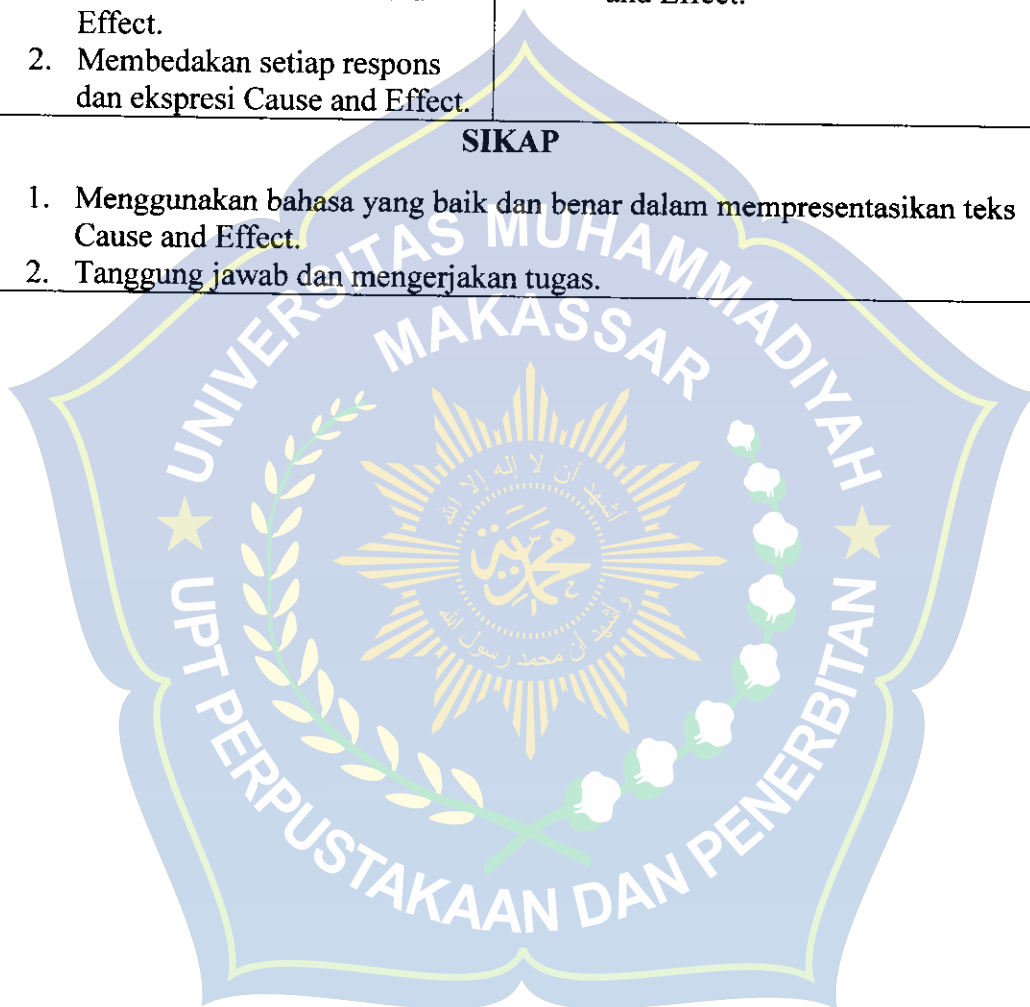


## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris  
 Sekolah : SMK NEGERI 2 Makassar  
 Materi : Cause and Effect  
 Alokasi Waktu : 1 X 45  
 Kelas/Semester : XI/Genap

<b>KOMPETENSI DASAR</b>	
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya.	4.7 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
<b>TUJUAN PEMBELAJARAN</b>	
Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan dari tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. Serta siswa dapat menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	
<b>KEGIATAN PEMBELAJARAN</b>	
<p style="text-align: center;"><b>Pertemuan 3</b></p> <ol style="list-style-type: none"> <li>1. Menyepakati materi yang akan dipelajari 1 kali pertemuan yaitu menerapkan dan menyusun tindakan memberi dan meminta informasi terkait hubungan sebab akibat Cause and Effect.</li> <li>2. Membaca materi pembelajaran dan mengamati contoh ekspresi Cause and Effect.</li> <li>3. Memberikan contoh tentang Cause and Effect menggunakan media Visual Art Photo.</li> <li>4. Membagi siswa ke dalam beberapa kelompok setiap kelompok terdiri dari 4-5 orang siswa dan di setiap kelompok akan diberikan tema yang telah disediakan.</li> <li>5. Siswa akan membuat project Visual Art berupa Photo sesuai dengan tema yang diberikan.</li> <li>6. Menanyakan hal-hal yang tidak diketahui atau yang berbeda.</li> </ol>	

7. Siswa akan mempresentasikan hasil kerja kelompok di depan kelas. 8. Melakukan refleksi tentang proses dan hasil belajarnya.	
<b>PENILAIAN</b>	
<b>Pengetahuan</b>  1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks Cause and Effect. 2. Membedakan setiap respons dan ekspresi Cause and Effect.	<b>Keterampilan</b>  1. Mempresentasikan tema interaksi meminta informasi terkait Cause and Effect.
<b>SIKAP</b>  1. Menggunakan bahasa yang baik dan benar dalam mempresentasikan teks Cause and Effect. 2. Tanggung jawab dan mengerjakan tugas.	



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris

Sekolah : SMK NEGERI 2 Makassar

Materi : Explanation Text

Alokasi Waktu : 1 X 45

Kelas/Semester : XI/Genap

<b>KOMPETENSI DASAR</b>	
3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.	4.8 Menyusun teks ekplanasi, lisan dan tulis, pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
<b>TUJUAN PEMBELAJARAN</b>	
Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan dari tindakan memberi dan meminta informasi terkait gejala alam atau sosial, sesuai dengan konteks penggunaannya. Serta siswa dapat menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	
<b>KEGIATAN PEMBELAJARAN</b>	
<p style="text-align: center;"><b>Pertemuan 4</b></p> <ol style="list-style-type: none"> <li>1. Menyepakati materi yang akan dipelajari 1 kali pertemuan yaitu menerapkan dan menyusun tindakan memberi dan meminta informasi terkait hubungan sebab akibat Explanation Text.</li> <li>2. Membaca materi pembelajaran dan mengamati contoh ekspresi Explanation Text.</li> <li>3. Memberikan contoh tentang Explanation Text menggunakan media Visual Art Collage.</li> <li>4. Membagi siswa ke dalam beberapa kelompok setiap kelompok terdiri dari 4-5 orang siswa dan di setiap kelompok akan diberikan tema yang telah disediakan.</li> <li>5. Siswa akan membuat project Visual Art berupa Collage sesuai dengan tema yang diberikan.</li> <li>6. Menanyakan hal-hal yang tidak diketahui atau yang berbeda.</li> <li>7. Siswa akan mempresentasikan hasil kerja kelompok di depan kelas.</li> <li>8. Melakukan refleksi tentang proses dan hasil belajarnya.</li> </ol>	

PENILAIAN	
<b>Pengetahuan</b> <ol style="list-style-type: none"> <li>1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan Explanation Text.</li> <li>2. Membedakan setiap respons dan ekspresi Explanation Text.</li> </ol>	<b>Keterampilan</b> <ol style="list-style-type: none"> <li>1. Mempresentasikan tema interaksi meminta informasi terkait Explanation Text.</li> </ol>
<b>SIKAP</b> <ol style="list-style-type: none"> <li>1. Menggunakan bahasa yang baik dan benar dalam mempresentasikan teks Explanation Text.</li> <li>2. Tanggung jawab dan mengerjakan tugas.</li> </ol>	





## APPENDIX B

### INSTRUMENT OF PRE-TEST

#### A. Pre-test

Name :

Reg. Number :

Class :

Instruction :

1. Choose one of the themes below:
  - a. Online School
  - b. Pandemic Covid
  - c. Global Warming
2. Explain one of the themes you have chosen using 5W+1H.

## APPENDIX C

### INSTRUMENT OF POST-TEST

#### B. Post-test

Name :

Reg. Number :

Class :

Instruction :

1. Choose one of the themes below:
  - a. Online School
  - b. Pandemic Covid
  - c. Global Warming
2. Explain one of the themes you have chosen using 5W+1H.

## APPENDIX D

The list name of XI DPIB 2 students at SMK Negeri 2 Makassar

NO	NAME	CODE
1.	Adrian	S-1
2.	Aldi	S-2
3.	Alifa Diva Aiman	S-3
4.	Ananda Ainun	S-4
5.	Arief Pramadi	S-5
6.	Dewi Rahma	S-6
7.	Inaya Bilgis	S-7
8.	Irgi Pratama	S-8
9.	Lholy Syahputra	S-9
10.	Muh. Adytya Al Fathan A. Ahmad	S-10
11.	Muh. Airil Syah	S-11
12.	Muh. Fahrizal Irfan	S-12
13.	Muh. Pauzan Saputra	S-13
14.	Muh. Rauzan Fikar Rahman	S-14
15.	Muh. Zhaky S. Pabata	S-15
16.	Muhammad Akib	S-16
17.	Muhammad Al Fatih	S-17
18.	Mutmainnah Nur Hidayah	S-18
19.	Nur Kalsum Alam	S-19
20.	Nurlisdayana	S-20
21.	Rahmat Ade Fitrah Ramdani Asri	S-21
22.	Rifqa Al Qholifah Marudany. M.	S-22
23.	Rikar Laynardo	S-23
24.	Sair Yusra	S-24

25.	Sri Santi	S-25
26.	St. Humaira	S-26
27.	Suci Ekaramadani	S-27
28.	Suci Ramadani	S-28
29.	Vikha Fadillah Ridhayanti	S-29
30	Yesi Alfiana	S-30



## APPENDIX E

Data Analysis of Students' Score Pre-Test and Post-Test.

Note: Pre-Test A: Pre-test Accuracy (Pronunciation)

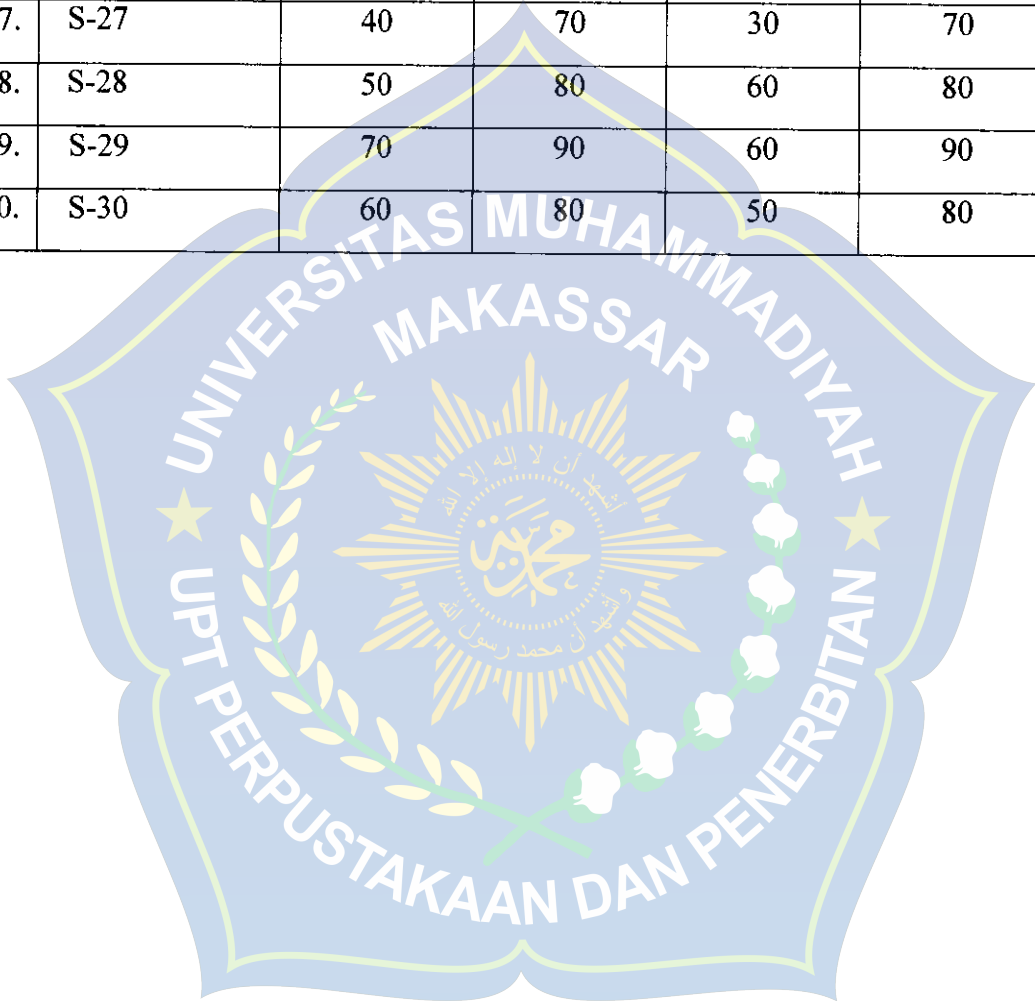
Post-Test A: Post-test Accuracy (Pronunciation)

Pre-Test F: Pre-test Fluency (Smoothness)

Post-Test F: Post-test Fluency (Smoothness)

No	Sampel	Pre-Test A	Post-Test A	Pre-Test F	Post-Test F
1.	S-1	50	70	40	60
2.	S-2	60	80	50	70
3.	S-3	70	90	70	80
4.	S-4	50	70	40	70
5.	S-5	50	60	40	60
6.	S-6	60	70	50	70
7.	S-7	60	70	50	70
8.	S-8	50	70	60	70
9.	S-9	60	80	60	90
10.	S-10	60	90	60	80
11.	S-11	50	70	50	60
12.	S-12	30	60	40	60
13.	S-13	60	70	50	60
14.	S-14	50	70	60	80
15.	S-15	40	70	50	70
16.	S-16	40	70	40	70
17.	S-17	60	80	40	70
18.	S-18	70	90	60	80
19.	S-19	50	80	50	60
20.	S-20	70	90	80	90
21.	S-21	40	70	30	60

22.	S-22	50	80	50	60
23.	S-23	30	70	30	60
24.	S-24	50	70	60	80
25.	S-25	70	90	60	80
26.	S-26	50	80	40	70
27.	S-27	40	70	30	70
28.	S-28	50	80	60	80
29.	S-29	70	90	60	90
30.	S-30	60	80	50	80





## Appendix F

### The improvement of Students Speaking

#### 1. Improvement Students Speaking Accuracy (Pronunciation)

$$\% = \frac{X_2 - X_1}{X_1} \times 100$$

$$\% = \frac{76.00 - 53.33}{53.33} \times 100$$

$$\% = \frac{22.67}{53.33} \times 100$$

$$\% = 0.4250 \times 100$$

$$\% = 42.50\%$$

The students improvement = 42.50%

#### 2. Improvement Students Speaking Fluency (Smoothness)

$$\% = \frac{X_2 - X_1}{X_1} \times 100$$

$$\% = \frac{71.67 - 50.33}{50.33} \times 100$$

$$\% = \frac{21.34}{50.33} \times 100$$

$$\% = 0.4240 \times 100$$

$$\% = 42.40\%$$

The students improvement = 42.40%

Appendix G

T-Test Analysis

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_Test_A	53.33	30	11.244	2.053
	Post_Test_A	76.00	30	8.944	1.633
Pair 2	Pre_Test_F	50.33	30	11.885	2.170
	Post_Test_F	71.67	30	9.855	1.799

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre_Test_A & Post_Test_A	30	.754	.000
Pair 2	Pre_Test_F & Post_Test_F	30	.731	.000

Paired Samples Test

		Paired Differences					
		95% Confidence Interval of the Difference					
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t
Pair 1	Pre_Test_A - Post_Test_A	-22.667	7.397	1.350	-25.429	-19.905	-16.784
Pair 2	Pre_Test_F - Post_Test_F	-21.333	8.193	1.496	-24.393	-18.274	-14.262

### Paired Samples Test

		df	Sig. (2-tailed)
Pair 1	Pre_Test_A - Post_Test_A	29	.000
Pair 2	Pre_Test_F - Post_Test_F	29	.000



## Appendix H

### Distribution of T-Table

Pr						
	0.25	0.10	0.05	0.025	0.01	0.005
	(Level of Significance) (two-tailed test)					
df	0.50	0.20	0.10	0.050	0.02	0.010
1.	1.000	3.078	6.314	12.706	31.821	63.657
2.	0.816	1.886	2.920	4.303	6.965	9.925
3.	0.765	1.638	2.353	3.182	4.541	5.841
4.	0.741	1.533	2.132	2.776	3.747	4.604
5.	0.727	1.476	2.015	2.571	3.365	4.032
6.	0.718	1.440	1.943	2.447	3.143	3.707
7.	0.711	1.415	1.895	2.365	2.998	3.499
8.	0.706	1.397	1.860	2.306	2.896	3.355
9.	0.703	1.383	1.833	2.262	2.821	3.250
10.	0.700	1.372	1.812	2.228	2.764	3.169
11.	0.697	1.363	1.796	2.201	2.718	3.106
12.	0.695	1.356	1.782	2.179	2.681	3.055
13.	0.692	1.350	1.771	2.160	2.650	3.012
14.	0.691	1.345	1.761	2.145	2.624	2.977

15	0.690	1.341	1.753	2.131	2.602	2.547
16	0.689	1.337	1.746	2.120	2.583	2.921
17	0.688	1.333	1.740	2.110	2.587	2.989
18	0.688	1.330	1.734	2.101	2.552	2.878
19	0.6870	1.328	1.729	2.093	2.539	2.861
20	0.687	1.325	1.725	2.086	2.528	2.845
21	0.686	1.325	1.721	2.080	2.518	2.831
22	0.686	1.321	1.717	2.074	2.508	2.829
23	0.685	1.319	1.714	2.069	2.500	2.807
24	0.685	1.318	1.711	2.064	2.492	2.797
25	0.684	1.316	1.708	2.060	2.485	2.787
26	0.684	1.315	1.706	2.056	2.479	2.779
27	0.684	1.314	1.703	2.052	2.473	2.771
28	0.683	1.313	1.701	2.048	2.467	2.763
29	0.683	1.311	1.699	2.045	2.462	2.756
30	0.683	1.310	1.697	2.042	2.457	2.750
40	0.681	1.303	1.684	2.021	2.423	2.704
60	0.679	1.296	1.671	2.000	2.390	2.660
120	0.677	1.289	1.658	1.980	2.358	2.617





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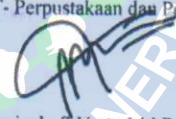
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Makassar, 20 April 2022

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Lamp : 1 (satu) Rangkap Proposal

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Kepada Yth.

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala UPT P2T BKPMMD Prov. Sul-Sel

di -

Makassar

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15 January 2022 M

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 8532/FKIP/A.4-II/I/1443/2022 tanggal 14 Januari 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : ST RAHMA WAHYUNI AMIRULLAH

No. Stambuk : 10535 1120417

Fakultas : Fakultas Keguruan dan Ilmu Pendidikan

Jurusan : Pendidikan Bahasa Inggris

Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Use Of Visual Art to Facilitate Students In Learning English Speaking At SMK Negeri 2 Makassar"

Yang akan dilaksanakan dari tanggal 19 Januari 2022 s/d 19 Maret 2022

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,  
  
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KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : St. Rahma Wahyuni Amirullah  
NIM : 105351120417  
Tanggal Ujian Prososal : *The Use Of Visual Art To facilitate Student In Learning English Speaking At SMK Negeri 2 Makassar.*  
Tanggal Ujian Proposal : 30 Desember 2021  
Tempat/ Lokasi Penelitian : SMK Negeri 2 Makassar

No	Har/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1.	Senin, 24 Januari 2022	Permintaan izin penelitian	Muh Karim Sanong, S.Pd., M.M	
2.	Rabu, 26 Januari 2022	Pelaksanaan penelitian	Heriyanti Nur, S.Pd., M.Hum	
3.	Rabu, 02 Februari 2022	Pelaksanaan penelitian	Heriyanti Nur, S.Pd., M.Hum	
4.	Rabu, 09 Februari 2022	Pelaksanaan penelitian	Heriyanti Nur, S.Pd., M.Hum	
5.	Kamis, 17 Februari 2022	Penandatanganan surat keterangan telah meneliti	Drs. H. Natsir, M.Si	

Makassar, 17 Februari 2022

Mengetahui,

Ketua Program Studi,  
FKIP Unismuh Makassar

Dr. Ummi Khaerati Syam, S.Pd., M.Pd  
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**SURAT KETERANGAN**

Nomor : 421.5 / 0608 / UPT.SMKN.2 / MKS / DISDIK

Yang bertanda tangan di bawah ini Kepala UPT. SMK Negeri 2 Makassar, menerangkan bahwa :

Nama : ST. RAHMA WAHYUNI AMIRULLAH  
Nomor Pook : 105351120417  
Pekerjaan : Mahasiswa (S1) UNIVERSITAS MUHAMMADIYAH  
MAKASSAR  
Program Studi : Pend. Bahasa Inggris  
Alamat : Jl. Shi Alauddin No. 259, Makassar

Telah selesai mengadakan penelitian pada SMK Negeri 2 Makassar, berdasarkan surat Izin Kepala Dinas Pendidikan Provinsi Sulawesi Selatan Nomor : 25559/S.01/PTSP/2022, tanggal 21 Januari 2022, sebagai persyaratan untuk penyusunan Tesis dengan judul :

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

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Makassar, 8 Maret 2022  
Kepala UPT. SMKN 2 Makassar

Drs. H. NATSIR, M.Si

Pangkat : Pembina Tk. I

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LETTER OF ACCEPTANCE  
0504/BG-FKIP/LOA/B/V/1443/2022

Dear ST. RAHMA WAHYUNI AMIRULLAH

It is our pleasure to inform you that, after reviewing your paper:  
**THE USE OF VISUAL ART TO FACILITATE STUDENTS IN LEARNING  
ENGLISH SPEAKING AT SMK NEGERI 2 MAKASSAR**

The manuscript ID: 73

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	✓	
the author has submitted the manuscript through the open journal system (OJS)	✓	
The manuscript according to the limitations or description of the journal	✓	
LoCT has been submitted by the author	✓	
The manuscript has followed the existing templates	✓	
The article processing charge (APC) has been submitted by the author	✓	

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Makassar, 12 May 2022 M  
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Head of English Education Department  
Faculty of Teacher Training and Education

  
**Dr. Ummi Khaerati Syam, S.Pd., M.Pd.**  
NBM. 977 807



Appendix I

Documentation













## CURRICULUM VITAE



The researcher, St. Rahma Wahyuni Amirullah was born on March 11, 1999 in Pinrang . She was the first child from the marriage of H. Amirullah, S.Sos & Hj. Hasni, S.Pd. She has one brother Abd. Hafidz Amirullah. She began her study at SD Negeri 292 Takkalalla Barat and graduated in 2011. Then, she continued her education at Pondok Pesantren Darul Ululm Ath-Thahiriyah Paladang Pinrang and graduated in 2014. Afterwards, she continued her study at MAN Pinrang and graduated in 2017. In year 2017, she was registered as a student of English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. During the study in Muhammadiyah University of Makassar she joined in UKM Seni dan Budaya Talas in 2017 as organizational development. Then, the end of her study, she could finish her thesis by the title **The Use Of Visual Art To Facilitate Students In Learning English Speaking At SMK Negeri 2 Makassar.**



