THE EFFECTIVENESS OF FINE ART ACTIVITY ON STUDENTS’ SPEAKING ABILITY

(A Quasi-experimental Study at Seventh Grade of SMP Negeri 13 South Tangerang in Academic Year 2017/2018)

A Skripsi Presented to the Faculty of Educational Sciences in Partial Fulfillment of the Requirements for the Degree of S. Pd (Strata 1) in English Education

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2018
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A “Skripsi”

Presented to Faculty of Tarbiyah and Educational Sciences
In a Partial Fulfillment of Requirements
For the Degree of S.Pd. (Bachelor of Education) in English Language Education

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JAKARTA
2018
ENDORSEMENT SHEET

The examination Committee of the Faculty of Educational Sciences certifies that the skripsi (Scientific Paper) entitled The Effectiveness of Fine Art Activity on Students’ Speaking Ability (A Quasi-experimental Study at the Seventh Grade of SMP Negeri 13 South Tangerang in Academic Year 2017/2018), written by Rohmah Adhawati, student’s registration number 11140140000035 was examined by the Committee on 04th July 2018. The skripsi has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd” (S-1) in English Education.

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ABSTRACT

Rohmah Adhawati (11140140000035). The Effectiveness of Fine Art Activity on Students’ Speaking Ability (A Quasi-experimental Study at the Seventh Grade of SMP Negeri 13 South Tangerang in Academic Year 2017/2018).

Skripsi of Department of English Education, Faculty of Educational Sciences. Syarif Hidayatullah State Islamic University of Jakarta, 2018.

Advisor: 1. Dr. Nida Husna, M.Pd., MA TESOL
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Keywords: Fine Art Activity, Students’ Speaking Ability, and Quasi Experimental Study

The objective of this research was to get an empirical evidence of the effectiveness of using picture series toward students’ speaking ability in describing thing. The total sample of this study was 60 students of SMP Negeri 13 South Tangerang chosen through purposive sampling technique, which classified into two classes, experimental and controlled class. The method used in this research was a quantitative method. The design was a quasi-experimental study and the primary instrument of this research was test. The data from both pre-test and post-test scores were analyzed by using t-test which conducted in the SPSS 21. The result of the research showed a significant difference between the two classes’ in the final mean score of the post-test of the experimental class was 76.5, while the post-test means score of the controlled class was 73.1. The test of hypothesis showed that sig. 2 tailed (p) was 0.001 while alpha (α) was 0.005 (0.001 < 0.005). It can be stated that the Ho (Null Hypothesis) was rejected and Ha (Alternative Hypothesis) was accepted. Therefore, it can be concluded that the use of Fine Art Activity can affect students’ speaking ability of seventh grade at SMP Negeri 13 South Tangerang.
ABSTRAK

Rohmah Adhawati (11140140000035). The Effectiveness of Fine Art Activity on Students’ Speaking Ability (A Quasi-Experimental Study at the Seventh Grade of SMP Negeri 13 South Tangerang in Academic Year 2017/2018).


Pembimbing : 1. Dr. Nida Husna, M.Pd., MA TESOL
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Kata kunci : Aktivitas Kesenian, kemampuan membaca siswa, dan penelitian semi eksperimen

Tujuan dari penelitian ini adalah untuk mendapatkan bukti empiris efektivitas dalam menggunakan aktivitas kesenian terhadap kemampuan berbicara siswa/i dalam menjelaskan sebuah benda. Sampel total sebanyak 60 siswa SMP Negeri 13 Kota Tangerang Selatan yang dipilih melalui teknik sampel purposive, yang di klasifikasikan menjadi dua kelas, yaitu kelas experiment dan kelas kontrol. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif. Desain yang digunakan adalah kuasi eksperimental dan instrumen utama dalam penelitian ini adalah tes. Data dari nilai awal dan nilai akhir dianalisa dengan menggunakan uji t yang dilakukan di SPSS 21. Hasil dari penelitian ini menunjukan perbedaan nilai rata-rata akhir yang signifikan di antara kedua kelas, dari kelas eksperimen adalah 76.5, sedangkan nilai rata-rata akhir kelas kontrol adalah 73.1. Tes hipotesis menunjukan bahwa sig. 2 tailed (p) adalah 0.001 dengan alpa (α) adalah 0.005 (0.001 < 0.005). Hal ini dapat dinyatakan bahwa Ho (Hipotesis Null) telah ditolak dan Ha (Hipotesis Alternatif) telah diterima. Oleh karena itu, hal ini dapat disimpulkan bahwa, penggunaan aktivitas kesenian biasa mempengaruhi kemampuan berbicara siswa kelas VII di SMP Negeri 13 Kota Tangerang Selatan.
ACKNOWLEDGMENT
In the name of Allah, the Beneficent and the Merciful

All praises be to Allah, the Lord of the worlds, the Master of the day after, who has given the writer His blessing, strength, guidance, and compassion to finish this final assignment in her study. Peace and salutation be upon to the Prophet Muhammad SAW, peace may be upon him, and also to his family, his companion, and his adherence.

This skripsi entitled “The Effectiveness of Fine Art Activity on Students’ Speaking Ability” (A Quasi-experimental Study at the Seventh Grade Students of SMP Negeri 13 South Tangerang) is proposed to the Department of English Education, Faculty of Educational Sciences, Syarif Hidayatullah State Islamic University of Jakarta, in the Partial Fulfillment of the requirements in accomplishing the study of Bachelor Degree (S-1).

In this opportunity, the writer would like to express her deepest gratitude and greatest honor, to her beloved parents, Bapak Hilman and Ibu Sadiah who have been patiently taking care, endlessly giving prayers, supports, and motivation during her study. Moreover, the writer would like to express her honor and sincere gratitude to her advisors, Dr. Nida Husna, M.Pd., M.A. TESOL and Atik Yuliani, M.A. TESOL for the time, suggestions, comments, and valuable advices during finishing this research “Skripsi”.

Besides, the writer would like to express sincere thanks to:

1. All lecturers and staff in Department of English Education who have taught the writer precious and useful knowledge and skills.
2. Dr. Alek, M.Pd. as the Head of Department of English Education
3. Zaharil Anasy, M.Hum., as the Secretary of the Department of English Education.
4. Prof. Dr. Ahmad Thib Raya, M.A., as the Dean of Faculty of Educational Sciences. Syarif Hidayatullah State Islamic University of Jakarta.
5. Rohman, M.Pd., as the Headmaster of SMP Negeri 13 South Tangerang for giving the writer permission to conduct the research.

6. Dahlia Muflihati, S.Pd., as the English Teacher of SMP Negeri 13 Tangerang South Tangerang for the permission, help, time, and guidance during the research.

7. All students of 7.3 and 7.6 SMP Negeri 13 South Tangerang for the willingness and a good cooperation to be the participants in this research.

8. Her closest friends, Febri Fitriyani, Hanifah Hifni, Titi Dwi Rabbani, Ajeng Rahmawati, Emma Fauziah, Sarah Putri Imanı, Etek Sri Belangi for the unconditional love, support, and prayers for the writer during her research.

9. For all the writer beloved friends of EED 2014, especially B Class of Fortuna Major for the great friendship and tons of support during the research.

10. All the people whose names cannot be mentioned one by one for their contribution and help to the writing in finishing this research paper.

The words are never enough to express my gratitude for all their kindness, help, support, prayers, and motivation in finishing this “skripsi”. The writer does realize that this research is far of being perfect. Hence, it is a great pleasure to give suggestions in order to make this study better.

Jakarta, June 2018
The Writer

Rohmah Adhawati
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CHAPTER I

INTRODUCTION

In this chapter, the researcher would like to introduce her study. It started from background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the study, and significance of the study; those would be explained below.

A. Background of The Study

In Indonesia English is not used as a daily language, so no wonder if it is not easy to find the qualified high school graduates who has good English mastery. The data revealed by English First in English Proficiency Index survey shows that Indonesia is in 32nd position of 72 countries that have been surveyed globally\(^1\). It proved that Indonesia is slightly the higher at the average position among the countries in Southeast Asia.

English in Indonesia has been taught as the foreign language in the formal school for very a long time since Its Independence Day in 1945\(^2\). English was given to the students of Junior and Senior high school level as a compulsory subject. While in Elementary level, English is still taught as a local content. In fact, students who learn English in their school are rarely to use English inside and the outside classroom. It causes students’ speaking skill is still low.

One of the important skill that should be learned by people when they are learning English is speaking skill. Having ability to speak fluently and meaningfully is one of the evidence that someone has good proficiency of the language itself. Nonetheless, spoken language production is often considered as one of the most

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\(^{1}\) English First, *The World’s largest ranking of English Skills*, (www.ef.co.id), 2018.

difficult or challenging in learning the language\textsuperscript{3}. The foremost reason for this challenging is the fact that speaking is a complex skill which requires more effort than putting words together in order to communicate. It consists of several sub-skill that needs to be considered, such as: pronunciation, vocabulary, grammar, listening comprehension, and body language. Gaye also stated that if somebody has mastered all the aspects, it is not guarantee that he/she can speak fluently, since speaking is an active skill which needs a lot of practice. Hence, beside mastering those aspects in speaking, we also need to implement it our daily life in order to speak fluently. Hence, this complexity makes teaching speaking harder since each sub-skill should be taught in a best way in order to improve students’ oral skill.

Teaching speaking somehow becomes problematic. This may happen due to the limited time for students to practice their speaking. Generally, in Indonesia, English subject only taught twice a week for junior high school level. Many teachers only focus to complete the exercises in the text book. As they are still relied more on the text book, many teachers do not often asses the need in speaking at the level of students’ need. In addition, in Indonesia classroom some of the English Many teachers are using more Bahasa than the target language itself.

Along the learning process, many foreign learners faced some difficulties in learning English especially in speaking. One aspect that might contributes to students’ poor achievement in speaking is psychological aspect. Students are afraid in making mistake, and it causes the lack of confident when using the English language. Many students are facing the won’t talk problem. The students do not want to speak English because they are too shy to talk in English or they are afraid that their friends will laugh at them, and they are also anxious because they had not many changes to speak or because the teacher always gives critic and correction on their mistake right away\textsuperscript{4}.


Beside those problems, based on the observation that have been done by the writer, another problem came up. It was found that most of students at Seventh Grade of SMPN 13 Tangerang Selatan got difficulties of using English in speaking activities especially in the describing objects orally based on the given topic description. It was difficult for students to understand the descriptive text. They could not describe it well, and also, they were not being able to answer the teacher’s question related to the descriptive text content. In addition, students could not both make a good grammatical sentence while describing the object and produce the appropriate pronunciation like the target language. They usually forgot what they studied, because they did not know how to manage their memory to recall the information that they received and memorized. As the result, students always get low score for their speaking task.

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

In order to enhance students’ speaking skill, there are still some way for English teacher to solve the problem discussed above in presenting English lesson, especially when teaching speaking to the students in the classroom. Teacher can use media or integrate the activity which makes the students can learn English actively and improve their confidence in speaking English. As Hamalik states that media are used to motivate students in learning. Since, beside using text book the use of media, somehow, would help the students to reach the objective of learning. Gerlach and Ely also define media

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5 Kemendikbud, English Syllabus in 2013 Curriculum, from http://www.jagoanbahasainggris.com
7 O Hamalaik, Media Pendidikan, (Bandung: PT. Citra Aditya Bakti, 1998), p.18
as any person, material, or event that establishes condition which enable learners/students to acquire knowledge, skills, and attitude⁸.

Therefore, a Fine Art Activity can be delivered as the one of the alternative media to help students in describing thing. The art itself has a major part in people’s life. People are very familiar with art, since they can easily find art in every part of their life. Art includes paintings, photographs, sculpture, movies, plays, music, dance, fashion, books, poetry and design⁹. Furthermore, the focus in teaching speaking is making the students speak more than the teacher. So, the students need to be active in the learning process while the teacher only become the facilitator. Basically, students need something interesting to enjoy the learning process, therefore the teacher can unlock a student's capacity for art by creating something based on their imagination.

Moreover, Farokhi stated in his research, he said that the arts contribute to social and emotional growth. Students who participates regularly in the arts develop self-confidence¹⁰. Hence, by integrating the Fine Art Activity does not only make students can increase their creativity but also it can make students interact actively with their friends. Besides, students will be easy to remember something by using their own color, symbol, picture based on their imagination, and it will be easy to the learners to recall their memory when they needed. And after creating an art, students can use it as the illustration or object they can talk about or describe it proudly in front of the class and get an acknowledgement from their friends.

Hence, based on the statement above, the writer intends to conduct this study by using Fine Art Activity seems to be good alternative and effective way of teaching Speaking in SMP Negeri 13 South Tangerang. Because this technique can make the teaching and learning process more active, it also triggers students to improve their

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creativity in the classroom. In addition, this technique gives students the opportunity to speak in the target language naturally. In presenting this paper the writer decided to apply Fine Art Activity in teaching speaking and want to measure the success of Fine Art Activity in the speaking class. Therefore, the writer would like to take a research under the title: “The Effectiveness of Fine Art Activity on Students Speaking Ability (A Quasi-Experimental Research at Seventh Grade of SMP Negeri 13 South Tangerang)”.

B. Identification of the Problem

Based on the explanation above, the problems can be written as follows:

1. Students use English passively, due to the limitation of opportunities for them to practice their speaking.
2. Students have some difficulties in describing an object orally.
3. Students are lack of interest in learning English.
4. The English teacher does not give an appropriate and various activity regards to the speaking task.

C. Limitation of the Problem

After the problems had identified, the researcher would like to limit the problem. The research is intended on the implementation of art as a media in learning descriptive text in describing thing. The Fine Art Activity can be implemented to see how effective they are toward students’ speaking ability in describing things at the seventh grade of SMP Negeri 13 South Tangerang.

D. Formulation of the Problem

The formulation of the problem is as follow: “Is the use of Fine Art Activity on students’ speaking ability in describing thing effective?”

E. Objective of the Study

The aims of the study are to find out whether the Fine Art Activity is effective to enhance students’ speaking ability in describing thing or not.
F. Significance of the Study

This study is expected having some significances not only for the writer herself as the requirements for the degree of S.Pd in English Education, but also for three groups of people such English teacher, students, and other researchers.

1. For English Teacher
   To help the Many teachers to enrich knowledge about the teaching technique that improves students’ speaking ability. The teacher will be able to provide student centered learning activity.

2. For Student
   The student will able to enrich their knowledge in English especially in speaking. And the integration of art is hoped to increase their interest in learning English.

3. For the Further Researcher
   This research can contribute to the future researcher as the reference who has the same topic and purposes.
CHAPTER II

THEORETICAL FRAMEWORK

This chapter presents the definitions and theories which are related to the variables of this research. The supporting theories are needed to help in conducting this research. The theories consist of the nature of speaking, describing thing in speaking, definition of art, types of art, art in teaching, benefits of art, disadvantages of art in teaching, some previous studies, and thinking framework.

A. Speaking

1. The Nature of Speaking

The definition of speaking in language learning has been proposed by some experts. Talking about speaking means we also talk about communication. Clark and Clark define communication deals with two basic activities: listening and speaking\(^\text{11}\). People express their thoughts through words and give the information with the intention that other people will understand and get the idea. Meanwhile, Spratt points out that using speech to convey meaning to others is involved in speaking\(^\text{12}\). It is different from reading or writing, speaking involves interaction which carries out a two-way communication using language and nonverbal codes to keep the listener pays attention to what the speaking is saying and to check that the listener understands the speakers’ meaning.

In this case, regarding the use of speaking in our social life, Richard adds that people speak for many kind of purposes\(^\text{13}\). All that purposes are depend on the context.


and situation. People might speak to persuade others, speak to describing things, or speak to give some information.

In terms of spoken language types, Brown and Yule in Nunan mention two basic genres of speaking related to its function: transactional and interactional\(^\text{14}\). In addition, Brown also mentions two types of spoken language i.e. monologue and dialogue\(^\text{15}\). In monologue, one speaker uses spoken language for any length of time, such as in lectures, speeches, news broadcast, while the listener has to process long stretches of speech without being interruption.

Monologue can be divided into planned and unplanned monologues. Planned monologues are quite difficult to comprehend because they exhibit little redundancy such as speeches and prewritten materials. On the other hand, unplanned monologues such as lectures and long stories in conversation manifest more redundancy, so that they are easier to comprehend but the existence of other hesitations can either help or interfere comprehension.

Meanwhile, dialogues involve two speakers and can be classified into interpersonal and transactional conversations. Interpersonal conversation purpose to maintain social relationship among the participants while transactional conversation is aimed to share information. In this case, when participants want to share their ideas, they need to understand one to another background knowledge. Thus, we can choose the appropriate word or topic in order to avoid misunderstanding if we know to whom or with whom we are talking.

From all the statement above, the writer synthesized that speaking is the process of transferring idea between two parties. When someone is speaking, the other will

\(^{14}\) David, Nunan, *Designing Task for Communicative Classroom*, (Cambridge University: Press Cambridge, 2001), p.27

listen while processing the information, and trying to get the comprehension, so that they will be able to give a feedback.

2. The Elements of Speaking

As stated before, speaking is complex activity. It contains many components or elements which are related to each other. These elements need to be concerned by the speaker if they want to speak fluently. There are five elements that learners should have, which supported by Brown, such as pronunciation, grammar, vocabulary, fluency, and comprehension\(^\text{16}\). These elements are usually including as the indicators in speaking assessment rubrics particularly in analytical scoring rather than the holistic one. It also can be said then that the elements of speaking are the aspects assessed in speaking test. Therefore, here is the description of each components:

a. Pronunciation

Pronunciation focuses on production and identification of the sounds, stress, and intonation in English\(^\text{17}\). In the case of speaking, pronunciation has a crucial part. It is because speaking deals with how sound is produced, how words are pronounced properly and correctly which affects the process of speaking. Hence, in order to avoid the misunderstanding while talking, when someone wants to convey a meaning or to deliver the message, with a good pronunciation, the listener can be able to understand what the speaker says, and it will make the communication process easier.

b. Grammar

The word *grammar* is used variously. Grammar of English focus on the standard English\(^\text{18}\) which is affecting spelling, punctuation, and vocabulary choice. He also adds that the scope of the grammar is maybe restricted to syntax (the ways in which words combine into structures of phrases, clauses, and sentences). when dealings with


speaking, sometimes grammar is often overlooked especially for non-native speakers. In fact, to be able to speak properly and meaningfully it needs grammar ability.

c. Vocabulary

Another important element in teaching and learning speaking is vocabulary. Learners should be able to choose appropriate words in certain situations in order to make their speaking meaningful\textsuperscript{19}.

For example, when someone wants to talk to different person, they have to be able to find a word which is appropriate to deliver the message. Therefore, students need to understand the importance of meaning in context and the facts about word formation and how to find a word quickly to fit different grammatical context.

d. Fluency

In performing speaking, it is good if we are trying to speak as fluent as the native speakers, because its indicate that we already get used to it language. According to Brown, fluency is the ability to speak spontaneously, flow well, without having stop and pause a lot\textsuperscript{20}. Therefore, in order to increase students speaking, in the classroom the teacher should be able to make the students speak more than herself, so they can use the target language without any difficulty.

e. Comprehension

The last element is comprehension. Comprehension in speaking context relate to our capability to understand and to interpret of what is said. In order to make the dialogue process run smoothly and continue, we must understand the content of the conversation, so that we can give the respond.

All these components of speaking; pronunciation, grammar, vocabulary, fluency, and comprehension are the important and complementary components in the

development of students’ speaking ability. These elements support each other to gain the goal of speaking.

**B. Describing Thing as a Speaking Activity**

Speaking is a part of productive skill or life skill that requires a lot of practice in order to get used to the target language. Teaching speaking becomes one of the biggest concerns when someone learns the language. Some of the reasons underlying this are because of the complexity of the assessment of the number of achievements that must be achieved by students with their limited time to learn in the classroom. Many English classes in Indonesia tend to use Bahasa rather than practicing English as well. It is rare for them to use English as a means of communication during the class, especially in speaking class.

Actually, the teacher role in the classroom is being able to develop students' speaking skills in English, yet many teachers only rely on text books and cannot provide contextual teaching. Students usually memorize everything from the text or dialogue from the textbook before performing particular speech.

One of the text genres which taught at Seventh-Grade students is descriptive text. A descriptive text has a purpose to describe the image of certain person, place, thing, or animal. Langan also said that a description is an expressive word that used to visualize person, place, or thing. In delivering the descriptive text, there are written and spoken technique. In this case, describing thing orally becomes one of the ways in classroom to learn descriptive text. There are some components that should be concerned in learning descriptive text such as the structure and the language feature of the text. If we want to make a descriptive text, there are identification which used as the opening of the text. Identification consists of general information about something that we want to talked about.

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Furthermore, another part in descriptive text is the description of the text. In description, it usually consists of detail information such as characteristic, story, or qualities about something that being discussed. And commonly, descriptive text uses simple present tense if things or person describes are still exist.

After choosing the topic or a thing that want to be discussed, students can deliver it orally in front of the class. In addition, to make the presentation more obvious, students also can bring picture or authentic object to support them in describing a thing, so that the listener can get the deeper understanding about something that being talked.

Moreover, Brown states that there are five categorizes of speaking performance assessment task\textsuperscript{22}, described as follow:

a. Imitative

Imitative speaking tends to focus on macro skills of speaking such as pronunciation of phonemes and stress patterns among many other skills. 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

One kind of speaking performances that is design to practice some phonological and grammatical aspect of the language. The example of intensive assessment task includes directed responses task, reading aloud, sentence and dialogue completion, and translation up to the simple sentence level.

c. Responsive

Responsive assessment talk includes interaction and test comprehension but at the somewhat limited level of every short conversation, greeting and small talk, simple request and comments, and the like.

d. Interactive

It is similar with the previous category which is responsive, however it is different in the length and complexity of the interaction, which someone includes multiple exchanges and multiple participants.

e. Extensive

From the intermediate to the advance level of learning English, they have to expected to extend the monologues in oral report presentation, summaries, or perhaps a report.

It is clear that describing thing is one activity that relates to many types of speaking activity. Describing thing is an activity that needs a speaker and audiences. It can be a stimulate for students to do intensive speaking as they need to perform orally about the thing being discussed.

Also, describing thing will give many good impacts for students’ speaking ability, because in explaining the descriptive text students can bring a picture or an object to help them when talking and help the audience to get more comprehension.

Hence, from this explanation, describing thing can be implemented not only in speaking class, but also in various kind of activity. Teacher can take this as creative way in class to make teaching and learning activity more fun.

C. Art

1. Definition of Art

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

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23 What is an Artwork?, [http://m.artpieces.net/definition.html](http://m.artpieces.net/definition.html), access on 4th March 2018 at 06.00am.
adds that art does not express emotions anymore, but they are out of the community where those artists belong to.

As human being, people usually tell story or message to others. They tell other about their feeling, ideas, opinions, or even anything happened in their lives. And in this case, some people choose the media to deliver it rather than speak directly to others.

As the understanding of art explained above, it can be concluded that art is actually an expression of someone’s thoughts, emotion, and it is about sharing the way someone experiences the world. The work of art has elements that have to be noticed, they are color, shape, pattern, and so on. Those elements usually have a message, so that an artist who made it can explain the meaning to others so people can understand what he/she wants to convey.

2. Types of Art

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

1. Fine Arts
Those artwork that created in this category are something primarily for aesthetic reason rather than for commercial or functional use. Such as drawing, painting, and sculpture.

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

3. Plastic Arts

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

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

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

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

Therefore, from the brief explanation about the types of art above, in this research the researcher applied the fine art type in the classroom. Fine art is not only very simple type of art that can be implemented in the classroom, but also students can easily do it. Students were asked to create something based on their imagination through colors, shapes, and other materials.

3. Art in Teaching
In any English class it is important for teacher to vary the activity type to maintain interest. Teachers will always deal with different types of learners, some prefer playing games, singing songs, and some enjoy working in group while others prefer working on their own. In this case, art is one of an invaluable tool for teacher to support English language learning. Art can provide students with outlets for creative
expression. According to Graham an art is a thing which created that intended to give
pleasure\textsuperscript{26}. From a certain point of view, a work of art is quite simply visual message. Depending on the context it tells the audience something about the artist or about the society in general. One kind of art is fine art. Integrating fine arts in English classroom is valuable and essential undertaking. Fine arts can support student to develop their creativity. The arts also provide ways for students to communicate their thoughts, feelings, and ideas about themselves and their world. Thus, using a fine art in the classroom somehow like using an authentic material. As Oguz and Bahar state:

> Using authentic materials in language learning environment has lots of advantages. Firstly, they engage both learners’ and teacher’s attention in the language being taught. They have a high interest value because of their relevance to the real world keeping the students informed about what is happening in the world they live\textsuperscript{27}.

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

4. The Benefits of Using Art in Teaching

To teach speaking, the teacher must design learning activities as well as possible and it also must be supported by various teaching media. In order that learning activities is more various, interesting and motivates students to participate actively. The presence of Fine Fine Art Activity presents different learning experience which can stimulate students to think creatively so that they always get new idea to express when they want

to speak. Therefore, the more various the teacher uses the media, the better learning objectives students achieve. There are many studies talking about the benefits of using art in teaching.

First, According to Grenhawk in Ashley, the use of art in the classroom can bridge learning across all of the multiple intelligences and benefit all types of learners, since there are a lot of art activities which can used by students.28

Second, Mulcahey in Megan added, that arts also build critical thinking and problem-solving skills in students. This construction of skills happens when students are made active learners. The arts accomplish this naturally by requiring students to construct their own meanings for the art they make and the art they see or hear.29

Third, the arts encourage joyful and active learning. in the classroom students sometimes easily feel bored when receiving the lesson that does not involve them in learning process. By integrating art, teachers can create a learning atmosphere where students can actively develop the potential of their art by linking it with the material being studied. In this activity will also make students actively interact and increase their speaking in the case of sharing ideas or their opinions on a thing.

Therefore, from some of the benefits of art in teaching, art can be integrated into English language teaching skill, especially in speaking. Involving students in the learning process as much as possible can improve their understanding of receiving the lessons. Therefore, in the use of art activities, students can freely express themselves or their thoughts into art forms that can be shown proudly to others.


29Megan Kristine Soransen, Integrating Art and Literacy in the Elementary Classroom, (A Thesis of University of Nothern Iowa, 2010), p.6
5. The Disadvantages of using Art in Teaching

Besides the advantages or benefits of using art in the classroom, there are some disadvantages that should be considered by teachers if they want to combine art in teaching. The first is budget. In applying Fine Art Activity in the classroom, students often need to prepare some tools to support their activity. For example, if their teacher asks them to present a drama, make a craft, or present music performance, students need an extra budget in order to realizing it.

The second is the limited time to practice in the classroom. Students might like to talk, a lot. But, many teachers do not have problems getting them to engage in this type of activity but often take issue with off-task talking in the classroom. The fact is that students are not given enough time to voice their opinions on anything. Part of the problem is that teachers do not set up rules for discussion so the classroom quickly turns into a cacophony of noise in which no one hears anything anyone is saying and the activity ends in failure.

And the last is that “not all teachers are artists,” means that not all the teachers capable of doing art to teach in every classroom. However, this is not the case, as any teacher can become an arts teacher. Art is incredibly subjective, therefore, there is a basis for every practice. For example, In the fine arts there are the elements and principles of design, the color. In music there is basic music theory. In drama, there is basic play structure, acting theory. However, the goal is not to create master artists, but rather teach basic arts skills, processes, and aesthetic quality, and encourage creative teaching techniques. The point is to make the student learning by doing, so that they will get deeper understanding about the subject being taught.

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Despite the disadvantages in using art in the classroom, the teacher still can apply it as an alternative to make teaching and learning process more active and fun. In addition, to anticipate the failure in creating Fine Art Activity in the classroom, teacher should prepare a good lesson plan and a good strategy before they enter the class. hence, the teaching and learning process will run well and the students can get the comprehension of the lesson itself.

E. The Previous Related Study

There are some previous related study which are used by the researcher as a reference of this research. The researcher had chosen three relevant research. Firstly, a research conducted on 2013 by Dina Syarifa Nasution, Zainil, and Kusni from State University of Padang. They conducted the study by using Classroom Action Research with the title “Improving Students’ Speaking Skill of Descriptive Text Through Mind Mapping”. In this study the writer want to find out the use of mind mapping techniques that are expected to improve students’ speaking skill of description text. The writer uses four types of data collection techniques. and the results in this study proved that using mind mapping techniques can improve students' speaking skill. Hence, this technique is able to make students actively speak in class, and this technique is also able to create a fun learning atmosphere for students.  

The second research is conducted by Masoumeh Farokhi from Islamic Azad University Iran. The title is “The Impact/s of Using Art in English Language Classes”. He examined that art is an effective tool for teaching the English language. Arts can combine with any English skills especially in speaking. He said, art is the door for students to find their creativity, and develop their critical thinking. Using art in the classroom will make students

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use their mind, soul, and body while learning English. He also found that art can be a stimulant for students to be active in their surroundings and interact with others. Therefore, arts are one of the effective tool or media towards students speaking skill.

Lastly, is Classroom Action Research conducted by Erny Rokhmawati from Walisongo State Institute for Islamic Studies Semarang. The title of the research is “The Use of Realia to Improve Students’ Speaking Ability in Procedure Text”. The objectives of this study were to describe the role of realia in improving students’ speaking ability in procedure text. The data were collected by using observation during the learning process, and also used test to get students’ score. In this study, the writer used various of realia in order to improve students’ speaking ability. The result of the research showed that realia used in teaching speaking can improve students’ speaking ability. This result can be seen from students’ average score and a good response given by students during the learning process.

The differences of this research from the three previous studies stated above is the selecting of media that will be integrated in the classroom. It can be seen that selecting appropriate media or technique can be implemented in practicing and improving students’ speaking ability. This study will focus on the Fine Art Activity that will be conducted at junior high school with seventh grade students as the participants to know whether the Fine Art Activity can affect students’ speaking when they are learning descriptive text especially in describing things.

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F. Thinking Framework

Many researches have been done by English teaching practitioners. various methods and techniques are considered good for applied in speaking teaching. As a teacher is required to always find a variety of methods or media which is suitable for students. Mastering speaking is often judged as someone has succeeded in learning a language.

Teachers should be able to create an atmosphere of learning where students can be active in the classroom without feeling pressured or afraid to make mistakes. We should be able to combine activities which student-liked into learning so they can feel happy during the learning process.

In this case, the author decided to use art as a tool for teaching speaking. Based on several studies mentioned that everyone has a soul of art that can be developed. In art activities, students can freely create something according to their imagination without any good or bad judgment because everyone has its own distinctive features in making things. Then, they can post their work in front of many people which makes them proud and increase their confidence regarding to their skills. In the process of making art also occur interaction among others. Thus, information sharing activities can improve students' critical thinking.

Based on the explanation above, the writer assumed that there is a significant effect on students’ speaking ability by using Fine Art Activity at the seventh grade of a student of SMP Negeri 13 South Tangerang.

Theoretical Hypothesis

The hypothesis from this study are expressed as follows:

H₀: The use Fine Art Activity on Students’ Speaking Ability in Describing Thing at seventh grade of SMPN 13 South Tangerang is not effective.

Hₐ: The use Fine Art Activity on Students’ Speaking Ability in Describing Thing at seventh grade of SMPN 13 South Tangerang is effective.
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents about research method and design, place and time of the research, population and sample of research, research instrument, technique of data collection, technique of data analyzing, and statistical hypotheses.

A. Research Method and Design

In this study, the researcher used quantitative method. Hence, to gather and to evaluate the data, the researcher needs some statistical formulations and numerical measurement. In addition, the researcher also used two classes in conducting her research; one as control group and one as an experimental group. There was also some consideration in choosing the experimental research, she was not being able to choose the classes for the research by herself, so by applying a quasi-experiment in this research, she did not have to assign the participants randomly as in a true experiment. Furthermore, by choosing the experimental design, the use of Fine Art Activity would be implemented in the experimental class as the new technique in teaching speaking.

B. The Place and The Time of the Research

The researcher conducted the research on March 19th to April 27th, 2018. The researcher took two classes of the seventh grade of SMP Negeri 13 South Tangerang, Jl. Beruang II No.61, RT.1/RW.2, Pd. Ranji, Ciputat Timur, Kota Tangerang Selatan, Banten 15412. The consideration of conducting the research at this school is because of the accessibility and also while the researcher at doing integrating practice teaching program.

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C. The Population and The Sample

The population of the research was the seventh-grade students of SMP Negeri 13 South Tangerang in academic year 2017/2018. The total class of the seventh grade were nine classes started from VII-1, VII-2, VII-3, VII-4, VII-5, VII-6, VII-7, VII-8, VII-9. The nine classes consist of 30-35 students in each class.

The samples of the research were the students of VII-6 as the controlled group class, and VII-3 as the experimental class. Each class consists of 30 students. In taking the sample for this research in based on some consideration, such as the need of students who learn about descriptive text, the recommendation from the English teacher, and also because these classes have similar characteristic and competences, besides the writer also found the students has speaking problem in the class. This kind of sampling is usually called as purposive sampling. Purposive sampling is the use of sample with some purposes in which the writer has already had. The purpose is that to know whether Fine Art Activity is effective for students' speaking in describing thing or not. Hence, the sample that was used in this research was two classes of the seventh-grade students of SMP Negeri 13 South Tangerang that became an experimental and controlled class.

D. Research Instrument

The instrument of this research is a speaking test. The test used as the primary data collection which consisted of pre-test and post-test. Pre-test was given to the students to measure their speaking skill before the treatment while the post-test was given to the students to measure their speaking skill after getting the treatment. The test that was given to the students in both experimental and control class is the same. The topic of pre-test is about “what is my favorite thing?”. In the pre-test the students did a presentation for about 1 minutes. They explained about their favorite thing. Then, the teacher recorded it while the students speaking. Meanwhile, the topic of the post-test is about “My Magical Thing”. Students also did an oral test for about 1-2 minutes for
the post-test. They were asked to make a hand drawing or a poster to explain about a thing they made. Therefore, they are given some guided question as the following:

Table 3.1

The Instrument of the Post-test

<table>
<thead>
<tr>
<th>Instructions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You have Two Minutes (Maximum) to talk in front of the teacher.</td>
</tr>
<tr>
<td>2. Bring the poster with you, you are allowed to make few notes on the poster.</td>
</tr>
<tr>
<td>If you don’t understand, please ask the teacher before you perform.</td>
</tr>
<tr>
<td>Here are the guidance/questions that must be include in the poster:</td>
</tr>
<tr>
<td>3. Introduce your name.</td>
</tr>
<tr>
<td>4. Show the poster, and explain by using the question:</td>
</tr>
<tr>
<td>a. What do you have in your poster?</td>
</tr>
<tr>
<td>b. What is the special information do you want to tell about your drawing?</td>
</tr>
<tr>
<td>c. Why do you choose it?</td>
</tr>
</tbody>
</table>

During the test, the teacher directly gives some scores based on the rubric she prepared for each student. Furthermore, the researcher used oral rating scale proposed by David P. Harris. The scoring rubric of the test provided a measure of quality of performance on the basis of some criteria: pronunciation, grammatical, vocabulary, fluency and comprehension\(^{35}\).

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Table 3.2
Five Components of Grading Speaking Scale

<table>
<thead>
<tr>
<th>Components</th>
<th>Score Components</th>
<th>5 (91-100)</th>
<th>4 (81-90)</th>
<th>3 (71-80)</th>
<th>2 (61-70)</th>
<th>1 (below 60)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
<td>Have a few signs of foreign accent.</td>
<td>Always intelligible, though one conscious of a definite accent.</td>
<td>Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.</td>
<td>Very difficult to understand because of pronunciation problems.</td>
<td>Frequently be asked to repeat.</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>Make few noticeable error of grammar or word order</td>
<td>Occasionally make grammatical; and or word order which do not obscure meaning.</td>
<td>Make frequent errors of grammar of word order which occasionally obscure meaning</td>
<td>Grammar and word order error make comprehension difficult.</td>
<td>Errors in grammar and word order serve as to make speech virtually impossible.</td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Use vocabulary and idioms</td>
<td>Sometimes uses inappropriate terms</td>
<td>Frequently uses the wrong words’ conversation</td>
<td>Misuse of words and very limited vocabulary limitations so extreme</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Fluency</th>
<th>Speed of speech seems to be slightly affected by language problems.</th>
<th>Speed and fluency are rather than strongly affected by language problem.</th>
<th>Usually hesitant often force into silence by language limitations.</th>
<th>Speech is so halting and fragmentary as to make conversation virtually impossible.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehension</td>
<td>Understand nearly everything at normal speed, although occasional</td>
<td>Understand most of what is said at slower than normal speed with repetitions.</td>
<td>Has great difficulty following what is said. Can comprehend only social conversatio</td>
<td>Cannot be said to understand even simple conversational English.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>difficulty</td>
<td>repetition s.</td>
<td>spoken slowly and with frequent repetitions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
E. Technique of Data Collection

In order to collect the data from students’ speaking ability, writer did a test as the main instrument in this research. This test was used in both experimental and controlled class. Here the further explanation about the test which divided into two types; pre-test and post-test:

1. Pre-Test

The pre-test was conducted in the first meeting to measure students’ speaking skill before treatment. The aim of pre-test was to know the homogeneity of the two classes before the researcher decided to choose the right class for experimental and the right class for controlled class. The researcher gave an oral test. The students both in experimental and control class are being interviewed and asked some question about their favorite thing.

2. Post-Test

The post-test was conducted in the last meeting to both experimental and controlled class. The researcher gave an oral test again. It was aim to see if there is any progress of two classes before and after using the treatment, and also wanted to measure the impact of Fine Art Activity towards students’ speaking ability in describing things. Here, the researcher asked students to draw something with the topic “My Magical Thing”. Then, the student will make a mini exhibition in the classroom and each of the student will present their art. The test also had the same instruction with the pre-test.

F. Technique of Data Analyzing

The result of pre-test and post-test will be statistically analyzed by SPSS v.21. It consisted of normality, homogeneity, and hypotheses in order to find out the differences means of score of both experimental and control class. Then, the researcher used t-Test two tail design in order to see an effect of Fine Art Activity on students’ speaking ability at seventh grade of SMP Negeri 13 South Tangerang. The t-Test for two tail design is appropriately used if null hypothesis formulation
(H₀) was stated with equal statement (=), so the alternative of hypothesis should be stated with not equal statement (≠)³⁶.

1. The Normality Test

The aimed of normality test was to see and check whether the distribution of both classes experimental and controlled class’s data were normal or not³⁷. The formula of the test is described as follows:

\[ x^2 = \frac{(f_o - f_h)^2}{f_h} \]

\( X^2 \) = The Value of Kau-Kuadrat

\( f_o \) = Observation Frequency

\( f_h \) = The Number of Frequency that distributed normally

This test conducted by using SPSS v.21. Data were considered normal if \( p \geq \alpha \), and \( \alpha \) as the significance level was 0,05.

2. The Homogeneity Test

The Homogeneity test is aimed to see whether the population variance both of experimental class and control class is similarly or different. In this research to measure the homogeneity, the researcher will use Fisher test, which was conducted by using SPSS v.21.

\[ F_{count} = \frac{\text{maximum variance}}{\text{minimum variance}} \]

The hypothesis of homogeneity test as follows:

1) If \( F_{count} < F_{table} \) : \( H_0 \) is accepted, it means that sample has homogenous variant.

³⁷ Kadir, Statistika Terapan, (Jakarta: PT Raja Grafindo Persada, 2015), p.144
2) If $F_{\text{count}} > F_{\text{table}} : H_0$ is rejected, it means that sample does not have homogenous variant.

3. T-test
   a. Determining mean score of the experimental class

   $$M_x = \frac{\Sigma x}{N}$$

   $M_x$ = Mean score of the experimental class
   $\Sigma x$ = The total score of the students in the experimental class
   $N$ = The total students in the experimental class

   b. Determining mean score of the control class:

   $$M_y = \frac{\Sigma y}{N}$$

   $M_y$ = Mean score of the control class
   $\Sigma y$ = The total score of the students in the control class
   $N$ = The total students in the control class

   c. Determining deviation of the experimental class:

   $$X = \frac{\Sigma X^2 - (\Sigma X)^2}{N}$$

   d. Determining deviation of the control class:

   $$Y = \frac{\Sigma Y^2 - (\Sigma Y)^2}{N}$$

   e. Determining the T-test

   After gaining the average or mean score and the deviation from both experimental and control classes, then the next phase was determining the t-test. The first was determining the significance level which is 0.05. This was because
the most important element of reporting the t-test is its significance level\textsuperscript{38}. Then, the formula of t-test is presented below:

\[ t_0 = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2 - 2}\right) \left(\frac{N_1 + N_2}{N_x \cdot N_y}\right)}} \]

- \( M_x \): Mean score of experiment class
- \( M_y \): Mean score of control class
- \( \sum X_1^2 \): The total score obtained by the students in the experiment class
- \( \sum X_2^2 \): The total score obtained by the students in the control class
- \( N_X \): The total students existed in the experiment class
- \( N_y \): The total students existed in the control class

\textbf{f. Determining t-table:}

The significance level of t-table determination is 5\% and 1\% with degree of freedom (df). The formula is described below:

\[ df = (N_X + N_y) - 2 \]

- \( df \): degree of freedom
- \( N_x \): The total students of the experiment class
- \( N_y \): The total students of the control class

\textbf{g. Measure the Effect size}

Even though the researcher knew that method or approach has significance impact on students' achievement does not tell us whether the method or approach has strong or weak effect to the students. So, after do a t-test, we can measure the effect

size by using Cohen’s formula. The researcher adopted Cohen’s formulation as follows:

\[
d = \frac{M_x - M_y}{Pooled\ standard\ deviation}
\]

- \(d\) = The significance effect of the method
- \(M_x\) = The mean score of the experimental group
- \(M_y\) = The mean score of the controlled group
- Pooled Standard Deviation = \[
\frac{(standard\ deviation\ of\ group\ 1+standard\ deviation\ of\ group\ 2)}{2}
\]

After obtaining the results, then they can be interpreted based on the criteria:
0.2= small effect size; 0.5= medium effect size; and 0.8= large effect size.

G. The Statistical Hypotheses
To prove the hypotheses, the data obtained from the experimental class and the controlled class was calculated by using t-test formula with the assumption as follows:
1. **If** \(t_o > t_i\), the null hypotheses (\(H_0\)) is rejected and the alternative hypotheses (\(H_a\)) is accepted. It means that there is a significant difference between the students’ speaking score at the seventh grade of SMP Negeri 13 South Tangerang (\(\mu_1 \neq \mu_2\)). In short, the use of Fine Art Activity to describe thing is effective toward students’ speaking ability.
2. **If** \(t_o < t_i\), the null hypotheses (\(H_0\)) is accepted and the alternative hypotheses (\(H_a\)) is rejected. It means that there is no significant difference between the students’ speaking scores at the seventh grade of SMP Negeri 13 South Tangerang (\(\mu_1 = \mu_2\)). In short, the use of Fine Art Activity to describe thing is not effective toward students’ speaking ability.

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CHAPTER IV

RESEARCH FINDINGS AND INTERPRETATIONS

This chapter describes research findings and interpretations, they consist of description of data, analysis of data, and interpretation of data. The chapter shows the result of the research that has been conducted by the researcher.

A. Description of the Data

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

Table 4.1

Score of Pre-test and Post-test Students in Experimental Class

<table>
<thead>
<tr>
<th>No</th>
<th>Student</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>67</td>
<td>79</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>67</td>
<td>75</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>68</td>
<td>75</td>
<td>7</td>
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<td>4</td>
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<td>81</td>
<td>6</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>69</td>
<td>77</td>
<td>8</td>
</tr>
<tr>
<td>16</td>
<td>16</td>
<td>69</td>
<td>78</td>
<td>9</td>
</tr>
<tr>
<td>17</td>
<td>17</td>
<td>70</td>
<td>79</td>
<td>9</td>
</tr>
<tr>
<td>18</td>
<td>18</td>
<td>64</td>
<td>73</td>
<td>9</td>
</tr>
<tr>
<td>19</td>
<td>19</td>
<td>74</td>
<td>73</td>
<td>-1</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>79</td>
<td>87</td>
<td>8</td>
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<tr>
<td>21</td>
<td>21</td>
<td>66</td>
<td>73</td>
<td>7</td>
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<tr>
<td>22</td>
<td>22</td>
<td>71</td>
<td>75</td>
<td>4</td>
</tr>
<tr>
<td>23</td>
<td>23</td>
<td>72</td>
<td>76</td>
<td>4</td>
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<td>24</td>
<td>24</td>
<td>68</td>
<td>78</td>
<td>10</td>
</tr>
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<td>25</td>
<td>25</td>
<td>73</td>
<td>76</td>
<td>3</td>
</tr>
<tr>
<td>26</td>
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<td>64</td>
<td>72</td>
<td>8</td>
</tr>
<tr>
<td>27</td>
<td>27</td>
<td>74</td>
<td>81</td>
<td>7</td>
</tr>
</tbody>
</table>
From the table 4.1 showed the pre-test score of 30 students in the experimental class students of 7.3 SMP Negeri 13 South Tangerang. The sum of the pre-test score is 2082 with the average score is 69.4. Therefore, the lowest score is 63 and the highest score is 79 for the speaking test on the pre-test.

After giving the Fine Art Activity as the treatment in the experimental class, the score mostly increases among the 30 students. The sum of the post-test score is 2295 with the average score 76.5. The lowest score in this class after posttest is 71 and the highest one is 87. This explains there is different between students’ score of the pre-test and post-test.

As for, the score of the pre-test and post-test students in controlled class will be explained in following table below:
Table 4.2  
Score of Pre-Test and Post-Test Students in Controlled Class

<table>
<thead>
<tr>
<th>No</th>
<th>Student</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>70</td>
<td>72</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>66</td>
<td>71</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>68</td>
<td>72</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>76</td>
<td>75</td>
<td>-1</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>77</td>
<td>79</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>72</td>
<td>73</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>72</td>
<td>77</td>
<td>5</td>
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<tr>
<td>8</td>
<td>8</td>
<td>68</td>
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<td>0</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>67</td>
<td>72</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>67</td>
<td>71</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>63</td>
<td>68</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>12</td>
<td>71</td>
<td>74</td>
<td>3</td>
</tr>
<tr>
<td>13</td>
<td>13</td>
<td>70</td>
<td>69</td>
<td>-1</td>
</tr>
<tr>
<td>14</td>
<td>14</td>
<td>66</td>
<td>65</td>
<td>-1</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>80</td>
<td>82</td>
<td>2</td>
</tr>
<tr>
<td>16</td>
<td>16</td>
<td>69</td>
<td>68</td>
<td>-1</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>17</td>
<td>17</td>
<td>65</td>
<td>72</td>
<td>3</td>
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<tr>
<td>18</td>
<td>18</td>
<td>73</td>
<td>74</td>
<td>1</td>
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<tr>
<td>19</td>
<td>19</td>
<td>76</td>
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<tr>
<td>20</td>
<td>20</td>
<td>66</td>
<td>74</td>
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<tr>
<td>21</td>
<td>21</td>
<td>70</td>
<td>75</td>
<td>5</td>
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<td>22</td>
<td>22</td>
<td>68</td>
<td>73</td>
<td>5</td>
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<td>23</td>
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<td>72</td>
<td>3</td>
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<td>24</td>
<td>24</td>
<td>72</td>
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<td>-2</td>
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<td>6</td>
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<td>26</td>
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<td>29</td>
<td>29</td>
<td>73</td>
<td>75</td>
<td>2</td>
</tr>
<tr>
<td>30</td>
<td>30</td>
<td>70</td>
<td>72</td>
<td>2</td>
</tr>
<tr>
<td>SUM</td>
<td></td>
<td>2109</td>
<td>2194</td>
<td>82</td>
</tr>
</tbody>
</table>

| AVERAGE | 70.3 | 73.133333 | 2.733333333 |
| LOWEST SCORE | 65 | 68 |
| HIGHEST SCORE | 80 | 82 |
The table 4.2 showed the pre-test and post-test score of the 30 students in controlled class of 7.6. The sum of the pre-test score in this group is 2109 and the average score is 70.3. The highest score of this group in the pre-test score is 80 and the lowest score is 65. Moreover, the sum of the post-test is 2194 with the average score is 73.133. The data also showed the highest score of the post-test in the controlled class is 82 and the lowest score is 68.

Table 4. 3
Score of Pre-Test and Post-Test Students in Controlled Class and Experimental Class

<table>
<thead>
<tr>
<th>NO</th>
<th>STUDENT</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Controlled</td>
<td>Experiment</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>70</td>
<td>67</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
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<td>4</td>
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<td>6</td>
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<td>68</td>
<td>70</td>
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<td>9</td>
<td>9</td>
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<td>70</td>
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<tr>
<td>11</td>
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<td>63</td>
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<td>12</td>
<td>12</td>
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<td>72</td>
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<tr>
<td>17</td>
<td>17</td>
<td>65</td>
<td>70</td>
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<tr>
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</tr>
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<td>20</td>
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<td>74</td>
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<td>30</td>
<td>30</td>
<td>70</td>
<td>65</td>
</tr>
<tr>
<td>SUM</td>
<td></td>
<td>2109</td>
<td>2082</td>
</tr>
<tr>
<td>AVERAGE</td>
<td></td>
<td>70.3</td>
<td>69.4</td>
</tr>
<tr>
<td>LOWEST SCORE</td>
<td></td>
<td>65</td>
<td>63</td>
</tr>
<tr>
<td>HIGHEST SCORE</td>
<td></td>
<td>80</td>
<td>79</td>
</tr>
</tbody>
</table>

According to the table 4.3, the scores between the two classes it can be seen that both classes are improving. But, the experimental class got a higher improvement compared to the controlled class. This situation affected by using particular treatment in speaking activity for the two classes; the experimental class was taught using Fine Art Activity in Speaking of describing things, meanwhile the controlled class was taught using conventional technique in learning speaking of describing things.
B. Analysis of the Data

1. Test of Normality

a. Pre-Test Normality Test

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

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Kolmogorov-Smirnov</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>Experiment</td>
<td>.117</td>
<td>30</td>
</tr>
<tr>
<td>Control</td>
<td>.101</td>
<td>30</td>
</tr>
</tbody>
</table>

* This is a lower bound of the true significance.

From the table above, we got the significance score both of the experimental class and controlled class is 0.200. It indicates that the data is normal distributed, because the significance score is higher than $\alpha = 0.05$. So, it can be concluded that the data of the pre-test is normally distributed because both classes’ significances are above 0.05. Afterwards, the result of normality of post-test as follows:
Table 4.5
Normality Post-test Results between Experimental and Controlled Class

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Kolmogorov-Smirnov²</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>Experiment</td>
<td>.158</td>
<td>30</td>
</tr>
<tr>
<td>Control</td>
<td>.112</td>
<td>30</td>
</tr>
</tbody>
</table>

⁷ This is a lower bound of the true significance.

a. Lilliefors Significance Correction

In table 4.4 above, it showed that the significance of the experimental class is 0.053 and controlled class is 0.200 are higher than significance α = 0.05. It means that post-test data in this study was distributed normally as well.

2. Test of Homogeneity
   a. Pre-Test Homogeneity Test

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

Table 4.6
Homogeneity Pre-test Results between Experimental and Controlled Class

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levene Statistic</td>
</tr>
<tr>
<td>3.090</td>
</tr>
</tbody>
</table>

It can be seen from the table above (4.5) that the significance is more than the significance level 0.05 (0.084 > 0.05). This mean that the sample are equal across the groups.
b. Post-Test Homogeneity Test

Table 4.7
Homogeneity Post-test Results between Experimental and Controlled Class

<table>
<thead>
<tr>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>.266</td>
<td>1</td>
<td>58</td>
<td>0.608</td>
</tr>
</tbody>
</table>

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

3. Test of Hypothesis

Based on the pre-requisite test of statistical analysis, it showed that the data were distributed normal and homogenous. Afterwards, the data were analyzed by using T-test. This test is aimed to see whether there were any significant differences result of students’ speaking score on the post-test between experimental and control class after the treatments were implemented. This test was conducted by SPSS v.21. In order to calculate the data, the formulation used the mean scores of experimental and control classes. Then, 0.05 was determined as the significance value or alpha (α). As for the name in the calculation of the table, there were experimental class and controlled class. Furthermore, the result of T-test with SPSS are presented in tables as follows:
Table 4.8

The Result of T-test Calculation

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posttest</td>
<td>30</td>
<td>76.5000</td>
<td>3.67423</td>
<td>.67082</td>
</tr>
<tr>
<td>Experiment</td>
<td>30</td>
<td>73.1333</td>
<td>3.65526</td>
<td>.66736</td>
</tr>
</tbody>
</table>

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

Table 4.9

The Result of Independent Samples Test of Post-Test

Secondly, the data of Independent Sample Test above showed the statistical hypothesis of this study. Since that the data of the population was distributed normally, the \( t \) count of the Equal variances assumed was 3.558 with the Sig. (2tailed) 0.001. It meant that the score was lower than the determined significance value 0.05. As the result, it can be seen that 0.001 < 0.05 which meant that null hypothesis (H\(_0\)) was rejected and the alternative hypothesis (H\(_a\)) was accepted. As the result, there is an
effect of using Fine Art Activity on Students’ speaking ability on describing things. Afterwards, the result of gained score statistics is explained as follows:

Table 4.10
The Result of Gained Score

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gained Score</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental</td>
<td>30</td>
<td>7.100</td>
<td>2.65681</td>
<td>.48506</td>
</tr>
<tr>
<td>Controlled</td>
<td>30</td>
<td>2.733</td>
<td>2.69013</td>
<td>.49115</td>
</tr>
</tbody>
</table>

From the table 4.9, it showed the gained score from of both experimental and controlled class. In total, there are 60 participants who took the test, and there are 30 students came from each class. The aimed of the test is to know whether there is an effect after treatment on students speaking ability in that class. As we can see, the mean score of the experimental class is 7.10, while the mean score in the controlled class is 2.73. It shows that there is significance difference in mean score of both classes. It can be seen by the difference of the mean score is 4.37 points, where the mean score of experimental class is higher than mean score of controlled class.

Table 4.11
The Result of Independent Samples Test of Gained Score

<table>
<thead>
<tr>
<th>Gained Score</th>
<th>Levene’s Test for Equality of Variances</th>
<th>t-Test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig</td>
<td>df</td>
</tr>
<tr>
<td>Gained Score</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equal variance assumed</td>
<td>149</td>
<td>.701</td>
<td>58</td>
</tr>
<tr>
<td>Equal variance not assumed</td>
<td>6.326</td>
<td>57.991</td>
<td>0.000</td>
</tr>
</tbody>
</table>
Table 4.9 and 4.10 show the result of t-test based on gained score. On the table 4.10, Sig.2 tailed of post-test is 0.000 (p=0.000) and α is 6.326. It means that (0.000<0.05) or (p<α). The table, moreover, shows that df (degree of freedom) was 58. The value of \( t_{table} \) with df 58 is 1.671. Meanwhile the \( t_{value} \) from the table is 6.326, it means that \( t_{table} < t_{value} \). Hence, Ho is rejected and Ha is accepted. To sum up, there is a significant effect of Fine Art Activity toward students speaking ability in describing things.

4. Test of the Effect Size

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

\[
d = \frac{M_1 - M_2}{\text{Pooled standard deviation}}
\]

M1 (The mean score of the experimental class) = 76.5000
M2 (The mean score of the controlled class) = 73.1333
Mean score of experimental class – Mean score of controlled class = 3.37
Standard deviation of experimental class = 3.67
Standard deviation of controlled class = 3.65
Pooled standard deviation = 3.67 + 3.65 = 7.32
\[
d = \frac{M_1 - M_2}{\text{Pooled standard deviation}}
\]
\[
d = \frac{3.67}{7.32}
\]
= 0.460

After getting the result of formulation, the score can be interpreted on the following criteria:
0.00 – 0.20 : weak effect

0.21 – 0.50 : medium effect

0.51 - >1.00 : strong effect

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

The Data Interpretation

Based on the average score of the post-test from the experimental and controlled group, it can be seen that there is improvement in both classes, yet the experimental class got the higher gained score compared to the controlled class, due to the treatment given in the experimental class. It is proven by the students’ pre-test and post-test score in both classes. On the pretest, the mean score of the experimental class was 69.4, then it was increased on the post test. The post-test mean score of the experimental class became 76.5. On the other hand, the pre-test mean of the controlled class was 70.3, and the post-test mean score was 73.1. So, during the pre-test and the post-test, the mean score of two classes has increased, but the experimental class which has given the treatment got a higher score than the controlled class. According to this situation, from the mean score of the two classes reached the standard mean score that seventh-grade students must achieve in the school, which at least 72.

In addition, applying a Fine Art Activity in learning speaking can give a positive impact for the students. While conducting this research, a Fine Art Activity can facilitate students to speak and interact actively in the classroom. It can be seen during the process, when the teacher combined some art activities to the speaking activity in describing thing, some students felt eager to involve in the learning process. They can freely express their idea and imagination in creating an artwork, then they proudly presented it in front of their classmate. Moreover, a Fine Art Activity can help them to use the English language productively and meaningfully, because the use of art as a
media can also give the students a deeper understanding about the thing that being described.

As the result of the t-test showed with Sig. (2-tailed) the score was 0.001 which was lower than the determined significance value 0.05. It showed in the final score that $p < \alpha$; (0.001 < 0.05) which indicated that null hypothesis (H0) was rejected and the alternative hypothesis (Ha) was accepted.

This is also strengthened by the calculation of Cohen’s effect size which showed 0.46, it meant that Fine Art Activity has a medium effect on the students’ speaking ability in describing things. Although it was not a huge impact, there was still an influence of Fine Art Activity that can improve students’ speaking ability in describing things in the experimental class.

Finally, to sum up, based on this finding, for the seventh-grade students of SMP Negeri 13 South Tangerang, Fine Art Activity is effective in enhancing students speaking ability in describing things. It proved by the speaking score of the experimental class which given the treatment was higher than the controlled class which only taught by the conventional technique.
CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter describes conclusion of this research and some suggestion for the further researcher.

A. Conclusion

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

Based on the finding and discussion in the chapter four, the implementation of Fine Art Activity is effective to teach speaking in describing thing. It shown by the mean score of students’ post-test of experimental class is 76.50 that was higher than the mean score of students’ post-test in the controlled class is 73.13. It is also supported by the statistical calculation which shows Sig. (2-tailed) (p) is 0.001 while alpha (α) is 0.05. In short, p < α, it means that the null hypothesis (H₀) is rejected and alternative hypothesis (H₁) is accepted. In addition, according to the result of the effect size, the score was 0.46. This indicates that there is a medium effect in the use of Fine Art Activity towards students’ speaking ability in describing thing.

B. Suggestion

The goal or the purpose in learning a foreign language is when someone can understand and can use the language in their daily life, so does learning English. The ability to create an effective and fun learning atmosphere must be considered by a
teacher, in the hope that students can be more actively involved in the learning process, so that they also can get a good understanding about the subject being taught.

Therefore, the writer would like to give some suggestions that might be worthy for teachers, students, and further researcher related to teaching and learning English especially in teaching and learning speaking in the classroom.

1. The teachers can use a media to facilitate the teaching and learning process in the classroom. One of the alternative way is Fine Art Activity. The Fine Art Activity is not only can make learning process be more fun, but also the teacher can help students to improve their art potency.

2. Teachers can use Fine Art Activity to teach speaking, especially when teaching descriptive text. Fine Art Activity can make the students easily understand about descriptive text, because they can create a thing which they will describe it to others.

3. In order to reach the goal of speaking, teachers should know how to face the students who try to speak in the target language without making them feel embarrassed or afraid of making mistake. Teachers also can give some rewards for students as the appreciation of their work.

4. For students, they should practice and applied what they have learned. Students also need to learn new vocabulary. They are also expected to try to use English more actively in real communication inside and outside the classroom without control of their teacher.

5. For further researchers, they are suggested to develop a research related to Integrated Skills in English especially speaking for young learners. In addition, the writer hopes this study can be the reference for the further researchers in conducting the research by adding more ideas from different perspectives.
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Rokhmawati, Erny. *The Use of Realia to Improve Students’ Speaking Ability of Procedure Text*. Walisongo State Institute for Islamic Studies, Semarang. 2010


Soransen, Megan Kristine. *Intergrating Art and Literacy in the Elementary Classroom*. University of Northern: Lowa. 2010


APPENDICES

Appendix 1: Lembar Uji Referensi

LEMBAR UJI REFERENSI

: Rohmah Adhawati
: 1114014000035
: FITK/ Pendidikan Bahasa Inggris

: The Effectiveness of Art Activity on Students' Speaking Ability (A Quasi-experimental Study at Seventh Grade of SMP Negeri 13 South Tangerang in Academic Year 2017/2018)

Dosen Pembimbing I : Dr. Nida Husna, M.Pd., MA TESOL
Dosen Pembimbing II : Atik Yuliani, MA TESOL

<table>
<thead>
<tr>
<th>REFERENSI</th>
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<td>14</td>
<td>David, Nunan</td>
<td><em>Designing Task for Communicative Classroom</em>, (Cambridge University: Press Cambridge, 2001), p.27</td>
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<td>18</td>
<td>Sidney Greenbaum</td>
<td><em>English Grammar</em>, (Great Britain: Oxford University Press, 1996), p.27</td>
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<td>23</td>
<td>John Langan</td>
<td><em>What Is An Artwork?</em>, <a href="http://m.artpieces.net/definition.html">http://m.artpieces.net/definition.html</a>, access on 4th March 2018 at 06.00am.</td>
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<td>Jose Juan Gonzalez</td>
<td><em>Art as the Expression in the Language of Imagination: Dickie’s Misunderstanding of Collingwood’s Aesthetic, Art Emotion And Value</em>, 5th Mediterranean Congress of Aesthetic, 2011</td>
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<td>Encyclopedia of Art</td>
<td><em>How is Art Classified</em>, <a href="http://www.visual-arts-cork.com">www.visual-arts-cork.com</a></td>
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<td>28</td>
<td>Ashley Flory</td>
<td><em>Exploring The Benefits of Art in the Elementary Education</em>, [<a href="https://www.csustan.edu/sites/default/files/honors/document">https://www.csustan.edu/sites/default/files/honors/document</a> s/journals/elements/Flory, access on March 8th](<a href="https://www.csustan.edu/sites/default/files/honors/document">https://www.csustan.edu/sites/default/files/honors/document</a> s/journals/elements/Flory)</td>
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<td>29</td>
<td>Megan Kristine Soransen</td>
<td><em>Integrating Art and Literacy in the Elementary Classroom</em>, (A Thesis of University of Northern Iowa, 2010), p.6</td>
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<td>31</td>
<td>Dinay Safir Nasution</td>
<td><em>Zainill, Kusni Improving Students Speaking Skill of Descriptive Text through Mind Mapping</em>, Journal English Language Teaching (ELT), Vol 1, No 2. 2013</td>
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<td>32</td>
<td>Masaomem Farokhi</td>
<td><em>The Impact’s of Using Art in English Language Classes, Procedia - Social and Behavioral Sciences 31 (2012) 923 – 926</em></td>
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Jakarta, 28 Juni 2018
Mengetahui,

Dosen Pembimbing I

![Signature]

Dr. Nida Husna, M.Pd., MA TESOL.
NIP. 19720705 200312 2 002

Dosen Pembimbing II

![Signature]

Atik Yuliani, MA TESOL.
NIP. 19840410 20150 3 003
Appendix 2: Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN
Controlled Class
Pertemuan 1 dan 2

NAMA SEKOLAH : SMP Negeri 13 Tangerang Selatan
MATA PELAJARAN : Bahasa Inggris
KELAS/SEMESTER : VII/2
MATERI POKOK : Descriptive Text (Describing Things)
ALOKASI WAKTU : 4 x 40 menit

A. Kompetensi Inti (KI)
1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu yang tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyajikan dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

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<th>III. Indikator</th>
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<tr>
<td>3.7 Membandingkan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana sesuai dengan konteks penggunaannya.</td>
<td>3.7.1 Siswa dapat memberi dan meminta informasi terkait dengan deskripsi benda, sangat pendek sesuai dengan konteks penggunannya.</td>
</tr>
<tr>
<td>4.7 teks deskriptif</td>
<td>3.7.2 Siswa dapat membedakan penggunaan linking verbs, seperti is, are, have, has.</td>
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<td>4.7.1 menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.</td>
<td>3.7.3 Siswa dapat membedakan penggunaan possessive pronoun seperti his, her, mine.</td>
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<td>4.7.2 menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda dengan memperhatikan fungsi social, benda sesuai dengan fungsi dan bentuknya.</td>
<td>3.7.4. Siswa dapat menerangkan jenis kalimat yang digunakan dalam meminta dan memberikan informasi.</td>
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</table>

| 4.7.1 Siswa dapat melafalkan jenis benda sesuai dengan fungsi dan bentuknya. | 4.7.2 Siswa dapat melafalkan bentuk kalimat memberi dan meminta informasi terkait dengan profesi seseorang. |
| 4.7.3 Siswa dapat membuat teks deskriptif lisan dan tulisan sangat pendek dan sederhana, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. |
struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. TUJUAN PEMBELAJARAN:

Siswa terampil menyusun dan mempresentasikan teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana tentang benda-benda sekitar sesuai dengan ciri-cirinya dengan memperhatikan fungsi social, struktur teks dengan unsur kebahasaan yang benar, percaya diri, dan penuh tanggungjawab.

D. MATERI PEMBELAJARAN

Fungsi sosial:
1. To make a thing stand out
2. To show pride of the thing
3. To promote a thing
4. To criticize a thing

Generic Structure of the Text

Identification, it identifies the particular thing to be describes.

Description, it describes the characteristics and the parts of the thing described.

Use of Simple Present Tense

(+) S + V1(s/es)
(-) S + do/does not + V1
(?) Do/does + S + V1 + ?

D. METODE PEMBELAJARAN:

Communicative Language Teaching, Exploration.

E. MEDIA, ALAT DAN SUMBER BELAJAR

LKS Bahasa Inggris, penerbit: viva pakarindo p.36-37

F. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

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<table>
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<td>1.</td>
<td>Pendahuluan:</td>
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<td></td>
<td>1. Guru memulai proses pembelajarannya dengan mengucapkan salam, mengajak para murid untuk merapihkan penampilan dan diakhiri dengan mengabsen siswa</td>
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<td></td>
<td>2. Guru membahas ujian tengah semester yang telah dilalui siswa. Menanyakan kesulitan yang mereka hadapi.</td>
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<td>3. Guru menyampaikan tujuan dari materi pelajaran yang akan dipelajari hari ini,</td>
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<td>2. Siswa mengamati aspek apa saja yang terdapat di dalam dialog tersebut.</td>
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<td>5. Siswa mengamati beberapa contoh cara mendeskripsikan benda.</td>
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<td>Observing &amp; Experiment</td>
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3. Penutup:
   1. Peserta didik beserta Guru membuat simpulan kegiatan yang baru saja dilakukan.
   2. Guru memberi kesempatan siswa untuk bertanya dan memberikan beberapa pertanyaan untuk siswa untuk memastikan bahwa siswa memahami materi yang telah diberikan.

6. Siswa mengerjakan latihan pada LKS p.36-39
1. Siswa mencari benda-benda yang terdapat didalam kelas lalu menuliskannya ke dalam sebuah kalimat sederhana.
2. Guru secara acak meminta siswa untuk menceritakan informasi apa saja yang telah mereka dapatkan.

3. Penutup:
   1. Peserta didik beserta Guru membuat simpulan kegiatan yang baru saja dilakukan.
   2. Guru memberi kesempatan siswa untuk bertanya dan memberikan beberapa pertanyaan untuk siswa untuk memastikan bahwa siswa memahami materi yang telah diberikan
   3. Guru menanyakan pendapat siswa setelah menerima materi yang diberikan

G. PENILAIAN
Jenis/teknik Penilaian: Terlampir
a. Pengetahuan
   - Penugasan
   - Tes Lisan
b. Keterampilan
   - Penilaian Portofolio

Mengetahui,
2018
Guru Mata Pelajaran Bahasa Inggris
Bahasa Inggris

Ciputat Timur, Maret
Guru PPKT

Fauziah Astuti, S.Pd.
NIP.

Rohmah Adhawati
NIM. 1114014000035
RENCANA PELAKSANAAN PEMBELAJARAN
Controlled Class
Pertemuan 3 dan 4

NAMA SEKOLAH : SMP Negeri 13 Tangerang Selatan
MATA PELAJARAN : Bahasa Inggris
KELAS/SEMESTER : VII/2
MATERI POKOK : Descriptive Text (Describing Person)
ALOKASI WAKTU : 4 x 40 menit

A. Kompetensi Inti (KI)
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7. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahuanya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
8. Mencoba, mengolah, dan menyaji dalam ranah konkrit (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

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<td>3.7.1 Siswa dapat memberi dan meminta informasi terkait dengan deskripsi orang sangat pendek sesuai dengan konteks penggunaannya. 3.7.2 Siswa dapat menggunakan kalimat tanya tentang “asking about physical appearance?” 3.7.3 Siswa dapat membedakan penggunaan adjective untuk mendeskripsikan orang. 3.7.4. Siswa dapat menerangkan jenis kalimat yang digunakan dalam meminta dan memberikan informasi.</td>
</tr>
<tr>
<td>4.7 teks deskriptif 4.7.1 menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda. 4.7.2 menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</td>
<td>4.7.1 Siswa dapat melafalkan karakter orang sesuai dengan fungsi dan bentuknya. 4.7.2 Siswa dapat melafalkan bentuk kalimat memberi dan meminta informasi terkait dengan karakter seseorang. 4.7.3 Siswa dapat membuat teks deskriptif lisan dan tulisan sangat pendek dan sederhana, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</td>
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D. MATERI PEMBELAJARAN

*Fungsi sosial:*

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H. METODE PEMBELAJARAN:

Communicative Language Teaching, Exploration.

I. MEDIA, ALAT DAN SUMBER BELAJAR

LKS Bahasa Inggris, penerbit: viva pakarindo p.39-41

Picture

Laptop

OHP

HVS

Pencil Color / Spidol

Sumber lain yang relevan : Internet

✓ www.dailyenglish.com

✓ www.pinterest.com

✓ Americanenglish.state.gov

J. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN
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<td>Observing &amp; Experiment</td>
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<td>7. Guru memberikan contoh dengan meminta satu otang siswa maju ke depan lalu teman yang lain mulai mendeskripsikan tentang dirinya.</td>
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<td>8. Siswa mengamati aspek apa saja yang terdapat di dalam teks deskripsi tentang orang.</td>
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<tr>
<td></td>
<td>10. Guru menjelaskan penggunaan kalimat tanya yang digunakan untuk menyanyakan deskripsi seseorang.</td>
<td></td>
</tr>
</tbody>
</table>
11. Siswa mengisi table yang diberikan guru tentang mendeskripsikan orang

3. Penutup:
   4. Peserta didik beserta Guru membuat simpulan kegiatan yang baru saja dilakukan.
   5. Guru memberi kesempatan siswa untuk bertanya dan memberikan beberapa pertanyaan untuk siswa untuk memastikan bahwa siswa memahami materi yang telah diberikan.
   6. Guru menanyakan pendapat siswa setelah menerima materi yang diberikan

<table>
<thead>
<tr>
<th>No.</th>
<th>Tahap Pembelajaran</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pendahuluan:</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>1. Guru memulai proses pembelajarnya dengan mengucapkan salam, mengajak para murid untuk merapikan penampilan dan diakhiri dengan mengabsen siswa.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Guru mengajak siswa bermain “Run to the Board”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Guru membahas materi sebelumnya</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Guru menyampaikan tujuan dari materi pelajaran yang akan dipelajari hari ini,</td>
<td></td>
</tr>
</tbody>
</table>
2. Kegiatan inti:

**Observing & Experiment**

3. Siswa membaca teks deskripsi yang ada di LKS
4. Siswa membuat teks deskripsi sederhana tentang “My Favorite Human being”
5. Siswa secara bergantian melakukan bertukar informasi dengan siswa lain.

3. Penutup:

4. Peserta didik beserta Guru membuat simpulan kegiatan yang baru saja dilakukan.
5. Guru memberi kesempatan siswa untuk bertanya dan memberikan beberapa pertanyaan untuk siswa untuk memastikan bahwa siswa memahami materi yang telah diberikan.

K. PENILAIAN

Jenis/teknik Penilaian: Terlampir
c. Pengetahuan
   - Penugasan
   - Tes Lisan

d. Keterampilan
   - Penilaian Portofolio

Mengetahui,
2018
Guru Mata Pelajaran Bahasa Inggris
Inggris

Ciputat Timur, Maret
Guru PPKT Bahasa

Fauziah Astuti, S.Pd.
NIP.

Rohmah Adhawati
NIM. 11140140000035
RENCANA PELAKSANAAN PEMBELAJARAN
Controlled Class
Pertemuan 5

NAMA SEKOLAH : SMP Negeri 13 Tangerang Selatan
MATA PELAJARAN : Bahasa Inggris
KELAS/SEMESTER : VII/2
MATERI POKOK : Descriptive Text (Describing Place)
ALOKASI WAKTU : 4 x 40 menit

A. Kompetensi Inti (KI)

9. Menghargai dan menghayati ajaran agama yang dianutnya

10. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

11. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

12. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
<table>
<thead>
<tr>
<th>II. Kompetensi Dasar</th>
<th>III. Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.7 Membandingkan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana sesuai dengan konteks penggunaannya.</td>
<td>3.7.1 Siswa dapat memberi dan meminta informasi terkait dengan deskripsi orang sangat pendek sesuai dengan konteks penggunaannya.</td>
</tr>
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<td>3.7.1 Siswa dapat memberi dan meminta informasi terkait dengan deskripsi orang sangat pendek sesuai dengan konteks penggunaannya.</td>
<td>3.7.2 Siswa dapat menggunakan kalimat tanya tentang “asking about physical appearance?”</td>
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<tr>
<td>3.7.2 Siswa dapat membedakan penggunaan adjective untuk mendeskripsikan orang.</td>
<td>3.7.3 Siswa dapat menerangkan jenis kalimat yang digunakan dalam meminta dan memberikan informasi.</td>
</tr>
<tr>
<td>3.7.4. Siswa dapat menerangkan jenis kalimat yang digunakan dalam meminta dan memberikan informasi.</td>
<td>3.7.4 Siswa dapat menerangkan jenis kalimat yang digunakan dalam meminta dan memberikan informasi.</td>
</tr>
<tr>
<td>4.7 teks deskriptif 4.7.1 menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda. 4.7.2 menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</td>
<td>4.7.1 Siswa dapat melafalkan karakter orang sesuai dengan fungsi dan bentuknya. 4.7.2 Siswa dapat melafalkan bentuk kalimat memberi dan meminta informasi terkait dengan karakterseseorang. 4.7.3 Siswa dapat membuat teks deskriptif lisan dan tulisan sangat pendek dan sederhana, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</td>
</tr>
</tbody>
</table>
C. TUJUAN PEMBELAJARAN:

Siswa terampil menyusun dan mempresentasikan teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana tentang benda-benda sekitar sesuai dengan ciri-cirinya dengan memperhatikan fungsi social, struktur teks dengan unsur kebahasaan yang benar, percaya diri, dan penuh tanggungjawab.

D. MATERI PEMBELAJARAN

_Fungsi sosial:

9. To make a place stand out
10. To show pride of the place
11. To promote a place
12. To criticize a place

_Generic Structure of the Text_

Identification, it identifies the particular place to be describes.

Description, it describes the characteristics and the parts of the place described, for example: location, size, population, condition, weather, special characteristic.

Use of Simple Present Tense

(+) S + V1(s/es)
(-) S + do/does not + V1
(?) Do/does + S + V1 + ?

L. METODE PEMBELAJARAN:

Communicative Language Teaching, Exploration.

M. MEDIA, ALAT DAN SUMBER BELAJAR

LKS Bahasa Inggris, penerbit: viva pakarindo p.44

N. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

❖ Pertemuan 5

<table>
<thead>
<tr>
<th>No.</th>
<th>Tahap Pembelajaran</th>
<th>Alokasi waktu</th>
</tr>
</thead>
</table>

73
1. **Pendahuluan:**

   6. Guru memulai proses pembelajarannya dengan mengucapkan salam, mengajak para murid untuk merapihkan penampilan dan diakhiri dengan mengabsen siswa

   7. Guru menyampaikan tujuan dari materi pelajaran yang akan dipelajari hari ini,

2. **Kegiatan inti:**

   **Observing & Experiment**

   12. Guru memberikan contoh teks deskriptif yang terdapat didalam LKS.


   15. Siswa mengamati aspek apa saja yang terdapat di dalam teks deskripsi tentang tempat.


   17. Siswa membuat dialog sederhana tentang tempat wisata yang ada di Indonesia.

   18. Siswa mempraktekan dialog tersebut dengan teman sebangku.
3. Penutup:

7. Peserta didik beserta Guru membuat simpulan kegiatan yang baru saja dilakukan.
8. Guru memberi kesempatan siswa untuk bertanya dan memberikan beberapa pertanyaan untuk siswa untuk memastikan bahwa siswa memahami materi yang telah diberikan
9. Guru menanyakan pendapat siswa setelah menerima materi yang diberikan

O. PENILAIAN
Jenis/teknik Penilaian: Terlampir

e. Pengetahuan
   - Penugasan
   - Tes Lisan
f. Keterampilan
   - Penilaian Portofolio
   - Penilaian Unjuk Kerja

Mengetahui,
2018
Ciputat Timur, April

Guru Mata Pelajaran Bahasa Inggris
Guru PPKT Bahasa

Fauziah Astuti, S.Pd.  Rohmah Adhawati
NIP. NIM. 11140140000035
RENCANA PELAKSANAAN PEMBELAJARAN
Experimental Class
Pertemuan 1 dan 2

NAMA SEKOLAH : SMP Negeri 13 Tangerang Selatan
MATA PELAJARAN : Bahasa Inggris
KELAS/SEMESTER : VII/2
MATERI POKOK : Descriptive Text (Describing Things)
ALOKASI WAKTU : 4 x 40 menit

A. Kompetensi Inti (KI)
13. Menghargai dan menghayati ajaran agama yang dianutnya
14. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
15. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
16. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indokator
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
<table>
<thead>
<tr>
<th>II. Kompetensi Dasar</th>
<th>III. Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.7 Membandingkan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks</td>
<td>3.7.1 Siswa dapat memberi dan meminta informasi terkait dengan deskripsi benda, sangat pendek sesuai dengan konteks penggunaannya.</td>
</tr>
<tr>
<td>deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan</td>
<td>3.7.2 Siswa dapat membedakan penggunaan linking verbs, seperti is, are, have, has.</td>
</tr>
<tr>
<td>deskripsi orang, binatang, dan benda, sangat pendek dan sederhana sesuai dengan</td>
<td>3.7.3 Siswa dapat membedakan penggunaan possessive pronoun seperti his, her, mine.</td>
</tr>
<tr>
<td>konteks penggunaannya.</td>
<td>3.7.4. Siswa dapat menerangkan jenis kalimat yang digunakan dalam meminta dan memberikan informasi.</td>
</tr>
<tr>
<td>4.7 teks deskriptif</td>
<td>4.7.1 Siswa dapat melafalkan jenis benda sesuai dengan fungsi dan bentuknya.</td>
</tr>
<tr>
<td>4.7.1 menangkap makna secara kontekstual terkait fungsi social, struktur teks,</td>
<td>4.7.2 Siswa dapat melafalkan bentuk kalimat memberi dan meminta informasi terkait dengan profesi seseorang.</td>
</tr>
<tr>
<td>dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana,</td>
<td>4.7.3 Siswa dapat membuat teks deskriptif lisan dan tulisan sangat pendek dan sederhana, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</td>
</tr>
<tr>
<td>terkait orang, binatang, dan benda.</td>
<td></td>
</tr>
<tr>
<td>4.7.2 menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana,</td>
<td></td>
</tr>
<tr>
<td>terkait orang, binatang, dan benda dengan memperhatikan fungsi social, struktur</td>
<td></td>
</tr>
<tr>
<td>teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</td>
<td></td>
</tr>
</tbody>
</table>
C. TUJUAN PEMBELAJARAN:
Siswa terampil menyusun dan mempresentasikan teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana tentang benda-benda sekitar sesuai dengan ciri-cirinya dengan memperhatikan fungsi social, struktur teks dengan unsur kebahasaan yang benar, percaya diri, dan penuh tanggungjawab.

D. MATERI PEMBELAJARAN
Fungsi sosial:
13. To make a thing stand out
14. To show pride of the thing
15. To promote a thing
16. To criticize a thing

Generic Structure of the Text
Identification, it identifies the particular thing to be describes.
Description, it describes the characteristics and the parts of the thing described.
Use of Simple Present Tense
(+) S + V1(s/es)
(-) S + do/does not + V1
(?) Do/does + S + V1 + ?

P. METODE PEMBELAJARAN:
Communicative Language Teaching, Exploration.

Q. MEDIA, ALAT DAN SUMBER BELAJAR
LKS Bahasa Inggris, penerbit: viva pakarindo p.36-37
Picture
Laptop
OHP
HVS
Pencil Color / Spidol
Sumber lain yang relevan : Internet
✓ www.dailyenglish.com
✓ www.pinterest.com
✓ Americanenglish.state.gov

R. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN
<table>
<thead>
<tr>
<th>No.</th>
<th>Tahap Pembelajaran</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pendahuluan:</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>1. Guru memulai proses pembelajarannya dengan mengucapkan salam, mengajak para murid untuk merapihkan penampilan dan diakhiri dengan mengabsen siswa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Guru membahas ujian tengah semester yang telah dilalui siswa. Menanyakan kesulitan yang mereka hadapi.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Guru menyampaikan tujuan dari materi pelajaran yang akan dipelajari hari ini,</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Kegiatan inti:</td>
<td>60 menit</td>
</tr>
<tr>
<td></td>
<td>Observing &amp; Experiment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Siswa mengamati sebuah teks dekripsi sederhana.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Siswa mengamati aspek apa saja yang terdapat di dalam teks deskripsi.</td>
<td></td>
</tr>
</tbody>
</table>
5. Siswa mengamati beberapa contoh cara mendeskripsikan benda.
6. Siswa mengerjakan latihan pada LKS p.36-39

<table>
<thead>
<tr>
<th>No.</th>
<th>Tahap Pembelajaran</th>
<th>Alokasi waktu</th>
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<td>1.</td>
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<td></td>
</tr>
<tr>
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<td>2. Guru membahas materi sebelumnya</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Guru menyampaikan tujuan dari materi pelajaran yang akan dipelajari hari ini,</td>
<td></td>
</tr>
</tbody>
</table>
2. Kegiatan inti:

*Observing & Experiment*

7. Siswa membuat “Handprint Trees Activity” (Lampiran 1)
8. Siswa secara bergantian melakukan bertukar informasi dengan teman sebangku.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Kegiatan inti:</td>
<td>60 menit</td>
</tr>
<tr>
<td>3.</td>
<td>Penutup:</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>1. Peserta didik beserta Guru membuat simpulan kegiatan yang baru saja dilakukan.</td>
<td></td>
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<td></td>
<td>2. Guru memberi kesempatan siswa untuk bertanya dan memberikan beberapa pertanyaan untuk siswa untuk memastikan bahwa siswa memahami materi yang telah diberikan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Guru menanyakan pendapat siswa setelah menerima materi yang diberikan</td>
<td></td>
</tr>
</tbody>
</table>

S. PENILAIAN

Jenis/teknik Penilaian: Terlampir
g. Pengetahuan
   - Penugasan
   - Tes Lisan
h. Keterampilan
   - Penilaian Portofolio
   - Penilaian Unjuk Kerja

Mengetahui,
Ciputat Timur, Maret
2018
Guru Pamong Bahasa Inggris
Guru PPKT Bahasa

Dahlia Muflihati, S.Pd.
NIP. 197601312006042023
Rohmah Adhawati
NIM. 11140140000035
RENCANA PELAKSANAAN PEMBELAJARAN
Experimental Class
Pertemuan 3 dan 4

NAMA SEKOLAH : SMP Negeri 13 Tangerang Selatan
MATA PELAJARAN : Bahasa Inggris
KELAS/SEMESTER : VII/2
MATERI POKOK : Descriptive Text (Describing Person)
ALOKASI WAKTU : 4 x 40 menit

A. Kompetensi Inti (KI)

17. Menghargai dan menghayati ajaran agama yang dianutnya
18. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
19. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
20. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
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<th>III. Indikator</th>
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</thead>
</table>
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3.7.2 Siswa dapat menggunakan kalimat tanya tentang “asking about physical appearance?”  
3.7.3 Siswa dapat membedakan penggunaan adjective untuk mendeskripsikan orang.  
3.7.4. Siswa dapat menerangkan jenis kalimat yang digunakan dalam meminta dan memberikan informasi. |
| 4.7 teks deskriptif  
4.7.1 menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.  
4.7.2 menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. | 4.7.1 Siswa dapat melafalkan karakter orang sesuai dengan fungsi dan bentuknya.  
4.7.2 Siswa dapat melafalkan bentuk kalimat memberi dan meminta informasi terkait dengan karakterseseorang.  
4.7.3 Siswa dapat membuat teks deskriptif lisan dan tulisan sangat pendek dan sederhana, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. |
C. TUJUAN PEMBELAJARAN:

Siswa terampil menyusun dan mempresentasikan teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana tentang benda-benda sekitar sesuai dengan ciri-cirinya dengan memperhatikan fungsi social, struktur teks dengan unsur kebahasaan yang benar, percaya diri, dan penuh tanggungjawab.

D. MATERI PEMBELAJARAN

Fungsi sosial:

17. To make a person stand out
18. To show pride of the person
19. To promote a person
20. To criticize a person

Generic Structure of the Text

Identification, it identifies the particular person to be describes.

Description, it describes the characteristics and the parts of the person described.

Use of Simple Present Tense

(+o) S + V1(s/es)

(-) S + do/does not + V1

(?) Do/does + S + V1 + ?

T. METODE PEMBELAJARAN:

Communicative Language Teaching, Exploration.

U. MEDIA, ALAT DAN SUMBER BELAJAR

LKS Bahasa Inggris, penerbit: viva pakarindo p.39-41

Picture

Laptop

OHP

HVS

Pencil Color / Spidol

Sumber lain yang relevan : Internet

✓ www.dailyenglish.com
✓ www.pinterest.com
✓ Americanenglish.state.gov
V. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

- Pertemuan 3

<table>
<thead>
<tr>
<th>No.</th>
<th>Tahap Pembelajaran</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pendahuluan:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Guru memulai proses pembelajarannya dengan mengucapkan salam, mengajak para murid untuk merapikan penampilan dan diakhiri dengan mengabsen siswa.</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>2. Guru menyampaikan tujuan dari materi pelajaran yang akan dipelajari hari ini.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Kegiatan inti: Observing &amp; Experiment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Guru memberikan contoh dengan meminta satu orang siswa maju ke depan lalu teman yang lain mulai mendeskripsikan tentang dirinya.</td>
<td>60 menit</td>
</tr>
<tr>
<td></td>
<td>2. Siswa mengamati aspek apapun yang terdapat di dalam teks deskripsi tentang orang.</td>
<td></td>
</tr>
</tbody>
</table>
4. Guru menjelaskan penggunaan kalimat tanya yang digunakan untuk menyanyakan deskripsi seseorang.
5. Siswa mengamati beberapa contoh cara mendeskripsikan orang.

3. Penutup:
   1. Peserta didik beserta Guru membuat simpulan kegiatan yang baru saja dilakukan.
   2. Guru memberi kesempatan siswa untuk bertanya dan memberikan beberapa pertanyaan untuk siswa untuk memastikan bahwa siswa memahami materi yang telah diberikan
   3. Guru menanyakan pendapat siswa setelah menerima materi yang diberikan

<table>
<thead>
<tr>
<th>No.</th>
<th>Tahap Pembelajaran</th>
<th>Alokasi waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pendahuluan:</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>1. Guru memulai proses pembelajaranannya dengan mengucapkan salam, mengajak para murid untuk merapik penampilan, menanyakan kabar siswa, dan diakhiri dengan mengabsen siswa</td>
<td></td>
</tr>
</tbody>
</table>
2. Guru membahas materi sebelumnya dengan memutarkan sebuah video
3. Guru menyampaikan tujuan dari materi pelajaran yang akan dipelajari hari ini,

<table>
<thead>
<tr>
<th>2. Kegiatan inti:</th>
<th>60 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observing&amp;Experiment</strong></td>
<td></td>
</tr>
<tr>
<td>1. Guru membagi siswa menjadi 9 kelompok.</td>
<td></td>
</tr>
<tr>
<td>2. Guru memberikan “Physical Description” task sebagai tugas kelompok yang pertama (lampiran 1)</td>
<td></td>
</tr>
<tr>
<td>3. Siswa secara berkelompok membuat poster tentang “Mini Poster” (Lampiran 2) sebagai tugas kelompok yang kedua.</td>
<td></td>
</tr>
<tr>
<td>4. Siswa secara bergantian melakukan bertukar informasi dengan kelompok lain tentang mini poster.</td>
<td></td>
</tr>
<tr>
<td>5. Guru secara acak meminta siswa untuk menceritakan informasi apa saja yang telah mereka dapatkan.</td>
<td></td>
</tr>
</tbody>
</table>

3. Penutup:

<table>
<thead>
<tr>
<th></th>
<th>10 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Peserta didik beserta Guru membuat simpulan kegiatan yang baru saja dilakukan.</td>
<td></td>
</tr>
<tr>
<td>5. Guru memberi kesempatan siswa untuk bertanya dan memberikan beberapa pertanyaan untuk siswa untuk memastikan bahwa siswa memahami materi yang telah diberikan</td>
<td></td>
</tr>
</tbody>
</table>
6. Guru menanyakan pendapat siswa setelah menerima materi yang diberikan

W. PENILAIAN

Jenis/teknik Penilaian: Terlampir

i. Pengetahuan
   - Penugasan
   - Tes Lisan

j. Keterampilan
   - Penilaian Portofolio
   - Penilaian Unjuk Kerja

Mengetahui,
2018
Guru Pamong Bahasa Inggris
Dahlia Muflihati, S.Pd.
NIP. 197601312006042023

Ciputat Timur, April
Guru PPKT Bahasa Inggris
Rohmah Adhawati
NIM. 1114014000035
Lampiran RPP 2

Mini Poster

1. Guru memberikan beberapa kriteria orang yang akan dibuat ke dalam poster.
   - What do you have in your poster?
   - What does he/she look like?
   - What is your opinion about him/her?

2. Siswa menggambarkannya ke dalam poster.
3. Siswa melakukan shopping idea dan mengumpulkan adjective dari kelompok lain.
# RENCANA PELAKSANAAN PEMBELAJARAN

**Experimental Class**  
**Pertemuan Ke-5**

<table>
<thead>
<tr>
<th>NAMA SEKOLAH</th>
<th>SMP Negeri 13 Tangerang Selatan</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATA PELAJARAN</td>
<td>Bahasa Inggris</td>
</tr>
<tr>
<td>KELAS/SEMESTER</td>
<td>VII/2</td>
</tr>
<tr>
<td>MATERI POKOK</td>
<td>Descriptive Text (Describing a Place)</td>
</tr>
<tr>
<td>ALOKASI WAKTU</td>
<td>4 x 40 menit</td>
</tr>
</tbody>
</table>

## A. Kompetensi Inti (KI)

- 21. Menghargai dan menghayati ajaran agama yang dianutnya
- 22. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- 23. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- 24. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## B. Kompetensi Dasar dan Indokator

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
<table>
<thead>
<tr>
<th>II. Kompetensi Dasar</th>
<th>III. Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.7 Membandingkan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana sesuai dengan konteks penggunaannya.</td>
<td>3.7.1 Siswa dapat memberi dan meminta informasi terkait dengan deskripsi tempat sangat pendek sesuai dengan konteks penggunaaannya. 3.7.2 Siswa dapat menggunakan kalimat tanya tentang “asking about place?” 3.7.3 Siswa dapat membedakan penggunaan adjective untuk mendeskripsikan tempat. 3.7.4. Siswa dapat menerangkan jenis kalimat yang digunakan dalam meminta dan memberikan informasi.</td>
</tr>
<tr>
<td>4.7 teks deskriptif 4.7.1 menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda. 4.7.2 menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</td>
<td>4.7.1 Siswa dapat melafalkan karakter tempat sesuai dengan fungsi dan kondisinya. 4.7.2 Siswa dapat melafalkan bentuk kalimat memberi dan meminta informasi terkait dengan sebuah tempat. 4.7.3 Siswa dapat membuat teks dialog lisan dan tulisan sangat pendek dan sederhana, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</td>
</tr>
</tbody>
</table>

C. TUJUAN PEMBELAJARAN:
Siswa terampil menyusun dan mempresentasikan teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana tentang benda-benda sekitar sesuai dengan ciri-cirinya dengan memperhatikan fungsi social, struktur teks dengan unsur kebahasaan yang benar, percaya diri, dan penuh tanggungjawab.

D. MATERI PEMBELAJARAN

*Fungsi sosial:

- 21. To make a place stand out
- 22. To show pride of the place
- 23. To promote a place
- 24. To criticize a place

*Generic Structure of the Text*

Identification, it identifies the particular place to be describes.

Description, it describes the characteristics and the parts of the place described, for example: location, size, population, condition, weather, special characteristic.

*Use of Simple Present Tense*

(+): S + V1(s/es)

(-): S + do/does not + V1

(?): Do/does + S + V1 + ?

X. METODE PEMBELAJARAN:

Communicative Language Teaching, Exploration.

Y. MEDIA, ALAT DAN SUMBER BELAJAR

LKS Bahasa Inggris, penerbit: viva pakarindo p.39-41

Picture

Laptop

OHP

HVS/ Origami

Pencil Color / Spidol

Cat air

Sumber lain yang relevan: Internet

✓ www.dailyenglish.com

✓ www.pinterest.com

✓ Americanenglish.state.gov

Z. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN
Pertemuan 5

<table>
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<tr>
<td></td>
<td>2. Guru menyampaikan tujuan dari materi pelajaran yang akan dipelajari hari ini,</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Kegiatan inti: Observing &amp; Experiment</td>
<td>60 menit</td>
</tr>
<tr>
<td></td>
<td>1. Guru memberikan contoh gambar salah satu tempat tujuan wisata kepada siswa.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Guru menjelaskan beberapa adjectives yang biasa digunakan untuk mendeskripsikan tempat.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Siswa mengamati aspek apa saja yang terdapat di dalam teks deskripsi tentang tempat.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Siswa mengamati beberapa contoh cara mendeskripsikan tempat.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Siswa bermain membuat <em>fortune paper</em> dengan menggunakan kertas persegi.</td>
<td></td>
</tr>
</tbody>
</table>
7. Siswa bermain *fortune paper* bersama teman sebangku.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Siswa bermain <em>fortune paper</em> bersama teman sebangku.</td>
</tr>
<tr>
<td>3.</td>
<td>Penutup:</td>
</tr>
<tr>
<td></td>
<td>4. Peserta didik beserta Guru membuat simpulan kegiatan yang baru saja dilakukan.</td>
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<td>5. Guru memberi kesempatan siswa untuk bertanya dan memberikan beberapa pertanyaan untuk siswa untuk memastikan bahwa siswa memahami materi yang telah diberikan</td>
</tr>
<tr>
<td></td>
<td>6. Guru menanyakan pendapat siswa setelah menerima materi yang diberikan</td>
</tr>
<tr>
<td>10</td>
<td>menit</td>
</tr>
</tbody>
</table>

Mengetahui,  
2018  
Guru Pamong Bahasa Inggris  
Dahlia Muflihati, S.Pd.  
NIP. 197601312006042023

Ciputat Timur, Maret  
Guru PPKT Bahasa Inggris  
Rohmah Adhawati  
NIM. 11140140000035
Appendix 3: Students’ Speaking Transcriptions

(PRE-TEST) TRANSKRIP SPEAKING SISWA 7.3 (Experimental Class)

1. My name is Rangga. I like my clothes. I bought this clothes in Bogor 2 months ago. It it has rectangular shape. It is colorful. It prize is 55,000 Rupiah. I bought it because it elegant, colorful, and it is only in Bogor. I use this cloth because it elegant and comfortable to bring anywhere. I usually use it because in my opinion is good and cool.

2. My name is Taura. I like my basketball. I bought this in the mall. My basketball shape is round. My basketball color is orange and black. My basketball prize is eighty eighty eight hundred fifty thousand rupiah. I like my basketball because when I get boring I can play with this basketball or do sport.

3. My name is Zacky. I love my shoes. I bought this shoes Harmoni Mall. It is made from it is made from ….. it is of leather. My shoes color is black and the motif is red. The shoe laces are red. Prize my shoes prize is two hundred fifteen thousand rupiah. I like design looks elegant.

4. My name is Rara. My favorite thing Panda Doll. I love my panda doll. Getting panda doll in Jakarta. It as a handmade. It is made of dacron. My father boughting it in…Panda .. I like it because it is have look so cute and funny. The design very good look elegant and the color is white and black eye ball this panda doll in toy store.

5. My name is Santika. My favorite thing is bicycle. I love my bicycle. I bought a thing in bicycle in Jakarta. It is the color is purple grey. I bought for three three million eight hundred thousand. I like bicycle.
(POST-TEST) TRANSKRIP SPEAKING SISWA 7.3 (Experimental Class)

1. Hello, I will introduce myself, my name is Rangga Zulian. My class is 7.3. my
title of magic thing is Magic Ball. I bought this magic ball in the store of
Magical thing. The shape is round. The color is dark green color. The prize is 1
billion rupiah. There is only 3 piece in the world. It is available only on the
different magic area. The function of the thing is I can teleport as a throw it. It
is a magic thing I have ever bought. Even though its expensive, but it satisfied
me. I never feel disappointed when I bought this thing. Thank you.

2. My name is Taura Pamudia. My class is 7.3. A Super Cap. I have a magic Super
Cap. My super Cap is very magic for me, because with this super Cap I can fly
like Superman. My super cap color is black. Then, why I like this cap because
I can fly with this thing in the high speed like a Turbo. And by the way this
Super Cap also can make me strongest than Hulk.

3. My name is Santika. I am from 7.3. This is my water bottle. With the rainbow
color. The prize is 25 hundred. The shape is long and the bottle is transparent.
The function is this make the people have rainbow in the their mouth.

4. Assalamu’alaikum wr.wb. my name is Adzani Lundi. Im from class 7.3. this is
my magic shoes. The shoes have power. If we wear this shoes we can run very
fast. The shoes are very strong.

5. My name is destry Icha. Flying carpet. I have a flying carpet. The flying carpet
can take me anywhere. When I ride the carpet I feel comfortable. Because I
was not hit by the traffic jam. I was driving other vehicles like motorcycle or a
car. I’m very lucky to have the carpet. So many people want it because it can
simplify all my travels. I got the flying carpet, when I was helping the
grandfather, as the return he gave me this flying carpet. Thank you.
1. Nada. I love my wallet. I bought this wallet in Bintaro Plaza. It has two colors. The color is blue and white, and the motif is lips and frog. And the prize is 120,000 Rupiah. And I bought this because my mom asked me, so I buy it and plus the motif is cute. Thank you.

2. Qorin. I love my computer. I bought this computer in the online store. This is a computer assembly. I bought it with monitor, keyboard, and mouse. I bought this computer for 1 million seven hundred thousand rupiah. The CPU is black, and there is a light under the power button. The monitor is also black, it is with 90 inch. The keyboard and mouse is also black. The keyboard is very soft. I like it because I can playing game.

3. Donnie. I love my backpack. I bought this bag in Kebumen. It is a handmade. It has two pocket. The small is in front with it is for book and pencil case. The big pocket for storing book. The the design elegant. The color is brown. And the motif is black. I can put it.

4. Eka. I like my bag. I get my bag from my grandmother. She made it special for me. It is made of wool. It has two pockets. She gave me as my birthday present. The design is so traditional. The colors are colorful. The shape is rectangular. And the size is big. I like my wool bag because it nice and it’s a gift from my grandmother.

5. Maulidyno. I love my phone cell. I bought this phone cell in Petukangan Selatan. It is made in China. I bought this phone cell for 1 million three hundred thousand rupiah. The phone cell is white. And there is green light under the menu button. The phone cell is very look elegant and I very like my phone cell.
1. Nada. My magical phone. I wish I have a phone that can stop the time and help me to teleport wherever I want. And I want the color is white. And always with me. And if I had that phone, I wish I can go to England, Japan, and South Korea. I really want to travel around the world. I also want to go to Mecca with my mom and with my sister, and go to Ibadah Hajj.

2. My name is Donnie Febriyanto. I am from 7.6. This is my magic hat. I have a magic hat. I bought it from Japan. My magic hat has a super power. The color is white and star pattern. I can blink fast with my hat. My hat can help me to move quickly.

3. My name is Zanu, I am from 7.6. My magic shoes. I have a advance soccer shoes. I want to run fast and kick the ball with this shoes. The characteristic. The color is white and blue. It is made from Tokyo. The shoes also can run in water.

4. Eka. My magic pencil case. I have a magic pencil case. I bought it in a shop. My pencil case has a marvelous miracle. Its color is colorful, and the shape is rectangle. The usefulness of my pencil case is to release what I want. Then the object that I want will emerge from inside of the pencil case. Thank you.

5. Maulidyno, I have a very magical shoes. If I wearing this shoes can run fast. He is black and grey. And has the button on the bottom. I really like to use this shoes, because it can run very fast.
Appendix 4: Research Documentation

I have a magical Shoes that can make me fly and can make me run as far as her that I want really like with my magical Shoes
The national Monument Indonesia or Monas is the Towet in the Center of merdeka Square in Central Jakarta. Simboling the fight for Indonesia. It is National Monument of the Republic of Indonesia. It built to commomory the struggle of Indonesian ceremony.

Superman is my favorite super hero. Superman is member of DC Company. Superman is brave and he is strong. Superman is handsome and he is kind with people. He can fly to the sky. He is my hero.
Appendix 5: Letter of Permissions

PENERJATAH KOTA TANGERANG SELATAN
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 13 KOTA TANGERANG SELATAN
Jl. Beruang II Peladen, Pd. Ranji, Ciputat Timur, Tangerang Selatan 15412, Telp./F. (021) 73844214
Website: www.smpn13tangsel.com - E-mail: smpn13_tangsel@yahoo.com

SURAT KETERANGAN PENELITIAN
No. 423.4/229/SMPN 13 TANGSEL

Prihal : Keterangan Penelitian
Lampiran :

Menindak lanjuti surat dari Universitas Islam Negeri Syarif Hidayatullah,
Dinas Pendidikan Kota Tangerang Selatan SMP Negeri 13 Kota Tangerang Selatan,
perihal permohonan izin melakukan penelitian, menjelaskan bahwa:

Nama : Rohmah Adhawati
NIM : 1114014000035
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effectiveness Of Art Activity On Students' Speaking Ability (A Quasi-Experimental Study at Seventh Grade of SMP Negeri 13 South Tangerang in Academic Year 2018/2019)


Tangerang Selatan, 21 Mei 2018
Kepala Sekolah,

[Signature]

NIP. 194608/11980031012
Yth.
Kepala SMP Negeri 13 Tangerang Selatan
Di Tempat

Assalamu'alaikum wr.wb.
Dengan hormat kami sampaikan bahwa,

Nama : Rohmah Adhewati
NIM : 11140140000035
Jurusan : Pendidikan Bahasa Inggris
Semester : 8 (delapan)
Judul : The Effectiveness of Art Activity on Students' Speaking Ability (A Quasi-experimental Study at the Seventh Grade Students of SMP Negeri 13 South Tangerang)

adalah benar mahasiswa Fakultas ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun Skripsi, dan akan mengadakan penelitian (riset) di instansi/sekolah/madrasah yang Bapak/ibu pimpin.

Untuk itu kami mohon Bapak/ibu dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan kerja sama Bapak/ibu, kami ucapkan terima kasih.

Wassalamu'alaikum wr.wb.

a.n. Dekan
Ketua Jurusan-Prodi PBI

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan

Lampiran