

The Use of Fine Art Activity Strategies in Mastering Vocabulary at Al-Hidayah Boarding School Depok West Java

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Abstract

Art is a person's creative phenomenon to express themselves in an event. It can be found in music, by hand, in the appearance of drama, or even in vocal sports. In learning, students often find problems that originate within themselves or originate in their environment. The problems that originate within themselves can be a lack of interest in reading, a lack of vocabulary, or a shortage of visual aids that make it easier for them to grasp science. The purpose of this study in al-Hidayah. Boarding School is to learn the arts of fine arts strategy for effectively mastering vocabulary. The methods used in this scientific work are those of quantitative research, data exploration, experimental design, and survey. Experiments were carried out to reinforce the initial hypothesis that with fine arts, vocabulary study was easier to understand. Surveys provide excellent databases for scientific reference. As for the results of this study being a fine art strategy for mastering vocabulary effectively, students can understand the vocabulary learned from teachers, and they can choose their way to select the correct vocabulary in translating, antonyms, word translations, or hyponyms.

Keywords: *Fine Art, Vocabulary, English, Boarding School*

Introduction

Students in the class can encounter problems during the science transfer process. Monotonous methods of learning cause students to be bored and dispassionate about learning. One way that can be done to bring class to life is to replace the learning method. Some of the methods that can be applied are those of speech, practice, dialogue, and discussion. In this study, the method used was the practice method of integrating with fine arts. Art can be used to help students understand learning in English, especially the most basic lesson of memorizing a vocabulary composed of active and passive vocabulary (Sharipova, 2020). Vocabulary is the knowledge of the word itself (Terasne, 2017), because vocabulary plays an important role in communication (Alqahtani, 2015). English lessons are designed to help students improve their listening, writing, speaking, and even grammar skills (Carter et al., 2014). Language can be understood in various ways, such as through electronic devices and teachers directly (Polatcan et al., 2021). Using fine arts, students should be able to understand English vocabulary more easily than usual. In al-Hidayah Boarding School, researchers can discover that there are fine arts practices that can inspire other schools to improve the quality of learning. Clay, like fine art (Chumark et al., 2016), and being used in Al-Hidayah Boarding School Depok, can have a positive effect on students.

Inadequate school tools in some educational institutions cause students to experience difficulties when trying to understand learning. Completing the school's inventory with its artwork, tools, and materials increases the students' capabilities. Learning is essentially a communication process between disciple and teacher, in which case it is an arts lesson (Winarto et al., 2020). Fine arts in the classroom can increase the variety of students' learning methods such as thinking, playing, creating, discussion, debate, and so on. Specifically, in this research, the devices used were the Learning AIDS.

This method has proved to be able to activate a student's right brain periodically with the creativity that the student has, which is a guarantee that the student will easily understand the vocabulary being studied. In al-Hidayah Boarding School, there are several applied methods, among them visual arts. Previous studies, such as scientific articles, papers, theses, or other scientific papers, addressed only unique methods of learning by applying the methods of multiple intelligence theory to Howard Gardner. However, the application of the theory is not enough to create effective learning without the act and display of learning, and the learner will have difficulty understanding single-method learning for all learners. This is the basic problem facing learners in schools. The advent of the visualization method by utilizing skill in the craft of his al-hiding-father company is a unique specialty of his home-living, a mere fraction of which is able to perform consistently in the education world, especially in the basic English of memorizing vocabulary.

This study discusses effective learning models that visualize with fine arts; because such learning occurs through work (Olagbaju, 2020), it echoes what Kearsley, G., and Shneiderman, B. (1998) have to say. Rohmah Adawati's thesis, "The Effects of Fine Art Activity on Students' Speaking Ability: A Quasi Teachingstudy At Seventh Grade of Seventh Country School 13 South Tangerang Explosives Year 2017/2018," was published in 2018. In the text, mere two-dimensional works of art are laid out in the form of pictures and paintings, and there is no notion of purchasing the work, so that the 2018 scientific project continues to stagger over the learning media. While in boarding school, researchers found that besides art and the learning media, there were also commercial elements in later life. However, the skill necessary to obtain an income from the fine arts remains of great interest to the public to this day. The study remains relevant to the subject and object (Adhawati dkk, 2018).

In this scientific work, researchers are seeking solutions to find effective learning methods. The trainees who came up with this method of learning understood English, scrutinized, read, wrote, and spoke. Vocabulary is the key to having English-speaking conversations. They also need motivation because it is an essential component of English (Haikaleng et al., 2016). The study model offered by al-Hidayah Boarding School is helpful and can serve as a model for schools in both Indonesia and the world. Each learner is unique; they can understand knowledge in different ways, and they can use all their senses to capture the science. As they use all their senses to study, they prove more effective in learning than others. With fine arts, students will use taste and sight as basic senses to learn. Therefore, this study provides a useful concept of education for a public-school curriculum model. Because there are students who study hard but do not understand their vocabulary (Saengpakdeejit, 2014).

Fine art is a phenomenon that can stir people's souls. Fine art is usually made for mere art or for sale. However, art at the al-Hidayah Boarding School is used as a medium of learning, and even the daily text makes it a source of income for the apprentice king al-Hidayah. Using experimental methods and surveys and theoretical tests, researchers found that this study was entirely new and different from any previous study. When using this visual method of fine arts, students can determine for themselves how their techniques for memorizing English vocabulary work, which is given to them because language has become the primary means of human communication (Moeller et al., 2015). So, they don't get the one standard of assessment that's usually given to all the students. The teacher must master the methods given because, whatever the motivation of the student, if the teacher is not passionate, then the class will fail.

Method

The location of the study is located on the 65th street of justice, Rangkapan Jaya, Pancoran Mas, Depok, West Java. The method used to get the data needed is the quantitative method. To corroborate the theory, researchers carried out research, observation, and theoretical testing to al-Hidayah. Researchers have employed this method because they wanted to know the positive effects of its use in the fine arts. (Ary, 2014) say that fine art is an accreditation of experimental art for trying to know the effects of fine art making. On the other hand, in parakeets, it is well known that the results are tremendous from the student's enthusiasm for learning and the potential for financial earnings of future students. Further, according to (Gay, et al., 2018), experiments before and after research are vital to the success rate of a study.

This study uses quantitative research so that it requires a sample of the student population of al-Hidayah Boarding School. According to (Creswell, 2014), the population is a group of people who have a similar attitude, characteristics, or outward appearance and habits. In this article, researchers surveyed students in the VII-B class of gymnastics. The number of students in the class was 21. Making the population of research objects in this article as many as 21 students of al-Hidayah, Depok of the 2022–2023 school year. On the other hand, the sample was a student representative who was studied to achieve the results of the desired research.

As for the data analysis techniques that researchers use when doing initial and final research, early research was done to learn the vocabulary level of a 21 student of al-Hidayah, Depok. In the initial test, researchers presented a total of 30, consisting of translations, antonyms, and hyponyms. Researchers, in turn, conducted research during multiple meetings, precisely six times. The first meeting of researchers introduced the art activities strategy; the second, viewing the video as an example. Third, give an example to students making artwork. Fourth, the student exercise makes the question. Fifth, the student presentation answer, sixth, researchers ask students to explain one word that has been mastered after going through 6 processes. Then the final test is done to know the level of vocabulary mastery previously studied. At the end of the method, researchers analyzed the data by comparing pre-test results with previous post-tests.

Results and Discussion

Research using this quantitative method produced satisfactory results. Its primary purpose is to know if fine art can help students understand English vocabulary; in fact, it helps students learn (Brezovnik, 2017). Using pre-test, test performance, and post-test steps, researchers found that the VII-B class of Depok's 21-studded VII-B students was worth over 50% of the 67.77 percent. The results showed that the VII-B class of al-Hidayah students had good skills even though they were good at the beginning of the test. The test consisted of multiple choice, translation, word antonyms, and hyponim. A perfect score of 90 to 100 is the perfect score in the pre-test, and only 3 students have the ability to achieve a perfect score above 90, or 14%. There are 8 students who score above 70 and under 90, which means either category or as many as 29%. The rest is enough, but not enough to meet the desired standards.

Then they conducted a final test as a measure of success for the visualization methods of fine art study in Depok's al-Hidayah Boarding School. Of the 21 students studied, the results were encouraging. At the beginning of the test, the total value was 1402. Meanwhile, at the end of the test, it went up to 1606 points. up to 204 points. The true value is enough to prove that fine art can increase the ability of a student to memorize a vocabulary that is the first foundation for understanding, writing, and speaking English. The difference also makes it clear that the application of a variety of learning methods helps students not easily get bored of educators who tend to use the same methods for the same material.

Furthermore, in a recent test conducted by researchers, five students scored a perfect score of 90 to 100 points, or 24% of the 21 students. There are 6 students who score 76 to 89 points that fall into either category, or 28.5% of 21. This figure is the same as the number of students in the category sufficient to be between 66-75 points, that is, 6 students. On the other hand, a lower category of 4 people by 19%. This perfect increase in value assures us that fine art contributes greatly to understanding vocabulary. With that data, it can be drawn to understand that the pre-test and post-test that researchers have done are running well and in fair condition. After all, the pre-test average is 66.77, whereas the average on the post-test is 76.47. Researchers called it normal because after a pre-test of the student in question, the result was a fairly significant increase after practicing the number of student al-Hidayah Depok. So when it comes to the principal issues in this study, what fine art can give students space and have a broader opportunity to understand vocabulary? Then, whether with this fine art, students are able to effectively follow learning or quite the opposite. The results can also be witnessed in the pre-test and its comparative value in the post-test. There's a pretty big difference between the initial and the final. If the pre-test results were higher than the post-test, it would be a big question that the method was totally unsuited to the student.

Conclusion

This study focuses on the impact that students have using the arts of visual visualization methods for understanding, memorizing, translating, speaking, and using the English vocabulary to practice. Using this experimental quantitative method, researchers are using pre-tests, implementation of tests, and post-tests. The results were gratifying. The effectiveness of these methods is consistent with Howard Gardner's "multiple intelligence claims" that every clever student and intellectual is to be seen when presented with the lesson. Al-Hidayah's text message applies the method to visual works of fine art. The next research into fine art focuses on its psychological and mental aspects.

Acknowledgment

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