

Self-Efficacy in Speaking Based Activities for Art and Design Students

Amirullah Abduh

Universitas Negeri Makassar, Indonesia
Email: amirullahabduh@unm.ac.id

Karta Jayadi

Universitas Negeri Makassar, Indonesia
Email: kartajayadi@unm.ac.id

Anshari

Universitas Negeri Makassar, Indonesia
Email: anshari@unm.ac.id

Muhammad Basri

Universitas Negeri Makassar, Indonesia
Email: muhammadbasri@unm.ac.id

Muhammad Arham

Universitas Muslim Indonesia, Indonesia
Email: muhammadarhambasri@gmail.com

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Abstract

This research paper aims to explore a potential model for speaking through which consists of: a) strategies of using art as a medium for learning English; b) challenges to use art as a medium for learning English. This qualitative case study uses semi-structured interviews and observation in three schools of South Sulawesi. Data were analyzed through thematic analysis approach. The findings show that there were four strategies of using art as a medium for learning English, namely: a) using art to learn vocabulary; b) using art to learn grammar; c) employing art as a medium for learning process simple writing and; d) using art as a medium for speaking. In addition, the challenges they face include linguistic and practical challenges. The findings of this study extend the debates of learning English through art media. The implication of this study is that using art as a medium for learning English can be a model for EFL in similar contexts.

Keywords: Art; speaking; integrated learning; self-efficacy

Introduction

Today, English language learning in schools has begun to be integrated with other subjects to learn language and content simultaneously. The endeavor of promoting English has increased each year in every Asian country. It is assumed that there is a distinct correlation between English

proficiency and economic growth for the country (Basri & Paramma, 2019). Furthermore, society has ingrained to young generation that higher English proficiency is also linked to social development and innovation. Many Indonesians today believe that with higher proficiency tend to have higher average incomes, a better quality of life. Therefore, the necessity of English language learning for young children is critical to a nations' growth.

Most schools in Indonesia still retain its traditional sense of education and with a new education minister in charge, it has only recently begun to have a broader perspective on how education should be carried out. As innovative solution pushed to the frontline, teachers must find ways to cope with the problems today through constant research and creativity to solve the problems still lingering in school education. Art students face this particular problem with language learning since they still have their separate study of art and language therefore making it more difficult to master communicative proficiency in English. Art is a widespread language and can turn into an imperative instructive, informative, and inventive outlet for EFL understudies. Familiarizing learners with arts is an enjoyable part of authentic learning; the heart and soul that complement mind and body, a powerful integrative force that teaches the whole child social, creative, emotional, intellectual, and physical" (Le Francois, Psychology for Teaching, pg. 499).

Currently, there is an increasing interest among teachers and scholars in finding alternative different media for learning English. One of them is art. Many studies have used visual art like film, picture and documentaries. However, not many of them have used craft making particularly the sculpture production. This study fills this gap by exploring the aspects of language learning through sculpture production.

Research method

This study employs qualitative case study design through the use of semi-structured interviews and observation on three schools in South Sulawesi. This reported study is the case in one school. Not many junior high schools used art as media for learning English particularly local media or *realia*. The *realia* example for this study is the arts originating from Torajan community. Questionnaires were given out to the three schools for the English teachers currently working there and three teachers/respondents were selected as the samples of Interview who were teaching English through local art. They had been teaching for more than nine years and are experienced language teachers. In addition, all have finished their Master's Degree at their local state university and are experienced researchers as well.

Findings

The self-efficacy model

This section presents the result of the study carried out in three public schools utilizing the model of teaching English to students through Art, specifically sculpture making. The objective of the model is mainly for students to develop understanding of what constitutes artistic expression, explore academic language, use of visual images and other conventions, become empowered to compare and contrast various works of art. The model is a four-phase activity which consists of:

Using art to learn vocabulary

The students express the description of a painting or sculpture to learn simple vocabularies. The exercise can be useful in learning vocabulary and they will be able to pick-up a lot of new words and have fun. Students will learn from textbooks about different colors, but seeing a vibrant

painting or sculpture and explaining these colors will allow them put these words and phrases into practice.

Using art to learn Grammar

In addition to vocabulary building, art also supports sentence construction. Students are required to state the description in simple sentences for instance in a group discussion “This is a mountain,” or “The mountain is green,” their sentence construction skills are tested. Discussions on art can also help students in distinguishing between singulars and plurals.

Employing art as a medium for learning process simple writing

Students of any language need to manage a ton of new words. It tends to be extremely hard to apply these learning and figure out which words ought to be utilized. In Indonesian EFL context, students are instructed to write about their interpretation and understanding of a local craftsmanship. Given the emphasize of this movement is restricted to crafts, students will discover this endeavor a lot simpler and all the more captivating when contrasted with standard writing tasks.

Using art as a medium for speaking

One practical method of using art in developing their speaking is giving the students each one sculpture object or picture and describe how they would make the sculpture step by step. This would stimulate the students to use simple sentences in procedural form. This is to stimulate students to use higher order thinking skills to connect art viewing to their own experiences and express their ideas to their peers. Students can likewise be urged to utilize different grammatical forms, similar to relational words and pronouns, to talk about the craftmanship.

In addition, this model possesses milestones to serve as a guidance for teachers to monitor the students’ progress, namely; (1) Able to understand Information in English, (2) Able to respond to oral and literary information and expression in English, (3) Able to express critical analysis and evaluation in English, and (4) Able to communicate with other students (social interaction). The suggested milestone would provide the necessary measurement to teaching English through Art.

Teachers’ beliefs of using art as media for learning

Lessons developed based on their own local objects have many benefits for both the teacher and the students. The teachers in selected three schools of Makassar were interviewed to shed view on their use of Art in their EFL classroom teaching practices.

Strengthening local identities:

- *It portrays the identity of individual that is never shown to public before (Teacher A)*
- *It is a unique way of learning other languages while trying to understand our own culture (Teacher B)*
- *The art can stimulate other inspirations and makes us aware that it is important to recognize the art as media for teaching (Teacher C)*

Learning language through culture:

- *Teacher C: this is what we called learning languages through culture*
- *Teacher B: the more we learn new English words via art, the more we love our culture*

- *Teacher A: cultural learning is also language learning, even though different types of grammar and vocabulary is used than school textbooks.*

Challenges:

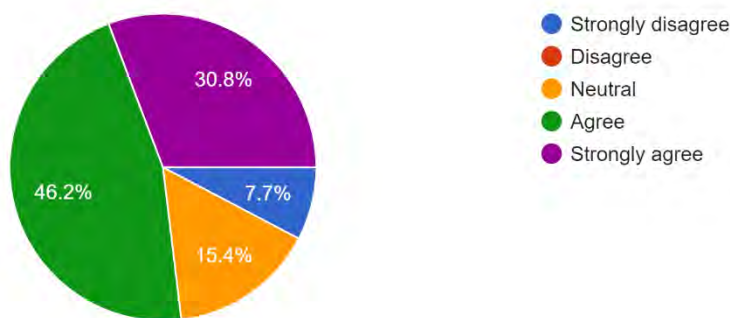
- *Teacher A: it is difficult to find the standardized art materials for language teaching needs to be established. It is not easy to create because it takes time, and it needs careful consideration of using certain words in arts.*
- *Teacher B: Not many teachers like local materials because ‘everything western is the best’. This is the challenge. Some teachers prefer something coming from Hollywood and again that is the challenge.*
- *Teacher C: I think some students don’t like art or sculpture figures since they have all have different interests. So, it will be difficult to make them interesting into something they don’t like.*

It can be seen that besides learning the language, it could also retain the students’ cultural heritage and lessen the impact of culture digression from outside influences. Furthermore, students would learn their own culture through art and gain deeper insights into their culture and stimulate their curiosity of their heritage. However, with limited study into utilizing local culture as authentic material resulting in low teaching resources of authentic art-based materials, some teachers find it difficult to teach English through art and could only develop their own materials. Therefore, this study proposed a model to provide teachers the adequate tool necessary for developing self-efficacy in teaching speaking through sculpture arts.

Further findings from questionnaire

The questionnaire was given to teachers of the selected three public schools in the form of Google form and sent to the schools’ teacher online community via WhatsApp. The samples who responded to the questionnaire all varied with age, gender and experience with females being the majority.

Teachers’ view of employing art in teaching English

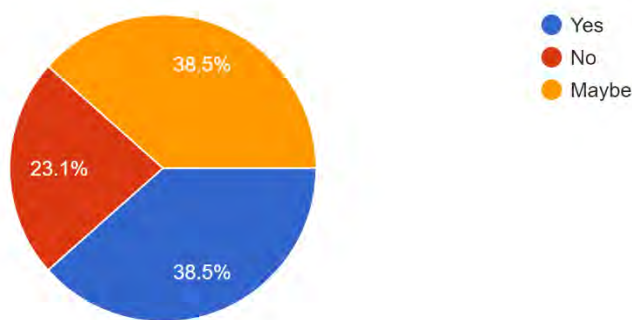


No.	Responses
1	There are many things about art that has written in English and it’s important to understand those things to improve someone skills on arts.
2	So that students are able to master English in their field of study or their specialty
3	It will be hard because there is no book of learning Art with English here

- 4 Teaching English for art will vary the way teacher deliver material moreover avoid passive situation in the classroom
- 5 Yes that's important for me, I really like a drawing.
- 6 I'll draw first before I give many choices for them
- 7 There is no relation of art to the National Exam. We teach them English so that they pass the National Exam.
- 8 Today, the master piece of art such as; video and picture help the teaching and learning process.

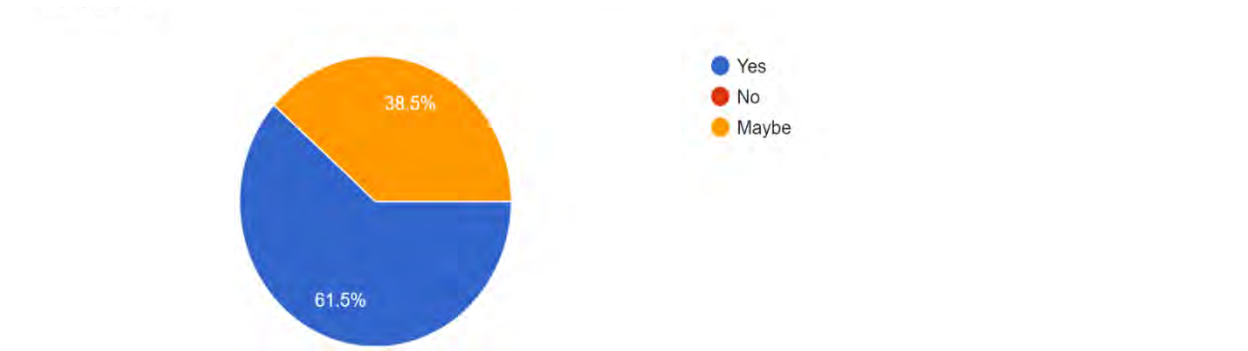
It can be seen from the first question, there were varied opinions to whether Art should be implemented to teach students English. The majority agreed of utilizing art in language learning and believed would be beneficial to students. One teacher mentioned supporting their expertise in art and stimulate students to learn English through them would give a more significant impact than standardized language learning. On another hand, there were teachers who rejected the notion of teaching English through Art arguing that it has limited resources and believed students' goal should be to pass the National Exam and study the pre-determined materials of English.

Utilizing local art paintings and sculptures in language learning



No.	Responses
1	It might take many attentions (taxing) for students
2	Painting is creative especially taking local arts as the material. They will be curious in the crafts and will try to make it themselves.
3	Painting art can be considered as one method to deliver English learning material because it is able to help students develop their English skills quickly with the guidance of teacher
4	it improves students' creativity
5	I am not really good in art, so I will not teach my student by using painting or sculpture
9	Painting strongly visualize the object in it that is aimed to draw my students' attention
10	Perhaps, if I know to teach English using modern art, I will apply it in my class

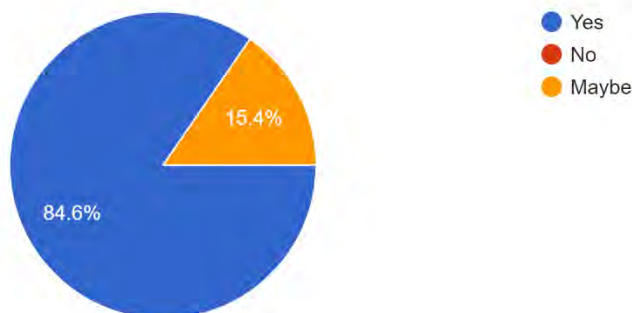
There were mixed opinions in regards to using local arts in language learning. The data showed that “yes” and “maybe” were even with 38.5%. The reason for that was due to lack of knowledge in teaching English through Arts but remain optimistic about utilizing Art-based language teaching. The respondents who answered “no” was due be a taxing activity for students.

Using famous artists as authentic material for art-based language learning

No.	Responses
1	As we know that nowadays children are too addicted to see their idols, and it could take their attention so much, and of course it could be a good tool to use as English material
2	Some students really like famous artist
3	It can easily touch students' attention and interest because the figure I used may be known already by the students so the learning process can be taken place smoothly
4	Somehow students seem motivated if the role models are well-known
5	Famous artists are important to be part of English materials because it makes the students to look for about the artist and they will be interested
6	Because each student has favorite, so learning by using famous artist make them to explore their imagination about picture
7	It is good to elicit student's prior knowledge
8	This is one of important part of English materials, because it makes students are excited to learn English by using picture of famous artist
9	If the material about painting, maybe i will use artists

From the responses, one solution to the issue of students varied opinions to the teaching material is for teachers to use famous artists or celebrities as the chosen painting or sculpture so that it could take the attention of all the students in the class. Furthermore, well-know figures would motivate them to express their ideas to their peers. However, some teachers are skeptical to use modern artists instead of local culture since they preferred more on promoting local arts to retain their cultural heritage.

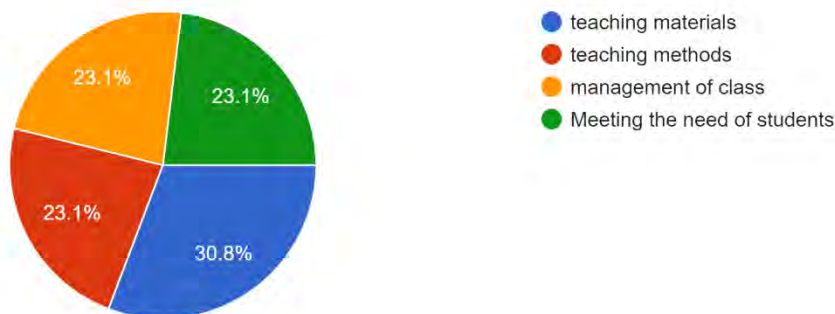
Museums as a potential local resource in teaching art-based language learning



No.	Responses
1	Museum has some history that people always curious to know, so mixing museum and theory of English material is a good option to teach
2	Museum are one of the best places to understand about art
3	To provide a new experience to the students of art
4	besides learning the language, the students will know the culture and learn more about civilization
5	It is important if we learn about history by using English language
6	Yes, I will...behind that, the student should know how important if we ask the students learn in the outdoor for making their study always fun especially for learning English
7	Museum is important as part of learning English because it gives the student be more active and the students are exploring the content at the museum
8	I think it will be important and I think learning by visiting museum is always exciting for them

Based from the data, the majority of the respondents view local museums as a main source of teaching English through arts. Visiting museums would provide the ideal environment for students to absorb second language effectively and interact with others and peers without external pressure. Students would be most active during field study thus providing the best environment for self-efficacy for students.

The challenges in art-based language teaching



No.	Responses
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- 1 According to me, I was teacher for elementary school. I teach English through art for several years now. It is fun for students especially children. At the beginning it was hard because I had to design my own materials and approach. There was no book in Bahasa Indonesia teaching English through Art.
 - 2 Variety of teaching method using art is very challenging because it pushed teachers to be more creative in teaching and make their students more attractive and interesting when learning English.
 - 3 Teaching English through art can be difficult sometimes. Because sometimes there are students in the class who are reluctant to be active in the activity because of the chosen material of art. Every student is different so they also have different opinion on arts.
 - 4 Some students and teachers think that art-based classroom activities is not suitable for language learning. Especially teachers who disagree keep arguing to stop using other approaches and focus on the general text book.
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The data showed that there were four main challenges found, namely teaching materials, teaching methods, class management, and students' needs. According to the relevant responses, the cause was due to lack of teaching resources and appropriate model to teach English through art. Another argued that language learning through art is not suitable for students in Indonesia since the National Exam does not contain elements of art. Others mentioned that it is taxing for teachers yet remain optimistic when the adequate resources are fulfilled.

Discussion

When ideas are shown in a visual form, students are able to understand them in a much better way as opposed to when they are presented in a plain text form. The use of visuals stimulates the cognitive processes of students, thereby improving the quality of language learning (Arham & Hudriati, 2018). The self-efficacy model provides Indonesian EFL teachers a potential approach to employ in English language teaching through Art, specifically local arts as a source of material. There were several factors that may hamper the utilization of teaching English through art, one major concern is the National Exam in Indonesia. Teachers in Indonesian Schools struggle to employ innovative solutions to resolve students' second language acquisition where the main issue stems from the National Exam which teachers must enforce the theoretical side of English for students to pass rather than promoting communicative English for students to use in the future. Another issue of the lack of adequate resources to support Art-based language teaching can be solved through the use of self-efficacy model by utilizing local arts to teach students language. Given the benefits, most teachers remain optimistic for the use of art as authentic material to teach students English as they believed that it would not only motivate students but also come to respect their own cultural heritage and explore other cultures stimulating their curiosity. Therefore, teaching through art could foster students' self-efficacy in language learning.

Conclusion

Art not only is a useful tool for teaching students' nouns and verbs but also allows them to learn about colors, materials, and texture description. Employing local art can be useful media for English language learning to foster student's self-efficacy. Exposing students to arts education in conjunction with language learning would draw students into a multifaceted journey that integrates many subject matters such as history, mathematics, and science while being tied to the study of culture. Miendlarzewska & Trost (2014) stated that learning art elements such as music improved "verbal memory, second language pronunciation accuracy, reading ability, and executive

functions" in youth. Additionally, Heath (2004) added Much of the learning within the arts is described by young learners as "play." Thus, for students in high schools, providing authentic material such as art during language learning stimulates students the awareness of communicating and expressing their ideas in L2.

However, with limited study and resources available in Indonesia, it challenges teachers to use art in teaching English. However, with the new education ministry pushing for innovative solutions and focusing on communicative competence for English language learning, teachers has must pioneer ways for students to develop their English communicative competence and foster their self-efficacy. And the self-efficacy model of teaching English through local arts offers teachers the opportunity to enhance students' English language learning.

This study has both theoretical and practical educational implications. Theoretically, this study provides new space for learning in the context where English is a foreign language. The use of art as medium for learning foreign language adds the debates on teaching media and new insights into teaching English within the context of English is rarely used for daily communication. By understanding this concept, teachers can provide unique and interesting art strategies to teach vocabulary and speaking during the teaching and learning of English.

Practically, the space of art can also stimulate art makers to create inspiring arts for media in teaching English. This will become the model for teaching English especially in the traditional community and schools who are surrounded by art makers and traditional art spaces.

Declaration of conflicting interest

No conflict of interest in this work.

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