

THE IMPLEMENTATION OF ESA (ENGAGE,STUDY, ACTIVATE) METHOD IN IMPROVING JUNIOR HIGH SCHOOL SPEAKING ABILITY

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Abstrak

Tulisan ini bertujuan untuk mendeskripsikan strategi yang efektif untuk meningkatkan kemampuan berbicara siswa di tingkat SMP dengan menggunakan metode ESA (Engage, Study, Activate). Data dalam penelitian ini diperoleh melalui pre-test dan post-test. Hasil penelitian menunjukkan adanya peningkatan pada post-test. Pada pre-test nilai rata-rata siswa adalah 52,78, sedangkan pada post-test terjadi peningkatan menjadi 80,28. Berdasarkan Paired Sample T Test diperoleh nilai signifikansi (2 tailed) sebesar $0,001 < 0,05$ menunjukkan adanya perbedaan yang signifikan antara variabel awal dan variabel akhir. Hal ini menunjukkan bahwa dengan menggunakan metode ESA dapat meningkatkan keterampilan berbicara siswa. Metode ESA merupakan pendekatan yang efektif dalam meningkatkan keterampilan berbicara siswa SMP.

Kata kunci: *Metode ESA, berbicara*

Abstract

This paper aims to describe an effective strategy for improving students' speaking skills at the junior high school level using the ESA (Engage, Study, Activate) method. The data in this study were obtained through pre-test and post-test. The results showed an increase in the post-test. In the pre-test the average student score was 52.78, while in the post-test there was an increase to 80.28. Based on the Paired Sample T Test, a significance value (2 tailed) was obtained of $0.001 < 0.05$ indicating a significant difference between the initial and final variables. This shows that using the ESA method can improve students' speaking skills. The ESA method is an effective approach in improving junior high school students' speaking skills.

Keywords: *ESA Method, Speaking*

INTRODUCTION

In language teaching, speaking ability can be said to represent students' language mastery. As many students will pursue careers in English-speaking communities in the coming decades, high school students, college students, and university graduates will all face increasing pressure to speak and write in English. Speaking proficiency is the result of a learning process that involves mastering grammar, vocabulary, and the ability to understand communication context. It also involves developing social skills, self-confidence, and the ability to adapt in various communication situations. - Celce-Murcia, M., Brinton, D. M., & Snow, M. A. (2014). Through speaking, students can express their thoughts, intentions, and personal opinions. However, very few students' oral skills are learned in school, partly due to the fact that oral assessment only begins at higher levels of education. This is also the case with English language teaching in Indonesia, where reading and writing dominate English teaching. In addition, several factors have been identified as barriers to students' speaking ability, such as lack of proper vocabulary, mastery of grammar and pronunciation, lack of exposure to English outside the classroom, and lack of confidence and motivation. Students have stated that they have spent years learning English but cannot speak it correctly or be understood (Bueno, Madrid, & McLaren, 2006). A preliminary study and observation have been conducted on English language learning at SMP Negeri 8 Makassar. Most students are very interested in learning English but often feel bored and tired while learning. This is because students only listen, write, and repeat what is taught by the teacher.

According to Hamer (1998) and Sulaiman, Rizkariani & Sulastrri (2021), engage-study-active is a teaching method that is divided into three phases namely engage, study and activation. The main objective of the engagement phase requires the teacher to arouse curiosity, involvement, concern, emotion and interest in students. At this stage, the teacher can teach through games, anecdotes, stories, recordings, illustrations, etc. The use of language is based on the principle of learning. Tasks at this stage focus on the form of language and information about the structure of how language is formed. This stage needs to focus on learner-led grammar discovery, eliciting grammar from the learner rather than teacher-led demonstrations. Activating is the stage where students engage in tasks that are more communicative and focus on meaning. These tasks require students to use language communicatively and as freely as possible. Fluency is emphasized and learners focus on free use of language rather than accuracy (Harmer, 2007).

METHOD

This study applied the pre-experimental method to observe one group or several groups after they were given a treatment that was thought to cause change. The pre-experimental method used in this study was a one-group design with pre-test and post-test. The pre-test was given to students at the first meeting, then the students were given treatment in four meetings, and the post-test was given at the last meeting. The pre-test and post-test questions were adapted from IELTS Speaking Part 2. The population for this study consisted of students from class VII SMP Negeri 8 Makassar. The total sample for this study was 36 students from class VII.1 SMP Negeri 8 Makassar. The sampling technique used in this research was simple sampling, which was a part of non- probability sampling.

FINDINGS

The Rate Frequency and Percentage

The Rate Frequency and Percentage of the Pre-test and Post-test based on the data analysis, it was found that the use of the ESA Method has an impact on improving students' speaking ability. This is evident from the frequency and percentage scores of students' speaking performance, including their speaking fluency and pronunciation. The result of data analysis is shown by the following tables:

Table 1. The Rate Frequency and Percentage

Classification	Score	Pre-Test		Post-Test	
		Frequency	Percentage	Frequency	Percentage
Very Good	86-100	4	11,0	17	47,2
Good	71-85	1	2,8	3	8,3
Average	56-70	9	25,0	14	38,9
Poor	41-55	9	25,0	1	2,8
Very Poor	0-40	13	36,2	1	2,8
Total		36	100,0	36	100,0

The table above indicates the rate frequency and percentage of the student's pre-test is poor. It is proved by the results of student's pre-test that 13 (36,2%) students got very poor, 9 (25,0%) students who got poor score, 9 (25,0%) students got average score, 4 (11,0%) students got very good score, and 1 (2,8%) students got good score. But after been given treatment using ESA method, the result is increased. It is proved by the result of student's post-test. The results of the post test showed that there were no students who got very poor score, only 1 (2,8%) students got poor score, 8 (22,2%) students got average score, 10 (27,8%) students got good score, and 17 (47,2%) students got very good score. There was a significant increase from 5 students who got very good scores in the pre-test, to 17 students who got very good in the post-test and there was a significant reduction from 13 people who got a very poor score on the pre-test, to only 4 people on the post-test.

1. The Descriptive Statistics of the Pre-Test and Post-Test

	N	Minimum	Maximum	Mean	Std. Deviation
pretest	36	20	100	52,78	21,329
posttest	36	40	100	80,28	18,896
Valid N (listwise)	36				

The data of the table above shows the descriptive statistics of the students speaking performance. The minimum score in pre-test is 20 (very poor score) while in post-test is 40 (very poor score), and maximum score in pre-test is 100 (very good score) the same score in post-test is the highest score (very good score). The mean score of pre-test is 52,78 while the mean score of post-test is 80,28. And the standard deviation of pre-test is 21,329 while the standard deviation of post-test is 18,896. The mean score of post-test is higher than the mean score of pre-test, while standard deviation of pre-test is lower than post-test.

2. The Inferential Analysis between Pre-Test and Post-Test

Pair 1	PRE TEST - POST TEST	Paired Differences					t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
					Lower	Upper				
		-27,50000	13,60147	2,26691	-32,10208	-22,89792	-12,131	35	<,001	<,001

The data table above is analyzed by using SPSS analysis within Paired Sample T Test. If the significance value (2-tailed) < 0.05 means that there is a significant difference between the initial variable and the final variable. And if the significance value (2-tailed) > 0.05 , it indicates that there is no significant difference between the initial variable and the final variable. Based on the Paired Sample T Test table above, it can be concluded that a significance value (2-tailed) $0.001 < 0.05$ indicates that there is a significant difference between the initial variable and the final variable. This shows that there is a significant effect on the difference in the treatment given to each variable. It means that, the use of ESA (Engage, Study, Activate) method can improve the students speaking ability in terms of fluency and pronunciation.

DISCUSSION

Fithria (2019) and Inawati (2018) Nurul, Syam, Al Khaerani & Syamsidar (2022) that by using the ESA method, students' speaking abilities increased due to learning behavior in the classroom, by doing various speaking activities so that students familiarize themselves with speaking English. At the same time, findings above prove that research question number 2 in this study has been answered, which is true, the use of ESA has an effect on students' speaking skills. However, based on this research the ESA method provides important benefits in student learning:

1. Help students learn the way they like. The ESA method is divided into three stages; The first stage makes students think in English. Before learning something new, students need to prepare themselves by looking at pictures or videos, listening to music, and having discussions. The aim is to help students prepare themselves before the lesson begins. This helps students remember better. Then there is the learning stage where students learn or repeat English topics. The last stage, the activation phase, students use what they have learned through role play, dialogue, and so on. This structured learning process helps students understand the lessons better.
2. The ESA method provides learning activities that help students practice speaking and getting used to using English.
3. Creating a good relationship between teachers and students. The ESA Method activities focus on the students, but the teacher still has an important role in organizing the activities. Activities carried out with enthusiasm can create a warm, pleasant classroom atmosphere and create a good relationship between students and teachers.

CONCLUSION

The application of the ESA Method in learning English in Junior High Schools has a positive impact on developing students' speaking skills. The ESA method also helps students to

develop confidence in speaking English. Through this method, students are given the opportunity to practice speaking in real situations and get constructive feedback from teachers and classmates. With support and a positive learning environment, students feel more comfortable speaking and expressing their thoughts and opinions.

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