

## THE IMPLEMENTATION OF ESA (ENGAGE, STUDY, ACTIVE) METHOD TO IMPROVE THE STUDENTS SPEAKING ABILITY AT THE EIGHTH GRADE OF SMP N 4 PEMATANGSIANTAR

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### ABSTRACT

*The aim of this research was to find out whether the implementation of Engage, Study, Active (ESA) method effective to improve the students speaking ability at the eighth of SMP Negeri 4 Pematangsiantar academic year of 2022/2023. This research used quantitative approach with true-experimental design. The data were obtained by using pre-test and post-test. The data of pre-test and post-test of both groups were analyzed by using descriptive and inferential statistics (SPSS 21). The result of the research shows that the hypothesis testing  $t_{count} = 2.777 > t_{table} = 1.697$  at the significant level  $\alpha = 0.05$  with degrees of freedom ( $df$ ) = 60, it means that  $H_0$  is rejected and  $H_a$  is accepted. So, the implementation of ESA (Engage, Study, Active) Method affects significantly on students speaking ability at the eighth grade of SMP N 4 Pematangsiantar academic year of 2022/2023. Keywords: ESA, Method, Speaking, Ability*

### I. INTRODUCTION

#### The Background of Research

Language is an arbitrary and conventional system of meaningful and articulate sound symbols (produced by speech instruments), used as a means of communication by a group of humans to give birth to feelings and thoughts (Wibowo, 2001). Based on the above definition we can say that language is a tool used by every human being as a means of communication and interaction with other humans. One way of communication is through talking. It's important to master speaking well. To master speaking skills, the students must be trained to speak English directly or spokenly. Proficiency in language will be able to determine success in speaking skills.

Based on the researcher's observation, the researcher found that students were low in motivation in learning speaking, difficulties to deliver what they want to say, and they were afraid to make an error. That statement is cleared by (Ehrman, 1996) that the students' problems are raised because the students are lack of motivation. This kind of problem has negative effect to others four components of English such as reading, writing, listening and speaking. Speaking has the serious impact that caused of the problem whereas speaking is one of the crucial components of English.

The same problem is also experienced by the eighth grade students of SMP N 4 PEMATANGSIANTAR. They have a trouble in speaking in the class. It is proven by their English speaking score in the preliminary test introducing by self. From 64 students, 85% of the students got  $\leq 75$ . That is 58,95. The students who have the high level in English speaking are 14% students. While, the expected score on the school basis of the Minimum Score Mastery Learning (KKM) standard is 75. The statement above proves that the eighth grade students of SMP N 4 PEMATANGSIANTAR are poor practicing speaking into their conversation.

Knowing the problem of the student, researcher wants to alleviate the students problem with the appropriate method which can improve students' speaking skill. The researcher chose of ESA, because ESA is the sensitive method to attracted students' motivation and improves students' speaking skill. The researcher conducted her research at the eighth grade students at SMP N 4 PEMATANGSIANTAR. The researcher believes that experiment by implementing of ESA in the classroom activity can help the students for speaking into their conversation.

#### Problem of the Research



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Does the implementation of Engage, Study, Active (ESA) Method effective to improve the students speaking ability at the eighth of SMP N 4 Pematangsaintar?

### **Objective of the Research**

To find out whether the implementation of Engage, Study, Active (ESA) method effective to improve the students speaking ability at the eighth of SMP N 4 Pematangsaintar.

## **II. LITERATURE REVIEW**

### **Definition of Language**

According to Keraf in (Smarapradhipa, 2005), provides two understandings of language. The first idea of language as a means of communication is expressed between members of society in the form of sound symbols produced by human means. Second, language is a communication system that uses arbitrary speech sounds. Language is a system for representing objects, actions, ideas, and circumstances and as a medium or means of communication and to say anything or express an idea or opinion, to obtain information, by using language people can interact well, exchange their ideas and to meet their needs.

### **Component of Language**

According to Santrock (2019) that language is very organized and structured. The organization of language involves five language rule systems, including phonology, morphology, syntax, semantics, and pragmatics.

1. Phonology
2. Morphology
3. Syntax
4. Semantics
5. Pragmatics

### **The Components of Speaking Skill**

According to (Vanderkevent, 1990) there are three components in speaking

#### a. The Speakers

Speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling won't be stated.

#### b. The Listeners

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

#### c. The Utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

### **Definition Speaking**

According to (Tarigan, 1990) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.

Then (Wallace, 1978) stated that oral practice (speaking) becomes meaningful to students when they have to pay attention what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation.

### **Speaking Function**

Speaking is a language skill developed in a child's life, produced by listening skills, and in periods of learning skills learned (Tarigan 1990). There are many functions of speaking in human life every day. However, these functions can be divided into three main categories ;

1. Talk as an interaction in most social conversations. It reflects the role and relationships of the speaker in a social setting.
2. Speaking as a Transaction is to make someone understand the message we want to give him. The focus of this type of speaking is to give and receive information and obtain goods/services.
3. Speaking as performance is to transmit information. It generally incorporates public speaking. It focuses on form, accuracy, organization, and speech sequencing.



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### **Types of Speech**

According to (Brown, 2003) states all effective tests, proper assessment tasks 1 Speaking begins with the specific objective or criteria. Such objectives can be classified in terms of some type of speaking performance. Brown has stated five types of speaking, those are :

1. Imitator

At one end of the continuum this type of speaking performance is the ability of only a parrot back (imitating) or phrase or perhaps a sentence.

2. Intensive

A type of speaking that often uses assessment context is the production of short-term spoken language designed to demonstrate competence in narrow grammatical, phrase, lexical or phonological relationships (such as prosodic elements into rations, stress, rhythm, or dots).

3. Responsive

Responsive assessment tasks include interaction and understanding of tests but at a somewhat limited level of conversation, standard greetings and small talk, simple requests and comments and the like.

4. Broad

This type of speaking often used in the context of judgment is the production of short stretches of spoken language designed for grammatical, phrasal, lectical phonological relationships (such as prosodic element-intonation, stress, rhythm, juncture).

### **Speaking**

In speaking, there are several aspects that must be met by learners. It can be used as a measurement of whether our speech is good or not. It is fluency, understanding, grammar, vocabulary, and pronunciation. The description is as follows by (Brown, 2001).

1. Smooth

It refers to a person's ability to speak fluently and easily. Fluency is a matter of the way a person speaks a language without difficulty such as thinking of confusing words of ideas.

2. Understanding

Understanding is the competence of students to understand all the speakers are telling them.

3. Grammar

Grammar is a way to organize words into the correct sentences. It is important that if the speaker can master grammar to organize the word so that the speaker is also easy to speak. English is good.

4. Vocabulary

Vocabulary is the basis of language. It comes up in every language skill, it's very important because we can't say anything without vocabulary or thoughts. Vocabulary is about the choice of words used appropriately based on the context of speaking.

5. Pronunciation

By definition, pronunciation is an important component of language. Therefore, it is necessary if students have good pronunciation because if they have good pronunciation so speak they will be understood.

### **Definition of ESA**

ESA is a teaching method which stands for Engage, Study, and Activate and was developed by (Harmer, 1998) to help students learn effectively and be interested in the topics to be taught. The explanation of the three stages of the ESA is as follows :

a. Engage.

At this stage, the teacher tries to arouse students' interest by involving their emotions, attention, and curiosity. The goal of this stage is to keep students interested in the subject, in the classroom, in the language, and hopefully enjoying what they are doing.

b. Study

According to (Harmer, 1998) says that the main focus of this stage is the construction of language and any aspect of language, such as grammar or vocabulary and pronunciation.

c. Active



This stage describes exercises or activities designed to get students to use free and communicative language as much as they can (Harmer, 1998). Thus, this stage gives students the opportunity to practice real language for the real world.

### **The Advantages of ESA Method**

The advantages of Engage, Study, and Activate (ESA) Method, teacher can apply this method because there are some advantages. According to (Robertson, 2000) states that Engage, study and activate (ESA) important. ESA (Engage, Study, Activate) gives students the chance to rehearse English, as if they were doing in the real world but in the safe environment of the classroom. The students can practice their English in the classroom to going in real world later. By giving students this kind of practice, it helps them to think about 'switch' language they have been studying, into language which they can use instinctively. These kinds of activities are often fun and enjoy for the students. Make providing an enjoyable classroom experience for students helps the learning process. Effective way for both students and the teacher to assess how well the class is progressing. Providing suitable tasks which the students can achieve using lots of different language has a positive motivational effect on students.

### **ESA Method Preparation**

Preparation for Using the ESA Method in Teaching Speaking to Eighth Grade Students of SMP n 4 Pematangsiantar.

#### **a. Time Allocation Settings**

Another thing that must be considered by the teacher is the allocation of time. In junior high school, the time for one meeting is 2 x 45. Teachers must be able to allocate time effectively in class. This means that teachers must make the best use of time so that the right time is allocated for the right activities. In addition, teachers must be able to manage time well for the teaching stage which refers to pre-teaching activities. While teaching activities include several steps: observing, asking questions, collecting information/experiments, socializing, communicating. In interim teaching, the ESA method will be applied. The engagement stage will be applied in observing and questioning the steps. The study phase will be carried out in the collection of information/experiments. While the Activate stage will be implemented in connecting and communicating the steps.

#### **b. Preparing the Media**

The media supports the tools used to help teachers explain the material and make it easier for students to understand the topic. In the teaching and learning process, media is needed, especially in the ESA method. As previously explained, at the engagement stage, the teacher tries to arouse students' interest and attention. Thus, the media is the only thing that can be used to attract students' attention. Here the author uses videos related to the topic to stimulate and prepare students to find expressions of reading the text of the report. Videos will be used at the engagement stage. Based on the pre-selected topic, the video about reading the report text is taken from youtube.

#### **c. Making Lesson Plans**

RPP consists of core competencies, basic competencies, indicators, goals/targets, teaching and learning activities, media and evaluation. In this paper, the authors choose basic competencies 3.4 and 4.4 which consist of reading report texts for eighth grade students in junior high school. The indicator is to identify the social function, text structure, and linguistic characteristics regarding the reading of the report text. This competency aims so that students are able to recognize the expressions of the report text and be able to identify the social function, text structure, and linguistic characteristics of reading the report text. The media used by the author is video.

ESA is one of teaching sequence that is called as method which stands for engage, study and activate. (Tomlinson, 2013) stated that engage, study, activate is a method how to build students interest about a topic and the teacher identified as being problems in learning and the teacher should know to build and control that. The following is the explanation of each engage, study and activate. The first is Engage, this is the stage where teachers get the interest of students. Where teachers can provide stimulation so that students can be interested in starting learning. The second is study, this is equivalent to the second stage of "practice" and "production" lessons. This method is more about leading the rest to find their own answers. And the third is Active, students can do activities that promote communication, that anyone can engage in this method, especially in speaking. This method



can help the teacher to stay on top of things in an organized manner. It can also help students to learn in a fun and productive way so that students can become active.

### **III. RESEARCH METHODS**

This research uses quantitative research. Quantitative research is a research method based on the philosophy of positivism that is used to investigate populations or samples, in collecting data using research instruments, analyzing data statistically with the aim of testing hypotheses that have been made (Sugiyono, 2012). This research design is Experimental research design, the type of experimental research design used in this study is a true experimental design in the form of pre-test – post-test control group design. There are two groups in the experimental research, the experimental group and the control group. The population in this research is students of the eighth grade SMP Negeri 4 Pematangsiantar that consist of 310 students and than the researcher used the probability sampling.

The researchers can take samples using a lottery, the lottery method can be carried out on relatively few population elements (100 or less), Then (Arikunto, 2006), says that if the subject is less than 100, all studies should be taken. However, if the number of subjects is large, it can be between 10 - 15% or 20 - 25% or more. The source of the data in this research is the eight grade students of SMP Negeri 4 Pematangsiantar, In analyzing the data, the researcher used SPSS version 2.1.

### **IV. FIND AND DISSCUSION**

The purpose of this research is to find out the differences in students learning outcomes and to find out the effect of implementation of ESA (Engage, Study, Active) Method to improve the students speaking ability at the eight grade of SMP N 4 Pematangsiantar.

Based on the data analysis that the researcher analyzed, the researcher found some results from both of the classes, that the students score pre - test in control group are 1490 with the mean score 48.06. and the students score post-test in control group are 2525 with the mean score 81.45. Before the treatment of implementation of ESA (Engage, Study, Active) Method, the students prior knowledge in speaking ability was less score pre-test are 1700 with the mean score 54.83. After the treatment implementation of ESA (Engage, Study, Active) Method, the students score post-test in speaking ability had been improved are 2350 with the mean score 75.80.

Then the results of hypothesis testing  $t_{count} = 2.777 > t_{table} = 1.697$  at the significant level  $\alpha = 0.05$  with degrees of freedom  $(df) = (31 + 31) - 2 = 60$ . So, it can be conclude that  $H_0$  is rejected and  $H_a$  is accepted. It means that there are differences in students learning by the implementation of ESA (Engage, Study, Active) Method affects significantly on students speaking ability at the eight grade of SMP N 4 Pematangsiantar.

The scores of experimental class such as total score, mean score were higher than in control class because the researcher conducted the research in experimental class by using a treatment, while in control class there was no treatment. This can happen because by using this Treatment Method (Engage, Study, Active), it makes students interested, motivated, and eager to learn more. The first is Engaged, researchers can apply it by providing learning to students, researchers must be able to master the class and attract students' attention and involve them emotionally. This activity can be used to make the class conducive to achieving learning objectives. The second is Study, this is equivalent to "practice" lessons. Researchers can apply it by training students' ability to find the answers themselves, through tests that are given students read the text of the report in front of the class before being given treatment. And the third is Active, researchers can apply it by giving tests to students after being given treatment by report back the text of the same report. so it can be concluded that the application of the ESA (Engage, Study, Active) method has a significant effect on the speaking ability of eighth grade students. SMP N 4 Pematangsiantar.

### **V. CONCLUSIONS AND SUGGESTIONS**

Based on the results of data analysis, it can be concluded that the pre-test score of the control class students was 1490 with a mean score of 48.06. and the post-test score of students in the control



class was 2525 with a mean score of 81.45. Before the treatment of the application of the ESA (Engage, Study, Active) Method, students prior knowledge of speaking skills in the experimental class was very low with a pre-test score of 1700 with a mean score of 54.83. After the application of the ESA (Engage, Study, Active) method, the post-test scores of students in the experimental class in speaking skills increased to 2660 with a mean score of 85.81. Then the results of hypothesis testing  $t_{count} = 2.777 > t_{table} = 1.697$ , it can be conclude that  $H_0$  is rejected and  $H_a$  is accepted. It means that the score of the experimental class is higher than the control class because the researchers conducted research in the experimental class using the ESA (Engage, Study, Active) treatment. This can happen because using the treatment Method (Engage, Study, Active) makes students interested, motivated, and eager to learn more. The first is Engaged, researchers can apply it by providing learning to students, researchers must be able to master the class and attract students' attention and involve them emotionally. This activity can be used to make the class conducive to achieving learning objectives. The second is Study, this is equivalent to a "practice" lesson. Can apply it by training students' ability to find answers on their own, through tests given students read the researcher's report text in front of the class before being given treatment. And the third is Active, researchers can apply it by giving tests to students after being given treatment by reporting back the same report text. It means that there are differences in the learning scores of control class students and experimental class students with the implementation of the ESA (Engage, Study, Active) method. The implementation of the ESA method by researchers is positive and will be an alternative technique in teaching speaking skills. Then, students can explore their skills and knowledge and look more active to carry out social interactions in the learning process with all students. So, it can be concluded that the application of the ESA (Engage, Study, Active) method has a significant effect on improving the speaking skills of eighth grade students of SMP N 4 Pematangsiantar.

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