The Effects of Engage, Study, Activate (ESA) Method on 10 Year Students' English-Speaking Ability

Azizah Hairunniza[1], Muhammad Asfah Rahman[2]*, Sultan Baa[3]

[1,2,3]English Department, State University of Makassar, Indonesia
*Corresponding E-mail: m.asfahrahman@unm.ac.id

Abstract

The purpose of this research was to discover whether the use of the ESA Method in teaching speaking has effects or not. The pre-experimental design was the method used by the researchers with one group pre-test and post-test. The population was the tenth-grade students of SMAN 3 Makassar in the 2021/2022 academic year. The sample was taken by using a purposive sample technique that consisted of 30 students. The instrument of this research was a speaking test administered as a pre-test and post-test. The result of this research proved that there was a significant difference between students' scores before treatment and students' scores after treatment. The students' speaking ability after the implementation of ESA is increased or getting better than before the implementation of the ESA Method. It can be seen from the mean score, the mean score of students' pre-tests was 61.64,0020and it was lower than the mean score of post-tests (74.73). The significant value of this research (0.000) was smaller than the significant level (0.05). It can be concluded that the use of the ESA method affects students' speaking ability in terms of accuracy and fluency at the tenth-grade students of SMAN 3 Makassar.

Keywords: *Speaking, ESA Method, Accuracy, Fluency.*

1. Introduction

As one of the productive skills, the mastery of speaking is deemed to become the main priority in learning and teaching English because speaking skill is important since success is measured by one's ability to carry out a conversation in a language (Nunan, 1991).

The use of English can't be separated from speaking. As one of the productive skills, the mastery of speaking is deemed to become the main priority in learning and teaching English because speaking skill is important since success is measured one's ability to carry out a conversation in a language (Nunan, 1991).

However, speaking for most people is considered the most difficult skill because it covers many aspects of English language skills, including pronunciation, listening, grammar and vocabulary at once (Yanto, 2015). Many learners state that they have spent so many years studying English

language but cannot speak it appropriately and understandably (Bueno, 2006).

The same case was found by the researchers while she conducted the PPL in SMAN 3 Makassar. First, when the researchers carried out the teaching practice, she found that the students' speaking ability was still not well enough. Proven when the researchers gave the speaking task to the students. The audio recordings of their voices when reading poetry that the researchers had previously listened to them by using the native speaker voice before, proved that their speaking was still not good, there are a lot of wrong pronunciations.

Based on those findings, the researchers want to offer one of the solutions by teaching using the ESA Method to improve students' speaking ability.

However, the researchers did not find any clear procedure implementation process in those researches, and because the model or processes of implementing our methods are different, then the results will be different too, so the researchers want to know if the model her implemented is effective or not if implemented in school in Makassar.

Therefore, the present study is significant owing to the grounds that it tries to remove the shortcomings of former studies by implementing Harmer's ESA (Engagement, Study, and Activate) method that has been modified by the researchers to suit the situation and condition of the place that the researchers will conduct her research.

2. Literature Review

2. 1. Speaking

2. 1. 1. Definition of Speaking

Cameron mentions that «speaking is the active use of language to express meaning so that other people can make sense of them to speak in the foreign language in order to share understanding with other people requires attention to precise details of the language». Nunan points out that it is not easy to teach speaking because some students are reluctant to speak in the target language. Some students find it hard to say something because they are afraid to make mistakes and to be laughed at by their classmates. In this case, a teacher has to exert some effort to encourage them to express what they have in mind in the target language.

However, Speaking must be taught because it makes students able to fulfill their target language and apply it in their lives. A teacher needs to have suitable techniques on how to make her students brave to speak up in the target language. In this research, the researchers want to offer one of the solutions by teaching using the ESA Method to improve students' speaking ability. This research focused on the language teaching strategy particularly through ESA and the process of language teaching with ESA in the classroom improved students' performance.

However, the aspects of speaking measured in this research were the accuracy of pronunciations and fluency.

2. 1. 2. Speaking Content

Jacob (2013) explains that content should be clear to the listener so that they can understand what the message conveys and get information from it. Content refers to how suitable or substantive the explanation toward the object to be explained. To have content in speaking, the contents should be well unified and completed. Without content and meaning the speaker can't plan or prepare material before expressing ideas.

a. Accuracy

People goals in learn to speak is accuracy. It's associated with being right and without error, especially the result of careful effort. In this case, good pronunciation and structure can make the speaker's speech can be understood clearly. Students in school face this problem when they pronounce English words. This is due to their mother tongue. They should get used to practicing the sounds with a lot of practice.

b. Fluency.

Fluency means speaking by the quality of being fluent. This is one of the biggest problems of students in using English orally. The speaker should transfer his thoughts smoothly where the speaker should not be too slow and not too fast or other listeners may get bored or lose their attention. It can be said that speakers try to use language in a simple form by focusing on the core of the message conveyed. They may use adequate grammar to make it easier to understand the meaning. Speakers do not have long pauses in searching for the perfect grammar in speaking.

c. Comprehensibility

Comprehensibility means that each of the listeners understands the speaker attention and general meaning. Both speaker and listener have positive function to perform in the simple terms (because the interaction between speaker and listener is a complex process, the speaker has to encode the message he wishes to convey in appropriate language, while the listener (on less activity) has to decode (or interpret) the message. But in this research, the components of speaking that assessed were accuracy and fluency because adjusted to the conditions of the Covid-19 pandemic which requires students and teachers to study online and it doesn't allow interaction between students so that comprehensibility cannot be seen due to online learning and due to the lack of study time.

2. 2. ESA Method

ESA is a learning methodology created by Jeremy Harmer in 1998. He has taught English in Mexico and the UK and has trained teachers around the world. He is the series editor of the "How to teach" series, and the author of the highly acclaimed The Practice of English Language Teaching and How to teach English.

ESA Method has all the factors that students need in the classroom, for example, exposed to the language, motivated, and have the opportunity to use it. ESA stands for engaging, study, and activate. The three most needed factors a teacher needs in the classroom. It gives teachers the flexibility to conduct a classroom in an organized and productive way.

a. Engage

The engage phase is where the teacher gets the students motivated, heated up, and ready to dive into the new lesson. Teachers try to make students interested by involving their emotions, attention, and curiosity. Engaging the students can include showing pictures, playing simple games, discoveries, discussions with the whole class, miming and acting, prompting the students to answer, using questions to get the students thinking and speaking in English, and so on. The goal of the engage phase is to get the student's attention and to elicit the meaning of words or topics that will be covered in the lesson, this stage also gets the students interested in the subject, in the classroom, in the language, and enjoying what they are doing. Park (2003) states that students who actively engage with what they are studying tend to understand more, learn more, remember more, enjoy it more and be able to appreciate the relevance of what they have learned. It means that the more active students in the engagement process, the more effective the learning will be. As teachers, it's really important to engage students before the learning process. The activities and materials that are used to engage students can include music, games, or simulating pictures, etc. The focus of this stage is building engagement.

b. Study

This phase is where the teachers give the students the lesson planned. The study phase can consist of many activities, such as studying from texts and dialogues, example sentences, crosswords, gap-fill exercises, word searches, matching games, drilling, and so on. All of them are purposely made with the students to help them understand and fully engulf new words or structures. Harmer (1998) said that the main focus in the study phase is the construction of language and any aspect of languages, such as grammar or vocabulary and pronunciation. This includes certain intonation patterns, certain relative clauses, or the way in which lexical phrases are created or used. At this stage, the teacher can explain the grammar of the new language, ask students to practice pronunciation of some words, and sentences. The focus here is on the accuracy of the target language.

c. Activate

The activate phase is a phase were exercises or activities which are designed to make students use language freely and communicatively as they can (Harmer 1998). The activate phase is where the teacher practices what the students have learned with them. The activate phase may include discussions that are for the whole class, small groups, or even pairs, role-play, story building, tasks such as posters or advertisements, simulations, and debates. Its main purpose is to get the students to use the word or structures learned so that the teacher knows which of the students learned the lesson correctly and which did not. Activate phase provides an opportunity for students to practice real language for the real world. It's time for the students to have fun. The focus of this stage is on communication and fluency.

3. Research Methodology

Based on the research title, this research uses the pre-experimental method, because in a pre-experimental method, either a single group or multiple groups are observed subsequent to some agent or treatment presumed to cause change. This pre-

experimental method consisted of one group with pre-test and post-test design. The pre-test was given to the students in the first meeting, then the researchers gave the students a treatment in six meetings and the post-test was given in the last meeting. The population of this research was the 10th grade students of SMAN 3 Makassar in academic year 2021/2022 class of X MIPA 1. The total sample in this research consisted of 30 students.

The instruments of this research are speaking test. It was administered as a pre-test and a post-test. The pre-test aims to know the students' speaking ability before the treatment, while the post-test aims to know the students' speaking ability after receiving the treatment using ESA method.

The data collected from the oral test were analyzed quantitatively. Meanwhile to get speaking score, the researchers focus on using scoring scale by Heaton (1988) dealing with accuracy and fluency of the students' speaking. The data which is obtained from the pre-test and post-test that given by the researchers by comparing the result of the tests in order to know whether there is improvement of the students' speaking skill or not. To know the result, the pre-test and post-test scores must be compared, and the mean of pre-test and post-test can be calculated by the following formula. The researchers in this research used the formula of t-test to analyze the data, because to find out which one is more effective between before the students' being taught using ESA method and after the students being taught using ESA method in teaching speaking.

4. Findings and Discussions

The result of statistical analysis at the level of significance (a) 0.05 with degree of freedom (df) = 29 and p value (sig. 2-tailed) was 0.000 means there is a significantly difference of the result of pre-test and post-test of the students. In other word, the result of the sig. 2 tailed of the students' post-test is not greater than the level of significance (0.000<0.05).

In conclusion, the alternative hypothesis (H1) is accepted. In this case, the use of ESA (Engage, Study, Activate) method as a technique in teaching English can improve students' speaking ability.

Thus, research question number 2 that states does the use of ESA have an effect on students' speaking skills has been answered. The answer is yes, that ESA method has an effect on students' speaking, especially on accuracy and fluency.

Speaking is important as a basic element in mastering a language, especially English. Speaking isn't just important in terms of our language studies – it's important for us as a human being too. Making new friends, and opening up new possibilities to travel, new job prospects, holiday opportunities, etc. In this research, most of them have poor score in pre-test, it was because they did not know the correct pronunciation of certain words and their pronunciation were seriously influenced by mother tongue.

Beside that the lack of vocabulary mastery and grammar understanding also contributed in their very poor pre-test result but in post-test most of the students' pronunciation just influenced by mother tongue but not a serious

pronunciation mistake as well as basic grammatical errors. It is because the ESA Method includes an opportunity for the students to practice. In this case the researchers presented videos, pictures, and many speaking activities as the media to give the students chance to practice their pronunciation, vocabulary and grammar. This method include opportunity where the students can create cooperate climate and practice their speaking ability. That's why after students' thought by using ESA Method, their speaking ability especially in accuracy and fluency increased.

5. Conclusion

ESA Method provides varied speaking activities, so it makes students are get used to speaking in English. As mentioned in previous chapter, most of students speaking performance in terms of accuracy and fluency have poor score in pretest. However, the result score in post-test was increased. The students have fewer mispronunciation and only unnatural pauses after the treatment.

Therefore, based on result of findings and discussions, it is concluded that ESA method provide opportunity for the students to practice their speaking which can promote communicative competence, create meaningful context for language use and spontaneous use of language and construct a cooperative learning environment. Therefore, the use of this method can help the students to improve their speaking ability particularly in accuracy and fluency especially in 10th grade of SMA Negeri 3 Makassar.

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