Engage, Study, Activate (ESA) Method: Does It Affect Junior High School Students' Speaking Achievement ?

Oleh:

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Introduction

- Speaking is the ability to explain something to someone in a way they want to convey (Maji et al., 2022).

- One of the difficult factors that the students face in learning English, especially in speaking skills is anxiety (Saputra, 2018). In his study, he found that some students have anxiety when speaking in public.

- This study aims to improve the speaking skills of students at one of the private Islamic Junior High School in Sidoarjo, East Java, Indonesia who have low motivation in learning English. The researcher plans to use the ESA (Engage, Study, Activate) method, which has not been applied before, to improve students' speaking skills in English.

- The ESA method developed by Harmer (1998) in his book *How to Teach English* consists of three elements: Engage, Study, and Activate.

Research Gap

❑ Previous Research

(Aprilia et al., 2023)

The ESA method is an approach in English language learning that emphasizes student involvement in the learning process. By using this method, students become accustomed to listening and practicing speaking in English.

(Hulwana 2024)

Research shows the effectiveness of ESA in improving speaking skills across various schools.

(Azis, 2020)

A common problem among students in speaking is a lack of motivation that affects their confidence.

Novelty

The previous research only discussed the ESA method in improving speaking of students. Therefore, the author of this study conducted a similar study, but more focused on testing the use of ESA methods to overcome students' fear of speaking English by implementing video recording to improve speaking skills in students at one of the private Islamic junior high school in Sidoarjo

Research Question

Does the ESA method using video recording affect the students' speaking achievement at one of the private Islamic Junior High School in Sidoarjo, East Java, Indonesia?

Research Method

- Research Design

This research uses a pre-experimental design involving a one-group design that includes a pre-test, treatment, and post-test. According to Priyono, (2016) this research design is conducted by observing one group that is given treatment in order to achieve maximum change.

- Setting

The researchers conducted a study at one of the private Islamic Junior High School in Sidoarjo, East Java, Indonesia, in the eighth-grade class, which consists of 21 students.

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RESEARCH METHOD

- Data Collection

The researcher started the study by conducting a pre-test. After the pre-test is completed, the researcher provides treatment using the ESA method and then continues by giving a post-test to the students. The results of this test can determine the difference between students' pre-test and post-test in speaking skills.

- Data Analysis

This study used statistical tests to determine the results of the study, by quantitative analyzing the test data of Eighth grade students at one of the private Islamic Junior High School in Sidoarjo, East Java, Indonesi.

Statistical analysis is used to determine the difference in results before and after the application of the ESA method, with video recordings when students are speaking. Hypothesis tests were conducted using Paired Sample T-test with SPSS. The speaking test assessment includes content appropriateness, pronunciation, and student performance when speaking.

Results and Discussion

- Students pre-test and post-test scores

No.	Measure	Experiment Class	
		Pre-test	Post-test
1.	Lowest Score	46	66
2.	Highest Score	86	93
3.	Mean	69,52	82,76
4.	N-Gain	0,42	

scores Based on the data table above, the average of pre-test scores on students' speaking before the implementation of the ESA Method treatment is 69.52 and the results of the post-test after the treatment are 82.76. This can indicate the improvement of students' speaking skills after the treatment. The n-gain score reaches 42%. is included in the medium category.

Results and Discussion

- *Data Normality Test*

Test Of Normality						
	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Before ESA	0.145	21	200	0.945	21	0.272
After ESA	0.247	21	0.002	0.897	21	0.030

The sample of the study consists of 21 students or less than 50. Based on the data table above which uses Shapiro-wilk data, it can be seen that the sig. pre-test is 0.272 and the sig. post-test is 0.030 based on the significant pre-test and post-test which are both less than 0.05, it can be concluded that the data from the normality test are normally distributed.

Results and Discussion

- **Hypothesis Test**

Paired Samples Test								
Pair 1 Before ESA - After ESA	Mean	Std. Deviation	Std.Error Mean	Interval of the		t	df	Sig.(2-tailed)
				Lower	Upper			
	-13.238	7.307	1.594	-16.564	-9.912	-8.302	21	0.000

Based on the results of the paired sample t-test above, it states that the sig. (2-tailed) is 0.000 which means that the score is < 0.05. It implies that the H_0 is rejected and H_1 is accepted. Thus, it can be concluded that there is an increase in the eighth grade students' speaking skills after the treatment using the ESA method at one of the private Islamic Junior High School in Sidoarjo, East Java, Indonesia.

Results and Discussion

- In this pre-test step, the researchers instructed students to make a descriptive text about one of the objects in the classroom. Students were given 10 minutes to prepare the description, after each students came forward in front of the class to describe one of the objects individually and the researchers recorded them.

- In the treatment stage, the researchers helped to improve the students' English skills, especially speaking skills by using the ESA method. The researchers divided the class into groups that consisted of 4 students in each group. After that, the researchers explained to students about the descriptive text material by involving students in each explanation, so that they easily understood the material.

- The post-test measures students' understanding, especially in speaking, which has been given treatment by the researchers. Students were given 10 minutes to prepare a text about describing their family. After that, they came in front of the class to describe about their family individually and the researchers did the same thing as the pre-test stage, which was to do video recording when students were speaking in front of the class.

- In this post-test almost all students get better scores than the pre-test and reach the school's standard score.

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CONCLUSION

The students earned an average score of 69.52 prior to using the ESA technique with video recording. Then, they received an average score of 82.76 after using the ESA method with video recording. It can be concluded that applying the ESA method with video recording can improve students' speaking achievement with the evidence that the students' post-test score is greater than the students' pre-test score. The study's success is expected to be one of the alternatives for teachers to deal with the challenges of teaching English speaking skills in ELT classes.

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