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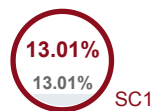
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Engage, Study, Activate (ESA) Method: Does It Affect Junior High School Students' Speaking Achievement?

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**Abstract:** Speaking skills is one of the important things in learning English. This study aims to examine whether there is an effect on the eight graders' speaking achievement by implementing Engage, Study, Activate (ESA) method using video recording at one of the private Islamic Junior High School in Sidoarjo, East Java, Indonesia. ESA method is a learning method that can help students to improve their learning skills, especially in speaking skills. This method involves students in their learning, so that the students can be active and their speaking skills are developed. The study is a pre-experimental design that consists of one-group of pre-test and post-test. Additionally, 21 students were involved as the sample of the study. The data collection instrument used was speaking test for each student. The research reveals **that there is significant improvement in** students' speaking achievement. The study result shows that the average scores **of the students' pre-test is 69.52, while the average of the students' post-test is 82.76. The paired sample t-test was used to calculate the** hypothesis test, and the results show that the sig value (2-tailed) is 0.000. Since the value is less than 0.05, it can be concluded that the ESA method has a significant effect to the students' speaking achievement

**Keywords:** Speaking skills, Engage, Study, Activate (ESA) Method, Video recording

## INTRODUCTION

Speaking is the ability to explain something to others in a way people want to convey . Speaking is also a way to express feelings that people want to share so that they can understand each other clearly. In terms of English learning, speaking is a relatively difficult skill in English. In line with this fact, state that speaking is not an easy skill to learn, because students must demonstrate confidence to be attractive, be able to control fear, and understand **the structure of correct pronunciation when speaking. Therefore, speaking is one of the** things that most students are afraid of when learning English. In other words, students have problems with speaking even though **speaking is one of the important components of English. One of the** difficult factors that **the students face in learning English, especially in speaking** skills is anxiety In his study, he found that some students have **anxiety when speaking English in** public. The anxiety arises from their embarrassed and afraid of making mispronunciations when **speaking English in front of the** others. More specifically, according to there are three components of English language difficulties have been identified: fear of mispronunciation, fear of negative evaluation, and public speaking anxiety. The fear of mispronouncing English words makes students reluctant to talk in English. Students who study more English, particularly in spoken pronunciation, can overcome this. Even though it is solely the students' presumptions that make them fear public speaking, receiving negative evaluation is another factor that contributes to nervousness while **speaking English in front of** an audience. Moreover, students are afraid and **anxious when speaking English in** public **because they are not confident in** themselves. Anxiety is caused by an internal factor, which is students have a fear of making mistakes and not confident. On contrary, anxiety can also be caused by external factors such as inappropriate teaching methods and teacher attitudes that make students not confident speaking in public The fact has also happened in one of the private Islamic Junior High School in Sidoarjo, East Java, Indonesia. Based on the researchers' observation, it shows that students' motivation in learning English is low and they are less proficient in speaking. This could occur for a variety of reasons. One of them is the teaching method used by the teacher needs to be improvised. Therefore, it is necessary to use teaching methods that can motivate students to speak English in class. In line to this, claims that teachers should do and create an English learning atmosphere that keeps students active speaking, this is to train the students' confidence in speaking English. Referring to the background above, the present study aims to implement a teaching method that has not been used at the school, the ESA method for teaching English. By applying the method in the process of teaching English, hopefully it can help the students become more active in speaking and at the end, it can improve their speaking skills.

The ESA method was introduced by Accordingly, one of the elements which is very important for learning English in the classroom is the ability to speak the language. Encouraging students to speak more is the goal of the ESA method of instruction. It can assist in addressing issues like students sticking to their native tongue, being terrified of making mistakes, and lacking the confidence to express their views. In the ESA method, there are three stages. The first is Engage; in this stage, teachers teach in an interesting way and increase students' motivation in learning by involving them in the classroom during speaking lessons. Engaging students in the learning process is very important. To support the statement, explains that students' involvement in learning makes them easier to understand and remember the materials since they are basically happy to be involved in the process of learning. As a result, they are more easily motivated to be enthusiastic about learning. The next stage is Study. In this stage, teachers focus on explaining the speaking materials, giving examples of the correct way of speaking and asking the students to practice pronunciation, and grammar in sentences. In the last stage, Active,

students practice speaking directly with their friends by describing the pictures that have been given in class. To increase students' self-confidence and speaking skills development, teachers can ask them record their practice in videos.

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. The strategy of applying the ESA method to enhance students' speaking skills has proven to be numerous and successful. This is evidenced by several researchers who have successfully applied the ESA method to improve speaking skills among students. According to the results of the research applying the ESA method to improve speaking skills at the Islamic Junior High School in Tugu sub-district were successful. By using the ESA method, which involves students in speaking, trains students in speaking skills, and applying this method, it can improve students' speaking skills in only four lesson meetings.

In addition, state that the ESA method has successfully improved students' speaking skills in a junior high school in Makassar. This was proven by comparing the students' speaking **pre-test and post-test** results. The ESA method is also studied by The ESA method successfully improved the speaking skills of eighth grade students in one of the junior high schools in Rajek Indonesia. This was evident in the pre-test results and the improvement of students' post-test results. has conducted research using the ESA method to improve speaking skills among students at Hivzi Sylejmani School Europe. It is proved that the ESA method successfully improved students' speaking skills, as evidenced by the increased scores on the Preliminary English Test after using the ESA method in speaking lessons. Moreover, states that a common problem among students in speaking is the lack of motivation to support their confidence in public speaking. The problem of lack of speaking skills among students also occurs in one of the schools in Malang. For this reason, the researcher applied the ESA method to overcome the speaking problem and improve speaking skills among students and the results of the application of the method succeeded in improving speaking skills in students.

The previous research only discussed the ESA method for helping the students to improve their speaking skills. According to students struggle with **speaking because they are afraid of making mistakes** in conveying **what they want to say**, as written and spoken English differ, and students also feel scared and lack confidence when speaking in public. Therefore, conducted research using video recording to improve students' speaking skills and confidence. In his study, video recording was shown to enhance students' confidence in speaking, as evidenced by the survey results from students at a junior high school in Kediri, who achieved above-average scores in speaking using video recording. The students stated that with the recordings, they could practice and repeat difficult pronunciations on their own, without the fear of embarrassment when making mistakes and without anyone laughing at them. As a result, students felt more comfortable and found it easier to speak using video recording.

The current study examines how junior high school students' speaking skills are enhanced by combining the ESA method with video recording. Therefore, the research focuses on the **application of the ESA method** using video recording as a tool to improve **speaking skills for students at the junior high school level, especially at** one of the private Islamic Junior High School in Sidoarjo, East Java, Indonesia. The researchers question is formulated as the followings: 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?

METHOD

Research Design

The research uses **a pre-experimental design involving a one-group** of pre-test, and post-test. According to this research design is conducted by observing one group that is given treatment to achieve maximum change of results. In the study, the researchers chose to test the effect of the ESA method using video recording on students' speaking achievement. The aim of the research is to measure students' speaking achievement by comparing their scores before using the ESA method and after receiving ESA instruction. The researchers conducted a study **at one of the private Islamic**

**Junior High School in** Sidoarjo, East Java, Indonesia, especially the eighth-grade which consists of 21 students. The table below presents the research design used in the present study.

Table 1. **One Group Pre-Test and Post-Test**

Class **Pre-Test Treatment Post-Test**  
**A 01 X 02**

Description:

A: the class that has a treatment                      X: research treatment  
01: the pre-test    02: the post-test

- 1.
- 2. Intervention Procedure
- 3. In this research experiment, the researchers conducted three research meetings to complete the study. The following is the intervention procedures during the research:

4. Table 2. Intervention Procedures

No Meeting Intervention Procedure

First Meeting Students chose one of the objects in the classroom. The researchers gave 10 minutes to the students to describe one of the objects that had been chosen. **Students described the objects in front of the class** directly without a script. The researchers made video recordings when students described the objects **in front of the class.** **The researchers assessed the students' speaking** skills.

Second Meeting The researchers divided one class into several groups during the lesson. The researchers explained the learning material about descriptive text. The researchers taught the students how to describe **the object well.** **The researchers asked the students to** describe their group mates in front of the class. The researchers gave feedback related to students' speaking performance.

Third Meeting The researchers asked the students to describe their families. Students wrote description texts about their family. **Students described the results in front of the class without** a script. The researchers recorded the **students when they speak in front of the class.** The researchers gave assessments when the students performed their speaking.

- 5.
- 6. Research Instruments
- 7. This study uses data collection techniques through the use of speaking tests for each student. The purpose of this study is to provide evidence regarding the effect of the ESA method on students' speaking achievement by using video recording. In this pre-experimental study, the researchers first

conducted a pre-test by assessing students' speaking ability. At the next stage, the researcher implemented teaching using the ESA method to improve students' speaking skills. Finally, the researcher conducted a post-test to determine the results of the study regarding the improvement of **speaking skills after getting the treatment**.

8. **In this study, the researchers** used statistical test calculations that consisted of statistical and inferential analysis to determine the results of the study. Statistical analysis was used to determine the difference results before and after treatment by applying the ESA method and using video recording when the students performed their English speaking. Inferential statistics was used to test the hypothesis by using t-test. The researchers used Paired Sample t-test using SPSS. By using these statistical calculations, the difference between the pre-test and post-test in 8th grade students at one of the private Islamic Junior High School in Sidoarjo, East Java, Indonesia was measured. The criteria taken in the test was the suitability of the content with the theme, pronunciation, and students' performance when speaking.

9. Several stages were used for the speaking test. First, students created descriptive text based on the theme that had been determined. Second, students described the text **in front of the class** and the researchers **made** the video recording **when they spoke in front of the class**. There were three assessment aspects used for scoring the test: Content suitability to the theme, Pronunciation, and Performance. The rubric for assessing the speaking test is adapted from as presented in the table below.

10. Table 3. Speaking Test Rubric

No Aspects assessed Criteria Score

1. Content suitability to the theme The content of the descriptive text is suitable, and the grammar in the text is also correct. 5  
The content of the descriptive text is in accordance with the theme, but there are some words that are unclear or errors in grammar, but it can still be understood easily. 4  
The content of the descriptive text is almost in accordance with the theme, there are grammar errors in the text but it can still be understood. 3  
The content of the descriptive text is less in line with the theme, grammar is also often incomprehensible. 2  
The content of the descriptive text does not match the theme. There are also many errors in grammar in the text. 1
2. Pronunciation Student describes the topic fluently and correctly. 5  
Student describes the topic fluently and almost correct. 4  
There are mispronunciations that are less fluent but it does not interfere with the meaning. 3  
There are errors and they interfere with the meaning. 2  
Student have many pronunciation and meaning errors. 1
3. Performance Student is very confident and fluent when describing text **in front of the class**. 5  
Student understands the content of the text being described, confident when being video-recorded **in front of the class**. 4  
Student does **not understand the content of the text** being described, but confident when video-recorded **in front of the class**. 3  
Student understands **the content of the text** being described, but lack confidence when being video-recorded **in front of the class**. 2  
Student does not **understand the content of the** text being described, and is not confident when being video-recorded **in front of the class**.

1

11.

12.

13.

#### 14. RESULTS AND DISCUSSION

15.

16. The following table is the results of student' **pre-test and post-test** scores.

17. Table 4. **Students' pre-test and post-test score**

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

18.

19. 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 0.42 or 42%. According to the score (42%) is included in the medium category

#### 20. Data Normality Test

21. Using this data normality test can determine the distribution of data obtained including normally distributed or not. This data normality test uses the SPSS version 25 application. The results of the normality test are as follows:

22. Table 5. 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				

23.

24. 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.

#### 25. Hypothesis Test

26. In this hypothesis test **using paired sample t-test to determine the effect of** independent variables on the dependent variable and this hypothesis test there are 2 hypotheses, namely **the null hypothesis (H0)** and **the alternative hypothesis (H1)**. H0 means that there is no improvement in speaking skills between **before and after the treatment**, while H1 means that there is an improvement **in speaking skills between**



before and after the treatment.

27. Below are the results of the paired sample t-test:

28. Table 6. 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		

29.

30. 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  $\leq 0.05$ . 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.

31. Based on the results of the research, students at one of the private Islamic Junior High School in Sidoarjo, East Java, Indonesia especially in grade 8 had difficulty in speaking in English learning. Most of them had speaking difficulty in pronunciation, meaning and also anxiety that make them not confident in speaking in public. Due to the problems, the English learning was not effective. Therefore, the researchers tried to overcome the students' challenges in learning English by implementing the ESA method using video recording to improve students' speaking skills. stated that using the ESA method is effective in improving students' speaking skills in English, because this method has student involvement, group learning, and makes the classroom active so it is easy to implement and can improve students' speaking skills.

32. 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 pre-test there were many students who had limited vocabulary, wrong pronunciation and also many were still afraid and not confident when speaking in front of the class. Therefore, in this pre-test many students scored below the school's standard.

33. 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. Besides, the researchers taught the correct way of speaking in pronunciation to help them speaking fluently and also the researchers gave tips to students on how to avoid anxiety and be more confident when speaking in public. In the treatment stage, the students were happy and enjoyed when the researcher explained the material, they were enthusiastic and active in class learning so that the material presented by the researchers could be easily understood by students and during the treatment stage the process went smoothly.

34. After the pre-test and treatment phase, now the final stage of the research is the post test. 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. All students looked enthusiastic and participated actively trying to show their best for speaking. In this post-test almost all students get better scores than the pre-test and reach the school's standard score. Based on the analysis of research data using pre experimental with one group pre-test and post-test design, it can be known that there were changes in students' speaking results from pre-test and post-test scores. It can be known that the results of the pre-test score of students' speaking in class 8, the highest score was 86 and the lowest score was 46. Meanwhile, in the post-test, the scores of the students' speaking increased, the highest score of the post-test was 93. From the results of the data obtained, the average score on the pre-test was 69.52 and the average score on the post test was 82.76. It proved that there was an increasing of the students' score between before and after the treatment.

35. As a result of the hypothesis test calculation with the paired sample t-test, it can be seen that the sig value. (2-tailed) is 0.000. In accordance with the rules in taking paired sample t-test data that the value of 0.000  $\leq 0.05$ , then it shows that there is a significant effect by applying the ESA method. In other words, the method successfully improves students' speaking achievement. The result of the study supports the previous studies conducted by and Based on study, the implementation of the ESA Method had improved the students' speaking skills as well as students' fluently in pronunciation, and increased their vocabulary, so that students were easier in speaking. In her study, the video recording was used to help students to be less anxious and more confident in speaking in front of the camera and public. Moreover, states that using video recording can increase students' confidence in speaking.

36.

37. CONCLUSION

38.

39. Through the study, it has been confirmed that the ESA approach, which uses video recording, improves speaking achievement of 8th grade students in one of the private junior high schools in Sidoarjo, East Java, Indonesia when comparing the pre-test and post-test results. 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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