

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

Masliha Alfiatul Aqliyah¹⁾, Dian Novita ^{*,2)}

^{1, 2)} Program Studi Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sidoarjo, Indonesia
Universitas Muhammadiyah Sidoarjo, Indonesia

*Email Penulis Korespondensi: diannovita1@umsida.ac.id

I. INTRODUCTION

Speaking is the ability to explain something to others in a way people want to convey (Maji, et al., 2022). 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, Silalahi & Limbong (2023) 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 (Saputra, 2018). 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 Damayanti & Listyani (2020), 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 (Badriyah & Novita, 2022). The fact has also happened in SMP Muhammadiyah 4 Porong, 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, Wallace, et al. (2004) 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 skills. Referring to the background above, the present study aims to implement a teaching method that has not been used at SMP Muhammadiyah 4 Porong: the ESA (Engage, Study, and Activate) 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 Harmer (1998). 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, Fithria (2019) 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 (Aprilia et al., 2023). 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 Hulwana (2024), 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, Romadhona & Sulaiman (2023) 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 used by Aprilia, et al. (2023) as research to improve students' speaking skills. The ESA method successfully improved the speaking skills of eighth grade students in one of the junior high schools in Rajek. This was evident in the pre-test results and the improvement of students' post-test results. Kasumi (2017) has conducted research using the ESA method to improve speaking skills among students at Hivzi Sylejmani School. 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, Azis (2020) stated 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 in improving speaking of students. Therefore, the authors 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 the students' speaking skills at Muhammadiyah 4 Porong Junior High School. According to Wicaksono (2018) 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, he 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 present study combines effect of using the ESA method with video recording on improving speaking skills for junior high school students. 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 SMP Muhammadiyah 4 Porong. Therefore, the researchers formulate the research question as the followings:

Does the ESA method using video recording affect the students' speaking skills at SMP Muhammadiyah 4 Porong?

II. 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. In this study, the researchers chose to test the effectiveness of the ESA (engage, study, activate) method using video recording on students' speaking abilities. The aim of this research is to measure students' speaking skills by comparing their abilities before using the ESA method and after receiving ESA instruction. The researchers conducted a study at SMP Muhammadiyah 4 Porong in the eighth-grade which consists of 21 students.

Table 01. One Group Test

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

Description :

A: the class that has a treatment

X: research treatment

01: describe the pre-test

02: describe the post-test

Research Instruments

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 effectiveness of the ESA method on students' speaking ability 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 ability. Finally, the researcher conducted a post-test to determine the results of the study regarding the improvement of speaking ability in students who had undergone the ESA method. This statistic was used to compare the average value of students' speaking before and after the implementation of the ESA method using video recording. In the pre-test, the researcher asked students to describe one of the objects in the class and in the post-test each student can describe a topic about family using video recording.

Data Collection

Tests in this study aim to determine and measure the extent of the ability of SMP Muhammadiyah 4 Porong class VIII students in speaking. Researchers started the research by conducting a pre-test. After the pre-test was completed, the researchers gave treatment using the ESA method and then continued by giving a post-test to the students, then continued by giving the post-test to students. The results of this test can determine the difference between the pre-test and post-test of students in speaking skills.

Pre -Test

In this study, the pre-test is the first step in collecting data. This pre-test is conducted before the researchers start the experiment. Here are the steps of the pre-test:

Test Description

- Students choose one of the objects in the classroom.
- The researchers give students 15 minutes to describe one of the objects that have been selected.
- Students describe in front of the class directly without a script.
- The researchers do video recording when students describe the objects in front of the class.

Treatment

The researchers conduct treatment to students following the several stages:

- The researchers divide the class into some groups during learning.
- The researchers explain the learning materials about descriptive text.
- The researchers teach students how to speak to describe objects well.
- The researchers ask the students to describe their group mates in front of the class.

Post – Test

At the end, the researchers conduct the post-test. The followings are the steps of the post-test.

Test Description

- a) The researchers ask students to describe their family.
- b) Students create a description text about their family.
- c) Students describe the results in front of the class without a script.
- d) The researchers record the students when they speak in front of the class.

Data Analysis

In this study, the researchers use statistical test calculations to determine the results of the study. The data from the final results of this study are the test results of the 8th grade students of SMP Muhammadiyah 4 Porong which have been analyzed quantitatively. To analyze this quantitative data, researchers used statistics called statistical and inferential analysis. Statistical analysis is used to determine the difference in results before and after treatment by applying the ESA method and using video recording when students speak. 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, it can be known whether there is a difference between the pre-test and post-test in 8th grade students at SMP Muhammadiyah 4 Porong. The assessment taken in this speaking test is the suitability of the content with the theme, pronunciation, and students' performance when speaking.

Several stages are used for the speaking test. First, students create descriptive text based on the theme that has been determined. Second, students describe the text in front of the class and the researchers do video recording when they speak in front of the class. There are 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 Brown (2004) presented in the table below.

Table 1

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	When speaking describe in front of the class is very fluent and the pronunciation is also correct.	5
		When speaking describe in front of the class fluently and the pronunciation is also almost all correct.	4
		There are mispronunciations that are less fluent but it does not interfere with the meaning	3
		There are errors and it interferes with the meaning	2
		Many pronunciation and meaning errors	1
3.	Performance	Very confident and fluent when speaking describing text in front of the class.	5
		Understand the content of the text being described, confident when being video-recorded in front of the class.	4

		Did not understand the content of the text being described, but was confident when video-recorded in front of the class.	3
		Understand the content of the text being described, but lack confidence when being video-recorded in front of the class.	2
		Did not understand the content of the text being described, and was not confident when being video-recorded in front of the class.	1

Description:

The maximum score = 15

$$\text{Student's score} = \frac{\text{student's score result}}{\text{maximum score}} \times 100$$

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