
PROMOTING ENGAGE STUDY ACTIVATE (ESA) TECHNIQUE TO TEACH SPEAKING SKILL

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ABSTRACT: ESA (Engage, Study, Activate) technique is one of alternative ways to teach EFL students how to speak in English, comprising three steps: engage, study, and activate. It is believed that this technique can assist the teachers in arousing students' interest, curiosity, and emotion, as well as encouraging them to orally express their feelings, information, and language. The goal of the research was to see whether there was a significant difference in speaking performance between the students who learned using ESA technique and those who were not. A quasi experimental research was administered as the design of the research. The sample was taken by using purposive sampling technique. The researchers considered the number of the students and whether the sample was taught by the same English teacher as choosing the sample. The data was collected using an oral test. The data was analyzed using the t-test. Based on the result of independent sample t-test, it was found that t_{obtained} was 3.174. It was higher than t_{table} (1.999). It indicated that H_0 was rejected and H_a was accepted. Therefore, it confirmed that the students who were taught using ESA technique had better speaking achievement than the students who were not taught using ESA technique.

Keywords: *Engage study activate technique, speaking, recount text*

MEMPROMOSIKAN TEKNIK ENGAGE STUDY ACTIVATE (ESA) UNTUK MENGAJAR KETERAMPILAN BERBICARA

ABSTRAK: Tujuan dari penelitian ini adalah untuk menganalisis perbedaan yang signifikan dalam prestasi berbicara antara siswa yang diajar dengan menggunakan teknik Engage Study Activate (ESA) dan siswa yang tidak diajar. Pengambilan sampel dilakukan dengan purposive sampling. Tes lisan digunakan untuk mengumpulkan data. T-test digunakan untuk menganalisis data. Berdasarkan hasil uji independent sample t-test diperoleh t_{hitung} (3,174) lebih tinggi dari t_{tabel} (1,999). Karena H_0 ditolak dan H_a diterima, disimpulkan bahwa terdapat perbedaan yang signifikan prestasi berbicara antara siswa yang diajar menggunakan teknik Engage Study Activate (ESA) dengan siswa yang tidak diajar.

Kata Kunci: *Teknik Engage study activate, berbicara, teks recount*

INTRODUCTION

Speaking is a process to deliver information and communicate with others. Speaking is also a part of everyday life activity that is thought to maintain good community involvement. Tomak (2021, p.34) clarified people have to be able to engage directly in the ability to emphasize themselves, to pursue a place in society, to provide knowledge about a specific subject, and to exchange their ideas and experiences with others in the society. As a consequence, speaking becomes necessary since it is one of the methods of knowledge transfer. Communication is seen as important in education (Rüttermann et al., 2017). Betul (2015) stated that for the majority of foreign language students, mastering speaking skill in English is a main priority today.

Even though speaking ability is important, there are some difficulties with speaking. Speaking English is a challenging job that requires a great deal of effort to produce suitable words and utterances. Shofi (2020) claimed that students speak English slowly, and the words between them do not flow as easily as they do in their native tongue. Poor grammar and vocabulary mastery were established as significant barriers to speaking English (Ambalegin et al., 2017). Furthermore, Elmiyati (2019, p.230) mentions that there is a problem with their learning process because more students are reluctant to express their opinions due to a lack of vocabulary, lack of skills in the issue that students would address, or embarrassment if they are not accustomed to expressing their thoughts, and this classroom has become a passive class. Then, Al Hosni (2014) argued that students are unable to communicate in English since They lacked lexical and grammatical mechanisms.

Furthermore, for students, another difficult aspect of speaking is their lack of understanding of English pronunciation. Sayuri (2016) reported that students frequently mispronounced a few sentences, which had an effect on the context. After several meetings of the lesson, students also have problems communicating clearly due to a lack of pronunciation (Ilinawati, 2018). According to Widyasworo (2019), it was discovered that the students face challenges with English communication. It occurred as a result of the students' lack of English vocabularies, poor grammar, fear of making mistakes, and difficulty speaking English in the first place.

In addition, students struggle with self-esteem and motivation. Shen & Chiu (2019) emphasized that psychological issues such anxiousness, doubt of embarrassing errors, and an insecurity were found to be obstacles that in speaking class. Al Nakhlah (2014) clarified that students have trouble speaking such as guilt of getting it wrong, shame, panic attacks, and a lack of self-esteem. Psychological considerations arise as a result, with students fearing peer criticism if their grades are not adequate (Juniardi et al., 2020). In brief, researchers revealed that students had various problems speaking, including being passive in responding to lecturer questions, fear of making errors, and a lack of motivation. As a consequence, a technique for teaching English called Engage Study Activate (ESA) can be used to assist students in facing their challenges speaking.

E.S.A developed by Jeremy Harmer is a teaching method which stands for Engage, Study and Activate (Huong, 2019). ESA is divided into three parts (Dharma, 2016). First, engage is the stage in a particular lesson where the teacher triggers the learners' enthusiasm which involved their feeling and making learning more enjoyable and meaningful. Second, study is an activity in which students are asked to focus on language (or knowledge) and how it is established. Third, activate refers to lessons and practices aimed at encouraging students to be as productive and interactive with language as applicable.

During this stage of teaching, learners are required to pass tasks regarding language learning tasks (Khoshsima & Shokri, 2016).

ESA technique is one of alternative ways to teach EFL students how to speak in English. Fithria & Ratmanida (2019, p.164) noted that this technique assists teachers in arousing students' interest, curiosity, and emotion, as well as encouraging them to orally express their feelings, information, and language. Based on Ilinawati (2018), students can learn and practice dialogues with partners using this technique. Therefore, the use of the ESA technique to teach speaking enhanced the students' ability to communicate effectively. The ESA technique can encourage students to develop speaking ability (Fadlilah, 2018). Rahmat (2019) claimed that ESA technique developed the students' vocabulary and helped them deliver knowledge and ideas orally.

The focus of this paper was to see that there was an improvement in speaking ability between students who learned by using Engage Study Activate (ESA) technique and those who were not. This technique leads students' attention to the lesson and directs them to the study material. This project encourages students to participate in classroom events and builds their interest in public speaking.

METHODOLOGY

This research was conducted using a quasi-experimental design. The research included all MIPA tenth grade students at SMA Negeri 1 Tanjung Raja, which numbered 128 students. The sample was chosen using purposive sampling. The total number of the students and being taught by the same English teacher were requirements for selecting sample for this study. The sample for this research was determined to be groups X.IPA 1 and X.IPA 3. Coin flipping was used to distinguish the experimental and control classes. Class X.MIPA 3 was chosen as the experimental group, and class X.MIPA 1 was chosen as the control group, based on a coin flip. Data was collected using an oral examination. Six topics of recount text were included in the exam. To check the results, the t-test was used.

FINDINGS AND DISCUSSION

The result analysis of paired sample t-test in the experimental group, the mean difference between the pretest and posttest in the experimental group was 5.49 with the standard deviation was 2.59, standard error mean was 0.45 and the value of $t_{obtained}$ was 11.96 at the significant level of $p < 0.05$ in two tailed testing with $df = 31$, the critical value of $t_{table} = 2.03$. The value of $t_{obtained}$ was higher than the critical value of t_{table} : $11.96 > 2.03$. It meant that the experimental group made significantly more progress in terms of speaking ability. The Engage Study Activate (ESA) technique has been shown to enhance students' speaking abilities. It provided students with visibility, inspiration, and the ability to learn and practice language in as open and communicative a manner as possible.

Meanwhile, in the control group, the paired sample t_{test} showed the mean difference between the pretest and posttest in the control group was 3.61 with standard deviation was 2.61, standard error mean was 0.46 and the value of $t_{obtained}$ was 7.81 at the significant level of $p < 0.05$ in two tailed testing with $df = 3$, the critical value of $t_{table} = 2.03$. Even though they were not given the Engage Study Activate (ESA) technique, the control group made substantial progress in speaking achievement. This

improvement was made because students in class X.MIPA 1 had a higher average English score, resulting in a better posttest result. Besides that, the most of the students in the control group took an English class after school so that they could engage more effectively in classroom speaking events.

Based on the result of independent samples t-test, it was found that the result of group statistic of independent samples t-test, the value of $t_{obtained}$ was 3.174 at the significant level of $p < 0.05$ in two tailed testing with $df = 62$ the critical value of t_{table} was 1.99. As a result, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. It meant that students who were taught using the Engage Study Activate (ESA) technique scored significantly higher than those who were not.

Students were able to develop their speaking abilities by using the Engage Study Activate (ESA) technique. It was because its phases had increased students' desire to learn. Students' curiosity, attention, emotion, and interest were all elicited during the first phase of Engage. It got students interested in speaking and motivated them to learn more about it. Motivated students had more opportunities to share their thoughts, feelings, and opinions throughout the class. They were free to express their thoughts on the lesson that was taught. It agreed with Khoshsima & Shokri (2016), who said that participants in the Engage Study Activate (ESA) group had more freedom to express their thoughts and feelings than those in the control group.

Study was the next step in the process. The use of language was emphasized during this stage. Students were urged to use the educational materials. They were more motivated to practice correctly pronouncing the terms. Furthermore, students were brave enough to ask their teacher and a peer to judge their pronunciation. They repeated the process before they improved their pronunciation. It was drilled before the students got it right. By using good grammar and producing improved pronunciation than before, the students became more actively interested in speaking (Ilinawati, 2018, p.39).

Activate was the last step in the process. Students are encouraged to use whatever language they know at this stage. They were inspired to put it to the test in front of the entire class. Students were free to express themselves and enjoy their performances in this setting. As a result, they were able to complete the task competently and confidently. The students were able to do a great job acting it out (Ilinawati, 2018).

In a brief, the Engage Study Activate (ESA) technique has been shown to improve students' speaking capacity. The Engage Study Activate (ESA) technique had a positive impact on the learning process of the students. In this case, Engage Study Activate (ESA) provided a stimulus, such as an image, at the start of the lesson to keep them engaged. As a result, they went into the lesson with confidence and excitement. Students were more willing to share their thoughts, feelings, and opinions. They were even bold enough to execute the pronunciation in front of the class after performing it with a friend or teacher. As a result, in SMA Negeri 1 Tanjung Raja, the Engage Study Activate (ESA) technique provided an alternative solution for improving students' speaking achievement.

CONCLUSION

The aim of the study, as mentioned above, was to see whether there was a significant difference in speaking performance between students who were taught using the Engage Study Activate (ESA) technique and those who were not. The result of independent sample t-test was found that $t_{obtained}$ 3.174 was higher than t_{table} 1.999. Since

H₀ was rejected and H_a was accepted, students who were taught using the Engage Study Activate (ESA) technique strengthened their speaking substantially more than those who were not.

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