

**USING ESA (ENGAGE, STUDY, ACTIVATE) METHOD
FOR IMPROVING STUDENTS' SPEAKING ABILITY
AT JUNIOR HIGH SCHOOL**

PAPER

*Submitted as a Partial Fulfillment of the Requirement to Obtain
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ABSTRACT

Fithria, Mega. 2019. “Using ESA (Engage, Study, Activate) Method For Improving Students’ Speaking Ability At Junior High School”. *Paper*. Padang: English Department. Faculty Of Languages And Arts. Universitas Negeri Padang.

This paper aims to explain about how to improve students’ ability in speaking at Junior High School by using ESA (Engage, Study, Activate) method. ESA method can be implemented firstly; the teacher arouses students’ interest and *engages* the students in learning process. Secondly, the students will *study* any aspect of language such as grammar, vocabulary and pronunciation. Finally, they try to *activate* what they have learned by doing exercises or activities. In this paper, the writer focuses on asking and giving opinion. From the discussion, the writer hopes this method can motivate student to study and speak in English and gives students the chance to practice speaking English like they are doing in their daily life. The students also can improve their speaking ability especially in asking and giving opinion.

Keywords: *Speaking, ESA method, junior high school students*

ABSTRAK

Fithria, Mega. 2019. “Using ESA (Engage, Study, Activate) Method For Improving Students’ Speaking Ability At Junior High School”. *Paper*. Padang: Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Makalah ini bertujuan untuk menjelaskan bagaimana memperbaiki kemampuan berbicara siswa di Sekolah Menengah Pertama dengan menggunakan metode *ESA (Engage, Study, Activate)*. Metode *ESA* bisa di implementasikan pertama; guru membangkitkan ketertarikan siswa and *engage* perhatian siswa dalam proses pembelajaran. Kedua, siswa akan *study* aspek-aspek bahasa seperti tatabahasa, kosakata, dan cara pengucapan. Akhirnya, siswa *activate* apa yang telah dipelajarinya dengan mengerjakan latihan-latihan. Di dalam makalah ini, penulis memfokuskan kepada *asking and giving opinion*. Berdasarkan pembahasan, penulis mengharapkan metode ini bisa memotivasi siswa untuk belajar dan berbicara bahasa Inggris dan memberikan siswa kesempatan untuk berlatih berbicara bahasa Inggris seperti yang mereka lakukan di kehidupan sehari-hari. Siswa juga bisa memperbaiki kemampuan berbicara mereka terutama dalam menanyakan dan memberikan pendapat.

Kata kunci: *Berbicara, metode ESA, siswa Sekolah Menengah Pertama*

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Padang, February 2019

The Writer

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CHAPTER I INTRODUCTION

A. Background of The Problem

Speaking is one of four language skills in English besides listening, reading, and writing. It is the process of how people communicate their messages by using verbal and non-verbal symbol in certain settings (Chaney in Kayi, 2006). Through speaking, people are able to convey information or express their thoughts and feeling to others in spoken language. Similarly, Putra, Ratmanida, and Narius (2018) says that speaking refers to a language skill that used to communicate and convey the thought or ideas to others. So, speaking is the language skill that is used to share information or express thoughts, feelings, and ideas to others in spoken language.

In almost any setting, speaking is the most frequently used compared with other language skills, called writing and reading. Most people tend to speak more. As Rivers (in Imane, 2016, p. 4) says that in communicating, speaking is used twice as much as reading and writing. It is because speaking used in most daily interactions and transaction to get the goals in human relationship. In other words, speaking is mostly used as a tool which students can communicate with others to express their ideas, response questions, and share information (Siska, Mukhaiyar, and Ratmanida, 2018). That is why speaking is one of crucial parts in English that should be mastered by students.

Realizing the importance of mastering speaking English, Indonesian government decided speaking English should be taught and learned through

educational school or institution, especially in secondary school such as Junior High School and Senior High School. In Junior High School, the students should be able to master some daily conversation in English such as expression of greeting and expression of asking and giving opinion. Therefore, students should be able to have a good ability in speaking as one of achievement in learning English. Richards (2008, p. 19) says that students assess their learning achievement based on mastery of speaking skills. Thus, it becomes really important for the teacher to improve teaching activity in speaking class and to motivate the students in learning because those can help the students to have a good ability in speaking.

Furthermore, it is obvious that speaking English is not an easy activity in teaching English. The fact shows that the students' performance in speaking activities sometimes far from expectation, especially in Junior High School. Students don't feel confident enough to join a conversation due to some difficulties and as a result, they are quite passive and unwilling to participate actively in speaking class. While Ur (1991, p. 120) says that the successful speaking activities are where the students talk a lot and they are eager to speak. An active speaking activity involves active students to participate and create a life communication. It means that the ideal condition of English speaking class involves the students' participation actively in speaking class. However, it seems a major problem in every English class is to encourage the students to speak up in the classroom.

The students mostly are not confident to share their idea orally and afraid of making mistakes in speaking (Purnawati, 2017). They also feel uncomfortable to speak English because their classmates laugh when they do mistake in speaking English. This problem is supported by Ur (1991, p. 121) that the students are often frustrated to speak in a foreign language in the classroom because they scared of criticism or losing face, or shy of the attention.

Another problem is the students tend to use their mother tongue to speak with the teacher or other students because it is easier than English. They feel unnatural to speak to others in English (Ur, 1991, p. 121).

The other problems come from the teacher. It is often heard that the students are seemingly not engaged in learning English in the classroom. During the learning process, the students are not enthusiastic and interested in joining teaching activities. Based on the writer observation in teaching practice, the students do not enjoy and show low motivation to follow the teaching and learning process because some English teachers' ways is not interesting for them. Ruso (2007) states that most students are not interested when teachers teach them by only lecturing all the time (cited in Widia, 2014). Many students do not have interest toward the lesson.

In Addition, Pratiwi (2014, p. 2) says that teachers still apply traditional method in many speaking class. As a result, teaching activities do not promote interactive session which has a one-way interaction. Similarly, Purnawati (2017) states that the teachers tend to apply the conventional and monotonous strategy in presenting speaking materials because they lack of variety ways in activating

their students in oral production. This gives negative attitudes for students toward English and makes students feel unmotivated, bored, and frustrated.

Therefore, it is needed for the teacher to use teaching method that can be used to encourage and motivate students to speak in the classroom as they speak outside classroom. As Wallace, Stariha and Walberg (2004) state, teachers should provide the opportunity for students to practice their speaking skills in the classroom. There are many methods that can be used to increase students' motivation and engagement in the classroom. One of the methods maybe possible can be used is ESA method.

ESA method is a method that developed by Harmer (1998) to arise the students' interest to study. ESA derived from Engage, Study, Activate. In this method, teachers try to get students' interested and engaged. Then, they study something, and then they try to activate what they have study into production.

There are some reasons why ESA method is chosen in increasing students' speaking ability. First, Engage, Study, and Active method is a method can motivate student to study. It gives student the chance to practice English like they are doing in their daily life. Second, this method is an effective way for students and the teacher to assess whether the teaching and learning process is success or not (Robertson and Acklam, 2000).

This method has been conducted by several researchers such as, Ayiz (2014); Iinawati, Sudarsono, and Regina (2016); Khoshsima and Shokri (2017); Shokri (2017); Hidayah and Harjali (2017).

Based on the study conducted by Ayiz (2014), it is found that the students engaged during the teaching and learning process. While the study conducted by Ilinawati, Sudarsono, and Regina (2016) found that ESA helped the students in the speaking process in term of job interview performances. In study conducted by Khoshsima and Shokri (2017) found that this technique is quite influential in the development of speaking proficiency of EFL learners. Hidayah and Harjali (2017) did the implementation of ESA method towards Senior High School students. However, this paper only focuses on teaching speaking in term asking and giving opinion for junior high school students.

B. Identification of the Problem

Based on the problems above, there are some problems that face by students and teacher at junior high school in speaking learning. First, many students have lack self-confidence to speak English in front of the class. Second, the students keep using their own language (mother tongue). Third, they have low motivation and don't engage to follow the learning process. Fourth, the teachers apply traditional method in teaching speaking.

C. Limitation of The Problem

Based on identification above, the problem will be limited to the teachers' method in teaching speaking for junior high school students by using ESA (Engage, Study, Activate) method.

D. Formulation of The Problem

From the limitation of the problem above, the problem was formulated in following question “How is ESA method used in improving students’ speaking ability to junior high school students?”

E. Purpose of the Paper

The purpose of this paper is to introduce and to explain to the readers about the use of ESA (Engage, Study, Activate) method in improving students’ speaking ability at junior high school.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Speaking is an important skill that should be taught in teaching English for Junior High School because speaking is one of the central elements of communication to express the idea to the others. However, teaching speaking is really challenging for the teachers. It is because the students are not confident and keep using their mother tongue in the classroom. They also have no interest and motivation in speaking class so that the teachers should use an appropriate method to motivate and encourage students in speaking performance.

To overcome these problems, the teachers need to find a method that can make them become interested and motivated in speaking. ESA method can be used as one of the effective method in teaching speaking to EFL students. This method helps teachers to arouse students' interest, curiosity, emotion, and motivate them to express their opinion, knowledge and language orally. Using ESA method in teaching speaking at Junior High School will make the students have motivation and be able to practice speaking English effectively.

B. Suggestion

Based on conclusion above, it is suggested that the teachers should have an effective method to encourage and motivate the students to speak up. That method should be interesting, effective and efficient both for teachers and students. One of the methods that can be used is ESA method. The teachers

can give the students the chance to practice English like they are doing outside the classroom in their real life. By using this method, it helps the students enjoy and have motivation in speaking.

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