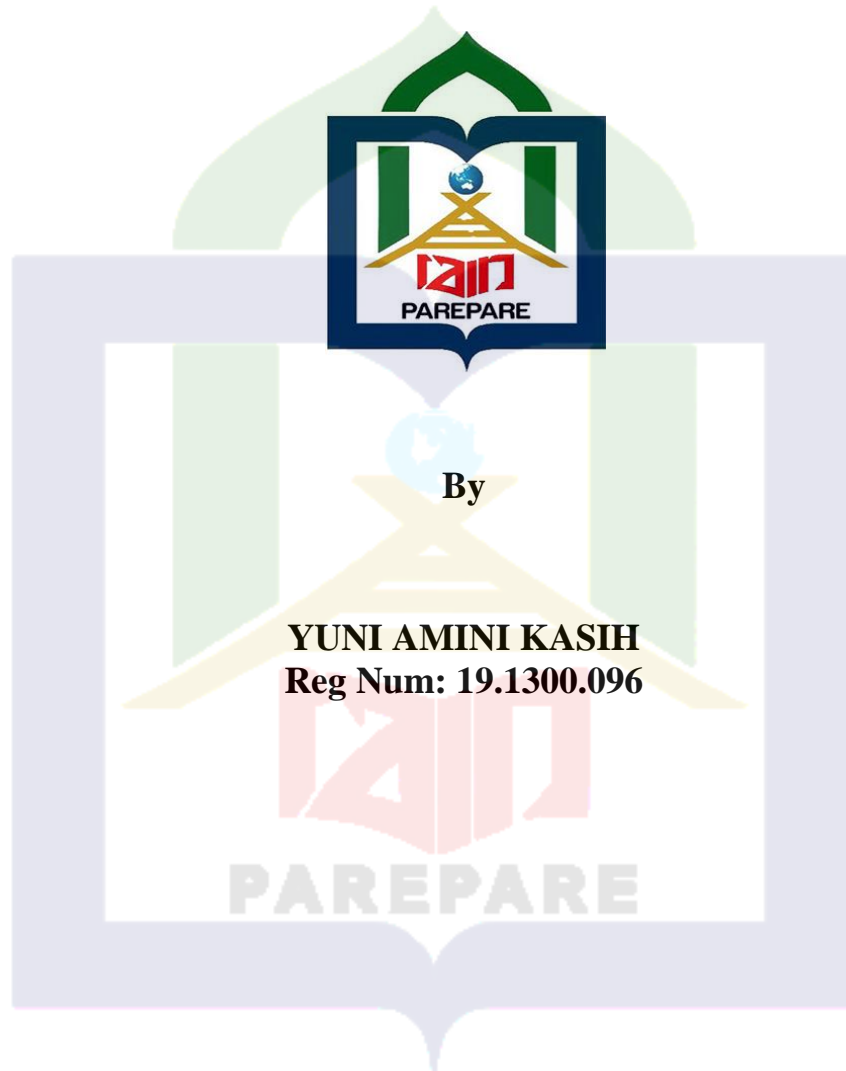


**A THESIS**  
**USING ESA (ENGAGE, STUDY, ACTIVATE) METHOD**  
**IN TEACHING SPEAKING AT**  
**SMAN 1 PAREPARE**



**By**

**YUNI AMINI KASIH**  
**Reg Num: 19.1300.096**

**ENGLISH EDUCATION PROGRAM**  
**TARBIYAH FACULTY**  
**STATE ISLAMIC INSTITUTE (IAIN)**  
**PAREPARE**

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic  
Institute of Parepare in Partial of Fulfilment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd.)

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**to**

**ENGLISH EDUCATION PROGRAM  
TARBIYAH FACULTY  
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PAREPARE**

**2023**

## SUPERVISORY COMMISSION APPROVAL

Thesis Title : Using ESA (Engage, Study, Activate) Method  
in Teaching Speaking at SMAN 1 Parepare

Student Name : Yuni Amini Kasih

Student Reg. Number : 19.1300.096

Study Program : English Education

Faculty : Tarbiyah

Basis for Supervisor Determination : Dean of the Faculty of Tarbiyah Decree  
Nomor : 4062 Tahun 2022

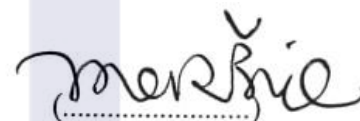
Approved By:

Principal Supervisor : Dr. Arqam, M.Pd.

NIP : 19740329 200212 1 001

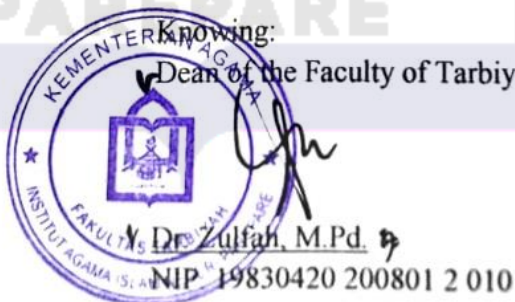
Co-Advisor : Nurul Hasanah, M.Pd.

NIP : 19910702 202012 2 022



Knowing:

Dean of the Faculty of Tarbiyah



## APPROVAL OF THE EXAMINING COMMISSION

Thesis Title : Using ESA (Engage, Study, Activate) Method in Teaching Speaking at SMAN 1 Parepare

Student Name : Yuni Amini Kasih

Student Reg. Number : 19.1300.096

Study Program : English Education

Faculty : Tarbiyah

Basis for Assigning Examiners : B.4782/In.39/FTAR.01/PP.00.9/11/2023

Date of Graduation : December 23<sup>rd</sup>, 2023

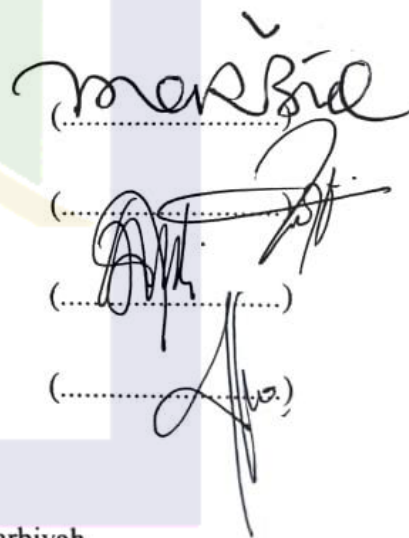
Approved By:

Dr. Arqam, M.Pd. (Chair)

Nurul Hasanah, M.Pd. (Secretary)

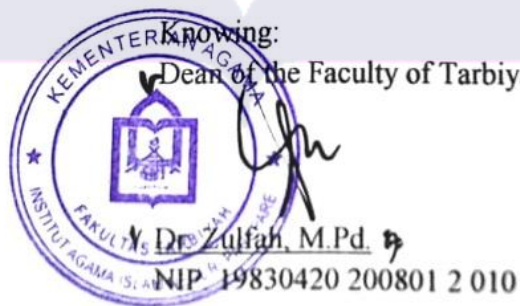
Hj. Nurhamdah, S.Ag., M.Pd. (Member)

Kalsum, M.Pd. (Member)



Knowing:

Dean of the Faculty of Tarbiyah



Dr. Zulfah, M.Pd.  
NIP 19830420 200801 2 010

## ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ وَعَلَى آلِهِ  
وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

In the name of Allah, The Beneficent and The Merciful

Alhamdulillah Rabbil Alamin. First of all, the writer would like to express his gratefulness to the lord Allah swt. The highest and the master of the universe while the creator of the everything in this world who still lend the writer good health, blessing, mercy so he can finish this thesis. Salam and Salawat Strongly Agree be sent to the prophet Muhammad saw. Peace be upon him. Who has guided us from uneducated person to be educated person.

This wonderful time, the writer wants to thank a lot to all people who have supported and helped her in finishing her thesis as effective as he can. She realizes that without their support and help, She could not be able to finish this "Thesis". This opportunity, the writer would like to express very especial thanks to his beloved parents namely his father Iskandar absi and his mother is Rosnaini d family who have given an endless love, advice, support and praying to be success students ever.

Her high appreciation and profusely sincere thanks are due to Dr. Arqam, M.Pd as first consultant and Nurul Hasanah M.Pd as second consultant who have patiently guided and given their construction suggestion, motivation and correction to the writer for finishing this thesis.

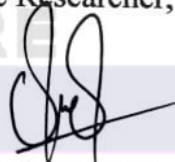
Another side, the writer would also deliver special thanks to:

1. Prof. Dr. Hannani, M.Ag. as the Rector of IAIN Parepare who has worked hard to manage education at IAIN Parepare
2. Dr. Zulfah, M.Pd. as the Dean of Tarbiyah Faculty IAIN Parepare, who has arranged a positive education for the students in the Faculty of Tarbiyah and also allowed the writer to research in this Tarbiyah Faculty.
3. Dr. Arqam, M.Pd. as the Chairman of English Program for the fabulous serving to the students.
4. All lecturers of English Program who have already taught him during her study in IAIN Parepare.
5. The staff of Tarbiyah Faculty who has worked hard in order to complete the administration for this research.

Finally, the writer realized that this thesis cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for him to get critiques and suggestion to make this thesis better. Hopefully, this thesis will be useful for all of us and for the development of English teaching and learning, Aamiin.

Parepare, January 3<sup>rd</sup>, 2024  
23 Jumadil Akhir 1445 H

The Researcher,



Yuni Amini Kasih  
Reg Num. 19.1300.096

## DECLARATION OF THE RESEARCH AUTHENTICITY

The writer who signed the declaration bellow:

Name : Yuni Amini Kasih  
NIM : 19.1300.096  
Birthday date and place : 04 June 2000  
Study program : English Education Program  
Faculty : Tarbiyah of Faculty  
Thesis Title : Using ESA ( Engage, Study, Activate) Method in  
Teaching Speaking at SMAN 1 Parepare

Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

Parepare, January 3<sup>rd</sup>, 2024  
23 Jumadil Akhir 1445 H

The Researcher,



Yuni Amini Kasih  
Reg Num. 19.1300.096



## ABSTRACT

**Yuni Amini Kasih.** *Using ESA (Engage, Study, Activate) Method in Teaching Speaking at SMAN 1 Parepare* (Supervised by Arqam and Nurul Hasanah)

ESA (Engage, Study, Activate) is a teaching method commonly used in language classrooms to promote active learning and improve language proficiency. It is a structured approach that involves three distinct stages: Engage, Study, and Activate. The purpose of this research is to know whether the use of ESA (Engage, Study, Activate) method able to improve the students' speaking Ability at SMAN 1 Parepare.

This research was an Experiment research with pre-experiment design. It took 30 students' as the sample of the research using cluster random sampling. There were 6 meetings including pretest, treatment and posttest. The test were the research instrument. The data analysis used automatic calculation by SPSS version 26.

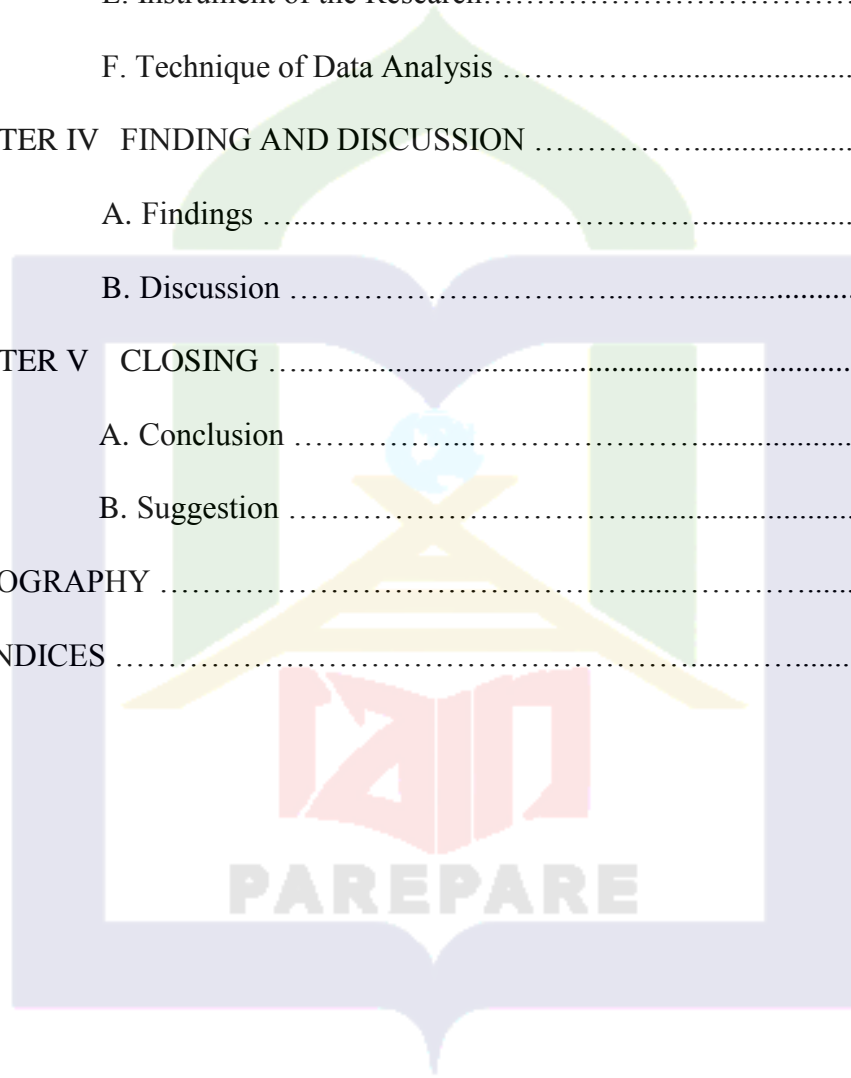
The result showed that the use of ESA (Engage, Study, Activate) was able to improve the students' speaking ability at SMAN 1 Parepare. It was proved by the significant improvement of the students' score at test in pretest students get 52.00 as fair and posttest get 72.67 as Good. The result of T Test that obtained t value  $3.789 > 2,645$  which the null hypothesis was rejected and the *ha hypothesis* was accepted. So, there is an Improvement of students' speaking Ability using ESA (Engage, Study, Activate) at SMAN 1 Parepare.

**Keyword:** ESA, *Teaching Speaking, SMAN 1 Parepare*

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## CHAPTER I INTRODUCTION

### A. Background

Teaching speaking is important for schools curriculum. It refers on teaching to guiding and facilitating learning, enabling the learners to learn and setting the condition for learning. Teaching is an interaction between teacher and students in many cultures. Teachers need to prepare the students to enable them to speak or to communicate with others.<sup>1</sup>

Students' practice speaking continuously. It begins from the school, Indonesian students start studying English as a foreign language. There are many ways for the teachers to teach speaking skill to their students. Speaking English is one of the goals of learning English in SMA (Sekolah Menengah Atas). It Claim, "*Language is sound contextualized*". When ones learn language, listening comes first, than speaking. Later, the teacher needs to give motoric training to enable student to speak well, fluently and correctly. There are factors that may support the learning success. The students' personalities may play a large role in determining how quickly and how correctly they will accomplish this goal.

The students study the teaching material and then activate it by putting it into production. This strategy allows the students to learn and to practice dialogs with partners. It activates students to take parts in all class activities and supports the students to be confident in the job interview performances.

Speaking is one of English skills which is taught at SMA 1 Parepare. Referring to SMA 1 Parepare syllabus for english subject, the basic competence

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<sup>1</sup> H. Douglas Brown. *Teaching By Principles: An Interactive Approach To Language Pedagogy*. (Sanfransisco State University:Longman, 2016). p. 266.

that students need to master includes detailing materials. speaking as an interactive, social and situation activity. It mention that spoken language is affected by the context and the purpose of the communication and by the audience to whom it is addressed; about why and when people alternate between.

Based on the observation which did by the researcher, many students still find troubel in performing speaking English subject at class. It fact from the condition of the class interaction, students' mostly read the text and translate the text in speaking activities. Students' also did not speak bbased on their comprehension, they only read the text without any improvment from theirselves. The researcher observed class interaction during learning English. Many activities at class which not develop the students speaking performing. The teacher just teach about how to speak and pronouncing some english word without practice more. This problem impact the students' interestt in learning. Many students' showed low interest based on their gesture at class during class.

Therefore, in order to solve the problem, a teaching strategy called ESA (Engage, Study, and Activate) will be studied in an Experiment. Harmer states that one of the teaching sequences takes the students in a straight line, the teacher gets the class interested and engaged. The students study the teaching material and then activate it by putting it into production. This strategy allows the students to learn and to practice dialogs with partners. It activates students to take parts in all class activities and supports the students to be confident in the job interview performances. An Experiment research is designed to encourage learners to be active in the classroom discussion, then to solve their speaking problem in classroom by using the ESA Strategy.



Harmer states that one of the teaching sequences takes the students in a straight line, the teacher gets the class interested and engaged. The students study the teaching material and then activate it by putting it into production. This strategy allows the students to learn and to practice dialogs with partners. It activates students to take parts in all class activities and supports the students to be confident in the job interview performances.<sup>2</sup>

Based on the previous explanation, the researcher conducts the research under the title “*The Teaching Collaboration by Using Esa (Engage, Study, Activate) Method in Teaching Speaking Ability at SMAN 1 Parepare*”

## **B. Research Questions**

Based on the background, the following is research question: Is the using of ESA (Engage, Study, Activate) Method able to improve the students’ speaking Ability at SMAN 1 Parepare?

## **C. Objectives of the Research**

The researcher formulates the objective of the research is to know whether the use of ESA (Engage, Study, Activate) method able to improve the students’ speaking Ability at SMAN 1 Parepare.

## **D. Significances of the Research**

This result of research is expected to provide useful contribution for teacher, students and further research, it can be explained as below:

### 1. Teachers’

This research hopes this research of collaboration may give beneficent for the teacher because it can give information about the students speaking ability.

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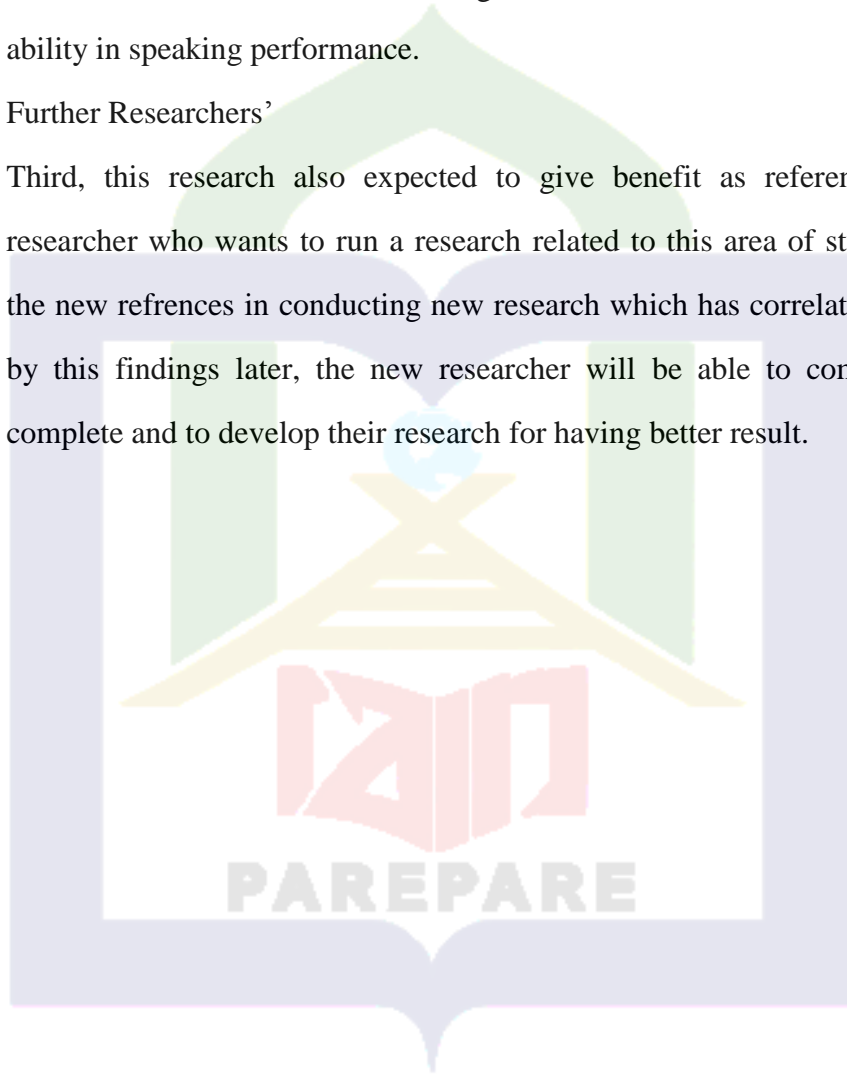
<sup>2</sup> Harmer, J. *The Practice of English Language Teaching: Third Edition*.(Essex: Pearson Education Ltd, 2016)

## 2. Students'

This research may give significant for the students, this research analysis design may give another result findings which students in learning speaking materials and also this research can give more information about the students ability in speaking performance.

## 3. Further Researchers'

Third, this research also expected to give benefit as referenced for the researcher who wants to run a research related to this area of study used for the new references in conducting new research which has correlation research, by this findings later, the new researcher will be able to comprehend, to complete and to develop their research for having better result.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Findings

This previous research explained which related to inductive approach and what they found is shown in the following:

1. First study is from Sudarsono with the title “*ESA (Engage, Study, Activate) to Improve Teaching Speaking on Job Interview*”.<sup>3</sup> This study is about improving the teaching of speaking by applying ESA strategy to the students of SMK Nusantara in Academic Year 2015/2016. It was a classroom action research (CAR) and involved the Year – 11 students of SMK Nusantara Indah. They consisted of 24 students who were poor at speaking. The improvement of the teaching learning process was based on the improvement of teaching learning behaviour in the classroom. The change of behaviour was notified from the classroom observation, field notes and interview which were discussed with the collaborator in the reflection stage. ESA strategy was found out helpful to improve the teaching speaking for Year. The students could speak and interview intensively by using ESA strategy. An intensive speaking performance is related to the production of short stretches of oral language to demonstrate the competence such as grammatical, phrasal, lexical, or phonological relationship. The researcher assumed that the teaching speaking on job interview to Year - 11 students of SMK Nusantara Indah Sintang improved by using ESA strategy.

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<sup>3</sup> Sudarsono , “*Esa (Engage, Study, Activate) to Improve Teaching Speaking on Job Interview*”, (Thesis:Repository Untan, akses jurnal.untan.ac.id)

2. Second research is from Liliana with title of “*Applying Esa (Engage, Study, Activate) Strategy to Improve Students' Speaking Ability at STKIP Persada Khatulistiwa Sintang*”.<sup>4</sup> This study was about improving the teaching of speaking by applying ESA strategy to the students of English study program at STKIP Persada Khatulistiwa Sintang in Academic Year 2017/2018. It was a classroom action research (CAR) and involved the first year students of English language study program. They were poor at speaking. The result of this research showed that ESA strategy succeeded improving the teaching speaking. The mean score was 71,67 in the first cycle and 80,28 in the second cycle. The improvement of the teaching learning process was based on the improvement of teaching learning behavior in the classroom. The change of behavior was notified from the classroom observation, field notes and interview which were discussed with the collaborator in the reflection stage. ESA strategy was found out helpful to improve students speaking ability.
2. Third research is from Azizah with the title of “*The Effects of Engage, Study, Activate (ESA) Method on 10 Year Students' English-Speaking Ability*”.<sup>5</sup> The result of this research proved that there was a significant difference between students' scores before treatment and students' scores after treatment. The students' speaking ability after the implementation of ESA is increased or getting better than before the implementation of the ESA Method. It can be seen from the mean score, the mean score of students' pre-tests was 61.64,0020 and it was lower than the mean score of post-tests (74.73). The

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<sup>4</sup> Liliana, “*Applying Esa (Engage, Study, Activate) Strategy to Improve Students' Speaking Ability*,” (Jurnal Ilmu Ilmiah Pendidikan: Vol 9, No 1, 2021 p.01-81)

<sup>5</sup> Azizah, “*The Effects of Engage, Study, Activate (ESA) Method on 10 Year Students' English-Speaking Ability*” (Jurnal of Excellent of Education Program, Vol 1, No 2, April 2020)

significant value of this research (0.000) was smaller than the significant level (0.05). It can be concluded that the use of the ESA method affects students' speaking ability in terms of accuracy and fluency at the tenth-grade students of SMAN 3 Makassar.

The clear information, it is shown in the following table:

Table 2.1 The Current and Previous Research comparison

No	Author & Tittle	Year	Method	Location
1	Sudarsono "ESA (Engage, Study, Activate) to Improve Teaching Speaking on Job Interview"	2019	CAR (Classroom Action Research)	SMK Nusantara Indah
2	Liliana "Applying Esa (Engage, Study, Activate) Strategy to Improve Students' Speaking Ability"	2021	CAR (Classroom Action Research)	STKIP Persada Khatulistiwa Sintang
3	Azizah "The Effects of Engage, Study, Activate (ESA) Method on 10 Year Students' English-Speaking Ability"	2020	Experiment	SMAN 3 Makassar
4	Recent Researcher "Using ESA (Engage, Study, Activate) Method in Teaching Speaking at SMAN 1 PAREPARE"	2023	Experiment	SMAN 1 PAREPARE

These different study showed that, first research explained about the using of ESA in developing students job interview skill, which second research explained about improving students' in learning behavior for English subject, while the last research explained about 10 years' on students' English

ability. This research focused on students performing in English education of English.

The different between the second previous research and this research is about the using of ESA in speaking ability, the other term from the research location either in this research conducting in SMKN 1 Parepare.

The differentiate between this research and the third previous about one is the variable of effect. The research conduct for identifying students' speaking ability, the research may become the references for the teacher to improve the students speaking ability, emphasize in using ESA as the method for improving speaking. The using of three elements' of engage, study, activate become the focus of research and will be explained in the result of study. First, Engage: this is the point in teaching sequence where teachers try to arouse the students' interest, thus involving their emotions.

## **B. Some Pertinent Ideas**

### **1. Concept of Speaking Ability**

#### **a. Definition of Speaking Ability**

Teaching English in any level, always involves four basic abilities. They are listening, speaking writing and speaking. However, in using English to communicate one another, we often use it orally or speaking, than the other abilities. According to Brown, speaking as a productive ability that can be directly and empirically observed, those observations are invariably colored by

the accuracy and effectiveness of a test-taker's listening ability, which necessarily compromises the reliability and validity of an oral production test.<sup>6</sup>

One expert has different definition of speaking from another. Thornburg states that speaking is an activity in real life that is carried out by speaker to carry out his/ her ideas to interact with listeners. The activities are unplanned and their continuity is based on situations.<sup>7</sup> According to Ladouse, speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.<sup>8</sup> Furthermore, Wilson defines speaking as development of the relationship between speaker and listener. Another definition comes from Cameron. She says that speaking is about making people understand speaker's feeling and ideas by doing an act of communication using language.<sup>9</sup> At the time people produce utterances, they deliver their meanings, feelings, ideas and desires. Brown and Yule point out that the loosely organized syntax, the use of non-specific words and phrases and the use of fillers such as 'well', 'oh', and 'uhuh' make spoken language feel less conceptually dense than other types of language such as expository prose.

Caroline defines that speaking is a basic oral communication among people in society. It is speaking which serves as natural means of

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<sup>6</sup>H. Douglas Brow, *Teaching by Principles: an interactive approach to language pedagogy* (New York: New York: Prentice Hall regents, 2012), p.140

<sup>7</sup>S. Thornbury, *How to Teach Speaking* (London: Longman, 2015), p.20.

<sup>8</sup>Nunan, *Research Methods in Language Learning* (Cambridge: Cambridge University Press, 2015), p.23.

<sup>9</sup>Cameron, *Teaching Languages to Young Learners* (Cambridge: Cambridge University Press, 2011), p.40.

communication of the members of the community for both expression of thought and form a social behavior.<sup>10</sup> Additionally, Kayi says that speaking is the process of building and sharing meaning through the use of verbal and non-verbal in variety of context.

Speaking is the process of constructing meaning, giving and receiving information that occurs between two peoples or more. Based on Tarigan, speaking is a language ability that is developed in child life, which is produced by listening ability, and at the period speaking ability is learned.<sup>11</sup> Meanwhile, speaking is one of English ability that very important and must be involved in teaching and learning. The students have to learn speaking in order to build their self-confidence and having good conversation with other by using English.

Keith and Morrow, speaking ability is an activity to produce utterances in oral communication, this activity is involving two or more people, in which the participants are both speaker and hearer have to react in what they hear and make their contribution of high speed, so that each participant has an intention or a set of intentions that he want.<sup>12</sup>

Based on the explanation above, the researcher concludes that speaking needs more practices because there is not only meaning to speak fluently but also to use the grammatical rules and vocabularies. Harmer.

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<sup>10</sup>Caroline, *Practical English Language Teaching Young Learners* (New York: Mc. Graw-Hill, 2013), p.45.

<sup>11</sup>H. Guntur Tarigan, *Prinsip-prinsip Dasar Metode Riset Pengajaran dan Pembelajaran Bahasa* (Bandung: Angkasa, 2020), p.3-4.

<sup>12</sup>Keith, Morrow, “*Influence of Simulation Game*”<http://mahmud09-action.blogspot.com/2011/10/influence-of-simulation-game-towrds.htm>. Accessed on May 7<sup>th</sup>, 2018.



There are three basic reasons for getting students to speak in the classroom. Firstly, speaking activities provide rehearsal opportunities or chances to practice real life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all the languages they know provide feedback for both teacher and students. Finally, the more students have opportunities to active the various elements of language they have stored in their brains, the more automatic their use of these elements become. This means that they will be able to use words and phrase fluently without very much conscious thought.

b. Functions of Speaking

Speaking is very important, especially in daily communication. People are recognized that they are educated from the way and what they are speaking. When speaking, someone has to know what to speak and understand the ideas of what they are talking about.

Harmer states that through speaking, the students will understand ideas, opinions and information from other people. Moreover, Brown and Yule made a useful distinction between the interactional functions of speaking, in which it serves to establish and maintain social relations, and the transactional functions, which focus on the exchange of information.<sup>13</sup>

c. Indicators of Speaking Ability

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<sup>13</sup> Richards, *Teaching Listening and Speaking from Theory to Practice* (Cambridge: Cambridge University Press, 2018), p.20.

Speaking is a complex ability requiring the simultaneous use a number of different abilities, which often develop at the different rates. Either four or four components are generally recognized in analyzing the speech process.

1) Pronunciation

As stated by Hammer, if students want to be able speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. The speaker must be able to articulate the words, and create the physical sounds patterns, the basic units of meaning. At the level of word pronunciation, second language learners regularly have problems distinguishing between sounds in the new language that do not exist in languages they already know.

2) Vocabulary

As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

3) Fluency

In simple terms, fluency is the ability to talk freely without too much stopping or hesitating. Meanwhile, according to Gower et-al, fluency can be thought of as ‘the ability to keep going speaking spontaneously’. When speaking fluently students should be able to get the

message across with whatever resources and abilities they have got, regardless of grammatical and other mistakes.<sup>14</sup>

#### d. Types of Speaking

Speaking should be taught through communicative activities. Teachers should find the appropriate activities which can encourage students to get involved actively in the activities. Being involved in the classroom activities as well as being able to communicate with other students can increase their motivation in learning English. According to Brown, the following are types of classroom speaking performance:

##### 1) Imitative Drills

Learners an opportunity to listen and to orally repeat certain strings of language that may pose some linguistic difficulty – either phonological or grammatical. Drills offer limited practice through repetition. They allow one to focus on one element of the language in a controlled activity.

##### 2) Intensive

Intensive speaking goes one step beyond imitative activities to include any speaking performance that is designed to master some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form parts of some pair work activity, where learners are going over certain forms of language.

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<sup>14</sup>H. Douglas Brown. *Teaching By Principles: An Interactive Approach To Language Pedagogy*. (Sanfransisco State University:Longman, 2016). p. 266.

### 3) Responsive

Good deal of students' speech in the classroom is responsive: short replies to the teacher – or student-initiated questions or comments. The replies are usually sufficient and do not extend into dialogues. Such replies can be meaningful and authentic. This type of speaking will be researched as the material of this research in depth.

### 4) Transactional

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language. Conversation, for example, may have more of a negotiate nature to them than responsive speech does.<sup>15</sup>

Based on the explanation above, this research will focus on transactional speaking, this research will conduct for conveying or exchanging specific information from the speaker to the opposite.

### e. Teaching Speaking

One of the abilities learned in language learning is speaking. Having the ability to speak is considered as the successful of language learning. The reason is because speaking may need courageous for language learners. It takes courageous because speaking is not only producing sounds, but it needs the knowledge of how to pronounce, to deliver meaning, and to turn ideas into words. Speaking has some sub-abilities and it also may become essential for learners in language learning.

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<sup>15</sup> H. Douglas Brown. *Teaching By Principles: An Interactive Approach To Language Pedagogy*. (Sanfransisco State University:Longman, 2016). p. 266.

Hughes stated that “Speaking is not a discrete ability.” It cannot stand alone because some complex activities or sub-abilities such as vocabulary mastery, grammar competence, comprehension, inputs of language, phonology, and pronunciation is included.<sup>16</sup>

People speak using words in which the words have meaning that the speakers have to choose and use them appropriately and of course this activity needs a ability in choosing and using the proper ones. Not only does the word order that people should notice, but the knowledge of how to pronounce words is also should be noticed in speaking. The reason of why pronunciation should be noticed because in speaking in foreign and second language the written form and the pronunciation are far different. Those sub-abilities are merely needed for successful of communication activities.

Speaking, according to Bygate in Nunan that speaking is typically reciprocal: interlocutors are normally all able to contribute simultaneously to the discourse, and to respond immediately to the each other’s contributions.<sup>17</sup> The brief explanation about speaking above inspires the writer that in speaking, speakers produce language which has meaning in order to express some ideas or thoughts. In other words, people speak in order to express their ideas and in order to give information to who they talk to. This means that speakers need listeners to keep the conversation going.

Speakers and listeners are interchangeable in their roles. Incommunicative activities, speakers are listeners at the same time because

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<sup>16</sup> Hughes, Rebecca.. *Teaching and Researching Speaking* (Harlow: Pearson Education. 2012)

<sup>17</sup> Nunan, David & Ronald, Carter. *The Cambridge Guide to Teaching English to Speakers of other Languages*. (Cambridge: Cambridge University Press. 2011)

speakers need listeners to listen what they are saying and listeners need spoken language from the speakers to be listened to or to be reacted to what they have heard. When speakers and listeners do their roles in conversation, the conversation will keep going on. This is because listening and speaking are interconnected in which the listener listen to the speaker and make a reaction. Therefore, the comprehension of listening is a way to the listener and the speaker keeps going on a conversation.

Speaking may essential for learners. Horwitz stated that speaking is the hallmark of second language learning. Although some learners may have personal goals for language learning that do not include speaking, most educators accept speaking as an essential goal of language learning and teaching.<sup>18</sup>

Speaking becomes essential because it is the ability which people can see directly that the learners of a language are succeed. People may judge that the successful of language learning is when the learners can produce the language they are learning. Like what stated that in many contexts, speaking is a ability upon which person is judged 'at face value'. In other words, people may sometimes make judgment about language competence from speaking ability rather than any other ability. Moreover, one of the main sources of evidence of language competency is the ability to speak the language you are learning. Therefore, speaking can be a direct judgment for language learners,

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<sup>18</sup> Horwitz, Eliane K. *Becoming A Language Teacher (A practical Guide to SecondLanguage Learning and Teaching)*. (Boston: Pearson Education Inc. 2013)

because speaking performance can define the knowledge of the speakers in using the language.

The ability of speaking refers to the students' ability to express mind or feeling orally. Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important ability they can acquire, and they assess their progress in term of their accomplishments in spoken communication. They often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

Oral ability have hardly been neglected in EFL/ESL courses (witness the huge number of conversation and other speaking course book in the market), thought how best to approach the teaching of oral abilities has long been the focus of strategy logical debate. Her and textbooks make use of a variety of approaches, ranging from direct approaches focusing on specific features of oral interaction.

The term of teaching can be understood by several points of view. Generally, teaching means the action of someone who teaches to let the learner to know certain knowledge or ability, in certain setting of learning and teaching. According to Brown that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.<sup>19</sup> Teaching

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<sup>19</sup>Brown, D. H..*Principles of Language Learning & Teaching*. (4th ed.),. (Longman, New York. 2010)

needs to be seen as a process, includes someone who teaches, has the learner, the material, and also the setting. Which all of the components needed in teaching have to be maximized to achieve what it is referred to effective teaching.

Teaching in educational psychology can be seen as both art and science. Teaching is linked to both science and art.<sup>20</sup> In terms of art, abilityful, experienced practice contributes to effective teaching. In terms of science, information from psychological research can provide valuable ideas.

There are two main ideas that the researcher wants to emphasize from the statement above, effective teaching and provide valuable ideas. To achieve effective teaching, the teacher should namely providing ability, experience, knowledge, and certain information to themselves to be able to guide and facilitate learner.

According to Brown and G.Yule explain that in teaching speaking the teacher helps their students develop for real life communication situation. They help their students develop the ability to produce grammatically correct, logically connected sentence that are appropriate to specific context and to do so using acceptable (that is, comprehensible) pronunciation.<sup>21</sup>

One of the primary concerns of improving speaking English is to involve students consciously in their own learning process as they work to improve their spoken English. The purpose of teaching speaking is to help the students to accomplish four things:

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<sup>20</sup>Sanjaya, Wina. *Strategi pembelajaran berorientasi standar proses pendidikan*. (Jakarta: Kencana Prenada Media Group. 2017)

<sup>21</sup>Yule, George dan Brown..*Discourse Analysis*. (Jakarta : Gamedia.2010)



1. To improve self-confidence in speaking and listening to English.
2. To improve intelligibility in speaking and listening to speaking English.
3. To improve fluency in speaking English.
4. To improve accuracy in speaking English.

From the explanation from the experts above, the researcher concluded that teaching speaking is the action of facilitating the learning process of the students with various strategies to be able to be said as successful learning.

In teaching speaking, it is then become important to know the characteristic of spoken language that can influence some element of speaking. According to Brown there are some characteristics of spoken language can make oral performance becomes easy or difficult:<sup>22</sup>

1. Clustering, fluent speech is phrasal, not by word. Learner can organize their output both cognitively and physically (in beat groups) through such clustering.
2. Redundancy, the speaker has opportunity to make meaning clear through the redundancy of language. Learners can capitalize of this feature of spoken language.
3. Reduced Forms, contractions, elisions, reduced vowel, etc. All from special problem in teaching speaking English.
4. Performance variables, one of the advantages of spoken language is that a process of thinking as you speak allows you to manifest certain number of performance hesitations, pauses backtracking, and corrections. Learners can actually be taught how to pause and hesitate.

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<sup>22</sup> Brown, H. Douglas, *Language Assessment Principle and Classroom Practice* (California: Longman.2013)

5. Colloquial language, make sure your students are reasonably well acquainted with the words, idioms, and phrases colloquial language and they get practice in producing these forms.
6. Rate of delivery, another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.
7. Stress, rhythm, and intonation, this is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.
8. Interaction, learning to produce waves of language in a vacuum without interlocutor would rob speaking ability of its richest component the creativity of conversational negotiation.

In Teaching speaking is also becomes important to know what exactly the goal of teaching speaking itself. When teaching speaking is meant to be communicative, fluency and accuracy are the most being concerned features.

According to Richards fluency and accuracy are as follow: <sup>23</sup>

1. Fluency is the features which give speech the qualities of being natural and normal, including native like use of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections and interruptions. In second and foreign language teaching, fluency describes a level of proficiency in communication, which includes:

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<sup>23</sup> Richards, Jack C. *Teaching Listening and Speaking From Theory to Practice* (New York: Cambridge university press.2018)

- a. The ability to produce written and/or spoken language with ease, the ability to speak with a good but not necessarily perfect command of intonation, vocabulary, and grammar.
  - c. The ability to communicate ideas effectively.
2. Accuracy refers to produce grammatically correct sentences but may not include the ability to speak or write fluently. As it is explained above, both fluency and accuracy seems to be contrasted to each other, yet in teaching speaking fluency and accuracy have to be taught at the same time.

Based on the explanation above, the researcher concludes that elements of speaking are consist of both strategies and goals. The strategies are related to the linguistic competence, such as pronunciation, grammar and vocabulary. Meanwhile, the goals of speaking will influence the speaking fluency and accuracy.

#### f. Principle for Designing Speaking Techniques

Brown stated that there are several principles for designing speaking techniques.<sup>24</sup> They will be mentioned below:

- 1) Using techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based focus on interaction, meaning, and fluency. Based on the statements, those means that the techniques designed to help students to perceive and use the building blocks of language.

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<sup>24</sup>H.Douglas Brown, *Teaching by principle: an interactive approach language pedagogy*. Englewood (Cliffs, NJ. Prentice: Hall regents, 2016) p.275.

- 2) Providing intrinsically motivating techniques. In this term, the teacher try to appeal to students' ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be.
- 3) Encouraging the use of authentic language in meaningful context. It takes energy and creativity to devise authentic contexts and meaningful interaction. The teacher can use the appropriate material as the resource. Drills techniques also can be structured to provide a sense of authenticity.
- 4) Providing appropriate feedback and correction. The students are commonly get the feedback in the teaching and learning process, in the classroom or beyond the classroom . So, it is important to the teacher to inject the kinds of corrective feedback that appropriate to the moment.
- 5) Capitalizing on the natural link between speaking and listening. Actually, many interactive techniques that involve speaking will also course include listening. Speaking and listening are two abilitys that have relation each other. So, don't lose out on opportunities to integrate these two abilitys.
- 6) Giving students opportunities to initiate oral communication. In this case, the teacher gives opportunities to the students to initiate conversations, to ask questions, to nominate topics, and to change the subject. Those all the part of oral communicative competence that can be initiated by the students.

7) Encouraging the development of speaking strategies. This statement means that the teacher can use any kinds of teaching strategy in the purpose students become aware of, and have a chance to practice.

g. Strategy in Teaching Speaking

The ability of speaking is the language ability that is seen as the evidence and the hallmark of language teaching and learning. Discussing about speaking ability.

Woods stated that Speaking effectively depends very much on the speakers' ability to interact with an interlocutor. Another statement is stated by Linder that the "Communicative competence is measured according to the degree of fluency with the spoken language, but it also includes comprehension of that language in real-life situation." The statements of Woods and Lander, it can be concluded that the ability of speaking is the ability to speak and interact with the interlocutor with fluently and comprehensibly.<sup>25</sup>

In classroom, speaking activities may happen to practice communicative competence. Ur stated some characteristics of a successful speaking activity such as bellow:

1. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seems obvious, but often most time is taken up with teacher talk or pauses.

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<sup>25</sup>Woods, Caroline. *Teaching and Assessing Abilitys in Foreign Languages*. (Cambridge: Cambridge University Press. 2005.)

2. Participation is even. Classroom discussion is not dominated by admonitory of talkative participants: all get chance to speak, and contributions are fairly evenly distributed.
3. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Discussing of strategies in English language teaching, it initially cannot be separated with understanding strategy and approach. According to Richards in language teaching, the theory, philosophy and principles underlying a particular set of teaching practices.<sup>26</sup> Language teaching is sometimes discussed in terms of three related aspects: approach, strategy, and strategy. Different theories about the nature of language and how languages are learned (the approach) imply different ways of teaching language (the strategy), and different strategies make use of different kinds of classroom activity (the strategy).

## **2. Concept of ESA (Engage, Study, Activate)**

### **a. Definition of ESA (Engage, Study, Activate)**

E.S.A developed by Jeremy Harmer is a teaching method which stands for Engage, Study and Activate. They are phases which are presented in a language classroom to help students to learn effectively.<sup>27</sup>

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<sup>26</sup>Richard, J. C., et al.. *Longman Dictionary of Language Teaching and Applied Linguistics*. (Cambridge University. 2012)

<sup>27</sup> Harmer, *J How to teach English*: (Longman, 2001)

ESA : E stand for Engage, S stand Study, Afor Activate

- a. Engage: Teachers will be try to awaken the students interest and engage their emotions.
- b. Study: Activities are carried out to focus on l language or information and how it is constructed.
- c. Activate : exercise are premeditated to the students to use the language as communicatively as they can

States that ESA has three elements. First, Engage: this is the point in teaching sequence where teachers try to arouse the students'' interest, thus involving their emotions. Second, Study: study activities are those where the students asked to focus in on language (or information) and how it is constructed. Third, Activate: this element describes exercise and activities which are designed to get students using language as freely and communicatively'' as they can.

Harmer as quated by yuniarti says that defined states three elements that must be present in the process of learning i.e. Engage, Study, and Activate. Engage is an element of learning process in which the teacher tries to arouse the students'' interest in learning in such a way that it can involve the students'' emotion. Study is the other phase of learning in which the students concentrate on learning the language and on how the language is constructed. The last element is activate. It is the phase in which the learners do the activities or exercises to make the students use the language freely and more communicatively.

Jeremy Harmer says that definition about:<sup>28</sup>

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<sup>28</sup> Jeremy, Harmer *The Practice of English Language Teaching*, (England: Longman, 2013)

1. Engage (E) :We were not engaged emotionally with what was going on; we were not curious, passionate or involved. Yet things are learnt much better if both our minds and our hearts are brought into service. Engagement of this type is one of the vital ingredients for successful learning.
2. Study (S) : Study activities can range from the focus on and practice of a single sound to an investigation of how a writer achieves a particular effect in a long text; from the examination and practice of a verb tense to the study of a transcript of informal speech in order to discuss spoken Style.
3. Activate (A) :This element describes exercises and activities which are designed to get students using language as freely and communicatively as they can We will not be asking them to focus on the use of a particular structure, or to try to use words from a list we give them.

Engage In order to teach student English, the teacher must have the attention of students and involve them emotionally. Student who are involved often perform better and better , behaved. Some activities that engage students include games, stories, music, and picture. These activities can be used to lead into the language content targeted for the lesson.

According to Oxford advance learner's Dictionary of current English communication mean exchange of through, message, or informational by speech, visuals, signal or behavior. Developing interacting skill in the target language.

Study During the part of the lesson , the focus is on language and how it is constructed. New information or a revision of previously information can be included during the time. The teacher can use a variety of style to present the information, focusing on grammar, vocabulary on pronunciation. Style in include



the teacher presenting the material and students learning by working in groups. Written and oral English are included in this segment of the class and the individual learning style presented in lesson three are a major consideration.<sup>29</sup>

**Activate** This phase of ESA refers to the use and practice of the language focus in the study segment of the lesson. Exercises and activities are designed for student to use English in communication, rehearsing what they have learned. Without the activate element, student will have trouble taking their classroom experience into real-world communication. Some, activate activities include role-playing, debating, story of poem writing, and discussions

b. Benefits of using the ESA method

It is of utmost importance that teachers learn the ESA method of teaching. By learning this method, it will help teachers to stay on top of things in an organized manner. It will also help students to learn in a fun and productive way. The engage phase keeps students interested, the study phase helps students to learn, and the activate phase helps put into practice what they have learned. ESA can be structured in any way that is best for the teacher and topic she or he is teaching. The most common structure of ESA is the straight arrow method which starts with an engage stage, then a study stage, and then concludes by activating the students. Teachers can also use a boomerang structure or patchwork structure. All that matters is that the teacher starts off by engaging the students and ends with activating the students. When teachers learn about the ESA method of teaching, it will equip them to be more effective teachers. In turn, making effective students.

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<sup>29</sup> Oxford University. *Oxford Learner's pocket Dictionary*. 4th ed. (United Kingdom: Oxford University Press; 2011)

c. Step Teaching by ESA (Engage, Study, Activate)

Engage Study Activate have the way applied technique in teaching speaking in the classroom, step by step :

- a. Engage :Teachers try to arouse the students' interest and involve their emotions, and teacher show the game, ice breaking for students interest the material about materials.
- b. Study :Teacher explain the material about materials, example of descriptive text such as explain definition about descriptive text, generic structure, language feature of descriptive text, the purpose about descriptive text. Students focus on information or language and how it is constructed. The main focus in this stage is on the construction of language. Practice of sounds, examination and practice of a verb tense, study of a transcript, explanation of grammar and reading a text or vocabulary.
- c. Activate: Teachers give the exercise about descriptive text and practice reading front of the class. students use language and communicate, they get to try out real language use activities: role-plays, debates, discussions and story, presentation.<sup>30</sup>

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<sup>30</sup> Sarigih Rahmadayani. Jurnal " The Effect of ESA (Engage, Study, Activate) Technique the Student's Achievement in Writting Narrative Text" second grade of SMPN Sei Rampah. (2015/2016)

### C. Conceptual Framework

The researcher design the conceptual framework of this research by showing the diagram below:

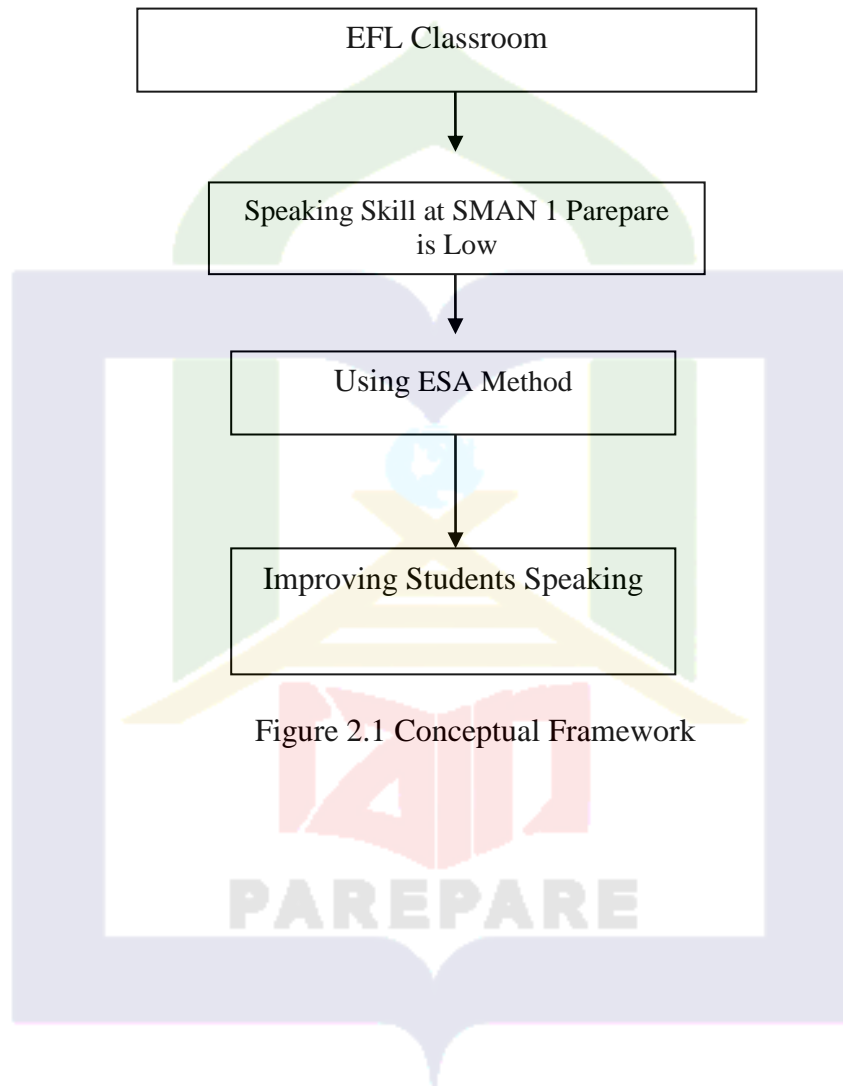


Figure 2.1 Conceptual Framework

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research used pre experimental research design by using pre-test and post-test with quantitative approach, because the researcher want to established possible cause and effect between dependent and independent variable. The researcher is intended to know the the Students' Speaking Ability after using Esa (Engage, Study, Activate) Method at SMAN 1 Parepare.

#### B. Location and duration of the research

The location of the research were in SMAN 1 Parepare. It place in Jl. Matahari No. 3, Mallusetasi, Kec. Ujung, Kota Parepare. This location is chosen because the observation firstly did in this research. South Sulawesi, and the research plan about a month including of analysis data.

#### C. Population and Sample of Research

##### 1. Population

The population of this research were Second Grade of SMAN 1 Parepare, The total of the students as shows in table below:

Table 3.1 Population Research

No	Class	Number Students'
1	XI IPA 1	35
2	XI IPA 2	36
3	XI IPA 3	36
4	XI IPA 4	36
5	XI IPA 5	35
6	XI IPA 6	32

Total	210
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*Sources: Staff at SMAN 1 Parepare*

## 2. Sample

The sample of my research was class XI IPA 1 which total students of 30 students' by purposive sampling because the researcher got the class which all effective to be sample and the sample already proper to become sample.<sup>31</sup>

## D. Procedure of Collecting Data

### 1. Data Collection

First procedure data was data collection was activity which referred to the first step in research, because the data collected used to identify the result of test that have been formulated in this study. In general, there were several methods of data collection techniques, namely:

#### a) Giving Test

The test as a data collection instrument was a series of questions or exercises used to measure the knowledge and students speaking ability,. The test used in this research was test of speaking materials become the main materials.

- 1) **Pre-test** was an activity to test the level of students' knowledge of the material to be delivered, the pre-test was carried out before teaching ESA Method activities begin. Before researcher giving the treatment

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<sup>31</sup> Suharsimi Arikanto, *Dasar Evaluasi Pendidikan*, Edition of Refisi ( Cet. X, Jakarta: Bumi Aksara, 2019), p.245

on the first meeting researcher did pre-test to students' to identify the students speaking ability before the ESA Method.

Step of pre test namely:

1. Researcher did provide the test form.
2. Researcher identify the condition of the students.
3. Researcher spread the test to the students
4. Researcher explained the test form
5. The students answered the test
6. The researcher collect the test result

2) **The post-test** was the test that the researcher after the treatments. Post-test is the final evaluation of their speaking ability about ESA Method which also taught has been gives a post-test in other words whether he understand the material given. The similar test given from pretest.

b) Treatment

This step basically put between the pre test and post test. The researcher gave the treatment to students' and gave some materials about speaking materials from the Teaching plan. The treatment using ESA Method which correlated to the speaking ability explained below:

- 1) Researcher greet the students'
- 2) Researcher delivered the purpose of the materials taught
- 3) Researcher implemented the concept of ESA approach
- 4) Researcher applies the using of Engage
- 5) Researcher applies the using of Study
- 6) Researcher applies the using of Activate.

7) Researcher evaluates the process of learning.

The Materials of the Meeting did taught following instruction below:

### Treatment Instruction

Topic :

- a. Noodle
- b. Cup of coffe
- c. Fried rice
- d. Friied chicken
- e. Meatball
- f. Puncake

Duration :

Thereare 6 meeting. Each meeting around 90 minutes (2 JP), the researcher diveded student to discuss two topic. After that 2 students will be asked to perform in front of the class. They can chouse the topic they want.

Table 3.2 Treatment Instruction

No	Meeting	Materials	Duration
1	First Meeting	How to make Noodle	90 Minutes
2	Second Meeting	How to make a cup of coffe	90 Minutes
3	Third Meeting	How to cook fried rice	90 Minutes
4	Fourth Meeting	How to make fried chicken	90 Minutes
5	Five Meeting	How to make meatball	90 Minutes

6	Sixth Meeting	How to make puncake	90 Minutes
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### **E. Instrument of the Research**

Instrument is a tool used to collect data. The instrument are a tool or facilities that are used by the researcher to collect the data completely and systematically.<sup>32</sup> Then in this study the instrument used is speaking test.

The researcher used test in this study as an instrument for collecting data, the test did pre-test and post-test. The purpose of giving is to find out the students ability after using of ESA Method at SMAN 1 Parepare.

### **F. Technique of Data Analysis**

Data analysis techniques is the data which using to be analyzed and directed to answer the problem formulation has been determined, then analyzes the data using statistical methods that have been available.

Method that serves to describe or give an overview of the object under study through data or samples that have been collected does not exist without doing analysis and making conclusions, this analysis focused on mean, standard deviation which focused on students speaking ability after using ESA Method at SMAN 1 Parepare and some of any test before conducting infrential analysis.

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<sup>32</sup> Eri Kusumawati, "Increasing Present Continuos Tense Mastery Using Grammar Transletion Method at Eight Graders of Mts N 1 East Lampung In Academic 2019".



- a) Scoring the students' speaking ability in pre-test and post-test by followed the rubric below:

Table 3.3 Rubric students' speaking ability

Aspect	Score	Category	Description Score
Fluency	81-100	Excellent	The students general natural delivery, only occasional halting when searching for appropriate word/expression.
	70-80	Good	The student hesitates and repeat himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompts.
	40-60	Fair	The peech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts The students speak so little that no "fluent" speech can be said to occur.
	<30-39	Poor	
Vocabulary	81-100	Excellent	Efective use of vocabulary for the task with few improprieties.
	70-80	Good	Effective use of vocabulary for the task with some examples of inappropriate.
	40-60	Fair	Ommited use vocabulary with frequent inappropriate.
	<30-39	Poor	Appropriate and inadequate vocabulary.

Pronunciation	81-100	Excellent	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded
	70-80	Good	The student hesitates and repeat himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompts.
	40-60	Fair	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	<30-39	Poor	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation. <sup>33</sup>

Sources : *Brown, Language Assesment, 2018*

b) Calculate Students Score

After scoring students' speaking ability, the data analysis explained about descriptive data calculated in SPSS Version 26.

<sup>33</sup> Brown, H. Douglas. *Language Assessment: Principle and Classroom Practices*. (New York: Pearson Education, 2018)

c) Automatic Calculate by Windows SPSS 24

The step of using SPSS 24 below:

- 1) Open the Windows SPSS 24 Version
- 2) Input the data Pre and Post test into Column
- 3) Click Analyze > Compare Mean > Independent T Test

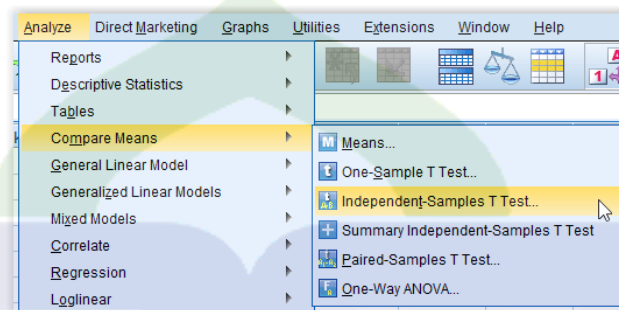


Figure 3.2 Analysis SPSS

- 4) Choose option Variable
- 5) Choose Grouping Variable
- 6) Define Group of Post and Pre Test
- 7) Click OK, and the Result Appear on “Output”

The interpretation will be T test become very essential test for comparing the two result data which has different category of sample and average result. The interpretation of the data if the T test > T table, it sums that, the hypothesis  $H_0$  is accepted. <sup>34</sup>

<sup>34</sup> Suharsimi Arikanto, *Dasar Evaluasi Pendidikan*, Edition of Refisi ( Cet. X, Jakarta: Bumi Aksara, 2009), p.245, Skripsi IAIN Parepare 2020.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Finding

SMAN 1 Parepare is a high school located in Parepare city, South Sulawesi, Indonesia. It is situated on Panglima Batur Street No. 1, Bacukiki Village, Bacukiki District, Parepare City. The school is centrally located in Parepare city, making it easily accessible to students and the local community. SMAN 1 Parepare has good transportation access with main roads and public transportation available. The research procedure conducted at SMA 1 Parepare involved several steps, starting with observation, pre-test, implementation of the treatment, and concluding with the post-test, which was conducted in June 2023. The first step of the research procedure was observation. This involved assessing the students' speaking ability related to the research topic before the treatment or intervention was implemented. The pre-test provided a speaking measurement that would later be compared to the post-test results. Following the pre-test, the researchers implemented the treatment of ESA (Engage, Study, Activate). The explanation of the research findings may be explained below:

##### 1. The using of ESA (Engage, Study, Activate)

The first research question answered by implementing ESA (Engage, Study, Activate), Some step explained by the researcher in doing for 4 meeting at class, the students are asked to join in one class for teaching and implementing ESA (Engage, Study, Activate) in teaching speaking ability. Some of the step are followed below:

Table 4.1 Teaching using ESA (Engage, Study, Activate)

Time	Teaching Activities
Opening Class	<p>The opening class, the goal is to capture the students' attention and create engagement. Here are some specific activities that can be conducted:</p> <ol style="list-style-type: none"> <li>a) The researcher begin the class with a warm-up activity that introduces the topic of procedural text.</li> <li>b) The researcher share real-life examples of procedural texts, such as recipes, menu, and favorite food.</li> <li>c) The researcher discuss their purpose and relevance in daily life to create a connection between the topic and the students' experiences.</li> <li>d) The researcher stimulating questions: Pose questions related to procedural texts, such as "Have you ever cook? What challenges you when cooking?" This encourages students to reflect and share their experiences.</li> </ol>
Main Class	<p>The main class phase of the Engage, Study, Activate (ESA) method, the term "procedural" refers to the specific activities and strategies employed to facilitate learning and understanding of the topic being taught. The main class phase focuses on the study aspect of ESA, where students acquire knowledge and develop skills related to the speaking skill:</p>

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**a) Engage:**

The first process was Engage phase of the main class, the teacher captures students' interest and motivates them to actively participate in the learning process. This achieved through various engaging activities, such as:

- (1) The researcher presenting real-life scenarios or examples that require the use of procedural knowledge or skills. Asking students for their breakfast and how it cook.
- (2) The researcher show some picture and asked the students to demonstrate how it cook.
- (3) The researcher asked the students' to encouraging students to share their prior knowledge, experiences, or opinions on the topic to create a connection between their existing understanding and the new concepts.

**b) Study:**

The Study phase in the main class focuses on introducing and explaining the speaking skill in a structured and systematic manner. Here, specific procedures are followed in implementing ESA at class during treatment, such as:

- (1) The researcher presenting clear explanations,
-

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definitions, and models of the procedural concept being taught. This helps students understand the steps, sequence, or process involved. The materials explain by oral explanation in front of the class.

- (2) The researcher explain specifically the procedural knowledge into materials features, vocabulary, or structures relevant to the topic.
- (3) The researcher providing guided practice activities.

**c) Activate:**

Activate at the main class, students are given opportunities to actively use and apply the acquired procedural knowledge or skills. This step involves engaging activities that promote fluency, creativity, and independent application, such as:

- (1) The researcher stimulate students in Role-plays or simulations where students practice following or giving procedural instructions in real-life contexts. The students asked to practice some of the procedural activities.
  - (2) The researcher asked to make Group work or collaborative projects that require students to apply their procedural skills to solve problems,
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create products, or complete tasks.

The researcher asked to discuss where students express their different approaches to procedural processes, the step like to stimulate them for explain the different way of cooking something.

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**Closing Class** The closing class did by the researcher which presentation and feedback, the researcher asked students to present their own procedural texts or demonstrate a process they have learned. The researcher encourage peer feedback from the students' activities.

Researcher evaluate the students speaking skill during the activities at class when its practice. The evaluation trough oral and asked open yes-no question

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Throughout the four meetings, the researcher closely monitored the progress and interaction of the students during the treatment. Data collection methods such as observation, student performance assessments, or self-assessment might have been utilized to gather information on the effectiveness of the ESA approach in improving students' speaking ability.

By implementing the ESA approach within the four class meetings, the researcher aimed to enhance the students' speaking skills by actively engaging them in the learning process. The structured nature of the treatment, consisting of the opening, main, and closing classes, provided a comprehensive framework for teaching speaking ability.



## 2. The improvement of students' speaking Ability at SMAN 1 Parepare

According to the data which identification through data evaluation, the data can be explained based on the test. The test consisted by pre and posttest. The test result can be showed below:

### a) Result of Pre Test

Table 4.1 Result of Pre Test

N0	Category	Result of Pre Test	
		Frequency	Percent
1	(Very Good) 80-100	0	0
2	(Good) 66-79	0	0
3	(Fair) 56-65	5	16,67
4	(Poor) 40-55	25	83,33
5	(Very Poor) <39	0	0
<b>Total</b>		<b>30</b>	<b>100</b>

The table shows that 5 students fell within the "Fair" category, corresponding to scores ranging from 56 to 65. These individuals accounted for 16.67% of the total students. While their performance was relatively better than those in the "Poor" category, The poor category comprising 25 students (83.33% of the total), scored within the "Poor" category, which encompassed the score range of 40-55. This suggests that a significant proportion of students' exhibited lower performance levels in

the assessed area. Lastly, there were no students' classified as "Very Poor" since the table indicates a score range of less than 39 for this category. Therefore, none of the students' obtained scores below this score.

Table 4.2 Descriptive of Pre Test

	N	Minimum	Maximum	Mean	Std. Deviation
Data Sample	30	40	70	52.00	25,416
Valid N (listwise)	30				

The table presents descriptive statistics for the post-test scores of the students. The data showed the mean score for 52,00 which category of *Poor Level*, the standard deviation showed for 25,416 which identified that mean score is valid data.

b) Result of Post Test

Table 4.3 Result of Post Test

N0	Category	Result of Post Test	
		Frequency	Percent
1	(Very Good) 80-100	10	33.33
2	(Good) 66-79	9	30.00
3	(Fair) 56-65	11	36.67
4	(Poor) 40-55	0	0.00
5	(Very Poor) <39	0	0.00
<b>Total</b>		<b>30</b>	<b>100</b>

Based on the table below, 10 students (33.33%) achieved scores within the "Very Good" category, which represents scores ranging from 80 to 100. 9 students (30.00%) scored within the "Good" category, corresponding to scores between 66 and 79. 11 students (36.67%) fell within the "Fair" category, indicating scores ranging from 56 to 65. 0 students obtained scores within the "Poor" or "Very Poor" categories, indicating that none of the students scored between 40 and 55 (Poor) or below 39 (Very Poor).

Table 4.4 Descriptive of Post Test

Descriptive Statistics Post Test					
	N	Minimum	Maximum	Mean	Std. Deviation
Data Sample	30	60	90	72.67	65,416
Valid N (listwise)	30				

The table presents descriptive statistics for the post-test scores of a sample group of students. The statistics provide information about the distribution, central tendency, and variability of the scores. The mean score showed 72,67 which categorized as *Good Level*. The standard deviation showed for 65,416 which the mean score is valid.

c) Accumulation of Pre-Post Test

No	Test Result	Mean	Category
1	Pre Test	52.00	Fair
2	Post Test	72.67	Good

Based on the data above, Pre Test: The first row represents the Pre Test scored 52.00 on this test, which the "Fair" category. And Post Test represents the Post Test a score of 72.67, which the "Good" category.

## d) T-test Independent

Paired T-Test is a parametric test that can be used on two data between pre and post test. The purpose of this test is to see if there is an average difference between two paired data. Following are the results of the data description:

Table 4.5 T-Test Paired Samples Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre_test Post_test	62.33	18,135	4.589	20,663	8,337	3.789	29	,000

Based on the results of the analysis, it is obtained that the t-test value is 3.789 where to find out whether the t-count value is significant with a 95% confidence interval, it must be compared with the score in the t table. And to see the t table it must be based on (dk) or degrees of freedom (df) whose magnitude is n-1, in this case it means  $30-1 = 29$ . It refer to the t table score of 2,645.

If the calculated t score was 3.789 and the t value from the table (t distribution table) was 2,645, then the researcher concluded that there is a significant difference between the two groups of data being compared. In this context, the null hypothesis which states that there is no difference between the two data groups can be rejected. The alternative hypothesis which states that there is a difference between the two groups of data will be accepted.

Thus the results of the analysis obtained t score  $3.789 > 2,645$ , then the null hypothesis was rejected and the  $H_a$  hypothesis was accepted. So, there is an Improvement of students' speaking Ability using ESA (Engage, Study, Activate) at SMAN 1 Parepare.

## **B. Discussion**

According to the findings that there is an Improvement of students' speaking Ability using ESA (Engage, Study, Activate) at SMAN 1 Parepare, the discussion section, it can be concluded that the findings provide evidence of the effectiveness of the ESA method in enhancing students' speaking ability at SMAN 1 Parepare. The implementation of the ESA method has led to noticeable improvements in students' speaking skills.

Engage which the teacher introduces the topic or language point in an interesting and engaging manner. This phase aims to capture students' attention, generate interest, and activate their prior knowledge. By creating a stimulating and interactive learning environment, students become motivated to participate actively in the speaking activities that follow.

The Study phase focuses on building students' understanding of the language structure, vocabulary, and speaking strategies. Students are guided through explicit instruction, practice exercises, and examples to deepen their comprehension and develop their speaking skills. This phase provides opportunities for students to analyze and internalize language patterns and rules, thereby improving their accuracy and fluency in speaking.

Activate phase is the culmination of the ESA method, where students apply their knowledge and skills in authentic speaking tasks. This phase encourages

students to engage in meaningful communication, express their thoughts, opinions, and ideas, and practice using the language in real-life situations. Through a variety of interactive activities such as discussions, role-plays, debates, and presentations, students develop their confidence, fluency, and ability to communicate effectively. The opening class serves as a crucial foundation for the subsequent lessons on procedural text. Through various engaging activities, the teacher/researcher piques students' interest, establishes the relevance of the topic, and encourages active participation and discussion. This sets the stage for the main class, where students will delve deeper into the study phase of ESA and further enhance their speaking abilities in the context of procedural text.

The main class of the ESA (Engage, Study, Activate) approach, the focus shifts to the study phase, where students delve deeper into the content and develop their speaking abilities in the context of procedural text. The main class aims to provide students with the necessary knowledge, skills, and practice opportunities to enhance their speaking abilities.

During the main class, the teacher/researcher presents the study materials, explanations, and examples related to procedural text. They may use a variety of teaching methods, such as direct instruction, multimedia presentations, interactive discussions, or group work, to facilitate students' understanding and engagement. The teacher/researcher provides clear instructions and guidance, ensuring that students comprehend the key concepts and techniques involved in producing effective procedural texts.

To promote active participation and collaborative learning, the main class often involves interactive activities. Students may work in pairs or small groups to analyze

sample procedural texts, identify their features, and discuss strategies for effective communication. They may engage in role-plays, simulations, or practice exercises that require them to apply their understanding of procedural text in practical scenarios. These activities allow students to actively practice their speaking skills, receive feedback from their peers or the teacher, and refine their abilities in a supportive learning environment.

The main class also provides opportunities for students to ask questions, seek clarification, and engage in meaningful discussions. The teacher/researcher encourages critical thinking, problem-solving, and reflection by posing thought-provoking questions and guiding students in analyzing and evaluating different aspects of procedural text. Through these interactions, students gain a deeper understanding of the topic, develop their speaking skills through active participation, and build confidence in expressing their ideas and opinions.

Students should have acquired a solid foundation of knowledge and skills in producing effective procedural texts and have had ample practice opportunities to enhance their speaking abilities in this specific context. They are now ready to move on to the closing class, where they will further consolidate their learning and activate their newfound skills through engaging speaking activities.

The relevant between previous research and this research that the studies conducted by Sudarsono, Liliana, and Azizah all focus on the implementation of the ESA (Engage, Study, Activate) strategy to enhance students' speaking abilities in various educational settings. Sudarsono's research targeted Year-11 students at SMK Nusantara Indah with poor speaking skills and aimed to improve their speaking performance during job interviews. Through classroom action research.

Sudarsono found that the ESA strategy was beneficial, enabling students to speak and interview more effectively. Similarly, Liliana's study focused on first-year students of English at STKIP Persada Khatulistiwa Sintang with weak speaking abilities. The results showed that the ESA strategy successfully improved their speaking skills, evident by the increase in mean scores after its implementation. Likewise.<sup>35</sup>

Azizah's research with tenth-grade students at SMAN 3 Makassar revealed a significant difference in speaking ability scores before and after using the ESA method, highlighting improved accuracy and fluency. These findings collectively demonstrate the efficacy of the ESA strategy in fostering students' speaking proficiency. The research conducted at SMAN 1 Parepare further corroborates these conclusions, as students' speaking ability significantly improved after the application of the ESA method, reinforcing its effectiveness as a teaching approach. Overall, the studies provide compelling evidence supporting the use of the ESA strategy to enhance students' speaking skills in diverse educational contexts.<sup>36</sup>

The findings from the research conducted at SMAN 1 Parepare align with the previous studies by Sudarsono, Liliana, and Azizah, all of which focused on the effectiveness of the ESA (Engage, Study, Activate) method in enhancing students' speaking abilities in different educational contexts. Sudarsono's study targeted Year-11 students with poor speaking skills and successfully improved their speaking performance during job interviews using the ESA strategy. Liliana's research with

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<sup>35</sup> Sudarsono , “*Esa (Engage, Study, Activate) to Improve Teaching Speaking on Job Interview*”, (Thesis:Repository Untan, akses jurnal.untan.ac.id)

<sup>36</sup> Azizah, “*The Effects of Engage, Study, Activate (ESA) Method on 10 Year Students' English-Speaking Ability*” (Jurnal of Excellent of Education Program, Vol 1, No 2, April 2020)



first-year English students demonstrated a significant improvement in speaking ability after implementing ESA. Similarly, Azizah's study showed a notable increase in students' speaking scores after using the ESA method with tenth-grade students.

The ESA method's effectiveness lies in its structured approach to teaching speaking skills. The Engage phase captures students' attention and activates their prior knowledge, creating a motivating learning environment. The Study phase focuses on building understanding through explicit instruction and practice, enhancing accuracy and fluency. Finally, the Activate phase allows students to apply their skills in authentic speaking tasks, further improving their communication abilities.

In the main class of the ESA approach at SMAN 1 Parepare, the focus was on the Study phase, where students delved deeper into the content related to procedural text and practiced their speaking abilities. The teacher/researcher employed various interactive activities, group work, and discussions to facilitate understanding and engagement, promoting active participation and collaborative learning. Through this approach, students acquired a solid foundation in producing effective procedural texts and developed their speaking skills in this context.

The relevant findings from the research at SMAN 1 Parepare and the previous studies support the overall conclusion that the ESA method is effective in enhancing students' speaking abilities in diverse educational settings. The research conducted at SMAN 1 Parepare serves as additional evidence of the efficacy of the ESA strategy in improving students' speaking skills. These collective findings underscore the value of using ESA as a structured and effective approach to teaching speaking and encourage

its implementation in language classrooms to foster better communication skills among students.



## CHAPTER V

### CLOSING

#### A. Conclusion

Based on the explanation above, the conclusion of this research that the use of ESA (Engage, Study, Activate) Method was able to improve the students' speaking ability at SMAN 1 Parepare, it proved at the pretest score was 52.00 category as and posttest 72.67 category as . The result of T Test that obtained t value  $3.789 > 2,645$  which the null hypothesis was rejected and the *ha hypothesis* was accepted. So, there is an Improvement of students' speaking Ability using ESA (Engage, Study, Activate) at SMAN 1 Parepare.

#### B. Suggestion

##### 1. For Teacher

Teachers should provide constructive feedback to students during speaking activities. This feedback should focus on both language accuracy and communication effectiveness, helping students identify areas for improvement and guiding them towards achieving better speaking skills.

##### 2. For Students

Students should actively engage in the Engage, Study, Activate activities conducted by their teachers. Active participation enhances learning and provides more opportunities for practicing speaking skills

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*Appendix 01 : Instrument*

	<p style="text-align: center;"><b>KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH</b></p> <p style="text-align: center;"><b>Jl. Amal Bakti No.8 Soreang 91131 Telp.(0421) 21307</b></p>
<p><b>VALIDASI INSTRUMEN PENELITIAN</b></p>	




**Name of the Student** : YUNI AMINI KASHIH

**The Title of Thesis** : Using Esa (Engage, Study, Activate) Method in Teaching Speaking Ability at SMAN 1 Parepare

**Student Reg. Number** : 19.1300.096

**Faculty** : Tarbiyah

**Study Program** : English Education Program

<b>PRE TEST</b>		
<p style="text-align: center;"><b>How to make Noodle</b></p> 	<p style="text-align: center;"><b>How to make a cup of coffe</b></p> 	<p style="text-align: center;"><b>How to cook fried rice</b></p> 









**Instruction :**

1. Students will be called according to the attendance list order.
2. Students are asked to speak based on the topic they choose ( 1 out of 6 topics provided).
3. The students speaking are recorded by the researcher.
4. Their speaking will be scored by their pronunciation, vocabulary, and fluency.

PAREPARE



<b>POST TEST</b>		
<b>How to make Noodle</b> 	<b>How to make a cup of coffe</b> 	<b>How to cook fried rice</b> 
<b>How to make fried chicken</b> 	<b>How to make meatball</b> 	<b>How to make puncake</b> 

**Instruction :**

1. Students will be called according to the attendance list order.
2. Students are asked to speak by answering the question of the one topics provided.



3. The students speaking are recorded by the researcher.
4. Their speaking will be scored by their pronunciation, vocabulary, and fluency.



*Appendix 02 : Result Score*

NO	NAMA SISWA	RESULT	
		NILAI PRE TEST	NILAI POST TEST
1	ANDI KARINA	60.00	90.00
2	ANDI NAUFAL RAFII	50.00	90.00
3	ANDI TRI CAYYA PRATIWI	70.00	70.00
4	AUDHELA ARFANDI	40.00	70.00
5	AZHYSAH PUTRI TAHIR	50.00	60.00
6	FADILLA AYU NANDITA	40.00	60.00
7	FARELL PANJI JANUARY	40.00	60.00
8	FIBRIANI BINTARI HANIFA MAKAMINANG	60.00	90.00
9	ILYAS AMINULLAH KEVIN DANIEL	40.00	60.00
10	KIKI DAMAYANTI	70.00	60.00
11	MARSHA PRECILYIA RAHMADANI	50.00	70.00
12	MUHAMMAD ABIZHAR MEWAR	60.00	90.00
13	MUHAMMAD IKRAM UMAR	40.00	90.00
14	MUHAMMAD RAFLI	40.00	70.00
15	MULAN AULIAH RIANDI	70.00	70.00
16	NICHARD TRISEBER	40.00	60.00
17	NICOLAS TRIPUTRA APRIANTO	50.00	70.00
18	NUR ALAMSYAH HASDAR	70.00	90.00
19	RAFII ROID MULTIEF	40.00	90.00
20	ORIZA RAMDANI	50.00	70.00
21	SATYA WIDY PRASAJA SSAYYID AS'AD	60.00	70.00
22	SITI NUR KHALISHAH APRIANTI AZIS	50.00	60.00
23	SULKIFLI	40.00	60.00
24	SYAHLAN NUR QALBI	40.00	60.00
25	SYARIFAH NAZALIAH	60.00	90.00
26	UMMILATUL AULIA	50.00	60.00
27	UNI FEBRIANI	70.00	90.00
28	YUDHIKA AHMAD	40.00	70.00
29	ZASKIA AMIRULLAH	60.00	80.00
30	ANDINI DINI	60.00	60.00

N0	Category	Result of Pre Test		N0	Category	Result of Post Test	
		Frequency	Percent			Frequency	Percent
1	(Very Good) 80-100	0	0,00%	1	(Very Good) 80-100	10	33,33
2	(Good) 66-79	0	0,00%	2	(Good) 66-79	9	30,00
3	(Fair) 56-65	5	16,67	3	(Fair) 56-65	11	36,67
4	(Poor) 40-55	25	83,33	4	(Poor) 40-55	0	0,00
5	(Very Poor) <39	0	0,00	5	(Very Poor) <39	0	0,00
<b>Total</b>		<b>30</b>	<b>100</b>	<b>Total</b>		<b>30</b>	<b>100</b>

#### Descriptive Statistics Post Test

	N	Minimum	Maximum	Mean	Std. Deviation
Data Sample	30	40	70	52.00	25,416
Valid N (listwise)	30				

#### Descriptive Statistics Post Test

	N	Minimum	Maximum	Mean	Std. Deviation
Data Sample	30	60	90	72.67	65,416
Valid N (listwise)	30				

*Appendix 02 : RPP***LESSON PLAN**

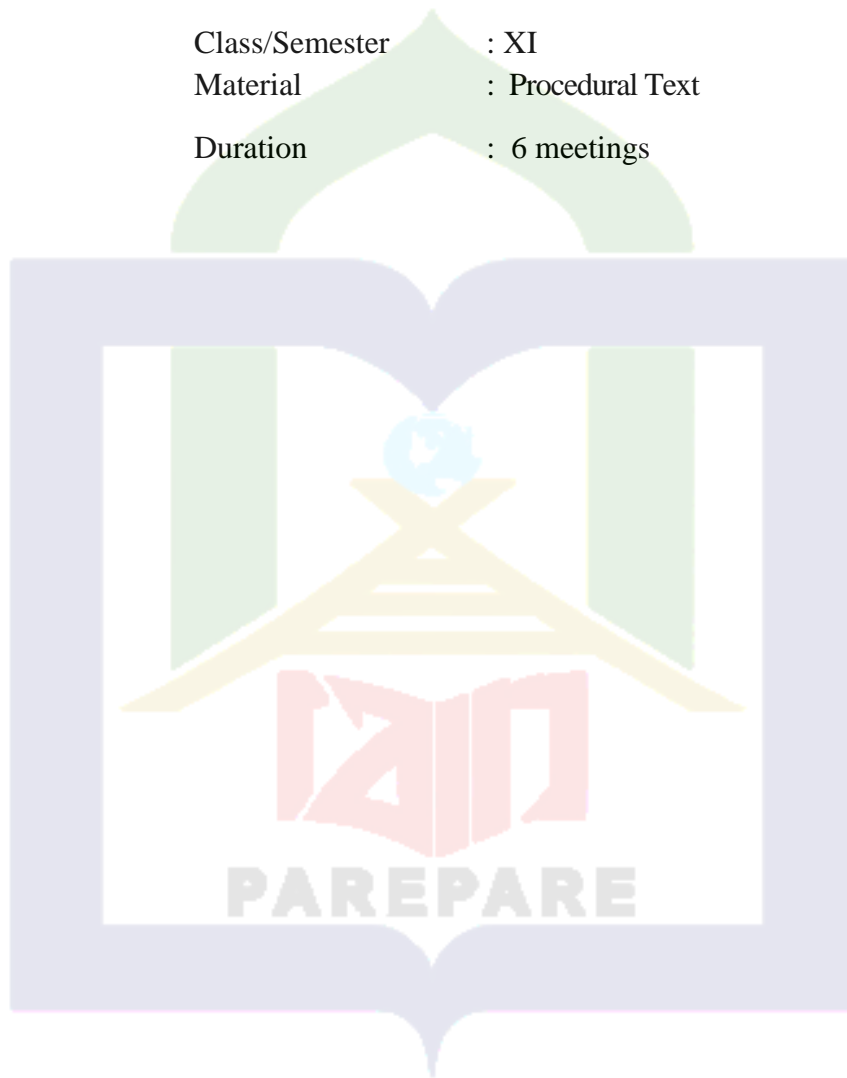
School : SMAN 1 Parepare

Lessons : English

Class/Semester : XI

Material : Procedural Text

Duration : 6 meetings



### A. Kompetensi Dasar

- KI 3: Understanding, applying, and analyzing factual, conceptual, procedural, and metacognitive knowledge based on curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, statehood, and civilization related to the causes of phenomena and events, as well as applying procedural knowledge in specific fields of study according to their talents and interests to solve problems.
- KI 4: Processing, reasoning, and presenting in concrete and abstract realms related to the development of what one learns at school independently, acts effectively and creatively, and is able to use methods according to scientific rules.

### B. Basic Competency (KD) and Competency Achievement Indicators (GPA)

Basic competencies	Indicators of Competence Achievement
3.3 Comparing social functions, text structure, and elements language of some texts oral and written procedures giving and asking for information related to food/drink recipes, short and simple, according to the context its use.	3.3.1 Identify social functions, structures text, and linguistic elements of procedure text related to short and simple food/drink recipes. 3.3.2 Distinguish social function, text structure, and linguistic elements of procedure text related to food/drink recipes.
4.3 Capturing the meaning in a way contextual related to social function, text structure and elements	4.3.1 Make procedural text related to short food/drink recipes and simple. 4.3.2 Presenting procedure text

language of oral procedure text and write, very short and simple.	related to short food/drink recipes and simple.
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### C. Learning objectives

Through learning activities using the Project learning model

Based Learning:

1. Students can analyze social functions, text structures and linguistic elements of procedural texts related to food/drink recipes appropriately;
2. Students can evaluate social functions, text structures, and linguistic elements of procedural texts related to food/drink recipes appropriately;
3. Students are able to make short and simple procedure texts related to food/drink recipes, according to the context of their use correctly and responsibly.
4. Students are able to present procedural texts related to food recipes/ short and simple drink according to the context of its use correctly and responsibly.
5. Students are able to present activities in a structured procedure text
6. Students are able to compare text procedural activities.

### D. Learning materials

Material: Procedure Text


### E. Models, Approaches, and Learning Methods

Model : Project Learning (PBL)

Approach: Student-centered approach.

Methods: Question and answer, discussion, assignment

## F. Activity Learning

Activities	Description
Introduction	<ol style="list-style-type: none"> <li>1. Participant educate respond regards And greeting Researcher</li> <li>2. Researcher check readiness participant educate And room in do learning.</li> <li>3. Learners pray</li> <li>4. Researcher give apperception:               <ul style="list-style-type: none"> <li>- Ask task Which has given on day previously as learning material for today's students (flipped classroom)</li> <li>- provide an overview and ask questions Which associated with that topic will studied.</li> </ul> </li> <li>5. Researcher convey objective, And evaluation learning along benefit from material Which will studied.</li> </ol>
Engage	<p><b>ESA implementation</b></p> <p>The students choose the topic they like, so they feel the engagement whit the task.</p> <p>Topic :</p> <ol style="list-style-type: none"> <li>1. Noodles</li> <li>2. Coffee</li> <li>3. Fried rice</li> <li>4. Fried chicken</li> <li>5. Meatballs</li> <li>6. pancakes</li> </ol> <p>After they speak about the topic, researcher or teacher will find the difficult thing such as the wrong vocabulary, wrong pronunciation, and their lack of fluency.</p> <p>Teacher and students will study or disscuss together, so the students will not repeat the same mistakes.</p> <p>General instruction :</p> <p><b>How to make Noodles</b></p> 

1. The researcher shows a video on how to make Instant Noodles
2. The researcher explains how to make diamond noodles in Indonesian
3. The researcher explains how to make diamond noodles in English
4. The researcher mentions the materials and tools that will be used to make Mie Intan
5. Researchers direct students to record materials and tools to be used
6. Researchers divide students into several groups
7. Researchers direct students to discuss how to make Instant Noodles in English
8. Students practice how to make diamond noodles in front of the class.

1. What kinds of noodles do you like?
2. Where do you usually buy noodles?
3. When is the best time to eat noodles?
4. Who used to make you noodles?
5. Why do you prefer noodles over other foods?
6. How many times do you eat noodles in a day?

Study

### **How to make a cup of coffee**



1. The researcher shows a video on how to make coffee
2. The researcher explains how to make coffee in Indonesian
3. The researcher explains how to make coffee in English
4. The researcher mentions the materials and tools that will be used to make coffee
5. Researchers direct students to record materials and tools to be used



6. Researchers divide students into several groups
7. The researcher directs students to discuss how to make coffee in English
8. Students practice how to make coffee in front of the class
  1. What is the best coffee do you like?
  2. Where do you usually buy coffee?
  3. When was the last time you drank coffee?
  4. With whom do you prefer to drink coffee?
  5. Why do like coffee?
  6. How to make a good coffee?

### How to cook fried rice



#### Study

1. The researcher shows a video on how to cook fried rice
2. The researcher explains how to cook fried rice in Indonesian
3. The researcher explains how to cook fried rice in English
4. The researcher mentions the materials and tools that will be used to cook fried rice
5. Researchers direct students to record materials and tools to be used
6. Researchers divide students into several groups
7. The researcher directs students to discuss how to cook fried rice in English
8. Students practice how to cook fried rice in front of the class
  1. What time do you usually eat fried rice?
  2. Where can you buy fried rice?
  3. When is the best time to eat fried rice?
  4. Who made you fried rice?
  5. Why do you prefer fried rice over other food for breakfast?
  6. How long does it take to make fried rice

### How to make fried chicken



1. The researcher shows a video on how to make fried chicken
2. The researcher explains how to make fried chicken in Indonesian
3. The researcher explains how to make fried chicken in English
4. The researcher mentions the materials and tools that will be used to make fried chicken
5. Researchers direct students to record materials and tools to be used
6. Researchers divide students into several groups
7. The researcher directs students to discuss how to make fried chicken in English
8. Students practice how to make fried chicken in front of the class

1. What time do you usually eat fried chicken?
2. Where can you buy fried chicken?
3. When is it good time to eat fried chicken?
4. With whom do you like to eat fried chicken?
5. Why fried chicken is your favorite food?
6. How to make delicious fried chicken?

### **How to make meatballs**

Study



1. The researcher shows a video on how to make meatballs
2. The researcher explains how to make meatballs in Indonesian
3. The researcher explains how to make meatballs in English

4. The researcher mentions the materials and tools that will be used to make meatballs
5. Researchers direct students to record materials and tools to be used
6. Researchers divide students into several groups
7. The researcher directs students to discuss how to make meatballs in English
8. Students practice how to make meatballs in front of the class
  1. What types of meatballs do you like?
  2. Where do you usually buy meatballs?
  3. When is the best time to eat meatballs?
  4. Who usually accompanies you to eat meatballs?
  5. Why do you like meatballs?
  6. How far is the meatball seller in your village?

#### How to make pancakes



1. The researcher shows a video how to make pancakes
2. The researcher explains how to make pancakes in Indonesian
3. The researcher explains how to make pancakes in English
4. The researcher mentions the materials and tools that will be used to make the pancakes
5. Researchers direct students to record materials and tools to be used
6. Researchers divide students into several groups
7. The researcher directs students to discuss how to make pancakes in English
8. Students practice how to make peaks in front of the class.
  1. What makes you love pancakes?
  2. Where can you find pancakes?
  3. When was the last time you ate pancakes?
  4. Who gave you pancakes?
  5. Why are the peaks delicious?

Study

	6. How many times have you eaten pancakes?
--	--

Activate	The student speak again and try to make less mistake. They can avoid their previons flaws.
Closing	<ol style="list-style-type: none"> <li>1. The researcher carried out a direct evaluation by asking for some vocabulary related to the procedure text that had been studied.</li> <li>2. Researchers provide learning conclusions</li> <li>3. Researchers provide learning motivation to students</li> <li>4. The researcher closes the lesson</li> </ol>

## A. Program Remedy And enrichment

### 1. Implementation activity:

- Remedial given on participant educate Which Not yet fulfil CriteriaStudy Minimum(70)
- enrichment given on participant educate Which has fulfil CriteriaStudy Minimum (KBM)

*Appendix 04 : Documentation*









*Appendix 05 : Administration*



**KEPUTUSAN  
DEKAN FAKULTAS TARBIYAH  
NOMOR : 4062 TAHUN 2022  
TENTANG  
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH  
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

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**DEKAN FAKULTAS TARBIYAH**

Menimbang	:	a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;
		b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
		3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
		6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	:	a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307301/2022, tanggal 17 November 2021 tentang DiPA IAIN Parepare Tahun Anggaran 2022;
		b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.
<b>MEMUTUSKAN</b>		
Menetapkan	:	<b>KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;</b>
Kesatu	:	Menunjuk saudara; 1. Dr. Arqam, M.Pd. 2. Nurul Hasanah, M.Pd.
		Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
		Nama : Yuni Amini Kasih
		NIM : 19.1300.096
		Program Studi : Pendidikan Bahasa Inggris
		Judul Skripsi : Teaching Collaboration By Using Esa (Engage, Study, Activate) Method In Teaching Speaking Ability at SMAN 1 Parepare
Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare  
Pada Tanggal : 28 September 2022

Bekan,  
  
Zulfah







**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH**

Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ 0421) 21307 Fax:24404  
PO Box 909 Parepare 91100, website: [www.iainpare.ac.id](http://www.iainpare.ac.id), email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

Nomor : B.2057/In.39/FTAR.01/PP.00.9/05/2023 23 Mei 2023  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP  
Provinsi Sulawesi Selatan  
di,-

Makassar

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Yuni Amini Kasih  
Tempat/Tgl. Lahir : Parepare, 4 Juni 2000  
NIM : 19.1300.096  
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris  
Semester : VIII (Delapan)  
Alamat : Jl. H. Muh. Kurdi Aspol 1, Kec. Soreang, Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul "**Using ESA (Engage, Study, Activate) Method In Teaching Speaking At SMAN 1 Parepare**". Pelaksanaan penelitian ini direncanakan pada bulan Mei sampai bulan Juni Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

*Wassalamu Alaikum Wr. Wb.*



Tembusan:

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



**PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
UPT SMA NEGERI 1 PAREPARE**

Alamat : Jl. Matahari No. 3 Telp. 21369 Parepare 91111  
Website : [www.sman1parepare.sch.id](http://www.sman1parepare.sch.id) email : [sma1parepare@yahoo.co.id](mailto:sma1parepare@yahoo.co.id)

**KETERANGAN PENELITIAN**

Nomor : 422/0275-UPT SMA. 1/Parepare/Disdik

Yang bertanda tangan di bawah ini, Kepala UPT SMA Negeri 1 Parepare menerangkan bahwa :

N a m a	:	YUNI AMINI KASIH
N I M	:	19.1300.096
Program Studi	:	Pendidikan Bahasa Inggris
Lembaga	:	Institut Agama Islam Negeri (IAIN) Parepare.
Alamat	:	Jl. M. Kurdi Aspol 1 Kota Parepare

Benar telah melakukan penelitian di SMA Negeri 1 Parepare pada tgl. 25 Mei s.d 25 Juni 2023 dalam rangka penyusunan skripsi yang berjudul :

**” USING ESA (ENGAGE, STUDY, ACTIVATE) METHOD IN TEACHING  
SPEAKING AT SMAN 1 PAREPARE ”**

Demikian surat keterangan penelitian ini diberikan untuk dipergunakan seperlunya.

Parepare, 25 Juli 2023

Kepala,  
  


**Drs. Muhammad Anshar Rahim, M.Pd.**  
Pangkat : Pembina Tk. I  
NIP : 19660716 199103 1 010

## CURRICULUM VITAE



Full name is Yuni Amini Kasih, the writer was born in Parepare.04<sup>th</sup> June 2000. She is the youngest child, from her parents Murwanto and Herlina. She is a student of the English Education Program at the Faculty of Tarbiyah at the state Islamic Institute (IAIN) Parepare. Her educational background, she began studying at SDN 17 Parepare on 2007-2012, and then continued her studying at SMPN 1 Parepare on 2012-2015, and SMAN 1 Parepare graduated on 2018. Then she continued her studying at the Tarbiyah Faculty of IAIN Parepare and completed his study with the title “ USING ESA (ENGAGE,STUDY,ACTIVATE) METHOD IN TEACHING SPEAKING AT SMAN 1 PAREPARE.

