



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

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Abstract

This paper aims to explain about how to improve students' ability in speaking at Junior High School by using ESA (Engage, Study, Activate) method. Speaking is one of language skills that should be mastered by students in learning English especially for Junior High School students. In learning speaking, the students should be able to have a good ability in speaking. They have to participate actively and create a life communication in speaking class. However, students have some problems in learning speaking. The students are not confident to share their idea and afraid of making mistakes in learning speaking. Furthermore, they keep using their own language (mother tongue). The students have low motivation because the teacher still uses conventional method in teaching speaking. Considering the problems, an appropriate method is needed to help students improve their speaking ability as well as to overcome their problems and weakness. The writer introduces ESA (Engage, Study, Activate) method. In this method, firstly the teacher gets the class interested and *engaged*, then they *study* something, and then they try to *activate* it by putting it into production.

Key words: Teaching Speaking, ESA Method, Junior High School

A. INTRODUCTION

In almost any setting, speaking is the most frequently used compared with other language skills, called writing and reading. Most people tend to speak more. As Rivers in Imane (2016, p. 4) says that in communicating, speaking is used twice as much as reading and writing. It is because speaking used in most daily interactions and transaction to get the goals in human relationship. That is why speaking is one of crucial parts in English that should be mastered by students.

Realizing the importance of mastering speaking English, Indonesian government decided speaking English should be taught and learned through educational school or institution, especially in secondary school such as Junior High School and Senior High School. In Junior High School, the students should be able to master some daily conversation in English such as expression of

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greeting and expression of asking and giving opinion. Therefore, students should be able to have a good ability in speaking as one of achievement in learning English. Richards (2008, p. 19) says that students assess their learning achievement based on mastery of speaking skills.

Furthermore, it is obvious that teaching speaking is not an easy activity in teaching English. The fact shows that the students' performance in speaking activities sometimes far from expectation, especially in Junior High School. Students don't feel confident enough to join a conversation due to some difficulties and as a result, they are quite passive and unwilling to participate actively in speaking class.

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

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

The other problems come from the teacher. Pratiwi (2014, p. 2) says that teachers still apply traditional method in many speaking class. As a result, teaching activities do not promote interactive session which has a one-way interaction. Similarly, Purnawati (2017) states that the teachers tend to apply the conventional and monotonous strategy in presenting speaking materials because they lack of variety ways in activating their students in oral production. This gives negative attitudes for students toward English and makes students feel unmotivated, bored, and frustrated.

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

ESA is a teaching method which stands for Engage, Study, and Activate and developed by Jeremy Harmer (1998) to help students to learn effectively and interest about the topic that will be taught. The explanation of three stages ESA as follow:

a. Engage.

At this stage, teachers try to awaken students' interest by involving their emotions, attention, and curiosity. The goals of this stage are getting the students interested in the subject, in the classroom, in the language, and hopefully enjoying what they are doing. It is supported by Park (2003) who states that students who actively engage with what they are studying tend to understand more, learn more, remember more, enjoy it more and be more able to appreciate

the relevance of what they have learned. It means that the more active students in engagement process, the more effective the learning will be. As the teachers, it is important to engage students in learning process. The activities and materials that used to engage students can include games, music, discussion, simulating pictures, dramatic stories, amusing anecdotes. (Harmer 1998).

b. Study

Harmer (1998, p. 25) says that the main focus of this stage is the constructed of language and any aspect of language, such as grammar or vocabulary and pronunciation. In addition, Harmer (2001) states that it may include specific intonation patterns, a specific relative clause, or the way a lexical phrase is made or used. In this stage, the teacher can explain the grammar of the new language, ask students to practice the pronunciation of some words, and in sentences.

c. Activate

This stage describes exercises or activities which are designed to get students using language as freely and communicatively as they can (Harmer 1998). Thus, this stage gives students a chance to practice real language for the real world. Some activities are role-play, advertisement design, debates and discussions, describe and draw, story and poem writing (Harmer 1998). Role play is useful task in activating students' knowledge. In activating students' knowledge, Initiation-Response-Feedback or called by IRF also can be used. IRF refers to the activities where the teacher monitors and receives the feedback about what has been taught. Activation is the goal of teachers because it gives information about the students' learning process and the teachers can understand what the students' problems are and can give the remedial when necessary.

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

B. DISCUSSION

1. Preparation of Using ESA Method in Teaching Speaking to Junior High School Students

a. Setting Time Allocation

Another thing that should be considered by teachers is time allocation. In junior high schools, the time for one meeting is 2 x 45. Teachers should be able to allocate the time effectively in the classroom. It means that the teachers have to make the best use of time so that the right time is allocated for the right activity. Also, the teachers should be able to manage the time for the stages of teaching properly which refer to pre-teaching activities, whilst-teaching activities and post-teaching activities. Whilst-teaching activity includes several steps: observing, questioning, collecting information/experimenting, associating, communicating. In whilst-teaching, ESA method is going to be implemented. Engage stage will be applied in observing and questioning steps. Study stage is

going to be implemented in collecting information/experimenting. While Activate stage will be implemented in associating and communicating steps.

b. Preparing Media

Media is supporting tools used to help the teacher explains the materials and make the students easier in understanding the topic. In teaching and learning process, media is really needed especially in ESA method. As explained before, in engage stage, teachers try to arouse students' interest and attention. So that, media is the only one thing that can be used to get students' attention. Here the writer uses video and audios related to the topics to stimulate and get ready the students to find the expression of asking for permission. Video and audios will be used at engage stage. Based on the topic that has chosen before, the video is about asking for permission that taken from youtube.

c. Making Lesson Plan

The lesson plan consists of core competence, basic competence, indicators, objectives/goals, teaching and learning activities, media and evaluation. In this paper, the writer chooses 3.4 and 4.4 basic competencies that stand for *asking for permission* for 8 grade students at junior high school. The indicators are to identify social function, text structures, and language features about asking for permission. The goals of this competency are the students will be able to recognize the expression of asking for permission and they will be able to identify social function, text structures, and language features about asking for permission. The media that the writer uses are video and audios.

d. The Implementation of Using ESA Method in Teaching Speaking to Junior High School Students

a. Pre-teaching

At the beginning of this stage, teacher greets students in order to create English environment. Then, the teacher asks the chairman to lead a pray before starting the lesson. After that, the teacher checks the students' attendance. to indicate that they attend the class. Before starting the new topic, the teacher can review the previous lesson. It is useful to know the students' understanding about the last lesson. At this stage, the teacher also activates the students' existing knowledge toward the topic or it's called brainstorming. It can be done by asking several questions that are related to the lesson. Then, the teacher tells them the goals and objectives of the lesson. By doing this, students can know what they are going to achieve by the end of the lesson. The time allocation for conducting the above-mentioned activities is 15 minutes.

b. Whilst-teaching

Whilst teaching activity is the main activity in which the lesson begins to be introduced, delivered, practiced during the class. The duration of this activity is 60 minutes. Based on curriculum 2013, this activity includes several steps:

stimulation, problem statement, data collection, data processing, verification, generalization.

1. Observing

In this activity, the teacher arouses students' attention by showing the video about *asking for permission* and provides opportunities for the students to make observations in order to build students' knowledge about asking for permission. The teacher facilitates the students to make observations, stimulate them to notice the important things of an object.

2. Questioning

The learning activity in this stage is the teacher encourages the students to ask questions about information that is not understood from what is observed or questions to obtain additional information about what is observed. It is time for the students to ask questions about the video that was shown before, such as ask difficult words. Also, the teacher can stimulate the students' curiosity about what asking for permission means, its purpose and the expression of asking for permission. Several students may ask these questions during the learning process. Then, the teacher can lead the students to do a discussion related to the questions and the video shown to encourage them to be active in the classroom.

3. Collecting information/experimenting

In this activity, Study stage will be implemented. The students find out information about asking for permission from text book, or material given by the teacher, and other sources which can help them to understand the topic. They can figure out the definition, social function, expression of asking for permission. After that, the students should note all of the information that they have got to make them become more understand about asking for permission. The teacher can guide the students in doing this activity.

After that, the teacher asks the students in pair to read the conversation in the book. Teacher needs to call their name randomly in order to make all students ready to speak up. While students read the conversation, the teacher corrects their pronunciation.

4. Associating

At this stage, the students will activate their knowledge about what they have learned at study stage. The teacher divides the students in pair to make their own dialogue based on situation given by the teacher. Meanwhile, the teacher goes around the class to see their work and check if there are the students who asking questions.

5. Communicating

The learning activity in this stage is performing their own dialogue that they have made in front of the class. Then the teacher and the other students correct the sentence or pronunciation which has been presented.

c. Post-teaching

In this activity the teacher can see how far the students are able to speak fluently and which student is still not able to speak fluently. Also, the teacher re-explains the material that has been learned. If some students have something that they do not understand about asking for permission, they can ask the teacher to

make it clear. In this case, the teacher will know how far the students understand about the lesson. The last thing to do is closing. The teacher may say, “Okay, class. This is the end of our lesson today. See you next week”. The students may reply, “Thank you Ma’am/Sir, and see you.” Then, the lesson is finished by praying together. The post-teaching activities will be lasted for 15 minutes.

C. CONCLUSION AND SUGGESTIONS

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

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

Based on conclusion above, it is suggested that the teachers should have an effective method to encourage and motivate the students to speak up. That method should be interesting, effective and efficient both for teachers and students. One of the methods that can be used is ESA method. The teachers can give the students the chance to practice English like they are doing outside the classroom in their real life. By using this method, it helps the students enjoy and have motivation in speaking.

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