

The Effectiveness Of (ESA) Engage Study Activate Method On Student's Speaking Ability At The Eight Grade Students Of Islamic Junior High School of Syech Abdul Qadir Al Jailani

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Abstract

The study investigates the effectiveness of the Engage-Study-Activate (ESA) method on the speaking ability of eighth-grade students at Islamic Junior High Schools. A quasi-experimental design was employed, involving a pre-test/post-test control group design. The study took place at Mts Sirajut Thalibin Racek Junior High School, which included two classes with a total of 48 students. Class VIII A, the experimental group, consisted of 24 female students, while Class VIII B, the control group, was made up of 24 male students. In this study, data collection was conducted using observation, tests (including pre-tests and post-tests), and documentation. Descriptive statistical analysis was employed to analyze the data. The statistical analysis aimed to determine the mean, frequency, total score, standard deviation, and percentage. The pre-test values for the experimental and control classes were 57.29 and 48.33, respectively, while the post-test values were 83.96 for the experimental class and 60.00 for the control class. The average scores reveal that the experimental group, taught using the ESA method, outperformed the control group, which did not employ the ESA method. Based on data analysis and research findings, it can be concluded that the ESA method significantly improved students' speaking abilities. This is evidenced by the experimental group's average score of 76.36 compared to the control group's average score of 61.82. The mean value of the experimental group is higher than that of the control group, and the t-test value is 3.754, with a 2-tailed significance of 0.001. This suggests that the ESA method can be effectively integrated into speaking instruction in Islamic Junior High Schools to enhance students' speaking proficiency. The study's implications include the importance of adopting learner-centered approaches in language instruction to foster better communication skills in students.

Keywords: Engage Study Activate (ESA), EFL Students, Islamic Junior High School

INTRODUCTION

Communication is a vital process for expressing ideas and thoughts, as well as for exchanging information with others. It is an essential aspect of everyday life and plays a

critical role in maintaining a harmonious society. In language teaching, speaking skills are considered a crucial part of the curriculum as they enable individuals to impart knowledge and build social relationships. Dil and Yöntem (2014) assert that speaking is at the heart of language learning, providing a means to express feelings, share information, and communicate effectively. Leong and Ahmadi (2017) further emphasized the importance of speaking, stating that it is the fundamental skill required for successful communication. Without speech, communication cannot exist, and interaction in social communities would be impossible. As such, communication is viewed as a crucial aspect of education, and speaking is the primary mode of interaction with others in daily life.

In the increasingly globalized world we live in, the ability to communicate effectively in a second language is highly valued. Islamic Junior High School students, in particular, require English language instruction that is tailored to their cultural and educational needs, while also encouraging the development of their speaking proficiency. However, traditional language teaching methods have often prioritized grammar and vocabulary over speaking practice and real-life communication. To address this problem, the Engage-Study-Activate (ESA) method has emerged as a promising solution for enhancing students' English speaking ability.

While speaking is undoubtedly crucial, it can be a challenging task to master. Particularly for non-native English speakers, learning to speak English fluently requires proficiency in various areas, such as vocabulary, pronunciation, grammar, and the ability to listen and respond effectively (Arham & Ariani, 2020). Students often speak English slowly, and their speech may lack the natural flow of their mother's tongue. Moreover, one of the most significant obstacles to speaking English effectively is the difficulty in mastering its pronunciation. According to Sayuri (2016), students often mispronounce words, which can have a significant impact on the context of their communication. As reported by Ilinawati and Darma (2018), even after several lessons, students may still struggle to communicate clearly due to pronunciation difficulties. Additionally, Widyasworo (2019) found that many students face challenges in English communication, primarily due to inadequate vocabulary, poor grammar skills, fear of making mistakes, and difficulties in overcoming the initial barriers to learning.

Furthermore, students face significant challenges with their self-esteem and motivation, according to a study by Ming-yueh Shen and Tzu-yen Chiu (2019). These difficulties can manifest as anxiety, fear of making mistakes, and nervousness, which can hinder their performance in speaking classes. As a result, psychological considerations arise, as students may be afraid of receiving criticism from their peers if they do not perform well, as noted by Juniardi et al. (2020). Consequently, researchers have discovered that students encounter numerous obstacles when it comes to speaking, including passive responses to teacher questions, a lack of motivation, and a fear of making errors.

Based on the pre-observation at the Islamic junior high school Sirajut Thalibin, the authors have found problems in oral English teaching. The first was that teachers still used traditional methods in many classes. Secondly, students felt unenthusiastic in learning English. Third, students felt lazy to learn English. And fourth, students were afraid and shy when speaking English means that students are afraid of making a mistake when speaking English. So, the effect of all of these problems was that students can not speak fluently.

The ESA method, introduced by Harmer (2007), is a learner-centered instructional framework designed to engage students, facilitate understanding, and promote active language use. The method consists of three main phases: Engage, Study, and Activate (Dharma, 2016). The Engage phase aims to capture students' interest and motivate them to participate in the learning process. The Study phase focuses on language input, providing opportunities for students to explore and practice grammatical structures and vocabulary in context. Finally, the

Activate phase encourages students to use the target language in a communicative context, applying their newly acquired knowledge and skills in real-life situations. The ESA technique is one of the alternative ways to teach EFL students how to speak in English (Fithria & Ratmanida, 2019).

In recent years, the ESA method has gained popularity due to its emphasis on student engagement, interaction, and practical application of language skills. Several studies have demonstrated the effectiveness of the ESA method in various language learning contexts (Zhang, 2018; Kurniawan, 2020). However, research on the application of the ESA method in Islamic Junior High Schools remains scarce, necessitating further investigation to determine its effectiveness in this specific educational context.

Therefore, this study seeks to determine the effectiveness of the ESA method on eighth-grade students' speaking proficiency at Islamic Junior High Schools. The following research questions will guide the study: To what extent does the implementation of the ESA method improve the speaking ability of eighth-grade students at Islamic Junior High Schools?

This study aims to contribute to the existing body of knowledge on the ESA method by exploring its effectiveness in Islamic Junior High Schools, providing valuable insights for educators and policy makers seeking to enhance English language instruction in these institutions. By demonstrating the potential benefits of the ESA method for improving students' speaking proficiency, this study aims to encourage the adoption of learner-centered approaches in language instruction, ultimately fostering more effective communication skills in students.

METHOD

A quasi-experimental design was employed for this study, involving a pre-test/post-test control group design. This research design was chosen to examine the effectiveness of the ESA method on students' speaking ability while minimizing the influence of confounding variables. The study aims to compare the speaking proficiency of students in the experimental group, who received ESA instruction, with those in the control group, who received traditional instruction.

The research location refers to the place or object where a study is being conducted. In this case, the researchers carried out their study at Junior High School MTS Sijuang Talibin Racek, which consisted of two classes consisting of 48 students. Specifically, Class VIII A and VIII B, where Class VIII B was designated as the control group, consisting of 24 male students. On the other hand, Class VIII A was considered the experimental group, consisting of 24 female students.

The study employed data collection techniques through the use of a learning achievement test, which consisted of a series of questions aimed at measuring students' mastery level of the material based on cognitive learning outcomes. The purpose of this was to determine the progress of students' learning outcomes and their understanding of the subject matter being taught. Specifically, the learning outcomes test was administered to evaluate the outcomes of the learning process within a certain period of time. Additionally, the teacher's own test, also known as the teacher-made test, was used to assess the effectiveness of the teaching process. These types of tests are commonly used in schools. The various forms of tests used in the teaching and learning process can be categorized into three groups: oral tests, written tests, and tests of deeds or actions. Overall, the learning achievement test was a valuable tool for assessing students' learning progress and identifying areas of difficulty within the learning process.

After the intervention, both groups were given a post-test to assess their speaking ability. The pre-test and post-test scores were analyzed using descriptive statistics and independent sample t-tests to determine the significance of the differences between the

experimental and control groups. Additionally, paired samples of t-tests were conducted to examine the improvement in speaking proficiency within each group. Effect sizes were calculated using Cohen's d to estimate the magnitude of the differences between the groups. A significance level of .05 was set for all statistical tests, and data analysis was performed using SPSS software.

FINDINGS AND DISCUSSION

This data in this study used descriptive statistical analysis. Statistical analysis used in this study was to find the mean, frequency, total score, standard deviation, and percentage. Statistical descriptive data analysis can be seen in the following table:

Findings

Table 1 Analysis Descriptive Statistic

		Pretest_ex	Posttest_ex
N	Valid	24	24
	Missing	0	0
	Mean	57.29	83.96
	Std. Error Of Mean	2.839	1.411
	Median	55.00	82.50
	Mode	70	80
	Std. Deviation	13.908	6.912
	Variance	193.433	47.781
	Range	45	25
	Minimum	35	70
	maximum	80	95
	Sum	1375	2015

Table 2 Analysis Descriptive Statistic

		Pretest_control	Posttest_control
N	Valid	24	24
	Missing	0	0
	Mean	48.33	60.00
	Std. Error Of Mean	2.305	3.484
	Median	47.50	60.00
	Mode	35	55
	Std. Deviation	11.293	17.068
	Variance	127.536	291.304
	Range	35	75
	Minimum	35	25
	maximum	70	100
	Sum	1160	1440

Tables 1 and 2 provide a comprehensive overview of the pretest and posttest results for both the experimental and control classes. The tables present the average value, standard error of mean, median, mode, standard deviation, variance, range, minimum, maximum, and sum for each class. As per the results, the pretest average value for the experimental class was 57.29 and for the control class, it was 48.33. On the other hand, the posttest average value for the experimental class was 83.96 and for the control class, it was 60.00. These findings indicate that the experimental class, which was taught using ESA methods, outperformed the control class, which was taught using non-ESA methods, in terms of their average values.

Table 3 Test Of Normality data
Tests of Normality

Class	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	Df	Sig	Statistic	df	Sig
Pre_experiment	121	22	200	933	22	141
Post_exoeriment	148	22	200	955	22	393
Pre_control	131	22	200	937	22	174
Post_control	133	22	200	944	22	240

Based on the table 3 that experimental class and control class are normally distributed because it is more than 0,05or >0,05.

Table 4 Test of Homogeneity of Variance

	Levene Statistic	Df1	Df2	Sig
Based on mean	297	3	84	827
Based on median	278	3	84	841
Based on median and with adjusted df	278	3	83.164	841
Based on trimmed mean	299	3	84	826

According to table 4 above it can be seen that if the significant value based on the mean is greater than 0,05 it means it that homogeneity. And we can see from the table above that the value based on mean is 0,827 mean that the value is greater than 0,05.

Table 5 Independent Samples Test

	Levenes Test for Equality of Variance	t_test for Equality of means						
		F	Sig	t	df	Sig(2_tailed)	Mean Difference	95% Confidence Interval of the Difference lower upper
Equal variances assumed	453	504	3.754	42	001	14.545	6.726 22.365	
Equal variance not assumed			3.754	41.598	001	14.545	6.726 22.367	

The table above depicts the results of an independent sample t-test. The test determines whether the sig 2-tailed value is less than 0.05, indicating statistical

significance. In this case, we observe a t-value of 3.754 and a sig 2-tailed value of 0.001, which is less than 0.05, demonstrating statistical significance. Thus, we accept the alternative hypothesis (H1) and reject the null hypothesis (Ho).

Table 5 Group Statistics

	KELAS	N	Mean	Std. Deviation	Std. Error Mean
RESULT_ESA	1	22	76.36	13.468	2.871
	2	22	61.82	12.203	2.602

To provide further details, Table 6 clearly indicates a significant difference between the experimental class, which was taught using the ESA methods, and the control class. This difference is reflected in the mean score for the experimental class, which is 76.36, compared to the mean score of 61.82 for the control class. These results demonstrated that the experimental class taught through ESA methods was performed significantly better than the control class, highlighting a notable disparity between the two groups.

The findings suggest that the students' speaking scores were initially poor before implementing the Engage Study Activate (ESA) methods. This may have been due to the teacher's teaching techniques, which hindered the students' ability to improve their speaking skills. The experimental group, who underwent the ESA method, had a pretest score of 57.29, which significantly increased to 83.96 in the posttest. In contrast, the control group had a pretest score of 48.33, which increased to 60.00 after the treatment was given to 48 students. These results indicate that the use of the ESA method led to a significant improvement in the students' speaking scores. This is evidenced by the t-value of 3.754 and a significance level of 0.001, which is less than 0.05, thus indicating statistical significance. Therefore, the null hypothesis (Ho) is rejected, and the alternative hypothesis (H1) is accepted.

Discussion

The findings of this study support the hypothesis that the ESA method is effective in enhancing the speaking abilities of eighth-grade students at Islamic Junior High Schools. The experimental group, which received ESA instructions, exhibited a significant improvement in their speaking abilities compared to the control group. This section discusses the implications of these findings, the potential reasons behind the experimental group's superior performance, and the relevance of the ESA method for language instruction in Islamic Junior High Schools.

The study's results highlight the importance of incorporating learner-centered approaches, such as the ESA method, in language instruction to foster more effective communication skills in students. The ESA method emphasizes student engagement, interaction, and the practical application of language skills, which are crucial for developing speaking proficiency. This approach allows students to actively participate in the learning process, facilitating a deeper understanding of language structures and promoting the use of the target language in communicative contexts.

Furthermore, the findings suggest that the ESA method can be effectively integrated into speaking instruction in Islamic Junior High Schools, a context that may have unique cultural and educational considerations. By demonstrating the potential benefits of the ESA method for improving students' speaking proficiency, this study encourages the adoption of learner-centered approaches in language instruction in Islamic Junior High Schools and other similar educational settings.

The experimental group's superior performance can be attributed to several factors related to the ESA method. Firstly, the Engage phase captures students' interest and motivates them to participate in the learning process. This heightened engagement is crucial for

enhancing students' speaking abilities, as it encourages them to actively practice the target language and build their confidence in using it.

Secondly, the Study phase focuses on language input and practice, providing opportunities for students to explore and practice grammatical structures and vocabulary in context. This phase supports the development of accuracy and fluency in speaking, as students receive targeted feedback and guidance from the teacher, helping them to refine their language skills.

Finally, the Activate phase encourages students to use the target language in a communicative context, applying their newly acquired knowledge and skills in real-life situations. This phase fosters the development of communication strategies and the ability to convey meaning effectively, which are essential components of speaking proficiency.

Relevance of the ESA Method for Islamic Junior High Schools

The ESA method's effectiveness in improving the speaking ability of eighth-grade students at Islamic Junior High Schools underscores its relevance for this specific educational context. The method's learner-centered approach and emphasis on active language use align well with the values and objectives of Islamic education, which promotes the holistic development of students and their active participation in the learning process.

Additionally, the ESA method's flexible framework allows teachers to adapt the instruction to meet the unique cultural and educational needs of Islamic Junior High Schools. This adaptability ensures that the method can be effectively integrated into the existing curriculum, enhancing students' speaking proficiency while maintaining the integrity of the Islamic educational context.

Overall, the study's findings emphasize the importance of incorporating learner-centered approaches, such as the ESA method, in language instruction at Islamic Junior High Schools. By improving students' speaking proficiency, the ESA method has the potential to foster more effective communication skills in students, preparing them to thrive in an increasingly globalized world.

CONCLUSION

This study investigated the effectiveness of the Engage-Study-Activate (ESA) method on the speaking abilities of eighth-grade students at Islamic Junior High Schools. The findings revealed that the ESA method significantly improved students' speaking ability, with the experimental group outperforming the control group. These results underscore the importance of adopting learner-centered approaches in language instruction to foster better communication skills in students.

The study's implications highlight the potential benefits of integrating the ESA method into speaking instruction in Islamic Junior High Schools, demonstrating its effectiveness in enhancing students' speaking proficiency. By promoting active language use and meaningful communication, the ESA method aligns well with the values and objectives of Islamic education, supporting the holistic development of students.

However, it is essential to acknowledge the limitations of this study, including the relatively small sample size and the limited focus on speaking skills. Future research should explore the impact of the ESA method on other language skills, such as listening, reading, and writing, to gain a comprehensive understanding of its effectiveness in language learning. Additionally, studies should consider larger and more diverse samples to further investigate the applicability of the ESA method in various educational contexts.

In conclusion, the ESA method offers a promising avenue for enhancing speaking proficiency in eighth-grade students at Islamic Junior High Schools. By emphasizing learner-centered instruction and active language use, the ESA method can effectively improve

students' speaking ability and foster more effective communication skills. As language instruction continues to evolve, it is essential for educators and policy makers to consider the adoption of evidence-based, learner-centered approaches like the ESA method to better prepare students for success in an increasingly interconnected world.

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