

**THE IMPLEMENTATION OF ESA (ENGAGE, STUDY,
ACTIVATE) METHOD IN TEACHING SPEAKING SKILL
AT THE EIGHT GRADE STUDENTS OF SMP NURUL JADID
IN 2021/2022 ACADEMIC YEAR**

THESIS



**UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R**

**ENGLISH EDUCATION PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
OCTOBER 2022**

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THESIS

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In Partial Fulfillment of the Requirements
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Faculty of Tarbiyah and Teacher Training
English Language Teacher Training Department

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UNIVERSITAS ISLAM NEGERI
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Day : Friday
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Approved by
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MOTTO

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۚ وَجَدِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَن ضَلَّ عَنْ سَبِيلِهِ ۚ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ﴿١٢٥﴾

“Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Truly, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is [rightly] guided”¹.

(Q.S An-Nahl:125)



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¹ Muhammad Taqi'ud Din AL-Hilali and Muhammad Muhsin Khan, *Translation of the meanings of the Noble Qur'an in the English Language*, (King Fahd Complex for the Printing of the Holy Quran: Madinah, K.S.A), 281

DEDICATION

This undergraduate thesis is honorably dedicated to:

1. My beloved parents, Sugianto and Toyyibatul Jannah who always pray for me, for every endless support and thanks for all of your perfect love to me.
2. My beloved parents in law, Saiful Bahri and Heni Wahyuningsih who always pray for me, give support and spirit to me in gaining success.
3. My wife, Alda Syafira, thanks for loving me unconditionally.
4. All of my big family and all my friends, thank you for the prayers and support, thank you for being my home.
5. Last but not least, those who can not be mentioned one by one, who have supported the writer to finish this thesis.

Finally, by reciting Alhamdulillah Rabbil Alamin, the writer has been success to finish this thesis according to the target time, nothing left or forgotten to do.



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J E M B E R

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Alhamdulillahirobbil al'amin. All praises to Allah SWT who always gives me strength, health, and guidance to finish my thesis with the entitled "The Implementation of Esa (Engage, Study Activate) Method in Teaching Speaking Skill at the Eight Grade Students of SMP Nurul Jadid in 2021/2022 Academic Year". Blessing and salutation be upon the most honorable messenger, Prophet Muhammad SAW who brought us from the darkness to the lightness. Peace may always be granted Prophet Muhammad SAW, his families and companion who become the best figure of human life. I could not be more grateful for the strength, patience, and health Allah has given to me finish this thesis as a partial fulfillment of requirement to obtain the Sarjana Pendidikan degree in English Language Education.

The writer is aware that this thesis has never finished without any helps and supports from others during the process. Therefore, in this occasion the writer expresses her respect and gratitude to ;

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I hope Allah SWT gives blessing to all of you. Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

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ABSTRAK

Muhammad Hasanuddin, 2022. *The Implementation of Teaching Speaking Skill through ESA (Engage, Study, Activate) Method at the Eight Grade Students of SMP Nurul Jadid in 2021/2022 academic year.*

Keyword : *Teaching speaking skill, ESA (Engage, Study, Activate) method*

This research about the implementation of teaching speaking skill through ESA (Engage, Study, Activate) method. Speaking is one of English Skill that should be mastered by the student. People are good at the language as long as they can speak it. Then, the teacher usually uses lecturing method in teaching English and student didn't have spirit to study English especially speaking skill. Therefore, the English teacher used ESA (Engage, Study, Activate) method in teaching speaking skill to improve student speaking and their motivation to speak English. So, the researcher was interested in conducting her research at SMP Nurul Jadid.

The research questions in this thesis were ; 1. How is the goal of teaching speaking skill through ESA (Engage, Study, Activate) method? 2. How is material used in teaching speaking skill through ESA (Engage, Study, Activate) method? 3. How is the procedure of teaching teaching speaking skill through ESA (Engage, Study, Activate) method? 4. How is the evaluation of teaching teaching speaking skill through ESA (Engage, Study, Activate) method?

This research employed qualitative as the method of the research. This research was conducted at SMP Nurul Jadid, Karang Anyar, Paiton, Probolinggo. The subjects in this research were : English teacher, and students of VIIIA class. As for triangulation in research using triangulation of sources and techniques. To analyze the data, the researcher used Miles Huberman and Saldana theory which consist of three steps, such as : data condensation, data display, and conclusion drawing. While for the data collection technique, the researcher used observation, interview and document review.

The result of the research were ; 1. the goal of teaching speaking skill through ESA method at the eight grade student of SMP Nurul Jadid in 2021/2022 academic year were (a) to make students interested in learning English (b) to make curiosity, and (c) to make students active in the class. 2. The material of teaching speaking skill through ESA (Engage, Study, Activate) method at the eight grade student of SMP Nurul Jadid in 2021/2022 academic year were some pictures or something around them, there are also textbooks that the teacher chose in the library that related with the material. 3. The step of teaching speaking skill through ESA (Engage, Study, Activate) method at the eight grade student of SMP Nurul Jadid in 2021/2022 academic year were (a) Engage students to learn English (b) spirit to learn English together (c) active in learning English at the class. 4. The evaluation of teaching speaking skill through ESA (Engage, Study, Activate) method at the eight grade student of SMP Nurul Jadid in 2021/2022 academic year were using a technique in the form of a non-test technique, which consists of observation, interview, and document review.

TABLE OF CONTENTS

COVER

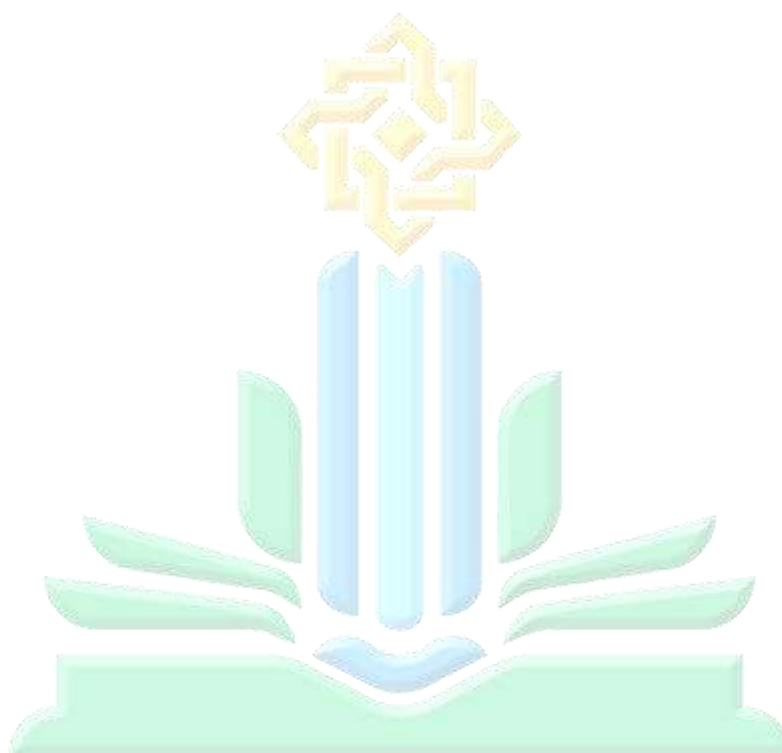
APPROVAL OF ADVISOR	i
LEGITIMATION.....	ii
MOTTO	ii
DEDICATION.....	iv
ACKNOWLEDGMENT	v
ABSTRACT	vii
TABLE OF CONTENTS.....	viii
LIST OF TABLES	xi
LIST OF APPENDICES	xii
CHAPTER I : INTRODUCTION	1
A. Research Background.....	1
B. Research Questions	8
C. Research Objectives	8
D. Research Significance	9
E. Definition of Key Terms	10
F. Structure of Discussions.....	11
CHAPTER II : RIVIEW OF RELATED LITERATURE.....	13
A. Previous Research	13
B. Theoretical Framework	17
1. Teaching Speaking Skill	18
2. Aspect of Teaching	23
3. Speaking Skill	33
4. ESA (Engage, Study, Activate) method.....	43

CHAPTER III : RESEARCH METHODOLOGY	50
A. Research Approach	50
B. Research Locations	51
C. Research Subject	52
D. Data Collection Method	53
E. Data Analysis	61
F. Validity of Data.....	63
G. Research Steps	64
CHAPTER IV : FINDINGS AND DISCUSSIONS	67
A. Description of the Research Object.....	67
B. Findings.....	69
C. Discussions.....	84
CHAPTER V : CONCLUSION AND SUGGETIONS.....	90
A. Conclusions.....	90
B. Suggestion.....	91
REFERENCES.....	93
APPENDICES	

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LIST OF TABLES

2.1 The Similarities and the differences.....	16
4.1 The result of Research findings	83



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LIST OF APPENDICES

Appendix 1 : Declaration of Authenticity

Appendix 2 : Matrix of The Research

Appendix 3 : Interview Guide

Appendix 4 : Lesson Plan

Appendix 5 : Research License Letter

Appendix 6 : Research Journal

Appendix 7 : Documentation

Appendix 8 : Biodata



CHAPTER I

INTRODUCTION

A. Research Background

One of the language which are often used in communication is English. It is called an international language and as a second language in some countries. Language is one of the human basic needs and it cannot be separated from their life. As social creatures, people need language to communicate and interact with others to fulfill their needs. Communication is essential need for human being. People create language by forming words which have meaning and can be understood by people. They can express their ideas, share information, and feelings directly by speaking. In Indonesia, it is considered a foreign language and it is supported by the Act 23 of 2013 concerning the national education standard article 771 first paragraph "*Bahasa asing terutama bahasa Inggris merupakan bahasa internasional yang sangat penting kegunaannya dalam pergaulan global*"². It means that English is important to be learned by Indonesia students so it is studied in every level of education.

As a main point in communication, language has an important role to express our intentions to others, without language it will be difficult for us to be able to understand each other. Now, English is the international language and means of communication than any other language in the world. Harmer stated that many people learn English because they think it will be useful in

² Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 Tentang Standar Nasional Pendidikan, Pasal 771.

some way for international communication, wish to learn to speak, read, listen and write the language effectively for wherever and whenever things might be useful for them³. Many schools in Indonesia use English as one of subject to study programs in order to make students are able to communicate well in English. It is learn at the compulsive subject in schools.

English has four skills that should be learned by students. They are speaking, listening, reading, and writing. In addition, the students should also be able to master the language components such as vocabulary, pronunciation, and grammar. English takes an important role as communication language used in many sectors of life, such us politic, science, technology, relationship and many others in the world. It is used for work, worship, and play by everyone, get knowledge, get information and technology. So, we can make people to be able to interact and communicate easier with us. Even though, we come from different countries in the world. It can be learned especially in the school, where the student can focus on their study to learn it.

Speaking is the most frequently used compared with other language skills. Most people tend to speak more. As Rivers in Imane 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 relationship⁴. 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

³ Jeremy Harmer, *How to Teach English*, (Harlow: Pearson Education, 2007), 11.

⁴ Imane, K. K. (2016). *Enhancing EFL Learners' Speaking Skill Through Effective Communicative Activities and Strategies The Case of First Year EFL Students*.

should be taught and learned through educational school or institution, especially in secondary school such as Junior High School and Senior High School. In Junior High School, the students should be able to master some daily conversation in English such as expression of greeting and expression of asking and giving opinion. Therefore, students should be able to have a good ability in speaking as one of achievement in learning English. Richards says that students assess their learning achievement based on mastery of speaking skills⁵.

One of the English skills that are stressed most is speaking since someone is considered a master in English when he can speak. Speaking skill is an important part of the curriculum in language teaching⁶. Speaking skill is an important part of the curriculum in language teaching. Speaking is the delivery of language the mouth. When we spoke, we created the sound to give information, to ask, to express about feeling and etc. In speaking, we had to use a good sentences to other. Allah state in surah Al-Isra' verse 53 :

وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ يَنْزِعُ بَيْنَهُمْ ۚ إِنَّ الشَّيْطَانَ
كَانَ لِلْإِنْسَانِ عَدُوًّا مُبِينًا ﴿٥٣﴾

Meaning : “ And say to my slaves that they should say those words that are the best, because Shaithan (setan) verily, sows a state conflict and disagreements among them. Surely, Shaitan (setan) is to man a plain enemy”⁷.

⁵ Richards, J.C. 2008. *Developing Classroom Speaking Activities: From Theory to Practice*. Available on: www.prezi.com. Accessed on April 7th, 2018.

⁶ Sari Luoma, *Assesing Speaking*, (Cambridge University : Cambridge University Press, 2004), 1

⁷ Muhammad Taqi-ud Din Al-Hilali and Muhammad Muhsin Khan, *The Nobel Qur'an, terj.* (Medina, Dar-us Salam Publication, 1996), 375

From the verse above, the researcher can conclude that in speaking we have to use a good sentence so the listener will not misunderstand. Someone is considered to be a good person based on her or his speaking. Then, the good words and sentences that we use would make people easily understand what we actually talked about. It becomes a skill that is stressed most since the goal of language learning is to make the language learners can use the target language to communicate orally. Sometimes, the teacher said that when the teacher used game in teaching speaking skill, the student did not feel sleepy, bored and more active. In other hand, some student preferred learning English by only listening the explanation.

Teaching speaking is the process of guiding and facilitating student in learning to communicate. Hughes described that there were some aspects concerning with speaking ability include fluency, accuracy, pronunciation, grammar, vocabulary and content ⁸. The students were also expected to perform understandable utterance with good pronunciation in order to make the listener understand. Beside, fluency in language was developed through communication with complete understanding of meaningful words. The student poor grammar also might influence the effectiveness of speaking. Therefore, it was important for teacher to give a lot of practice to the student. So, those activities were useful to develop student' speaking skill.

Furthermore, it is obvious that teaching speaking is not an easy activity in teaching English. The fact shows that the students' performance in speaking

⁸ Arthur Hughes, *Testing For Language Teachers* (Cambridge : Cambridge University Presss, 2003), 131

activities sometimes far from expectation, especially in Junior High School. Students do not 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 speaking⁹. They also feel uncomfortable to speak English because their classmates laugh when they do mistake in speaking English. This problem is supported by Ur 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 English¹⁰. They feel unnatural to speak to others in English. The other problems come from the teacher. Pratiwi says that teachers still apply traditional method in many speaking class¹¹.

Based on interview with the English teacher at SMP Nurul Jadid, there are some problems that the researcher found in teaching speaking in the classroom. The first, students feel unenthusiastic in learning English. The second, students feel lazy to learn English. The third, students are afraid and shy when speaking English means the students are afraid to make mistakes

⁹ Purnawati. (2017). "Running Dictation to Activate Students In Speaking Class". Journal of English Teaching and Research, 2 (2), October 2017.

¹⁰ Ur, P. (1991). *A Course in Language Teaching Practice and Theory*. Cambridge: Cambridge University Press.

¹¹ Pratiwi, N. A. (2014). "Improving The Speaking Skills Through The Use Of cooperative Language Learning For The Seventh Grade Students Of Smpn 4 Yogyakarta In The Academic Year Of 2013/2014".

when they are speaking English. So, the impact of that all problems is the students can not fluent in their speaking¹².

From the characteristic of the problems, teacher needs appropriate technique. The technique will make student be batter in teaching speaking skill. The researcher realized that the difficulty comes from many factors that are related with the activities in the class. The researcher researched at SMP Nurul Jadid because it is one of junior high school and the English teacher implemented the technique to improve student speaking skill. Based on the observation with the English teacher and the student in SMP Nurul Jadid, to overcome the problem mentioned above, the teacher implemented ESA method to improve their speaking skill. At this study, the students should communicate with each other in the target language to get the information needed to be known to complete the task. Teacher must be able to create interested learning model which can develop creative students and active in learning process. Students can be able to express their idea or argumentation in front of their friend and student speaking skill must be better.

There are many methods that can be used to improve students speaking skill. One of the methods maybe possible can be used is ESA (Engage, Study, Activate) method. There are some reasons why ESA method is chosen in improving students' speaking skill. First, Engage, Study, and Active method is a method that can motivate student to study. Second, it gives student the chance to practice English like they are doing in their daily life. Third, this

¹² Mr Abdul Karim, Interview, Probolinggo 19th June 2022

method is an effective way for students and the teacher to assess whether the teaching and learning process is success or not then make tha students active in the class when learn English ¹³.

ESA (Engage-Study-Activate) is the most effective teaching speaking skill. Teachers who use ESA can productively organize their lessons. Through ESA, students are focused and highly motivated to learn. By using ESA, it gives teacher's the flexibility to conduct a classroom in an organized and productive way. ESA is extremely important when it comes to teaching, because it keeps the students interested, motivated, and eager to learn more. The first phase that teachers should always start the lesson with is the engage phase. In the engage phase, the teacher simply gets the students ready to participate in the lesson. Engaging the students can include showing pictures, realia, contrasts, discoveries, discussions, and using questions to get the students thinking and speaking in English. The study phase can consist of many activities, such as studying from texts and dialogues, example describe a picture or place, crosswords, gap-fill exercises, and matching games. Lastly, the teacher will conclude with the activating stage. The activate phase may include discussions that are for the whole class, small groups, or even pairs, story building, tasks such as posters or advertisements, simulations, and debates.

Based on the explanation of the background above, the researcher wants to conduct a research entitled “The implementation of of ESA (Engage,

¹³ Jeremy Harmer, *How to teach English*. (New Edision, Person Education Limit, 2007), 53.

Study, Activate) method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year”.

B. Research Question

Based on the background describe above, the focus of the research are as follows:

1. How is the goal of ESA method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year?
2. How is the material of ESA method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year?
3. How is the step of of ESA method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year?
4. How is the evaluation of of ESA method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year?

C. Research Objective

Based on the research question above. The research objective for this research are:

1. To describe the goal of ESA method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year.
2. To describe the material of ESA method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year.
3. To describe the step of ESA method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year.

4. To describe the evaluation of ESA method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year.

D. Research Significance

The researcher is expected to give contribution to the language teaching-learning process as follows:

1. Theoretically

The result of this research, the researcher hopes that will be helpful for the readers, especially to contribute ideas or concepts, theories related to using ESA in teaching speaking skill.

2. Practically

- a. For English teachers

This research is expected to provide teachers with new knowledge about a speaking technique that can be used to enrich students' language learning. When understanding this technique, the English teacher can use it to implement in their teaching.

- b. For Student

This research expects that using ESA method will be beneficial for the student in order to motivate him or her to speak more. Besides, the student can improve their speaking skills. Moreover, it also increase their confidence. It's because by using ESA method, the students will perform in front of the class and it makes them have to be confident.

c. For other researchers

This research can be helpful to future researchers as a reference. This research can be used as a reference to help improve students' speaking skills. Besides, future researchers can develop this topic and implement it at different levels of education.

E. Definition of Key Terms

The following definitions are given to make readers possess the same understanding or perception for some terms used in this research. The researcher has three definitions of key term that used to clarify the meaning of the key term. They are as follows :

1. Teaching Speaking Skill

Teaching speaking is the way to help students communicate their emotions, and interact with others. To effectively teach speaking skills, you need to have a good understanding of speech itself, and also help your students develop their natural speaking abilities. Overall, teaching speaking skill emphasizes on making students active and creative in their speaking activities.

2. ESA (Engage, Study, Activate) method

Engage, Study, and Activate (ESA) Method in teaching speaking skill, teacher should approach to teach material and focusing on learner needs. In the Engage phase, the teacher is expected to make students interested and involve their emotions in learning English. So, the application of the ESA method can be realized through games, describe a

picture, the use of images, audio recordings, video sequences, or new stories. In this case, students are asked to be more active than the teacher. After the teacher invites students to be interested in learning English, especially in speaking skills, then the teacher provides learning or understanding to students so that students want to learn about English, finally the teacher asks students to be active in class such as interacting with friends, asking the teacher, and speaking in front of the class. Therefore, this ESA method can make students more interested in learning English and active in speaking English without feeling shy, afraid and nervous.

3. Teaching Speaking Skill through ESA Method

The overall meaning of the term related to the title of this research is teaching English, especially speaking skills by using ESA method to solve problems that previously occurred during the learning process about English. While the focus of this research is about teaching goal, teaching material, teaching step, and teaching evaluation. Therefore, an appropriate method is needed so that the research focus can be achieved properly

F. Structure of Discussion

Structure of discussion contains a description of the flow of thesis discussion starting from the introductory chapter to the closing chapter. The format of systematic writing was a descriptive narrative, not a table of contents. They are initial part, core part, and final part that would be explained as follows:

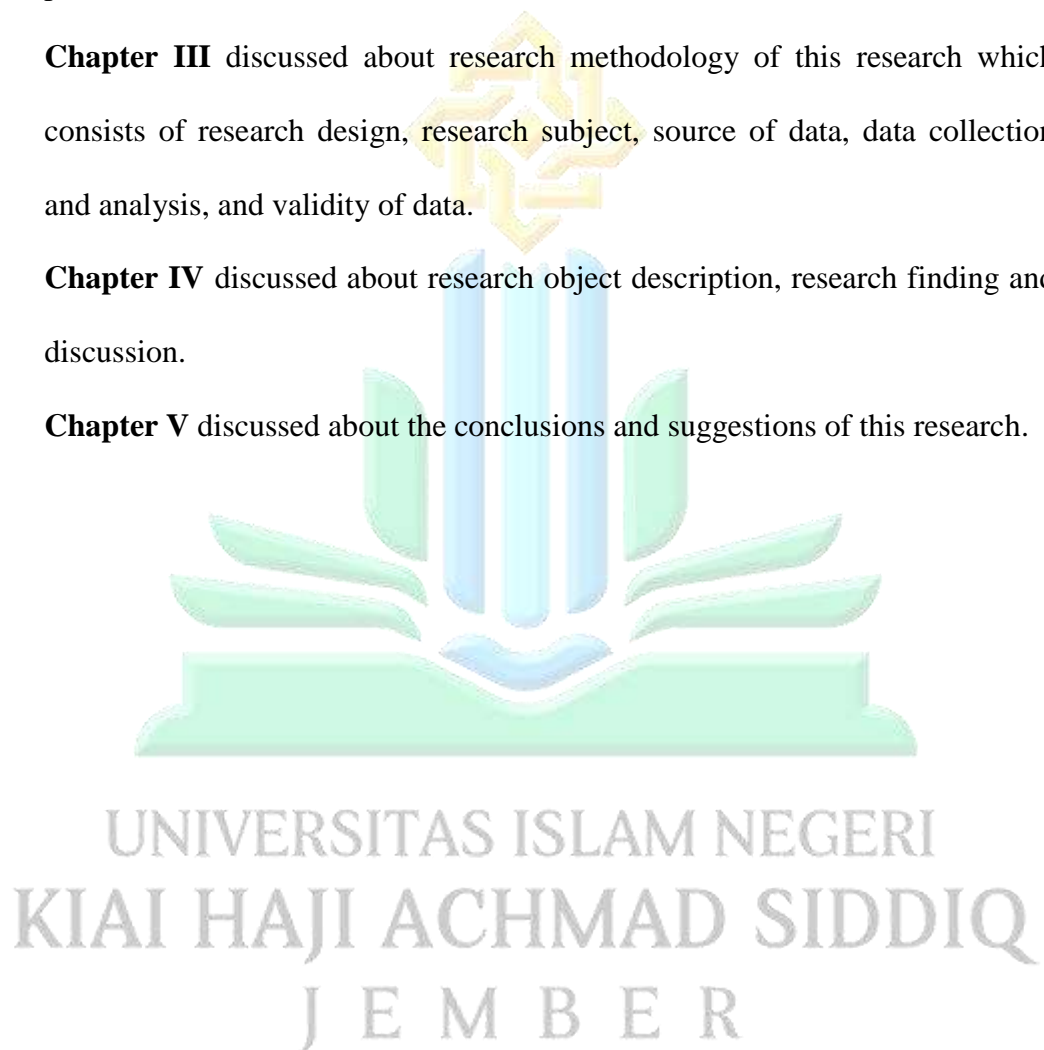
Chapter I discussed about introduction of the thesis, such as research background, research questions, research objectives, research significances, definitions of key term, and structure of discussion.

Chapter II discussed about review of related literature which consists of previous research of this research and theoretical framework.

Chapter III discussed about research methodology of this research which consists of research design, research subject, source of data, data collection and analysis, and validity of data.

Chapter IV discussed about research object description, research finding and discussion.

Chapter V discussed about the conclusions and suggestions of this research.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research

This chapter contains research results that relevant to the research which is conducted by researcher. Previous research have been conducted by several researchers but each research had its own uniqueness. This is due to differences in places of research, research objects, method, technique of analyzing the data and literature used by researchers, such as:

The first was a research conducted by Risma Kri Novianti with the title “Using ESA (Engage, Study, Activate) Technique in Teaching Reading Skill on Descriptive text (A quasi experiment at second grade of Junior High School 1 Karang Tanjung, Kab. Pandeglang)” this research was done in SMPN 1 Karangtanjung, 2017, the result of this research showed that the result of analysis about using Engage Study Activate (ESA) method in teaching reading skill on descriptive text, showed that the distribution of score in experiment class was greater than control class. And the result of t-test shows that in degree of significance 5% and in degree of significance 1% so that (alternative hypothesis) of the result is accepted and (null hypothesis) is rejected. It means that using Engage Study Activate (ESA) method has significant influence on teaching reading skill on descriptive text.¹⁴

¹⁴ Risma Kri Novianti, *Using ESA (Engage, Study, Activate) Technique in Teaching Reading Skill on Descriptive text (A quasi experiment at second grade of Junior High School 1 Karang Tanjung, Kab. Pandeglang)*, SMPN 1 Karangtanjung, 2017

The second research was conducted by Yulia Nuzulul Hidayah and Harjali with the title “The implementation of Engage, Study, Activate (ESA) in teaching English for senior high school” this research was done in SMAN 1 Dolopo, Madiun, 2017. This study applied a qualitative approach by employing interview, participant observation, and documentation as data collection methods. The results of this study revealed that first, ESA can be applied in any lessons and skills of English lesson. Second, the most effective of ESA’s procedure is patchwork because it has unique phases to make the good result of students’ achievement. Third, students have different perception toward teacher teaching process using ESA. It is expected that this study could provide some recommendations for more effective teaching English.

The third research was conducted by Mega Fithria and Ratmanida with the title “Using ESA (Engage, Study, Activate) method for improving student speaking ability at junior high school”, this research was done in SMPN 4 Pray, Central Lombok, 2019. This study used a qualitative approach by employing interview, participant observation, and documentation as data collection methods. The result of this research showed that ESA method can be used as one of the effective method in teaching speaking to EFL students. This method help the 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. That method should be interesting, effective and efficient both for

teachers and students. 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.

The fourth research was conducted by Denik Ngaisyatul Munawaroh with the title Improving Students Writing Skill Using ESA (Engage, Study, Activate) Teaching Method on the eight grade of SMP NEGERI 2 Gemolong in the 2014/2015 Academic Year. The mean of the pre-test score is 53,3 and it increases to 67,3 in post-test one, it increase up to 77,5 in post-test two. The implement ESA (Engage, Study, Activate) teaching method increas students" mean score but also increase students" motivate. The students more were activate, enthusiastic, and alive during learning process.

The fifth research was conducted by Erika Hardiyanti, Didi Sutardi Danawijaya and Desiana Natalia with the title "Influence of Using ESA (Engage, Study, Activate) Method Toward Student Speaking Skill at English Lesson" SDN Cienteung 02 Tasikmalaya. Population of the research class III SDN Cieuteung 02., there are experiment class and control class. Sampel that uses is A Class and B class with 25 students in every class. Post test mean in experiment class is 14,28 and control class is 11,76. The result of analyzed in uji-t post test in experiment and control class with statistic independent simple T Test is sig. Value $0,0001 < 0,05$, so H_0 rejected Haaccepted, so there students speaking skill at English Lesson with using ESA (Engage, Study, Activate) method better than the lesson with using ESA (Engage, Study, Activate) method

Table 2.1
Similarities and Differences of Previous Research

No	Title of the Research	Similarities	Differences
1	2	3	4
1	Thesis by Risma Kri Novianti "Using ESA (Engage, Study, Activate) Technique in Teaching Reading Skill on Descriptive text.	<ul style="list-style-type: none"> a. This research discuss about ESA. b. This research focused on junior high school. c. This research used Descriptive Text. 	<ul style="list-style-type: none"> a. This research used reading skill. b. This research used Classroom Action Research.
2	Thesis by Yulia Nuzulul Hidayah and Harjali "The implementation of Engage, Study, Activate (ESA) in teaching English for senior high school"	<ul style="list-style-type: none"> a. Both of the researches discuss about ESA. b. Both of the researches used qualitative as the research design. c. Both of the researches used speaking skill. 	<ul style="list-style-type: none"> a. The research focused on senior high school. b. The aim of this research was to find the effectiveness of using ESA method in teaching speaking skill.
3	Thesis by Mega Fithria and Ratmanida "Using ESA (Engage, Study, Activate) method for improving student speaking ability at junior high school"	<ul style="list-style-type: none"> a. Both of the researches discuss about ESA. b. Both of the researches used qualitative as the research design. c. Both of the researches focused on junior high school. 	<ul style="list-style-type: none"> a. The aspect of speaking that improved was pronunciation. b. The aim of this research was to know the challenges of implementing ESA method.
4	Thesis by Denik Ngaisyatul Munawaroh "Improving Students Writing Skill Using ESA (Engage, Study, Activate) Teaching Method on the eight grade of SMP NEGERI 2 Gemolong.	<ul style="list-style-type: none"> a. Both of the researches discuss about ESA. b. Both of the researches focused on junior high school. 	<ul style="list-style-type: none"> a. This research used reading skill. b. This research used Classroom Action Research. c. This research focused on writing skill.

1	2	3	4
5	Thesis by Erika Hardiyanti, Didi Sutardi Danawijaya and Desiana Natalia "Influence of Using ESA (Engange, Study, Activate) Method Toward Student Speaking Skill at English Lesson" SDN Cienteung 02 Tasikmalaya.	a. Both of the researches discuss about ESA. b. Both of the researches discuss about speaking skill.	a. This research used Classroom Action Research. b. This reseach focused on primary school.

Based on the table of the previous research above, the researcher wanted to identify the gap among this research and the previous research. This study has similarities and differences with the three studies previously above. The similarities is this research used ESA method and this research used the same skill that was speaking skill then focused on junior high school. The researcher has already described detail about the differences about those researches. The research, has the differences with previous research as following: research subject, research place, research design and different skill. Those are the differences between this research and previous research. This statement is really clear to distinguish the different between this research with previous research.

B. Theoretical Framework

In this theoretical study section, the researcher discusses the theory used in this study broad and in-depth research, in order to deepen the insight of the researcher in reviewing the problems to be solved in accordance with

the focus research and research objectives.¹⁵ Some theories that the researcher will discuss, including:

1. Teaching Speaking Skill

Teaching speaking skill is one important part of English Language Teaching (ELT). Teaching process usually define as the process of giving information to the students. In the process of teaching the teacher transfer message, knowledge, and skill to the students. And at that activity, teacher also occur the interactive process between students and teacher itself. FeimanNemser and Buchmann defined teaching as the activity of helping people learn worthwhile things. People can transfer anything about knowledge and skill through teaching and learn anything as well. Furthermore, Cohen claimed that teaching is supporting others to learn and to do particular things, it is a daily activity in which all people regularly engage.¹⁶ In addition, teaching is a process of making others know or understand a particular things.

Thornbury argued that teaching is an interactive process. It needs the ability to cooperate in the management of speaking turns.¹⁷ He added that speaking is a skill, and it needs to be developed and independently practiced of the grammar curriculum. Kayi confirmed that speaking is an oral mode skill, it is a productive skill because it produce the sound of words. It like the other skills, but it is more complicated than how it

¹⁵ Tim Penyusun Karya Tulis Ilmiah, Pedoman Penulisan Karya Ilmah IAIN Jember, 46.

¹⁶ Ball, F. (2009). *The Work of Teaching and the Challenge for Teacher Education*. *Journal of Teacher Education*, 497-511.

¹⁷ Thornbury, S. (. (2005). *How To Teach Speaking*. United Kingdom: Longman

seems at first. This skill involves more than just uttering the words. This skill is also about pronouncing the word, the use of grammar, and vocabulary mastery.

There are 10 effective English speaking skills teaching techniques, including:¹⁸

a. Discussion

After content-based lessons, discussion can be applied for a variety of reasons. Students can discuss to a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is very important that the purpose of the discussion activity is set by the teacher. This way, discussion points are relevant to this goal, so students don't spend their time chatting with each other about irrelevant things. For example, students can engage in agree/disagree discussions. In this type of discussion, the teacher can form groups of students, preferably 4 or 5 in each group. Then each group works on their respective topics according to the group for a certain period of time, and presents the results of their discussions in front of the class.

b. Role Play

Another way to improve students' speaking skills is to play role-playing. Students pretend that they are in various social contexts and have various social roles. In the "Role-Play" activity, the teacher

¹⁸ Fauziati, Endang. 2008. *Teaching English as a Foreign Language: Principle and Practice*. Surakarta: Era PustakaUtama

provides information to students or students as to who they are and what they think or feel.

c. Stimulation

Simulations are very similar to role playing games, but what makes simulations different from role plays is that they are more complicated. In the simulation, students can bring items to class to create a realistic environment. For example, if a student acts as a singer, he or she brings a microphone to sing and so on. Role-playing and simulation has many advantages. First, because simulations entertain and motivate students. Second, according to Harmer (1984) shows, Simulation increases students' self-confidence, because in role playing and simulation activities, they will have different roles and do not need to speak for themselves, which means they do not have to take the same responsibility.

d. Gap Information

In this activity, students must pair up. A student will have information that the other partner does not have and a partner will share their information. Information gap activities serve a variety of purposes such as problem solving or gathering information. Also, each partner plays an important role because the task cannot be completed if the partner does not provide the information the other needs. This activity is effective because everyone has the opportunity to speak widely in English.

e. Brainstorming

On a certain topic, students can generate ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and students generate ideas quickly and freely. A good characteristic of brainstorming is that students are not criticized for their ideas so students will be open to sharing new ideas.

f. Story Telling

Students may briefly summarize stories or stories they have heard from previous people, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in initial, developmental, and final forms, including the characters and settings a story should have. Students can also tell riddles or jokes. For example, at the beginning of each class session, the teacher may call on several students to tell a short riddle or joke as an opening. In this way, the teacher will not only improve the students' language skills, but also get the attention of the class.

g. Interview

Students can conduct interviews on selected topics with a variety of people. It is a good idea that teachers give rubrics to students so they know what types of questions they can ask or what paths to follow, but students should prepare their own interview questions. Conducting interviews with people gives students the opportunity to practice their

speaking skills not only in class but also outside and helps them become more sociable.

h. ESA (engage, Study, Activate)

Engage Study Activate (ESA) is the most effective teaching methodology. Teachers who use ESA can productively organize their lessons. Through ESA, students are focused and highly motivated to learn. First coined by Jeremy Harmer in his book “How to teach English”, ESA is a method of structuring your lessons in three elements (Engage, Study, Activate). The different stages of ESA can be flexible and used to keep students engaged at all times.

i. Story Completion

This technique is a fun, class-wide, free-talking activity in which students sit in a circle. For this activity, the teacher starts telling stories, but after a few sentences she stops telling stories. Then, each student starts to continue from the point where he previously stopped.

Each student must add 4-10 sentences. Students can add new characters, events, descriptions and so on.

j. Reporting

Before coming to class, students are asked to read a newspaper or magazine and in class, they report to their friends what they find to be the most interesting news. Students can also talk about whether they have experienced anything worth telling friends in their daily lives in front of the class.

2. Aspect of Teaching

Teaching is the process of delivering or transferring knowledge from a teacher to students. Meanwhile, now we have to interpret teaching as a complex activity, namely the integrative use of a number of skills to convey knowledge, and experience¹⁹. The integration of skills means that it must be based on a set of theories and directed by a certain knowledge or insight. While its application is usually influenced by all components of teaching and learning. The components in question are the goals to be achieved, the knowledge to be conveyed, subjects, facilities and learning environment, and what is important are the skills, habits and insights of teachers about the world of education and their mission as educators. Because every day, the world of education is becoming more modern with the emergence of various kinds of technology so that teachers must know and even master them according to their fields. Therefore, there are four goals that must be achieved by a teacher in teaching, especially teaching speaking skills, including goal, material, step and evaluation.

a. Teaching Goal

The goal of teaching English is about developing your language skills and communicating effectively in a globalized world²⁰. The goal of English teaching and learning is focusing students to the ability of using English as means of communication

¹⁹ Arifin, Zainal. *Penelitian Pendidikan*, Bandung: PT Remaja Rosdakarya. 2011

²⁰ Muhamad Erfan Nugroho, "Teaching English Vocabulary To Seventh Grade Students Of Smp Muhammadiyah 5, Surakarta" (Thesis, English Departement Muhammadiyah University, Surakarta, 2015), 32

among people they interact with. In the activity of teaching and learning English, there are four language skills (listening, speaking, reading, and writing) that are performed as materials in the classroom. Normally, English as Foreign Language (EFL) learners do not use the words of English in their daily situations. Students possess inability in a correct and appropriate English interaction or communication. This leads to learners' lack of mastering any words and self-confidence when they communicate with native speakers²¹.

Therefore, it is important to use some teaching techniques and media to help you reach your goals. In order to help students learn speaking skills, it is helpful to set goals for them. This will help keep the learning process moving in the right direction, and help the students achieve their target language skills. The purpose of the ESA method: a) teachers are able to make students' interest in learning English b) to have curiosity, and c) to make students active in the class and outside of the class with their partner or in the real life with people around them as well. The researcher also looked at how the teacher delivered in the classroom to achieve the learning objectives, especially speaking skills by using this ESA method. The goal of this method also of mastering a subject matter by developing the

²¹ Thanyalak Oradee, "Developing Speaking Skills Using Three Communicative Activities: Discussion, Problem-Solving, and Role-Playing", *International Journal of Social Science and Humanity*, Vol. 2, No. 6, (Thailand: t.p., 2012), 534

imagination and appreciation of students and being able to make the students more brave, active, creative in practicing speaking English²².

b. Teaching Material

Teaching materials are an important part of most language programs. The use of instructional materials is generally the basic source of language input for learners and the main way that language practice occurs in the classroom. Therefore, the selections of materials must be adjusted based on the level of student whether they are beginning, intermediate, or advanced learners. There are some types of teaching materials that can be used in classrooms, they are:

- 1) Printed materials; picture, books, workbooks, worksheets.
- 2) Non-print materials; cassette or audio materials, videos, or computer-based materials.
- 3) Materials that comprise both print and non-print sources; self-access materials and materials on the internet.
- 4) Materials not designed for instructional use; magazines, newspaper, and TV materials²³.

In addition, Bahri Djamarah explains that the learning material is the substance that will be delivered in the teaching and learning process²⁴. This means that the materials in teaching can support students to increase target language or English in the learning process

²² Hamdani, (2011). *Strategi Belajar Mengajar*. Bandung: CV Pustaka Setia.

²³ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 2002), 65-66.

²⁴ Syaiful Bahri, *Strategi Belajar Mengajar* (Jakarta: Rineka Cipta, 2006), 43

about teaching speaking skill at the eight grade student of SMP Nurul Jadid 2021/2022 academic year.

c. Teaching Step

Every single student has different motivation and efforts in the process of learning. It gives the impact of the progress of students in learning English. The use of teaching method determine the progress of students' performance. Teacher must realize that the more appropriate the method the more comfortable the students in classroom, the comfortable the student in the class the more progress of student would be seem after the class. Therefore, teachers need specific effort to help them to improve students' performance in learning English, which called as method of teaching. There are some method that commonly used by teacher in the class, those are:

1) Lecturing Method

According to Nizar and Hasibuan, lecturing method refers

to the method that gives some explanation of the material, it is in classroom used to some learners²⁵. This method is an oral explanation method. In this method, learners just sit down listening to the teachers' explanation. Using this method, learners are commonly passive in the classroom.

²⁵ Nizar and Hasibuan. *Hadist Tarbawi: Membangun Kerangka Pendidikan Ideal Prespektif Rasulullah* (Jakarta: Kalam Mulia:2011), 58

2) Discussion Method

Based on Killen in Abdul Majid discussion method is a method that face students to the problems²⁶. The purpose of this method is to solve the problems, to answer the questions, to know students ability in making a decision. To use this method, teacher can divided students into some small group consist of two member or more.

The method of teaching was designed to help both teacher and student for carrying out the process of learning. It aims to ease teacher to control the class by classifying the process teaching into specific time allocation. Choosing an appropriate learning method should calculates the time provided. A good plan of learning is utilizing time allocation detail in order to create a good learning process, effective, efficient, and no losing time. By using the method of teaching, opening section, main activity, and closing are planed systematically. There are some criteria in choosing learning method, they are²⁷:

- a) Goal of learning, is change of student's attitude after learning.
- b) Material of learning, provided material formed as evidence which need a different method from material of concept, procedure, or principle.

²⁶ Abdul Majid. *Strategi Pembelajaran* (Bandung: Remaja Rosdakarya, 2013), 200

²⁷ Imas Kurniasih, *Sukses Mengajar: Panduan Lengkap Menjadi Guru Kreatif dan Inovatif* (Pustaka Diantara, 2017), 29-30.

- c) The number of class, is the number of student following the class. 5 to 10 students is necessary different teaching method from class with 50 to 100 students.
 - d) The ability of student, is the ability of student to catch the material, it is according to their mental, physic, and intellectual.
 - e) The ability of teacher, is ability to use many several method optimally.
 - f) The provided facility, tools and facilities that can be used to improve the effectiveness of teaching.
 - g) The provided time, the number of time allocated to provide learning material.
- d. Teaching Evaluation

In understanding the evaluation of learning, of course, one must know the meaning of the evaluation, because the perception of the

term evaluation sometimes confused with a test, measurement, or assessment. The goal is the same to judge, but before that it must be understand the different meanings of each word well. The test is a tool to obtain result information learning students who require correct or incorrect answers. This measurement is a numerical determination of the characteristics or individual circumstances according to certain rules. The assessment is activities to interpret learning outcomes measurement data and development student learning. Then, evaluation

is an overall assessment educational programs ranging from planning, implementation, ability educators, education management, as a whole²⁸.

Therefore, learning evaluation is an activity to assess the entire learning program obtained from some information collected (numbers, descriptions, analysis) in making decisions on the achievement of student learning outcomes. Evaluation of learning in this study applies assessment formative, namely the process of collecting data or information about the extent to which where the progress of students in mastering competencies, interpret the data or information, describe and decide on the most effective learning activities for students so that they can master the material optimally²⁹.

In teaching evaluation, there are 4 types of evaluation³⁰:

1) Diagnostic Evaluation

This evaluation is carried out after completing the presentation of a lesson unit. The aims of this evaluation to identify the students' weaknesses and what factors that cause it.

2) Formative Evaluation

This type of evaluation can be viewed as a “test and non-test” that is performed on each the end of the presentation of the lesson unit or module.

²⁸ Moh. Sahlan, *Evaluasi Pembelajaran* (Jember: STAIN Jember Press, 2015), 8.

²⁹ Tim Pusat Penilaian Pendidikan, *Model Penilaian Formatif* (Jakarta: Pusat Penilaian Pendidikan, 2019), 13.

³⁰ Iis Ratna Wulan. *Evaluasi Pembelajaran* (Bandung: Pustaka Setia, 2014). 46-47

3) Selective Evaluation

Selective evaluation is an evaluation used to select students who are most appropriate or in accordance with the criteria of a particular activity program.

4) Summative Evaluation

Summative evaluation can be considered as a “general test” conducted to measure academic performance or student achievement at the end of the period implementation of teaching programs, or also known as evaluations carried out to determine student learning outcomes and progress.

The purpose of evaluation and assessment is to develop indicators and measures of system performance that show a good understanding of how well classroom activity is being carried out. Using these data, teachers and school stakeholder can analyze performance and identify problems found in teaching and learning

activities to create better planning, implement a new program and policy. Using the evaluation, schools are able to develop the process of schooling because they were already known the weakness of the program they implemented previously. Other phases include ensuring systematic collection to agreed definitions of existing information at different levels in the system; promoting data quality improvement; undertaking research to shed light on some of the ‘gaps’ where systematic collection is too costly/not

feasible; and developing a long-term strategy to improve measurement tools for future information needs³¹.

In this study, the Evaluation uses formative evaluation means the methods and measures to judge student learning and understanding of the material for purposes of grading and reporting. Evaluation is feedback from the instructor to the student about the student's learning. Forms of formative assessment on this research uses test techniques and non-test observation techniques as follows: information on the assessment process and student learning outcomes.

a) Test Technique

(1) Description test

Description test is a form of test that contains several questions each containing problems and demand or ask students for answers through word descriptions in

reflecting students' thinking skills³². In short, this test contains questions in the form of problems which then students are able to think to give answers over that problem.

b) Non-Test Technique

(1) Observation

Observation is a way to collect materials information that is carried out through the process of

³¹ Paulo Santiago, *Evaluation and Assessment Frameworks for Improving School Outcomes, Education and Training Policy*. (OECD, 2009), 8.

³² Haryanto, *Evaluasi Pembelajaran* (Yogyakarta: UNY Press, 2020), 155.

observation and systematic recording of phenomena³³. Obviously, observation is a method used by researchers to obtain information through systematic observation. Besides that, observation is a technique to find out some information about students' understanding through the process of monitoring the class activity and giving a notes systematically toward phenomena. This technique encourages teacher to be observer for his or her own classroom.

(2) Interview

Interviews are a way of gathering information through a one-sided oral question and answer, face to face, and with the direction and goals that have been set. There are two the types of interviews are structured and unstructured interviews structured³⁴. Clearly, the

interview is a non-test instrument in obtaining information through question and answer and conversation directly or indirectly and systematically or free.

(3) Document Review

The document review is a non-test instrument that using a type of closed questionnaire (RPP), in

³³ Rina Febriana, *Evaluasi Pembelajaran* (Jakarta: Bumi Aksara, 2019), 47

³⁴ Febriana, 50

which the question or the statement contains the properties of the value being learning objectives³⁵.

Therefore, the evaluation of learning in research at SMP Nurul Jadid 2021/2022 academic year using a technique in the form of a non-test technique, which consists of observation, interview, and document review.

3. Speaking Skill

a. The Definition of Speaking Skill

Speaking skills are one of the basic language skills that play an important role in communication. Therefore, the writer describes the nature of speaking itself to give clear information about what it is to speak. For Jones, speaking is an important form of communication, so he wants to make sure that what he says is conveyed in the most effective way possible. The way you say something can be just as important as the things you say in getting your point across³⁶. Based on

that opinion, it is assumed that speaking is actually communication, so speakers need to be able to express themselves as effectively as possible in order to carry out the message.

Speaking is not merely a matter of using words, but it needs a more complicated process of producing speech. Speaking is a productive skill that needs a lot of practices. In addition to listening, speaking is mostly taught to the students before reading and writing.

³⁵ Moh. Sahlan, *Evaluasi Pembelajaran*, 119

³⁶ Rhodry Jones, *Speaking and Listening*, (London: John Murray Publishers Ltd, 1989), p.14

By using spoken English, the students will be able to convey their idea. Therefore, speaking is a direct route from one mind to another and is the best way to ask a question or give an explanation. In one way, English is the language which connects people from different regions, cultures, religions, and nations.

Bygate says, "Speaking is just as important as literary skills in both first and second language learning. The skill which the students are frequently judged on is important. The vehicle is also a great way to connect with others and build social solidarity, achieve social ranking, advance in your career, and start a business. Speaking is an important language skill and it should be given the attention it deserves from teachers and learners³⁷. Generally, speaking is a tools of communication, and the purpose of it is to communicate what is in one's mind to others. Speaking can be defined as giving direct responses to persuade others doing something, clarifying what is unclear into something that is understood, and expressing an expression feeling, idea opinion etc.

Meanwhile, Donough and Shaw state, "There are some reasons for speaking to express ideas and opinions: to express a wish or desire to do something; Negotiation or resolution of a specific issue; or building and maintaining social relationships and friendships. In addition, fluency, accuracy and confidence are important goals in oral

³⁷ Martyn Bygate, *Language Teaching: A Scheme for Teacher Education; Speaking*, (Oxford: Oxford University Press, 1997), p.viii

speech. Thus, speaking as a language skill becomes an important component that students master as the main tool for verbal communication, since it is a way of expressing ideas and opinions³⁸. Based on the previous definitions above, it can be synthesized that speaking is the process of using the urge of speech to pronounce vocal symbols in order to share the information, knowledge, idea, and opinion to the other person. Moreover, speaking cannot be dissociated from listening aspect, because speaking involves speaker and listener.

b. Functions of Speaking

According to Richards, in *Teaching Listening and Speaking*, people use speaking to employ three major functions i.e. speaking as interaction, speaking as transaction, as well speaking as performance.

1) Speaking as Interaction

Speaking as interaction is commonly found in our real social live in terms of interpersonal dialogues or conversations.

Since speaking displays interactional function that this kind of speaking is also recognized as interactional speaking. It is called interactional for some reasons i.e. it primarily established social interactional, it focuses on satisfying the participants' social needs, and it is Interactive and requires two-way participation. Interactional speaking can obviously be illustrated as two or more people meet somewhere, they will exchange greetings, engage in

³⁸ JO McDonough and Christopher Shaw, *Materials and Methods in ELT*, Melbourne: Blackwell Publishing, 2003), p.134.

small talk, recount recent experiences, and so forth. The participants involve in the interactional discourse because they want to get along familiarly and to establish a comfortable atmosphere of interaction among them. Interaction occur when two people are engaged in a dialogue or actively participating in the process. For example, think of the last time you went out to eat. When you ordered was the waiter friendly, knowledgeable, and quick? did he or she shows authentic interest, assistance, and interaction in helping you with your order and paying the check. That is interaction

2) Speaking as Transaction

A transaction is an interaction that focuses on getting something done, rather than maintaining social interaction. As regard to speaking types, besides recognizing interactional speaking as a medium for maintaining social relationships between

the participants, we also need to recognize transactional speaking as a medium for transacting message being spoken. The message meaning and making oneself understood clearly and accurately are the central focus. Moreover, transactional activities can be thought as consisting of a sequence of individual moves or function which, together, constitute a script. For example, when people order food in restaurant, they usually look at the menu, ask any necessary questions and then tell the waitperson what they want. The wait

person may ask additional questions and then repeat their order to check. When people check into hotel, the transaction usually start with a greeting, the clerk enquires if the person has a reservation, the client confirm and provide his or her name and so on.

3) Speaking as Performance

Speaking as performance is recognized as the third type of speaking which refers to public speaking, that is, a speaking type that transmits information in front of an audience, such as classroom presentations, public announcements, lecture as well as speeches. Performance speaking is commonly delivered in the form of monolog rather than dialog. Example of speaking as performance are giving a class report about a school trip, conducting a class debate, giving a speech of welcome, make a sales presentation, giving a lecture.

The main features of talk as performance are a focus on both message and audience, predictable organization and sequencing, importance of both form and accuracy, language is more like written language, often monolog. Some of the skills involved in using talk as performance are using an appropriate format, presenting information in an appropriate sequence, maintaining audience engagement, using correct pronunciation and grammar, creating an effect on the audience, using appropriate vocabulary, and using an appropriate opening and closing.

c. The Elements of Speaking Skill

Speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. Either four or five components are generally recognized in analyzing the speech process³⁹.

1) Pronunciation

As stated by Harmer, if students are to be fluent in English, they must be able to pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in compound speech⁴⁰. The speaker must be able to articulate words and create meaningful bodily sounds. At the word pronunciation level, second language learners regularly have difficulty distinguishing sounds in the new language that do not exist in the languages they already know.

2) Grammar

One of the most important aspects in language teaching is grammar. Every single language provide different grammar. Grammar is rules of laanguage that manage a criteria of how the word or sentence used. Richard defines grammar as grammatical competence which stated that Grammar Competency is an umbrella concept that includes increasing expertise in grammar

³⁹ B. Heaton, *Classroom Testing: Longman Keys to Language Teaching*, (New York: Longman, 1990), 70-71

⁴⁰ Jeremy Harmer, *The Practice of English Language Teaching: Fourth Edition*, (Harlow: Pearson Education Limited, 2007), 343.

(morphology and syntax), vocabulary and mechanics (sound of letter, syllables, pronunciation of the word, intonation and a stress)⁴¹. It is obvious that in order to be able to speak a foreign language, you need to know a certain amount of grammar and vocabulary⁴². Grammar is the way in which words are pronounced and the patterns used to combine them to create new sentences. Since speaking English requires mastery of grammar, it is very important to learn grammar structure well.

3) Vocabulary

Language is an integral part of speaking skills. The words you use must suit the occasion and the audience. For example, the language you use when speaking to a friend is different from the one you use for a formal presentation. Effective speakers customize their message to suit their audience. The audience is familiar with certain types of words. It's important to use such words to get them to respond. Students have to master the vocabulary of the target language in order to master the language itself. Vocabulary defines as all the word that a person masters and uses in particular language. Vocabulary is very useful in all language teaching and learning because it is a basic thing that learner must know before studying. For example, using industry

⁴¹ Jack C Richards, *Teaching Speaking and Listening from Theory to Practice* (Cambridge: Cambridge University Press, 2002), p.259

⁴² Martin Bygate, *Language Teaching : A scheme for Teacher Education; Speaking*, (Oxford: Oxford University Press, 1997), p.3.

terms in a client meeting can evoke desired responses. As we know, vocabulary is a basic element in language. Vocabulary is single words, set phrases, variable phrases, phrasal verbs, and idioms⁴³. It is clear that limited vocabulary mastery makes conversation virtually impossible.

4) Fluency

Fluency is one of the good skill in the speaking English. It is significant for the students to practice their fluency. If the students are able to speak English fluently, they will be very easy in pronouncing and producing the words. Therefore, fluency is also needed as aspects of speaking. In simple terms, fluency is defined as the ability to speak fluently without stopping or hesitating⁴⁴. Fluency, on the other hand, is defined by Gower et al. as "the ability to keep going when speaking spontaneously." Students should be able to get their message across with whatever resources and abilities they have, regardless of grammatical or other problems, when speaking fluently.

d. The Advantages and Disadvantages of Speaking Skill

1) The Advantages of Speaking Skill

- a) To participate actively in pair or group activities in the classrooms.

⁴³ Keith S. Folse, *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*, (Michigan: University of Michigan, 2004), p.2.

⁴⁴ David Riddel, *Teach English as a Second Language*, (Chicago: McGraw – Hill Companies, 2001), p. 118.

- b) To give an impressive speech on different occasions.
- c) To participate actively in debates and group discussions.
- d) To develop critical thinking among the learners.
- e) To pursue higher studies in foreign countries.
- f) To interact with people all around the globe.
- g) To promote the sale of products in the business.
- h) To get better employment opportunities.
- i) To make use of the internet effectively.

2) The Disadvantages of Speaking Skill

- a) Possible misunderstanding.
- b) Possible rejection.
- c) Lack of legal validity.
- d) Incompatibility.
- e) Reduce the importance of the message.
- f) Distortion of meaning.

g) The presence of emotion.

h) irrelevant English delivery

i) difficulty in pronouncing English

e. The Importance of Speaking Skill

In the present global world, communication plays an important role in achieving success in all fields. Language is used as a tool to communicate. Perfect communication is impossible for people to do without using good and correct language. Moreover, people cannot

achieve their aims, goals and objectives without using proper language to communicate with others. Therefore, we need a language to communicate with other people living all over the world. Since English is considered an international language and is spoken all over the world, it serves to communicate with people living in different regions, other states and continents of the world.

Speaking skills are one of the most important skills we learn, as they allow us to communicate with others and express our thoughts and feelings. Speaking skills can be separated into formal and informal speaking skills, and we use both types of speaking skills in a variety of contexts throughout life. Informal speaking skills are important for conversations with friends and family, helping us to form emotional connections. Formal speech, on the other hand, is necessary for workplaces, in presentations or for conversations with people you don't know. Formal language is important as it helps us to make a good impression on people and communicate politely.

According to Kingen, speaking helps fulfill the following twelve functions, such as:

- 1) Personal : expressing personal feelings, opinions, beliefs and ideas.
- 2) Descriptive : describing someone or something, real or imagined.
- 3) Narrative : creating and telling stories or chronologically sequenced events.

- 4) Instructive : giving instructions or providing directions designed to produce an outcome.
- 5) Questioning : asking questions to obtain information.
- 6) Comparative : comparing two or more objects, people, ideas, or opinions to make judgments about them.
- 7) Imaginative : expressing mental images of people, places, events, and objects.
- 8) Predictive : predicting possible future events.
- 9) Interpretative : exploring meanings, creating hypothetical deductions, and considering inferences.
- 10) Persuasive : changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way⁴⁵.

4. ESA (Engage, Study, Active) Method

Speaking is a language skill that is developed, which is produced by listening skill, and at that period speaking skill is learned. Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds. In speaking skill, there are several methods to achieve the goal of speaking skill, one of them is

⁴⁵ Kingen, S. (2000). *Teaching Language Arts in Middle Schools: Connecting and Communicating*. New Jersey: Lawrence Erlbaum Associates, Publishers.

ESA method. This method can clearly facilitate the learning process, especially speaking skills.

a. Definition of Engage, Study, and Activate

According to Oxford advance learner's dictionary of current English communication mean exchange of through, message, or information by speech, visuals, signal or behavior. Developing interacting skill in the target language. Engage means the teacher will be try to awaken the student's interest and engage their emotions. Study means that the activities are carried out to focus on language or information and how it is constructed. Activate that the exercise are premeditated to the students to use the language as communicatively as they can. There are three elements of ESA. First, Engage is the point in teaching sequence where teachers try to arouse the students' interest, thus involving their emotions. Second, Study activities are those where the students asked to focus in on language (or information) and how it is constructed. Third, Activate means this element describes exercise and activities which are designed to get students using language as freely and communicatively as they can⁴⁶.

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

⁴⁶ Denik Ngaisyatul Munawaroh Sumardiono, Jurnal "Peningkatan Ketrampilan Menulis Siswa Menggunakan Metode Pengajaran ESA(Engage Study Activate)" (Tahun Ajaran 2014/2015), 4

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 communicatively⁴⁷.

Jeremy Harmer says that definition about :

- 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. Means that 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

- 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. Means that study, during the part of the lesson, the focus is on language and how it is

⁴⁷ Fatma Yuniarti, Jurnal *"Improving the Skill and the Interest of Writing Advertisement and Posters Through Esa Sequence"*(English Departemnt, STKIP Muhammadiyah Pringsewu Lampung), 19

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 clue 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.

- 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 them⁴⁸. Means that 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-word communication. Some, activate activities include role-playing, debating, story of poem writing, and discussions.

Basically there are three types of ESA format that one could try to use, these are: Straight Arrow (E-S-A) which consists

⁴⁸ Jeremy Harmer, *How to teach English*. (New Edision, Person Education Limit, 2007) , 53

of the teacher following the sequence Engage, Study and Activate. This is the best format for the teacher who knows the students' needs. This allows the teacher to take the students to a logical point where they can use the language. Next, boomerang (E-A-S-[A]) is another possible lesson format using ESA. Here Engage is followed by Activate, Study and Activate. Using this format might present problems for the teacher in that they could be unsure of the needs of the students in the Study phase. Last, patchwork (E-A-A-S-A-S-E-A) which might be formatted Engage, Activate, Activate, Study, Activate, Study, Engage and Activate. This type of lesson format is very useful for more complex issues, which can be broken down into sections before bringing them all together at the end.⁴⁹

b. Steps of teaching with ESA method

To hold this method, the teacher must prepare some steps to make good performance. Here are the stages in ESA activity:

- 1) The teacher asks students to make some groups (with one group of two people).
- 2) The teacher invites students to describe their group mates and give some examples.
- 3) Students learn to string words to describe their friends.

⁴⁹ Jeremy Harmer, *The Practice of English Language* (New York: Longman Publishing, 2007), 67

- 4) After make a paragraph, the students read the description of their group mates in front of the class (practice one by one).
- 5) Other students are asked to listen, correct and help comment if there is vocabulary or pronunciation that is not correct.

c. The advantages of ESA method

Based on the previous research about ESA element, previous researchers showed the positive reaction after these researchers were implemented. It can be seen that there is effectiveness of using this ESA on teaching and learning English. Daharia mentioned some strengths of ESA method. First, this method is appropriate in every level class because it has many media reasons in learning process such as video, music, picture, and amusing anecdote. Second it can encourage because the teacher did not use monotone method in teaching, and the last, it is able to make students active in learning process because this method can simulate the student to express their

ide a through some media that teacher use in teaching process.

Robertson clarified the important of ESA element. There are:

- 1) It gives students the chance to rehearse English, as if they were doing in the real world but in the safe environment of the classroom. The student can practice their English in the classroom to going in real world later.

- 2) By giving student this kind of practice it helps them to ‘switch’ language they have been studying, into language which they can use instinctively without having to think about it.
- 3) These kinds of activities are often fun for the student. Making providing an enjoyable classroom experience for student helps the learning process.



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CHAPTER III

RESEARCH METODOLOGY

A. Research Approach

This research used a qualitative approach. According to Lodico, Dean, and Katherine that qualitative research reports data in a narrative (using words rather than numbers) form⁵⁰. Further, Donal Ary stated that qualitative research is research that seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variable. The goal of qualitative research is a holistic picture and depth of understanding rather than a numeric analysis of data⁵¹. Qualitative represents a deep research because it rather focuses on the quality of data than its quantity. And the correlation between the data and the researcher is marked difference from quantitative study, where the researcher stands outside of the phenomenon being observed. It can be said that the data in this research was analyzed in the form of description and identification or analysis of the text.

The researcher used descriptive as a kind of research. Cresswell states that qualitative research is descriptive in that the researcher is interested in the process, meaning, and understanding gained through words or pictures⁵². It means that the researcher should be interested in the process, meaning, and understanding then described it in the form of words or pictures. The

⁵⁰ Marguerite. G Lodico, Dean T Spaulding and Katherine N. Voegtli, *Methods in Educational Research, 2nd Edition: From Theory to Practice* (San Fransisco: Jossey-Bass, 2010), 143.

⁵¹ Donal Ary, et. al, *Introduction to Research in Education, 8th Edition* (Belmont USA: Wadsworth, 2010), 29.

⁵² John W. Cresswell, *Research Design: Qualitative and Quantitative Approaches* (California: SAGE Publicitatitons, Inc, 1994), 16

researcher chose qualitative descriptive because the researcher described the data taken. It described the goal, material, step, and evaluation of teaching speaking skill through ESA method at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year.

B. Research Location

The research location is an object of research in research activities conducted by researchers. In this section, it is very important in determining the location of the research to be determined for research purposes looking for data according to the focus of the problem that has been determined. Research location also determines whether the data can be taken and meet the requirements data needed in this research. There are so many considerations that must be understood such as time, cost, and effort also need to be considered. Obviously, the research subject is determined because there are gaps or uniqueness from the location in terms of the activities carried out at that location, which determined as a place to find various data as support study. So, the research can be carried out according to the objectives of the research process.

This research was conducted at eight grade of SMP Nurul Jadid, Karang Anyar, Paiton, Probolinggo, Jawa Timur where this class gives learning speaking skill based on schedule of class. The researcher chooses eight grade of SMP Nurul Jadid because the researcher found interested phenomena which happened in the eight grade of class A. This location was determined based on some considerations. Firstly, one of the English teachers had applied

an ESA method in teaching speaking skill. Secondly, the situation and condition had been known because the researcher practiced field experience in the school. Thirdly, it was possible to get permission to conduct the research in the school.

C. Research Subject

Research subjects are informants who are used as data sources to report data sources that are related to the research questions. The description includes what data you want to obtain, who wants to be an informant or research subject, how the data was sought and captured so that its validity can be guaranteed. The data source is where the research data will be obtained and collected by the researcher. If the object is related to an educational institution, then the data source comes from the administrator of the educational institution.

The subjects determined by the purposive technique are selected with certain considerations and objectives⁵³. The subjects in this research are:

1. English Teacher

In this research, the English teacher namely Mr Abdul Karim that involved as a research subject because he was the one who knew and did the teaching and learning process. The researcher chose Mr Abdul Karim to obtain data from goal, material, step and evaluation. Besides that, to get the school profile data, it should be through the headmaster, namely Mr Rahardjo.

⁵³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2015), 216.

2. The students of VIII A class

In this research, class VIII A namely Taufik and Basori was chosen to be observed and interview by the researcher, because at the first observation there, the researcher was surprised to know that the students' speaking was quite good in class VIII A so that the researcher was curious to know what the English teacher taught in class. Apparently, the English teacher has implemented ESA method in this class. The researcher chose two students as research subjects for several reasons. The first student, he is very active in class and brave to speak English in front of or even outside the classroom. The second student, he is smart in class and have quite a lot of vocabulary as well as easy to speak English. So, the researchers hope to find out and understand how well and fluently students speak English.

D. Data Collection Technique

In qualitative research, the following data collection can be utilized: interview, observation, case studies, personal experiences, and documents review⁵⁴. To obtain the data of this research, the researcher used interview, observation, and document review.

1. Interview

Interview is one of data collection method which the researcher becomes an interviewer who asks a question to the people interviewed in

⁵⁴ Larra, Porras, "Stakeholder Opposition in a Foreign Direct Investment: Case Bosnia"s Pulp Mill in Uruguay", Master's Thesis, (December, 2016), 31.

direct communication to obtain information from interview⁵⁵. By interviewing, researchers can explore important questions that were not thought of in the research plan. Interview is an activity of getting the data through questioning the participants directly. This is an in-depth process because researcher have to explore the data from participants' answer. A qualitative interview is marked when researchers ask participants in general, with an open-ended questions and record the participant's answers. Then, researcher classifies the types of data by making computer file for analysis. The question in the qualitative interview must be an open-ended questions so that the participants can best voice their experiences unconstrained by any perspectives of the researcher or past research findings.

There are three types of interviews which are going to be used by the researcher. They are;

a. Structured interview

Structured interviews are used as data collection techniques, if the researcher or data collectors have known for sure about what information will be obtained. By Therefore, in conducting interviews, the data collector has prepared the instrument research in the form of written questions which alternative answers have been prepared.

⁵⁵ Sugiyono, *Metode Penelitian Kualitatif* (Yogyakarta: Ar Ruz Media, 2006), 137.

b. Unstructured interview

Unstructured interview, is free interviews in which the researcher does not using interview guidelines that have been systematically and completely arranged for data collection. The interview guide used only as outlines problem to be asked.

c. Semi structured interview

This type of interview is included in in-dept interview category, where in implementation is more free when compared with structured interviews. The purpose of This type of interview is to find problems more openly, where parties interviewees were asked for their opinions and ideas. In conducting interviews, researchers need to listen carefully and take notes stated by the informant.

In this study, researchers used semi-structured interviews to create a flexible and relaxed situation, so that informants felt comfortable sharing their information with us. The researcher interviewed the English teacher and two students from the school. The teacher has taught at SMP Nurul Jadid for several years, he is very aware of the development of students there. First, students are very active in class and can speak English well. Second, students are smart in class and have quite a lot of vocabulary.

The data that the researcher obtained by using interview were:

- a. The goal of ESA method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year

The researcher conducted an interview with the English teacher, Mr. Abdul Karim, about the goal of teaching speaking skill through ESA method at eight grade student of SMP Nurul Jadid in 2021/2022 academic year. He said that the goal of teaching speaking skill, a) teachers are able to make students' interested in learning English b) to make curiosity, and c) to make students active in the class and outside of the class with their partner or in the real life with people around them as well. The researcher also looked at how the teacher delivered in the classroom to achieve the learning objectives, especially speaking skills by using this ESA method.

- b. The material of ESA method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year.

The researcher conducted interviews with Mr Abdul Karim as an English teacher about the implementation of teaching speaking skill through ESA method at eight grade student of SMP Nurul Jadid

in 2021/2022 academic year starting with descriptive text. Then, the core activities are carried out by conveying material through the media of conversational images then make a descriptive text (part of body). Students can describing people, describing place or others. Closing activities are filled with material reflection, assignment and prayer.

- c. The step of ESA method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year

The researchers conducted interviews with Mr Abdul Karim as a English teacher about the step of teaching speaking skill through ESA method at eight grade student of SMP Nurul Jadid in 2021/2022 academic year, there are 1) The teacher asks students to make some groups (with one group of two people). 2) The teacher invites students to describe their group mates and give some examples. 3) Students learn to string words to describe their friends. 4) After make a paragraph, the students read the description of their group mates in front of the class (practice one by one). 5) Other students are asked to listen, correct and help comment if there is vocabulary or pronunciation that is not correct.

- d. The evaluation of ESA method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year.

The researcher conducted an interview with Mr. Abdul Karim as an English teacher about the evaluation of teaching speaking skill through ESA method at eight grade student of SMP Nurul Jadid in 2021/2022 academic year. Types of teaching evaluation are: pre-test and post-test, diagnostic evaluation, selective evaluation, summative evaluation, formative evaluation. Therefore, the evaluation of learning in research at SMP Nurul Jadid using a technique in the form of a non-test technique, which consists of observation, interviews, and document review then consist of formative evaluation.

2. Observation

Observation is the activity of giving total concern to the research object of the sense. It can also produce data for nullifying information provided in face to face meetings⁵⁶. Observation is the basic of all knowledge. The scientist just work based on data, namely the fact is taken in the real world through observation. Work observation as the tool of the data collection is done with observing and writing down systematically about investigated problems. The observation also used by researcher when the researcher conducted the preliminary study. By doing observation, the researcher could see the teacher's technique in English language teaching and the students' activities in class. In this observation technique, the researcher uses a participant type of observation.

In this study, researcher carried out the observation by non-participant technique, which means the researcher did not participate in classroom activity as students or teacher, he just entered to the class and stood as observer only.

The observation method is used by the researcher as the way to express all of data as following:

- a. The goal of ESA method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year.

The researcher made observations related to the goal of teaching speaking skill through ESA method at eight grade student of

⁵⁶ Beverly hancock and friends, *An introduction to Qualitative Research* (Nottingham: The NIHP RDS, 2009), 18

SMP Nurul Jadid in 2021/2022 academic year. He said that the goal of teaching speaking skill, a) teachers are able to make students' interested in learning English b) to make curiosity, and c) to make students active in the class and outside of the class with their partner or in the real life with people around them as well.

- b. The material of ESA method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year

The researcher made observations on the material of teaching speaking skill through ESA method at eight grade student of SMP Nurul Jadid in 2021/2022 academic year, starting with descriptive text. Then, the core activities are carried out by conveying material through the media of conversational images then make a descriptive text. Students can describing people, describing place or others. Closing activities are filled with material reflection, assignment and prayer.

- c. The step of ESA method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year

The researcher made observations related to the step of teaching speaking skill through ESA method at eight grade student of SMP Nurul Jadid in 2021/2022 academic year, there are 1) The teacher asks students to make some groups (with one group of two people). 2) The teacher invites students to describe their group mates and give some examples. 3) Students learn to string words to describe their

friends. 4) After make a paragraph, the students read the description of their group mates in front of the class (practice one by one). 5) Other students are asked to listen, correct and help comment if there is vocabulary or pronunciation that is not correct.

- d. The evaluation of ESA method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year.

The researcher made observations related to the evaluation of teaching speaking skill through ESA method at eight grade student of SMP Nurul Jadid in 2021/2022 academic year, asking students to make descriptive text related to ESA method as desired by them. Types of teaching evaluation are: Pre-test and Post-test, Diagnostic Evaluation, Selective Evaluation, Summative Evaluation, Formative Evaluation. Therefore, the evaluation of learning in research at SMP Nurul Jadid using a technique in the form of a non-test technique, which consists of observation, interviews, and document review.

3. Document Review

Document review is the effort to collect data by investigating the written object⁵⁷. Document review is obtained from the variable or things of the transcripts, photos, records or tapes, books, inscription and so on⁵⁸. The data collection tool is called documentation form or document recording form, while the source the data is in the form of notes or documents. Documentary method means data collection efforts by

⁵⁷ Mundir, *Metode Penelitian Kualitatif dan Kuantitatif* (Jember: STAIN Jember Press, 2013), 86

⁵⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: PT Rineka Cipta, 2013), 201

investigating written objects for examples in the form of pictures, videos, or even important notes as real evidence in the research process. This method was used to collect data dealing with geographical location, profile, lesson plan, documentation or photos of teaching vocabulary and learning process in English subject. Here the following documents related to the research:

- a. History of SMP Nurul Jadid.
- b. Profile of SMP Nurul Jadid.
- c. Vision and mission of SMP Nurul Jadid.
- d. Lesson plan of SMP Nurul Jadid.

E. Data Analysis Technique

This research used data analysis developed by Miles, Huberman, and Saldana which state that there are three stages in conducting data analysis process in qualitative research. Those stages are explained as follow⁵⁹ :

1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data into the writer text (observation's note, interview transcript, and documents). In this process, the researcher managed the data or information to get the important points which related to the research. In order to get data that is relevant to the field. As for the data condensation, in this case the researcher writes a summary based on the results of data collection regarding the goals,

⁵⁹ Miles, Huberman and Saldana, *Qualitative Data Analysis 3rd Edition*, (London: Sage, 2014). 10-11

materials, steps and evaluation of teaching speaking skills through the ESA method. Then, the researcher simplifies the summary results again to continue at the data presentation stage.

2. Data Display

In this process, the researcher managed the information and description of the data that have been obtained by the researcher in order to draw conclusion. The information and description of the data were about implementation of teaching speaking skill through ESA method which included the teaching goal, teaching materials, teaching step and teaching evaluation. The researcher displayed the data by using description based on the field notes from interview and observation. The next stage, the researcher understands the data information that has been collected to be analyzed and corrected again whether the data is in accordance with what the researcher wants or the researcher takes action again on the results of the data that has been presented related to goal, material, step, and evaluation of ESA method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year.

3. Verifying Conclusion

The researcher had drawn the conclusion of the observation to know the implementation of teaching speaking skill through ESA method at the eighth grade students of SMP Nurul Jadid in 2021/2022 academic year. The researcher has concluded the results of the research that found. At this stage in qualitative data analysis is with conclusion and

verification. The initial conclusions put forward are still temporary, and will change if not accompanied by strong evidence to support at the data collection at the next stage. But if the conclusions put forward at the stage supported by strong evidence when researchers return to the field collect data, then the conclusions put forward are credible conclusion⁶⁰. Then, after the data has been collected and corrected carefully, according to the focus of this research and has been verified then the final stage of the researcher concludes about goal, material, step, and evaluation of ESA method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year.

F. Validity of Data

Research validity is very important in research. Researchers can use triangulation as a technique for data validity and data authenticity⁶¹. Moleong explained that triangulation is a technique to check the validity of data using something else to compare the data⁶². The data obtained by researchers need to be processed more carefully so, does not deviate from the object of research. For this purpose, a test was carried out data validity through triangulation. As for triangulation in research using triangulation of sources and techniques.

⁶⁰ Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis* (USA: SAGE Publishing, 2014), 15 & 16.

⁶¹ Nusa Putra, *Metode Penelitian Kualitatif Pendidikan* (Jakarta: Raja Grafindo Persada, 2012), 103.

⁶² Lexy J Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2008), 303.

1. Source triangulation

Source triangulation can be understood that the data obtained from primary source, should be compared with other sources. This comparison is carried out to provide reinforcement from the data obtained already available⁶³. In this study, the data obtained through English teachers compared with data obtained from students through technical Interview.

2. Technique triangulation

Technique triangulation can be understood that data collection using the same data source but using different techniques. Initially, only using observation techniques, then it can also be confirmed through interviews⁶⁴. In this study, data obtained through interview techniques with English teachers were compared with data obtained through observation and documentation techniques.

G. Research Steps

This section outlines the research implementation plan that will be carried out by researchers, starting from preliminary research, design development, actual research, and to writing reports. The research phase that was passed by the researcher in the research process was as follows.

1. Pre-field step

The pre-field stage is the stage where it is determined what must be done before a researcher enters the field of study object.

⁶³ Sugiono, *Metode Penelitian: Kuantitatif, Kualitatif, dan R&D*, 274

⁶⁴ Bachtiar S.Bachri, "Meyakinkan Validitas Data melalui Triangulasi pada Penelitian Kualitatif," *Jurnal Teknologi Pendidikan* 10, No.1 (April 2010): 57.

a. Develop research designs

In compiling this plan, the researcher establishes the following: the title of the study, the reasons for the research, the focus of the study, the purpose of the study, the benefits of the study, the object of the study, and the method used.

b. Choosing research fields

Before conducting research, a researcher must first choose a research field. The chosen research field is eight grade students of SMP Nurul Jadid in 2021/2022 academic year.

c. Permit processing

Before conducting research, researcher takes care of licensing in advance to the campus. Thus, researcher can immediately carry out the CVC stages of research after getting permission to conduct research at the site.

d. Assess the state of the field

After getting permission, researcher begins to explore and assess the field to know better the background of the research object. This is done in order to make it easier for researcher to dig up the data.

e. Prepare research equipment

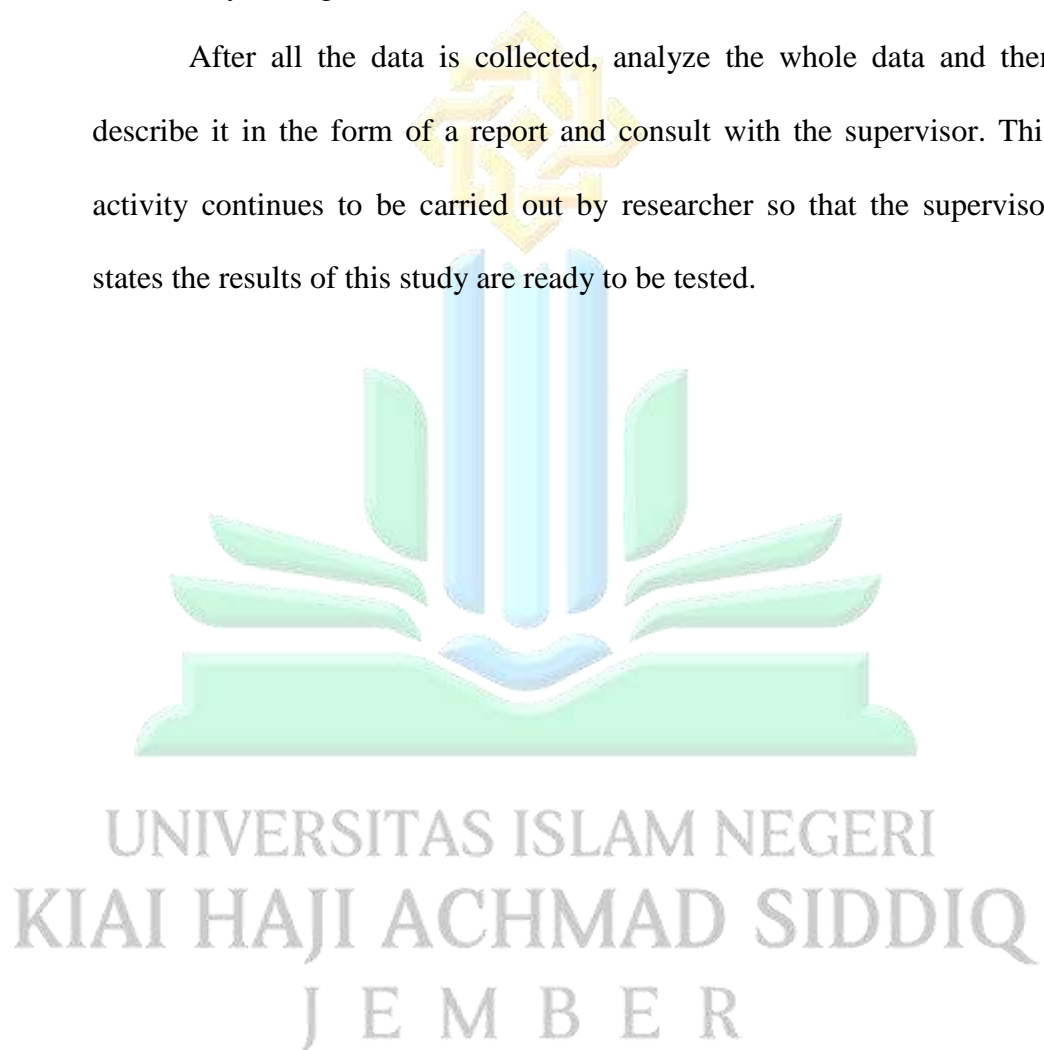
The researcher prepares the equipment needed in the study before plunging into the field starting from preparing notebooks, papers, and so on.

2. Stage of field work

The next step is to carry out research. In carrying out this stage, the researcher collects the data needed by using several methods, including observations, interviews, and documentations.

3. Data analysis stage

After all the data is collected, analyze the whole data and then describe it in the form of a report and consult with the supervisor. This activity continues to be carried out by researcher so that the supervisor states the results of this study are ready to be tested.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Description of the Research Object

1. History of SMP Nurul Jadid

SMP Nurul Jadid was one of the oldest educational units under the auspices of the Pondok Pesantren Nurul Jadid Paiton Probolinggo which was founded directly by the founder of Pesantren Nurul Jadid Kiai Zaini Mun'im in 1950. It started when he was on his way home from visiting his son at the Islamic Boarding School. Darul Ulum Jombang, Kiai Zaini is very concerned to see that many general students (SMP/SMA) dress in sports, mix and mingle, and ignore the values of ahlakul karimah. After returning from Jombang, he had a long discussion with the pesantren administrator to save the younger generation of Muslims by establishing public education in pesantren, a bold initiative considering that at that time the presence of public education was still considered by some Muslims as a Dutch colonial "inheritance". However, Kiai Zaini took a firm decision by determined to establish public education. After a long deliberation, on January 1, 1970, Nurul Jadid Middle School was established. At the beginning of its establishment, only 29 new students occupied a very simple space. In 1973, based on the determination of the Regional Office of Education and Culture of East Java Province, PMUP Cabin No. 706/KP/73, Nurul Jadid Junior High School (SMPNJ) was declared to have been included in the Kraksaan State Junior High School (SMPN)

Development environment which had the right to carry out state examinations. . The number of students also increased to 104 students.

On January 29th 1996, SMP Nurul Jadid was able to obtain equalized status from the Ministry of National Education with a charter number; 625/I.04/I/96/SK. In 2005, SMP Nurul Jadid was awarded an A-Accreditation (until now), and in 2008 it was successfully selected to become a National Standard Pilot School (SSN). With the addition of adequate facilities, improvements in various fields of infrastructure and student achievement which is increasing day by day by occupying 38 classrooms which are fostered by 60 subject teachers and 38 Diniyyah teachers and 11 administrative staff.

2. Vision and Mission of SMP Nurul Jadid

a. Vision : Building School Citizens Who Are Faithful and Knowledgeable, Environmentally Insight, Independent, Superior, Noble, and Nationalist.

b. Mission :

- 1) Increase belief in Islam (Ahlu Sunnah wal Jama'ah)
- 2) Forming a personality with noble character
- 3) Develop knowledge and skills
- 4) Increase awareness as social beings and have a national perspective⁶⁵.

⁶⁵ Document Review, 19th June 2022

B. Findings

The researcher collected the data using observation, interview, and document review techniques. Based on the results of observation, interviews, and document review, the researcher found the data about the implementation of ESA (Engage, Study, Activate) method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year. The data were displayed and analyzed based on research questions, such as; 1) how is the goal of teaching speaking skill through ESA (Engage, Study, Activate) method at eighth grade students of SMP Nurul Jadid in 2021/2022 academic year, 2) how is the material of teaching speaking skill through ESA (Engage, Study, Activate) method at eighth grade students of SMP Nurul Jadid in 2021/2022 academic year, 3) how is the step of teaching speaking skill through ESA (Engage, Study, Activate) method at eighth grade students of SMP Nurul Jadid in 2021/2022 academic year, 4) how is the evaluation of teaching speaking skill through ESA (Engage, Study, Activate) method at eighth grade students of SMP Nurul Jadid in 2021/2022 academic year were obtained the data as follow:

1. The goal of ESA (Engage, Study, Activate) method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year.

According to English teacher at the eight grade students (Mr Abdul), the goal of teaching speaking skill through ESA method were:

"There are three goals from this method, 1) teachers are able to make students' interested in learning English, 2) to make curiosity,

and 3) to make students active in the class and outside of the class. in the class with their partner or in the real life with people around them as well”⁶⁶

From the interview above, the research also found the goal of this ESA method, including: 1) to make students' interested in learning English 2) to make curiosity, and 3) to make students active in the class and outside of the class. By using this method, according to Mr. Abdul, teaching speaking skills is more effective and makes the class atmosphere active. Not only one or two children that participate in this ESA method, but almost all of students feel happy with this method. Apart from enjoying the students' enjoyment, this method also perform students' creativity and responsibility.

It was also supported by the student of the eight A class (Taufik), he said:

“I like this method because it can make me more enthusiastic to learn English especially in speaking skill. We can learn how to make a sentence. For example, i feel so shy when i want to practice speaking skill. But, the teacher give me some instructions like describing our friend. So I really like this learning method. We can get more vocabulary, can practice English pronunciation too. Because, if my pronounce it wrong, Mr Abdul and all my friends can help me to pronounce it correctly”⁶⁷

From the interview above, this ESA method also helps him to increase his vocabulary and more confidence. Because besides students being encouraged to make descriptive text dialogues with the theme

⁶⁶ Abdul Karim, interview with researcher, 19th of June 2022

⁶⁷ Taufik, interview with researcher, 19th of June 2022

"describing part of body", the teacher also teaches students to study hard.

So that students can master the material properly and correctly.

The other supported by the student of the VIII A class (Basori), he said:

"In my opinion, this method is very helpful in my English speaking process, Mr. Usually I feel afraid to spoke English. But after this method, I was more confident and brave because all the students spoke English and performed in front of the class. In fact, I learned a lot from my friends, starting from how to convey it, its meaning in English, or even about how to make a sentence. This method also trains our responsibilities as students, examples of how to be good paragraph, etc"⁶⁸.

From the interview above, the students felt happy and more enthusiastic about learning English using the ESA method. They feel very helpful with this learning method. Starting from adding vocabulary, practicing pronunciation, being more courageous in speaking English in front of the class, not being shy, being able to practice in front of the class, practicing student responsibility, and they also feel that using this method includes learning English as well as playing with their friends. Therefore, the teacher implements this method to help the class be more active and creative and the students are able to be enthusiastic in learning English and practice speaking English.

This data is also supported by class observation. The researcher noted that before the teacher started the explanation about the descriptive text, the teacher said salam and asked how the students were doing. Then the teacher attends the students one by one and begins to open the lesson

⁶⁸ Basori, interview with researcher, 19th of June 2022

by mentioning the goal of the descriptive text. Also the teacher tries to ask about the material that was previously done to recall the previous material. After that the teacher began to continue his explanation of descriptive text by providing some materials and examples⁶⁹.

The results of the interview are supported by the lesson plan (Appendix 6) which is contained in point C is :

“Murid dapat tertarik dalam belajar bahasa inggris. Murid memiliki rasa ingin tahu dalam melakukan setiap aktivitas. Murid menjadi aktif disaat proses pembelajaran berlangsung. Murid mampu menyusun descriptive text tentang tema part of body. Murid mampu lebih kreatif dalam memberikan ide dalam aktivitas berbicara dengan intonasi, artikulasi, dan pengucapan yang baik dan benar”.

Therefore, the researcher concludes from the results of the interview with Mr Abdul and supported by documentation in the form of RPP that the goals set by Mr. Abdul have three goals are 1) to make students' interested in learning English 2) to make curiosity, and 3) to make students active in the class and outside of the class with their partner or in the real life with people around them as well.



Picture 4.1
Interview about goal of teaching speaking skill

⁶⁹ Observation at VIII class (A) SMP Nurul Jadid, 19th June 2022

Based on the interview, observation and document review in the classroom, researchers found that goals from this ESA method, 1) to make students' interested in learning English 2) to make curiosity, and 3) to make students active in the class with their partner or in the real life with people around them as well. The researcher also hopes that the implementation of the ESA method can increase students' activeness and creativity in practicing speaking English and being brave and enthusiastic in class.

2. The material of ESA (Engage, Study, Activate) method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year.

According to English teacher at the eight grade students, the material of teaching speaking skill through ESA method were:

“Usually about the material when I teach in the class are some pictures, objects, something around them or I asked to describe their mother, father, grandmother, grandfather or their classmate and etc. This theme is about part of body”⁷⁰.

From the interview above, the research found material of the teaching speaking skill in the form of descriptive text about part of body. Apart from both being able to make the classroom atmosphere more active, having dialogue also gives the impression of increasing vocabulary.

It was also supported by the student of the eight A class (Taufik), he said:

⁷⁰ Abdul Karim, interview with researcher, 19th of June 2022

"Mr Abdul usually gives material about descriptive text with the theme describing part of body with some examples. Usually I read on a package book or in another English book that I carry. But sometimes there are also my friends who write the Indonesian dialogue first and then translate it into English using a dictionary. Because we are obliged to bring a dictionary when we study English, Mr. So, we can make some sentences with this method. The teacher engage me and my friends to feel happy when study English. Then, give some instruction. Last, practice in front of the class."⁷¹.

From the interview above, the material about descriptive text which consists of two or three people. So, for example, the student have a group and describing thir friend such as their nose, their tall, their mounth, etc. Usually read on a package book or in another English book that they carry.

The other supported by the student of the eight A class (Basori). He said :

"Then when we have the sentence, Mr. Abdul told us to read the sentence seven or more times. Then he told us to go forward in groups without bringing the text. So, in front of our class sometimes it doesn't match what we have written before. Sometimes the sentences are less, or sometimes more. It is the same as what we say in front of the class. If there is something wrong with the pronunciation, he always tells us how to pronounce it correctly"⁷².

From the interview above, the two students stated that usually the material given by the teacher is make a sentence. Which sentence is used, it is the students from each group who make it. So, students are taught to be responsible for finding, creating, completing and practicing in front of the class. Every time there is an English subject, students are required to

⁷¹ Taufik, interview with researcher, 19th of June 2022

⁷² Basori, interview with researcher, 19th of June 2022

bring a dictionary to make the learning process easier. After each group comes to the front of the class, the teacher recommends not to bring the text that was written earlier. In addition to training students' memory, it can also train students' courage when speaking English without any fear or embarrassment.

This data is also supported by class observation. Researcher noted that in the class the teacher explains the meaning of descriptive text, then the teacher begins to illustrate descriptive text. The teacher also gives some examples such as describing his students with descriptions starting from the shape of his head, hair color, height, body shape and so on. The teacher also provides pictures through ppt which are rotated by presenting the parts of the body. After that, the teacher asked the students to make groups with their classmates and do a descriptive text task with the theme part of the body⁷³.

The results of the interview are supported by the lesson plan (Appendix 6) which is contained in point D is:

"Materi Pembelajaran, about descriptive text (Describing part of body). I have a friend. He is a handsome boy. His name is Alex. He has a round face, straight hair, black eyes, a big nose, short legs, small mouth. He is tall and fat person. Etc"

Therefore, the researcher concludes from the results of the interview with Mr Abdul and supported by documentation in the form of lesson plan that the material is descriptive text about describing part of body, then make a paragraph about that.

⁷³ Observation at VIII class (A) SMP Nurul Jadid, 19th June 2022



Picture 4.2
Interview about the material “describing your friend”

Based on the interview, observation and document review in the classroom, researchers found that the material from this ESA method is descriptive text about part of body. Students are asked to make groups and begin to describe their group mates by making one or more paragraphs. They feel enjoy and enthusias to study English.

3. The Step of ESA (Engage, Study, Activate) method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year

According to English teacher at the eight grade students, the step of teaching speaking skill through ESA method, were:

“First, the teacher asks students to make some groups (with one group of two people). Second, the teacher invites students to describe their group mates and give some examples. Third, students learn to string words to describe their friends. Fourth, after make a paragraph, the students read the description of their group mates in front of the class (practice one by one). Fifth, other students are asked to listen, correct and help comment if there is vocabulary or pronunciation that is not correct.”⁷⁴

⁷⁴ Mr abdul Karim, interview with researcher, 19th of June 2022

From the interview above, there were some steps used by the teacher. Usually, the teacher gives a stimulus first before entering the topic to be discussed.

It was also supported by the student of the eight A class (Taufik), he said:

"In my opinion, lately I've started to like English lessons because maybe with the method applied by Mr Abdul as well. Initially he gave questions about the material that was previously studied. then he also invited us to like English by giving English songs or English stories. After the material runs, I feel happy because I can freely describe my friends. Maybe we rarely do this, even with our classmates, sometimes we don't know the name, or the shape of the body part."⁷⁵.

The other supported by the student of the eight A class (Basori). He said:

"I have always liked English, and now I like English even more. In my dormitory, I am also required to speak English, so besides I study well in class, I can also increase the vocabulary of every lesson given by Mr. Abdul. Mr. Abdul also provided material according to our abilities, so that we were all able to understand it well)".⁷⁶

From the interview above, the student not feel difficult because the teacher explains in great detail about the material presented. From each dialogue, he also conveys material such as greeting, leave taking, permission, or other expressions that have done to learn. He also can enjoy and understand also how the characters are brought by our friends, how good sentences are made. Then we can also learn more and can understand more broadly from learning English.

⁷⁵ Taufik, interview with researcher, 19th of June 2022

⁷⁶ Basori, interview with researcher, 19th of June 2022

This data is also supported by class observation. Researcher noted that in the class the teacher asks students to make several groups (with one group consisting of two people), the teacher invites students to describe their group mates and give some examples with simple sentences so that students can understand. Then, the student learns to string words to describe the part of the body of his seatmate. After making paragraphs, students read the descriptions of their group mates in front of the class, guided by the teacher and listened to carefully by other students. That is, other students are asked to listen, correct and help comment if there is an incorrect vocabulary or pronunciation. The teacher also helps and guides if there is an inappropriate vocabulary.⁷⁷

The results of the interview are supported by the lesson plan (Appendix 6) which is contained in point H is :

“The teacher asks students to make some groups (with one group of two people). The teacher invites students to describe their group mates and give some examples. Students learn to string words to describe their friends. After make a paragraph, the students read the description of their group mates in front of the class (practice one by one). Other students are asked to listen, correct and help comment if there is vocabulary or pronunciation that is not correct.”

Therefore, the researcher concludes from the results of the interview with Mr Abdul, the students and supported by documentation in the form of lesson plan.

⁷⁷ Observation at VIII class (A) SMP Nurul Jadid, 19th June 2022



Picture 4.3

Interview about step of teaching speaking skill through ESA method

Based on the interview, observation and document review in the classroom, researchers found that the step from this ESA method is the teacher asks students to make some groups (with one group of two people). Then, the teacher invites students to describe their group mates and give some examples. Next, students learn to string words to describe their friends. After make a paragraph, the students read the description of their group mates in front of the class (practice one by one). Other students are asked to listen, correct and help comment if there is vocabulary or pronunciation that is not correct.

4. The Evaluation of ESA (Engage, Study, Activate) method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year.

According to English teacher at the eight grade students, the evaluation of teaching speaking skill through ESA method were:

“After I explained the steps of the ESA method by giving an assignment in the form of descriptive text with the theme of describing your friend, I also gave an example first. After students

understand, I suggest doing according to the steps I explained earlier. When they have finished stringing words into paragraphs, the students are called from each group to come to the front of the class to display their descriptive text. Then at the end of the lesson I always provide an evaluation in the form of input and suggestions so that the next learning process can be used as learning and become even better. In addition, I also give prizes to students who I think start from choosing vocabulary, pronunciation, and mastering their roles well as a form of appreciation for their hard work while studying. Actually, the evaluation of learning in research uses techniques in the form of non-test techniques, which consist of observation, interviews, and document review.”⁷⁸

From the interview above, the evaluation used using a technique in the form of a non-test technique, which consists of observation, interviews, and document review or formative evaluation. The goal is to be able to correct the shortcomings and also increase the various advantages. Encourage increased efforts and motivation of teachers to achieve learning objectives, provide information about alternative strategies to understand learning materials, confirm students that they are right or wrong, can find out how far they have achieved learning objectives, got more information related to students' abilities and the teaching process at class.

It was also supported by the student of the VIII A class (Taufik), he said:

“So, at the end of the lesson, I was satisfied because in the learning process I did not feel bored or sleepy. In addition to the explanation from Mr. Abdul which is clear and easy to understand, the material on descriptive text seems to be suitable material so that students can freely write, imagine, and describe what they see to their friends.”⁷⁹

⁷⁸ Mr Abdul Karim, interview with researcher, 19th of June 2022

⁷⁹ Taufik, interview with researcher, 19th of June 2022

From the interview above, that the students feel satisfied and feel happy that what they have not understood before, can be answered when there is a question and answer session with the teacher. His opinion, descriptive text seems to be suitable material so that students can freely write, imagine, and describe what they see to their friends

The other supported by the student of the eight A class (Basori), he said:

"I think, i also like this descriptive text because the answers from friends are very varied. So, a lot of vocabulary that we can add in our understanding and memorization. Not only that, Mr. Abdul often gives us gifts if the paragraphs we make are interesting so that it increases the interest of me and my friends to study well. Usually, at the end of the lesson, he also asks questions in the form of vocabulary that we have mentioned.⁸⁰"

From interviews above, that the teacher helped the students when they were confused and afraid in finishing the paragraph. The teacher also gave the feedback their work. In the end teaching-learning process, Mr. Abdul gave the questions and asked the students about the material.



Picture 4.4
Interview about evaluation of ESA method

⁸⁰ Basori, interview with researcher, 19th of June 2022

The interview was also supported by the observation, in the class teacher ordered students to do some tasks after explaining the material. Teacher also asked students to practice a conversation in front of class with their partner, usually teacher chose one student with his/her seatmate to come forward and practice any. Teacher did that to assess students' knowledge and skill. Researcher used a technique in the form of a non-test technique consisting of observation, interviews, and document review. In each observation, the researcher involved himself to find out the progress in the class, while the interview was conducted outside the classroom either in the teacher's room, curriculum room, or even in front of the class, while for the document review the researcher took from inside VIII A.⁸¹

From interview, observations, and documents review, it can be concluded that teacher used a formative evaluation. The evaluation was done after every meetings. This evaluation is used to measure students' performance and figure out the problem of classroom meeting then find out a best solution for the next meeting. There were also two model of assessment used by teacher while doing the evaluation, those are: (1) knowledge assessment that is provided in description test or class observation, (2) skill assessment that is used to assess how good the students practice any expression or conversation. Teacher used test technique and non-test technique. In addition, teacher use observation to measure student's skill in practicing any expression and conversation

⁸¹ Observation at VIII class (A) SMP Nurul Jadid, 19th June 2022

about the material. In this ESA method during classroom learning, the researcher saw a very good improvement in students' speaking skills. In line with the purpose of this method, students are willing to be invited to learn English, enthusiastic in learning English and active in learning English both in class and outside of class. Likewise, what the researcher saw was an evaluation that could be practiced, more active and creative, and confident, students also seemed more enthusiastic in learning English. Teachers are also required to be more creative and have high creative power. So the teacher must also understand the ability of each student so that the material provided is also appropriate.

Based on the results of the data description presented above, the results and findings of the research could be concluded. The conclusion of the results or research findings would be explained in the following table:

Table 4.1
Results or Research Findings

No	Research Focus	Research Findings
1	2	3
1.	How is the goal of ESA (Engage, Study, Activate) method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year?	There were the goal of ESA method, including: 1) to make students' interested in learning English, 2) to make curiosity, and 3) to make students active in the class and outside of the class. in the class with their partner or in the real life with people around them as well.
2.	How is material of ESA (Engage, Study, Activate) method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year?	The material used in teaching speaking skill is the form of descriptive text with the theme part of body. Then, the core activities are carried out by conveying material through the media of conversational images then make a descriptive text. Students can describing people or describing place. Closing activities are filled with material reflection, assignment

		and prayer. Usually give pictures, objects, or students are asked to describe their classmate
3.	How is the step of ESA (Engage, Study, Activate) method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year?	There were some steps used by the teacher those are : 1) The teacher asks students to make some groups (with one group of two people). 2) The teacher invites students to describe their group mates and give some examples. 3) Students learn to string words to describe their friends. 4) After make a paragraph, the students read the description of their group mates in front of the class (practice one by one). 5) Other students are asked to listen, correct and help comment if there is vocabulary or pronunciation that is not correct.
4.	How is the evaluation of ESA (Engage, Study, Activate) method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year?	The teacher evaluation the students the evaluation used formative evaluation using a technique in the form of a non-test technique, which consists of observation, interviews, and document review. The goal is to be able to correct the shortcomings and also increase the various advantages. Encourage increased efforts and motivation of teachers to achieve learning objectives, provide information about alternative strategies to understand learning materials, confirm students that they are right or wrong, can find out how far they have achieved learning objectives, get more information related to students' abilities and the teaching process at class

C. Discussion

In the discussion of the findings of previous research obtained from field through interview techniques, observation a documentation. Furthermore, the researchers presented the results of the research to compare to the theory that has been reviewed in the previous chapter.

1. The goal of ESA (Engage, Study, Activate) method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year.

Based on the findings of the researcher through interview, observasi and document review that the goal of ESA method, including: a) to make students' interested in learning English b) to make curiosity, and c) to make students active in the class. So, students can also be more active and creative in class to motivate themselves in speaking English. However, the goals described by Mr. Abdul are also fundamental for researchers, such as, students can practice in speaking English, they can brave to express themselves feelings in English, and finally students are able to feel enjoy and comfortable in the class. It would be great if this method could be played and learned well. This statement was relevant with Hamdani's statement, he stated that the goal of teaching speaking skill through ESA method in learning is a method of mastering a subject matter by developing the imagination and appreciation of students and being able to make the students more interest, enthusiastic, brave, active, creative in practicing speaking English⁸².

In conclusion, the goal of the implementation of teaching speaking skill through ESA method at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year were related with the theory above, so the students can interest when speaking English, students can brave students to

⁸² Hamdani, (2011). *Strategi Belajar Mengajar*. Bandung : CV Pustaka Setia.

express feelings or roles in English, students can be active in their class and creative when making sentences or paragraph and they felt enjoy and more enthusiastic about learning English.

2. The material of ESA (Engage, Study, Activate) method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year.

The material used in teaching speaking skill is the form of descriptive text. Then, the core activities are carried out by conveying material through the media of conversational images then make a descriptive text with the theme part of body. Closing activities are filled with material reflection, assignment and prayer. Even though there are some students who will ask questions like "what is *teman* in English, Mr?" ; "What's *duduk* in English?" ; Or "what is the English for *dia adalah temanku, hidungnya mancung, rambutnya pendek*, Mr?". As a good teacher, it would be better if you look for and find a good method for students according to the abilities and needs of students in the class. Therefore, Mr. Abdul's reason for choosing this method is to implement teaching English in order to be able to achieve learning goals. Usually give pictures, objects, or students are asked to describe their mother, father, grandmother, grandfather or classmate. This material was relevant with Jack C. Richards and Willy's statement, he stated that the material of

teaching speaking skill through ESA method in learning with something around them⁸³. So, the student focuses to describe part of body.

In conclusion, the material of the implementation of teaching speaking skill through ESA method at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year were related with the theory above, researchers use descriptive text as material that will be applied with the theme of describing part of body because the descriptive text is in accordance with the theory above and this text easily understood by students to get the information they need.

3. The step of ESA (Engage, Study, Activate) method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year.

There were some steps used by the teacher those are: 1) the teacher asks students to make some groups (with one group of two people). 2) The teacher invites students to describe their group mates and give some examples. 3) Students learn to string words to describe their friends. 4) After make a paragraph, the students read the description of their group mates in front of the class (practice one by one). 5) Other students are asked to listen, correct and help comment if there is vocabulary or pronunciation that is not correct. This step was relevant with Oemar

⁸³ Jack C. Richards and Willy A, *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 2002), 65-66

Hamalik's statement, he stated that the step of teaching speaking skill through ESA method is engage, study and activate when study English⁸⁴.

In conclusion, the step of the implementation of teaching speaking skill through ESA (Engage, Study, Activate) method at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year were related with the theory above, researchers use 1) engage, 2) Study, 3) Activate.

4. The evaluation of ESA (Engage, Study, Activate) method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year.

There were some evaluations used formative evaluation by the teacher those are in the form of a non-test technique, which consists of observation, interviews, and document review. Encourage increased efforts and motivation of teachers to achieve learning objectives, provide information about alternative strategies to understand learning materials, confirm students that they are right or wrong, can find out how far they have achieved learning objectives, to get more information related to students' abilities and the teaching process at class. This step was relevant with Sahlan's statement, he stated that the evaluation of teaching speaking skill through ESA method is a form of non-test technique, which consists of observation, interviews, and document review⁸⁵.

In conclusion, the evaluation of the implementation of teaching speaking skill through ESA method at the eight grade students of SMP

⁸⁴ Oemar Hamalik. (2010). *Proses Belajar Mengajar*. Jakarta: Bumi Aksara.

⁸⁵ Moh. Sahlan, *Evaluasi Pembelajaran*, 119

Nurul Jadid in 2021/2022 academic year were related with the theory above, a form of non-test technique, which consists of observation, interviews, and document review. Evaluation is a planned activity of how deep the planning that has been made on an object is measured with several considerations. While looking at the use of the ESA method during class learning, the researchers saw that there was a very good improvement in students' speaking skills. In line with the purpose of this method, students can interest, more active and creative, and confident, students also look more enthusiastic in learning English. Teachers are also asked to be more creative and have high creative power. Therefore, from this evaluation, it can be concluded that the ESA method is an effective method for students in learning English, especially in speaking skills. By using the paragraph with the theme of "describing part of body", students can develop their imagination to describe or explain about their friends.



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CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the result of qualitative research with observation techniques, interviews and document review, carried out about The Implementation of Teaching Speaking Skill through ESA (Engage, Study, Activate) method at the eight grade students of SMP Nurul Jadid 2021/2022 academic year the conclusions were presented as follows;

The goal of ESA (Engage, Study, Activate) method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year were: 1) to make students' interested in learning English, 2) to make curiosity, and 3) to make students active in the class and outside of the class. in the class with their partner or in the real life with people around them as well.

The material of ESA (Engage, Study, Activate) method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year were descriptive text about describing part of body. Usually give some pictures, objects, or students are asked to describe their mother, father, grandmother, grandfather or classmate

The Step of ESA (Engage, Study, Activate) method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year were the three most important steps in teaching are the teacher asks students to make some groups (with one group of two people). Next, the

teacher invites students to describe their group mates and give some examples. Students learn to string words to describe their friends. After make a paragraph, the students read the description of their group mates in front of the class (practice one by one). Other students are asked to listen, correct and help comment if there is vocabulary or pronunciation that is not correct.

The Evaluation of ESA (Engage, Study, Activate) method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year were using formative evaluation or a technique in the form of a non-test technique, which consists of observation, interviews, and an attitude scale. While looking at the use of the ESA method during class learning, the researchers saw that there was a very good improvement in students' speaking skills. In line with the purpose of this method, students can interest, more active and creative, and confident, students also look more enthusiastic in learning English. Teachers are also asked to be more creative and have high creative power. Therefore, from this evaluation, it can be concluded that the ESA method is an effective method for students in learning English, especially in speaking skills. By using the paragraph with the theme of "describing part of body", students can develop their imagination when study English.

B. SUGGESTION

Based on the research results and conclusions above, the researcher put forward some suggestions in order to succeed in the success of learning English in SMP Nurul Jadid in 2021/2022 academic year. The suggestions are as follow:

1. For the teacher

It is better for the teacher to increase their creativity in making learning strategies or teaching media that are enjoy and easily accepted by students. In that way, the students will be more fun and enthusiast in learning process.

2. For others researcher

For other researchers, the researcher suggests using this research as a reference in doing similar research by using ESA method to teaching speaking skill. Whereas, they also can improve their vocabulary, motivation and other skill especially speaking skill.



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Appendix I

Declaration of Authenticity

I am the student with following identity :

Name : Muhammad Hasanuddin
Students' Number : T20186035
Study Program : English Education Department
Faculty : Tarbiyah and Teacher Training
Institution : UIN KH. ACHMAD SIDDIQ JEMBER

Cenify that the thesis entitle : "The Implementation of ESA (Engage, Study, Activate) Method in Teaching Speaking Skill at the Eight Grade Students of Smp Nurul Jadid in 2021/2022 Academic Year" is definitely my own work. I am completely responsible for the content of this thesis. I also declare that the publications cited in this wok have been personally consulted.

Jember, 7th
I declared

Jember, 7th Oktober 2022
I declared



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KIAI HAJI ACHMAD SIDDIQ
J E M B E R

MUHAMMAD HASANUDDIN
NIM.T20186035

Appendix 2

MATRIX OF THE RESEARCH

Title	Variable	Indicator	Source of Data	Research Method	Research Question
The Implementation of ESA (Engage, Study, Activate) method in teaching speaking skill at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year	1. Teaching Speaking Skill	a. The Goal of Teaching Speaking Skill b. The Material of Teaching Speaking Skill. c. The Step of Teaching Speaking Skill. d. The Evaluation of Teaching Speaking Skill.	a. English Teacher b. Students c. Documentation	1. Research Approach a. Qualitative 2. Research Locations a. SMP Nurul Jadid 3. Data collection method a. Observation b. Interview c. Document Review 3. Data analysis technique a. Data condensation, b. Data display c. Conclusion drawing. 4. Validation of data : a. Triangulation of source b. Triangulation Technique	1. How is the Goal of Teaching Speaking Skill through ESA (Engage, Study, Activate) method? 2. How is the Material of Teaching Speaking Skill through ESA method? 3. How is the Step of Teaching Speaking Skill through ESA method? 4. How is the Evaluation of Teaching Speaking Skill through ESA method?
	2. ESA Method	a. The goal of ESA method b. The Step of ESA method c. The advantages and Disadvantages			

Appendix 3

The interview's guide to English teacher

School	
Address	
The English teacher's name	
NIP	
Day/date	

1. What is the goal of ESA method in teaching speaking skill?
2. What is material of ESA method in teaching speaking skill?
3. How is the procedure of ESA method in teaching speaking skill?
4. How is the evaluation of ESA method in teaching speaking skill?
5. What difficulties are faced in implementing ESA method?

The interview's guide to students

School	
Address	
Student's name	
NIS	
Day/date	

1. What do you think about ESA method?
2. What is material used by the teacher in teaching speaking skill through ESA method?
3. Are there any difficulties to play the ESA method?
4. How is the procedure of teaching speaking skill through ESA method?

Appendix 4

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP NURUL JADID
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII A/Genap
Materi Pokok : Descriptive text "Part of Body"
Alokasi Waktu : 2 x 45 Menit (1 x Pertemuan)
Guru Kelas : Abdul Karim

A. Kompetensi Inti

1. KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
2. KI 2: Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
3. KI 3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
4. KI 4: Mencoba, mengolah, menalar dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1	3.10. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi social teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, benda secara pendek dan sederhana sesuai dengan konteks penggunaannya.	3.10.1. Memberikan nama benda atau orang yang di tuju 3.10.2. Mengidentifikasi bagian atau sifat orang tersebut 3.10.3. Mendeskripsikan orang 3.10.4. Menyebutkan fungsi sosial atau bagian dari orang tersebut menggunakan teks deskriptif

2	4.12. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana tentang prang, binatang, benda dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar.	4.12.1. Menyusun teks deskriptif sederhana tentang orang. 4.12.2. Membacakan teks deskriptif yang telah di buat dengan intonasi, artikulasi, dan pengucapan yang baik dan benar.
---	---	---

C. Tujuan Pembelajaran

Melalui metode pembelajaran *ESA method*, siswa mampu aktif, kreatif dan berpikir kritis. Berdasarkan kompetensi, siswa mampu:

1. Murid dapat tertarik dalam belajar bahasa inggris
2. Murid memiliki rasa ingin tahu dalam melakukan setiap aktivitas
3. Murid menjadi aktif disaat proses pembelajaran berlangsung
4. Murid mampu menyusun descriptive text tentang tema *part of body*
5. Murid mampu lebih kreatif dalam memberikan ide dalam aktivitas berbicara dengan intonasi, artikulasi, dan pengucapan yang baik dan benar.

D. Materi Pembelajaran

Contoh dari *descriptive text*

Describing my friend (part of body)

I have a friend. He is a handsome boy. His name is Alex. He has a round face, straight hair, black eyes, a big nose, short legs, small mouth. He is tall and fat person. Etc.

E. Metode Pembelajaran

Metode ESA (*Engage, Study, Activate*)

F. Media, Alat dan Sumber Belajar

1. Media pembelajaran (gambar, video pembelajaran).
2. Alat pembelajaran (papan tulis, spidol)
3. Sumber belajar (Buku Siswa “When English Rings a Bell”, Jakarta: Kemendikbud 2017, internet)

G. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	a. Orientasi <ol style="list-style-type: none"> 1) Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran 2) Memeriksa kehadiran peserta didik sebagai sikap disiplin 	15 Menit

Kegiatan	Deskripsi Kegiatan		Alokasi waktu
	3) Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. b. Apersepsi 1) Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya 2) Mengingat kembali materi prasyarat dengan bertanya. 3) Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. c. Motivasi 1) Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. 2) Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung 3) Mengajukan pertanyaan d. Pemberian Acuan 1) Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu. 2) Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, dan KKM pada pertemuan yang berlangsung Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.		
Kegiatan Inti	Metode Pembelajaran	Kegiatan Pembelajaran	60 menit
	Discovery Learning		
	Stimulasi	Siswa memperhatikan penjelasan dan contoh terkait descriptive text.	
	Pernyataan Masalah	Siswa berdiskusi bersama guru untuk membahas hal-hal yang perlu dilakukan dalam mendeskripsikan teman.	
	Pengambilan Data	Siswa berdiskusi bersama kelompok untuk menjawab rumusan masalah yang disajikan dalam lembar kerja dan Siswa mencari informasi yang diperlukan melalui berbagai literature.	
	Memproses Data	Siswa membuat deskripsi terkait	

Kegiatan	Deskripsi Kegiatan		Alokasi waktu
		temannya.	
	Verifikasi	Siswa melakukan presentasi hasil diskusi dari setiap kelompok.	
	Kesimpulan	Guru menyimpulkan kegiatan pembelajaran	
Penutup	1) Guru memberikan tugas rumah kepada siswa untuk mencari referensi atau bahan bacaan terkait dengan tema diskusi pada pertemuan berikutnya 2) Guru bersama siswa membaca doa kafaratul majlis untuk mengakhiri pembelajaran 3) Guru memberi salam sebagai tanda akhir pembelajaran		15 menit

H. Penilaian

No.	Jenis Penilaian	Teknik Penilaian
1.	Sikap	Observasi
2.	Pengetahuan	Tes Objektive
3.	Keterampilan	Unjuk Kerja

1. Penilaian Sikap/Observasi

No.	Aspek yang dinilai	Total Skor	Rata-Rata
1	Berdoa sebelum dan sesudah pembelajaran		
2	Mengucapkan salam dan terimakasih pada saat memulai persentasi		
3	Menunjukkan sikap aktif dalam berdiskusi		
4	Mendengarkan dengan seksama teman yang sedang persentasi		
5	Menulis poin-poin penting dalam proses diskusi		

Keterangan:

5 = Sangat Baik (jika selalu melakukan perilaku yang diamati)

4 = Baik (jika sering melakukan perilaku yang diamati)

3 = Cukup (jika kadang melakukan perilaku yang diamati)

2 = Kurang (jika tidak pernah melakukan perilaku yang diamati)

1 = Sangat kurang (jika sama sekali tidak pernah melakukan yang di amati)

2. Pengetahuan

No	Aspek yang dinilai	Kriteria	Score
1.	Unsur kebahasaan dan struktur teks tentang Teks Interaksi Transaksional; Niat Melakukan Suatu Tindakan/Kegiatan	Sangat memahami	5
		memahami	4
		Cukup memahami	3
		Kurang memahami	2
		Tidak memahami	1
2.	Pilihan Kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1

Tabel Penilaian Aspek Pengetahuan

NO	ASPEK YANG DINILAI	KRITERIA	SCORE
1	Tujuan komunikatif	Sangat Memahami	5
		Memahami	4
		Cukup memahami	3
		Kurang memahami	2
		Tidak memahami	1
2	Keruntutan teks	Struktur teks yang digunakan sangat runtut	5
		Struktur teks yang digunakan runtut	4
		Struktur teks yang digunakan cukup runtut	3
		Struktur teks yang digunakan kurang runtut	2
		Struktur teks yang digunakan tidak runtut	1
3	Pilihan kosa kata	Sangat variatif dan tepat	5
		Variatif dan tepat	4
		Cukup variatif dan tepat	3
		Kurang variatif dan tepat	2
		Tidak variatif dan tepat	1

3. Keterampilan

Bentuk Penilaian : Tes Lisan

Instrumen penilaian : Descriptive Text

Indikator:

(1) Pronunciation

- (2) Fluency
- (3) Vocabulary
- (4) Grammar

No.	Aspek Yang Dinilai				Total Skor	Rata-rata
	Pronunciation	Fluency	Vocabulary	Grammar		
1.						
2.						
3.						
4.						
5.						

Mengetahui :
Guru Bahasa Inggris SMP Nurul Jadid

Jember, 7 Oktober 2022
Mahasiswa peneliti,



Abdul Karim, S.Pd
NIP. 06509261994032012

Muhammad Hasanuddin
NIM. T20186035

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Question !

Make a paragraph (descriptive text) with the theme “describing part of body” then perform it in front of the class

Appendix 5

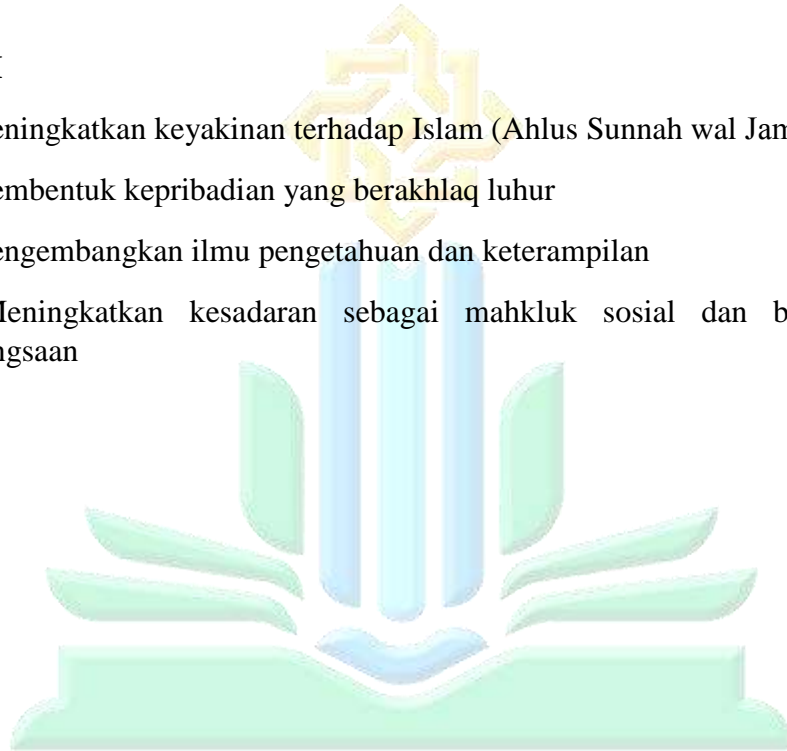
VISI DAN MISI SMP NURUL JADID

VISI

Membangun Warga Sekolah Yang Beriman Dan Berilmu, Berwawasan Lingkungan, Mandiri, Unggul, Berakhlak Mulia, Dan Nasionalis.

MISI

1. Meningkatkan keyakinan terhadap Islam (Ahlu Sunnah wal Jama'ah)
2. Membentuk kepribadian yang berakhlak luhur
3. Mengembangkan ilmu pengetahuan dan keterampilan
4. Meningkatkan kesadaran sebagai makhluk sosial dan berwawasan kebangsaan



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Appendix 6



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-4685/In.20/3.a/PP.009/09/2022

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMP NURUL JADID

Karang Anyar, Paiton, Probolinggo, Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20186035
Nama : MUHAMMAD HASANUDDIN
Semester : Semester sembilan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The implementation of teaching speaking skill through ESA (Engage, Study, Activate) method at the eight grade students of SMP Nurul Jadid in 2021/2022 academic year" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Rahardjo

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 26 September 2022

an. Dekan,

Wakil Dekan Bidang Akademik,



Appendix 7

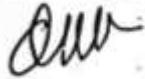
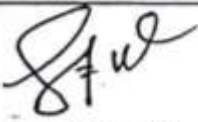




RESEARCH JOURNAL

Nama : Muhammad Hasanuddin

NIM : T20186035

Judul : The implementation of teaching speaking skill through ESA (Engage, Study, Activate) method at eight grade students of SMP Nurul Jadid Probolinggo in 2021/2022 academic year

Lokasi : SMP Nurul Jadid Probolinggo

No	Tanggal	Jenis Kegiatan	TTD
1	2 nd June 2022	Submit a research permit to SMP Nurul Jadid Probolinggo	
2	2 nd June 2022	Data Collection of SMP Nurul Jadid Probolinggo	
3	19 th June 2022	Interview with English teacher at eight grade of Nurul Jadid Probolinggo	
4	19 th June 2022	Interview with a student of eight grade at Nurul Jadid Probolinggo	
5	19 th June 2022	Interview with a student of eight grade at Nurul Jadid Probolinggo	
6	26 th June 2022	Taking letter of completion of the research at SMP Nurul Jadid Probolinggo	

Jember, 26th June 2022



Headmaster of SMP Nurul Jadid


Abdul Karim, S.Pd

NIP. 196509261994032012

Appendix 8

DOCUMENTATION



Interview about the material of ESA method in teaching speaking skill



Interview about goal of ESA method in teaching speaking skill



Interview about step of ESA method in teaching speaking skill



Interview about evaluation of ESA method in teaching speaking skill

Appendix 9

BIODATA



Name : Muhammad Hasanuddin
Date of Birth : Probolinggo, 27th of February 2001
Students' Number : T20186035
Age : 21
Gender : Male
Study Program : English Education Department
Faculty : Tarbiyah and Teacher Training
Religion : Islam
Address : Paiton, Probolinggo
Phone Number : 085960162211
E-mail : Moh.hasanuddin2702@gmail.com

Educational Background :

2005 - 2007 : TK JAMBANGAN
2007 - 2012 : MI NURUL MUN'IM
2012 - 2015 : SMP NURUL JADID
2015 - 2018 : SMA NURUL JADID
2018 - 2022 : UIN KHAS JEMBER