

**THE EFFECTIVENESS OF USING THE ENGAGE, STUDY,
AND ACTIVATE (ESA) METHOD IN TEACHING
SPEAKING AT ELEVENTH GRADE STUDENTS OF
UPT SMAN 10 SINJAI**



THESIS

As a Requirement for Compiling a Thesis

English Education Study Program

By:

SUARNI

200110023

**ENGLISH EDUCATION PROGRAM
FACULTY OF TARBIYAH AND TEACHER TRAINING
AHMAD DAHLAN ISLAMIC UNIVERSITY SINJAI
YEAR 2024**



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YEAR 2024**

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The Researcher,



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PENGESAHAN SKRIPSI

Skripsi berjudul, *The Effectiveness of Using the Engage, Study and Activate (ESA) Method in Teaching Speaking at Eleventh Grade Students of UPT SMAN 10 Sinjai*, yang ditulis oleh Suarni, Nomor Induk Mahasiswa (NIM) 200110023, Mahasiswa Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan, yang dimunaqasyahkan pada hari Selasa, tanggal 24 Juli 2024 M bertepatan dengan 18 Muharram 1446 H, telah diperbaiki sesuai catatan dan permintaan Tim Penguji, dan diterima sebagai syarat memperoleh gelar Sarjana Pendidikan (S.Pd.).

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ABSTRACT

Suarni. Effectiveness of Using the Engage, Study, and Activate (ESA) Method in Teaching Speaking to Eleventh Grade Students of UPT SMAN 10 Sinjai. Sinjai: English Education Study Program, Faculty of Tarbiyah and Teacher Training, Islamic University of Ahmad Dahlan Sinjai, 2024.

This research aims to find out whether the ESA method is effective in teaching speaking to eleventh grade students at UPT SMAN 10 Sinjai.

The type of this research used is quasi-experimental research with a one group pretest-posttest design with a quantitative approach. This research was conducted on 25 students of class XI IPS A UPT SMAN 10 Sinjai as the research sample. The data collection techniques used in this research were observation, questionnaires, tests, and documentation. The data analysis techniques used are normality test, homogeneity test, t-test (paired sample t-test), N-Gain.

The research results show that the ESA method is effective in teaching English speaking in class XI IPS A UPT SMAN 10 Sinjai. This was concluded based on the results of the paired sample t-test, a significant result of 0.000 was smaller than 0.05, which means that H_0 was rejected and H_a was accepted or in other words that the use of the ESA method was effective in learning English. Apart from that, the results of the N-Gain value in the research carried out obtained an N-Gain value of 0.50 or an N-Gain percentage of 50%. The N-Gain test result value is in the second interval, namely 0.30 greater than or equal to 0.70.

Keywords: Effectiveness, ESA Method, Teaching Speaking

مستخلص البحث

سواربي. فعالية استخدام طريقة المشاركة والدراسة والتشيط (ESA) في تدريس التحدث لطلاب الصف الحادي عشر في مدرسة العالية الحكومية ١٠ سنجالي: قسم تعليم اللغة الإنجليزية، كلية التربية وتدريب المعلمين، جامعة أحمد دجلان الإسلامية سنجالي، ٢٠٢٤.

يهدف هذا البحث إلى معرفة ما إذا كانت طريقة المشاركة والدراسة والتشيط فعالة في تدريس التحدث لطلاب الصف الحادي عشر في مدرسة العالية الحكومية ١٠ سنجالي.

نوع البحث المستخدم هو بحث شبه تجريبي بتصميم اختبار أولي. ويعددي لمجموعة واحدة مع تعج كمي. أجري هذا البحث على ٢٥ طالبًا من الصف الحادي عشر قسم العلوم الاجتماعية في مدرسة العالية الحكومية ١٠ سنجالي كعينة بحث. كانت تقنيات جمع البيانات المستخدمة في هذا البحث هي الملاحظة والاستبيانات والاختبارات والتوثيق. تقنيات تحليل البيانات المستخدمة هي اختبار الطيفية واختبار التجانس واختبارات (اختبارات للعينة المقترنة) و N-Gain.

أظهرت نتائج البحث أن طريقة ESA فعالة في تدريس التحدث باللغة الإنجليزية في الصف الحادي عشر قسم العلوم الاجتماعية في مدرسة العالية الحكومية ١٠ سنجالي. وقد استنتج ذلك بناءً على نتائج اختبار العينة المقترنة، وكانت النتيجة المهمة ٠.٠٠٠٠ أصغر من ٠.٠٠٠٥، مما يعني رفض H_0 وقبول H_a أو بعبارة أخرى أن استخدام طريقة ESA كان فعالاً في تعلم اللغة الإنجليزية. وبصرف النظر عن ذلك، فقد حصلت لنتائج قيمة N-Gain في البحث الذي أجري على قيمة N-Gain 0.50 أو نسبة N-Gain ٥٠% قيمة نتيجة اختبار N-Gain في الفاصل الزمني الثاني، أي ٠.٣٠ أكبر من أو تساوي ٠.٧٠.

الكلمات الأساسية: الفعالية، طريقة ESA، تدريس التحدث

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TABLE OF CONTENTS

COVER

TITLE PAGE ii

STATEMENT OF WORK'S ORIGINALLY iii

APPROVAL SHEET iv

ABSTRAK.....v

ACKNOWLEDMENTSviii

TABLE OF CONTENTS.....viii

LIST OF TABLE x

CHAPTER I INTRODUCTION.....1

A. Background of the reseach1

B. Research Problem Formulation7

C. Objective of the Research.....7

D. Significance of the Research8

CHAPTER II THEORITICAL REVIEW.....10

A. Literatur Review10

B. Result of Relevant Research 34

C. Hypothesis36

CHAPTER III RESEARCH METHODS.....37

A. Types & Approach of The Research37

B. ..Variabel Definition 38

C. ..Place and Time of The Research.....39

D. Population and Sample 40

E..Data Collection Technique	41
F..Research Instruments	44
G. Validity and Reliability Test	48
H. Data analysis technique	52
CHAPTER IV RESEARCH FINDINGS	56
A. General Description of Research Location	56
B. The Results and Discussion of the research	59
C. Discussion of the Research	68
CHAPTER V CLOSING	74
A. Conclusion of the Research	74
B. Implication of the Research	74
BIBLIOGRAPHY	77
APPENDICES	

LIST OF THE TABLE

Table 2.1 Speaking Assesment Indicator	29
Table 3.1 One Group Pretest-Posttest Design	38
Table 3.2 Class XI Students at UPT SMAN 10 Sinjai	40
Table 3.3 Likert Scale Measurement	46
Table 3.4 Classification of Normality Gain Score	49
Table 3.5 Validity of the Test	50
Table 3.6 Reliability Test of Questionnare.....	51
Table 3.7 Reliability Test for Test	52
Table 3.8 Classification of Normality Gain Scor.....	55
Table 4.1 Responden Characteristics	61
Table 4.2 Normality Test Results	63
Table 4.3 Homogeneity Test Results	64
Table 4.4 T-test (Paired Sample Test) Results	37
Table 4.5 N-Gain Test Results	37
Table 4.6 N-Gain Level Criteria	38

CHAPTER I

INTRODUCTION

A. Background of the reseach

In essence, speaking holds a crucial role among the language skills, standing out as a key player in our social interactions. It's more than just a way to measure communication it's a vital component that improving experiences and relationships. The ability to express oneself verbally is paramount for effective communication and integration into social circles learning process (Juwito et al., 2022). Without it, navigating through English becomes challenging, potentially leading to isolation. Success in learning English hinges on the proficiency in speaking, as it reflects one's capacity to communicate efficiently. Linguists emphasize speaking as an interactive skill, enabling individuals to articulate specific needs and convey meaningful content. Mastering speaking skill is essential for English learners (Sabaruddin & Melati, 2022).

Effective communication plays a pivotal role in fostering mutual understanding, preventing misunderstandings, and creating a comfortable environment. Proficient communication skills not only contribute to positive interactions but also form

the foundation for strong relationships with colleagues, potentially unlocking opportunities in both business and career advancement. Speaking English is considered difficult by most people, especially students who study English at school (Nisa et al., 2023).

Speaking is the ability to produce language to communicate that conveys feelings through words to convey information. Speaking can be defined as an activity where humans try to express thoughts, feelings, opinions and exchange information using speech in the form of communication. As Allah SWT says in the verse of QS Al Baqarah /02:83

وَإِذْ أَخَذْنَا مِيثَاقَ بَنِي إِسْرَءِيلَ لَا تَعْبُدُونَ إِلَّا اللَّهَ وَبِالْوَالِدَيْنِ إِحْسَانًا وَذِي الْقُرْبَىٰ
وَالْيَتَامَىٰ وَالْمَسْكِينِ وَقُولُوا لِلنَّاسِ حُسْنًا وَأَقِيمُوا الصَّلَاةَ وَآتُوا الزَّكَاةَ ثُمَّ تَوَلَّيْتُمْ إِلَّا
قَلِيلًا مِّنْكُمْ وَأَنتُمْ مُّعْرِضُونَ

Translation :

“And (remember), when We took the promise from the Children of Israel (namely): Do not worship other than Allah, and do good to parents, relatives, orphans and the poor, and speak good words to people, establish prayer and give zakat. Then you don't fulfill that promise, except for a small part of it, and you always turn away”.

This verse emphasizes the importance of speaking good words. Allah SWT wants his servants to be able to communicate effectively by saying words and sentences

fluently and with clear meaning. One way to improve your speaking ability is to learn how to pronounce words correctly. Students can speak a language well if the students how to pronounce the words. It can be said that to have good communication, the speaker must first master speaking skills, especially correct pronunciation.

Speaking is a dynamic process of constructing meaning, encompassing the generation, reception, and processing of information. Essentially, it serves as a crucial language skill, blending both productive and receptive abilities to facilitate effective communication among individuals. For instance, in an educational setting, teachers encourage students to share their perspectives on previously presented material, posing questions to prompt discussion. Speaking not only plays a vital role in language learning objectives but also acts as a means for individuals to convey opinions, intentions, and viewpoints speaking is a tool to give instructions or to get things done (Nurdin, 2021).

As one of the four language skills alongside reading, writing, and listening, speaking allows students to interact with others, striving to accomplish specific objectives or articulate their thoughts and aspirations talk related to use language in communication (Hamsia, 2018). One of the emphasized

English skills is speaking, as mastery of English is often measured by one's ability to speak fluently. The speaking skill holds a significant place in language teaching curricula. It involves the oral delivery of language through the mouth. Speaking allows us to convey information, ask questions, express feelings, and more. To communicate effectively, it is essential to construct well-formed sentences when speaking to others (Astriani et al., 2022). Mastery of a language often designates individuals as proficient speakers. Given its prevalence in various situations, speaking emerges as the most frequently employed language skill. Consequently, English teachers are tasked with the responsibility of fostering communicative competence among students. This involves incorporating engaging language activities and multimedia resources in the classroom, providing ample opportunities for students to hone their speaking skills through regular practice (Wiranda, 2023).

The challenge in this research lies in students' hesitancy to express their opinions, stemming from limited vocabulary, insufficient problem-solving skills, and discomfort with the unfamiliar task. To address this issue, a method for teaching speaking skills is proposed, employing various activities aimed at enhancing oral proficiency. The chosen approach is the ESA

(denoting Engage, Study, and Activate) method, a crucial framework in the language learning process (Utami et al., 2023).

Research are currently emphasizing the application of the ESA learning method in the realm of education. Past studies have delved into its utilization within educational settings, particularly in the context of the learning process (Bahri et al., 2022). The ESA learning method is examined as a model for learning English in Indonesia, and this study specifically concentrates on exploring and discussing English learning methods employing the ESA learning method (Bahri et al., 2022).

Engage, the initial phase, involves the teacher capturing students' attention to evoke emotions and create a positive and stimulating learning atmosphere. The goal is to keep students engaged, preventing boredom and fostering a sense of improvement. Study, the next element, requires students to concentrate on information or language presented. This phase involves processing information from teaching materials, emphasizing both textual content and linguistic elements and structures speaking can also be an ability that requires practice, the more practice speaking we will understand and become a better speaker (Ardianto et al., 2022). The primary focus is on

comprehending the text and linguistic structures therein. The final element, Activate, pertains to exercises and activities meticulously designed to encourage students to use language freely and communicatively. Unlike the Study phase, this stage goes beyond linguistic elements, imparting the ability to apply language appropriately in diverse circumstances, situations, and topics. In this phase, students actively participate, with the teacher serving as a facilitator to stimulate and guide the use of language (Silalahi & Limbong, 2023).

Although there is research investigating the use of the ESA learning method in the context of English language learning, there is still limited research that specifically explores the effectiveness of the ESA method as an English language learning method, especially in speaking skills. Therefore, there is a significant research gap that needs to be addressed to understand the extent to which this method can be an effective instrument in supporting the learning process. By recognizing existing research gaps, this study aims to fill these knowledge gaps by investigating the effectiveness of using the ESA method as an English language learning model. Focusing on aspects that have so far been less explored, it is hoped that this research can provide new insights and make a significant contribution to the literature on English language learning

based on the ESA method. A connection between the previous research and the upcoming one in terms of utilizing the ESA learning method in lessons. The distinction lies in the focus of optimization in the earlier research, whereas the forthcoming research aims to assess the effectiveness of the ESA method. Additionally, there is a difference in the language aspect, with the previous study centered around learning French, while the upcoming one will emphasize the learning of spoken English.

Considering the explanation above, the researcher proposed research entitled " ***The Effectiveness of Using The Engage, Study, And Activate (ESA) Method in Teaching Speaking at Eleventh Grade Students of UPT SMA N 10 Sinjai***".

B. Research Problem Formulation

Based on the background of the problem above, the formulation of this research problem is as follows: Does the Engage, Study, and Activate (ESA) learning method effective in teaching speaking for students at UPT SMA N 10 Sinjai?

C. Objective of the Research

Based on the problem formulation above, this research aims to determine the effectiveness of the ESA (Engage,

Study, and Activate) method use in students' speaking learning at UPT SMA N 10 Sinjai.

D. Significance of the Research

1. Theoretically

This research has the potential to contribute to the academic community by providing a deeper understanding of how learning methods, especially the ESA method, can be integrated into learning theory and become important input in efforts to advance science.

2. Practically

- a. For teachers, the aspiration for this research is to offer fresh insights into speaking techniques that can enrich teachers' understanding and contribute to students' language learning. Once English teachers comprehend these techniques, they can incorporate them into their teaching methodologies.
- b. For students, the expectation is that employing the ESA method in this research will yield advantages for students by encouraging increased speaking engagement. Additionally, it is anticipated that students will enhance their speaking skills, leading to a boost in their self-confidence. This is attributed to the nature of the ESA method, where students

participate in class presentations, contributing to a greater sense of self-assurance.

CHAPTER II

THEORITICAL REVIEW

A. Literatur Review

1. Effectiveness of Learning

According to Miarso (2004), stated that learning effectiveness is a key quality standard in education and is often assessed by the achievement of goals. It can also be interpreted as the precision in managing a given situation. The effective learning is a combination composed of human, materials, facilities, equipment and procedures directed at changing student behavior in a positive direction and better according to potential and the differences that students have to achieve the learning objectives that have been set (Rohmawati, 2015).

Learning effectiveness can be interpreted as a measure of the success of a learning process between students and students, or students and teachers in achieving learning goals. The effectiveness of learning can be seen from student activities during learning, student responses to learning and student mastery of concepts. To achieve an effective and efficient learning concept, there needs to be a reciprocal relationship

between students and teachers to achieve a goal together, apart from that it must also be adapted to the conditions of the school environment, facilities and infrastructure, as well as the learning media needed to help (Chartier, 1972).

Learning effectiveness is a measure of the success of an interaction process between students and between students and teachers in educational situations to achieve learning goals (Afifatu, 2015: 17). Deassy and Endang (2018 : 2) state that learning effectiveness is learning that is useful and purposeful for students which allows students to learn specific skills, knowledge and attitudes easily, pleasantly, and can complete learning objectives according to expectations. Pardomunan (2008: 8) believes that learning effectiveness can be said to be successful if the learning process achieves the desired targets, both in terms of learning objectives and maximum student achievement (Fathurrahman et al., 2019).

Based on the explanation above, researcher conclude that effectiveness is the extent to which a goal or desired result is achieved. It measures how well the resources, time, and effort invested produce output that

meets established expectations or standards. In the context of learning, effectiveness is often related to how successfully the educational process achieves predetermined learning goals.

Learning is said to be effective if the desired target has been achieved based on several indicators. Indicator the effectiveness of learning according to Yusuf in Mahmuda Sumarno (2023), namely:

- 1) Implementation of Learning

This includes the extent to which the learning plan can be implemented in accordance with the stated objectives. This means that all planned learning activities are carried out according to the schedule and methods that have been planned.

- 2) Student Response

Positive responses from students to learning show that they are interested and motivated. This can be measured through surveys, interviews, or observations that record how active and enthusiastic students are during the teaching and learning process

3) Learning Outcomes

This indicator looks at the results achieved by students after the learning process takes place. Learning outcomes can be measured through tests, examinations, or other evaluations that show the level of understanding and skills obtained by students

2. Definition Learning Method

The method is defined as a framework conceptual used as a guide or reference in carrying out an activity (Tibahary, 2018). The learning method serves as a conceptual framework that outlines a systematic procedure for executing a learning system to attain specific educational objectives. It functions as a guide for learning designers and teachers, offering direction in the planning and implementation of learning activities (Alfrid Sentosa & Norsandi, 2022). Learning method are typically organized according to principles or theories of knowledge. Experts create these models by drawing from various principles such as psychological, sociological theories, systems analysis, or other supporting theories (Khoerunnisa & Aqwal, 2020).

The important role of a 21st century teacher is be a role model for trust, openness, persistence and commitment in

facing the challenges of this century (Astriani et al., 2022). Abas Ayafah emphasized the significance of learning method in the classroom, outlining several reasons for their importance. Firstly, employing the right learning method facilitates the continuous learning process, contributing to the achievement of educational objectives. Secondly, valuable information can be gleaned by students through the use of learning models. Thirdly, the incorporation of diverse learning models in the learning process is essential to sustain students' enthusiasm, preventing them from feeling bored. Lastly, considering variations in learning habits, characteristics, and personalities among students, the development of a range of learning models becomes necessary (Albina et al., 2022).

From the study above, the author can conclude that a learning method is a conceptual framework that describes systematic procedures in implementing a learning system to achieve certain learning goals. This method functions as a guide for learning designers and teachers in planning and implementing learning activities.

3. Engage, Study, and Activate (ESA) as Learning Method

The ESA (Engage, Study, Activate) method includes learning methods in language teaching, especially in teaching

English as a foreign or second language (EFL/ESL). This method was designed by Jeremy Harmer and is a structured approach to ensure that students are actively involved in the language learning process.

A. Main Components of the ESA Method

1. Engage

- a. Goal: Increase students' interest and motivation towards the material to be studied.
- b. Activities: Games, discussions, stories, or use of interesting visual and audio media.

2. Study:

- a. Goal: Focus on formal aspects of language learning such as grammar, vocabulary, pronunciation, and language structure.
- b. Activities: Structured exercises, text analysis, learning new vocabulary, and grammar exercises.

3. Activate:

- a. Goal: Encourage students to use the language they have learned in real and communicative contexts.

- b. Activities: Role playing, discussions, group projects, creative writing, and other activities that require active use of language.

B. Characteristics of the ESA Method

- a. Flexibility, Teachers can adjust the sequence and proportions of these three stages according to students needs and responses.
- b. Balance, Ensuring that language learning does not only focus on theoretical knowledge but also on the practical ability to use the language.
- c. Interactive, Encourages active involvement from students, both individually and in groups.

The ESA method is effective because it covers various aspects of learning which ensures students not only understand the material theoretically but are also able to apply it in real situations. Application This method of learning English is carried out through three stages, namely the Engage and Study, and Activate stage Engage in teaching refers to the pivotal moment where educators aim to capture the students' attention, evoking their emotions (Sarita & Amiruddin, 2021). This involves employing various activities and materials, such as age-appropriate games, music, challenging discussions, stimulating visuals,

dramatic narratives, and amusing anecdotes. Even in the absence of these specific elements, teachers strive to ensure student involvement by prompting them to share their thoughts on the topic before delving into reading or other learning tasks. look at the picture of person and be asked to guess what their occupation is before they listen to that person and tape. Study activities involve directing students' attention toward language (or information) and its construction (Daniati et al., 2018). The process begins with research and individual practice, encouraging investigations into how a writer accomplishes specific aspects. This approach aims to elicit opinions for discussion, particularly on how students articulate themselves verbally. Activate this component refers to exercises and activities tailored to encourage students to employ language freely and communicate as effectively as possible within a given situation or topic (Wael & Hasanudin, 2020). It provides students with the opportunity to experiment with real language usage with minimal restrictions, serving as a form of preparation for real-world communication. The teacher gets the class interested and engaged. The students study the teaching

material and then activate it by putting it into production (Aziz, 2018).

The method of teaching speaking skills, known as the Engage, Study, and Activate (ESA) method, requires teachers to tailor their approach to the material and address the specific needs of students. During the Engage phase, teachers are tasked with capturing students' interest and fostering emotional involvement in learning English. This can be achieved through the application of the ESA method, which involves the use of games, visual aids, audio recordings, video sequences, or compelling stories. In this phase, students are encouraged to take on a more active role than the teacher. Subsequently, once students are engaged and interested in learning English, especially in developing speaking skills, the teacher imparts knowledge and understanding to fuel their desire to learn. Finally, the teacher encourages students to actively participate in class, fostering interactions with peers, posing questions to the teacher, and speaking confidently in front of the class. The ESA method aims to cultivate students' interest in learning English and promote active participation, enabling them to speak English without feelings of embarrassment, fear, or nervousness (Silalahi &

Limbong, 2023). ESA (Engaged-Study-Activate) is English learning approach that requires engagement learners in English speaking situations (Ikhrom et al., 2018).

From several opinions presented above, the researcher concludes that the Engage, Study, and Activate (ESA) learning method is an approach to teaching that involves three main stages. The Engage stage aims to capture students' interest and emotional involvement, often by using games or engaging materials. The Study stage involves understanding and mastering the material through more in-depth learning. Finally, the Activate stage encourages students to apply the knowledge and skills they have learned actively, for example through role plays or discussions. The ESA method aims to create interactive learning and encourage student participation in the learning process.

C. Types of ESA Method

The ESA (Engaged, Study, Activate) teaching method is indeed very flexible and can be adjusted to various class conditions. Variations in the application of ESA can make learning more interesting and effective.

Some types of ESA methods that are commonly used are :

1. ESA Straight Arrows Sequence (E-S-A)

This is the most basic form of the ESA method. The stages run sequentially : Engage (attract attention), Study (learn to material), and Activate (apply).

2. ESA Boomerang Sequence (E-S-S-A)

Instead, there are other possibilities for the sequence ESA elements. In this method, after the activate phases, learning returns to the engage phase to reinforce the material or introduce new related material. It's like throwing a boomerang that returns to the starting point.

3. ESA Patchwork Sequence (E-A-A-S-A-S-E-A)

ESA Patchwork sequence is made up with some patches of ESA elements. It is a mixture of prosedures and mini-prosedures, a variety of episodes building up to a whole. This method is very flexible, where teachers can move between the three phases

according to the needs and dynamics of the class. For example, after the study phases, the teacher can go directly to the activate phases, then return to the engage phases to clarify a particular concept.

In this research, the researcher choose the type of ESA method which is straight arrows sequence because this method allows the researcher to analyze the cause-effect relationship between the variables studied. In addition, this method has a systematic sequence of steps starting from engage, study, and activate in achieving the research objectives. Therefore, the researcher can get a clear picture in the application of the ESA method at eleventh grade students of UPT SMAN 10 Sinjai.

D. Advantages of the ESA Method

The ESA (Engage, Study, Activate) method has several advantages that make it effective in language teaching. Here are some of the main advantages of this method:

1. Student engagement: The Engage stage is designed to capture students' attention and increase their motivation. When students are engaged from the start, they are more likely to actively participate in learning.

2. Structured approach: The ESA method provides a clear structure to lessons, which helps students understand what is expected of them at each stage. This makes learning more organized and easy to follow.

3. Flexibility: Teachers can adjust the order and duration of each stage (Engage, Study, Activate) according to student needs and responses. This allows for adjustments to different student ability levels and learning styles.

4. Emphasis on practical use: The Activate stage encourages students to use the language they have learned in real and communicative contexts. This helps students see the relevance of learning and strengthens their practical abilities.

5. Balance between theory and practice: This method ensures that learning includes both theoretical aspects (Study stage) and practice (Activate stage). Students not only learn grammar rules and vocabulary but also how to use them in everyday communication.

6. Interactivity: The ESA method encourages interaction between students and teachers as well as between students. Activities such as discussions, role plays, and

group projects improve social and communication skills.

7. Critical thinking skills development: Activities in the Engage stage often involve critical thinking and creativity, such as analyzing stories or solving problems. This helps students develop their critical thinking skills.

8. Increases learning retention: By engaging students emotionally and cognitively in the Engage and Activate stages, this method helps increase learning retention. Students tend to remember better material that they have used actively and meaningfully.

Overall, the ESA method provides a comprehensive and adaptive framework for language teaching, which can be adapted to various learning contexts and student needs (Wiranda, 2023).

E. Disadvantages of ESA method

Although the ESA (Engage, Study, Activate) method has many advantages, there are also some disadvantages to consider:

1. Requires careful planning: Teachers must plan each stage carefully so that Engage, Study and Activate

activities run effectively. This may require additional time and effort in lesson preparation.

2. Dependence on teacher creativity: The success of the Engage stage really depends on the teacher's creativity in designing interesting activities. Teachers who are less creative may have difficulty keeping students interested and motivated.
3. Potential focus inequality: It is possible that one of the stages (for example Engage or Activate) gets more attention than the other stages. This can result in an imbalance in learning, where students may lack depth in the material studied at the Study stage.
4. Difficulty in adjustment for all students: In classes with varying levels of ability, the ESA method may be difficult to apply equally. Some students may find the Engage activities too easy or too difficult, while others may have difficulty following the Study or Activate stages.
5. Limitations in measuring progress: Objectively measuring the effectiveness of each stage of ESA can be challenging. Students may show active participation during the Engage and Activate stages,

but still face difficulties in understanding concepts in the Study stage.

6. Requires additional resources: Engage and Activate activities often require additional props, media, or materials that may not always be available. This can be an obstacle especially in resource-limited environments.
7. Not suitable for all topics: Some topics or learning materials may not be easily adapted to the ESA method. For example, highly technical or theoretical material may be more difficult to teach through interactive Engage and Activate activities.
8. Resistance to change: Teachers and students accustomed to traditional teaching methods may find it difficult or reluctant to adapt to ESA's more interactive and flexible approach.

By considering these shortcomings, teachers need to be wise in implementing the ESA method, perhaps by combining it with other approaches that suit the needs and learning context (Subban, 2019).

B. Speaking

1. Definition of Speaking

Speaking is an interactive process constructing meaning involves production and reception and processing information (Sarita & Amiruddin, 2021). Speaking is a productive part of the language learning process. Talking will be important to students in everyday life, for example describing something, complaining to others, expressing opinions, and making things conversation with foreigners as a trading tool (Karina et al., 2023).

Speaking is usually equated with writing, both are the same considered a “productive” skill, not a “receptive” one. skills" reading and listening. Speaking is also closely related to listening as two interrelated ways of achieving communication. Each speaker is also a listener and every listener has at least the potential to become a speaker.

2. Types of speaking

Brown states all effective tests, appropriate assessment tasks speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking

performance (Jusuf et al., 2021). Four types speaking, those are the first, Imitative on one end of the continuum of speaking performance types is the ability to mimic or repeat a phrase or even a sentence without necessarily understanding its meaning. The second, Intensive in the context of assessment, intensive speaking involves producing short segments of oral language to showcase proficiency in specific grammatical, lexical, or phonological aspects, often within a narrow scope of relationships like prosodic elements. The third, Responsive assessment tasks involve interaction and testing comprehension, typically at a somewhat restricted level. This may include brief conversations, standard greetings, small talk, simple requests, comments, and similar interactions. The fourth, Interactive this type of speaking, often utilized in assessment scenarios, involves generating brief oral language segments that showcase grammatical, phrasal, lexical, or phonological relationship (Asramadhani & Murni, 2019). This includes elements like prosodic features (intonation, stress, rhythm, juncture). And the last, Extensive the distinction between responsive and interactive speaking lies in the length and complexity of the conversation. While

responsive speaking involves shorter interactions with limited participants, interactive speaking incorporates more participants, making the conversation more lively and intricate.

3. Aspect of speaking

In speaking, learners need to meet certain criteria that serve as a gauge for the quality of their speech (Wiranda, 2023). These criteria include fluency, comprehension, grammar, vocabulary, and pronunciation, as outlined are the first is fluency, refers to the ability to speak a language smoothly and effortlessly. It involves expressing ideas without hesitation or confusion, showcasing a seamless flow in speech. The second is comprehension, is the student's ability to understand everything that is communicated to them by a speaker. The third grammar, is the organizational structure of words into correct sentences. Mastery of grammar is crucial for effective English communication, facilitating ease in expressing thoughts. The next Vocabulary, forms the foundation of language and is integral to every language skill. It is essential for communication, as the appropriate choice of words based on the context enhances effective speaking

(Ayirezang, 2015). And the last Pronunciation, is a vital component of language. Having good pronunciation is necessary for students as it ensures their speech is clear and easily understandable to others.

4. Speaking Assesment Indicator

Table 2.1
Speaking Assesment Indicator

No	Speaking Components	Indicator	Points	
1.	Pronunciation	Students have few traces of foreign accent.	5	(100-95)
		Students are always intelligible, though one is conscious of define accent.	4	(95-85)
		Students have pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	3	(85-75)
		Students are very hard to understand because of pronunciation problem, must	2	(75-65)

		frequently be asked to repeat		
		Students have pronunciation problem severe as to make speech virtually unintelligible.	1	(65-60)
2.	Grammar	Students make a few noticeable errors of grammar word order	5	(100-95)
		Students occasionally make grammatical or word errors which or not, however obscure meaning.	4	(95-85)
		Students make frequent errors of grammar and word order, which occasionally obscure meaning.	3	(85-75)
		Students have grammar and word errors make comprehension difficult.	2	(75-65)

		Students have errors in grammar and word order so severe as to make speech virtually unintelligible.	1	(65-60)
3.	Vocabulary	Students' use of vocabulary and idioms is virtually that of native speaker.	5	(100-95)
		Sometimes, students use inappropriate terms or must rephrase ideas because of lexical inadequacies.	4	(95-85)
		Students frequently are wrong words conversation somewhat limited because of inadequate vocabulary.	3	(85-75)
		Students misuse of word and very limited vocabulary so extreme as to make	2	(75-65)

		comprehension quite difficult.		
		Students have limitation vocabulary so extreme as to make conversation virtually.	1	(65-60)
4.	Fluency	Students have speech as fluent and effortless as that native speaker.	5	(100-95)
		Students have speed of speech seems to be affected by language problems.	4	(95-85)
		Students have speed and fluently rather strongly	3	(85-75)
		Students usually hesitant often force in to silence by language limitation	2	(75-65)
		Students have speech is as halting and fragmentary as to make conversation virtually impossible.	1	(65-60)

5.	Comprehension	Students appear to understand everything without difficult.	5	(100-95)
		Students understand nearly everything at normal speed, although occasionally repetition may be necessary.	4	(95-85)
		Students understand most what is said at slower than normal speed with repetition.	3	(85-75)
		Students have great difficulty following what is said. Can comprehend only social conversation spoken slowly.	2	(75-65)
		Students cannot say to understand simple even simple conversational English.	1	(65-60)

(Adapted by (Anisa, 2022))

B. Results of Relevant Research

Based on the theoretical studies conducted, there are several prior research works that are pertinent to the upcoming research by the scholars :

- 1) Results of research carried out by Ilma Rahmi, and Beniario (2018) entitled : “*The Effectiveness Of Esa (Engage, Study, Activate) Element On Reading Comprehension Of Report Text At X Grade Ma.Km Muhammadiyah Padang Panjang*” The problem of this research is that The results of this research indicate that the application of . ESA (engage, study, activation) has significant effectiveness in teaching reading report texts (Rahmi, 2018). The similarity between previous research and what I will examine lies in the same learning method, namely ESA, which is used in learning and also involves students during the learning process. The difference is that previous research focused more on implementing the dependent variable on students' ability to read text reports, while researchers focused more on students' learning to speak English.
- 2) Relevant research has been conducted by Ulfah Sari (2019) entitled “*Increasing Students' Vocabulary Using Eye-Spy Game And Engage, Learn, Activate (Esa)*

Method In 2019”. The results of this study show that there is an increase student vocabulary using Eye-Spy Game and Engage, Study, Activate (ESA) Methods improved significantly (Sari, 2019). The similarity of previous research with what researchers will do lies in the use of the same learning model used, namely ESA. The difference can be seen from the dependent variable which refers to vocabulary while the researchers focus more on speaking learning.

- 3) Other relevant research is research conducted by Dinda Novia Arifani, Riswanda Setiadi, Dante Darmawangsa (2020) entitled “*Effect and Students’ Perception of the ESA (Engage, Study, Activate) Teaching Method Implementation in French Writing Class*” The results of this research show that The ESA method works effectively to help students learn French Writing Class significantly (Arifani et al., 2020). It seems like you've highlighted a connection between the previous research and the upcoming one in terms of utilizing the ESA learning method in lessons. The distinction lies in the focus of optimization in the earlier research, whereas the forthcoming research aims to assess the effectiveness of the ESA method. Additionally, there's a

difference in the language aspect, with the previous study centered around learning French, while the upcoming one will emphasize the learning of spoken English.

C. Hypothesis

The research hypothesis is formulated as follows:

1. H0: The use of the ESA learning method is not effective in teaching speaking for class XI students at UPT SMA Negeri 10 Sinjai.
2. H1: The use of the ESA learning method is effective in teaching speaking for class XI students at UPT SMA Negeri 10 Sinjai

CHAPTER III

RESEARCH METHODS

A. Types & Approach of The Research

Quantitative research is a methodology rooted in positivism philosophy, employed for studying populations or specific samples. It involves utilizing research instruments for data collection, conducting quantitative/statistical data analysis, and aims to test pre-defined hypothesis (Sugiono, 2016). In this research is categorized as quasi-experimental research. A quasi-experiment is characterized as an experiment that includes treatments, measurements of impact, and experimental units. However, it deviates from random assignment in creating comparisons to draw conclusions about the changes induced by the treatment (Abraham & Supriyati, 2022). This research approach is quantitative in nature, primarily directed towards hypothesis testing and addressing research queries through statistical methods. The central hypothesis revolves around assessing the effectiveness of using the Engage, Study, and Activate (ESA) method in teaching speaking English to eleventh-grade students at SMAN 10 Sinjai ?

The research was specifically concentrate on the effectiveness of using the Engage, Study, and Activate (ESA)

method in teaching speaking at eleventh grade students of SMA 10 sinjai.

The design of this experimental research can be seen in the table below.

Table 3.1
One-Group pretest-posttest Design

Pretest	Treatment	Posttest
01	X	02

Note:

01: Pretest Score (Before treatment)

02: Posttest scores (After Treatment)

X: (Treatment)

01: Post-test results

02: Pre-test results

X: Results after treatment used the Engage, Study, and Activate (ESA) method

B. Variable Definition

Variables are everything that became the object of research observation, in which there are factors that play a role in the event to be studied (Purwanto, 2019). In this research there are 2 research variables, these variables were:

1. Independent variables: Independent variables, often also called independent variables, influencing variables. An independent variable can also be interpreted as a condition or value that appears, to cause (change) another condition or value. Independent variables or independent variables (X) or predictor variables, are variables that can influence positive and negative relationships (Ningsih, 2021).
2. Dependent variable: The dependent variable is the variable that is affected or the result of the independent variable. There is also another view which says that the dependent variable, which is also known as the criterion variable (Y), is the main focus in observation and is the aim of the research (Purwanto, 2019). The dependent variable in this research is English by class XI at SMA Negeri 10 Sinjai. Students are given about an object/topic, then they give their opinion on the chosen object/topic.

C. Place and Time of The Research

1. Place of The Research

This research took place at class XI IPS 1 of SMA Negeri 10 Sinjai at Andi Akbar street,

Mangarabombang, Samataring district, East Sinjai, Sinjai Regency, South Sulawesi Province.

2. Time of The Research

The research was conducted from November 2023 to May 2024.

D. Population and Sample

1. Research Population

Population refers to the total number of entities, units, or individuals whose characteristics was be investigated. Especially students of class XI SMA Negeri 10 Sinjai which amounts to 23 students.

Table 3.2

Class XI Students at UPT SMAN 10 Sinjai

Class	Total
XI IPS 1	25
XI IPS 2	21
XI IPA 1	20
XI IPA 2	20
Total	86

(Documentation of UPT SMA Negeri 10 Sinjai, 2023)

2. Research Sample

A sample is essentially a segment of a population that serves as the specific data source for a study. To put it differently, it is a subset of the population chosen to represent the entirety of the population (Amin et al., 2023). The sampling methodology employed in this research is purposive sampling, a deliberate and non-random technique used to select the sample for research purposes. In purposive sampling, the researcher intentionally chooses specific elements based on unique characteristics that align with the research objectives. The aim is to effectively address the research question. The choice of this sampling technique stems from the fact that only students from class XI IPS 1 students were less capable and lacked knowledge in speaking English in learning. who have not yet experienced this learning method were considered for inclusion in the research (Sugiono, 2016).

E. Data Collection Techniques

This research used a quantitative approach. Therefore, data collection techniques consist of observation, questionnaires, tests, and documentation.

1. Observation

Observation proves to be a highly valuable research method, particularly when studying human behavior, work processes, or natural phenomena. It becomes particularly pertinent when dealing with a manageable number of respondents, allowing researchers to concentrate on the observation process. In this research, observations are conducted to determine the application to the ESA learning method in teaching english to eleventh grade students at SMAN 10 Sinjai.

2. Questionnaire

This data collection technique used by giving questions or statements to respondents to answer.the questionnaire was given to obtain data on how well students understood learning using the ESA method. The questionnaire used in this research a closed-ended questionnaire using the Likert scale.

3. Test

This data collection technique used to collect data to compare student scores before and after using the ESA method in learning to speak English.

a. Pretest

This process includes giving assignments to students to express opinions before they start learning in a learning context. The aim is to measure and understand the extent of students' speaking abilities before they start learning. The pretest was carried out by asking students to express their opinions orally to determine students' speaking abilities before receiving treatment. The pretest was carried out once at the beginning of the meeting. With a total of 6 questions that have been prepared.

b. Posttest

The posttest given after the ESA method treatment. The pretest given is the same as the pretest, namely students asked to express their opinions and then convey them in front of the class to determine the students' speaking abilities after being given treatment. The posttest carried out once after students gave treatment.

4. Documentation

In various activities or research, documentation plays an important role in supporting transparency, efficiency and sustainability. In the context of this

research, the documents collected included attendance lists, questions, student scores before/after tests, observation sheets, questionnaire forms, and organizational structures in the school environment.

F. Research Instruments

Research instruments are devices that used to collect data in a research context. In this research, the instruments used include observation sheets, questionnaires sheets, test (pretest and post-test), and list of documentation.

1. Observation sheets

In research, observation entails concentrating on an object using all the senses to gather data. This involves direct use of sight, smell, hearing, touch, and potentially taste. Tools like guidelines, tests, questionnaires, and picture recordings are employed for observation. The observation sheet, comprising ten questions, serves as a guide for evaluating the application of the ESA method as a learning method in 11th-grade English classes at SMA Negeri 10 Sinjai. The main focus of the observation is how the teacher applies this learning method, which aims to assess its ability to arouse student interest and involvement. Additionally, the monitoring process involves observing students'

interactions with the platform, evaluating their participation, discussion, and active involvement in learning activities. Furthermore, attention is given to students' responses to the teacher's presentation of the learning material, aiming to determine the method's effectiveness in delivering information in an understandable manner and eliciting enthusiasm for learning.

Next, the assessment includes observing how teachers provide feedback on assignments or projects submitted directly, with a focus on the extent of students' creativity in expressing their opinions. Furthermore, attention is directed towards how teachers respond to questions or comments from students based on their own perspectives. The sixth and seventh observations delve into the technical aspects of implementing the ESA method in learning, considering factors such as student willingness, the devices utilized, and potential technical challenges that may impact the learning process. Ultimately, special emphasis is placed on the classroom atmosphere, encompassing elements like student enthusiasm, teaching clarity, and the overall learning environment. These observation guidelines

facilitate a comprehensive evaluation of the effectiveness of employing the ESA learning method in 11th-grade English class at SMA Negeri 10 Sinjai.

2. Questionnaires sheets

The questionnaire sheet contains six questions that students answer using a Likert scale. In the questionnaire asked questions that measured using a Likert scale.

Table 3.3

Likert scale measurement

Scale	Score
Strongly agree	4
Agree	3
Disagree	2
Strongly Disagree	1

(Ilham, 2022)

3. Test

In this research, two tests are conducted including pretest and posttest. The questions in the pretests and posttest are the same. The test given is a written test consisting of six numbers, and the questions consist of six questions.

4. List of Documentation

To facilitate data collection for this research, several crucial elements require consideration. Firstly, an attendance register is utilized to identify participants, ensuring consistent attendance and allowing for the verification of the representativeness of the participant group. Secondly, well-defined research questions serve as a framework for data collection, ensuring a thorough exploration of the aspects under scrutiny and establishing the groundwork for in-depth data analysis. Additionally, recording students' grades before and after the intervention enables the evaluation of how independent variables may impact academic performance. Observations are conducted using observation sheets to document behaviors, situations, or events that might be challenging to quantify, providing a deeper understanding of contextual and non-academic variables. The incorporation of a questionnaire adds a subjective dimension by gathering views, perceptions, or opinions from respondents that may not be expressed through other objective data. Finally, grasping the organizational structure of a school is crucial for contextual understanding, identifying hierarchies, divisions, and responsibilities that could influence research outcomes. By

integrating these elements, this research aims to generate comprehensive and diverse data, offering profound insights into the impact of the intervention or variables under examination.

G. Validity and Reliability Test

Validity and reliability test are carried out as an absolute requirement to obtain valid and absolute research.

1. Validity Test

Validity test is the level of consistency between the data that actually occurs on the object and the data collected by the researcher. Validity Test Criteria are as follows:

- a. If $0.05 > T\text{-table}$ then the questionnaire item is valid.
- b. If $0.05 < T\text{-table}$ then the questionnaire item is said to be invalid.

The instruments that undergo validity testing are the questionnaire and the test. The validity test results are presented in table as follows :

Table 3.4 Questionare validity of the test

No. Questions items	Pearson corelation	Rtable (Sig, 0,5)	Kriteria
P1	0,490	0,396	Valid
P2	0,543	0,396	Valid
P3	0,565	0,396	Valid
P4	0,550	0,396	Valid
P5	0,525	0,396	Valid
P6	0,489	0,396	Valid
P7	0,502	0,396	Valid
P8	0,556	0,396	Valid

Source: Results of data analisys with SPSS 24.0

From the table 3.4 above, it can be seen that an item is declared valid if the results of calculating the person correlation greater then r-table (Sig, 0,05). To determine the value of r-table (Sig, 0,05) can be seen in the product moment r-table with the amount of data (N) equal to 25 in the attachment. Based on the r product moment table at a significance of 5%, it is known that the r-table is 0,396. Thus, the questionnare items consisting of 8 statements items were declared valid.

Table 3.5 Validity of the Test

Correlation			
No. Questionnaire items	Pearson correlation	Rtable (Sig, 0,05)	Criteria
Pronouncitation	0,928	0,396	Valid
Grammar	0,951	0,396	Valid
Vocabulary	0,916	0,396	Valid
Fluency	0,898	0,396	Valid
Comprehension	0,934	0,396	Valid

Source: Results of data analisys with SPSS 24.0

Based on the product moment table at significance of 5%, it is known that r-table is 0,396. Thus the test item consisting of 5 name of the items were declared valid.

2. Reliability Test

Reliability test is the extent to which measurement results using the same object produce the same data. A questionnaire's said to be reliable or reliable if students' answers to statements are consistent or stable over time.

The instruments that undergo reliability testing are the questionnaire and the test.

The following are the results of the reability test on the questionnaire and test questions (pretest and posttest).

Table 3.6
Reliability Test of questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
,626	8

Source: Results of data analisys with SPSS 24.0

Based on the output results in table 3.6 of the reliability test above, it was found that the Cronbach Alpha value was greter than 0,60. The Cronbach Alpha value obtained was 0.626, which indicates that the value is greater than 0,60 so that all items of the questionnaire are said to be reliable.

The results of the next reliability test are the results of the reliability test on the test questionnaire (pretest and posstest) which can be seen in the following table :

Table 3.7
Reliability Test for Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,956	5

Source: Results of data analisys with SPSS 24.0

Based on the output results in table 3.7 of the reliability test above, it was found that the Croanbach Alpha value was greter than 0,60. The Cronbach Alpha value obtained was 0.956, which indicates that the value is greater than 0,60 so that all items of the pretest are said to be reliable.

H. Data Analysis Technique

Data analysis techniques involve diverse data processing methods, including coding, manual analysis, and the use of special applications suitable for analyzing learning outcomes.

1. Normality test

To test the normality of the data using the learning method before and after treatment using the ESA method, this research used the Shapiro-Wilk Test. This test used carried out using the SPSS 25 application,

and the significance level used was 0.05. Normality test results are interpreted as follows:

- a. If the p-value (sig) is greater than 0.05, then the data is considered normally distributed.
- b. If the p-value (sig) is less than 0.05, then the data is considered not normally distributed.

2. Homogeneity test

Used to determine whether the variances of two populations (pretest and posttest) are identical. This homogeneity test also uses the SPSS 24 application with the Levene test.

- a. If the Levene test results show a significance value (sig) greater than 0.05, it can be concluded that the pretest and posttest values are homogeneous.
- b. If the significance value (sig) is less than 0.05, then the pretest and posttest values are considered not homogeneous (Sugiono, 2016).

1. Test for Hypothesis

The paired sample t-test is a parametric test used to test the same hypothesis or not different for two variables. The data came from the paired subjects two measurement of two different observation periods. The purpose of the paired

sample t-test is to determine whether there is a significant in average score before and after treatment. If the significant of the paired samples t-test $< 0,05$, then H_o , rejected and accepts H_a .

After getting the pretest and posttest scores, the researcher carried out an analysis regarding the score obtained. The analysis used is the gain normality test. Test this used to determine the effectiveness of the treatment given (Oktavia et al., 2019):

The formula used to calculate the normalized gain (N-Gain):

$$N-Gain = \frac{Post-Test Score - Pre-Test Score}{Max Possible Score - Pre-Test Score}$$

Note:

1. Post-Test Score : Post-Test Score is the score after treatment or learning.
2. Pre-Test Score : Pre-Test Score is the score before treatment or learning.
3. Maximum Possible Gain : Maximum Possible Gain is the maximum value that can be achieved, usually calculated as the difference between the maximum score after treatment and the initial score (Max

Post-Test Score–Pre-Test Score/Max Post-Test Score–Pre-Test Score).

The criteria for effectiveness interpreted from the normalized gain values can be seen in the classification table of gain values below.

Tabel 3.8
Classification of Normality Gain Scores

Gain Normality Scores	Criteria
$0,70 \leq n \leq 1,00$	High
$0,30 \leq n < 0,70$	Medium
$0,00 \leq n < 0,30$	Low

(Oktavia et al., 2019)

CHAPTER IV

RESEARCH FINDINGS

A. General Description of reseach Location

1. Profile of UPT SMAN 10 Sinjai

School Name	: UPT SMAN 10 Sinjai
NPSN	: 40318275
Education level	: High School
Address	:Andi Akbar street, Mangarabombang, Samataring district, East Sinjai, Sinjai Regency, South Sulawesi Province
Zip kode	: 92671
Regional	: Urban
School status	: Country
Accreditation	: B
Geographical Positionp	: -5, 1376 Latitude 120, 2625 Longitude
Date of establishment decree	: 27-07-2010
Pre-national license decree	: 11 Year 2010
Ownership Status date of	: Local Goverment
Operational License	: 27-10-2010
Account Number	: 2978604

Area of land Owned (m2) : 3268
TIN : 9, 19739E+12
Organizing Time : Morning-Afternoon
Email : saman10sinjai@gmail.com
Website : <http://sman10sinjai.sch.id>
Principal : Dra. Arni Idawati, M.Pd
(Administration of UPT
SMAN 10 Sinjai)

2. Vision of UPT SMAN 10 Sinjai

Excellent in achievement, devout in IMTAQ, competent in information technology, love the environment and have national cultural character.

3. Mission of UPT SMAN 10 Sinjai

- a. Apply and implement the 8 (eight) education standards.
- b. Develop student behavior in accordance with the teachings.
- c. To optimally develop students potential based on ethics, logic, aesthetics, and communication technology.
- d. Implementing a school based management system.

- e. Implement a mastery learning system so that students have competencies in accordance with competency standards.
- f. Improve the quality of human resources who care about and cultivate the environment.
- g. Integrate life skills in an integrated and professional manner in the learning process.

4. Goals of UPT SMAN 10 Sinjai

- a. Preparing students who are devoted to Allah SWT. And have good character noble and strong character.
- b. Preparing students to become human beings with personality, intelligence, quality, and achievement in academic and non-academic fields.
- c. Equipping students to have information and communication technology skills and be able to develop themselves independently.
- d. Instill in students to be resilient and persist in competing, adapting to the environment.
- e. Develop an attitude of sportsmanship in all aspect of life.

- f. Prepare students to be able to continue to state universities or overseas/international universities.
- g. Equipping students with skills that can compete in the global era.

(Administration of UPT SMAN 10 Sinjai)

B. The Results and Discussion of the Research

1. Results of the Research

This research aimed to demonstrate the effectiveness of using ESA method in teaching English speaking skills to eleventh grade students at UPT SMAN 10 Sinjai. The findings are detailed below.

Observations indicate that employing the ESA method in the classroom offers several significant advantages. Students exhibit a thorough understanding of speaking skills through this method and respond positively to its implementation. The ESA method captures students' interest, increasing their motivation and engagement compared to traditional methods. Students actively provide feedback, express creativity, and feel more comfortable interacting using the ESA method. Additionally, the ESA method enhances

students' social skills and English speaking abilities. Overall, the ESA method fosters a more positive and dynamic learning environment, boosting engagement, motivation, and comprehension of the subject matter.

The results of the questionnaire given to students were that the ESA method had a significant positive impact on learning to speaking English. Some students argued that there increased interest and motivation to learn using this method, compared to conventional teaching methods. They also feel more confident in communicating, free in expressing their ideas, and more active in providing input during the learning process. The ESA method also helps improve students' Speaking abilities. Thus, it can be concluded that the ESA method succeeded in creating a more enjoyable and effective learning atmosphere, which in turn increased students' participation, motivation and understanding of the material being taught.

a. Responden Data

Responden in this research are students of class XI IPS A SMAN 10 Sinjai which totaly to 25 students.

Table 4.1
Responden characteristics

No	Name	Class	Gender
1.	R1	XI IPS A	L
2.	R2	XI IPS A	L
3.	R3	XI IPS A	L
4.	R4	XI IPS A	P
5.	R5	XI IPS A	L
6.	R6	XI IPS A	P
7.	R7	XI IPS A	L
8.	R8	XI IPS A	P
9.	R9	XI IPS A	P
10.	R10	XI IPS A	L
11.	R11	XI IPS A	P
12.	R12	XI IPS A	P
13.	R13	XI IPS A	P
14.	R14	XI IPS A	P
15.	R15	XI IPS A	P
16.	R16	XI IPS A	L
17.	R17	XI IPS A	L
18.	R18	XI IPS A	L

19.	R19	XI IPS A	P
20.	R20	XI IPS A	P
21.	R21	XI IPS A	P
22.	R22	XI IPS A	P
23.	R23	XI IPS A	P
24.	R24	XI IPS A	P
25.	R25	XI IPS A	P

(Administration of UPT SMAN 10 Sinjai)

b. Normality test

In ensuring whether the data is normally distributed or not, a normality test needs to be conducted. The purpose of conducting a normality test in this research to determine whether teaching speaking to students is normally distributed or not. The normality test was conducted through SPSS 24.0 using the shapiro wilk test a significance level requirement of greater than 0,05. The results of the normality test in this research can be seen as follows :

Table 4.2
Normality Test Results

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	,174	25	,048	,947	25	,213
Posttest	,136	25	,200*	,931	25	,092

Source: Results of data analisys with SPSS 24.0

Based on the table, it shows that the value obtained from the pretest results is 0,213 and the posttest results are 0,092 which are in the Sig table. It can be concluded that the significance value obtained is 0,0213 greater than 0,05 and 0,092 greater than 0,05, so it can be interpreted that the test results from teaching speaking students using the ESA method in the pre-test and post-test are normally distributed.

c. Homogeneity Test

The homogeneity test was conducted with the aims of finding out wheter the data group is homogeneuos or has the same variance as each other so that a homogeneity test was conducted. The homogeneity test in this research was conducted using the ANOVA test in the SPSS 24 program. The requirement for homogeneity testing is a

Sig value greater than 0,05. The results of the homogeneity test in this research were as follows :

Table 4.3
Homogeneity Test Results

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Test Results	Based on Mean	3,894	1	48	,054
	Based on Median	3,444	1	48	,070
	Based on Median and with adjusted df	3,444	1	46,535	,070
	Based on trimmed mean	3,972	1	48	,052

Source: Results of data analisys with SPSS 24.0

Based on the table above, the results of the homogeneity test were obtained with a significance value of 0,54 greater than 0,05. This value indicates that the data comes fom a homogeneous population.

d. Hypothesis Test

1. Paired Sample T-Test

After conducting normality and homogeneity tests to determine whether the data is normal or not

and homogeneous or not, the next step is to conduct hypothesis testing. Hypothesis testing is carried out with the aim of answering the research hypothesis in this research whether the hypothesis is rejected or accepted. The hypothesis test carried out in this research is the paired sample t-test. This test was carried out in this research to determine whether the ESA method is effectively applied in teaching speaking to class XI IPS A at UPT SMAN 10 Sinjai. The results of the paired sample t-test of this study using SPSS version 24, can be seen below :

Table 4.4
T-Test (Paired Sample Test) Results

Paired Samples Test									
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre – post	-18,0000	6,19256	1,26405	-20,61489	-15,38511	-14,240	23	,000

Source: Results of data analysis with SPSS 24.0

Based on the table above, it can be seen that the Sig. (2-tailed) value is 0.000. this value indicates that the significance value is less than 0,05 or 0,000 greater than 0,05. From these results, it can be interpreted that H_0 is rejected and H_a is accepted, which means that the use of the ESA learning method is effective in teaching speaking for class XI students at UPT SMA Negeri 10 Sinjai.

2. N-Gain Test

The N-Gain test was conducted on the results of students' speaking test with the aims of determining the the effectiveness of using the ESA learning method in teaching speaking. The N-Gain Score test was conducted by calculating the difference between the pretest and posttest scores to determine whether the use of the ESA learning method in teaching speaking can be said to be effective or not.

Table 4.5
N-Gain Test Results

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_score	25	,30	,61	,5008	,08797
Ngain_perse n	25	30,00	61,29	50,0829	8,79707
Valid N (listwise)	25				

Source: Results of data analisis with SPSS 24.0

Based on the table 4.5 above of the results of the N-gain test above, the mean score value was obtained at 0,50. This can be seen based on the improvement criteria from the following pretest and posttest results.

Table 4.6
N-Gain Level Criteria

Gain Normality Scores	Criteria
$0,70 \leq n \leq 1,00$	High
$0,30 \leq n \leq 0,70$	Medium
$0,00 \leq n \leq 0,30$	Low

(Oktavia et al., 2019)

Based on the N-gain score value obtained of 0,57, the criteria for taching students' speaking after implementing the

ESA method are at the second gain normality value, namely gain is greater than or equal to 0,30 and less than or equal to 0,70. This value is categorized as a medium gain or moderate category. Therefore, it can be concluded that the ESA method for teaching speaking to students has a medium or moderate increase between the pre-test and post-test values.

C. Discussion of The Research

Research that has been carried out shows that there is effectiveness in using the ESA method in teaching students' speaking for eleventh-grade English students at SMA Negeri 10 Sinjai. From the results of observation and questionnaires, it was found that there was an increase in learning using the ESA method including motivation, active participation, creativity and self-confidence. This is in line with previous research show that learning motivation greatly improvement of learning using the ESA method as a learning. This research that discusses learning motivation using the ESA method as a learning medium as in research conducted by Azmi (2019), regarding student learning motivation is by designing a supportive and effective learning environment. Research that motivation written by Daher (2023) that learning motivation greatly influences learning outcomes for student achievement, as well as influencing the level of learning motivation.

Based on previous research related to this research, there are several research that discusses active participation. As research written by Widya (2013), active participation in learning is related to learning using the ESA method. Research written by Erika (2014) about the influence of the ESA method on students' active participation in the learning process, as well as improve students' speaking skills.

From several research show that the ESA method can increase students' learning creativity, such as research written by Noni (2019) regarding the development of students' creativity and regarding literacy. There also research written by Devi (2019) that the ESA learning method has a significant influence on increasing students creativity.

Based on previous research related to this research, there are several research that discuss self-confidence as research written by Muningsih (2020) the ESA method can improve students' speaking skills and students' confidence in learning outcomes. Research written by Sinta (2023) about confidence influences their learning motivation and the ESA method can increase students' self-confidence in their speaking skills.

Data analysis demonstrates that both the normality and homogeneity of variance tests meet the required statistical criteria. The paired t-test results reveal a significant difference

between students' pretest and posttest scores after implementing the ESA method. The normality test results show significance values of the pretest and the posttest, indicating that the data is normally distributed. The homogeneity of variance test yields, suggesting the data variance is homogeneous. The paired t-test shows a significance, indicating a significant difference between the pretest and posttest scores. Judging from the results of the questionnaire data and the results of the test data students' speaking before and after it is given treatment or treatment in the form of using the ESA method shows an improvement, which is shown with the average test results increasing after the participants students use methods to learn speaking.

From the hypothesis testing that has been carried out, the value of the paired sample t-test significance test results and the N-Gain score test results are 0.000 and 0.50. the paired sample t-test value obtained Sig. (2-tailed) of 0.000 less than 0.05 which means H_0 is rejected and H_a is accepted so that the ESA method is effectively used in learning students' speaking skills. In addition, it is proven from the comparison of pretest and posttest scores with a gain value of 0.50 which is the medium category.

Based on the previous research linked to this research, there have been several studies which discusses the Effectiveness of the ESA method on speaking ability. Like research written by Rahmi (2018) who studied the effectiveness of ESA elements on reading comprehension of report text, research written by Sari (2019) regarding increasing student vocabulary using the ESA method as well as research conducted by Arifani (2020) which discusses the influence and perceptions of students on the application of the ESA learning method this shows that research with using the ESA method on speaking ability has been researched using variables, methods and results other. However, there has been no research discussing the ESA (Engage, Study and Activate) method on students' speaking abilities as in research this.

From several research show that the ESA method is effective as a learning method media, there is a research that experienced obstacles when using the ESA method as learning media, as in research conducted by Dharma (2016), the research results show that 90% of teachers feel the benefit of the ESA method, although on the other hand there are considerations, such as the difference between the experimental and control groups being insignificant. There is also research conducted by Yulia (2017) this research shows that the use of

the ESA method is quite effective in teaching English in high school. This research has the condition that the ESA method is said to be most effective if the steps used in implementing this method make a major contribution to student learning outcomes and understanding. The ESA method is an effective and flexible teaching method, which not only increases students' engagement and understanding, but also facilitates the practical application of knowledge. With appropriate training and support from schools, this method can make significant contribution to improving the quality of learning and students' learning outcomes.

From the results of the research discussion above, it shows that this research can be concluded that the ESA method is effective in learning students' speaking, in this case speaking English that is lacking/low in class eleventh grade IPS A students at UPT SMA 10 Sinjai. Overall, the use of observation, questionnaires and tests in research using the ESA method provides a comprehensive understanding of the impact of this method on student motivation and learning outcomes. The research results show that the ESA method can significantly increase student engagement, understanding of the material, and improve speaking ability to apply knowledge practically. Therefore, this ESA method can be used as one of the

alternatives in teaching students' speaking in the classroom, as well as demonstrating the importance of using a combination of data collection methods to obtain a complete and accurate picture of learning processes and outcomes. According to the researcher, the use of ESA method is also effective in several aspects of English such as vocabulary, reading, and speaking skills because in this method students are also trained in these aspect.

CHAPTER V

CLOSING

A. Conclusion of The Research

Based on the results of the research that has been conducted on the Effectiveness of the Use of ESA (Engage, Study and Activate) Method of Teaching Speaking to Class XI students at UPT SMAN 10 Sinjai, it can be concluded that the use of the ESA method is effective in improving speaking skills. Thus, the use of observation and questionnaires in research using the ESA methods not only increases the validity and reability of the findings, but also provides rich insight into how to increase student motivation, active participation, creativity, confidence, and learning outcomes. It is can be proven by the final result of testing using Paired Sample T-Test. Student increase of 57% in using the ESA method. With in other words, ESA method Medium effective in improving the speaking skills of students of class XI IPS A at UPT SMAN 10 Sinjai.

B. Implication of The Research

Using the ESA method as a learning tool provides significant benefits for students, teachers, school and further. Firstly for students are encouraged to deepen their speaking skills by utilizing ESA method in improve

English speaking ability. Secondly for teachers can use the ESA method to improve students speaking skills by using this method. It is very important for teachers to use learning method wisely to support the learning process and improve student skills. Thirdly for the school can create a more interactive, fun and effective learning environment, which used ultimately improve students learning outcomes.

And the last for further researcher, in using the ESA method as a form of learning, several important aspects are involved. The limitation of the research that has been carried out and that future researchers need to pay attention to are that this research used a quantitative research method that uses observation sheets, questionnaire and test. It is hoped that future researchers can examine the ESA method through qualitative research to gain a deeper understanding of the phenomenon being studied using interview techniques so it can provide space for respondents to express views, feeling and experiences in detail and in depth which often cannot be captured by quantitative data. From the limitation of the ESA method in the scope of listening teaching only, it is hoped that future researchers can further explore the effectiveness of the ESA method in various subjects and educational levels, providing broader

insight into the positive impact and challenges that may arise.

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APPENDICES

APPENDIX I

RESEARCH INSTRUMENT

RESEARCH INSTRUMENT GRIDS
The Effectiveness Of Using The Engage, Study, and
Activate (ESA) Mmethod in Teaching Speaking At
Eleventh Grade Students Of
UPT SMA N 10 Sinjai

No	Variable	Indicators	Instruments	Data Suorce
1.	ESA Method		Method	Students
2.	Speaking Skills	a. Pronunciati on	Oral Test	Students
		b. Grammar	Oral Test	Students
		c. Vocabular y	Oral Tast	Students
		d. Fluency	Oral Test	Students
		e. Comprehe nsion	Oral Test	Students

Appendix I

A. Observation

OBSERVATION SHEET

Name :

School :

No	Indikator	Score			
		1	2	3	4
1.	To what teachers introduce learning methods through the ESA method, and to what extent can this use arouse student interest and involvement				
2.	The level of participation, discussion and active involvement in learning activities, how students are able to interact well in the ESA learning method.				
3.	Student responses to the learning methods presented through the ESA method, and whether these methods are effective in conveying information in an interesting and easy to understand manner				
4.	Assessment aspects are carried out, including how teachers provide feedback on assignments or projects submitted through the ESA learning method				
5.	To what extent can student creativity be expressed through the use of the ESA method as a learning method				

6.	Teachers respond to questions or comments raised by students through the ESA learning method				
7.	To what extent do the technical aspects of using the ESA method in learning influence, including availability, equipment used, and potential technical obstacles to the implementation of learning				
8.	What is the overall classroom atmosphere, involving elements such as student enthusiasm, clarity of instruction, and learning environment				

Keterangan :

1: Sangat rendah

2 : Rendah

3 : Cukup

4 : Tinggi

Appendix 2

B. Questionnaire

QUESTIONNAIRE SHEETS

Name :

School :

Charging instructions

1 Don't agree

2 Don't agree

3 Agree

4 Strongly agree

Choose answers honestly and correctly.

No	Statement	1	2	3	4
1	I feel interested in learning English through the ESA method.				
2	Using the ESA model helps me understand English lessons better.				
3	The learning material delivered through the ESA method is easy to understand.				
4	I feel more motivated to learn English through the ESA method.				

5	I actively participate in discussions or learning activities involving the ESA method.				
6	The ESA method helps improve my speaking skills in English.				
7	The ESA method makes learning more structure and easy to follow				
8	The ESA method recommended for use in other studies				

Appendix 3

C. Pre-Test

1. Every students tell their name and class
2. Think and choose one topic from place, food, movie, singer, or an idol
3. You have 2 minutes for thinking the object/topic
4. If you ready, give your opinions that you have chosen
5. Your time to speak 3-5 minutes
6. Give reasons why you chose this topic

D. Post- Test

1. Every students tell their name and class
2. Think about your hobby
3. You have 2 minutes for thingking the object
4. If you ready, give your opinion that you have chosen
5. Time to speak 3-5 minutes
6. Give reasons why you chose this topic

E. Documentation**LIST DOCUMENTATION**

Put a tick in the coloumn provided according to your
answer

Statement	Yes	No
Attendent List		
Observation sheets		
Questionnarie forms		
Organizationalstructurethe school		
Student grades Pretest Posttest		

APPENDIX II

DATA AND ANALYSIS DATA OF THE RESEACH

Appendix 4

Results of the Qustionnare

Responde n	P1	P2	P3	P4	P5	P6	P7	P8	Total
R1	4	2	2	1	3	5	1	2	20
R2	3	3	1	4	4	4	5	3	27
R3	3	2	4	2	3	4	2	3	23
R4	4	5	5	5	4	5	4	2	34
R5	4	2	3	2	3	4	3	3	24
R6	4	3	2	3	2	2	4	1	21
R7	5	2	4	4	3	5	3	4	30
R8	4	3	5	3	4	5	4	5	33
R9	4	2	5	4	3	2	3	2	25
R10	3	5	1	4	5	3	4	4	29
R11	3	2	2	5	4	2	2	4	24
R12	4	4	3	3	2	3	3	2	24
R13	5	3	5	4	3	5	3	4	32
R14	5	5	3	5	2	2	3	3	28
R15	5	4	2	3	2	4	3	4	27
R16	3	3	3	5	1	4	4	2	25

R17	4	4	2	3	2	5	5	3	28
R18	4	4	4	4	5	4	4	2	31
R19	4	4	2	3	2	2	2	1	20
R20	2	2	4	3	3	3	3	2	22
R21	5	4	5	4	4	5	2	3	32
R22	3	3	2	2	3	4	1	4	22
R23	4	2	1	5	5	3	3	4	27
R24	5	3	1	2	4	4	3	2	24
R25	5	4	4	3	4	5	4	3	32
R26	5	5	5	5	5	4	4	5	38

Appendix 5

Students Speaking Test Results

No	Name/Respondents	Test Results	
		Pre-Test	Post-Test
1	Akmal	59	74
2	Adit	65	79
3	Akbar	70	79
4	Ana	69	79
5	Andi	60	80
6	Anggi	71	84
7	Asrul	65	82
8	Sabila	73	87
9	Aulia	62	83
10	Azman	55	72
11	Eva	61	82
12	Faika	55	75
13	Fatma	71	86
14	Hesti	63	83
15	Lidya	61	81
16	Rijal	70	86
17	Ali	69	87

18	Khalis	63	84
19	Nurul	64	86
20	Mawadda	70	87
21	Rifka	64	86
22	Rizky	69	88
23	Ayu	62	83
24	Tri	57	80
25	Wulan	60	81

Appendix 6

Results of the Observation

Responden	P1	P2	P3	P4	P5	P6	P7	P8	Total
R1	2	3	2	4	1	2	3	2	19
R2	3	3	3	4	3	3	2	3	24
R3	3	3	3	3	2	2	3	3	22
R4	3	3	3	1	3	2	3	4	22
R5	2	1	4	3	3	2	1	3	19
R6	1	3	2	2	3	4	2	2	19
R7	3	2	2	3	1	4	3	1	19
R8	2	3	2	2	4	3	2	1	19
R9	3	3	2	1	2	2	3	4	20
R10	3	2	2	3	2	1	2	3	18
R11	2	2	2	3	3	4	2	3	21
R12	2	3	2	3	3	3	2	1	19
R13	1	2	4	2	2	3	3	3	20
R14	4	2	2	3	1	3	2	3	20
R15	2	2	3	2	3	1	3	2	18
R16	3	2	1	1	2	4	3	3	19
R17	3	3	2	2	2	3	3	3	21

Appendix 7

The Output of SPSS

a. Normality Test

Shapiro Wilk

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Pretest	,174	25	,048	,947	25	,213
Posttest	,136	25	,200 [*]	,931	25	,092

b. Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Results	Based on Mean	3,894	1	48	,054
	Based on Median	3,444	1	48	,070
	Based on Median and with adjusted df	3,444	1	46,535	,070
	Based on trimmed mean	3,972	1	48	,052

Paired Sampel T-Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre - post	- 18,00000	6,19256	1,26405	- 20,61489	- 15,38511	- 14,240	23	,000

c. N-Gain Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_score	25	,30	,61	,5008	,08797
Ngain_persen	25	30,00	61,29	50,0829	8,79707
Valid N (listwise)	25				

APPENDIX III

DOCUMENTATION

Documentation



APPENDIX IV

CORRESPONDENCES



UIAD UNIVERSITAS ISLAM
AHMAD DAHLAN

FAKULTAS TARBIYAH
DAN ILMU KEGURUAN

 $\Delta_{\text{max}} = 108.131(11) \text{ \AA} \cdot \text{MP20}^{\circ}$

Lamp

Hal : Perushonan Irin Penelitian

Kepada Yang Terhormat

Kemala UPT SMA Negeri 10

116 •

Sintet

Sinjuri, 19 Dzulqaidah 1445 H
27 Mei 2024 M

Assalamu 'alaikum Warahmatullahi Wabarakatuh.

Dalam rangka penulisan skripsi mahasiswa program Strata Satu (S-1), dengan ini disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini :

Nama : Suarni
NIM : 200110023
Program Studi : Tadris Bahasa Inggris (TBI)
Semester : VIII (Delapan)

Akan melaksanakan penelitian dengan judul:

" *The Effectiveness Of Using The Engage, Study, And Activate (ESA) Method In Teaching Speaking At Eleventh Grade Students Of UPT SMA Negeri 10 Sinjai* ".

Selubungan dengan hal tersebut di atas dimohon kiranya yang bersangkutan dapat diberikan izin melaksanakan penelitian Di *UPT SMA Negeri 10 Sinjai*.

Atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Wassiljowia jehikuma Wargawantjalehi Wihorakutuh.



Tembusan disampaikan Kepada Yth :

1. Rektor UIAD Sinjai
2. Kepala Dinas Pendidikan Kabupaten Sinjai



SURAT KEPUTUSAN
NOMOR: 607.D1/III.3.AU/F/KEP/2023

TENTANG
DOSEN PEMBIMBING PENULISAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN T.A. 2023/2024

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM AHMAD DAHLAN

- Menimbang** :
1. Bahwa untuk penulisan Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024, maka dipandang perlu ditetapkan Dosen Pembimbing penulisan Skripsi dalam Surat Keputusan.
 2. Bahwa nama-nama yang tercantum dalam Surat Keputusan ini dipandang cakap dan memenuhi syarat untuk melaksanakan tugas yang di amanahkan kepadanya.
- Mengingat** :
- a. Anggaran Dasar dan Anggaran Rumah Tangga Muhammadiyah.
 - b. Undang-undang No. 20 tahun 2003 tentang Sisdiknas.
 - c. Undang-Undang R.I No. 12 Tahun 2012, tentang Pendidikan Tinggi.
 - d. Keputusan Menteri Agama R.I No. 1502 Tahun 2022, tentang perubahan nama Institut Agama Islam Muhammadiyah Sinjai menjadi Universitas Islam Ahmad Dahlan.
 - e. Pedoman PP. Muhammadiyah No. 02/PED/1.0/IV/2012 tentang Perguruan Tinggi Muhammadiyah.
 - f. Statuta Universitas Islam Ahmad Dahlan.
- Memperhatikan** :
1. Kalender Akademik Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024.
 2. Surat Keputusan Rektor Institut Agama Islam Muhammadiyah Sinjai nomor: 293.R/III.3.AU/F/KEP/2023 tanggal 02 Desember 2023 tentang nama-nama Dosen Pembimbing Skripsi Mahasiswa Universitas Islam Ahmad Dahlan Tahun Akademik 2023/2024.

MEMUTUSKAN

- Menetapkan** : Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Ahmad Dahlan tentang Dosen Pembimbing penulisan skripsi mahasiswa.
- Pertama** : Mengangkat dan menetapkan saudara(i) :

Pembimbing I	Pembimbing II
Dr. Mustamir, M.Pd.	Sabaruddin, S.Pd., M.TESOL

untuk penulisan skripsi mahasiswa:

Nama : Sutani
NIM : 200110023
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : The Effectiveness of Using The Engage, Study, and Activate (ESA) Model in Teaching Speaking at Eleventh Grade Students of UPT SMA 10 Sinjai

- Kedua** : Hal-hal yang menyangkut pendapatan/makna karena tugas dan tanggung jawabnya diberikan sesuai peraturan yang berlaku di Universitas Islam Ahmad Dahlan.
- Ketiga** : Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagai amanat dengan penuh rasa tanggung jawab.
- Kesepuluh** : Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan sebagaimana mestinya.



Ditetapkan di : Sinjai
 Pada Tanggal : 20 Jumadil Awal 1445 H
 04 Desember 2023 M



Tembusan Disampaikan Kepada Yang Terhormat:
 1. Ketua BPH Universitas Islam Ahmad Dahlan
 2. Rektor Universitas Islam Ahmad Dahlan
 3. Ketua Program Studi PAI, PGMI, PBA, THI & TM



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 10 SINJAI**

Alamat: Jl. A. Akbar No.82 Mangaribombang Kec. Sinjai Timur E-Mail: sman10sinjai@gmail.com Kode Pos 92671

SURAT KETERANGAN PENELITIAN

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NIP : 19690430 199403 2 006
Pangkat / Gol : Pembina Tk.I / IVb
Jabatan : Kepala Sekolah

Menerangkan bahwa:

Nama : **SUARNI**
NIM : 200101023
Program Studi : Tadris Bahasa Inggris
Pekerjaan : Mahasiswa (S1)

Telah mengadakan penelitian di SMAN 10 Sinjai dengan judul:

*"The Effectiveness Of Using The Engage, Study and Activivate (ESA) Method In Theaching
Speaking at Eleventh Grade Student Of UPT SMAN 10 Sinjai"*

Dilaksanakan pada tanggal 29 s/d 31 Mei 2024

Demikian surat keterangan ini dibuat untuk dipergunakan seperlunya.

Sinjai, 3 Juni 2024

Kepala Sekolah,



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BIOGRAPHY

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