

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

Language is a system of symbols meaningful and articulate sound (generated by said tool) which arbitrary and conventional, which is used as a means of communicating by a group of human beings to give birth to feelings and thoughts (Wibowo, 2001:3). Based on the definition above we can say that Language is a tool used by every human being as a means of communication and interaction with other human. One of the ways in communication is through speaking. It is very important to master speaking well. To master speaking ability, students must be trained to use English in communication orally. The frequency in using the language will determine the success in speaking ability. Without implementing the experience of learning the language in the real life, it is difficult for the students to master speaking ability.

English is the global language that is controlled by each student in Indonesia. Almost all aspects of life have anything to do with English; especially the source of immunization knowledge in this word is made in English. Therefore, English is very important for the successor to the nation, particularly students who are the younger generation and who will continue the struggle of the Indonesian nation. In studying English, there are four aspects to be learned, they are listening, speaking, writing, and reading. The four elements are mutually supportive and have a relationship with one another. In this case is students from the beginner up to senior high school, in developing the students' ability in mastering English, it cannot be separated from speaking mastery, because it can be a measurement of students understanding in English.

Speaking is a productive language skill (Siahaan, 2008:95). It means that speaking is a person's skill to produce sounds that exist at the meaning and be understood by other people, so that able to create of good communication. Brown (2007:4) defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing speech of sounds as the main instrument. It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants.

Until this time, most of students in Junior high school still have difficulties in learning speaking. They always think speaking is hard work and not enjoyable. So that, when the teacher asks them to practicing speaking, they do not brave enough to speak up, especially in front of class. For instance, when the teacher asks them to come forward to have a conversation with their friends, they refuse it. They are shy to perform English in front of their friends. Finally, the student is they are not interested in the material given to them. But the first problem is because English is not the first language in Indonesia, while English as a foreign language and dominantly as a third language this country.

This problem also happened when the writer did field experience program (PPL) at SMP N 1 Sipahutar. The writer found that the students had trouble in speaking skill. The writer gave the students test of speaking test in form of post-test and perform one by one by introducing their self after providing material in classroom learning to find out their problem. The writer found that 12 of 32 students get score under 70 in speaking test, another student just in 50-60 score. The students find difficulties in speaking test namely lack of vocabulary, mispronunciation, and find difficulties in translating the speaking test for many unfamiliar words for them. Although

the text seemed simple, they need much time to understand and to memorize it and also teacher teaches speaking with traditional method so the students feel bored during the study.

There is a method of teaching learning method which is interesting and it can improve student's ability and liveliness, namely ESA (Engage, Study, Activate) Method. Engage, Study, Activate (ESA) is a Method of sequencing activities in Students Lessons. It was first proposed by Jeremy Harmer (2007) in his book "How to Teach English. ESA have three stages that can be moved around or used more than once. First is Engage this is the stage where you get the learners interest. If it is at the beginning of the lesson, it is also where you will set the context. Second is Study this is the equivalent to both the "Practice" and "Production" stages of Lesson. This Method is more about leading students to find their own answers. Third is Activate, Students should be able to do activities that promote communication, that everyone can get involved in. this method could involve writing activities as well as spoken. Learning this Method will help teachers to stay on top of things in an organized manner. It will also help students to learn in a fun and productive way. The Engage phase keeps students interested, the study phase helps students to learn, and the activate phase helps put into practice what they have learned.

## **1.2 The Problem of the Study**

Based on the background of the study above, research problem on this research as follow:  
Does ESA (Engage, Study, activate) method improve of the students' ability in speaking at Second Grade of SMP NEGERI 1 SIPAHUTAR?

## **1.3 The Objective of the Study**

Based on the problem statement above, the general objective of the study is to investigate whether or not where ESA can improve students' speaking in ability at Second Grade of SMP NEGERI 1 SIPAHUTAR.

#### **1.4 The Scope of the Study**

Speaking is one of four basic language skills in learning English, and it is considered as difficult problem for students. So, to solve the problem and in order to improve students' speaking ability, ESA Method will help teachers to stay on top of things in an organized manner. It will also help students to learn in a fun and productive way. The scope of this study was limited to the use of ESA method for improving students' speaking in ability especially vocabulary, fluency, and comprehensibility during teaching learning process at Second Grade of SMP NEGERI 1 SIPAHUTAR

#### **1.5 The Significances of the Study**

The finding of this study are expected to be theoretically and practically

##### **1.5.1 Theoretically**

- a) The result using as the reference for those who want to conduct a research in Teaching English Speaking using ESA (Engage, study, activate)
- b) The study can give a broader point of view for teacher in Teaching English

##### **1.5.2 Practically**

The finding of this study is expected to be useful for

- a. Students, this research can encourage them to learn English especially in learning speaking so that they can enhance their speaking ability and find the interesting teaching and learning process. It can be the new experience for them in learning English so that their speaking achievement can be better.

- b. English teacher, the study can help the teacher teach better way of teaching speaking ability using ESA Method.
- c. For other researchers, it will use to be reference in conducting further research to develop another method to motivate the student to speak English.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Language**

Language is a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of social group and participants in its culture, express themselves. It means that language is a tool used by every human being as a means of communication and interaction with other human. People communicate and interact with others by using the language.

Keraf in Smarapradhipa (2005:1), providing two language understanding. The first notion of language as stated means of communication between members of the public in the form a symbol of the sound produced by means said of human. Second, language is a communication system that uses symbols vocal (speech sound) which are arbitrary. Based on the definition above the writer summarizes that language is a system to represent objects, actions, ideas, and circumstances and as a media or a tool of communication and to say anything or express the ideas or opinions, to get information, by using language people can interact well, exchanging their ideas and to fulfill their needs.

## **2.2 Skill in English**

There are four skills in studying English that have to master by learners, they are reading, speaking, listening, and writing, and the fourth skills are important basic skills to improve student's English skill

### 1. Reading skill

Reading skill refers to the ability to understand written text. Reading is an active process which consists of recognition and comprehension skill.

### 2. Speaking skill

Speaking skills are the skills that give us the ability to communicate effectively. These skills allow the speaker, to convey his message in a passionate, thoughtful, and convincing manner. Speaking skill also help to assure that one won't be misunderstood by those who are listening.

### 3. Listening skill

Listening is the ability to accurately receive and interpret messages in the communication process. Listening involves identifying the sounds of speech and processing them into words and sentences. When we listen, we use our ears to receive individual sounds (letters, stress, rhythm, and pauses) and we use our brain to convert these into messages that mean something to us.

#### 4. Writing skill

Writing is the art of expressing our views, ideas, and thoughts. Though writing seems easy while thinking about it many times, it results in unorganized and scattered pieces of information on paper. This often creates confusion or sends a wrong message

All of the skill are important But in English speaking is an important skill that allows us form connections, influence decisions, and motivate change, without communication skills, the ability to progress in the working world and in life, itself, would be nearly impossible.

### **2.3 Speaking**

Speaking is the skill that makes human beings different from and superior to the species of living being. Speaking is a complex cognitive and linguistic skill. A child learns to speak through interaction with the people around him/her in their native language. Every normal adult can speak in his/her native language without effort and this skill is a natural one. But speaking in a foreign language is not natural and it requires conscious effort throughout the whole process.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). It means that Speaking is an interactive procedure of building that means that includes generating and receiving and processing information. Its oral form and meaning are dependent on the context

which it occurs, including the participant environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations. People speak in order to express their idea, their feeling or respond to the other's talk. When the others can understand what has been talked, it mean that the speaker get the meaning across.

Cameron (2001) mentions that “speaking is the activate use of language to express meaning, so that other people can make sense of them to speak in foreign language in order to share understanding with other people requires attention to precise details of the language”. Moreover, it is recognized as an interactive, social and contextualized communicative event. In brief, learners need to know how to use the language in context.

Jo McDonough and Christopel Shaw in Siti Hajar states that: “Speaking is not the oral production of written language, but involves learners in the matery of a wide range sub-skill which added together, constitute and overall competence in the spoken language. It means that speaking is produced by composite of language skills. Tarigan in Sullistyo (1990:3) defines that “speaking is a language skill that is developed in child life, which is produced by listening skill, and at the period speaking skill is learned”. In other word, speaking is obtained and learned in the early. To able to do this, language learners should have sufficient knowledge of the sound, structure, vocabulary and cultural system of English language. The Leaners also have to think about the ideas they wish to express. Lastly, the learners must have the abilities to change their direction of their thoughts on the basis of the person's responses.

### **2.3.1 The Function of Speaking**

Speaking is a language skill that is developed in child life, which is produced by listening skill, and at the period speaking skill is learned (Tarigan 1990:3). There are a lot of functions of



speaking in human lives every day. However, these functions can be divided into three main categories;

1. Speaking as interaction in mostly of a social conversation. It reflects the roles and the relationship of the speaker in social setting
2. Speaking as Transaction is to make someone understood the message that we want to give to him/her. The focus of this type of speaking is giving and receiving information and obtaining goods/services
3. Speaking as Performance is to transmit information. It generally incorporates public speaking. It focuses on form, accuracy, organization, and sequencing of speaking

### **2.3.2 The Purpose of Speaking**

The main purpose of speaking is to communicate. Speaking is important tool to communicate or to deliver mind things about what the speaker will be said with their society. That is why, speaking is very important.

According to Harmer (1991:46-47) there are three reasons why people communicate. First, people communicate because they want say something. As Harmer explained, the words that refer to intentional desire of the speaker has been in order, to convey messages to other people. Simply stated, people speak because they just do not want to keep silent. Second, people communicative purposes, it means that the speaker want something the speaker want something happen as a result of what they say. The third is the consequence of desire to say something and the purpose in conducting communicative activities.

Basically, there are three important aims of speaking (Tarigan, 2008:30-36) namely:

1. To inform

To inform means that the speaker wants to inform and share ideas, information, process feeling or opinion to the hearer and give knowledge as well in particular purpose (Tarigan, 2008:30). In this case, The speaker just want to inform about a fact.

2. To entertain

To entertain means that the speaker wants to make the hearer feels happier with the materials which are selected primarily based on their entertainment value (Tarigan, 2008-32). For example when the teacher told about the story to the students, the parents told the funny story to their children by doing it, speaking will be more interesting to be heard by the listeners.

a) To persuade

To persuade means that the speaker tries to confirm the hearer to do something in certain activity (Tarigan, 2008:35). The teacher has to make a good teaching to the students by giving them example in delivering material. From the example, the students can understand the mindset the lesson and be active to join the lessons. The activities need the action to make the listener interested to perform the actions in which the speaker wants.

b) To discuss

To discuss means that the speaker wants to discuss something because the purpose of speaking is to make some decisions and planning (Tarigan, 2008:36. Discussion activity is believed to get more attention from the students because they have to solve problem from the task which is given by the teacher.

From the statements before, it can be concluded that through speaking, somebody can inform their feeling and knows somebody's feeling from ask him in their communication and make some decision.

### **2.3.3 Types of Speaking**

Brown (2003:141) states all effective tests, appropriate assessment tasks 1 Speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance. Brown has stated five types speaking, those are:

1. Imitative

At the one end of continuum of types of speaking performance is the ability of simply parrot back (imitate) or phrase or possibly a sentence.

2. Intensive

A type of speaking frequently employing assessment context is the production of short stretches of oral language designed to demonstrate competence in narrow band of grammatical, phrase, lexical or phonological relationship (such as prosodic elements into ration, stress, rhythm, or juncture)

3. Responsive

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like.

4. Extensive

It is the type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to grammatical, phrasal, lexical or phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture).

#### **2.3.4 Aspects of Speaking**

In speaking, there are some aspects that must be fulfilled by the learners. It can be used as a measurement whether our speech is good or not. Those are fluency, comprehension, grammar, vocabulary, and pronunciation. The description is as follows according to Brown (2001:406-407)

##### 1. Fluency

It refers to one's ability to speak smoothly and easily. Fluency is the matter of the way someone speaks the language without any trouble like thinking the word confusing the idea.

##### Comprehension

##### 2. Comprehension is student competence to comprehend all of the speakers says to them

##### 3. Grammar

Grammar is the way to organize the words into the correct sentence. This is important that if the speaker can master grammar to organize the word so the speaker also easily to speak English well.

##### 4. Vocabulary

Vocabulary is the basic of language. It appears in every language skill, it is very important because we can say nothing without vocabulary in or mind. Vocabulary is about choice of word which is used appropriately based on the context of speaking.

##### 5. Pronunciation

Based on the definition, pronunciation is the important component of language. Therefore, it is necessary if the students have a good pronunciation because if they have a good pronunciation so their speaking will be understandable.

### **2.3 Ability**

Ability is a direct reflection of personal competence and cannot be changed by the individual. Stephen P. Robbins (2009: 57) states Ability is the capacity of an individual to perform various tasks in a job. Ability for basically mean that you have the potential to do something. Ability is the skill or power to do something in other words talent. According to Stephen P. Robbins (2009-57-61) states that there are two types abilities, Intellectual abilities and Physical abilities, which organization look for employees to have to depend on the job requirements

Those are the two types of abilities:

#### 1) Intellectual ability

Refers to the skill required to think critically, see connections between disciplines and problem solve in new or changing situations.

#### 2) Physical ability

Is the ability to perform some physical act; contrasting with mental ability. Physical ability is the capacity to do tasks that demand stamina, desired, strength and similar characteristics. It can identify individuals who are physically able to perform the essentials function of a job without risking injury to others.

### **2.3.1 Speaking Ability**

Speaking ability are the skills that give us the ability to communicate effectively. These skills allow the speaker, to convey his message in a passionate, thoughtful, and convincing manner. Speaking ability is one of the four languages foreign language skills (listening, speaking, reading, and writing) that must be mastered in learning language a foreign language.

Harmer (2001:271) states that effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. One of the reasons for including speaking activities in language lessons is to help students familiar with oral use of language in English conversation.

Speaking is one of the four abilities in the language activities. It is important to convey in the communication. Those are the categories of core speaking:

1. Pronunciation

Pronunciation is the way in which a word or language is spoken. To pronounce words, we push air from our lungs up through our throat and vocal chords, through our mouth, past our tongue and out between our teeth and lips.

2. Speech function

Speech function is a way of someone delivers ideas in communication to make listeners understand the ideas well. Speech function itself can be divided into four kinds; statement, question, command, and offer.

3. Interaction

Interaction is a kind of action that occurs as two or more objects have an effect upon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal effect.

## **2.4 Teaching Speaking**

Teaching is a process in which learner, teacher, curriculum and other variable are organized in a systematic and psychological way to attain some pre-determined goals. According to Marcellino (2008) stated that the status EFL—when it is not used during daily interactions—is further compromised by reduced student motivation to learn the language. Living in an environment in which mastery of English is not an urgent goal likely decreases students' motivation to learn English, even if it is a mandatory school subject. When English is a foreign language that is hardly used during daily local life, where students have limited opportunity to use and practice the language, this can lead to students thinking that English is not important, especially in remote control areas. As a result, they are unlikely to make it a priority to exert energy, time and money to learn English.

Learning English as a foreign language is different thing to do for the most Indonesian students, because it cannot be learnt naturally as their mother tongue. Usually learning another language means learning the dictionary, grammar and the sound of system in that language. Focusing on language form is important in foreign language learning, but developing the ability to the real communication in English is the main goals of an English language course. At the end of a course, the learners should be able to communicate effectively in English in or outside the classroom for study, works or leisure.

Teaching Speaking is to teach EFL learners to; Produce the English speech sounds and sound patterns. Use word and sentence stress, intonation patterns and the rhythm of the second

language. Use the language quickly and confidently with few unnatural pauses, which is called as fluency. Teaching speaking is not easy, because English is not a native language in Indonesia. Basically people have many difficulties to learn it. It is caused that their environments do not speak English. People only speak in English when the time of lesson. It means that the opportunity to practice is not enough. So, here we need to try several strategies for teaching speaking that can be used to help language learners gain practice in speaking target language (Nunan, 2003:64).

Teaching speaking as a set of competencies just as we can instruct, present and practice specific grammar features to students, the component competencies which make up speaking a pure language skill can also be broken down and presented systematically. Some useful language-sub-skills which can be turned into practice activities are:

- 1) Avoiding repetition
- 2) Responding appropriately while listening
- 3) Turn-taking techniques
- 4) Politeness
- 5) Circumlocution (talking around unknown words using known language)
- 6) Extending ideas

## **2.5 Method**

Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach, Anthony (2009). In



other word Method is object-oriented programming is a procedure associated with a message and an object. An object consists of data and behavior; these comprise an interface, which specifies how the object may be utilized by any of its various consumer. In a simple word we can say that Method is a way of doing something, especially a systematic way; implies an orderly logical arrangement (usually in steps). Method is a programmed procedure that is defined as a part of a class and included in any object of that class. A class can have more than one method. A method in an object can only have access to the data known to that object, which ensures data integrity among the set of objects in an application. A method can be re-used in multiple objects.

A method is used as a reference for activities because it contains an orderly sequence of steps so that the process of achieving goals becomes more efficient. In relation to scientific efforts, the method is a way of a working to be able to understand the object that is the target of the science concerned. From the explanation above, we can conclude that the definition of a method or systematic process used to carry out an activity so that the desired goals can be achieved. In other words, the method serves as a tool to achieve a goal, or how to do/create something.

### **2.5.1 ESA (Engage, study, activate) Method**

ESA stands for engage, study, and activate. ESA is extremely important when it comes to teaching, because it keeps the students interested, motivated, and eager to learn more. ESA are the basic building blocks for successful language teaching and learning. By using them in different and varied sequences, teachers will be doing their best promote their students' success

since various theories and procedure which have informed debates about language learning are reflected in sequences such as straight arrows, boomerang and patchwork lessons.

Harmer (2007:54) in his book “How to Teach English” summarizes the three elements of ESA as follows:

### 1. Engage

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

### 2. Study

During this part of the lesson, the focus is on language and how it is constructed. New information or a revision of previously learned information can be included during this time. The teacher can use a variety of styles to present the information, focusing grammar, vocabulary of pronunciation. Style includes 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 styles presented in Lesson Three are a major consideration

### 1. 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 students to use English in communication, rehearsing what they have learned. Without the activate element, students will have trouble taking their classroom experience into real-world communication. Some activate activities include role-playing, debating, story or poem writing, and discussions.

## **2.5.2 The Strength of the ESA Method**

The most effective of ESA method is patchwork. It is unique procedure because on one procedure has many phases to make students understand and the students' achievement related well. For instance, it has some variations in giving the students activities which related their activity. Students are certainly more attentive, motivated, and helpful when they perceive the content to somehow relate their lives.

### **2.5.3 The Weakness of the ESA Method**

The amount of teacher talking time is disproportionately high compared to the amount of students talking time, certainly in the first part of the lesson. It encourages accuracy over fluency, and this is not always the desired outcome of a course. In doing this Method we have to think of what to do in our lessons. We have to decide what it is we hope our students will achieve by the end of a lesson. Three ESA elements reminds us of the need for student engagement; it prompts us to ensure that three are study events built into the plan; it ensures that in almost all lessons there are also opportunities for students to have a go at using the language they are learning.

### **2.6 Previous of Study**

The use of ESA Method in teaching speaking has been investigated by some researchers, especially for the purpose of improving the speaking ability of the students. English is an International language in the world, so it is important for people to learn the language. By learning English as a Second language, students are expected to absorb and keep the students with development of science technology, and art. By mastering speaking skill, the learners can carry out conversation with other, give ideas and change the information with other people.

The first previous study was conducted by M. Fithria (2019) with title *the use of ESA (Engage, study, activate) method to improve students speaking ability*. The writer use ESA Method as one of the effective method in teaching speaking to EFL students. This method helps

teachers to arouse students' interest, curiosity, emotion, and motivate them to express their opinion, knowledge, and language orally. The writer introduces ESA (Engage, study, activate) method. Firstly, the teacher gets the class interested and engaged, then they study something and then they try to activate it by putting it into production. The similarities of this research with my research is improving students speaking in speaking class by Using ESA method but the population and sample are different.

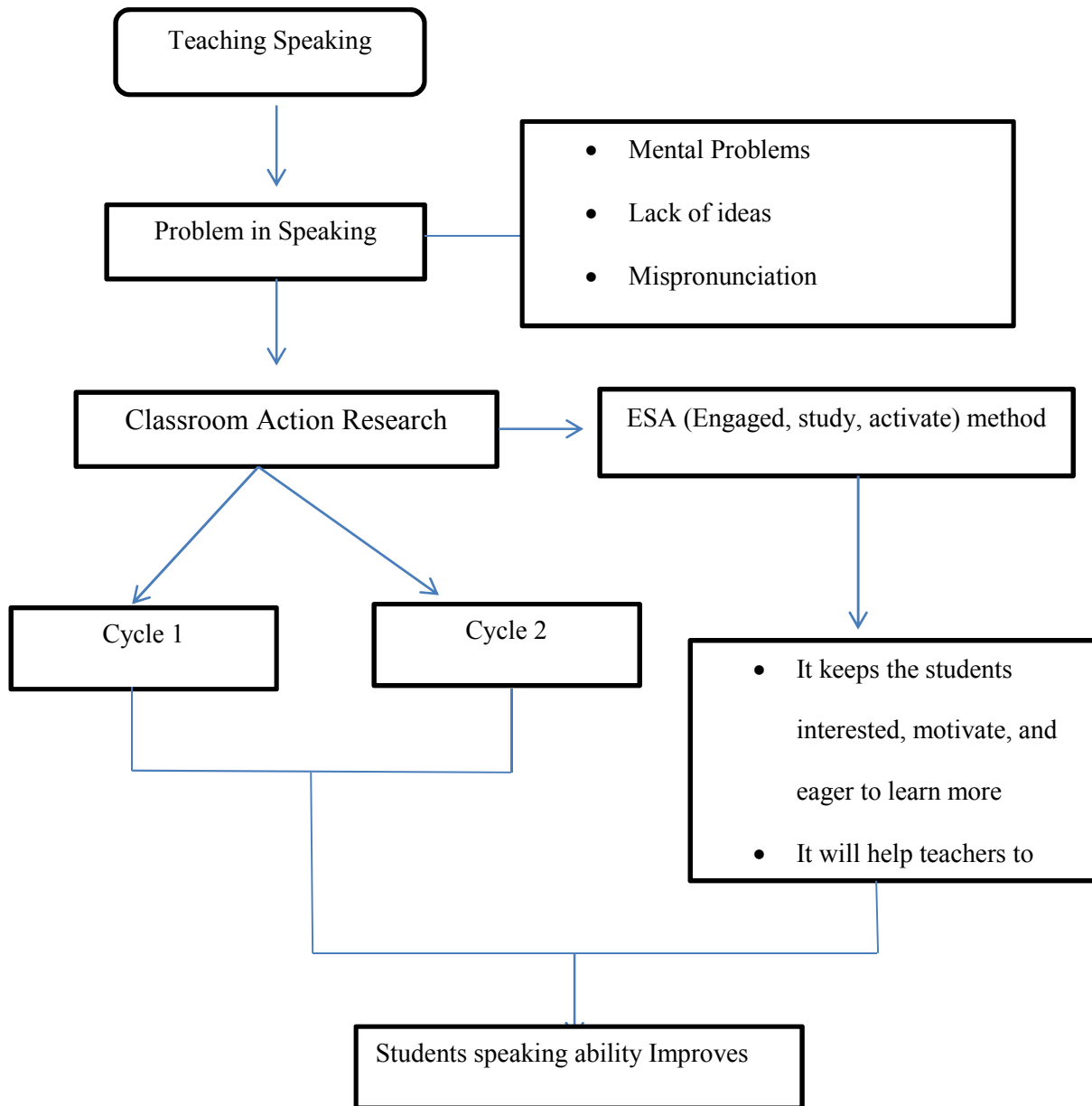
The second previous study was conducted by Illinawati (2018) with title *Applying Esa (Engage, study, activate) to improve students speaking ability*. The writer showed that ESA strategy succeeded improving the teaching speaking. The mean score was 71.67 in the first cycle and 80,28 in the second cycle. The writer found that ESA strategy helpful to improve students speaking ability. The writer focused on the language teaching strategy particularly through ESA in the classroom improved students' speaking performance. Then, the teacher did not teach pronunciation as well. The teacher only taught some unfamiliar words without hearing any problems from the students. The Similarities of this research with my research is improving students speaking ability by using ESA method but the population and sample are different.

The third previous study was conducted by Illinawati, Sudarsono, and Regina (2015-2016) with title *the effect of ESA (Engage, study, activate) to teaching speaking on job interview*. The writer consisted of 24 students who were poor at speaking. The result of this research showed that ESA strategy succeeded improving the teaching speaking. The Similarities of this research with my research is teaching English speaking by using ESA method but research Design, population, and sample are different.

## **2.7 Conceptual Framework**

Speaking is a skill, just like swimming, driving a car, or playing guitar. It can be achieved only by practicing the speaking skill itself. Students achieve it if only they are studying in speaking class. They must practice it regularly in English class and out of the class, but the reality is they don't mind speaking in teaching speaking learning process.

Based on the explanation above, it is expected that ESA method in teaching speaking significantly improve students' speaking ability. Simply, it can be seen as this simple chart:



**Figure 2.10 The Conceptual Framework of Using ESA (Engage, study, activate) for  
Improving Students' Speaking Ability**

**CHAPTER III**

**RESEARCH DESIGN**

**3.1 Research Design**

According to Kotari (2004 :32) Research design is needed because it facilitates the smooth sailing the various research option, there smooth sailing the various research option, there by making research as efficient as possible yielding maximal informatin with minimal expenditure of effort, time and money.

In this research, the writer will use classroom action research (CAR). Arikunto (2006:102) states that action research is a form of self-reflective inquiry undertaken by participants in a social (including educational) situation in order to improve the rationality and justice of their own social or educational practices as well as their understanding of these practices and the situations in which these practices are carried out. It consists of planning, acting/implementing, observing, and reflecting. Furthermore, Kasbolah (2001:15-17) states that There are four characteristics of action research; firstly, the action research is carried out by practitioners rather than outside rese archer. In this research, the classroom action research was

carried out by the researcher and English teacher as the collaborator. Secondly, action research is the systematic study attempting to overcome real problems. In this research the classroom action research (CAR) was the attempts to overcome students' problem in speaking mastery. Thirdly, the action research is intended to change thing to be better than before. In this research, the class action research (CAR) was intended to change the students' ability in speaking mastery to be better than before. Fourthly, action research is a kind of collaborative research. It means that the research take participants in the form of a team consisting of insider and outsiders. Then insiders were some teachers who want to do action research and outsiders were the researchers in their field. In this research, the classroom action research (CAR) was done by the writer and the English teacher.

### **3.2 Population**

Population is all subjects being researched Arikunto (2006:130). Based on the definition above that the population is the subject will be researched, it means that unlimited the subject, so to make easy the research must be limited number before. The population of this study is the second grade students of SMP N 1 Sipahutar. There are eight parallel classes of this grade namely VIII 1, VIII 2, VIII 3, VIII 4, VIII 5, VIII 6, VIII 7, and VIII 8, of which the average numbers of the students are 32 students in each class with the total of 250 students.

### **3.3 Sample**

Sample is part of representation of population that will be researched. According to Arikunto (2006:131) with this sample the researcher intends to general all the result sample. Arikunto (2006:132) state that to general is made concluded of research that is valid for population. The sample of this research will take by using random sampling technique. Simple

random sampling can be done through lottery, random number tables or systematic random sampling. Furthermore, the total number of the sample is 32 students.

### **3.4 The Instrument of Collecting Data**

Instrument is tools that are required to get information. Gay and Airasian (2000:145) stated that instrument is a tool that is used in collecting data. While, Arikunto (2000:134) revealed that instrument in collecting data is a tool that is used by researcher to help them in collecting data in order to make it more systematic and easy.

There are some Instruments of collecting data. They are observation, interview, and test. In this case the data will take from the source by employing test, observation, and interview.

#### **1. Test**

Test means some question to students to be answered. The test is used to compare the students' speaking achievements before conducting the research (post-test) and after conducting the research (pre-test). The writer used speaking test as the instrument to measure their speaking ability.

#### **2. Observation**

The writer does the observation directly toward teaching speaking learning-process in SMP Negeri 1 Sipahutar. In this research, the writer acts as an active observer. The writer interacts with the students as well as the teacher. In speaking lesson, the writer observes their speaking skill, such as; their pronunciation, vocabulary, memorizes and their brave in speaking lesson.

#### **3. Interview**

To obtain information about students' weakness, feelings, problems in teaching speaking learning process through ESA method, data will collecting by interviewing the students.



### 3.5 Scoring of The Test

In scoring the test of this research, oral test will give to the students in order to evaluate the students speaking and listening competencies. Some criterions will give that the need to be scored. In speaking test Harmer (1991) categorized element of speaking into six skills, they were vocabulary, pronunciation, grammar, fluency, comprehensibility, and self-confidence. But the writer made limitation and focus on 3 parts as in scope of the study mentioned and these are the rubrics of speaking skill

**Table 3.5 Rubric Assessments for speaking Fulcher (2003)**

#### 1. Vocabulary

No.	Types of Vocabulary	Range	Score
1.	Unsatisfactory Very limited vocabulary, making comprehension quite difficult	10	
2.	Fair Frequently using wrong word speech limited to simple vocabulary	15	
3.	Good Sometimes using inappropriate terms about language because of inadequate vocabulary	20	
4.	Very Good Rarely having trouble	25	

#### 2. Fluency

No.	Types of Fluency	Range	Score
1.	Unsatisfactory Speed of speech and length of utterances are so far below normal, long pauses, utterances left unfinished	20	
2.	Fair Doing definite stumbling but managing to rephrase and continuing	30	
3.	Good Speech is generally natural	40	
4.	Very Good Being understandable	50	

### 3. Comprehensibility

No	Types of Comprehensibility	Range	Score
1.	Unsatisfactory Difficult to catch the words	10	
2.	Fair Able to catch a few simple words	15	
3.	Good Able to catch simple words	20	

4.	Very Good  Able to catch the words well	25	
----	---	----	--

### 3.6 Research Procedure

In this Classroom Action Research (CAR), the writer will use the CAR principle to collect the data. The research consist of cycles with each cycle consist of four elements. The writer will describes the cycles through the scheme of action research steps and each of the phases will be explaining briefly as follows:

#### 3.6.1 Cycle 1

##### 1. Planning

Before doing this research the writer will prepare the lesson plan and then chooses teaching aids to imply the ESA Method. In this phase, teacher will prepare media that related to the material of speaking.

##### 2. Action

The writer will put the class into four groups, calling them A, B, C, D. To each group he gives one of the pictures. The students in the groups have to memorize everything they can about the pictures – which is in them, what’s happening etc. They can talk about the details in their groups. The teacher will show the pictures and asks for one student from each group (A, B, C, and D) to form a new four person group. He tells them that they have seen different picture but that the pictures taken together. The task is for the students to work out what the story is. The only way they can do this is by describing their pictures to each other and speculating on how they are connected. The final stories may be different. The groups tell the whole class what their version is, and the teacher can finally re- show the pictures.

### 3. Observation

In this phase, the writer will observe the students' response, participation and everything which is found during the teaching and learning process. Sometimes, from one group to another group do a mistake, like: misunderstanding, difficult to memorize the story.

### 4. Reflection

After collecting the data, the writer will evaluate the teaching-learning process. Then, the writer will reflect herself by seeing the result of the observation, whether the teaching learning process of speaking using ESA method is good to imply in teaching learning process at SMP N 1 SIPAHUTAR. If the first plan is unsuccessful, the writer should make the next plan (re- planning) to get a good result during the process of the action research in the second grade of students at SMP N 1 SIPAHUTAR.

## 3.6.2 Cycle 2

### 1. Planning

In this phase, the writer will use the lesson plan in cycle 1 and then chooses teaching aids to imply the ESA Method. In this phase, teacher prepared the same media in cycle 1 that related to the material of speaking.

### 2. Action

The writer will put the class into four groups, calling them A, B, C, D. To each group he gives one of the pictures. The students in the groups have to memorize everything they can about the pictures – which is in them, what's happening etc. They can talk about the details in their groups. The teacher will show the pictures and asks for one student from each group (A, B, C, and D) to form a new four person group. The writer will tell them that they have

seen different picture but that the pictures taken together. The task is for the students to work out what the story is. The only way they can do this is by describing their pictures to each other and speculating on how they are connected. The final stories may be different. The groups tell the whole class what their version is, and the teacher can finally re- show the pictures.

### 3. Observation

In this phase, the writer will observe the students response, participation and everything which is found during the teaching and learning process. Sometimes, from one group to other group do a mistake, like: misunderstanding, difficult to memorize the story.

### 4. Reflection

After collecting the data, the writer will evaluate the teaching-learning process. Then, the writer will reflect herself by seeing the result of the observation, whether the teaching learning process of speaking using ESA method is good to imply in teaching learning process at SMP N 1 SIPAHUTAR. If the first plan is unsuccessful, the writer should make the next plan (re- planning) to get a good result during the process of the action research in the second grade of students at SMP N 1 SIPAHUTAR.

## **3.7 The Technique of Analyzing Data**

According to Mills (2015:21) analyzing data is effort that is done by the teacher that has a role as a researcher to conclude accurately the data that had collected in a form that will believe by other people and it's true. So that by the definition here the writer will use the function of qualitative and quantitative data that qualitative data is the process of the test as long as the writer will apply the method namely ESA (Engaged, study, activate) in the classroom which start from the first time the writer begin their research, how will the process until the respond and the

result of the students. And quantitative data is the result of the data that will calculate the result of the data that will calculate by the writer namely to calculate the result of the data. The data that will be analyzing here is from the student test and the most important their oral or speaking as long as follow the learning process. There are some steps in doing the data analysis;

1. Collecting the data from the students score
2. Comparing the score between cycle 1 and cycle 2
3. Calculating the percentage of the students' score

Below will the formula to know the mean of students' score as assessment

$$\text{Formula: } M = \frac{\sum X}{N} \times 100 \quad (\text{Mills 2015:21})$$

Where:

M = the mean of the students score

$\sum X$  = the total score

N = the number of the students

Then, to find the class percentage of student score who past the criterion minimum of completeness (KKM), the writer will use the formula below:

$$\text{Formula: } P = \frac{R}{T} \times 100 \% \quad (\text{Mills 2015})$$

Where: P = the percentage of the students who get the point 70

R = the number of the students who get the point 70 up

T = the total number of the student who do the best

### **3.8 Procedure of Analyzing Data**

The procedure of analyzing data as follow:

1. Scoring students' test in pre-test, test cycle I, and test cycle II.
2. Tabulating the students' score in the pre-test, test cycle I, and cycle II.

3. Calculating the students' score among pre-test, cycle I, and cycle II.
4. Making conclusion