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APPLYING ESA (ENGAGE, STUDY, ACTIVATE) STRATEGY TO IMPROVE STUDENTS' SPEAKING ABILITY

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Abstract: *This study was about improving the teaching of speaking by applying ESA strategy to the students of English study program at STKIP Persada Khatulistiwa Sintang in Academic Year 2017/2018. It was a classroom action research (CAR) and involved the first year students of English language study program. They were poor at speaking. The result of this research 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 improvement of the teaching learning process was based on the improvement of teaching learning behavior in the classroom. The change of behavior was notified from the classroom observation, field notes and interview which were discussed with the collaborator in the reflection stage. ESA strategy was found out helpful to improve students speaking ability.*

Keywords: *Speaking, ESA Strategy, Job Interview*

Abstrak: Penelitian ini adalah tentang meningkatkan pengajaran berbicara dengan menerapkan ESA (Engage, Study, Activate) strategi pada mahasiswa program study Bahasa Inggris di STKIP Persada Khatulistiwa Sintan, Tahun Akademik 2017/2018. Ini adalah Penelitian Tindakan Kelas (PTK), yang melibatkan mahasiswa tahun pertama, dimana mereka lemah untuk berbicara bahasa Inggris. Hasil penelitian menunjukkan bahwa strategi ESA berhasil meningkatkan perilaku siswa. Nilai rata-rata siswa pada adalah 71,67 pada siklus pertama 80,28 pada siklus kedua. Peningkatan proses belajar-mengajar berdasarkan pada peningkatan perilaku belajar – mengajar di dalam kelas. Perubahan perilaku diperoleh dari hasil observasi, catatan lapangan dan wawancara yang didiskusikan dengan kolaborator pada tahap refleksi. Strategi ESA ditemukan membantu untuk meningkatkan kemampuan mahasiswa dalam berbicara bahasa Inggris.

Kata kunci: Berbicara, ESA Strategi dan Wawancara Kerja

BACKGROUND

Teaching speaking is important for students of secondary schools. Brown (2000, p. 7) refers teaching to guiding and facilitating learning, enabling the learners to learn, setting the condition for learning. Harmer (2001, p. 114) defines teaching as the interaction between the teacher and the students in many cultures. Teachers need to prepare the students to enable them to speak or to communicate with others. From their babyhood, ones learn speaking in their mother tongue. They practice speaking continuously. When they study in the secondary school, Indonesian students start studying English as a foreign language. There are many ways for the teachers to teach speaking skill to their students. They cover listening to cassettes, watching TV, watching films, practicing with foreigners, and practicing with classmates. Speaking English is one of the goals of learning English in vocational high schools. Patel & Jain (2008, p. 131) claim, "Language is sound contextualized". When ones learn

language, listening comes first, than speaking. Later, the teacher needs to give motoric training to enable student to speak well, fluently and correctly. There are factors that may support the learning success. The students' personalities may play a large role in determining how quickly and how correctly they will accomplish this goal. The students who are risk - takers may be more successful than those who are afraid of taking risk in English mastery.

Speaking is one of English skills to teach in vocational schools (SMK), including SMK Nusantara Indah Sintang. Referring to SMK Year-11's syllabus, the basic competence that students need to master includes detailing jobs and educational background orally and writtenly. Luoma (2004, p. 9), defines speaking as an interactive, social and situation activity. Davison and Dowson (1998, p. 76) mention that spoken language is affected by the context and the purpose of the communication and by the audience to whom it is addressed; about why and when people alternate between

speaking in Standard English or their regional dialect. In reference to the respond and to tell something related to a job. Although the students have been taught English speaking for a few meetings, they are still weak at pronouncing the English words, unable to use English grammatically and fluently.

Therefore, in order to solve the problem, a teaching strategy called ESA (Engage, Study, and Activate) will be studied in a classroom action research. Harmer (1998, p. 27) states that one of the teaching sequences takes the students in a straight line, the teacher gets the class interested and engaged. The students study the teaching material and then activate it by putting it into production. This strategy allows the students to learn and to practice dialogs with partners. It activates students to take parts in all class activities and supports the students to be confident in the job interview performances.

A classroom action research (CAR) is designed to encourage learners to be active in the classroom discussion, then to solve their speaking problem in classroom by using the ESA Strategy.

syllabus, the purpose of speaking is to enable students to express, to Theoretically, the problem can be solved by applying this technique, but in the application this technique needs improving. Thus, it will be done in the classroom action research. It means that the teacher should have more creativities to prepare the teaching material. Meanwhile, the research was done to Year - 11 students of SMK Nusantara Indah Sintang concerned not only to the students' involvement in speaking, but also the students' ability in Job Interview. Kumar (2011, p. 139) argues that interview is a form of strategy in qualitative research in which attitudes, opinions or perceptions towards an issue, product, service or program are explored through a free and open discussion between members of a group and the researcher. The result of this research showed that ESA strategy through job interview was successful in this research. It was shown by the improvement of the students' performance from the first cycle to the second cycle, as well as their score in each test and achievement in each item. The

results were supported with the data collected through observation to important improvements of students and teacher.

This research focused on the language teaching strategy particularly through ESA and the process of the language teaching with ESA in the classroom improved students' performance. The aspect of speaking measured in this research were grammatical form, accurate expression, vocabulary, comprehension, fluency, pronunciation and the students' task on job interview.

Method

This research is a classroom action research. It will be applied in cycles and it focuses on seeking solution to problems of classroom management, instructional strategies, use of materials, or student learning. Burns cited in Richards and Farrell (2005, p. 11) defines that professional development activities such as action research are "integrated into school or organizational change as a significant way of facilitating school curriculum renewal and ensuring that language

students' and teachers' performances and the field notes, there were some teachers maintain greater ownership of curriculum implementation." Ary, Jacobs, Sorensen and Razavieh (2010, p. 637) define a classroom action research as a research conducted in the classrooms with the object of improving classroom practices or improving practices in the school. Wallace cited in Mackey and Gass (2005, p. 216) maintains that action research is principally a way of reflecting on teaching by systematically collecting data on everyday practice and analyzing it in order to come to some decisions about what the future practice should be. So, classroom action research is a method of finding out what works best in one's classroom so that s/he can improve student learning.

The research participants were first year students of STKIP Persada Khatulistiwa, Sintang. They consisted of 42 students. This research, applied the observation and measurement techniques to collect the data. Best and Kahn (2006, p. 265) define observations as of the setting physical environment, social interactions, physical activities,

nonverbal communications, planned and unplanned activities and researcher to understand the context of program, to be open-ended and inductive, to see things that might otherwise be unconsciously missed, and to discover things that participants might not freely talk about in interview situations, to move beyond perception based data and to access personal knowledge. A measurement is process through which researchers describe, explain, and predict the phenomena and constructs of our daily existence. The importance of measurement in research design cannot be overstated. Even the well-designed studies will prove useless if inappropriate measurement strategies are used in the data collection stages (Marczyk, DeMatteo, & Festinger, 2005, p. 95). The measurement technique is aimed to compare the score of the teaching and the students' achievements. It to see whether there is an improvement of the teaching of speaking on Job Interview through ESA and students speaking performance. The tool of the measurement is test of speaking. The test is given in the acting stage as the proof the success of the cycle.

interactions, and unobtrusive indicators. Observation enables the

FINDING AND DISCUSSION

Findings

The data presented in this study were obtained from the implementation of the classroom action research which covered the students' involvement during the teaching learning process in the classroom, students' performances on job interview, and their responses toward the use of ESA strategy in Cycle 1, and Cycle 2

Cycle 1

In Cycle 1, the problems or mistakes were actually encountered in both sides. The first was from the teacher's performances. There were weaknesses, for instance, the teacher did not model ESA well yet. It was not enough only explaining about how to do the job interview but also putting herself into the atmosphere of the interview. Then, the teacher did not teach pronunciation as well. The teacher only taught some unfamiliar

words without hearing any problems from the students. The students still looked afraid of making mistakes on

During the teaching learning process it was found that there were two students who were busy with their own business in the classroom. Even in the discussion there were students who were passive and sometimes they did not speak English well. The students mean score of 71, 67, and the percentage of passing grade was 41,67%. It meant that there were a lot of students who did not pass the standard minimum score.

Based on the above problems, the researcher made the correction and reflection to apply in second cycle. It needed to give the recommendation to teacher and students for the next cycle. For the teacher, it was recommended that s/he be ready before teaching, not only for material and technique, but also for the performance during the delivery the material in the classroom. It was very important because it would influence the students' respond and acceptance to the material. For example, the

pronunciation, still doubt on mentioning some words.

teacher's mood would be having impact on classroom atmosphere. In this part the teacher needed to prepare well before teaching. It was also important for teacher to teach about pronunciation and grammar well, because those aspects become were the problem for students to speak English fluently.

Then, the teacher had to make sure that the class was conducive. The teacher might tell the other class not to be noisy. The relevant teacher asked other teachers politely not to disturb her class. Also, the teacher had to attract the students to pay more attention to the lesson. The teacher might give a joke to refresh the students, so that they did not get bored. However, the joke should be an educative one; or the teacher might present attractive slides. The last was that the teacher should give a video about Job Interview, how it would be in the discussion; and also explained and gave examples about the strategies. Therefore, they could understand the procedures of ESA.

Hopefully, the students understood that they had to speak while discussing.

The students were required to pay attentions more seriously to learning process. They should be serious in learning the material and following the activities toward ESA.

To sum up, the first cycle was not perfect as expected. It needed to be revised, corrected, and improved in order to get the better result or improvement from the first cycle. Therefore, the researcher conducted the next cycle or the second cycle to revise and improve the shortages and weaknesses in the first cycle.

Cycle 2

In the second cycle, it was found out that the teaching learning process was conducive enough. There was no disturbance and noise from the students. The students were more excited to do the activities in this teaching – learning process. They were fully - motivated and comfortable in attending the class. They could speak English in good grammar, as well as they respond teacher's questions. They worked hard to answer the question from

learning. The students should pay more interesting to the material and participated in various during the

teacher. It happened during triggering activities, exploring activities, and the post activities. In these activities, the teacher guided the students clearly to do the instructions. Most of the groups' members focused on their group and their roles. They were more responsible for their role in job interview. There was no any students who was busy with himself.

In conclusion, the acting stage of the second cycle ran better than the first one. The students were more excited to the activities in the classroom, and more concerned to the material. Moreover, they were more active in using English in the discussion and to answer their partners' question grammatically. Overall, the process of the second cycle improved; it was better than the first cycle.

The result of observation to Cycle

2

Based on the observation checklist, the teacher did the expected activities very well. All the activities were done well. The activities were that the teacher about the term for someone who asked the question during the interview?" Then the students answered, "Interviewer mom." The teacher asked again, "Why did he apply for a job?" The students answered again enthusiastically, "He wants to get a new job."

The above conversational examples were the result of the teacher's effort reminding the students about the previous lesson and preparing the students to get ready for the lesson. The students' response showed that they were in the classroom. They were ready to study not only physically but also emotionally. Then, the teacher divided the students into groups; the teacher asked the students to sit in their groups; the teacher explained the objective of lesson; the teacher asked the students to practice the pronunciation by repeating after the teacher; the teacher asked the students to make a dialogue of job interview; and the teacher guided the

reviewed the previous lessons before starting the class. For example, the teacher said, "We have already discussed about job interview in the last meeting; Did you still remember students during their work. The students were very busy with their project.

Then, the students presented the results in front of the class. The teacher took notes during the interview; the teacher and the students discussed the difficulty during the interview. When the teacher asked them about the difficulty during the interview, the students answered using English fluently and accurately. The teacher evaluated the lesson.

In the observation checklist of students' performance, these activities were done very well. For example, in praying together with the teacher, the students did it very well; none of them spoke or talked with others while praying. It was the same in the activity when the students sat in their group discussion. There was no complaining at all from the students. They sat neatly and excitedly in their group.

Based on the field notes the findings in the aspect of the teaching-learning process were that the researcher had triggered the students very well. This cycle was better than the first cycle. However, the enthusiastic to begin the teaching learning process. They prepared the learning aids, and even most of them also brought their own dictionary. The third finding was that the students were enthusiastic to follow the teaching learning process and they were also serious to learn pronunciation. Fourthly, the teacher and the students spoke English more in the second cycle than in the first cycle during the teaching learning process and as well. Fifthly, the researcher was more patient in delivering the material, giving instructions, motivating the students, and leading the students to the discussion. Next, the students'

researcher could prepare more interesting and tricky questions, so that the students could be more triggered later. The second finding was that the students looked very performance was better in the second cycle than in the first cycle. The students were more active from the pre-activity to the post activity. No student who were busy with their own business; all of them focused on the activity. Finally, in the second cycle both the teacher and the students did better in the second cycle than in the first cycle.

Based on the interview, the students mentioned that they were involved in ESA strategy. They were also motivated in speaking through job interview. When interviewed by their friends, they could answer the questions. The result of students' test in each cycle can be seen in Figure 1.

Figure 1
Students' mean Score on Each Cycle

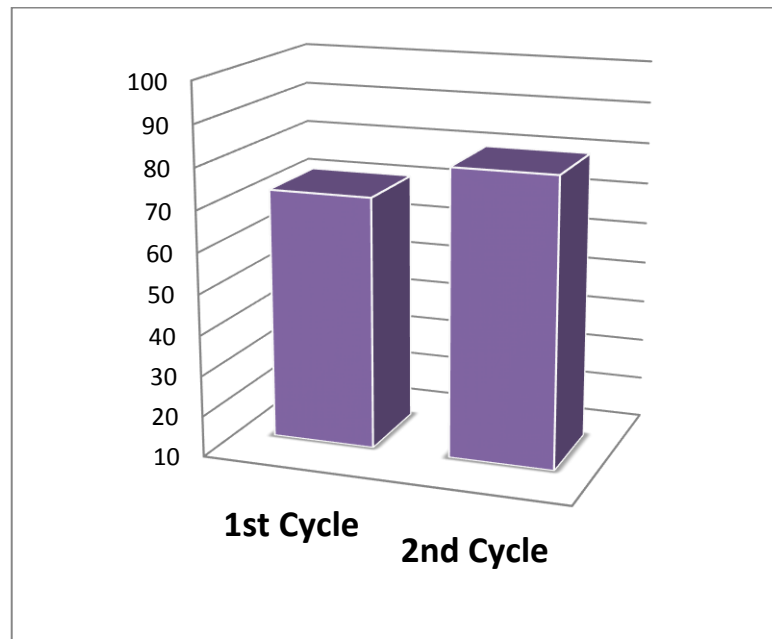
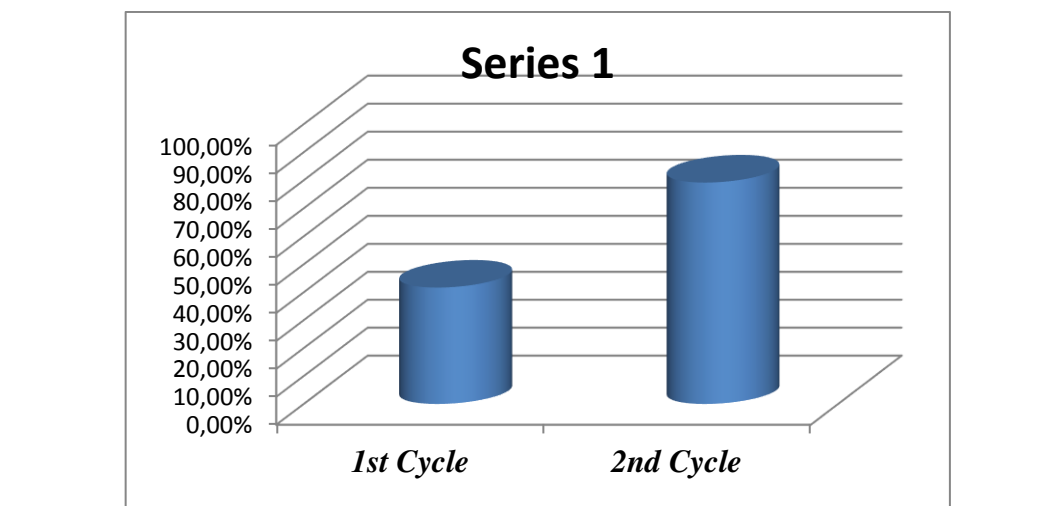


Figure 2
The Students who Passed the Standard Minimum Score



DISCUSSION

ESA strategy was found out successful to improve the students' job interview skill in this research. It was shown by the improvement of the students' performance from the first cycle to the second cycle, their score in each test, and achievement in each item. The students' mean score in the first cycle was 71.67 with the percentage of passing score 41.67%; in the second cycle the mean score was 80.28 with the percentage of 79.17%. The students' grammar was also improved from the first cycle to the second cycle. The average score of grammar improved from 37.5 to 39.1; the vocabulary

improved from the average score 38.3 to 40.04. The students' comprehension improved from 35.8 to 39.1 and the students' fluency improved from 35.4 to 39.1. Fluency can be developed by creating classroom activities where the students negotiate meaning, use communication strategies, have correct understandings, and work to avoid communication breakdowns. Fluency is required to keep going when speaking spontaneously.

Based on the classroom observation, field notes, and interview there were important improvement of students and teacher in Cycle 2. Firstly, the students were

becoming more enthusiastic in the classroom activity. Secondly, the students got involved more actively in speaking by using good grammar and producing better pronunciation than the previous Cycle. The last was the students were able to act as the interviewers and interviewees very well. They could communicate by using English fluently. They have known their own roles in the job interview. The students' speaking ability improved in Cycle 2, this was due to the different treatment between and the second cycle. The teacher's performance also improved in Cycle 2. The teacher led, motivated, facilitated, and also guided the students along the teaching - learning process. The teacher has more understood about the way to effort the student in the classroom activity. The teacher tried to improve the quality of teaching by seeing at the students' weaknesses in interview through ESA strategy.

Referring to the above improvements, the classroom action research was only conducted in two cycles because this were improvement significant from the

first cycle to the second cycle. By applying ESA strategy, the students could act as interviewers and interviewees as well. The improvements were the evidences that this strategy had successfully helped the students in improving their speaking ability.

To sum up, this research was satisfactory. The students could speak and interview intensively by using ESA strategy. An intensive speaking performance is related to the production of short stretches of oral language to demonstrate the competence such as grammatical, phrasal, lexical, or phonological relationship. The researcher assumed that the teaching speaking on job interview to first year students of 11 STKIP Persada Khatulistiwa Sintang improved by using ESA strategy

CONCLUSION AND SUGGESTIONS

Conclusion

The use of ESA strategy to teach speaking on job interview helped the students in the speaking process in term of job interview performances. The result of the

analysis the items of specification in each cycle showed that the teaching learning process which was represented by the students' performances and the teacher's performances. Both of them improved from the first cycle to the second cycle. These were proved by the result of the observation checklist, field notes and interview. In addition, the students' grammar, vocabulary, comprehension, fluency, pronunciation and task for job interview improved significantly in the second cycle. In conclusion, ESA strategy really improved the speaking ability of the first year students at STKIP Persada Kahtulistiwa Sintang.

Suggestion

Based on the findings of the present study, the researcher

provides some suggestions for the English lecturers and the students STKIP Persada Khatulistiwa Sintang as follows : For the English lecturers, it is recommended to use ESA strategy as alternative to improve teaching speaking at STKIP Persada Khatulistiwa. Meanwhile, in using ESA, the lecturers should prepare the learning aid well and then should be more active in motivating the students to speak English. Lastly, for the students of STKIP Persada Khatulistiwa Sintang, are suggested to keep their motivation and improve their speaking skill on job interview intensively by practising speaking with the classmates.

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