CHAPTER I

INTRODUCTION

1.1. Background of The Study

Speaking is one of four skills in language that must be mastered by the students. It can be a tool for the students to communicate. The students can get the other information from other students through speaking. Speaking is verbal communication of language use to communicate with others. The students can tell or convey of their information or problems from their main ideas through speaking. Speaking helps students to make them be talk-active so that they can share what they know or what they do not know are about the case they are faced.

According to Harmer (2001:269), speaking as the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. It requires the ability to cooperative in the management of speaking turns and non-verbal language. Thornbury (2005: 20) defines speaking is an activity in real life that is carried out by speaker to convey his or her ideas to interact with the listeners. The activities are unplanned and the continuity of the activities is based on situation. Since the speaking activities do not have much planning time, so the grammar used in speaking activities tend to be less complex than grammar in writing. However, speaking activities are not simply producing words and sounds, yet every speaker has purposes on doing the activity which is to convey meaning and shares the speaker's ideas to the listeners.

Speaking is a two-way process between producing language and receipting it. As stated by Eckard & Kearny (1981), Florez (1999), and) as citied in Torky (2006) define speaking is a two-way process involving a true communication of ideas, information, or feelings. Based on this definition, productive skills of speaking, and receptive skills of understanding cannot be separated. Bailey (2000:25), speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. From those theories, it can Howarth (2001) be concluded that speaking skill is related to communication. In conclusion, speaking is a productive skill which is two-way process of social communication, including using verbal and non-verbal language to shares the idea or the meaning. When students have a short talk or a conversation with the others, they include the process of producing language and receipting the message. In other words, speaking is one significant elements meaning communication and used as a tool of social interaction.

Unfortunately, based on interview that has been done to the English teachers, the researcher found that, during the activity class, learning and teaching process is less conducive. One main factor is, the English teacher still apply traditional strategy during the learning and teaching process. The strategy is not really works, it is just read and memorizing the conversation. In the very first, the teacher explains the topic and gives some examples that related with the topic. Secondly the teacher asks students to read the topic again and memorizing the conversation. Then, the students have to memorize and practice in the front of the class. Besides, the teacher only

focuses on students who can memorize vividly. Hence, students that still cannot memorize the conversation only get little attention from the teacher, so that they are still difficult to understand the content of the conversation.

According on the explanation stated above, the teacher's strategy makes students have many problems in learning and teaching process especially in descriptive monologue. Students have difficulty in speaking both in describe the place and understanding the meaning of it. Consequently, most students have difficulty to describe and understand the meaning of it. Besides, the class activity becomes less conducive and passive. Moreover, students will not feel excited during the class activity. The disadvantages of teacher's strategy is, the teacher only gave the same old example of conversation to all students, so students did not know the other examples. Besides, teacher gave a difficult example of the conversation both in the grammar and the words. Thus students have many problems to improve their speaking skill. This has made students confused and fail to improve their speaking skill. To solve this problem, teacher has to realize that, he or she has to change the strategy, thus speaking skill of students will improve.

To solve this problem, the teacher should be use new strategies to improve student's speaking skill. Furthermore, teacher has to find out what strategy that is better to improve students' speaking skill and it gives the positive impact for the students as well. In learning and teaching process, there are so many strategies that can be applied in teaching speaking. Here, the researcher is really interested to solve this problem by using Engage Study Activate (ESA). According Harmer (2001) Engage Study Activate (ESA) is a

strategy which is divided into three parts; Engage, Study, and Activate. In the Engage part, it just focuses on making the students interested to the topic by giving them an interesting picture related to the topic, so that it can stimulates and increase their interest. The second part is Study. Here, usually students need something to study, besides the teacher also give material or language focus to the students. The last part is Activate. In this part, the students have to share or express their idea and knowledge contextually.

Moreover, this strategy also helped teachers to manage the class activity in a proper situation, because this strategy has 3 main parts. Each step of this strategy focuses on making students actively in speaking activity.

In conclusion, the researcher's teaching technique improving students' speaking skill through an ESA strategy in teaching and learning activity. By using ESA strategy, students are expected to be able to increase their skill especially speaking skill. Based on the reason above, the researcher conducted a research Entitled "Improving Speaking Skill of the Tenth Grade Students of SMK Saraswati 1 Denpasar in Academic Year 2021/2022".

1.2. Research Problem

Based on the explanation above, the students still faced difficulties in speaking skill. Students still had problem in fluency, comprehension and grammar. Therefore, the students often misunderstood the meaning of the context and also often made some mistakes in delivering their ideas. Furthermore, this condition should be taken care by applying an appropriate and enjoyable technique. Moreover, there must be a better technique to help students with their difficulties in speaking. Regarding to the background of this

study, the research problem can be formulated as follows ; can speaking skill of the Tenth Grade Students of SMK Saraswati 1 Denpasar in academic year 2021/2022 be improved through ESA?

1.3. Objective of The Study

To make the present study has direction, it is needed to declare an objective to be achieved. In accordance with the research problem that has been stated above, every research has the goal of why it should be done. Furthermore, in the process of learning to speak a foreign language, it is really possible for students to face the problems of speaking. Furthermore, the teaching process must be modified with a good technique, such as using ESA in teaching speaking. Based on the background which has been described previously in the research problem, the objective of this study is to know whether or not speaking skill of the Tenth grade Students in SMK Sarasawati 1 Denpasar in academic year 2021/2022 can be improved through ESA.

1.4. Limitation Of The Study

Speaking is actually a broad and wide scope of coverage so that imitation of the study is necessary. There are many things that can be taken as the subjects matter to be observed by the researcher who wants to do research in this field. Since on how to express their ideas and understanding of grammatical spoken language. In teaching, the outcome of productive skill can be directly seen by student's performance or task given. In addition, teacher seldom use a fun and engaging activity which is really challenging. On the other hand, if students are not familiar with the genre they are dealing

with, they become hard to elaborate their ideas. Moreover, students do not feel confident to speak English since they are afraid of making a mistake. Furthermore, it becomes a task for English teachers in school to create enjoyable, interesting and interactive English class atmosphere for students to make them comfortable and confident to speak in front of others.

1.5.Significance of The Study

In this study, the researcher really expects that this research paper has the benefits both the theory and practices. There are two main significance of the research. They are theoretical and practical significance. Theoretically, this study is a useful reference about using ESA strategy for another researcher who wants to write about this problem. Therefore, it is expected that the findings of this study may assist to further understanding of using ESA strategy in increasing student's speaking skill.

Practically, the finding of this study may give benefits for the English Teachers and the researcher too. For the English teachers, the result of this research supply the information and the knowledge to increase the quality of teaching and learning activity of speaking and increase student's learning achievements.

For the researcher, the study is helpful for showing his ways to find and evaluate the issues, plan the actions, and implement the actions related to the process of teaching and learning activity.

1.6.Definition of key Terms

The present study focused on improving speaking skill of the Tenth grade students of SMK Saraswati 1 Denpasar in academic year 2021/2022 through ESA. In conducting this class classroom action research (CAR) some terms used in this study. The terms explained clearly to avoid misunderstanding. There are two key terms that exp1lained as follows:

1. Speaking skill

Speaking skill is operationally defined as the ability of the Tenth Grade Students of SMK Saraswati 1 Denpasar in academic year 2021/2022 in performing a Descriptive Monologue of language expression in voice notes on WhatsApp.

2. ESA

Engage Study Activate (ESA) is a method of sequencing activities in lessons, and was first proposed by Jeremy Harmer in his book, how to Teach English. ESA technique is technique which is divided into three parts: Engage, study and Activate. In Engage, researcher should get the students to interesting. Next step which is study is focused on language and how is it constructed, and the last part is activate, which is refers to the use and practice the strategy by using Descriptive Monologue.

CHAPTER II

THEORITICAL AND EMPERICAL REVIEW

2.1.   Theoretical Review

Theoretical review is a review of several theories related to the study. It is intended to make the research has necessary theoretical background. As it necessary, a theoretical background should be submitted. For the purpose of the further study, several theoretical new points and the empirical evidence are viewed. Moreover, as states by Anggraini (2019) in Ary et al. (2010:62), through studying related theories and empirical evidence, the researcher learns which methodologies have proven useful and which seem less promising, the researcher can avoid unintentional replication of previous studies, and places researcher in a better position to interpret the significance on his own result.

2.1.1. Speaking Skill

There are four skills of speaking that need to be learned by the language learners especially the students. They are listening, speaking, reading, and writing. Bailey in Nunan (2003:48) states that the four skills are described in terms of their direction. Language generated by the learner (in speech or writing) as productive, meanwhile language directed at the learner (listening and reading) is receptive. Therefore, Bailey in Nunan (2003:48) describes speaking as the productive aural or oral skill which consists of producing systematic verbal utterances to convey meaning.

Tarigan (1990:3-4) defines that speaking is a language skill that is

developed in child life, which is produced by listening skill, and at that period speaking skill is learned. According to Tarigan (1990) speaking is described as the activity as the ability to express oneself in the situation in precise word or the ability to converse or to express a sequence of ideas fluently.

Siahaan, (2008:95) state that speaking is a person's skills to procedure sounds that exists at the meaning and be understood by other people, so that able to create of good communication. In the same respect, Nunan (2003:48) states that speaking is the productive skill which consists of producing systematic verbal utterances to express meaning. The product of the activity of speaking is verbal utterances in which people usually have communicative purposes by producing it. They may want to retell stories, to give information, to express feelings, to give commands, to make jokes, to agree or complaining about something.

Speaking is productive skills (Harmer 2007) is the language skills where the students produce the language themselves. In the same line, Nunan (2003:48) says that speaking is productive oral skill. It involves the production of verbal utterance to comprehend meaning. Chastain in Chastillo (2007: 78) declares that speaking is a productive skill which involves many components. It is more than producing the right sounds, choosing the right words, or getting construction of grammatically correct. It could include the background knowledge of speakers to create opinions or feelings to be communicated with listeners. Therefore, listeners often judge others by evaluating and analyzing the message of their speaking.

Speaking is important to be learnt, students are not just expected to be able to speak English but also they are expected to speak English skillfully. As states by Richards (2008:19), the mastery of speaking skill in English is priority for many second language or foreign learners. In learning speaking, students must master the component of speaking. The components are what aspect influencing how well people speak English. There are 4 components of speaking skill that can be defined as follows: grammar, pronunciation, fluency, and vocabulary.

1. **Grammar**

Grammar is one of the main factors which can make students good in speaking. The one of the skills involved in using talk as performance is using correct pronunciation and grammar (Richards 2008:28). The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Downing and Locke, 2006:3), a functional grammar aims at matching forms to function and meaning in context. Moreover, the grammar of a language is the description of the ways in which words can be combined into sentences in that language (Hammer, 2001:12). To sum up, in speaking, grammar also helps the students produce a good and appropriate speech.

2. **Pronunciation**

Besides grammar, pronunciation in speaking also has an important function. Pronunciation is element that makes a speech understandable easily. Burn and Claire (2005:5) state that clear pronunciation is essential in

spoken communication. Although the speaker has a lack of vocabulary and grammar, if they have a good and clear pronunciation, the communication will in a good track, in this case called effectively communication. In addition, pronunciation refers to the phonology of the language or the meaningful perception and production of the sounds of the language and how they impact on the listener. Pronunciation can refer t o many features of the speech, such as individual sound, pitch, volume, speed, pausing stress and pausing.

3. **Fluency**

Fluency in speaking is known as the natural ability to speak spontaneously, quickly, and comprehensibly with few numbers of errors that may distract the listener from the speaker's message, when accuracy is focus on the elements of phonology, grammar and discourse in spoken output. Here fluency means speaking without any obstacle, reasonably quickly, and without having any stop and pause a lot and fluency really important too in speaking. Richards (2006:14), says that fluency is natural use occurring when speaker engages in meaningful interactions and maintenance comprehensible and ongoing communication despite limitation in his or her communicative competence. To improve fluency, students need to speak English everyday both inside the class during the learning activity or outside with the peer or the tourist.

4. **Comprehension**

The last component is comprehension. When students learn English, it's really important to understand what they say or heard to

minimize miscommunication during the communication. Brown (2007:226), says that comprehension is an ability to perceive and process stretches of discourse, to formulate representation of meaning not just from single sentence but from referents both previous sentences and following sentences. Based on this statement, it can be explained that comprehension is an ability to understand the message or information that is received or delivered orally during the communication.

From some definition above, it could be concluded that speaking is productive skill, in which it is used to communicate with other peoples. Speaking not only producing words and sounds, but the speakers has purposes on doing the activity which is to convey meaning and share the speaker's ideas to the listeners.

2.1.2. ESA

A technique is needed to make a teaching and learning process and runs well. In addition, an appropriate technique should improve the student's skill in process of teaching in learning in classroom. Furthermore, there are a lot techniques that can be used for teaching, especially in speaking form. In this study, the researcher used Engage, study, and Active (ESA) as a technique to improve students speaking skill. Furthermore, ESA has three basic elements which take a simple way in guiding and also involving students to bravely state their ideas in speaking activities. Moreover, this technique has advantages because it not only trains the students and motivates them in speaking, but also helps teacher to manage their class in

a proper situation. Thus, the researcher provided explanation as follows.

According to Harmer (2007) and Pollard (2008). ESA stands for Engage Study and activate. ESA is one of the basic lesson procedures that allows teacher to teach in sequential process. The process of ESA gives students opportunities to be engaged to the material. If students are involved or engaged, they are more open to the learning process. Moreover, it also provides students to elaborate, think and study the language as discovery learning. As a Teacher, it is important than to provide students with lesson that are not only well-structured and contextual but also interesting and enjoyable. The steps of ESA technique would be elaborated in the following sections.

2.1.2.1.   Engage

The first stage in implementing ESA technique is Engage. Harmer (2007:66) states that the point of 'Engage' is that unless students are emotionally engaged with what is going on, their learning will be less effective. It means that, when students are not engaged emotionally with the learning material or topic in learning process, the students are not interested to the teaching learning process so that it is less effective. This is the point of teaching sequence where teachers try to arise the student's interest and involve their emotion. Furthermore, most of them easily forget to whatever they have already learned at school. It is because they are not emotionally engaged to what is being taught. When students are engaged, they can learn well compared to when they are partly or wholly disengaged.

Pollard (2008:23) adds the engage involves getting the students

attention or interest, and getting them involved to the material. An English teacher could achieve this through the use of personal story told by the teacher, a picture that simulates discussion or anything else that awaken student's interest. The idea is that if students are involved or engaged, they are more open to the learning process. It means that the teacher in this stage should give brainstorming or catch student's attention. As a result, students can feel comfortable and conscious during learning process. Teacher can provide interesting materials in interesting way such as picture, video or retelling a story, which can simulate students to be ready to learn.

2.1.2.2. Study

The second is Study. Harmer (1998:25) states that the main focus of this stage is the constructed of language and any aspect of language, such as grammar or vocabulary and pronunciation. Moreover, Harmer (2001) says that it may include specific intonation patterns, a specific relative clause, or the way lexical phrase is made or used. In this stage, the researcher can explain the grammar of the new language, ask the students to practice the pronunciation.

2.1.2.3. Activate

According to Harmer (2004:84), in Activate, the students describes exercises or activates which are designed to get students using language as freely and communicatively as they can. Here the students will share their ideas or knowledge based on the topic given by the teacher. Students will personally record their voices through Voice Notes in WhatsApp, and they

will record whatever they know about the topics that have been given, after that, they will send their Voice Notes result to the teacher. Activation is the goal of teachers, because it gives information about the students' learning process.

Furthermore, activate phase is where students having chance to speak the language. Moreover, activate is also trying to elaborate the student's language knowledge in learning speaking. Pollard (2008; 23) states that activate involves students to use the language, rather in a realistic context that is as close to real life as possible and try to combine activities that have students using any language they know and not just focused on one structure. In addition, it means that students can elaborate themselves to perform a language which may be appropriate for a given situation or a topic by the teacher. Moreover, the students can be more pleasure in learning process in learning language when they are involved in language activation. Thus, in the present study, the researcher uses ESA to improve students' speaking skill. During the teaching and learning process, teacher guides students how to elaborate their ideas, think, and deliver the results in speaking action.

2.1.3. Assessing Speaking

The aim in all assessment is to focus on the right thing. In assessing speaking, the teacher must know what components will be assessed. Assessment is very necessary to know the skill of the students and measure their potential in study as well. To support this statement Cohen et.al.(2007:418) describe the purposes of a test are several, for the

example to diagnose the student's strengths, weaknesses, and difficulties, to measure achievement, to measure aptitude and potential, to identify readiness for a program. This holistic way has advantages of being quick and is perhaps suitable for informally assessing progress. However analytic scoring takes longer since it requires the teachers to take a variety of actors into account and is probably fairer and more reliable. It also provides information on specific weakness and strengths of the students. On the other hand, the disadvantages of analytic scoring is that t h e score may be distracted by all categories and lose sight of the overall situation performed by the students. Therefore, four or five students" categories seem to be maximum that can be handled at one time.

Furthermore, Thornburry (2005:127-129) asserts that based on Cambridge Certificate in English Language Speaking (CELS), five categories must be taken into account, grammar, vocabulary, discourse, management, pronunciation, and interactive communication. When dealing with grammar and vocabulary, the students need to use appropriate syntactic forms and vocabulary in order to meet the task requirements at each level. Discourse managements refer to the skill of students to express the ideas and share the opinion coherently and convey clear information. Pronunciation refers to the ability to use the right stress and intonation to convey the intended meaning. Finally, interactive communication describes the skill of the test takers to respond appropriately with interlocutors with required speed and rhythm to fulfill the task requirement. Those four elements are similar with

Brown (2004:172) states about aspects of assessing speaking: grammar, vocabulary, comprehension, fluency, and pronunciation.

2.2. Empirical Review

Empirical review is the way to review previous studies from other researcher to know the strengths and the weaknesses of those study which similar with the present study. Therefore, by knowing it, the researcher can make a better research than previous research in increasing student's language skill by ESA. There are two of many researchers that can successfully implement this strategy to the subjects of the study. There were reviewed as follows:

The first similar study was carried out by Dwayanata (2019) entitled "Improving speaking skill of the Eleventh Grade Students of SMAN 2 Denpasar in Academic Year 2018/2019 Through ESA". The researcher of this study conducted ESA to help students improving and developing their ability in speaking skill. The result of this study showed that ESA could effectively improve and increase the low ability in speaking skill for the Eleventh grade students of SMAN 2 Denpasar. ESA activities encourage student' to participate and overcome communication or problems such as dominating group members. It created enjoyable learning climate that motivated them to get involved in the teaching and learning activity. Furthermore, this study showed that the students could build their self-confidence to speak in front of class. Moreover, the findings are also strengthened by the quantitative data. This implies that the implementation of ESA can give positive effects on

improving Tenth grade students' speaking skill of SMK Saraswati 1 Denpasar in the academic year 2021/2022.

Another research relevant was carried out by Rahayuni (2017). The researcher conducted a classroom action research (CAR) entitled "Teaching speaking skill through Engage-Study-Activate to the Eleventh Grade Students of SMA PGRI 6 Denpasar in Academic Year 2016/2017". The objective of this study was to improve students' speaking skill of SMK Saraswati 1 Denpasar through the implementation of ESA.

The result of this research shows that there is improvement of the students' speaking ability through the implementation of ESA. The students got more chances to speak and their involvement during the teaching and learning process also improved. The students' mean scores showed improvements in all aspects of the speaking skill after the implementation of the actions. The aspects being assessed were pronunciation, fluency, grammar, vocabulary, and interaction.

The researcher above got the same results where the findings showed that after doing two cycles of research. There was a constant improvement after the researcher applied the Engage Study Activate; students had a positive responds. However, the two researchers did not multiply the theories of both skills and techniques to make it stronger. In addition, the two researchers did not include the theory to be used as a reference for the application of the technique. As a result, students are confused when applying these techniques. In the present study, the researcher adapted the theory from Harmer (2007) and Pollard (2008), the researcher explained the

theory clearly, and it was complete with clear steps. It made the teachers more confident when applying the teaching techniques to the students. It would be easier to understand the theories when doing the activities during the learning process.