CHAPTER I
INTRODUCTION

1.1 Background of the Study

Speaking is one of the important language skills among reading, listening, and writing. Actually, language is very closely related to speaking, and it is even the most essential thing because humans can socialize with each other by speaking a language. It is reinforced by the fact that in ancient times before humans knew writing, they communicated with spoken language. From this evidence, speaking language has an important role for humans as a general skill that must be mastered to support good communication. According to Brown (2000), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. By mastering speaking skills, someone can communicate well to convey the information they have to others.

Furthermore, speaking will help a person to convey many things in real situations. They indirectly actively ask each other and answer questions from their interlocutors to exchange information. This makes them unconsciously practice the language. By mastering speaking skills, a person will more easily exchange information through communication. Speaking is also a way to express ideas and opinions, making speaking essential to obtain information from others. Sometimes without realizing it, a person can easily master his mother tongue, but it takes time to master the language. This, of course, cannot be separated from the environment in which a person lives, with the mother tongue being taught.

Moreover, speaking skill describes spoken language as an interaction based on social and situational interactions. By speaking, someone will communicate, and share their experiences, ideas, and knowledge through a conversation that is carried

out. Based on this explanation, it can be seen that speaking is an essential aspect of learning a language in daily communication. In this case, someone provides information to others directly, and their interlocutors directly obtain information by understanding what is being discussed. Likewise, when students learn English, they know and are taught to express their ideas, feelings, and desires to others using a second language. With teachers and friends as facilitators and interlocutors, students are expected to find it easier to practice their speaking skills continuously.

Based on the interview with one of the English teachers at SMPN 3 Semarapura, there are several problems experienced by students in learning English, including students' comprehension, grammatical error, and they are also less fluent in speaking English. Because of those difficulties, their scores in speaking English are not good enough, and they have less interest in speaking. In addition, the teacher's learning method is sometimes unable to make all students understand the learning provided, so the classroom teaching and learning process has not gone well. Therefore, it can be concluded that the eighth-grade students of SMPN 3 Semarapura faced difficulties in speaking skills.

In addition, the use of teaching techniques in the teaching and learning process is significant. This, of course, can affect learning outcomes, one of which is increasing students' ability to learn, especially in English. Therefore, teachers need to consider using appropriate teaching techniques so that teaching and learning activities are more interesting and exciting for students. Based on observations of the learning activities that have been carried out, the English teachers at SMPN 3 Semarapura used contextual learning techniques in teaching. The learning process involved students in learning processes related to real life and encouraged them to connect their knowledge and its application to their daily lives. This learning

provided more opportunities for students to do, try and experience for themselves. Students were not just passive listeners. Besides, as a teacher, choosing the right teaching technique was very crucial in the teaching process.

Furthermore, the weakness of the contextual learning technique was that the learning carried out was less efficient because it took a long time to implement, and the teacher was more intensive in guiding because, in this technique, the teacher no longer acted as an information center. The teacher's task was to manage the class as a team that worked together to find students' knowledge and skills in learning so that students who could not understand learning well would be left behind from the learning process. Based on the problems faced by the students, the researcher was interested in applying the use of the ESA combined with flashcard as a method and interactive media for teaching speaking skills in classroom teaching.

By implementing ESA, teaching speaking skills can be easier to do. ESA is a technique with three important elements: Engage, Study, and Activate. Harmer (2007:57) states that these elements are the basic building blocks for successful language teaching and learning. The three-step strategy helps teachers teach by arousing their interest to be more active in following the learning process. Applying ESA as a teaching technique, especially in teaching English, is offered by the researcher to overcome the problems experienced by students in learning English, especially in speaking skills. In addition, the use of flashcards as the learning media can also make the teaching and learning process more enjoyable. Flashcards can stimulate them to express their thoughts about the learning context.

As a teaching technique, ESA has simple steps that are easy to manage and do not cost much. By using this technique and media, students are expected to be more interested and motivated in learning to speak English. Students are also hoped

not to feel bored in the teaching-learning process. Involving students when learning begins supports the learning process more effectively because their interest in learning increases their confidence in participating. By applying the ESA technique, students involve their interests, curiosity, and emotions toward the topics the teacher will teach. Students would also feel happy in learning because the learning process is not monotonous. ESA combined with flashcard is the perfect combination that can be used to improve students' speaking skill.

Based on the research background, the researcher tried to apply the ESA combined with flashcard in learning English especially for teaching speaking. The researcher considered ESA combined with flashcard as an appropriate technique and media to improve students' speaking skill. Using ESA combined with flashcard, the teacher can increase students' attention and motivate them before explaining the material. This can also help them be more active following the lesson by guessing the flashcards shown according to the learning topic. When they understand the material, they feel confident to express their opinions. According to the statement, the researcher is highly interested in conducting a research entitled "Improving Speaking Skill of the Eighth-grade Students of SMPN 3 Semarapura in Academic Year 2022/2023 through ESA Combined with Flashcard."

1.2 Research Problem

Formulating a research problem is essential in conducting research to make a specific discussion. As what has been stated in the research background, the eighth-grade students of SMPN 3 Semarapura in the academic year 2021/2022 had many difficulties in speaking. Those problems affected their speaking skill such as the inactivity of students trying to ask or express their minds and ideas in class

during the lesson. It should be improved by using an effective teaching technique and media. Therefore, considering the research background, the research problem in the current research can be formulated as follows: can speaking skill of the eighth-grade students of SMPN 3 Semarapura in academic year 2022/2023 be improved through ESA combined with flashcard?

1.3 Objective of the Study

The research objective is the goal the researcher arranges to do or achieve during the study. To give the present study direction, it is necessary to declare an objective that would be achieved. It would provide guidance in making any essential decision, and it was also the starting point of completing the research. Based on the research problem above, the speaking skill of the eighth-grade students of SMPN 3 Semarapura still needed to be improved. Therefore, this study was conducted to find the solution to the pre-determined research problem above. The objective of the present research was to determine whether the speaking skill of the eighth-grade students of SMPN 3 Semarapura in academic year 2022/2023 could be improved through ESA combined with flashcard.

1.4 Limitation of the Study

The limitation of the study is very important to make a discussion about the research problem more specific and avoid complicated discussion. Speaking has a wide scope of coverage. Thus, the researcher needs to narrow down this research area. Therefore, to focus on a specific speaking skill area and avoid misunderstanding and misleading in conducting the present study, it should be limited. Therefore, the present study was limited to improving speaking skill of the eighth-grade students of SMPN 3 Semarapura in academic year 2022/2023 through

ESA combined with flashcard. The researcher needed to know the curriculum and syllabus applied in the school to produce lesson plans and learning material. In the present study, SMPN 3 Semarapura applied the revised 2013 curriculum. According to the curriculum and syllabus of the school, in the present research, the researcher focused on the fourth main and basic competency.

The fourth main competency was trying, processing and presenting in the concrete and abstract domains based on the materials learned at school and other learning sources from a theoretical point of view. Besides, the researcher focused on the fourth basic competency (4.7), which was constructing and performing short and simple text based on the truth or fact, accordance with the social function, text structure and linguistic elements which are correctly and contextually. In the present study, the researcher focused on constructing and performing a short descriptive monologue about an animal and person using simple present tense correctly and contextually. Furthermore, it should fulfill the scoring criteria, which were focused on three aspects; there were fluency, comprehension and grammar.

1.5 Significance of the Study

This research was focused on improving speaking skill of the eighth-grade students of SMPN 3 Semarapura in academic year 2022/2023 through ESA combined with flashcard. It would be concerned with teaching speaking skills by applying ESA combined with flashcards to improve students' speaking skills to be more active in speaking and apply the simple present tense related to daily activities properly using English. It was expected that by achieving a good response from the participants, the results may be useful for the teacher in improving their speaking skill and also as a provision for researcher when later becoming a teacher can apply

better learning to students, especially in teaching speaking in English. In the present study, the result is highly expected to provide meaningful and significant results in the research finding. In addition, the findings of the current research are expected to give theoretical as well as practical significance.

Theoretically, the findings of this study which discussed the use of ESA combined with flashcard are expected to be helpful to support and contribute to theory in developing speaking skills. It is also hoped that the findings of this study can be a reference or guide for further research related to classroom action research, speaking skills, and ESA combined with flashcards. In addition, the findings of this study are also expected to be useful as a consideration in choosing the appropriate learning technique or method in teaching speaking English. In the future, the findings of this study are also expected to be used as evidence that ESA combined with flashcard is one of the most effective strategies in improving speaking skill of eighth-grade students of SMPN 3 Semarapura in academic year 2022/2023.

Practically, the results of this study are expected to provide educational feedback for teachers, students, and other researchers to carry out teaching and learning activities and conduct better research. For the teachers, the results of this study are expected to be used as a reference in using ESA as a technique and flashcard as a media to improve students' speaking competency, especially in the application of simple present tense to construct and perform a descriptive monologue as the learning topic discussed in the findings of this study. For students, the learning activities they carry out are expected to increase their interest in learning English language skills, especially speaking. As for other researchers, it is hoped that the findings of this study can be used as references and empirical reviews to make future research better in the same education.

1.6 Definition of Key Term

During the research, the researcher used several key terms related to this study. The key terms were based on the research variables of the present research. Furthermore, the title of the present study was "Improving Speaking Skill of the Eighth-grade Students of SMPN 3 Semarapura in Academic Year 2022/2023 Through ESA Combined with Flashcard." It was necessary to define the key terms used in the present study. In addition, the definitions of key terms were the typical words used in a study, and the research should provide clear operational definitions used in this study. The researcher defined the operational definitions of speaking skill and ESA combined with flashcard to avoid confusion and misunderstanding. Definitions of key terms are operationally defined as follows:

1. Speaking Skill

    Speaking skill is operationally defined as the ability of the eighth-grade students of SMPN 3 Semarapura in academic year 2022/2023 to construct and perform a short descriptive monologue, and their performance would be scored based on their fluency, comprehension, and grammar.

2. ESA Combined with Flashcard

    ESA combined with flashcard is operationally defined as a combination of ESA as the teaching technique and flashcard as a media with three steps: Engage, Study, and Activate. In the engage phase, a flashcard related to the material is shown to attract their attention and provide brainstorming. In the study phase, the teacher and students focus on learning about constructing a short descriptive monologue using the simple present tense. In the activate phase, they are asked to make a short descriptive monologue based on the flashcard given, and they perform it in front of the class.

CHAPTER II
THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is the review of related theories included in this research. The study of these theories is crucial to be considered by the researcher as the basis for scientific research to be carried out. The related theoretical review is expected to contribute practical significance, which is carried out based on several relevant theoretical constructs and empirical evidence. In addition, the study results are expected to make it easier for readers to understand the construction and evidence in this study. The theoretical review also guides the researcher in conducting this research. In this chapter, three related theoretical reviews are discussed: speaking skill, ESA combined with flashcard, and assessment of speaking skill.

2.1.1 Speaking Skill

Speaking is one of the language skills that someone must learn to support good communication. Thornbury (2005:1) states that speaking is a part of daily life that people take for granted. Without exception, speaking is also a daily activity carried out by students at school to share ideas and opinions. According to Brown (2000), speaking is an interactive process of constructing meaning that involves producing, revising, and processing information. When someone speaks, they interact and use the language to express their ideas, feelings, and thoughts. They also share information through communication. In some situations, it is used to give instructions or to get things done, for example, to describe things or someone, to ask and answer questions from interlocutors, to ask and give services, and to others. In other words, speaking is giving and receiving information from others.

According to (Cameron, 2001:40), speaking is the active use of language to express meanings so that other people can make sense of them. In learning to speak, it is better that speaking is done communicatively. And it will be difficult for someone to speak without oral practice because speaking is part of languages. If someone speaks, it means they use language to communicate orally. The close relationship between language and speaking creates a unity that language has a purpose and meaning to be conveyed through speaking a language. Communication becomes a process of speaking in a language, so communication becomes one of the parts of a language. With communication, humans can interact with each other, express thoughts, and exchange information as insights gained through speaking a language. The existence of social interaction makes speaking a vital thing in life.

According to Richards (2008:22), as an interaction, speaking refers to what usually means by "conversation" and which describes an interaction that serves a primarily social function. When people meet, they greet each other, engage in small talk, or exchange information and experiences. This is because they want to build a comfort zone of interaction, focusing more on how they want to present themselves. Mastering the art of speaking as an interaction is not easy for students. Although challenging, speaking skill is essential for students to master their second language. Sometimes several things make it difficult for students to learn their speaking ability, including they feel awkward and losing words to express something when they are in a situation that requires good speech for interactive communication. In addition, they feel less confident, so it is difficult to express something to the interlocutor. For this reason, speaking ability is very important to be mastered.

Furthermore, Richards (2008:19) states that the mastery of speaking skills in English is a priority for many second languages or foreign-language learners. Its

form and format depend on the context, including the participants, their collective experiences, the physical environment, and the purposes for speaking. Learners often evaluate their success in direct learning and the effectiveness of their English courses based on how much they feel they have improved their spoken language ability. In addition, students can evaluate their success in language learning and the effectiveness of their English learning based on how much their language proficiency has improved after the teaching technique is applied.

Speaking is one of the skills that has to be mastered by students in learning English. According to Luoma (2009:10), speaking is a process of a person who uses their voice to speak meaningfully. In line with Chaney in Kayi (2006), speaking is the process of building and sharing meaning with verbal and non-nonverbal symbols in various contexts. It can be stated that speaking is a process of communication to share information with another person. If students can speak English clearly and fluently, it may help them communicate and share information more easily. Delivering clear and easy-to-understand information, it means that students can use their speaking skills well during the interaction.

Speaking is an active use of language that makes learners of language terms of sharing meaning. In other words, speaking is the active use of language to express meaning so that other people can make sense to interact with each other (Cameron 2001:40). In addition, to construct understanding in a foreign language, learners would use their existing language resources, built up from the previous experience of language use. In speaking a foreign language, sharing understanding with other people who use or learn the same language is very helpful in accelerating adaptation and habituation to a new language learning. Mastering speaking ability is the main thing in learning a second or foreign language.

Mastering the art of speaking is considered a priority for many second or foreign-language learners. Regarding students' speaking ability, Brown (2001:113) states that the purpose of speaking is that students must be able to participate and use English in short conversations, gather information, ask and answer questions fluently in everyday contexts. Through speaking, students can express their thoughts and ideas freely and spontaneously. For most people, the success of mastering English is measured by the ability to have short conversations in a foreign language. Therefore, students are expected to be able to understand and master basic everyday conversations in the foreign language they are learning.

According to Harmer (2007:343), if students want to speak English fluently, they need to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in a connected language. For this statement, students should improve their English vocabulary, which can make it easier for them to master speaking skills accompanied by appropriate learning techniques and methods. When someone learns a foreign language, vocabulary becomes the basic thing they will encounter because by understanding a collection of vocabulary, someone can understand or guess the meaning of a sentence they read or hear. Likewise, students, when learning a second language, are expected to be able to understand and apply the language skills they have learned in the classroom.

Based on the previous description of speaking skills, the researcher can conclude that speaking is a conversation that describes an interaction primarily serving a social function. Moreover, speaking is a crucial part of a foreign language in learning and teaching. In addition, the language function should involve grammar, vocabulary, comprehension, fluency, and pronunciation. Furthermore, speaking skills can be mastered through regular and targeted practice so that

speakers can improve their speaking abilities. Likewise, students who need to practice their speaking skills well, by actively speaking students will learn more about vocabulary, pronunciation, grammar arrangements and others features about foreign language learning, especially in English.

2.1.2 ESA Combined with Flashcard

A teaching technique is required to make the teaching and learning process run well. Moreover, it has an essential role in helping the students understand the material well. In choosing a teaching technique, the appropriate one must be chosen to improve the students' speaking skills. In the present study, the researcher chooses ESA as the teaching technique. ESA is a technique with three essential elements: Engage, Study and Activate, which are used by teachers to arouse students' interest and engage their emotions. This technique was applied at SMPN 3 Semarapura, especially the eighth-grade students. ESA is a teaching technique with simple steps in guiding students to increase students' activeness in speaking English.

According to Harmer (2001:67), "ESA (Engage, Study, Activate) is an element which is present in a language classroom to help students learn effectively and not bored and scared." In ESA (Engage, Study, Activate) method, the teacher tried to improve the students" interest and engage their emotions. Harmer (2001) proposed an approach which can be called ESA (Engage, Study, Activate). In the engage phase, the teacher makes the students interested and engages their emotions. It can be realized through a game, picture, flashcard, audio recording, video sequence, or a story/anecdote. The teacher focuses on the target feature learning material during the study stage. Then, in the activate phase, the students can apply and complete tasks designed to gain use of target features.

The application of ESA techniques does not have to be sequential like the ESA pattern (Engage, Study, Activate). The crucial thing is that there are learning activities in each element that direct students to be involved in every active learning activity. These elements can be presented in every teaching and learning process. Applying the learning techniques becomes the full control of a teacher in directing the students to take part in learning well. (Harmer, 2007:57) states that when we think about what to do in our lessons, we must decide what we hope our students will achieve at the end of the lesson. Therefore, the application of ESA must be clear in the teaching and learning process and make students understand more.

In addition to using appropriate learning techniques, relevant learning media also supports the teaching and learning process. It can also help and facilitate a teacher in explaining the learning material being taught to students. Media plays a vital role in teaching and learning because it helps students easily understand the material. One of the learning media that is in great demand is flashcards. Cross (1991) explains that a flashcard is a simple picture on a card used as a visual aid for teaching and learning. Pictures in the form of objects observed by students sentence the brief on the flashcard as a hint or information from the image requested to be observed. Flashcards can be used as teaching aids to help students understand a topic better because it is presented visually. Flashcards also help students train their brains to remember pictures and words on flashcards as components.

Furthermore, Kornell and Bjork (2007) examined flashcard use concerning the self-regulated study of vocabulary words. As the teaching media, flashcards can be designed to help develop student vocabulary through a collection of flashcards arranged in such a way as to train vocabulary memorization related to the learning material being taught. From that statement, the teacher can use flashcards to teach

speaking to increase students' vocabulary and activeness in speaking English. In one study, Kornell (2009) shows that studying one large stack of flashcards was more effective than studying smaller stacks of the same number of flashcards. Flashcards can be used to engage students and convey the meaning of language. Flashcards can also accommodate students' sensory responsiveness, minimize space and time limitations, overcome passivity, and students become more enthusiastic in participating in the teaching and learning process. Students can also incorporate emerging common perceptions about the learning environment. Furthermore, it can motivate students and stimulate them to explain their ideas.

In the present study, the researcher applied ESA technique which was combined with flashcards in teaching speaking. The three steps of ESA (Engage, Study, Activate) with flashcard media will help students understand the information conveyed by the teacher according to the topic of the learning material. In addition, this technique encourages students to have confidence and have the opportunity to express their minds and ideas freely using their second language and allows them to review their understanding of speaking English. Furthermore, the flashcard media used in ESA can provide a more connected relationship between learning materials and students. To clarify this explanation, three steps of ESA Combined with flashcard can be briefly discussed in the following elaboration.

2.1.2.2 Engage

It is essential for a teacher to engage students in the teaching-learning process. This stage is crucial to make students interested in the subjects and the point of the language and can enjoy with they are doing (Robertson and Acklam, 2000). During the engage phase, the teacher tries to arouse students' interest and engage their emotions. This can be through a game, the use of pictures, audio

recordings, dramatic stories, amusing anecdotes, etc. The aim is to arouse interest, curiosity and students' attention. Harmer (2001) mentions that if students are engaged and are genuinely interested and involved in what is going on, they are going to learn an awful lot better because they are not just doing what they have to do because they are in school; they are also involved in what is going on. The teacher can engage the students by showing flashcard and they are expected to imagine the flashcard as brainstorming. Therefore, the teacher will easily catch students' attention by imagining what they will learn in the next stage. In addition, if the students are engaged emotionally, their learning will be effective. Therefore, the teacher should give good brainstorming to engage the students properly and get beneficial results. In the present study, in the engage phase, the researcher used a flashcard as the teaching medium to arouse their interest in learning speaking.

2.1.2.2 Study

In this phase, the focus of students is to learn the subject matter that supports the development of language or information and how it is constructed. The focus of the study learned can vary from the pronunciation of certain sounds to the techniques used to create excitement in the learning process. Harmer (2007:52) states that study means the students can study in various ways. Students can learn in various styles: teacher can explain grammar, study language evidence to find grammar for themselves, and work in groups studying reading texts or vocabulary. But whatever the style, learning means every stage where language construction is the main focus. The teacher may show the language examples, explain the material of applying the simple present tense related to daily activities properly using English, and ensure that students can understand and accept the material being taught well. Moreover, the teacher can ask students to make real examples related

to the discussion of the material as an exercise to understand the teaching and learning process. In the present study, in the study phase, the researcher directed the students to study the learning material carefully, especially in the simple present tense material related to daily activities properly using English.

2.1.2.3 Activate

This stage describes the exercises and activities designed to get students to use the language as communicatively as possible. The focus in activation is for the students to get a chance to use all language they know, preferably in a realistic context that is as close as possible to real life. In other words, the activities should not be focused on one structure or controlled language use. Activation is the teacher's goal in providing information about student learning processes, and teachers can understand problems experienced by their students. According to Harmer (2007:53), in the activate stage, the students are encouraged to use any language they know to describe objects. In the activate stage, the students are asked to practice their second language by properly applying the simple present tense. Furthermore, the teacher's role in this stage is to guide the students to activate and use their second language, especially in English, correctly. In the present study, in the activate phase, the researcher provided opportunities for students to practice their speaking skills with the right direction and guidance.

2.1.3 Assessment of Speaking Skill

First of all, assessment is a process of collecting and analyzing the data to measure the result of students' achievement. Assessment is an important thing in the teaching and learning process. The assessment activities were applied to systematically and continuously analyze and interpret data about the results of

students' progress in the teaching-learning process. When the learning process takes place, the teacher can indirectly assess students' abilities along with the learning process that has been implemented, this is in line with (Brown 2004:4) which states that whenever students respond to a question, offer a comment, or try out a new word or structure, the teacher subconsciously assesses the students' performances. Moreover, by assessing the students, the teacher can measure how far the students understand the material that has been given. The assessment results can be used to reflect whether the technique is effective in the teaching and learning process.

According to Brown (2004:04), assessment is an essential aspect of the teaching and learning process; assessment is an ongoing process that encompasses a much wider domain. Assessment cannot only be done once or twice but is carried out continuously along with the learning process that has been determined. On the other hand, McCulloch (2007:2) states that assessment is one of the most significant areas of an educational system. Therefore, in making an assessment a teacher should assess students based on objective evaluation to make the assessment fair. Furthermore, it is crucial to tell the students the assessment criteria that the teacher uses to make the students prepare themselves and work their best to get a maximum assessment. Moreover, assessment's function is to as a guide to reinforcing the teacher's priority and helping the students identify what activities, knowledge, and understanding are centrally important to their progress.

According to Nunan (2004:138) assessment is a procedure for collecting the students' data. The common assessment method is testing, it includes the more formal collection of data on learners' performance. Testing measures the level of skill or knowledge that has been achieved. After testing, the teacher can carry out an evaluation for making judgments based on criteria and evidence for collecting

the students' data. In its implementation, assessment activity can be carried out between a teacher and a student or a group of students. The activities include the classroom test and daily assessment that the teacher use. The daily assessment of student learning is unquestionably one of the teacher's most important, complex and demanding tasks. As teachers, they are the principal agents of assessment, so they need to ensure the quality of classroom assessment practices and use them in ways that best support the students' learning. Furthermore, the teacher will give the assessment based on the activity which they have to learn.

In addition, in language learning there are also various kinds of assessments that are adapted to the learning topics being taught. One of the assessments in language is assessing speaking. In assessing speaking, there are several types of tests, one of them is the spoken test, for example live monologues, recorded monologues, short conversations, and collaborative tasks and discussions. Most students will be asked to make at least a short conversation in class so that the same format can be used for testing. This kind of test is particularly valid if it closely matches the learners' needs and collaborative tasks and discussions. Furthermore, Brindley in Carter and Nunan (2001:137) states that the term assessment refers to a variety of ways of collecting information on a learner's language ability or learner's achievement. In assessing speaking, of course, it is very important to collect data on student abilities on a regular basis. By collecting accurate data, teacher can manage appropriate learning processes to improve student assessment results.

Furthermore, to assess and evaluate English oral performance, the technique used depends on the purpose of the assessment. According to Harmer (2001:100), the teacher gives the students the assessment of how well they have done, whether during a drill or often a longer language production exercise. In addition, Hughes

(2003:113) states that the objective of teaching spoken language includes comprehension and production. In assessing the student's ability, it may be seen not only from the process but also the product as speaking cannot be mastered in a short time. It needs some steps in doing the clear and procedural activity. In conducting the speaking assessment, there are several things to be assessed, one of the common assessments conducted is to assess how well someone can speak the language being tested. When someone speaks a language, the assessment is carried out to find out how fluently a person can speak the language well.

Moreover, the assessment is also carried out to measure how far the students' ability to understand the material from the practice that has been given during the learning process. According to McCulloch (2007:4), assessment can provide feedback, promote learning, diagnose (at commencement, during or at the end, readiness to proceed, strengths and weaknesses), motivate, and provide a profile of what has been learned. In an assessment, the learning objectives will certainly affect the assessment carried out. The main purpose of classroom instruction is to help students achieve a set of intended learning goals. These goals should typically include desired changes in intellectual, emotional, and physical spheres. When classroom instruction is viewed from this perspective, assessment becomes an integral part of the teaching and learning process.

The design of an assessment must be adapted to the learning activities carried out. In language learning, especially in speaking activities, it is very important to make students active in participating in the teaching and learning process. This is in line with Fulcher and Davidson (2007:196) states that assessment becomes not so much a discrete set of activities, but rather a way of looking at the evidence available from the learning activities that focus students' 'practice' as

learners and researchers. Thus, in the teaching and learning process, the students have to be more active to practice what the teacher explains in the classroom. In this case, assessment can be used for the improvement of teaching-learning methods, motivating and guiding students to be active in the classroom. It means that assessment has a beneficial impact both for students and teachers, especially students who would know their progressing abilities.

According to Luoma (2004), speaking skill are an important part of the curriculum in language teaching, which makes them an important object of assessment. This makes assessing speaking is challenging however, there are so many factors that influence how well students can speak a language. The learning process that has been carried out has a close relationship with the assessment activities to be carried out. The learning process that goes according to the learning objectives that have been determined will greatly affect the results of the assessment. In addition, Brown (2004:157) explains that if the teacher would like to assess the students' speaking skills. Some components must be considered, such as grammar, comprehension, and fluency. The scoring rubric that was used was basically based on the students' ability, and the scored the students' speaking performance based on fluency, comprehension, and researcher grammar. They can be briefly and concisely explained as the following sections:

1. Fluency

   It refers to the speakers' ability to speak the conversation without too much hesitation. Moreover, the fluency should not be disturbed by the language problems that the students have. Fluency indicates the students' speaking performance. It is very important for the foreign language such as English to have appropriate level of language fluency.

2. Comprehension

It refers to the students' wellness expression and understanding of the conversation and the content is clear. The scope is very limited language experience; the speaker can understand simple questions and statements.

3. Grammar

Grammar rules should be studied in order to certainly help students to speak more accurately and acceptably by paying attention to grammar.

In the assessment of a language, the assessment refers to various ways of gathering information about the learner's language skills from the learner's achievements. It can be used to monitor or record the students' learning process such as observation, stimulation, or project work. In the context of assessing student's speaking skills, it may be seen from the understanding of the listeners about what the speaker says how fluently the speaker uses the language being tested. From those statements above, in the present study, the researcher investigated and measured the eleventh graders' speaking skill. The data needed in this study were acquired by administering the assessment of speaking skill in the students' form of monologue performance. In this case, the test that was used by the researcher in the present study to assess their speaking skill was a short monologue performance.

2.2 Empirical Review

An empirical review reviews the previous research relevant to the present research. This is how to get information and theories about the previous research that are still available. In addition, knowledge of empirical review of evidence can help the researcher avoid unintentional replication of previous study results and place the researchers in a better position for their study results. An empirical review

can be used to consider whether the present study could be as successful as the relevant studies. In the present study, the researcher wants to improve students' speaking skills through ESA combined with flashcard. Some relevant studies that are reviewed are summarized as the following.

The first similar research was conducted by Ilinawati (2017) entitled "Applying ESA (Engage, Study, Activate) Strategy to Improve Students' Speaking Ability". The objective of this study was to find out whether the speaking skill of eighth-grade students of STKIP Persada Khatulistiwa Sintang in academic year 2017/2018 could be improved through ESA. Based on the observations of the teacher's checklist, field notes, and tests given to the subject, The results showed that there was an increase in achievement in the subject's speaking ability. This can be seen from the increase in the value of subjects in each learning cycle. Thus, after the ESA was applied, the subject's speaking skills improved significantly.

The second similar study was conducted by Purba (2021) entitled "Using ESA (Engaged, Study, Activate) Method for Improving Students' Speaking Ability at Second Grade Students of SMP Negeri 1 Sipahutar". The objective of this study was to find out whether the speaking skill of eighth-grade students of SMPN 1 Sipahutar could be improved through ESA. The researchers found that the findings showed that the speaking skills of the second-grade students of SMPN 1 Sipahutar could be improved by implementing ESA during the teaching and learning process. There was positive improvement concerning the subjects' ability in speaking skills through implementation ESA. Based on the research findings, the subjects' speaking skills could be improved using ESA strategy.

Referring to the research results of the researchers mentioned above, there are strengths and some weaknesses. The strengths of both pieces of research were

the researcher already provided well-related theories from experts to support the statements. However, these two studies were that the ESA technique was not clearly applied, which caused several problems to occur, one of which was the application of the 'active phase' in the ESA technique which was not clearly applied so that students' activeness in participating in learning was less consistent. As a result, students sometimes felt confused, and the learning activities carried out were not in accordance with the learning methods applied. In the present study the researcher would apply the clear steps of the ESA combined with flashcard as clearly as possible, in accordance with Harmer (2001) who proposed the three steps: engage, study, activate. In addition, the researcher also used flashcards as a media to make students interested and enjoy to take part in English teaching and learning activities. The step of ESA combined with flashcard that used by the researcher start from the engage phase, a flashcard related to the material is shown to attract students' attention and provide brainstorming. In the study phase, the teacher and students focus on learning about constructing a short descriptive monologue using the simple present tense. In the activate phase, students are asked to make a short descriptive monologue based on the flashcards given, and they perform it in front of the class.