

CHAPTER ONE INTRODUCTION

1.1 Background of Study

Language is an element that cannot be separated from humans in their daily life in carrying out their activities. Language is a part of human life to communicate with other humans (Zaim, 2014). Therefore, it is said that a language is a tool of human communication, both spoken and written. According to Irianto (2005) Language is a window to the world, where humans get knowledge of various kinds of cultural, social, and scientific knowledge, according to the meaning of language, then English is the language of science and knowledge technology, therefore one will have difficulty in an increasingly open, fast, and uncontrollable world association without English language skills.

There are four language skill that students should need to master, they are speaking, listening, writing, and reading. Additionally, to achieve communicative competence, the students must be familiar with vocabulary and grammar, and language use in relevant and authentic situation. It is believed that the awareness about language learning strategies can impact significantly to the development of the communicative competence (Anggarista & Wahyudin, 2022). Speaking is one of the skill that students have to master in English. It is a productive skill that it produce voice to share information, and to express meaning to interact with other people (Arin & Wahyudin 2022). The purpose of learning English in schools is to develop language skills both oral and written, the need for supporting the practice of teaching English as Foreign Language (EFL) writing at tertiary level has been the major concern for researchers and practitioners (Wahyudin 2018). English is applied in many industries that many people learn it to keep up

with the world's development, particularly in education, sciences, and technology (Simanjuntak et al, 2019) and is regarded as a bridge of communication and information from all over the world (Amelia et al, 2022). These language skills are an integral part that cannot be separated from one another but can only be distinguished, one skill depends on another. Moreover, as mention by Oktaviani and Mandasari (2020), learning English in this era could help students to master negotiation skills, communicate with anyone, and provide them with a greater qualification when looking for a job. English ability is in high demand in the industry as Being fluent in English is important these days because it is linked to almost every part of life, from daily activities to professional industries (Nuryasin, 2018). The shifting of English language learning from conventional way to technology-based learning is popular nowadays (Mandasari, 2020). Many national companies include English language abilities as one of the qualifications that an applicant must meet (Damayanti & Gafur, 2020). The success of learning English is reflected in the ability to convey ideas both orally or through writing, meaning students who learn English learn to use it in oral and written communication actively and effectively (Basri, 2014). From the four language skills, currently speaking skill be a major concern. Students do not have the opportunity to speak English in public both at school and outside of school. Therefore, high school teachers should be able to fuse all four of these English skills well so that not only writing and listening are conveyed, but students must also be able to perform in public in front of the class without shame and fear, through reading, writing, and speaking skills. This will make students learn thoroughly and not separately.

One of the problems faced when teaching English in the class is when teaching speaking. Students often say words in English according to the spelling in Indonesian. This matters because students have limited vocabulary and students do not have the opportunity to apply

speaking skills in English in the school and home environment. This lack of opportunity makes students have difficulty communicating in English. With these problems, the purpose of learning English planned will not be achieved. Purnawati (2017) explained that most students are not confident in expressing their ideas and afraid to make mistakes in speaking. Students are often frustrated to speak in a foreign language in class because they are afraid of criticism or losing face or shy of attention. Another problem is that students continue to use their language (mother tongue). They also feel uncomfortable speaking English because their classmates laugh when they make mistakes in speaking English. Students always use their mother tongue to talk to the teacher or other students because it is easier than English.

Another problem comes from the teacher himself where the teachers still use monotonous strategies in delivering speaking material, so students are less active in oral delivery, of course, this makes students less motivated in learning English, so they will feel bored and frustrated. Therefore, teachers are required to apply learning methods that encourage students to speak in class, there are lots of methods or strategies for teaching English that can be used by teachers. Based on the quote from the theory, the researchers are interested in using the ESA (Engage, Study, Activate) method in learning English in senior high school to create learning harmonious and effective in learning English in senior high schools. This learning method was developed by Jeremy Harmer in 1998.

Harmer (1998) states that in the learning process, ESA (Engage, Study, Activate) method is like a computer system in which where everything is interconnected. The Engaged phase is done to provoke students to think and speak. During the Engage phase, the teacher tries to arouse students' interest and engage their emotions. This can be done through games, the use of pictures,

sound recordings, videos, stories, or funny anecdotes. The aim is to arouse the interest, curiosity, and attention of students. In the Study stage, usually, most of the lessons focus on the core of the lesson. Learning activities are usually through Student Worksheets. The teacher does not only provide information to students, but explores information by using questions, missing sentences, looking for letters, and so on. In the Activate stage, exercises and activities are carried out that aim to provoke students to use the communicative language according to their respective abilities. At this stage, students are not focused on language construction or specific language practice patterns, but use their language knowledge in carrying out tasks. Activities that can be done include storytelling, compiling sentences, role-playing, answering questions, communication games, and others.

Using this method, students can develop and use their language knowledge because this method requires students to speak actively and the teacher only plays a role as the activator (Khoshsima & Shokri, 2017). For this reason, the researcher intends to research the "Effect" Using the ESA (Engage, Study, Activate) method of Speaking skills in learning English in senior high schools". With this research, researchers hope to find out how much influence the ESA (Engage, Study, Activate) method on learning English, especially on skills speak English for high school students so that they can be used as an overview or reference for improving English language learning in the future.

1.2 Research Questions

“What are the effect of using the ESA (Engage, Study, Activate) method in the process of teaching-learning and How is the students' English speaking ability after and before using the ESA (Engage Study Activate) method?”

1.3 Research Objectives

This study aims to identify the effect of using the ESA (Engage, Study, Activate) method for improving the English Speaking Ability of SMA Muhamadiyah 2 Bandar Lampung.

1.4 The Uses of the Study

1. Theoretically

The findings of this study have theoretical significance for English teachers to understand their problems in teaching speaking. The results of this research can provide access to understanding the process of teaching English Learners producing.

2. Practically

The result of this research will be useful for the teacher to find alternative ways to improve students Speaking ability. The benefits that can be taken by students are making it easier for students to further improve their speaking skills in front of the class and motivating students to grow interest in English lessons, as well as future searcher as the references to conduct the same case.

1.5 Scope of Study

This investigation is conducted to determine the effect in using the ESA (Engage, Study, Activate) method to improve students' speaking skills of teaching English in the X grade in Senior high schools of SMA Muhammadiyah 2 Bandar Lampung as perceived by the teachers, and students in social classes during the school year 2021-2022. The aspects looked into are the qualifications of teachers, their strategies, facilities forms of supervisory assistance, problems and proposed solutions to problems