

CHAPTER TWO LITERATURE REVIEW

2.1 Previous Studies

The application of the use of the ESA (Engage, Study, Activate) method by Fithria and Ratmaida (2019). This study aims to explain how to improve students' speaking skills using the ESA method. (Engage, Study, Activate). The method used in this study is qualitative by observing, questioning, collecting information, associating, communicating, and post-teaching. The teacher needs to call his name randomly to make the students all ready to speak when the students read the conversation the teacher corrects the pronunciation of associations at this stage the students will activate their knowledge of what has been learned at the learning stage the teacher divides the students into pairs to make their logs based on the given situation the teacher also goes around the class to see the results of their work and checks if there are students who ask to do their dialogue that they make in front of the class then the teacher and other students correct the sentences or all the information they have becomes more understandable about the topic or material being studied, the final result in this study the teacher was able to arouse students' enthusiasm in learning in the classroom, many changes were made when the teacher taught using a single method instead of conventionally.

Application of the ESA (Engage, Study, Activate) method by Budiarta and Kasni (2019). This study aims to explore the application of the ESA method in teaching English in grade one. The results of the application of the ESA (Engage, Study, Activate) method show that this method is effective in increasing student activity in the classroom. Students become more active in class because they feel involved and also students dare to use English even if only one or two words.

This situation is different when the conventional method is used, where the teacher enters the class and immediately provides the material.

The research by Herdi and Ningsih (2018) The purpose of this research was to improve the students' vocabulary mastery by using ESA (Engage, Study, Activate) method as a teaching method and factor that influence it. This research is a classroom action research. The total sample is 30 8th grade students at MTS Negeri 2 Pekanbaru. Vocabulary checklist observations and field notes there is an increase from the score to cycle 1 on the basic score of nouns 65.32 verbs 69.32 adjectives 65.32 and adverbs 66.64 with an average score of 66.67 the results of the cycle 1 noun 74.64 and verb 81.32 adjectives 65.32 and adverb 82 shows that there are several factors that influence their increase in students engaging in fun activities and being active in the learning process the One method strongly supports learning achievement has carried out this research using the enhanced ESA (Engage, Study, Activate) method In cycle 1 referring to the results of the researchers concluded that the one method can improve students' vocabulary mastery It is explained that when using the method of explaining the material, it is self-explanatory and class conditions and methods support learning achievement.

The latest research that uses the ESA technique is a study entitled Promoting Engage, Study, Activate (ESA) Technique for Teaching Speaking Skills by Gunandi et al (2021). The purpose of this study was to see if there was a significant difference in speaking performance between students who learned to use the ESA technique and those who did not. A quasi-experimental study was provided as the research design. Samples were taken using the purposive sampling technique. The researchers considered the number of students and whether the sample was taught by the same English teacher as the sample selected. Data collection was carried out using an oral

test. Data analysis using t-test. Based on the results of the independent sample t-test, the value obtained was 3.174, higher than T-table (1.999). This shows that H₀ is rejected and H_a is accepted. Therefore, it is ensured that students who are taught using the ESA technique have better speaking achievement than students who are not taught using the ESA technique.

From the four studies above, it is explained that using the method is one of the most effective things in the teaching and learning process for teachers and students in schools. The above method uses a different method when taking teaching results using the ESA (Engage, Study, Activate) method, but the four studies above get the same results, namely in general the ESA (Engage, Study, Active) method can improve the quality and student learning outcomes, because this method makes students active in the engage stage because the teacher involves students to participate in a lesson provided by the teacher, after that at the study stage students can get learning or material from the first stage with this being able to grow students to ask why and how related to the material that has been given This is called activate because students are active in learning, with the involvement of students and teachers it will make it easier for students to learn something, so that's why the ESA (Engage, Study,Active) method can provide changes to students when teachers when teachers teach in a conventional way and by using methods in the teaching and learning process.

2.2 Theoretical Framework

2.2.1 The Concept Of Speaking

Speaking is the ability to pronounce language sounds to express or convey thoughts, ideas or feelings verbally Brown (2007). The main purpose of speaking is to communicate or convey messages (ideas, information, thoughts), the second is self-expression, a person's personality can be seen from his speech, talking is self-expression. By speaking a person can express his

personality and thoughts, and Mental Motor Speaking involves mental aspects. How the sound of language is related to the idea the speaker intended is a skill in itself. If a person has good speaking skills, then he will get social and professional benefits Supriyadi (2005). Social benefits are related to the activities of social interaction between individuals. Professional advantages are obtained when using language to ask questions, convey facts and knowledge, explain and describe.

There are several components in speaking, the first is pronunciation, pronunciation is the act or result of producing speech sounds, including articulation, emphasis, and intonation, often with reference to several standards of truth or acceptance. The second is fluency. According to Tileston (2005), the component of creativity is fluency namely the ability to generate a number of ideas, and detail, namely the ability to develop, issue ideas. According to FIP (2009) the fluency aspect is related to the causes and implications. This aspect of fluency becomes an important part of creativity. Its role is to explore the potential possessed by students. Accuracy understanding Accuracy According to Budiwanto (2012) Accuracy is a person's ability to direct a movement to a target according to the goal ". Meanwhile, according to Kent in Budiwanto (2012) "Accuracy is making movements without making mistakes". And the last is intonation, intonation is a sentence song that includes the tone or high and low of the sentence song, and dynamic or loud and weak sentence song. Improper intonation can cause errors in communication. For this reason, it is necessary to understand intonation when communicating, conversing with other people. The intonation pattern of each sentence depends on the intended purpose by the speaker, meaning that if the speaker intends to tell an intonation, while to ask something, the intonation pattern decreases, as well

as when the speaker intends to invite or order the listener, the intonation pattern tends to increase.

2.2.2 The Concept of teaching speaking

Thomas (2014) explains that teaching speaking means teaching language learners to Produce the English speech sounds and sound patterns, use word and sentence stress, intonation patterns, and the rhythm of the second language, select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments.

According to Darsiana (2018), several factors make learning English difficult for students, the low ability to speak English skills because they are not used to it, some students are still reluctant and even keep their mouths shut when they are invited to speak in English. When viewed from the vocabulary mastery, the student should be able to speak English even though it is in a very simple series of sentences, feeling difficult in speaking English so that they are not yet able to communicate. 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.

According to Renandya (2012) there are some of the characteristics of effective teaching are the instruction is guided by the preplanned curriculum, the strong expectation for students learning, the situation is clear and focused, the student is carefully oriented to the lesson, the teacher replay when the students do not understand, the class time considered for learning. The teacher has to know the problems consist by the students in learning

speaking skills. There are some parts that the teacher must pay attention to in teaching speaking skills. Teaching speaking is to make the students understand the right way to interact with the correct sounds and words through instruction, information, or training by the teacher.

2.2.3 The Concept of Recount Text

According to Watkins (2005), recount text is the simplest type of text in the genre. Formally a recount is a sequential text that does little more than a sequence of a series of events. Recount text is one type of text in English that contains the story of an action or activity of the author or the characters in the story. The activity or action in question is the experience of the author expressed through recount text, usually, the purpose of recount text is to entertain the reader, as well as provide information. According to Hornby (2010), generic means affecting all or most people's place or thing. Therefore, the generic structure is the structure in text, which is usually used by learners in the target language. In this research, the writer discusses the generic structure of the recount text. "Recount text is the text function to retell events to inform or entertain" Yusak (2010). The generic structure of recount text is divided into three elements. They are orientation (giving the reader/listener the background information "who, what, where, and when" to understand the text or providing the setting and producing participants), events (tell what happened, in what sequence), and re-orientation (optional-closure of events) Yoseph (2009).

There are several kinds of recount text Watkins (2005), the first is Personal Recount Text this is a text that tells a story or a person's personal experience, whether it's about a

vacation trip, an unforgettable experience, or other personal stories. Imaginative Recount Text this is a text that tells a story based on the author's imagination in the past tense, or it can also be called fantasy. Factual Recount Text This is a text that serves to present reports of events that happened or real facts, such as scientific experiment reports or police reports. Historical Recount Text this is a text-based on history that happened long ago. The retold historical stories can be in the form of historical places, historical objects, or historical events that accompany them. One example is the history of the youth oath, the history of the establishment of the National Monument, and many other historical stories.

There is a language feature in Recount Text. the first is using past Tense. Example: *We went to the beach.* Using Conjunction and Time Connectives to sort events or occurrences. Examples *are so, and, that, the, after that.* Using Adverbs and Adverbial Phrases to express place, time, and manner. Example: *Last week yesterday at my uncle's house* and using Action Verbs. Example: *went, talk and bough.*

(Example of Personal recount)

Orientation

I spent my last summer holiday in Seoul, South Korea.

Event

I went there with my friend. On the first day, I landed at Incheon Airport around 7 AM after a 6 hours long flight. Then I went to Seoul by train and checked in to the hotel I already booked. I decided to take a rest for a while. At night, I went to Hong, a famous district in South Korea. I went to eat traditional Korean food. On the next day, I went to the Gyeong Palace and National Museum. I also went to learn how to make Kimchi and see the scenery of Seoul from Seoul Tower. I went back to the hotel at 10 PM and immediately went to sleep.

Re-orientation

I spent my last day in Myeongdong and bought some kinds of stuff and souvenirs for my family and friends. I also ate the street food there. I went to the airport at 3 PM because my flight was at 5 PM. I had a fantastic experience in South Korea and made wonderful memory with my friends. It was a great trip.

2.2.4 The Concept of ESA (Engage, Study, Activate)

According to Harmer (2001), ESA is one of the teaching methods which stands for Engage, Study, and Activates. They are phrases that are presented in a language classroom to help students to learn effectively. The Three Stages of ESA are Engage, Study, and activate.

Engage is important to engage the students. This stage is very important because in this stage getting the students interested in the subject, in the class, and the language point and can enjoy with they are doing (Robertson and Acklam, 2000). During the Engage phase,

the teacher tries to arouse the students' interest and engage their emotions. This can be through a game, the use of a picture, audio recording, a dramatic story, an amusing anecdote, etc. The aim is to arouse the students' interest, curiosity, and attention. This is the point in a teaching sequence where teachers try to arouse the student's interest, thus involving their emotions. As the creator of this method, Harmer (2001) echoes that if students are engaged, if they are genuinely interested and involved in what is going on, the chances are that 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.

Study, In this phase activities is those which focus on language (or information) and how it is constructed. The focus of study could vary from the pronunciation of one particular sound to the techniques an author uses to create excitement in a longer reading text. Students can study in a variety of different styles, the teacher can explain grammar, they can study language evidence to discover grammar for themselves, and they can work in groups studying a reading text or vocabulary. But whatever the style, study means any stage at which the construction of language is the main focus.

Activate, this stage describes the exercises and activities which are designed to get students to use the language as communicatively as they can. During Activate, students do not focus on language construction or practice particular language patterns but use their full language knowledge in the selected situation or task. The objective for the students is not to focus on language construction or practice specific bits of language such as grammar patterns, particular vocabulary items, and functions but for them to use

all and any language which may be appropriate for a given situation or topic Harmer (2001). In short, the advantages of the method are students involve their interest, curiosity, and emotions toward the topic will be taught by the teacher, and the students felt fun and enjoy learning. In this case, the teacher should give attention and motivates students as target learner. Moreover, this method makes students learn about how to demonstrate their opinion, knowledge, and language.

2.2.5 The Procedure of teaching speaking through ESA (Engage, Study, Activate)

Engage, Study, and Activate (ESA) Method In teaching speaking the teacher must approach the teaching material and focus on the needs of the learner. According to Harmer (2001) he proposed an approach he called ESA (engage, study, activate).

1. In the Engage phase, the teacher keeps students interested and engages their emotions. This can be realized through games, the use of images, audio recordings, video sequences, or new stories/anecdotes.
2. In Study phase, teachers focus on the main subject of the lesson, explain themselves and invite students to participate in some exercises. During the Unlock stage students are encouraged to use what they have just learned in a more liberal setting, during conversation or play. In this case, ESA is a method in teaching speaking to make it easier for teachers to teach students and effectively so that students can enjoy learning attention.
3. This is the point in the teaching sequence where the teacher tries to arouse the students' interest, thereby engaging their emotions. As the creator of this method, Harmer (2001) echoes that if students are engaged, if they are genuinely

interested and involved in what is going on, they are likely to learn much better from not just doing ,what they have to do because they are in school, they are also involved in what is going on.