The Effect of ESA and PPP Method on Students' Speaking Skill

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A R T I C L E I N F O

A B S T R A K

Masalahnya ditemukan di kelas bahwa siswa mengalami beberapa kesulitan dalam keterampilan berbicara. Teknik ESA (Engage, Study, and Activate) dan PPP (Participation, Practice, and Production) merupakan metode pengajaran untuk mengajarkan Bahasa Inggris sebagai Bahasa Asing. Metode ini diyakini cocok untuk mengajar berbicara karena dengan menggunakan metode ini siswa akan memiliki partisipasi yang lebih baik di kelas, mendorong rasa ingin tahu mereka dalam pembelajaran bahasa Inggris. Tujuan dari penelitian ini adalah untuk menganalisis kemampuan berbicara antara siswa yang belajar menggunakan ESA dan PPP. Penelitian quasi eksperimental digunakan sebagai desain penelitian. Sampel diambil dengan menggunakan teknik purposive sampling. Pengumpulan data dilakukan dengan menggunakan tes berbicara. Data dianalisis dengan menggunakan SPSS Independent T-test. Berdasarkan hasil uji Independent Sample T-test diketahui bahwa kelas ESA mempunyai nilai signifikansi (Sig.) sebesar 0,589 lebih tinggi dari nilai 0,05. Dengan demikian, H0 diterima yang berarti keterampilan berbicara siswa yang diajar menggunakan metode ESA sama dengan keterampilan berbicara siswa yang diajar menggunakan metode konvensional. Sedangkan kelas PPP mempunyai nilai signifikansi (Sig.) sebesar 0,029 lebih kecil dari nilai 0,05 yang menunjukkan bahwa keterampilan berbicara siswa yang diajar menggunakan PPP tidak sama dengan keterampilan berbicara siswa yang diajar menggunakan konvensional. Oleh karena itu, penggunaan teknik PPP memiliki efek positif bagi siswa dalam keterampilan berbicara dibandingkan ESA dan Konvensional.

A B S T R A C T

The problem was found class that students got some difficulties in speaking skill. ESA (Engage, Study, and Activate) and PPP (Participation, Practice, and Production) techniques are teaching methods to teach English as a Foreign Language. It is believed that these methods are suitable to teach speaking because by using this method the student will have better participation in the classroom, encourage their curiosity in English learning. The aims of research was to analtyze speaking performance between the students who learned using ESA,and PPP. A quasi experimental research was administered as the design of the research. The sample was taken by using purposive sampling technique. The data was collected by using a speaking test. The data was analysed using the SPSS Independent T-test. Based on the result of independent sample t-test, it was found that ESA class had the significance value (Sig.) was 0.589 which was higher than the value 0.05. Thus, H0 was accepted, which meant that speaking skills of students who were taught by using ESA were the same as speaking skills of students who were taught by using conventional method. While PPP class had significance value (Sig.) was 0.029 which was smaller than the value 0.05 which indicated that speaking skills of students who were taught by using PPP were not the same as speaking skills of students who were taught by using conventional. Therefore, using PPP technique has positive effect for the students in speaking skill rather than ESA and Conventional.

1. INTRODUCTION

Speaking plays a vital role in second language learning. However, despite its significance, speaking skills have often been overlooked in educational institutions, such as schools and universities (Dudu & Vhurumuku, 2012; Virvou et al., 2005). This neglect can be attributed to various factors, including an excessive emphasis on grammar instruction and unfavorable teacher-student ratios. Additionally, speaking has been largely absent from language testing due to challenges associated with objective assessment and the time-consuming nature of conducting speaking tests (Kumar et al., 2023; Lastari & Silvana, 2020; Rahmat, 2019). Speaking is a skill that deserves considerable attention in both first and second language acquisition. In fact, the ability to engage in conversation is widely regarded as the most important aspect of learning a second or foreign language, with success being measured by one's capacity to effectively communicate in the target language (Cole & Feng, 2015; Darmuki et al., 2017; Sarip, 2019). Among the four language skills (listening, speaking, reading, and writing), speaking holds a prominent position as individuals who learn a language are commonly referred to as speakers of that

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language (Moradkhani et al., 2013; Prihatini, 2020; Sadiku, 2015). The primary objective of English language teaching is to equip learners with the ability to use the English language accurately and proficiently in communication (Dewi et al., 2016; Rahmat, 2019; Saragih et al., 2022).

However, it is evident that language learners often struggle to communicate fluently and accurately, primarily due to insufficient knowledge and practice in the speaking domain. This discrepancy highlights the pressing need to address and enhance speaking skills within language education (Elshami et al., 2021; Hamad, 2017; Rahmani, 2020). In conclusion, speaking is a crucial component of second language learning, yet it has often been undervalued in educational settings. Its exclusion from assessments and the limited focus on developing speaking proficiency have resulted in many language learners lacking the necessary fluency and accuracy in their communication (Bai et al., 2020; Fu et al., 2022). Efforts should be directed towards recognizing the importance of speaking skills and providing learners with the knowledge and opportunities to improve their oral proficiency.

The E.S.A method (Engage, Study, Activate) is a suitable approach for developing speaking skills and promoting student engagement. This method, as described by previous study consists of three distinct stages: Engage, Study, and Activate (Phan et al., 2019). The E.S.A method provides a structured framework for language instruction that encourages active participation and meaningful learning experiences. In the Engage stage, the teacher employs strategies to spark learners' enthusiasm and capture their attention (Fatimah & Santiana, 2017; Qodr et al., 2021). This involves creating an engaging and stimulating learning environment that motivates students to actively participate in the lesson. By tapping into their emotions and interests, the teacher can make the learning process more enjoyable and meaningful for the students. The ESA technique is an effective approach to teach EFL students how to speak in English. It fosters students' interest, curiosity, and emotional engagement, while providing opportunities for oral expression (Auliandari et al., 2019; Wahyuni et al., 2021). The technique promotes collaborative learning and enables students to develop their speaking ability, enhance their vocabulary, and effectively deliver knowledge and ideas. By incorporating the ESA technique into language instruction, teachers can facilitate students' speaking proficiency and overall communicative competence (Babaei & Ahour, 2016; Rahmat, 2019). Therefore by exploring the effects of these teaching methods on students' speaking proficiency, the study aims to analyze insights into their effectiveness in enhancing students' oral communication abilities.

2. METHOD

This research employed an experimental design (Hair et al., 2019; Rogers & Revesz, 2019), where three classes were assigned to different treatments: esa (engage, study, activate) method, ppp (presentation, practice, production) method, and a control group. The purpose of the study was to examine the effects of these two teaching methods on students' speaking skills. To measure the students' speaking proficiency, a speaking test was used as the research instrument. Once the pretest was administered to all three classes, the treatment phase began. The esa and ppp classes received their respective teaching methods, while the control group did not receive any specific treatment. Following the treatment phase, a posttest was conducted using the speaking test instrument to assess the students' speaking skills after the implementation of the teaching methods. The scores obtained from the speaking test were collected by the researcher for analysis. To analyze the data, the researcher utilized the statistical software spss to conduct an independent t-test. This statistical test was used to compare the mean scores of the esa and ppp classes, determining whether there was a significant difference in the speaking skills between the two groups. The analysis aimed to provide statistical evidence of the effectiveness of each method in improving students' speaking abilities.

3. RESULT AND DISCUSSION

Result

Based upon the data analysis, the result of this research has shown by SPSS table which concists of ESA method and PPP method as show in Table 1. Based on Table 1 show results of the Independent Samples test, it can be seen that the significance value (Sig.) was 0.589 which was higher than the value 0.05. Thus, H0 was accepted, which meant that speaking skills of students who were taught by using ESA were the same as speaking skills of students who were taught by using conventional method. It can be concluded that there is no effect in speaking skills between students who were taught by using ESA and those who were taught by using conventional method. The PPP method is shhow in Table 2. Moreover, based on the results of the Independent Samples test as show in Table 2, it can be seen that the significance value (Sig.) was 0.029 which was smaller than the value 0.05. Thus, H0 was rejected, which meant that speaking skills of students who were taught by using PPP method were not the same as speaking skills of students who were taught by using conventional method. It can be concluded that there is effect in speaking skills between students who were taught by using PPP method and those who were taught by using conventional method.

Tabe l. The Result of ESA Method

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai	Equal Variances Assumed	0.295	0.589	-0.201	58	0.841	-0.554	2.754	-6.067	4.960
	Equal Variances not Assumed			-0.201	56.503	0.842	-0.554	2.759	-6.080	4.973

Table 2. The Result PPP Method

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai	Equal Variances Assumed	4.997	0.029	-1.246	62	0.218	-3.875	3.110	-10.093	2.343
	Equal Variances not Assumed			-1.246	57.294	0.218	-3.875	3.110	-10.103	2.353

Discussion

Teaching speaking entails a comprehensive approach that encompasses a wide range of elements. It involves the utilization of various activities and tasks, creating suitable physical conditions, fostering a supportive learning environment, and investing considerable effort, time, and energy on the part of the teacher. Motivational factors also play a significant role in promoting effective speaking skills (Agustini et al., 2020; Amira & Amri, 2022). Previous study suggests that developing the ability to speak in a foreign language can be a challenging and time-consuming endeavor (Isaacs, 2016). It requires learners to enhance their productive skills to effectively communicate in real-life situations within the target language (L2) (Kilis & Yildirim, 2019; Wang & Chen, 2020). This study places a particular emphasis on speaking skills due to their crucial role in enabling learners to express their ideas and thoughts, as well as present new information to others. As stated by other study, speaking or oral interaction is not merely a means of self-expression, but also a way to convey information and exchange ideas (Kallinikou & Nicolaidou, 2019).

In summary, teaching speaking necessitates the consideration of various factors, such as diverse activities, conducive physical conditions, a supportive environment, and motivation. The process of developing speaking competence can be demanding and time-consuming. However, the significance of speaking skills lies in their ability to enable learners to communicate effectively and present information in both personal and academic contexts (Baker et al., 2020; Suci et al., 2019). Addressing the low proficiency in speaking among students, even at the 9th grade level, emphasizes the need to prioritize and enhance speaking skills in language education (Al-Ahdal & Abduh, 2021; Rahman et al., 2019).

Teaching speaking involves utilizing a wide variety of activities, tasks, physical conditions, supportive environment, effort, time, energy on the side of the teacher, motivational factors, and so on to be taken into consideration. Previous study states that the ability to speak in a foreign language is a burdensome task and speaking competencetake too long to promote (Pratama, 2017). The reason that this study puts more emphasis on speaking skill is that it requires learners to enable their productive skills in situations where they need to communicate effectively in L2 situation. According to previous study speaking isthe same as oral interaction which are conventional ways of presenting information (Nair et al., 2022).

The Activate stage is designed to encourage students to apply what they have learned in authentic and interactive contexts. This stage aims to provide opportunities for students to actively use the language in

meaningful and communicative ways. Through a variety of speaking activities, such as role-plays, discussions, and presentations, students are empowered to become more proficient and confident speakers (Agustini et al., 2020; Amira & Amri, 2022). The Activate stage emphasizes the productive and interactive use of the language, enabling students to express themselves effectively and engage in real-life communication situations.

The ESA technique is considered an effective alternative approach to teach English as a Foreign Language (EFL) students how to speak in English. According to previous study this technique serves as a valuable tool for teachers to stimulate students' interest, curiosity, and emotional engagement (Wahyuni et al., 2021). It also encourages students to express their thoughts, share information, and use the language orally. By incorporating the ESA technique into language instruction, students are provided with opportunities to actively participate in speaking activities, fostering their speaking proficiency. Furthermore, other study suggests that the ESA technique enables students to learn and practice dialogues with their partners Ilinawati (Auliandari et al., 2019). This interactive aspect of the technique promotes collaborative learning, as students engage in meaningful conversations and exchange ideas with their peers. Through these dialogues, students not only enhance their speaking skills but also develop their ability to effectively communicate in real-life situations.

Moreover, the use of the ESA technique in teaching speaking has been shown to enhance students' overall communicative ability. Previous study highlights that the ESA technique encourages students to develop their speaking skills, leading to improved communication effectiveness (Ikhrom et al., 2018). This approach focuses on providing students with opportunities to actively use the language and engage in authentic language exchanges, thereby facilitating their language development and fluency. In addition to developing speaking skills, the ESA technique also has positive effects on vocabulary development and oral presentation skills. Other study asserts that the ESA technique helps students expand their vocabulary and improve their ability to articulate and deliver knowledge and ideas orally (Rahmat, 2019). By engaging in the various stages of the ESA method, students are exposed to meaningful language input and practice, which contributes to their linguistic growth and oral proficiency.

By employing this experimental design and conducting statistical analysis, the research aimed to investigate and compare the effects of the esa and ppp methods on students' speaking skills. The study contributes to the existing knowledge by providing empirical evidence and insights into the efficacy of these teaching approaches in enhancing students' oral communication proficiency. The findings of this research may have implications for language educators in selecting and implementing effective methods to promote students' speaking skills.

4. CONCLUSION

PPP and ESA are the method of teaching language which suitable for increasing students'speaking skill. Among these tso methods, the researcher found that esa methods more effective to increase students' speaking skill than ppp. The finding shows that the significance value. This result indicated that esa is better. Compared with the traditional method, these two method for sure will give more point for speaking skill. There fore ppp and esa are good alternatives to use by second language teachers

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