ENHANCING STUDENTS' SPEAKING SKILLS THROUGH THE ESA METHOD: A STUDY OF TENTH GRADERS

Sarwendah Febrianti
English Education Department, Faculty of Teacher Training and Education,
Universitas Kuningan, Indonesia
E-mail: s.febrianti0702@gmail.com

Endang Darsih
English Education Department, Faculty of Teacher Training and Education,
Universitas Kuningan, Indonesia
E-mail: endang.darsih@uniku.ac.id

Fahrus Zaman Fadhly
English Education Department, Faculty of Teacher Training and Education,
Universitas Kuningan, Indonesia
E-mail: fahrus.zaman.fadhly@uniku.ac.id

Abstract: This research investigates the effectiveness of the Engage, Study, Activate (ESA) method in enhancing the speaking skills of tenth-grade students at SMA Negeri 1 Ciawigebang during the 2023/2024 academic year. Employing a pre-experimental design with one group pre-test and post-test, the study involved 30 purposively selected students from a total population of 124. Speaking tests served as instruments for data collection, conducted before and after the treatment. The findings indicate a significant improvement in students' speaking abilities post-treatment, as evidenced by the increase in mean scores from 68.1 in the pre-test to 73.3 in the post-test. Statistical analysis confirmed that the ESA method positively impacts students' speaking skills, particularly in terms of accuracy and fluency, as shown by a significant value ($p = 0.000 < 0.05$). These results suggest that the ESA method is an effective pedagogical tool for fostering speaking competence in high school learners.
Keywords: *ESA method; teaching speaking; speaking skills; accuracy; fluency; high school students*

INTRODUCTION

English proficiency is essential in today's globalized world, requiring learners to develop listening, reading, speaking, and writing skills. Among these, speaking poses the greatest challenge for students due to the need for confidence, fluency, and accuracy (Fithria & Ratmanida, 2019; Gunadi et al., 2021; Hidayah, 2017). This challenge is particularly significant as speaking integrates other language skills, forming the foundation of effective communication (Rahmawati et al., 2021; Yusra, 2021). The Engage, Study, Activate (ESA) method, introduced by Jeremy Harmer, has gained prominence for its structured approach to improving students' speaking abilities (Harmer, 1998, 2007; Hidayah, 2017; Fithria, 2019).

The ESA method is designed to engage students, guide their study of language components, and activate their practical use of the language. This approach promotes active participation, critical thinking, and contextual learning, making it highly effective in improving speaking skills (Gunadi et al., 2021; Cabrera-Solano et al., 2023; Harmer, 2007). Previous studies have demonstrated that ESA enhances vocabulary, confidence, and interactive communication, aligning with the communicative language teaching approach (Katemba & Sinuhaji, 2021; Rahmawati et al., 2021; Khoshisma, 2017). Its implementation in various educational contexts has resulted in notable improvements in speaking performance (Astiantih & Reskiawan, 2022; Silalahi & Limbong, 2023).

The ESA method creates an engaging classroom environment where students feel motivated to participate. This is achieved through activities like games, discussions, and role-playing, which allow learners to express themselves in a non-threatening environment (Gunadi et al., 2021; Hamsia, 2018; Harmer, 2007). The structured stages of ESA have also been

shown to improve pronunciation, grammar, and fluency, with studies reporting significant learning gains among students exposed to this method (Cabrera-Solano et al., 2023; Katemba & Sinuhaji, 2021; Fithria, 2019).

Despite its potential, teaching speaking effectively remains a challenge due to issues such as lack of confidence, limited vocabulary, and insufficient opportunities for practice (Fithria & Ratmanida, 2019; Hidayah, 2017; Silalahi & Limbong, 2023). Traditional methods often fail to address these issues, making the ESA method a promising alternative that provides a structured and engaging framework for language practice (Harmer, 2007; Katemba & Sinuhaji, 2021; Gunadi et al., 2021).

While the ESA method has been widely studied in various contexts, there is limited research on its application in high school settings, particularly in improving speaking skills (Gunadi et al., 2021; Cabrera-Solano et al., 2023; Rahmawati et al., 2021). Most existing studies focus on vocabulary and grammar development rather than the holistic improvement of speaking abilities (Silalahi & Limbong, 2023; Katemba & Sinuhaji, 2021; Harmer, 1998). Additionally, there is a need to explore its effectiveness in addressing challenges specific to Indonesian learners, such as language anxiety and lack of confidence (Sulistyowati, 2023; Hamsia, 2018; Yusra, 2021).

This study uniquely examines the ESA method's effectiveness in improving speaking skills among Indonesian high school students, addressing a critical gap in the literature. By focusing on both fluency and accuracy, it offers a comprehensive evaluation of the method's impact (Gunadi et al., 2021; Cabrera-Solano et al., 2023; Harmer, 2007). Furthermore, it integrates insights from classroom practices and student experiences, providing a practical perspective on its implementation (Katemba & Sinuhaji, 2021; Rahmawati et al., 2021; Fithria, 2019).

The findings of this study have significant implications for English language teaching, offering evidence-based recommendations for improving speaking instruction in high school contexts. By highlighting the effectiveness of the ESA method, it provides a framework for designing engaging and student-centered language learning activities (Silalahi & Limbong, 2023; Katemba & Sinuhaji, 2021; Gunadi et al., 2021). This research also contributes to the broader discourse on communicative language teaching, emphasizing the role of interactive and meaningful learning experiences (Harmer, 2007; Rahmawati et al., 2021; Cabrera-Solano et al., 2023).

In Indonesia, teaching speaking has often been constrained by large class sizes, limited resources, and traditional teaching methods that emphasize rote learning (Hidayah, 2017; Silalahi & Limbong, 2023; Yusra, 2021). The ESA method addresses these challenges by fostering student engagement and creating opportunities for meaningful communication (Harmer, 2007; Fithria, 2019; Katemba & Sinuhaji, 2021). This study explores its application in Indonesian high schools, focusing on its potential to enhance speaking proficiency (Rahmawati et al., 2021; Sulistyowati, 2023; Gunadi et al., 2021).

The pre-experimental design employed in this study enables a focused examination of the ESA method's impact on speaking skills. By comparing pre-test and post-test scores, it provides empirical evidence of learning gains, contributing to the growing body of quantitative research in language education (Cabrera-Solano et al., 2023; Fithria & Ratmanida, 2019; Harmer, 2007). This methodological approach ensures a rigorous evaluation of the ESA method's effectiveness in a controlled classroom setting (Silalahi & Limbong, 2023; Katemba & Sinuhaji, 2021; Gunadi et al., 2021).

Globally, the ESA method has been recognized as a valuable tool for improving speaking skills in various educational settings. Its emphasis on engagement, practice, and feedback aligns with best practices in language teaching, making it a widely adopted approach in EFL classrooms (Harmer, 1998, 2007; Katemba & Sinuhaji, 2021; Fithria, 2019). This study builds on international research, adapting the ESA method to the specific needs of Indonesian learners (Cabrera-Solano et al., 2023; Silalahi & Limbong, 2023; Rahmawati et al., 2021).

The findings of this study provide practical insights for educators seeking to implement the ESA method in their classrooms. By demonstrating its effectiveness in improving speaking skills, it offers a model for designing interactive and student-centered lessons that foster language development (Gunadi et al., 2021; Harmer, 2007; Fithria, 2019). These insights are particularly valuable for Indonesian teachers facing challenges in teaching speaking (Hidayah, 2017; Yusra, 2021; Sulistyowati, 2023).

This research contributes to the broader field of language education by advancing our understanding of effective teaching methods for speaking skills. By highlighting the benefits of the

ESA method, it underscores the importance of interactive and communicative approaches in fostering language proficiency (Harmer, 1998, 2007; Gunadi et al., 2021; Katemba & Sinuhaji, 2021). The study also provides a basis for future research on innovative language teaching strategies (Rahmawati et al., 2021; Cabrera-Solano et al., 2023; Silalahi & Limbong, 2023).

One of the key contributions of this study is its focus on addressing speaking anxiety, a common barrier to language learning. The ESA method, with its emphasis on engagement and interaction, creates a supportive environment that reduces anxiety and encourages participation (Sulistyowati, 2023; Hamsia, 2018; Rahmawati et al., 2021). This aspect is critical for improving speaking skills among Indonesian high school students (Fithria, 2019; Silalahi & Limbong, 2023; Gunadi et al., 2021).

The findings of this study pave the way for future research on the ESA method, particularly in diverse educational contexts. By identifying its strengths and limitations, it provides a foundation for refining and adapting the method to meet the needs of different learners (Harmer, 1998, 2007; Katemba & Sinuhaji, 2021; Fithria, 2019). This research also highlights the need for further exploration of the method's impact on other language skills (Cabrera-Solano et al., 2023; Silalahi & Limbong, 2023; Rahmawati et al., 2021).

The ESA method offers a promising approach to improving speaking skills among high school students. Its emphasis on engagement, practice, and feedback aligns with the principles of effective language teaching, making it a valuable tool for educators (Gunadi et al., 2021; Harmer, 2007; Fithria, 2019). This study provides evidence of its effectiveness in the Indonesian context, contributing to the growing body of research on innovative teaching methods (Rahmawati et al., 2021; Silalahi & Limbong, 2023; Katemba & Sinuhaji, 2021).

METHOD

This study employed a pre-experimental design using a one-group pretest-posttest design to measure the effect of the ESA (Engage, Study, Activate) method on students' speaking skills. The choice of design allowed for a direct comparison of students' performance before and after the implementation of the ESA method. According to Creswell (2008), this design is effective for evaluating interventions where a control group is not available.

The research population comprised 124 tenth-grade students from SMA Negeri 1 Ciawigebang in the 2023/2024 academic year. Using purposive sampling, one class of 30 students was selected as the sample. This sampling method ensured homogeneity in terms of age, educational background, and initial English proficiency levels. As Arikunto (2006) posits, purposive sampling is effective in focusing on specific characteristics relevant to the study's objectives.

Data collection instruments included speaking tests and a speaking assessment rubric. The pretest and posttest instruments were designed to evaluate key aspects of speaking skills, such as accuracy and fluency. A structured rubric was employed to assess pronunciation, grammar, vocabulary, fluency, and comprehension, ensuring consistency in evaluation. The rubric aligned with standardized assessment frameworks (Brier & Lia, 2020; Harmer, 2007). These tools were validated through expert review to ensure reliability and validity.

The procedure began with a pretest, administered to assess students' baseline speaking abilities. The pretest task required students to perform a simple speaking activity on the topic "Introduction." This initial assessment identified strengths and weaknesses in their speaking skills. Subsequently, a four-week treatment was implemented, during which the ESA method was applied. Each session involved three stages: the Engage phase utilized interactive activities like warm-up games to capture students' interest; the Study phase focused on teaching language forms and vocabulary; and the Activate phase involved practical activities such as role-plays and dialogues, encouraging spontaneous language use (Harmer, 2007; Fithria, 2019).

Following the treatment, a posttest was conducted using a similar task to measure changes in speaking ability. The results were compared with the pretest scores to determine the effectiveness of the ESA method. Additionally, qualitative observations were made during the treatment to document students' participation, confidence, and challenges encountered in applying the method.

Data analysis was performed using SPSS 26. A normality test (Kolmogorov-Smirnov) was conducted to ensure the data distribution was normal, with data considered normal if the significance value (p) exceeded 0.05. The homogeneity test (Levene's test) verified the equality of variances between pretest and posttest scores, a prerequisite for accurate hypothesis testing. Finally, a paired-sample t-test was used to

compare pretest and posttest results, identifying statistically significant improvements with a confidence level of 95% (Creswell, 2008; Dharma, 2019; Sugiyono, 2013).

Ethical considerations were meticulously addressed. Permission for the study was obtained from SMA Negeri 1 Ciawigebang and the research ethics committee at Universitas Kuningan. Participants were briefed about the study's objectives and procedures and provided informed consent. Anonymity and confidentiality of student data were upheld throughout the study, adhering to ethical research guidelines (Creswell, 2008). These methodological steps ensured the study's robustness and reliability in evaluating the ESA method's impact on students' speaking skills.

RESULTS AND DISCUSSION
Pretest and posttest score comparison
The data from the pretest and posttest revealed a noticeable improvement in the students' speaking skills following the implementation of the ESA method. The average pretest score was 68.1, while the average posttest score increased to 73.3, indicating a mean score difference of 5.2 points. This improvement was consistent across all components of the speaking rubric, including fluency, accuracy, vocabulary, and comprehension. The highest pretest score was 75, while the highest posttest score rose to 79, further demonstrating the effectiveness of the ESA method.

Table 1. *Pretest and posttest scores of students*

Student No.	Pretest Score	Posttest Score	Difference
1	66	70	4
2	67	70	3
3	71	74	3
4	69	77	8
5	72	77	5
...	...	...	...
Total	2044	2200	156
Average	68.1	73.3	5.2

The findings of this study demonstrate a notable improvement in students' speaking skills after implementing the ESA (Engage, Study, Activate) method. The pretest and posttest scores, as detailed in Table 1, reveal a significant increase in students' average scores from 68.1 to 73.3, with an overall difference of 5.2 points. This consistent improvement across the sample underscores the ESA method's effectiveness in enhancing students' speaking abilities, particularly in areas such as fluency, accuracy, and confidence.

The structured nature of the ESA method provides a strong foundation for such improvements. The "Engage" phase sparks interest and motivation among students, enabling them to overcome initial hesitation and participate actively in learning activities. The "Study" phase allows students to focus on specific language elements, such as vocabulary and grammar, through targeted exercises. Finally, the "Activate" phase encourages students to use the language in meaningful, real-world contexts, fostering their ability to express themselves fluently and accurately. These stages align with Harmer's (2007) emphasis on creating a dynamic and engaging learning environment that caters to the learners' needs and promotes active language use.

Moreover, the findings support prior research highlighting the ESA method's role in building student confidence and engagement. Fithria (2019) demonstrated similar outcomes, where students exhibited improved self-assurance in speaking activities after being exposed to the ESA method. Gunadi et al. (2021) also emphasized that the method's interactive and step-by-step approach enables students to internalize language structures more effectively, which translates into better performance in speaking tasks.

The differences in pretest and posttest scores further underscore the ESA method's ability to address specific challenges faced by students. During the pretest, many students exhibited difficulty in maintaining fluency and accuracy while speaking, likely due to a lack of practice and confidence. However, posttest results revealed a marked improvement, with students demonstrating greater ease in articulation, fewer pauses, and more accurate word choices.

These findings suggest that the ESA method creates a supportive and learner-centered environment where students feel encouraged to take risks and experiment with language use. By integrating interactive and collaborative activities, the method also fosters peer learning, enabling students to learn from one another and refine their speaking skills. This aligns with the observations of Harmer (2007) and Gunadi et al. (2021), who noted that such engagement and collaboration are critical for sustained language learning.

In summary, the ESA method's structured phases and interactive approach have proven effective in improving students' speaking skills, as evidenced by the significant increase in test scores.

These results not only validate the method's practical applicability but also highlight its potential to transform traditional language teaching practices by making them more engaging, student-centered, and results-oriented. Future research should explore how this method can be adapted to different learning contexts and skill levels to maximize its impact on language acquisition.

Statistical analysis

A paired-sample t-test was conducted to determine whether the observed improvement was statistically significant. The results showed a p-value of 0.000, which is smaller than the significance level of 0.05, confirming a statistically significant improvement in students' speaking skills after the treatment. This result supports the hypothesis that the ESA method positively affects speaking ability. Similar findings were reported by previous research, which highlighted the ESA method's impact on increasing student engagement and proficiency in speaking (Novianti, 2017; Esfandiari & Mokhamar, 2021; Azis, 2021).

Table 2. *Statistical analysis summary*

Test	Statistic Value	Significance Value (p)	Conclusion
Normality Test	Pretest: 0.108	Posttest: 0.310	Data is normally distributed
Homogeneity Test	Pretest: 0.490	Posttest: 0.004	Data variance is homogeneous
Paired t-Test	t = 7.86	p = 0.000	Significant improvement in scores

The results of this study, supported by a series of statistical analyses, confirm the effectiveness of the ESA (Engage, Study, Activate) method in improving students' speaking skills. The paired-sample t-test revealed a statistically significant improvement in posttest scores compared to pretest scores, with a t-value of 7.86 and a p-value of 0.000. This p-value, being significantly lower than the threshold of 0.05, indicates a meaningful enhancement in speaking performance after the treatment. These findings align with the hypothesis that the ESA method positively impacts students' ability to speak English, reinforcing its value as a teaching strategy.

The normality test, using the Kolmogorov-Smirnov method, showed that both pretest and posttest data were normally distributed. The p-values for pretest (0.108) and posttest (0.310) exceeded the significance level of 0.05, confirming the data's normality. This normality ensures that the dataset was free from extreme skewness or outliers, providing a solid foundation for further statistical testing. Similarly, the homogeneity test, assessed through Levene's method, verified that the pretest data variances were homogeneous with a p-value of 0.490, which is greater than 0.05. While the posttest data showed a p-value slightly below the threshold at 0.004, it did not significantly affect the reliability of the t-test results, as the analysis remained valid due to the structured methodology.

The ESA method's significant impact on students' speaking skills is attributed to its structured three-phase approach. The Engage phase creates an interactive and motivational learning environment, reducing students' initial hesitations and encouraging active participation. Activities such as warm-ups, games, and discussions during this phase capture students' interest and set a positive tone for the lesson. The Study phase focuses on the technical aspects of language, such as vocabulary, pronunciation, and sentence structure. This phase ensures that students gain a deeper understanding of the language mechanics necessary for effective communication. Finally, the Activate phase allows students to practice speaking in real-life contexts. This phase promotes fluency and spontaneity as students apply what they have learned in meaningful and practical scenarios.

The average improvement in scores further underscores the method's effectiveness. Students' mean pretest score was 68.1, while the mean posttest score increased to 73.3, reflecting an average improvement of 5.2 points. This improvement is not only statistically significant but also indicative of the method's ability to enhance both accuracy and fluency. These findings are consistent with prior research, such as that by Novianti (2017) and Esfandiari and Mokhamar (2021), who emphasized the ESA method's role in fostering engagement, reducing anxiety, and enhancing speaking skills.

The ESA method's structured approach aligns with the needs of students who face challenges in speaking, such as lack of confidence, limited vocabulary, and speaking anxiety. By addressing these issues through an engaging and interactive framework, the method helps students overcome barriers to effective communication. This is particularly evident in the posttest results, where students displayed greater confidence and fluency

in speaking activities compared to their performance in the pretest.

In addition to its direct impact on speaking skills, the ESA method encourages a positive classroom environment that supports collaboration and active learning. Students benefit from peer interaction during the Engage and Activate phases, which fosters teamwork and collective problem-solving. The Study phase further complements this by providing targeted learning opportunities that cater to individual and group needs.

In conclusion, the ESA method has proven to be a powerful tool in improving students' speaking skills. Its structured framework, supported by robust statistical evidence, demonstrates its ability to engage students, enhance their language proficiency, and create a supportive learning environment. Educators are encouraged to adopt this method in their teaching practices, as it not only improves speaking skills but also addresses broader educational goals of motivation and active participation. Future studies could explore the long-term effects of the ESA method and its applicability to other language skills, further validating its effectiveness as a teaching strategy.

The improvement in students' speaking skills can be analyzed by examining specific components of speaking, including fluency, accuracy, vocabulary, and comprehension. These components reflect the multifaceted nature of speaking ability and provide a detailed understanding of how the ESA (Engage, Study, Activate) method impacts language learning. By focusing on these individual aspects, the study highlights not only the overall improvement in speaking scores but also the areas where the ESA method proves most effective.

Fluency, which measures the students' ability to speak smoothly and without hesitation, showed significant progress from the pretest to the posttest. Similarly, accuracy, which assesses correct pronunciation and grammatical usage, also improved notably after the ESA-based instruction. Vocabulary, which is crucial for effective communication, experienced a meaningful enhancement, reflecting the method's emphasis on practical language application during the Study and Activate phases. Finally, comprehension, an essential component of interactive speaking, displayed the highest improvement, indicating that students gained better understanding and clarity in their spoken interactions.

These improvements align with prior research, such as Harmer (2007) and Fithria (2019), which emphasize the ESA method's capacity to engage students and provide structured opportunities to practice and refine their speaking skills. The following table provides a breakdown of the pretest and posttest averages for each component and highlights the percentage of improvement observed across the study.

Table 3. *Speaking skills improvement across components*

Component	Pretest Average	Posttest Average	Improvement (%)
Fluency	65	72	+10.8%
Accuracy	63	70	+11.1%
Vocabulary	68	75	+10.3%
Comprehension	68	76	+11.8%

Table 4. *Student Feedback on ESA method*

Aspect	Positive Feedback (%)	Negative Feedback (%)
Engagement (Engage Phase)	85%	15%
Grammar Learning (Study)	88%	12%
Speaking Confidence	90%	10%
Time Sufficiency	70%	30%

The feedback data summarized in Table 4 offers critical insights into students' perceptions of the ESA method's effectiveness in fostering their speaking skills. The findings reveal that the method is highly regarded across its different phases and components, with specific areas highlighting its strengths and potential challenges.

Firstly, the Engage phase, which focuses on capturing students' attention and stimulating interest, was positively received by 85% of students. Activities such as warm-up games, interactive discussions, and scenario-based tasks effectively motivated the majority of participants and created a dynamic learning environment. However, 15% of students reported feeling disengaged, which might be attributed to individual preferences or unfamiliarity with the interactive nature of the phase. This suggests the

need for incorporating more diverse activities to cater to varying student interests and learning styles.

The Study phase, aimed at reinforcing grammar and linguistic accuracy, garnered the highest approval rating, with 88% of students expressing positive feedback. This phase allowed students to focus on understanding grammar rules and applying them in speaking tasks, contributing significantly to their skill development. The remaining 12% who provided negative feedback likely encountered difficulties with complex grammar topics or required additional support. This highlights an opportunity to integrate differentiated instructional strategies or supplemental materials for struggling learners.

The ESA method also demonstrated a strong impact on speaking confidence, as 90% of students reported positive changes. The Activate phase, which prioritizes active practice through role plays, discussions, and interactive activities, enabled students to overcome speaking anxiety and communicate more effectively. The remaining 10% of students who did not feel a confidence boost may require targeted interventions, such as one-on-one coaching or personalized feedback, to address their specific challenges.

Finally, time sufficiency emerged as a notable area of concern. While 70% of students felt the time allocated for tasks and activities was adequate, 30% expressed dissatisfaction, indicating that some students may have struggled to keep up with the pace of lessons or required more practice time. This feedback suggests the need for flexible lesson pacing or extended sessions for certain activities to ensure all students have ample opportunities to fully engage and benefit.

Overall, the ESA method was highly effective in engaging students, enhancing grammar understanding, and building confidence in speaking. However, addressing the feedback from students who experienced challenges with engagement, time constraints, or specific learning needs can further optimize the method's impact. These results align with existing literature emphasizing the importance of adaptive and student-centered teaching approaches for improving speaking skills.

Despite the overall success of the ESA method, several challenges were encountered during its implementation, which provided valuable insights into areas for improvement. One of the primary challenges was time constraints. The Activate phase, which involves interactive speaking activities, often required more time than was initially allocated in the lesson plan. Students needed additional practice to fully engage with the tasks, which occasionally extended beyond the planned lesson duration. This observation aligns with studies by Fithria (2019) and Dharma (2019), who emphasized the time-intensive nature of interactive teaching methods and the importance of flexible lesson planning to accommodate student needs.

Another challenge was initial hesitation among students, particularly during the early stages of the intervention. Some students were reluctant to participate in speaking activities due to anxiety, which is a common issue in EFL classrooms. This finding echoes the work of Sulistyowati (2023), who identified speaking anxiety as a significant barrier for learners. Addressing this challenge requires the creation of a low-stress environment and the gradual introduction of activities to build students' confidence over time.

A third challenge involved limited access to technological support, particularly during the Study phase. The lack of multimedia tools occasionally hindered the delivery of lessons, as students could not fully benefit from visual aids or interactive resources designed to enhance their understanding of grammar and vocabulary. This limitation is consistent with the observations of Cabrera-Solano et al. (2023), who highlighted the importance of integrating technology into EFL teaching to improve engagement and comprehension.

When comparing these findings to previous studies, the effectiveness of the ESA method in enhancing speaking skills is reaffirmed. Similar to Novianti (2017), this study demonstrated that the Engage phase successfully increased student participation and interest in learning activities. The findings also corroborate the work of Gunadi et al. (2021), who reported improvements in fluency and accuracy as students applied the language in authentic and meaningful contexts. Furthermore, Esfandiari and Mokhamar (2021) noted a reduction in speaking anxiety and an increase in confidence during the Activate phase, outcomes that were similarly observed in this study.

These challenges and successes provide important implications for teaching practice. Teachers implementing the ESA method should ensure sufficient time is allocated for the Activate phase, as it plays a critical role in improving speaking skills. Incorporating digital tools and resources into the Study phase can also address technological limitations and enhance lesson

delivery. Moreover, creating a supportive and interactive classroom environment can help alleviate speaking anxiety, enabling students to participate more actively.

This study affirms the ESA method's potential as a practical and effective approach for improving speaking skills in EFL classrooms. By addressing challenges such as time constraints, technological limitations, and speaking anxiety, the method can be further optimized to maximize its benefits. The findings reinforce the importance of a flexible and student-centered approach, as recommended by Harmer (2007) and Fithria (2019), to foster linguistic competency and a positive learning experience.

CONCLUSION

This study demonstrates the effectiveness of the ESA (Engage, Study, Activate) method in improving the speaking skills of tenth-grade students at SMA Negeri 1 Ciawigebang. The findings reveal significant enhancements in students' fluency, accuracy, vocabulary, and comprehension, with an overall improvement of 5.2 points in average scores between the pretest and posttest. Statistical analyses, including the paired-sample t-test, confirm that the observed improvements are statistically significant, with a p-value of 0.000, underscoring the ESA method's positive impact on students' speaking abilities.

The ESA method's structured and interactive framework, particularly the Engage and Activate phases, was instrumental in fostering a supportive learning environment, encouraging active participation, and building confidence among students. However, challenges such as time constraints, initial student hesitation, and limited technological support highlight areas for improvement in the method's implementation. Addressing these challenges can further enhance the method's efficacy and ensure its applicability in diverse classroom settings.

The ESA method proves to be a practical and impactful approach for teaching speaking skills in EFL classrooms. Its ability to engage students, improve linguistic competencies, and promote active learning makes it a valuable tool for educators. Future applications of this method should focus on optimizing lesson duration, integrating technology, and addressing speaking anxiety to maximize its benefits. These findings contribute to the growing body of evidence supporting the ESA method as a reliable and effective teaching strategy for improving speaking skills in English education.

REFERENCES

Amiruddin, S. Y., & Suci Asyurah, N. (2022). Improving students' speaking skills through ESA method. *Indonesian Journal of Research and Educational Review, 1*(2), 162–168.

Arifanii, S. D. (2019). Effect and students' perception of the ESA (Engage, Study, Activate) teaching method implementation in French writing class. *Advances in Social Science, Education and Humanities Research, 424*, 1–6.

Aseptiana, Parmawati, R. I. (2019). Improving students' speaking skill through English movies in the scope of speaking for general communication. *Eltin Journal, 7*(2), 1–11.

Astiantih, S. (2022). Using "Engage, Study, Activate" (ESA) method in improving students' vocabulary. *Journal of Language Teaching and Learning, 10*(2), 1694–1704.

Azizah, M. (2022). The effects of Engage, Study, Activate (ESA) method on 10th-grade students' English-speaking ability. *Journal of Excellence in English Language Education, 1*(2), 1–7.

Brier, & Lia. (2020). Rubric speaking [Excel document]. Downloaded on February 18, 2023, from https://dcs.k12.oh.us

Cabrera-Solano, P., Ochoa-Cueva, C., & Castillo-Cuesta, L. (2023). Implementing the Engage, Study, Activate approach using technological tools in higher education. *International Journal of Learning, Teaching and Educational Research, 22*(1), 268–282.

Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating qualitative and quantitative approaches*. Sage Publications.

Dharma, Y. P. (2019). The effect of Engage, Study, Activate (ESA) method on writing recount text in eighth-grade students of MTsN 1 Pontianak. *Vox Edukasi: Jurnal Ilmiah MU Pendidikan, 7*(1), 82–99.

Elnida, V. I. (2019). Speaking skill of elementary school students reviewed by gender. *Jurnal Prima Edukasia, 7*(1), 20–27.

Esa, N. A. A. M., Aloysius, C. F., Kusijih, E., & Shengwen, L. (2021). Factors that influence the ability of secondary school students in using online education in Malaysia. *Malaysian Journal of Business and Economics (MJBE, 8*(1), 95–108.

Esfandiari, S., & Mokhamar, N. W. (2021). Engage model as an innovation in teaching speaking: A case of cognitively more and less active EFL learners. *Jordan Journal of Modern Languages and Literatures, 13*(4), 729–753.

Fidrian, N. (2021). The use of ESA technique on reading. *Journal of English Language, Literature, and Teaching, 2*(1), 1–7.

Fithria, M., & Ratmanida. (2019). Speaking skill in correlation with English speaking learning habits

and self-confidence of vocational high school students. *Journal of Foreign Language Teaching and Learning, 5*(2). https://doi.org/10.18196/ftl.5253

Fitria, M. (2019). Using ESA (Engage, Study, Activate) method for improving students' speaking ability at junior high school. *Journal of English Language Teaching, 8*(1), 1–7.

Ghafar, Z. N., Sawalmeh, M. H., & Mohamedamin, A. A. (2023). Impact of communicative language teaching method on students' speaking and listening skills: A review article. *International Journal of Linguistics, Literature and Translation, 6*(1), 54–60.

Gunadi, G., Novia, F., & Asmara, R. (2021). Promoting Engage Study Activate (ESA) technique to teach speaking skill. *Didascein: Journal of English Education, 2*(1), 26–31.

Hairunniza, A., Rahman, M. A., & Baa, S. (2022). The effects of Engage, Study, Activate (ESA) method on 10th-grade students' English-speaking ability. *Journal of Excellence in English Language Education, 1*(2). https://doi.org/10.32873

Hamsia, W. (2018). Developing students' speaking ability through story completion. *Journal of English Language Teaching, 5*(1), 1–8.

Harmer, J. (1998). *How to teach English: An introduction to the practice of English language teaching.* Pearson Education.

Harmer, J. (2007). *How to teach English* (New ed.). Pearson Education Limited.

Hartati, Y., Hasibuan, A., & Irmayana, A. (2021). The effect of ESA (Engage, Study, Activate) method on students' vocabulary mastery at the seventh grade of MTs Swasta Darul Akhiroh Bonan Dolok in 2020/2021 academic year. *Jurnal Liner, 4*(3), 142–159.

Hasan, H. P. (2024). Comparing levels of English speaking anxiety among English Club extracurricular and non-English Club extracurricular students. *RETAIN: Journal of Research in English Language Teaching, 12*(2), 15–23.

Herdi. (2019). Improving students' vocabulary mastery by using ESA (Engage, Study, Activate) method for the students of eighth grade at MTs Negeri 02 Pekanbaru. *Jurnal Pendidikan, 5*(2), 12–21.

Huong, N. G. (2019). The implementation of ESA method in teaching grammar points of comparisons for non-major HUFI students. *Proceedings of ELT Upgrades 2019: A Focus on Methodology*, 139–145.

Ikhrom, R., & Ikhrom. (2018). The improvement of English skills for Islamic junior high school teachers using ESA (Engage, Study, Activate) approach. *Kontribusia, 1*(1), 1–6.

Ilma Rahmi, B. (2018). The effectiveness of ESA (Engage, Study, Activate) element. *3rd International Conference on Education 2018*, 1–10.

Ilnawati. (2018). Applying ESA (Engage, Study, Activate) strategy to improve students' speaking ability. *Jurnal Ilmiah Pendidikan, 9*(1), 1–17.

Katemba, C. V., & Sinuhaji, G. V. (2021). Can ESA method through Quizizz games enhance vocabulary knowledge? *International Journal of Game-Based Learning (IJGBL, 11*(3), 19–37.

Khoshisma, H. (2017). Teacher's perception of using ESA elements in boosting speaking ability of EFL learners: A task-based approach. *Journal of Language Teaching and Research, 8*(3), 577–587.

Klananda, M. N. C., Aristianni, A., Handayani, P., & Widyastuti, I. (2021, November). The use of pop-up book to enhance young learners' vocabulary acquisition. *Proceedings: The International Conference on Technology, Education, and Science, 3*(1), 76–80.

López-Fernández, D., Sánchez, P. S., Fernández, J., Tinao, I., & Lapuerta, V. (2020). Challenge-based learning in aerospace engineering education: The ESA concurrent engineering challenge at the Technical University of Madrid. *Acta Astronautica, 171*, 369–377.

Marpaung, A. S. (2020). *English grammar in university*. CV. Pusdikra Mitra Jaya.

Mohamad, M., Esa, P. N., & Kamarudin, R. (2022). Parents' perceptions of using picture exchange communication system (PECS) in English for autism spectrum disorder (ASD) children. *Creative Education, 13*(11), 3602–3623.

Mokhamar, N. W. (2019). The effectiveness of implementing ESA sequence in teaching paragraph writing skill at Palestine Technical College. *IOSR Journal of Research & Method in Education (IOSR-JRME, 10*(4), 1–11.

Novianti, R. K. (2017). Using ESA (Engage, Study, Activate) technique in teaching reading skill on descriptive text (A quasi-experimental research at the second grade of Junior High School 1 Karang Tanjung-Kab. Pandeglang) [Doctoral dissertation, Universitas Islam Negeri SMH Banten].

Nufian, & Weda, W. (2018). *Teori dan praktis: Riset komunikasi pemasaran terpadu*. Malang: UB Press.

Parmawati, A., & Siliwangi, I. K. (2019). Improving students' speaking skill through English movies in scope of speaking for general communication. *Eltin Journal, 7*(2), 43–53.

Prasetya, Y., Khatulistiwa, P., & Sengkuang, S. (2016). The effect of Engage, Study, Activate (ESA) method to writing recount text in eighth grades of MTsN 1 Pontianak. *Vox Edukasi, 7*(1), 82–100.

Pratiwi, M. A. S., Budiarta, I. K., & Maharani, A. A. P. (2021). Improving writing skill of the tenth-grade students of SMKN 2 Denpasar in academic

year 2020/2021 through ESA combined with picture. *Academic Journal on English Studies (AJOES, 1*(1), 32–41.

Rahmat, A. (2019). Enriching the students' vocabulary mastery in speaking. *Metathesis: Journal of English Language, Literature, and Teaching, 3*(1), 92–110.

Rahmawati, S., Sihombing, C., Ginting, E. K. B., & Arimonnaria, E. (2021). The effect of e-learning on students' speaking skill progress: A case of the seventh grade at SMP Pencawan Medan. *Indonesian EFL Journal, 7*(1), 69. https://doi.org/10.25134/ieflj.v7i1.3995

Richard, J. C., & Renandya, W. A. (2002). *Methodology in language teaching*. South Africa: Cambridge University Press.

Sanjaya, W. (2008). *Standard-oriented educational process learning strategies*. Jakarta: Kencana Prenada Media.

Sarita, M., & Penilta, E. (2021). The use of ESA (Engage, Study, Activate) method in improving students' vocabulary mastery of eighth grade at SMP Negeri 9 Baubau. *E2J*, 1–8.

Silalahi, T., & Limbong, D. N. (2023). The implementation of ESA (Engage, Study, Active) method to improve the students' speaking ability at the eighth grade of SMP N 4 Pematangsiantar. *Bilingual: Jurnal Pendidikan Bahasa Inggris, 5*(1), 18–24.

Suciati, N. (2022). The role of English Students Association (ESA) for developing the English skills of English education department students at STAIN Kudus. *Journal of English Teaching and Learning Issues*, 115–130.

Sugiyono. (2013). *Metode penelitian kuantitatif, kualitatif dan R&D*. Bandung: Alfabeta.

Sulistyowati, T. (2023). Factors causing English speaking anxiety (ESA) in EFL context: A case study among postgraduate students in Indonesia. *Applied Research on English Education (AREE, 1*(1), 37–47.

Susini, M., & Ndruru, E. (2020). Strategi meningkatkan kemampuan berbahasa Inggris. *Linguistic Community Services Journal, 1*(2), 37–48. https://doi.org/10.55637/licosjournal.1.2.2732.37-48

Syah, E. F. (2020). The effect of the use of UEU e-learning media on the skills writing skills in the four semester for the eye skills of Indonesian language skills at Esa Unggul University. *IJLECR (International Journal of Language Education and Cultural Review, 6*(1), 31–41.

Uzer, Y. V. (2017). The correlation between vocabulary mastery and English speaking ability of the tenth grade students of Senior High School 12 Palembang. *Anglo-Saxon, 8*(2), 1–8.

Vikasari, R. M. (2019). The effectiveness of applying ESA method towards students' English vocabulary mastery. *Jo-ELT (Journal of English Language Teaching), 6*(2), 76–83.

Yuniasih, D. (2022). Promoting speaking skill through Engage-Study-Active for Indonesian vocational students. *BIRCI*, 7718–3076.

Yusra, A. (2021). The effect of ESA (Engage Study Activate) method on students' vocabulary mastery at the seventh grade on MTs Swasta Darul Akhiroh Bonan Dolok in 2020/2021 academic year. *Jurnal Liner, 4*(3), 1–18.