

IMPROVING STUDENT'S SPEAKING SKILL THROUGH ESA STRAIGHT FOR WORD MODEL AT THE YEAR 11TH STUDENTS OF MA MUHAMMADIAH 1 MALANG

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Abstract

The common problem of the Student in speaking are were low in motivation, got difficulties to deliver what they want to say, and they were afraid of making an error. This situation made the students inactive and not enthusiastic in learning speaking in class. The researcher conducted his research in that school because he found the same problems at the year 11th Students of MA MUHAMMADIAH 1 MALANG which consists of 21 students. ESA straight for word method were used to solve the problem.

In the preliminary study, the total score of the students were 58,95. From all the students, 85% of them dominated the low score. Based on the result above, the ability of students' speaking skill needs to be improved. ESA straight for word is an appropriate method to solve the problem. The findings of the research showed that 76% of the students got score ≥ 75 in which the mean score was 78.61. The researcher used Classroom Action Research as the research design. The research procedure consisted of some main steps: planning the action, implementation, observation (collecting the data), and reflection. The data were analyzed quantitatively. The quantitative data were obtained from the test. Considering the findings above, by using ESA straight for word method had reached the expected outcome and the criteria of success in one cycle.

Keywords: Speaking skill, ESA, and ESA straight for word model.

BACKGROUND OF STUDY

In case of learning English in school, teacher plays the whole position in catching students' full attention and make students understand about the lesson. It has become the aim in the teaching and learning process. According to Fatchul (2011), education is the process of the character building. Education always related with the teaching and learning process in the school where the communication between teacher and students happened.

In fact, the real situation is not always successful as what has already mentioned before. The researcher found that students were low in motivation in learning speaking, difficulties to deliver what they want to say, and they were afraid to make an error. That statement is cleared by Ehrman (1996) that the

students' problems are raised because the students are lack of motivation. This kind of problem has negative effect to others four components of English such as reading, writing, listening and speaking. Speaking has the serious impact that caused of the problem whereas speaking is one of the crucial components of English. As Ur (1991: 120) stated that from all the four skills (listening, speaking, reading and writing) speaking seems intuitively the most important: people who know a language are referred to as "speaker" of the language, as if speaking included all other kinds of knowing.

The same problem is also experienced by 11th grade students of MA MUHAMMADIAH 1 MALANG. They have a trouble in practicing passive voice into their conversation. It is proven by their English speaking score in the preliminary test in the first meeting. From 21 students, 85% of the students got ≤ 75 . That is 58,95. The students who have the high level in English speaking are 14% students. While, the expected score on the school basis of the Minimum Score Mastery Learning (KKM) standard is 75. The statement above proves that the 11th grade students of MA MUHAMMADIAH 1 MALANG are poor practicing passive voice into their conversation.

Knowing the problem of the student, researcher wants to alleviate the students' problem with the appropriate method which can improve students' speaking skill. That is ESA straight for word. Harmer (2007) suggests that most teaching sequences need to have certain features or an element which is called ESA. From the three types of ESA, researcher take E.S.A Straight for Word or Straight arrows model which is the first type of ESA.

The researcher chose the 1st type of ESA because ESA is the sensitive method to attracted students' motivation and improves students' speaking skill. The researcher conducted his research at the year 11th students at MA MUHAMMADIAH 1 MALANG. The researcher believes that his Classroom Action Research by implementing straight for word sequence of ESA teaching strategy in the classroom activity can help the students to put passive voice into their conversation.

METHOD

This research is drawn on classroom action research (CAR). It is a research which is usually used by the teacher to solve students' problem. Latief (2003) said that "Classroom Action Research for English subject is to develop a strategy of teaching and learning process in order to solve the problem that the teacher and students get." The researcher taught the class by using ESA straight for word model. In each meeting, researcher does pre-activities, whiles-activities and post-activities to catch the maximum result of the method of ESA straight for word.

In the *Pre-activities*, the researcher entered the class and greeted the students. He asked the captain of the class to handle the class before the researcher began the class. Then, the researcher introduced himself to the students and informed that their class was selected for research class. The researcher also explained more about ESA straight for word method that he used to teach the students. To begin the class, the researcher engages the students to differentiate two sentences which have already written by the researcher on the board. The researcher gave all the students a chance to deliver their opinion about the sentences. It is aimed to arouse students' interest to continue to the next activities. Next, the *whiles-activities* were used to focus on the sentences which have already written on the board by the researcher. In this stage, the researcher invited the students to practice the pronunciation of the sentences, the researcher explained the differences between the two sentences, and the researcher gave some additional examples to the students. The last was *Post-activities* in this stage the students did activities which are designed to get students using language as freely and communicatively as they can. The students produced their own sentences which are correlated to the topic from the researcher. The last, the researcher gave feedback related to the students' performed when they practiced the lesson in the form of revision, suggestion, and recommendation. Then the researcher ended the teaching and learning process by asking them to pray together and saying salam.

From all the activities, the researcher took students' score from 5 criteria. Those are pronunciation, grammar, vocabulary, fluency, and comprehension. Each of the criteria has own score and the students got their score based on their performance.

DISCUSSION

Teaching speaking is different with teaching other skills as like teaching grammar, reading, and writing even listening because speaking is an oral skill. According to Widdowson (1994), speaking is the active production skill and use of oral production. Speaking skill is the capability of someone to communicate orally with others. From the problem that found by the researcher, ESA straight for word model was applied at the year 11th students at MA MUHAMMADIAH 1 MALANG. By using this method, the researcher hopes that the students' speaking skill in practicing passive voice into their conversation will get the improvement.

ESA Straight For Word or usually called as ESA Straight Arrows (E-S-A) which consists of the teacher following the sequence Engage, Study and Activate. Harmer (1998) states that one of the teaching sequences takes the students in a straight line: the teacher gets the class interested and *engaged*. The students *study* the teaching material and then *activate* it by putting it into production. At the beginning of each lesson, the teacher and the students do a question-answer activity or discussion about the topic of the lesson. The aim of this activity is to make students interesting in learning and aware of the context in which the new language is used by giving them general views of the topic. The questions are relevant to the topic. It is *engage* phase. In the next stage is *study*, the teacher can explain the grammar of the new language, pronunciation, and fluency. The teacher requires students to practice the pronunciation of some words, and ask students to practice using pronunciation in sentences. In the last stage is *activating*. The students do exercise or activities which are designed to get students using language as freely and communicatively as they can. The objective

is not focus on language construction and/or practice specific bits of language but to use all which may be appropriate for a given situation or topic.

FINDINGS

The finding of this research was taken from the result from the implementation of the classroom action research in the form of cycle. The researcher wanted to improve students' speaking skill in expressing passive voice through ESA straight for word or straight arrows model in the cycle 1.

The researcher used the test as the last instrument in this classroom action research which was used to assess and to know the improvement of students' speaking ability after applying ESA straight for word model. The score in the preliminary test showed that the students' average score was 58.95. There were 14% of the students got score ≥ 75 . On the other way, there were 85% of the students got ≤ 75 . That was the result of students' presentation in the preliminary test. Then, the result of the test in cycle one, there were 76% students got average score was 78.61. It showed that ESA straight for word model can improve students' speaking skill in including passive voice into their conversation of year 11th students of MA MUHAMMADIAH 1 MALANG. Means that, the researcher reach the target of criteria of success which are 76% of the students achieve ≥ 75 score. While, the expected score on the school basis of the Minimum Mastery Learning (KKM) standard is 75.

The improvement of the students' speaking skill in including passive voice into their conversation could be seen on the score report that showed the students' average score of the year 11th students at MA MUHAMMADIAH 1 MALANG raised 78.61. The score rising indicated that the application of straight for word or straight arrows model of ESA was successful because the main score of the students' speaking skill after the application of straight for word or straight arrows model of ESA reached above the target score (78.61).

The technique of improving students' speaking skill through ESA straight for word model had improved the students' speaking skill. The teacher is

recommended to apply ESA straight for word model to teach spoken English to their students. Also, the teacher is suggested to make some improvisation in the engagement phase to make the students easily get engaged. The improvisation can be in the form of media to be used in the phase, the way to make students get engaged and etc. Besides, the teacher was recommended to choose interesting topics which fit to the students' interest in other that the students feel enjoyable with the topics which in turn arouse their desire to get along with the class.

After the implementation of ESA straight ford word model, the students were interested in learning English and enthusiastic to practice their speaking skill. It can be proved from their speaking performance that was better than before. The students felt brave and confidence to express their idea orally after implementing the ESA straight ford word model.

CONCLUSION AND SUGGESTION

Based on the result of the analysis, it was concluded that the ESA straight for word model technique improved the students' speaking skill. The implementation of ESA straight for word model had successfully improved students' speaking skill of the year 11th students at MA MUHAMMADIAH 1 MALANG. The future researcher may conduct the same procedure of ESA straight for word strategy used in this research. However, the future researcher is suggested to choose appropriate design of lesson plan which is adjusted to the need of the students and used the existed design of assessment. The future researcher is also suggested to conduct the similar study on other skills like listening, writing, and reading at other level of students.

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