

**DESIGNING TEACHING ENGLISH MATERIALS FOR SPEAKING
ACTIVITY BY INCORPORATING ENGAGE STUDY ACTIVATE (ESA)
METHOD AT SMA NEGERI 5 LANGSA**

SKRIPSI

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STATEMENT OF APPROVAL

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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul *“Designing Teaching English Materials for Speaking Activity By Incorporating Engage Study Activate (ESA) Method At SMA Negeri 5 Langsa”* untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.

Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 1 November 2022

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ABSTRACT

Fazma, Novira. 2022. *Designing Teaching English Materials For Speaking Activity By Incorporating Engage Study Activate (ESA) Method At SMA Negeri 5 Langsa.* English Department, Tarbiyah and Teachers Training Faculty, State Institute of Islamic Studies (IAIN) Langsa.

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This study was about designing teaching English materials for speaking activity by incorporating engage study activate (ESA) Method at SMA Negeri 5 langsa. This study was aim to find out the needs analysis to design speaking materials by Incorporating Engage, Study, Activate ESA method. This study used research & development (R&D) approach as a research method. The data was collected by Questionnaire, Interview, and document. As research procedure had been carried out, it was found that the design teaching speaking material was can solve the students' problem in speaking according to the students' need analysis in teaching speaking material. Based on these finding it can be conclude that first, students' have obstacles in speaking English, the obstacles include that the delivery of their vocabulary which is still mispronounced, lack of confident in speaking English, lack of motivation in learning, and fear of making mistakes in speaking English. Second, the implementing of designed material by incorporating ESA method, the researcher found that students' were more active and free to express their opinion in speaking learning activity.

Keywords: *Designing, Teaching For Speaking Activity, ESA method.*

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CHAPTER I

INTRODUCTION

A. Background of The Study

Speaking is a skill which is worth of attention in both first and second language. Learning speaking is the most important aspect of learning a second or foreign language and success is measured based on the ability to perform a conversation in the language. Speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language. The main aim of English language teaching is to give learners the ability to use English language effectively and correctly in communication. However, it seems that language learners are not able to communicate fluently and accurately because they do not have enough knowledge in this field. Talking about speaking, it does not only saying the words through mouth, but also conveying the message through the words of mouth. This skill is often ignored in some teachers' classes. Learners do not have enough opportunity either in their classes or outside to speak English. Unfortunately, speaking is not an important part of teachers' evaluation. Learners need a lot of practice to speak. Learners can improve their speaking skill through listening and repeating¹. Teachers can give their learners some structures and ask them to repeat. This can remove their learners' shyness. Teachers can use short questions and short

¹ Lai-Mei Leong & Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill" *International Journal of Research In English Education*. Vol 2. No 1. (2017), p. 34

dialogues in the classrooms to develop their students' speaking skill. Of the most difficult skills language learners face in language learning is speaking skill. It is believed that speaking is the most important of the four language skills. Many learners state that they have spent so many years studying English language but cannot speak it appropriately and understandably ²

In teaching and learning process, there are many methods can be used, especially by English teachers who support the progress of the development of students' understanding within the scope of the class. It also does not rule out the possibility for the students can also develop themselves outside the school environment. Professional teachers must have abilities to develop their students' ability. In this case, the teacher is required to be able to master materials and plan activity so that they apply them in class.

Based on the researcher experience in her internship program at SMA N 5 Langsa. The researcher found many students had problems in speaking. Many students' feel less confident in communicating, sharing their opinions and ideas and they are afraid to making mistakes in speaking. So they are more accustomed to use their mother tongue. Students also have low motivation in learning to speak, because teachers still use conventional design material in teaching speaking. Considering these problems, appropriate material are needed to assist students to improving their speaking skills. In this study the researcher intend to design

² Lai-Mei Leong & Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill" *International Journal of Research In English Education*. Vol 2. No 1. (2017), p.35.

teaching English materials in speaking activity by incorporating ESA method (Engage, Study, Activate).

In this case the researcher will design learning materials, especially in speaking activities by using the ESA method. On the ESA method the teacher must first make the class interesting and engaged, then they learn something, and then acti

vate it by learning to speak. This ESA method is rarely used therefore the researcher is interested in researching it at SMAN 5 Langsa. There are many students who feel less confident to speak, express their opinion. They also less motivated to speak, because they are not used to speak in English. Through ESA method, it will help teachers and students' of SMAN 5 Langsa in practicing speaking activities.

Harmer states that ESA (Engage, Study, Activate) method is one of teaching method to motivate the students' to get involved actively in the teaching learning process. ESA as teaching technique will help the teachers to teach their students and also help the teachers in managing the classroom³. While according to Tomlinson "ESA is a technique how to build students' interest about a topic and how the teacher identified problems in learning, and the teacher should know to build and control that"⁴. Harmer in Nanda and Leli states that ESA has three elements. First is engage; this is the point in teaching sequence where teachers try

³ Nanda Fidran & Leli Lismay, "The Use of Esa Technique on Reading Comprehension at Mtsn Ganting Padang Panjang" *Journal of English Language Teaching & Learning*, Vol. 2, No.1, (2021), p.2-6

⁴ Nanda Fidran & Leli Lismay, "The Use of Esa Technique on Reading Comprehension at Mtsn Ganting Padang Panjang" *Journal of English Language Teaching & Learning*, Vol. 2, No.1, (2021), p.2-6.

to spells the students' interest, thus involving their emotions. Second is study; It the are students' are asked to focus on language (or information) and how it is constructed. Third is activate which this elements describe exercises and activities which are, designed to get students to use language as freely and communicatively as they can⁵.

ESA is expected to improve the students's interest in studying English. Harmer in Rully May state that ESA method may raise learners' interest, curiosity, and emotions in learning a topic, by attracting attention and motivating them to be engaged. In addition, to increase the students' interest and also their understanding on a material, ESA method is suggested to be effective.⁶ Tomlinson in Rully May states that ESA is a method of how to build students' interest in a topic how that are considered problematic by a teacher in learning. The teacher also should know how to build and to control it. In this case, the teacher should pay attention and motivate students' as the target of the learner. Moreover, this method is suggested in order to encourage students to demonstrate their opinion, knowledge and language well.⁷ Therefore, the researcher is interested in conducting a research entitled, “ *Designing Teaching English Materials For Speaking Activity By Incorporating ESA Method At SMA Negeri 5 Langsa* ”

⁵ Nanda Fidran & Leli Lismay, “The Use of ESA Technique on Reading Comprehension at Mtsn Ganting Padang Panjang, “ *Journal of English Language Teaching & Learning*, Vol.2, No.1 (2021), p.2-6

⁶ Rully May Vikasari, “ The Effectiveness of Applying Esa Method Towards Students' English Vocabulary Mastery, *Journal of English Language Teaching*, Vol. 6, No.2,(2019), 76-83.

⁷ Rully May Vikasari“ The Effectiveness of Applying Esa Method Towards Students' English Vocabulary Mastery, *Journal of English Language Teaching*, Vol. 6, No.2,(2019), 76-83.

B. Research Problem

Based on the problems above, the researcher formulates the following research questions :

1. What are the need analysis for designing speaking materials by incorporating ESA Method at SMA Negeri 5 Langsa ?
2. How is the implementation of the designed material by cooperating ESA method at SMA Negeri 5 Langsa ?

C. Purpose of Study

Based on the formulation of the problem described above, this research has the objectives as follows ;

1. To describe the analysis of needs to design speaking materials by Incorporating ESA method at SMA Negeri 5 Langsa.
2. To elaborate the implementation of the designed material by cooperating ESA method at SMA Negeri 5 Langsa.

D. Significance of Study

There are theoretically and practical benefits from this research as follows:

1. Theoretically

This research can be useful as a source of reference for relevant research to design teaching English materials for speaking by incorporating ESA method.

2. Practically

- a. For the researchers, this research and development is useful for researcher in the realm of science, especially in designing learning materials for speaking activities using the ESA method.
- b. For teacher, the result of this study will be useful for the English teachers teaching senior high school students, especially those who teach in SMA N 5 Langsa. They can use the designed materials as the supplementary materials to speaking activities.
- c. For students, this study is expected to accommodate the students' needs in learning English. Through the designed materials, the study is also expected to increase the students' Speaking skill.

E. Scope of Study

Based on the background of the study , this research focuses on analysis of needs material design, especially in speaking by incorporating ESA method at SMAN 5 Langsa.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Frameworks

The theoretical framework pointed toward giving concepts applied in this research. These concepts led to a better analysis of the given theories since they help as far as the extent of the issue. This chapter discusses some literatures related to the study.

1. Instructional Design

a. The Definition of Instructional Design

There are many definitions of instructional design or instructional design as well as models developed in relation to instructional design. Each expert or expert submits their respective opinions and understandings on various basis thinking. Dick and Carey in Meriyanti states that design as a system includes all processes carried out in the learning process starting from analysis, process design, development, implementation and evaluation learning.⁸

According to Hilda Taba in Meriyanti states that learning design at least considers the components of learning cycles as the following: learning objectives/competencies, teaching materials, approach/method/strategy, and assessment⁹.

⁸ Meriyanti, *New Orientation Design Learning*, (Fakta Press: IAIN Raden Intan Lampung, Bandar Lampung, 2019), p. 1-3

⁹ Hilda Taba, *New Orientation Design Learning*, (Fakta Press: IAIN Raden Intan Lampung, Bandar Lampung, 2019), p. 1-3

Various expert opinions, and by linking to Indonesian terminology, can be drawn a common thread learning design is a design of the learning process or a learning plan with various learning strategies that are structured to achieve certain learning objectives. Rationale The development of learning and learning theory greatly influences thinking in learning design. The following four-component model is the forerunner of learning design. Essence learning design refers to four components, namely participants learn learning objectives, learning methods and assessment of the learning process. Fourth, this component is the basis for the learning design model as proposed by Kemp, Morrison, & Ross, namely: Participants learn regardless of the learning design and subjects delivered, it is necessary to know that what the designers are actually doing is creating conducive learning situations so that learning objectives can be achieved and learning participants feel comfortable and motivated in the learning process.¹⁰ Learning design must refer to learning participants. Things that need to be considered for aspects of the learner include the general characteristics of the participants, socio-cultural environment, initial competencies, or prerequisites ,learning styles and many others. Every learners are unique individuals and need to be considered in designing a learning design learning design needs to combine the needs of students with the competencies that they must master later after studying.

¹⁰ Kemp, Morrison & Rose, *New Orientation Design Learning*, (Fakta Press:IAIN Raden Intan Lampung, Bandar Lampung,2019),p. 1-3

Learning Objectives the design and design of learning is to achieve the learning objectives that have been set, the objectives of the learning process learning is to fulfill or achieve certain competencies. The formulation of learning objectives is developed based on the competencies that must be possessed by the student when he finishes studying.

In the learning design this step is very important, because this method determines the situation real study. On the other hand, the expertise of a learning designer is also seen in the way he determines this method. Method as strategy learning is usually associated with the media, and the time available for learning. Methods related to strategy learning that should be designed so that the learning process running smoothly. Methods are ways or techniques that are considered accurate for delivering teaching materials. Indicators of the success of achieving a learning goal can be observed from this assessment of learning outcomes. Often the assessment is measured by the ability to correctly answer a number of objective questions. Rating can also carried out in a non- questional format, namely with observation instruments, interviews, questionnaires, and so on. In this simple concept, the method is a component of a simple learning strategy. Evaluation learning This concept considers assessing learning outcomes students are very important.¹¹

¹¹.Meriyanti,“*New Orientation Design Learning*”, (Fakta Press : IAIN Raden Intan Lampung, Bandar Lampung,2019),p. 1-3

b. Elements of Learning Development Design

There are four interrelated elements in learning design, namely:

As a frame of reference for systematic learning planning includes student elements, objectives, methods and evaluations. To design learning, Jerrold E Kemp in Meriyanti state that teachers and lecturers pay attention to students' backgrounds from an academic and social perspective.

Elements of learning design include ten things, namely :

- 1) Study of learning needs and their achievement goals, constraints and priorities that must be known.
- 2) Selection of subjects or assignments for implemented based on the general objectives to be achieved.
- 3) Recognize the characteristics of students.
- 4) Determine the content of the lesson and the elements of the task based on the objectives.
- 5) Determine the learning objectives to be achieved along with the tasks.
- 6) Design of teaching and learning activities to achieve goals (syllabus development).
- 7) Choose the media to be used.
- 8) Choose a supportive service that hugs.
- 9) Choosing the evaluation of student learning outcomes.

10) Choose a pre-test to students.¹²

These elements are not absolute, if there are deficiencies and weaknesses, changes are made both in terms of content or other elements during the program.

2. Teaching Materials

a. The Definition of Teaching Materials

Teaching materials are the resources that a teacher uses to deliver instruction. Tomlinson in Fitriah state that “materials is used to refer to anything which is used by the teachers or the learners to facilitate the learning of a language. Materials could obviously be cassettes, videos, CD-Rom, dictionaries, grammar books, readers, workbook, or photo copied exercises. In other words, they can be anything which is deliberately used to increase learners’ knowledge or experience of the language”¹³. Each teacher requires a range of tools to draw upon in order to assist and support students learning. These materials play a large role in making knowledge accessible to learner and can encourage a student to engage with knowledge in different ways.¹⁴

¹² Meriyanti, “*New Orientation Design Learning*”, (Fakta Press : IAIN Raden Intan Lampung, Bandar Lampung, 2019), p. 4-5.

¹³ Fitriah, “ Teaching Material “ *ITQAN : Jurnal Ilmu- Ilmu Kependidikan*, Vol.6. No. 2, 2015. p.42.

¹⁴ Fitriah, ” Teaching Material” *ITQAN : Jurnal Ilmu- Ilmu Kependidikan*, Vol.6. No. 2, 2015.p.42.

b. The Advantages of Teaching Material

The teachers can do everything to help their learners learn more effectively, developing teaching material is very important to increase the students' skill from lower to the higher. As Burkill and Eaton in Fitriah state that teacher needs to do is develop materials that move the learners from the low or bottom end of the ladder to the high or top no matter what their level of ability. It means that the quality of those materials directly impacts the quality of teaching. Teaching materials should help the students to learn or as part of the activities of instruction learning in the class that help both teacher and learners¹⁵. O'Neill in Fitriah state that materials may be suitable for students' needs, even if they are not designed specifically for them, that textbooks make it possible for students to review and prepare their lesson. So, the materials of teaching have function to control the instruction in teaching learning process.¹⁶

Here are some principles of materials development for teaching according to Tomlinson in Fitriah state that ;

1. Materials should achieve impact.

Impact is achieved when materials have a noticeable effect on learners that is when the learners' curiosity, interest and attention are attracted. Materials can achieved impact through; a) novelty, e.g.

¹⁵ Fitriah,"Teaching Material", *ITQAN : Jurnal Ilmu- Ilmu Kependidikan*, Vol.6. No. 2, 2015.p.42.

¹⁶ Fitriah,"Teaching Material", *ITQAN : Jurnal Ilmu- Ilmu Kependidikan*, Vol.6. No. 2, 2015.p.43.

unusual topics, illustrations and activities. b) Variety, e.g. breaking up the monotony of a unit routine with an unexpected activity, using many different text type taken from many different types of sources, using a number of different instructor voices on a cassette or audio visual. c) attractive presentation, e.g. use the attractive colors, lots of white space or use of photograph. d) appealing content, e.g. topics of interest to the target learners, topics which offer the possibility of learning something new, engaging stories, universal themes, local references.

2. Material should help learners to feel at ease.

Comfortable class is one of teacher's responsibility and guarantee to the students during teaching learning in the class. Materials can help learners to feel at ease in a number of ways.

For example;

- a) To feel more comfortable with lots of white space than they do with materials in which lots of different activities are crammed together on the same page.
- b) To feel more relaxed with materials which are obviously trying to help them to learn than they are with materials which are always testing them. Feeling at ease can also be achieved through a 'voice' which is relaxed and supportive, through content and activities which encourage the personal participation of the learners.

- c) Informal discourse features for example contracted forms, informal lexis.
- d) The active rather than the passive voice.
- e) Concreteness like example and anecdotes.
- f) Inclusiveness, for example not signaling intellectual, linguistic or cultural superiority over the learners.

The teacher must prepare comfortable materials for teaching learning and avoid the feeling of anxious, uncomfortable or tense of learner feeling. Making comfortable materials is the responsibility of the teacher to help the students to feel at ease.

3. Materials should help learners to develop confidence.

Most materials developers recognize the need to help learners to develop confidence. They become aware that the process is being simplified for them and that what they are doing bears little resemblance to actual language use. The students also become aware that they are not completely use their brains and their apparent success is an illusion, and this awareness can even lead to reduction in confidence.

4. Materials should require and facilitate learner self-investment.

The learners profit most if they invest interest, effort and attention in the learning activity. Materials can help them to achieve this by providing them with choices of focus and activity, by giving them topic control and by engaging them in learner- centre discovery activities. Other ways of achieving learner investment are involving the learners

in mini-projects, involving them in finding supplementary materials for particular units in a book and giving them responsibility for making decisions about which texts to use and how to use them.

5. Materials should provide the learners with opportunities to use the target language

Learners should be given opportunities to use language for communication involves attempts to achieve a purpose in a situation in which the content, strategies and expression of interaction are determined by the learners. Such attempts can enable the learners to check the effectiveness of their internal hypotheses, especially if the activities stimulate them into pushed output.

6. Materials should take into account that the positive effects of instruction.

It is important for materials to recycle instruction and to provide frequent and ample exposure to the instructed language features in communicative use. It is equally important that the learners are not forced into premature production of the instructed features that the teachers will get the students wrong, and that tests of proficiency are not conducted immediately after instruction that they will indicate failure.

7. Materials should take into account that learners differ styles.

Different learners have different preferred learning styles. So, for those learners with a preference for learning are much more likely to gain from explicit grammar teaching than those who prefer experiential

learning. Those who prefer experiential learning are more likely to gain from reading a story with a predominant grammatical feature, e.g. reported speech than they are from being taught that feature explicitly. This means that activities should be variable and should cater for all learning styles.

8. Materials should take into account that learners differ in affective attitudes.

Ideally language learners should have strong and consistent motivation and they should also have positive feelings towards the target language, their teachers, their fellow learners and the materials they are using. The ideal learner does not exist and even if she did exist one day should no longer be the ideal learner the next day. Each class of learners using the same materials will differ from each other in terms long and short term motivation and of feelings and attitudes about the language, their teachers, their fellow learners and their learning materials. Obviously, no materials developer can cater for all these affective variables but it is important for anybody who is writing learning materials to be aware of the evitable attitudinal differences of the users of the materials.

9. Materials should permit a silent period at the beginning of instruction.

The silent period can facilitate the development of an effective internalized grammar which can help learners to achieve proficiency

when they eventually start to speak in the L2. The important point is that the materials should not force premature speaking in the target language and they should not force silence either. Give the possibility time for the learners until they ready to speak.

10. Materials should not rely too much on controlled practice Controlled practice.

Activities in the classroom are valuable. Ellis in Fitriah state that controlled practice appears to have little long term effect on the accuracy with which new structures are performed. So the materials are created as a control the process in the class¹⁷.

11. Materials should provide opportunities for outcome feedback.

Feedback which is focused first on the effectiveness of the outcome rather than just on the accuracy of the output can lead to output becoming a profitable source of input. In the other words, if the language that learner produces is evaluated in relation to the purpose for which it is used that language can become a powerful and informative source about language use. It is very important that materials developers can make the language production activities have intended outcomes other than just practicing language. The value of outcome feedback is stressed to find out more some of the principles of language learning. ¹⁸

¹⁷ Fitriah ,“Developing Vocabulary Materials For Teaching Learning Process ” *JADEs : Journal of Academia in English Education*, Vol. 1 No. 1, (2020), p.38-43.

¹⁸ Fitriah, “Developing Vocabulary Materials For Teaching Learning Process ” *JADEs : Journal of Academia in English Education*, Vol. 1 No. 1, (2020), p.38-43.

Brown and Pannen in Dayu Retno & Asih state that, teaching material is anything that is pleased with a systematic description of the techniques and exercises used by instructors and students in the learning proces. It includes textbooks, material derived from audio and visual programs, games, or various types of activities that take place in class. The material provided is described and organized efficiently and properly. Thus, teachers can teach it with the time and preparation that is not too long ¹⁹. Moreover according to Madjid in Dayu Retno & Asih state that teaching materials are all forms of materials used to assist teachers in carrying out teaching and learning activities. The material can be either written material or unwritten material. It allows students to learn a basic competency or competency coherently and systematically so that they are able to master all competencies in an integrated and integrated manner²⁰.

Tomlison in Dayu Retno & Asih classifies the types of teaching materials:

- 1) Audio teaching materials, such as cassettes.
- 2) Visual teaching materials, such as dictionaries, grammar books, various types of reading, workbooks, photocopied teaching materials, newspapers, photos and handwritten cards.

¹⁹ Dayu Retno Puspita & Asih Rosnaningsih,” A Model of Speaking Teaching Materials for Primary English Language Teachers Candidates Based on Contextual Approach”,*ELT- Lectura : Studies and Perspective in English Language Teaching*. Vol. 7 No.2, (2020).p.114.

²⁰ Dayu Retno Puspita & Asih Rosnaningsih, “ A Model of Speaking Teaching Materials for Primary English Language Teachers Candidates Based on Contextual Approach”,*ELT- Lectura : Studies and Perspective in English Language Teaching*. Vol. 7 No.2, (2020).p.115.

- 3) Audio-visual teaching materials, such as videos, CD rooms, talks in live broadcasts, instructor instructions, food packages and student discussions.
- 4) Teaching materials come from outside the classroom, such as talks from live broadcasts, newspapers, food packages.
- 5) Teaching materials come from the classroom, such as instructor's instructions, discussions between students.
- 6) Written teaching materials, such as dictionaries, grammar books, various types of readings, work books, teaching materials in the form of photocopies, newspapers, hand written cards.
- 7) Oral teaching materials, such as talks from live broadcasts, instructor instructions, student discussions.
- 8) Material with objects, such as tapes, CD-rooms, food packages, dictionaries, grammar books, various reading materials, work books, teaching materials in the form of photocopies, newspapers, folios and handwritten cards ²¹.

According to Ellington and Race in Dayu Retno & Asih classify types of teaching materials based on their shape, namely:

- 1) Printed and duplicate teaching materials, such as handouts, student worksheets, self-study materials, materials for group learning.

²¹ Dayu Retno Puspita & Asih Rosnaningsih, “ A Model of Speaking Teaching Materials for Primary English Language Teachers Candidates Based on Contextual Approach”, *ELT- Lectura : Studies and Perspective in English Language Teaching*. Vol. 7 No.2,(2020) p. 115.

- 2) Non-projected display teaching materials, such as flipcharts, posters, models, and photographs.
- 3) Projected display teaching materials, such as slides, filmstrips, etc.
- 4) Audio teaching materials, such as audiodisc, audio tapes, and radio broadcasts.
- 5) Audio teaching materials that are connected with still visual material, such as sound slide programs, sound filmstrip programs, tape models, and realia tapes.
- 6) Video teaching materials, such as television broadcasts, and videotape recordings.
- 7) Computer teaching materials, such as Computer Assisted Instruction (CAI) and Computer Based Tutorial (CBT) ²².

According to Madjid in Dayu Retno & Asih state that teaching materials at least have:

- 1) Study instructions, learning instructions function to guide training activities from the beginning to the end of the activity and conclude something as the final target of learning.
- 2) Competencies to be achieved, one basic competency is usually designed into several learning activities depending on the depth of the material.

²² Dayu Retno Puspita & Asih Rosnaningsih , “ A model of Speaking Teaching Materials for primary English Teachers Candidates Based on Contextual Approach”, *Studies and Perspectives in English Language Teaching*. Vol 7 . No. 2,(2020): 114-115

- 3) Supporting information, is a general description of what students should do in using teaching materials.
- 4) Exercises, is a form of reinforcement that is obtained by students and must be given in every teaching material presented.
- 5) Work instructions, can be in the form of worksheets.
- 6) Evaluation, is the final stage of learning that can measure the level of student achievement in learning.²³

3. Theory

This research used Plomp theory. The development model used is the model proposed by Plomp. The plomp in Chatarina Krisella state that model design consist of 5 phases, namely phases Preliminary investigation, Design phase, Realization/ Construction, Test phase, evaluation and revision , and Implementation ²⁴.

a. Preliminary Investigation

Preliminary activities are carried out at this stage to information or problems that occur. If the problem is found is a condition of imbalance between what is occurs and the desired situation, it is necessary to investigate. Which causes the imbalance and explain it carefully.

²³ Dayu Retno Puspita & Asih Rosnaningsih “ A model of Speaking Teaching Materials for primary English Teachers Candidates Based on Contextual Approach”, *Studies and Perspectives in English Language Teaching*, Vol. 7 No. 2,(2020): 114-115

²⁴ Chatarina Krisella Wibawaningrum, “ *Pengembangan Desain Pembelajaran Matematika Menggunakan Paradigma Pedagogi Reflektif dengan Model Problem Based Learning untuk Mahasiswa Pendidikan Matematika*” (Universitas Sanata Dharma: Yogyakarta,2020). P. 43

b. Design

Designing step aims to design problem solving in designing the model based on the results of working plans or written plans which will be realized in the realization step.

c. Realization/ Construction

This step is conducted through producing activities, like developing textbook, creating teaching and learning materials, producing service models for training or workshop.

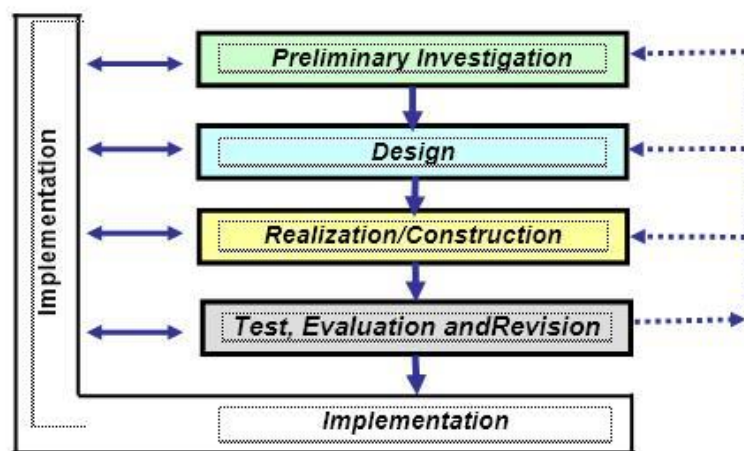
d. Testing, Evaluation and Revision

These three steps are carried out through the process of collecting, processing and analyzing collected information systematically. It is done in order to obtain the results of problem solving. The developed model is tested to have data for the evaluation, then the data treated as feedback for model revision.

e. Implementation

Having the completion in step four, the model step is implemented to the users²⁵.

²⁵ Sri Gustiani, “ Research and Development (R&D) Method as A Model Design In Educational Research and its Alternatives”, *HOLISTICS JOURNAL*, Vol. 11, No 2, December,(2019). p 12-21



Generic model for educational design by Plomp's Model

4. Speaking

a. The Definition of Speaking

There are some definitions and perspectives of speaking proposed by some experts. Cameron in Nurfajhri states that speaking is the active use of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is required to speak in foreign language in order to share understandings with other people. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organise the discourse so that the listener will understand ²⁶. Another expert, Thonburry in Nurfajhri states that considers speaking or oral communication as an activity which includes two or more people in which

²⁶ Nurfajhri Indah Sari, "Increasing Students' Speaking Skills By Intensifying English Language At Eight Grade Of Smpn 24 Makassar". English Education Department Faculty of Teacher Training And Education Muhammadiyah University Of Makassar (2019).Unpublished Thesis, p.26

hearers and speakers have to react to what they hear and make their contribution at speed of high level. Each participant has a purpose or an intention that rshe/he wants to achieve in the interaction ²⁷. While ,Kayi in Nurfajhri states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking is one of the basic language skills that have to be mastered by English foreign learners due to its significant and its use for communication. It is very important to be able to speak English regarding that it is the most commonly accepted language in the world so that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also easier for them to get a job. More than that, they will not find it difficult to communicate and interact with people around the world when they travel. ²⁸

Brown in Azlina, Eliwarti & Novitri states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test. Speaking in a classroom involves the interaction between teachers and students or among the students which

²⁷ Nurfahjri Indah Sari , “*Increasing Students’ Speaking Skills By Intensifying English Language At Eight Grade Of Smpn 24 Makassar*”. English Education Department Faculty of Teacher Training And Education Muhammadiyah University Of Makassar (2019).Unpublished Thesis, p.26.

²⁸ Nurfahjri Indah Sari, “*Increasing Students’ Speaking Skills By Intensifying English Language At Eight Grade Of Smpn 24 Makassar*”. English Education Department Faculty of Teacher Training And Education Muhammadiyah University Of Makassar (2019). Unpublished Thesis,p.26.

depends on how classroom activities are organized. Compared with writing and reading skill (commonly assumed as written language, receptive skills), speaking has some distinctive characteristics. In speaking, speakers do not typically speak complete sentences; use less specific vocabulary than in written language²⁹.

Brown as cited by Azlina, Eliwarti & Novitri states that there are some basic types of speaking as in the following taxonomy:

1. Imitative. At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance.
2. Intensive. The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.
3. Responsive. Responsive include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

²⁹ Azlina Kurniati, Eliwarti & Novitri, " A Study On The Speaking Ability of The Second Year Student Of SMK Telkom Pekanbaru " *Jurnal Online Mahasiswa: Fakultas Keguruan dan Ilmu Pendidikan* , Vol 2 no 2 (2015), p 1-13

4. Interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which have the purpose of maintaining social relationship

30.

The components of speaking skill according to Vanderkevent in Azlina Kurniawati,& Eliwarti state that there are three components in speaking

- a. The Speakers

Speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no speakers, the opinion or the feelings or the feeling won't be stated.

- b. The Listeners

Listeners are people who receive or get the speaker's opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

- c. The Utterances

³⁰ Azlina Kurniati, Eliwarti & Novitri , "A Study on The Speaking Ability Of The Second Year Student Of SMK Telkom Pekanbaru Baru " *Jurnal Online Mahasiswa: Fakultas Keguruan dan Ilmu Pendidikan* , Vol 2 no 2 (2015), p. 1-13

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign ³¹.

According to Harris in Azlina, Kurniawati & Novitri state that there are five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, fluency.

1. Comprehension for oral communication, it certainly requires a subject to respond, to speech as well as to initiate it.
2. Grammar it is needed for students to arrange a correct sentence in conversation. It is in line with explanation suggested by Heaton that students' ability to manipulate structure and to distinguish appropriate grammatical form in appropriateness. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.
3. Vocabulary

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas both oral and written form. Having limited vocabulary is also a barrier that precludes learners from learning a language. Without grammar very little can be conveyed, without vocabulary nothing can be conveyed. So, based on

³¹ Azlina Kurniati, Eliwanti & Novitri, "A Study on The Speaking Ability of The Second Year Student Of SMK Telkom Pekanbaru " *Jurnal Online Mahasiswa: Fakultas Keguruan dan Ilmu Pendidikan*, Vol 2 no 2 (2015), p 1-13

this explanation, the researcher concluded that without mastering vocabulary sufficiently is English learners will not be able to speak English or write English properly.

4. Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. From the statement above, the researcher concluded that pronunciation is the knowledge of studying about how the words in a particular language are produced clearly when people speak. In speaking, pronunciation plays a vital role in order to make the process of communication easy to understand.

5. Fluency

Fluency is the ability to read, speak, or write easily, smoothly and expressively. In other words, the speaker can read, understand and respond in a language clearly and concisely while relating meaning and context. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spent a lot of time searching for the language

items needed to express the message. From the ideas above, the researcher concludes that another important component is fluency. Fluency means the capability of someone speaks fluently and accurately with little using pauses like „ums“ and „ers“, and so on.³²

5. ESA (Engage, Study, Activate)

a. Definition of ESA (Engage, Study, Activate)

In addition, Harmer in Harjali and Hidayah stated that ESA is one of the learning methods with the phases presented to help learners learn effectively in language classes. The phases in the ESA learning method are Engage, Study, and Activate. The engage phase, according to Harmer is a point in the teaching section where the teacher tries to stimulate the learner's interest, it also involves feeling. For example, teachers use image media to stimulate learners to think in the target language.³³

E.S.A developed by Jeremy Harmer is a teaching method which stands for Engage, Study and Activate. They are phases which are presented in a language classroom to help students to learn effectively. Harmer explained the three stages of E.S.A. are as follows.

- a. Engage: this is the point in a teaching sequence where teachers try to arouse the students' interest, thus involving their emotions. Most people

³² Azlina Kurniati, Eliwarti & Novitri, "A Study on the Speaking Ability of The Second Year Student of SMK Telkom Pekanbaru" *Jurnal Online Mahasiswa: Fakultas Keguruan dan Ilmu Pendidikan*. Vol. 2 No. 2 (2015), p.1-13

³³ Harjali and Hidayah, "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*. Vol. 424 (Atlantis press : 2020), p. 208.

can remember lessons at school which were uninvolved and where they, switched off' from what was being taught them. Frequently, this was because they were bored because they were not emotionally engaged with what was going on. Such lessons can be contrasted with lessons where they were amused, moved, stimulated or challenged. It seems quite clear that those lessons involved not only fun, but also better learning.

- b. Study: activities are those where the students are asked to focus on language (or information) and how it is constructed. The construction of language is the main focus, but the topics can be words, sounds or verbs tenses.
- c. Activate: this element describes exercises and activities which are designed to get the students using language as freely and communicatively as they can. Some better way techniques to practice language, role plays, advertisement design, debates, discussion, and story-telling.

b. Procedures of Engaging, Study, and Activate

Harmer in Agus Rahmat stated that the procedures of Engage, Study and Activate method are:

1. Engage

During the Engage phase, the teacher tries to arouse the students' interest and engage their emotions. This might be through a game, the

use of a picture, audio recording or video sequence, a dramatic story, an amusing anecdote. The aim is to arise the students' interest, curiosity, and attention.

2. Study

The Study phase activities are 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; from an examination of a verb tense to the study of a transcript of an informal conversation to study spoken style. Harmer states that “How to Teach English” state that successful language learning in a classroom depends on a judicious blend of subconscious language acquisition (through listening and reading, for example) and the kind of Study activities we have looked at here.

3. Activate

this element 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.

c. The activity of Engage, Study and Activate method

1) Engage

- a) Teachers try to arise the students' interest and involve their emotions.

- b) Students should feel amused, moved, stimulated, and challenged not to feel bored.
 - c) Recommended activities: games, music, discussions, pictures, and stories.
 - d) Students should also engage in the topics, exercises, and language- not only games and fun.
- 2) Study
- a) Students focus on material and how it is constructed. The main focus in this stage is the use of expression on dialogue
 - b) The student makes the dialogue based on the expression
 - c) The students : a practices of sounds, pronunciation, and intonation in practice the dialogue using an expression in front of the class.
- 3) Activate
- a) Students use language and communicate, they get to try out real language use.
 - b) Activities: communicate by dialogue.
 - c) The teacher will correct the way students in using expression and their dialogue.
 - d) The students' will remake their expression in conversation based on the error sheet.³⁴

³⁴ Agus Rahmat, "Enriching the Students Vocabulary Mastery in Speaking through Engage, Study, Activate Method", *Metathesis : Journal of English Language Literature and Teaching* , Vol.3, No.1,(2019), p. 93-94

B. Previous Study

Some studies related to this research will be explained as follows : The first study was conducted by Yulia Nuzulul Hidayah and Harjali under the title “*The Implementation of Engage , Study, Activate (E.S.A) In Teaching English For Senior High School*”. This study applied a qualitative approach by employing an in-depth interview, participant observation, and documentation as data collecting methods. The results of this study revealed that first, E.S.A can be applied in any lessons and skills of English. Second, the most effective of E.S.A’s procedure is patchwork because it has a unique phases to develop of students’ achievement. Third, students’ have different perceptions toward teachers teaching process using E.S.A. It is expected that this study could provide some recommendations for more effective English teaching.³⁵

The second study was conducted by Ilma Rahmi and Benlario under the title “*The Effectiveness of Esa (Engage,Study,Activate) Element on Reading Comprehension Of Report Text At X Grade MA.KM Muhammadiyah Padang Panjang.*” The background of this research was studies on using ESA elements in teaching and learning limited in particular with different materials on reading comprehension and even this study has succeeded to improve various skills in English. This study was needed to be explored in other teaching areas and to overcome the student’s problem in reading. Aimed at describing the effectiveness of ESA element on reading comprehension especially on report text. The research

³⁵ Yulia Nuzulul Hidayah, Harjali, ” *The Implementation of Engage , Study, Activate (E.S.A) In Teaching English For Senior High School* ” Jurnal Pendidikan dan Pengajaran, Volume 1, No 01,(2017). 1

design used pre- experimental research with one group model. The population of this research was the entire X grade of MA.KM Muhammadiyah Padang Panjang. The sample of this research was one class : X Science 2 grade. To determine the sample, the research used purposive sampling technique. To gain the data, this research used pre-test and post test. The comparison of pre-test and post-test result is 29, 25 %, the mean of pre-test is 56, 57 % and it increases to 86% to the post test one. Then, hypothesis showed that t-count is higher than t-table ($13,2 > 1,729$). It meant ESA (engage, study , activate) element has significant effect on reading comprehension of report text. To sum up, the result of this research concluded that ESA element was an effective method and can increase students achievement in reading report text. This research was recommended for teacher to use ESA in teaching reading especially on report text. ³⁶

The third study was conducted by from Linawati, Sudarsono, and Regina under the title “ *Esa (Engage, Study, Activate) to Improve Teaching Speaking on Job Interview* ” This study was about improving teaching of speaking by applying ESA strategy to the students of SMK Nusantara Indah Sintang in Academic Year 2015/2016. It was a classroom action research (CAR) and involved the Year – 11 students of SMK Nusantara Indah. They consisted of 24 students who were poor at speaking. The result of this research showed that ESA strategy succeeded to improve in speaking skill. The mean score was 71,67 in the first cycle and 80,28 in the second cycle. The improvement of the teaching learning process was based on

³⁶ Ilma Rahmi, Benlario “ The Effectiveness of Esa (Engage,Study,Activate) Element on Reading Comprehension Of Report Text At X Grade MA.KM Muhammadiyah Padang Panjang” *International Conference on Education 2018 Teachers in the Digital Age*. Vol 12-13, (2018). 1

the improvement of teaching and learning behavior in the classroom. The change of behavior was notified from the classroom observation, field notes and interview which were discussed with the collaborator in the reflection stage. ESA strategy improved the teaching speaking for year – 11 students of SMK Nusantara Indah Sintang.³⁷

The fourth study was conducted by Mega Fithria and Ratmanida under the title “*Using Esa (Engage, Study, Activate) Method For Improving Students* “ This research explained about how to improve student’s ability in speaking at Junior High School by using ESA (Engage, Study, Activate) method. Speaking is one of language skills that should be mastered by students in learning English especially for Junior High School students. In learning speaking, the students should be able to have a good ability in speaking. They had to participate actively and create a life communication in speaking class. However, students’ have some problems in speaking. Furthermore, they kept using their own language (mother tongue). The students had low motivation because the teacher still use conventional methods in teaching speaking, considering the problems, an appropriate method was needed to help students’ improve their speaking ability as well as to overcome their problems and weaknesses. The researcher introduce ESA (Engage, Study, Activate) method. In this method, firstly the teacher made the class interested and engaged , they studied something, and then they tried to activate it buy pufjting it into production.

³⁷ Linawati,Sudarsono, Regina “ *Esa (Engage, Study, Activate) to Iimprove Teaching Speaking on Job Interview* ” Masters Study Program Of English Language Education, Teacher Training and Education Faculty, Pontianak,(2015), Unpublished Thesis,p.1-2.

³⁸ The similarity between these researchers and the current research is at the topic that used a combined ESA method. While the difference is that in this study researcher used R&D method. Research related to ESA that uses the R&D method is still under research, therefore the researcher wants to conduct the research.

³⁸ Mega Fithria, Ratmanida “ Using Esa (Engage, Study, Activate) Method for Improving Students’ Speaking Ability At Junior High School” *Journal of English Language Teaching* Vol. 8 No. 1 (2019).p. 1-2

CHAPTER III

RESEARCH METHOD

A. Research Design

This study used research and development (R&D) design because the research aimed to design and develop the materials for speaking. Richey and Kleins in Irva, Rahayu & Sumarni state that design and development research is a “the systematic study of design, development and evaluation process with the aim of establishing an empirical basis for the creation of instructional and non instructional products and tools and new enhanced models that govern their development.”³⁹ According Borg & Gall in Irene Anggita state that, research and development (R&D) is a process use to develop and to validate educational product⁴⁰. In research development or development procedures Research and Development (R&D) The development model used to develop the teaching material design in this study uses the Plomp model. The plomp development model consists of five development phases, namely (1) Preliminary Investigation, (2) Design, (3) Realization/ Construction, (4) Test, Evaluation, and revision, (5) Implementation. Therefore, by using this approach, the researcher aimed to analyzed the design speaking English materials by incorporating ESA method. The researcher chose to use the R&D method as a research design where the researcher analyzed the needs to design

³⁹ Irva Hertika, Rahayu Apriliawati & Sumarni, “Designing Speaking Material Samples Based on Communicative Language Teaching”, *Jurnal Pendidikan Dan Pembelajaran*, Vol 2, No.5(2013), p.1-8

⁴⁰ Irene Anggita Dennaya “*Designing A Set of English Speaking Instructional Materials Using Task- Based Approach For English Extracurricular Class of Smp Kanisius Gayam Yogyakarta*”, (Universitas Sanata Dharma: Yogyakarta, 2018), p.11

speaking English materials, besides that the researcher also conducted interviews with teachers to get the information needed in addition. After that, the researcher can apply the teaching speaking material design by incorporating ESA (Engage, Study, Activate) method.

Plomp in Sri Gustiani state that proposed a model design with five steps⁴¹. The model, then was considered more flexible by some expert because each step could be adjusted with the context of the research and the characteristics of the researchers.

1. Investigation

The preliminary investigation step is carried out by analyzing the problem or analyzing the needs such as gathering and analyzing information, defining the problem, and following up the project. In this section, the researcher try to find out the analysis of what student' needs teaching material design.

2. Designing

Designing step aims to design problem solving in designing the model based on the results of working plans or written plans which will be realized in the realization step. After the researchers analyzed what was needed to design speaking materials, at this stage the researchers designed the speaking materials needed.

3. Realization/ Construction

⁴¹ Sri Gustiani“ Research and Development (R&D) Method as A Model Design In Educational Research and its Alternatives”, *HOLISTICS JOURNAL*, Vol. 11, No 2, (2019). P. 12-21

This step is conducted through producing activities, researcher developing teaching and learning material by incorporating ESA (Engage , Study , Activate) like creating teaching and learning speaking materials.

4. Testing, Evaluation and Revision

These three steps are carried out through the process of collecting, processing and analyzing collected information systematically. It is done in order to obtain the results of problem solving. The developed model is tested to have data for the evaluation, then the data treated as feedback for model revision.

5. Implementation

Having the completion in step four, the model step is implemented to the users. At this stage the researcher applies the asking and giving opinion material design

B. Research Settings

This research was carried out at SMA Negeri 5 Langsa which is located on Kebun Baru, Desa Geudubang ,Aceh, Langsa Baro District, Langsa City. SMA N 5 Langsa is one of the state Senior High Schools that supply the teaching of Senior High School education in the city of Langsa. The studies provided include all compulsory subjects according to the applicable curriculum. This place which is located in Langsa Baro District also has complete facilities and infrastructure as well as teaching staff who are competent in their fields of study so that the school have high quality and become one of the best schools in the city of Langsa.

Therefore, the researcher chose SMA N 5 Langsa as the place to carry out the research. This place was also chosen because it has the appropriateness of the object requirement related to research problems.

C. Data Source

In this research that becomes data source is documentation. Document provide a notes of an activity.,include of lessons plan, preparing teaching materials to develop the design of teaching speaking activity. As for taking the data there are 5 stages as for the steos used the plom theory namely Preliminary Investigation, Design, Construction, Test, Evaluation, revision, and implementation.

D. Research Instrument

In this research, the instruments that will be used were Questionnaire, interview, and documentation. Thus, these were useful to describe how the researcher would documented what happened during the research.

1. Questionnaire

Arikunto defines that questionnaire is a number of written questions which are used to gain information from respondents about themselves or their knowledge, belief etc⁴². The questionnaire method used to gain more valid and reliable data about the students response about speaking activity. Researchers distributed this questionnaire to analyze the needs of designing speaking materials for students. Consist of fifteen statements. This questionnaire used

⁴² Suharsimi Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktek*, p.140

in the closed- ended statements of the questionnaire. There were scores given in each statements stated in the questionnaire. The score was made based on certain meaning. They are as follows :

| Score | Classification |
|-------|----------------|
| 1 | Always (A) |
| 2 | Often (O) |
| 3 | Sometimes (S) |
| 4 | Never (N) |

The researcher find the need analysis based on the statements on the result of questionnaire statements that given.

2. Interview

Interview to support the data gained from the questionnaire. The researcher also conducted an interview which was used as another instrument. As state by Arikunto, the interview aims to cross check the data from the questionnaire and describe the data is not answered yet by the questionnaire⁴³. In addition there are several types of interviews that can be used namely, structured interviews, semi – structured and unstructured interviews.⁴⁴ In this research, the researcher have applied a semi- structured interview technique to comply

⁴³ Suharsimi Ariunto, *Suatu Pendekatan Praktek Prosedur Penelitian* : (Jakarta: Rineka Cipta,2013),p.166

⁴⁴ Nursapia Harahap, *Qualitative Research*, (Medan: Wal Ashri Publishing,2020), p.56

the data require. The researcher interviewed the students' and English teachers' in order to know the need to develop speaking materials.

3. Document

Document consist of the records of private and public that the researcher obtain about a site or participants in a research. Document provided a notes or report of an activity, include of them personals journals, newspaper, minutes of meetings and letters ⁴⁵. The need of document in this study is crucial in completing data. This part stand as secondary data. The form of documentation of study were lessons plan to gather to develop the design material for teaching speaking activity.

E. The Procedure of Data Collection

The data collection technique in this research was modified based on the procedures proposed by some experts. Borg & gall in Gandi Pratiwi state that the major steps in the R&D cycle which are used to design teaching materials consisting of research and information collecting, planning, initial product, format development, initial testing , product revision , field trials, product revisions, field tests, final product revisions, dissemination and implementation.⁴⁶

⁴⁵ Fariz Rahman Hakim, “ *The Implementation of Teaching Speaking skill Through Animation Video : A Case Study at Fifth Grade of Madrasah Ibtidaiyah Tarbyatul Islam* “ (University of KH Achmad Siddiq Jember,2022), p.39

⁴⁶ Gandi Pratiwi, “ Designing English Learning Materials For English Conversation Club in SMA N 1 Kroya”(Universitas Negeri Yogyakarta: Yogyakarta,2013). p. 36

Plomp in Sri Gustiani state that proposed a model design with five steps⁴⁷. The model, then was considered more flexible by some expert because each step could be adjusted with the context of the research and the characteristics of the researchers.

1. Investigation

The preliminary investigation step is carried out by analyzing the problem or analyzing the needs such as gathering and analyzing information, defining the problem, and following up the project.

2. Designing

Designing step aims to design problem solving in designing the model based on the results of working plans or written plans which will be realized in the realization step.

3. Realization/ Construction

This step is conducted through producing activities, like developing textbook, creating teaching and learning materials, producing service models for training or workshop.

4. Testing, Evaluation and Revision

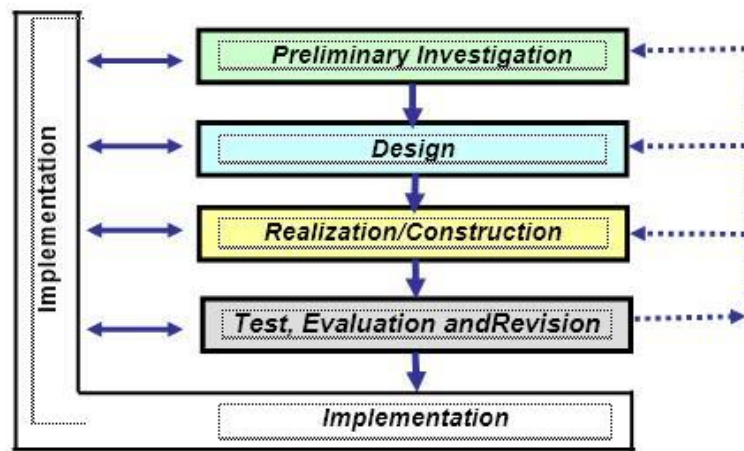
These three steps are carried out through the process of collecting, processing and analyzing collected information systematically. It is done in order to obtain the results of problem solving. The developed model is tested

⁴⁷ Sri Gustiani“ Research and Development (R&D) Method as A Model Design In Educational Research and its Alternatives”, *HOLISTICS JOURNAL*, Vol. 11, No 2, (2019). P. 12-21

to have data for the evaluation, then the data treated as feedback for model revision.

5. Implementation

Having the completion in step four, the model step is implemented to the users⁴⁸.



Generic model for educational design by Plomp's Model

F. The Procedure of Data Analysis

Data Analysis Techniques In this study to obtain in-depth information about the focus of the study, the researchers used Probability Sampling. Probability Sampling is a technique to provide equal opportunities for each member of the population to be selected as a sample member. In other words, a sampling method that provides equal opportunities to be taken for each element of the population. Probability

⁴⁸ Sri Gustiani, " Research and Development (R&D) Method as A Model Design In Educational Research and its Alternatives", *HOLISTICS JOURNAL*, Vol. 11, No 2, December,(2019). p 12-21

sampling is divided into several ways but researchers only use Simple Random Sampling.

1. Technique Simple Random Sampling

Simple random sampling is a way to take a sample from a population member using random without regard to strata (level) in the population member. This is done if members of the population are considered homogeneous. How to take a sample through several ways, namely lotteries, calculators, random number tables, computers.

2. Analysis Techniques

After collecting the data, the researcher analyzed the data by using several steps, namely:

1. Data from questionnaire

a. Scoring

The process of data analysis in this research was used qualitative (questionnaire). The result given score for each students. The data that obtain from this research used the analysis by Likert scale procedure that indicates whether 1 for Always (A), 2 for (Often), 3 for Sometimes (S), 4 for Never (N) for each statement. To calculate data from the questionnaire, this is the following formula :

To calculate data from the questionnaire, this is the following formula :

| Scale | Score |
|--------------|--------------|
| Always | 1 |
| Often | 2 |
| Sometimes | 3 |

| | |
|-------|---|
| Never | 4 |
|-------|---|

The researcher analyzed the data by using the percentage technique, the researcher was used the following formula:

$$P = \frac{F}{N} \times 100$$

Explanation:

P = Percentage

F = The frequency of items

N = Total respondent⁴⁹

b. Analyzing the design speaking materials

The researcher analyzed the problem that most of the students' faced according to the questionnaire result. From there the researcher design speaking materials based on speaking materials needed by students'

c. Concluding/Interpreting

The researcher concluded the result from the questionnaire by using Liker scale formula, and then interpreting the data into the percentage form.

⁴⁹ Besse Masnidar, " *An Analysis of Students' needs of Speaking Materials in English Textbook for the tenth grade of SMKN 4 Wajo in 2019/2020 Academic Year*" English Education Department Faculty of Teacher Training and Education Muhammadiyah Univeristy of Makassar,(2019), Unpublished Thesis, p. 53- 55.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents, analyzes and discusses the data obtained from the results of Questionnaire, interview. The questionnaire was distributed on 18th July 2022. The interview was conducted on 19th July 2022. The implementation was held on 22 and 23th July 2022. The researcher answers two formulated problems presented in Chapter 1. There are two parts in this chapter. In the first part the researcher explain about the analysis of needs to design speaking materials by incorporating ESA method at SMA Negeri 5 Langsa . Furthermore, in the second part, the researcher elaborate the implementation of the designed material by Incorporating ESA method at SMA Negeri 5 Langsa.

A. Research Finding

The results of this study contain the stages of plomp development. Which consists of the initial Preliminary Investigation (Preliminary Investigation), the design phase (design), the realization/construction phase (realization/construction), the test phase, evaluation and revision, and finally the implementation phase.

1. Preliminary Investigation

The researcher discovered the analysis of needs to design speaking materials by incorporating ESA method and elaborate the implementation of designed material by cooperating ESA method in the section through the Interview and questionnaire. In the first step of the research which is research and information collecting, the

researcher collected the data and information, doing interview with the English Teacher and Students' of SMA Negeri 5 Langsa and distributing questionnaire to describe analysis of needs to design speaking materials by incorporating ESA method at SMA Negeri 5 Langsa. In carried out the interview activities, the researcher conducted with English teachers. From the results of the interviews, the researcher discovered several informations related to the analysis of needs to design speaking materials by incorporating ESA method.

1. How process delivering speaking material gotten ?

Answer : The process of delivering speaking in class only uses 20% using speaking. Because the understanding of speaking in this school is still very low. For the initial stage, only the pronunciation of vocabulary and the pronunciation of only a few sentences.

2. What method is used in teaching Speaking ?

Answer : I teach many methods, but they are monotonous. Usually I immediately make a practice there is also a group discussion

3. What are the problems in applying that the method ?

Answer : The problem is in the student's ability. Then from pronunciation also often mispronounce vocabulary.

4. What media is used in teaching speaking ?

Answer : I usually use infocus , play songs , play videos.

5. How does the teacher evaluate the students' speaking practice ?

Answer : because speaking is direct, so I judge it directly, judging from the ability of each student too

Based on the results of interviews between researchers and participants through 5 questions, researchers get information that the process of learning speaking in class is only used 20%. Because it is still very low for delivery using speaking. And as explained by the participants, many methods are used but they are often boring. Another obstacle for students is the delivery of their vocabulary which is still mispronounced. Then participants usually use Infocus media to play songs, videos to make it easier for students to learn. As for evaluating learning, participants directly assess the students' ability in speaking.

In order to gather the information needed for the designed teaching English materials. The researcher distributed questionnaire to analysis of needs to design teaching English speaking materials. In the closed-ended statements of the questionnaire. The particular numbers were statements number 1 to 15. The result can be seen in charts. In the closed- ended questionnaire form, there were scores given in each statement stated in the questionnaire. The score was made based on certain meaning. They are as follows:

| Score | Classification |
|-------|----------------|
| 1 | Always (A) |
| 2 | Often (O) |
| 3 | Sometimes (S) |
| 4 | Never (N) |

Based on the results of the questionnaire scores to explain the analysis needed, the researcher will explain the results of the frequency and percentage of each question

1. “ I feel lazy and not enthusiastic about taking English lessons”

| No | Category | Frequent | Percentage |
|----|-----------|----------|------------|
| 1 | Always | 2 | 8,5 % |
| 2 | Often | 2 | 8,5 % |
| 3 | Sometimes | 13 | 57 % |
| 4 | Never | 6 | 26 % |

Based on the table above, it showed that the percentage 57 % who chosen Sometimes, most of the students’ sometimes inattentive and enthused in learning English.

2. I not often repeat English Lessons

| No | Classification | Frequent | Percentage |
|----|----------------|----------|------------|
| 1 | Always | 2 | 8,5 % |
| 2 | Often | 7 | 31 % |
| 3 | Sometimes | 10 | 44 % |
| 4 | Never | 4 | 17 % |

Based on the table above, it showed that the percentage 44 % who chosen Sometimes, it means that the students’ rarely repeated English lesson.

3. “ I don’t feel confident when speaking English”

| No | Classification | Frequent | Percentage |
|----|----------------|----------|------------|
| 1 | Always | 3 | 13 % |
| 2 | Often | 15 | 65 % |
| 3 | Sometimes | 3 | 13 % |
| 4 | Never | 2 | 9 % |

Based on the table above, it showed that 65 % who chosen often, it means that the students' less confident in speaking English, because they are not used to speak it.

4. “ I am afraid of making mistakes when speaking English with other people “

| No | Classification | Frequent | Percentage |
|----|----------------|----------|------------|
| 1 | Always | 4 | 17 % |
| 2 | Often | 16 | 70 % |
| 3 | Sometimes | 2 | 9 % |
| 4 | Never | 1 | 4 % |

Based on the table above, it showed that 70 % who chosen often, it means that the students' scared of making mistakes when speaking English with other.

5. “ I am afraid I don't understand what the teacher said in English “

| No | Classification | Frequent | Percentage |
|----|----------------|----------|------------|
| 1 | Always | 4 | 17 % |

| | | | |
|---|-----------|----|------|
| 2 | Often | 11 | 48 % |
| 3 | Sometimes | 7 | 31 % |
| 4 | Never | 1 | 4 % |

Based on the table above, it showed that 48 % who chosen often, it means that the students' felt worried they didn't understand about what teacher said.

6. "I am not used to practice speaking English with my friends at school"

| No | Classification | Percentage | Frequent |
|----|----------------|------------|----------|
| 1 | Always | 4 | 17 % |
| 2 | Often | 8 | 35 % |
| 3 | Sometimes | 7 | 31 % |
| 4 | Never | 4 | 17 % |

Based on the table above, it showed that 35 % who chosen often, it means that the students' not used to practice speaking English at school.

7. "I did not record conclusions or important points from the materials explained by the teacher"

| No | Classification | Percentage | Frequent |
|----|----------------|------------|----------|
| 1 | Always | 3 | 13 % |
| 2 | Often | 2 | 9 % |
| 3 | Sometimes | 6 | 26 % |

| | | | |
|---|-------|----|------|
| 4 | Never | 12 | 52 % |
|---|-------|----|------|

Based on the table above, it showed that 52 % who chosen Never . it means that most of student's did not to record conclusions points from the materials explained by teacher.

8. “ I am afraid the English teacher correct every mistakes that i made “

| No | Classification | Percentage | Frequent |
|----|----------------|------------|----------|
| 1 | Always | 3 | 13 % |
| 2 | Often | 12 | 52 % |
| 3 | Sometimes | 5 | 22 % |
| 4 | Never | 3 | 13 % |

Based on the table above, it showed that 52 % who chosen Often, it means that the most of the students' afraid the English teacher correct every mistake.

9. “ I find it difficult when speaking in English”

| No | Classification | Frequent | Percentage |
|----|----------------|----------|------------|
| 1 | Always | 4 | 17 % |
| 2 | Often | 14 | 62 % |
| 3 | Sometimes | 4 | 17 % |
| 4 | Never | 1 | 4 % |

Based on the table above, it showed that 62 % who chosen Often it means that the most of the students' difficult when speaking English.

10. " I feel reluctant to ask questions about the material explained by teacher during the lesson"

| No | Classification | Frequent | Percentage |
|----|----------------|----------|------------|
| 1 | Always | 6 | 26 % |
| 2 | Often | 10 | 44 % |
| 3 | Sometimes | 6 | 26 % |
| 4 | Never | 1 | 4 % |

Based on the table above, it showed that 44 % who chosen Often, it means that the most of the students's reluctant to ask questions about the material.

11. " I have difficulty in speaking English because of my lack of vocabulary"

| No | Classification | Frequent | Percentage |
|----|----------------|----------|------------|
| 1 | Always | 3 | 13 % |
| 2 | Often | 15 | 66 % |
| 3 | Sometimes | 4 | 17 % |
| 4 | Never | 1 | 4 % |

Based on the table above, it showed that 66 % who chosen Often, it means most of the students difficult in speaking English because the students' lack of vocabulary.

12. “ I feel confused when I have to deliver learning materials using English”

| No | Classification | Frequent | Percentage |
|----|----------------|----------|------------|
| 1 | Always | 4 | 17 % |
| 2 | Often | 11 | 48 % |
| 3 | Sometimes | 5 | 22 % |
| 4 | Never | 3 | 13 % |

Based on the table above, it showed that 48 % who chosen often, it means that the students confused when the teacher delivers the material used English.

13. “ I often feel nervous when speaking in English “

| No | Classification | Frequent | Percentage |
|----|----------------|----------|------------|
| 1 | Always | 7 | 30 % |
| 2 | Often | 14 | 62 % |
| 3 | Sometimes | 1 | 4 % |
| 4 | Never | 1 | 4 % |

Based on the table above, it showed 60 %, who chosen often, it means that the students shy when they are speaking in English.

14. “ When speaking English I often say the wrong word “

| No | Classification | Frequent | Percentage |
|----|----------------|----------|------------|
| 1 | Always | 9 | 39 % |
| 2 | Often | 11 | 48 % |
| 3 | Sometimes | 2 | 9 % |
| 4 | Never | 1 | 4 % |

Based on the table above, it showed that 48 % who chosen often, it means that the students’ often said the wrong word.

15. “ I have difficulty when speaking English due to lack of motivation to speak English”

| No | Classification | Frequent | Percentage |
|----|----------------|----------|------------|
| 1 | Always | 4 | 17 % |
| 2 | Often | 16 | 70 % |
| 3 | Sometimes | 2 | 9 % |
| 4 | Never | 1 | 4 % |

Based on the table above, it showed that 70 % who chosen often, it means that the students’ difficulty when speaking English due to lack of motivation to speak. Based on the results of interviews and interviews, researchers have analyzed and obtained information that English teachers use audio-visual media such as playing videos and playing songs as a medium for speaking, and sometimes it seems

monotonous. Then students are still less motivated in learning English and their speaking comprehension is still low. For this reason, researchers designed the Asking and giving opinion material by combining the ESA (Engage, Study, Activate) method to be applied in the classroom.

2. Designing

Activities in this phase are designing the teaching process with speaking material, designing activities, and instruments that are ordered. The design of this material process is based on the results of the preliminary investigation where the researcher has conducted questionnaires and interviews. Before making a design, we need to analyze the topic that will be devoted to Identification, detailing and systematically compiling the principles of the material to be taught by students. Because the material that will be applied in this research were speaking material by incorporating ESA(Engage Study Activate). There are 7 materials that are designed :

| Topic |
|------------------------------|
| 1. Asking and Giving Opinion |
| 2. Expressing Satisfaction |
| 3. Unforgettable Experience |
| 4. Expressing Embarassement |
| 5. Expressing Anger |
| 6. Expressing Annoyance |
| 7. Expressing Sadness |

At this stage the researcher systematically arranges the topic materials that will be distributed to students. The results of the initial investigations that have been carried out. Researchers designed the materials by Incorporating ESA (Engage, Study Activate) method. the materials are designed based on the needs of students' in speaking activities. with the hope that students can be more confident and confident in speaking English. Students can gain new experiences through the learning process, and increase the attitude of being responsible, caring, and cooperative during learning and being more interested in English lessons (Engage), students can also focus on learning and can freely express their opinion with the words they have (Study). Then at the end, students can be actively creative with their friends (Activate).

3. Realization/ Construction

The activity carried out in this phase is implementation speaking material in teaching process. This design is a guide for the steps that will be taken by educators in learning and arranged in activity scenarios. The preparation of this material design is adjusted to the stages by combining the ESA (Engage, Study Activate) method. The result of this phase is prototype 1.

The researcher uses the Plomp development model as a basis in the development process. Furthermore, the design of this speaking material is adjusted to the ESA (Engage Study Activate) method so that this research can be achieved properly. The following are the stages of learning activities on the materials

- Preliminary activities

As for this activity in the form of delivery of learning objectives, delivery of activity plans, delivery of apperception, and providing motivation. The learning objectives that are conveyed to students are intended so that students get an overview of the material to be studied at the meeting. In this activity, the researcher involved students in order to arouse students' enthusiasm for learning.

- Core activities

As for the core activity, students are divided into 5 groups, then students get pictures, as learning media, this is to attract attention so students don't feel bored (engage stage). Students are invited to observe the pictures given related to the topic. Then each group discusses the material. at this stage students are not focused on language construction, so students will be active in conveying or asking opinions (study stage), then each group expresses opinions about the topic according to the images that are shared (activate stage) Researchers provide feedback and flashbacks about the material in order to get a learning experience .

- Closing activities

In this activity, the researcher concludes the material, and then asks students to apply the expressions they have learned in the topic. As an evaluation, the researcher invites students to recall the material that has been learned at the meeting by asking questions and then students answer it verbally.

The researcher designed the speaking materials by combining the ESA (Engage, Study, Activate) method, with the teaching process the material design can be implemented. The relationship with these aspects is designed in steps or

learning activities. This activity is made to make students more enthusiastic in carrying out speaking activities and more confident in speaking.

4. Testing , Evaluation, Revision

There are two activities carried out in this phase, namely validation of designs to teachers and conducting trials to implement the design of speaking materials, namely asking and giving opinion by combining the ESA (Engage, Study Activate) method.

- Expert validation

The design produced in the realization phase is then consulted with the English teacher. Before being tested to implement in the classroom. This stage aims to determine the suitability of the material design materials in the process of teaching activities, namely the content or activities of the steps of the core learning activities. The results of the validation are in the form of criticism and suggestions from the validator which are used as revision material to produce prototype II.

| No | Design teaching material | Before revision | After Revision |
|----|--------------------------|-----------------|----------------|
| | | | |

| | | | |
|---|---|--|---|
| 1 | The activity steps in the materials (Core Activity) | The core activities for learning do not place students as centered in learning | The core activities for learning involve students in each activity. The teacher is a facilitator who trains students to be active in the classroom. |
| | | | |

- Material design implementation trials

This activity is limited to only one class. This activity was carried out in one meeting. The learning is carried out with an allocation of 70 minutes for each meeting. As for the evaluation carried out with an allocation of 90 minutes. This implementation trial was carried out at SMA Negeri 5 Langsa. After conducting implementation trials, the researchers revised the design of the teaching materials. Researchers revise designs that are still not suitable when tested.

5. Implementation

Having the completion in step four, the model step is implemented to the users. At this stage the researcher applies the speaking materials has been designed.

The first, namely Engage, is carried out to provoke students to think and speak as well as arouse students' interest so that they are interested in participating in learning activities. As for the process, the researcher must encourage students to be interested and involve their emotions. following the lesson. The process in the classroom is that the first researcher greets, reads a prayer before learning begins and checks student attendance. After that, the researcher told the learning objectives and asked the students about asking and giving opinion. some students just keep quiet. Many of the students forgot the material for asking and giving opinion. But there are also students who still remember the material. Then the researcher gave speaking materials and explained about the definition, purpose, and language features.

The second stage, namely (study) lessons focus on the core of the lesson. The activity begins by showing the material that must be achieved in learning, exploring students' knowledge so that they are involved in the lesson to prevent boredom. The researcher made groups to discuss and write examples based on the topic. Each group consists of 5 people. And then the researcher gives a picture to attract students to think and develop their ideas to explain what is in the picture. After students pay attention to a picture, the researcher gives instructions and explains how to ask or give opinions to others. And the researcher also gave questions to students about the picture so that it was expressed according to the material. This is done so that all students are active in asking and giving opinions.

Third (activate), at this stage, students are not focused on certain language constructions. but use their knowledge of the language in carrying out tasks. After discussing with the group, the researcher asked each group to be able to explain in detail about the picture related to the topic. This is done with the aim of making students use language communicatively and according to the abilities of each student. Then the evaluation is carried out at the end of the lesson, namely the researcher asks students' understanding of the material being taught so that researchers can find out the extent of students' understanding of the material being taught.

B. Discussion

1. The need analysis for designing speaking materials by incorporating ESA method at SMA Negeri 5 Langsa.

In this discussion section, the researcher discusses the results of interviews and questionnaires. Before designing the material, the researcher has conducted an analysis to meet the needs of students to make it easier for students to speak. The researcher conducted an interview with one of the English teachers and then distributed questionnaires to the students. The results of the interview with the English teacher showed that the students' speaking was still very low. Another obstacle from the students is the delivery of their vocabulary which is still mispronounced, there are 15 people with a frequency of 65%, some students also lack vocabulary. Then the results on the questionnaire are also the same, there are a lot of students who are still not

confident there are 15 people with a percentage of 65% of students not confident when speaking English. Researchers have found the results of this questionnaire and interview analysis to design teaching materials to make it easier for students to speak, using Asking and giving Opinion materials by combining the ESA (Engage, Study, Activate) method.

The result of the analysis of students' answer from the questionnaire showed that in aspect one which consisted of three statements most student's really needed design speaking materials that was easy to understand, in aspect two showed that most students' really need the design of speaking material that is learning creative which is found learning and speaking material that can motivate encourage the curiosity of students' in term of materials speaking that active and fun. In aspect three the result of the analysis of student's answer from the questionnaire showed that most student's really need speaking criteria that work in pairs and group work, as well as speaking material whose activities are learning while playing in terms of good speaking materials criteria in terms of interactivity.

2. The Implementation of design material by incorporating ESA method

To answer the second question, researchers have been desain the speaking materials based on what students' needs. Implemented design teaching materials by combining the ESA method. The first materials is Asking and giving opinion, this material developed based on the needs of students, namely learning activities that can make them able to speak English with their friends in class. The second

material is Expressing Satisfaction and dissatisfaction, this material is designed so that students are more active in speaking and have more confidence. The third material, namely, unforgettable experience, this material is designed so that students are more enthusiastic in expressing what they feel. The fourth material is Expressing Embarrassment, this material is designed so that students are not afraid to make mistakes when speaking. The fifth material is Expressing Anger, this material is designed so that students are free to express their feelings using English, so they don't find it difficult when speaking. The sixth material is Expressing Annoying, this material is designed so that students use more expressions in dialogue in order to train them not to be afraid of making mistakes in talking to other people. The last material, Expressing Sadness, is designed so that students don't worry about what their teacher says. so they need a teacher who doesn't get angry when students don't understand. On each material complied by cooperating ESA(Engage Study Activate), the first Engage, is carried out to provoke students to think and speak as well as arouse students' interest so that they are interested in participating in learning activities. The second Study, lessons focus on the core of the lesson. The activity begins by showing the material that must be achieved in learning, exploring students' knowledge. The third, Activate, the students are not focused on certain language construction, but use their knowledge of the language in carrying out tasks. After the book was tested in the classroom there was a significant change in the way students received English lessons in class. They are more active in class more enthusiastic in learning, and more confident when speaking English.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on research results on the Chapter IV, it was obtained some conclusion as follows :

1. The need analysis for designing speaking materials by incorporating ESA Method.

To answer this question, the researcher has conducted research. First, the researcher collects any data and information about the students' needs. As for their needs in speaking, they need motivation in fun learning so they do not get bored easily in learning English, then other needs students need learning activities that can make them more confident in speaking. Students also need teachers who can direct them in learning. Second, the researcher design the materials, the design of this material process is based on the results of the preliminary investigation where the researcher has conducted quissionnaires and interviews. Before making a desaign, we need to analyze the topic that will be devoted to identification, detailing and systematically compiling the principles of the material to be taught by students. The material that applied this research were speaking material by incorporating ESA (Engage, Study Activate). Third , Realization/ Construction, this phase is implemention speaking material in teaching process. The following are the stages of learning activities on the materials : preliminary activities, the learning objectives that are conveyed to students are intended so that students get an overview of the material to be studied at meeting. Core activities in this activity students made into groups then

students given pictures in order to get attention so they do not feel bored. Closing activities , in this activity the researcher concludes the material, as an evaluation, the researcher invites students to recall the material that has been learned at the meeting by asking questions and then students answer it verbally. Fourth, Testing ,Evaluation,Revision, there are two activities carried out in this phase, namely validation of designs to teachers and conducting trials to implement the design of speaking materials incorporating ESA (Engage, Study,Activate). the last, Implementation , at this stage the researcher apply the speaking materials has been designed.

2. The Implementation of the design material by incorporating Esa Method.

To answer the second question, researchers have been desain the speaking materials based on what students' needs. Implemented design teaching materials by combining the ESA method. The first materials is Asking and giving opinion, this material developed based on the needs of students, namely learning activities that can make them able to speak English with their friends in class. The second material is Expressing Satisfaction and dissatisfaction, this material is designed so that students are more active in speaking and have more confidence. The third material, namely, unforgettable experience, this material is designed so that students are more enthusiastic in expressing what they feel. The fourth material is Expressing Embarassment, this material is designed so that students are not afraid to make mistakes when speaking. The fifth material is Expressing Anger, this material is designed so that students are free to express their feelings using

English, so they do not find it difficult when speaking. The sixth material is Expressing Annoying, this material is designed so that students use more expressions in dialogue in order to train them not to be afraid of making mistakes in talking to other people. The last material, Expressing Sadness, is designed so that students don't worry about what their teacher says. so they need a teacher who doesn't get angry when students do not understand. On each material complied by cooperating ESA(Engage Study Activate), the first Engage, is carried out to provoke students to think and speak as well as arouse students' interest so that they are interested in participating in learning activities. The second Study, lessons focus on the core of the lesson. The activity begins by showing the material that must be achieved in learning, exploring students' knowledge. The third, Activate, the students are not focused on certain language construction, but use their knowledge of the language in carrying out tasks. After the book was tested in the classroom there was a significant change in the way students received English lessons in class. They are more active in class , more enthusiastic in learning, and more confident when speaking English.

Suggestions

Based on the conclusion above, the researcher believes that Designing Teaching English Material for speaking activity by incorporating ESA Method at SMA Negeri 5 Langsa can be improved by doing following suggestions :

1. The English teachers should try to use ESA (Engage, Study, Activate) method for teaching activity in speaking . By ESA method, the students can

be more confident and enthusiastic to speak English, be more deliver their opinion, get many new vocabularies, and more interactive with other students in the classroom.

2. For school, it is recommended to often provide training for teachers to be more creative and proficiency in teaching.
3. For students, the students must be improve their skill and knowledge in learning.
4. The future researcher hopefully can solve the problem of students' especially in speaking that the researcher found by Incorporating ESA (Engage, Study, Activate) with other method to make the learning process perfect.

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| | |
|------------|--|
| APPENDIX A | : Interview |
| APPENDIX B | : Questionnaire |
| APPENDIX C | : Score Quisionnaire |
| APPENDIX D | : RPP (Rencana Pelaksanaan Pembelajaran) |
| APPENDIX E | : Design Teaching Material |

Sample of The interview Transcript

| Teachers | Answer |
|--|---|
| 1. How Process delivering speaking material gotten ? | Iya, kalau dalam materi itu tidak semuanya terfokus pada speaking, terkadang terlewati materi nya karna tidak fokus pada speaking. Kalau saya mengajar nya 50 % bahasa Indonesia 50 |

| | |
|--|---|
| | <p>% bahasa Inggris, agar mereka paham.</p> <p>Proses penyampaian berbicara di kelas hanya menggunakan 20% menggunakan berbicara. Karena pemahaman berbicara di sekolah ini masih sangat rendah.</p> <p>Untuk tahap awal, hanya pengucapan kosakata dan pengucapan beberapa kalimat saja.</p> |
|--|---|

| Teachers | Answer |
|---|---|
| 2. What method is used in teaching Speaking ? | <p>Metode belajar itu kan banyak sekali ya, jadi metode yang saya ajarkan di SMA Negeri 5 ini saya rasa cenderung monoton. Apalagi untuk 3 tahun kebelakang karna pandemic covid 19 ini lebih banyak online. sebelumnya saya hanya mengirim voice note untuk tugas nya. Kalau tatap muka biasanya</p> |

| | |
|--|--|
| | saya buat diskusi dan berkelompok, dan nada yang langsung praktek. |
|--|--|

| Teachers | Answer |
|--|---|
| 3. What are the problems in applying that the method ? | Kalau kemampuan speaking kendala nya di kemampuan siswa, terus dari pronunciation, pelafalan karna mereka memang bahasa inggris betul-betul menjadi bahasa asing. Jadi mereka mungkin mengenal bahasa inggris itu dari game/ permainan, dan kemudian saya juga sering tes, banyak salah pengucapan. |

| Teachers | Answer |
|--|--|
| 4. What media is used in teaching speaking ? | Kalau secara normal saya menggunakan infocus, saya putarkan lagu, saya putarkan video. Video berasal dari Youtube. |

| Teacher | Answer |
|---------|--------|
|---------|--------|

| | |
|---|--|
| 5. How does the teacher evaluate the students' speaking practice? | Berhubung speaking itu direct, secara langsung, jadi saya bisa menilai langsung, cuman kalau dari kita lihat kemampuan siswanya, biasanya sih , bedanya ketika membaca itu paham pelafalan atau tidak, misalnya pada materi menyanyi di bolehkan membaca teks, tapi nanti beberapa tidak boleh memakai teks. Jadi kalau untuk penilaian secara langsung. |
|---|--|

A. Petunjuk Pengisian Kuisisioner

1. Isilah identitas pada tempat yang telah disediakan.
2. Bacalah setiap pertanyaan dengan teliti, kemudian beri tanda check list (√) pada salah satu jawaban yang anda anggap paling sesuai dengan keadaan anda sebenarnya.
3. Atas kerja sama dan partisipasi anda dalam mengisi instrumen kuesioner ini peneliti ucapkan terima kasih.
4. Pedoman alternative jawaban adalah sebagai berikut :

SS = Sering Sekali

S = Sering

KD = Kadang-Kadang

TP = Tidak Pernah

B. Identitas Siswa

Nama :

Kelas :

Hari/Tanggal :

C. Uraian Pertanyaan

| No | Pertanyaan | Alternatif Jawaban | | | |
|----|--|--------------------|---|----|----|
| | | SS | S | KD | TP |
| 1 | Saya merasa malas dan tidak bersemangat mengikuti pelajaran Bahasa Inggris. (I feel lazy and not enthusiastic about taking English lessons) | | | | |
| 2 | Saya tidak sering mengulang kembali pelajaran bahasa inggris. (I often repeat English lessons) | | | | |
| 3 | Saya tidak merasa percaya diri ketika berbicara bahasa inggris (I don't feel confident when speaking English) | | | | |
| 4 | Saya takut membuat kesalahan ketika berbicara bahasa inggris dengan orang lain. (I am afraid of making mistakes when speaking English with other people) | | | | |

| | | | | | |
|----|---|--|--|--|--|
| 5 | Saya takut tidak mengerti apa yang di katakan oleh guru dalam bahasa inggris. (I am afraid i don't understand what the teacher said in English) | | | | |
| 6 | Saya tidak terbiasa praktek berbicara bahasa inggris dengan teman saya di sekolah. (I am not used to practice speaking English with my friends at school) | | | | |
| 7 | Saya tidak mencatat kesimpulan atau poin penting dari materi yang dijelaskan oleh guru. (I did not record conclusions or important points from the material explained by the teacher) | | | | |
| 8 | Saya merasa takut guru bahasa inggris mengoreksi setiap kesalahan yang saya buat. (I am afraid the English teacher correct every mistakes that i made) | | | | |
| 9 | Saya merasa sulit ketika berbicara dalam bahasa inggris. (I find it difficult when speaking in English) | | | | |
| 10 | Saya merasa enggan mengajukan pertanyaan tentang materi yang diterangkan oleh guru selama pembelajaran. (I feel reluctant to ask questions about the material explained by the teacher during the lesson) | | | | |
| 11 | Saya memiliki kesulitan dalam berbicara bahasa inggris karena kurang nya kosa kata yang saya miliki. (I have difficulty in speaking English because of my lack of vocabulary) | | | | |
| 12 | Saya merasa bingung ketika guru menyampaikan materi pembelajaran dengan menggunakan bahasa inggris. (I feel confused when I have to deliver learning materials using English) | | | | |
| 13 | Saya sering merasa gugup ketika berbicara dengan menggunakan bahasa inggris. (I often feel nervous when speaking in English) | | | | |
| 14 | Ketika berbicara bahasa inggris, saya sering mengucapkan kata yang kurang tepat. (when speaking English i often say the wrong word) | | | | |
| 15 | Saya memiliki kesulitan ketika berbicara bahasa inggris karena kurangnya motivasi untuk berbicara bahasa inggris. (I have difficulty when speaking English due to lack of motivation to speak English) | | | | |

| RENCANA PELAKSANAAN PEMBELAJARAN (RPP) | |
|---|---|
| Satuan Pendidikan | : SMA NEGERI 5 LANGSA |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : IX/Ganjil |
| Tahun Pelajaran | : 2022/2023 |
| Materi Pokok | : Asking and Giving Opinion |
| Alokasi Waktu | : 9 JP (3 Pertemuan) |
| KOMPETENSI DASAR | |
| 4.8 | Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberikan dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/ kegiatan, sesuai dengan konteks penggunaannya. |
| 4.9 | <i>Asking and Giving Opinion</i> |
| 4.9.1 | Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. |
| Tujuan Pembelajaran | |
| Adapun tujuan pembelajaran ini yaitu menggunakan media gambar yang di gabungkan dengan metode ESA (Engage, Study , Activate) yang menuntun peserta didik untuk aktif belajar, dan berani menanyakan pendapat, dan menyampaikan pendapat, serta responnya. | |
| Indikator | |
| <ul style="list-style-type: none"> • Melafalkan ungkapan-ungkapan yang menunjukkan meminta dan menyampaikan pendapat • Membedakan ungkapan meminta pendapat dengan ungkapan menyampaikan pendapat. | |

| | | |
|--|---|--|
| <ul style="list-style-type: none">• Menggunakan ungkapan-ungkapan yang menunjukkan meminta dan menyampaikan pendapat.• Membuat percakapan sederhana tentang meminta dan menyampaikan berdasarkan tema. | | |
| Kegiatan Pendahuluan | | |
| <p>Penguatan Pendidikan Karakter, Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran, memeriksa kehadiran peserta didik sebagai sikap disiplin</p> <p>Apersepsi Mengaitkan materi/<i>tema/kegiatan</i> pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/<i>tema/kegiatan</i> sebelumnya,</p> <p>Motivasi Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</p> <p>Pemberian Acuan, Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.</p> <p>Memberitahukan tentang kompetensi inti, kompetensi dasar, indikator, Pembagian kelompok belajar, Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</p> | | |
| Kegiatan Pembelajaran (mengakomodasi model collaborative learning) | | |
| <ul style="list-style-type: none">• Siswa di bagi menjadi 5 kelompok, tiap kelompok ada 5/6 siswa.• Siswa mendapatkan gambar, sebagai media pembelajaran, hal ini untuk menarik perhatian agar siswa tidak merasa bosan. (tahapan Engage / melibatkan siswa agar tertarik dalam belajar)• Setiap kelompok sudah memilih tema permasalahan yang akan di diskusikan.• Siswa mendapatkan catatan mengenai ungkapan- ungkapan apa saja yang di gunakan untuk mengekspresikan meminta dan mengungkapkan pendapat.• Siswa di beri waktu untuk memahami ungkapan-ungkapan yang telah diberikan sesuai dengan gambar yang di berikan.(tahapan Study, siswa di fokuskan untuk belajar dan memahami ungkapan sesuai dengan tema gambar yang di berikan)• Setiap kelompok berdiskusi sesuai tema yang di sediakan. Setiap kelompok membuat pernyataan atau menyampaikan pendapat tentang topic tersebut sesuai dengan gambar yang di bagikan.• Siswa bersama dengan guru melakukan flashback dan feedback mengenai materi agar memperoleh pengalaman belajar dengan menanyakan kesulitan siswa dalam mengungkapkan, mengekspresikan, meminta dan menyampaikan pendapat. | | |
| PENUTUP | | |
| <ul style="list-style-type: none">• Menyimpulkan pelajaran yang sudah dibahas• Menyuruh siswa untuk menerapkan ungkapan-ungkapan yang di pelajari dalam situasi yang sebenarnya, siswa bebas mengungkapkan pendapat mereka. (tahapan activate/ siswa tidak di fokuskan pada konstruksi bahasa, jadi siswa akan aktif dalam menyampaikan / menanyakan pendapat).• Mengucapkan salam penutup. | | |
| Refleksi dan konfirmasi | Pencapaian siswa / formatif asesmen dan refleksi guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan | |
| PENILAIAN | | |
| SIKAP : Kerja sama dalam berkelompok dan berdiskusi mengenai materi yang diajarkan Tanggung jawab dalam penyelesaian tugas materi | PENGETAHUAN | KETERAMPILAN Mengerjakan tugas sesuai dengan materi yang di ajarkan. |

Lampiran Desain Teaching Material

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : IX/ Ganjil

Tahun ajaran : 2022/2023

Materi Pokok : Asking and Giving Opinion

B. Kompetensi inti

1. Menghargai dan menghayati ajaran agama yang di anutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami, dan menerapkan pengetahuan (factual, konseptual,dan procedural) berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni budaya terkait fenomena dan kejadian.
4. Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) sesuai dengan yang di pelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

C. Kompetensi Dasar

- 4.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan suatu tindakan/ kegiatan, sesuai dengan konteks penggunaannya.
- 4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait maksud, tujuan, persetujuan melakukan sesuatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Indikator

Pada akhir pembelajaran, siswa diharapkan dapat :

1. Melafalkan ungkapan-ungkapan yang menunjukkan meminta dan menyampaikan pendapat.
2. Membedakan ungkapan meminta pendapat dengan ungkapan menyampaikan pendapat.
3. Menggunakan ungkapan-ungkapan yang menunjukkan meminta dan menyampaikan pendapat.
4. Membuat percakapan sederhana tentang meminta dan menyampaikan berdasarkan tema.

E. Materi Pokok

Bab ini memuat materi pokok teks lisan dan tulis untuk menanyakan pendapat, menyampaikan pendapat serta responnya. Kemampuan ini dapat meningkatkan kecerdasan sosial peserta didik, terutama menunjukkan perhatian bagi kebaikan orang lain.

- Fungsi sosial

Menjaga hubungan interpersonal dengan guru dan teman

- Struktur teks

- Menanyakan pendapat (Asking Opinion)

✓ *What do you think of ?*

✓ *What is your idea ... ?*

✓ *What are your thoughts on ...?*

✓ *What is your point of view?*

✓ *What/how do you think/reckon about ...?*

✓ *How do you think of my idea?*

- ✓ *How do you feel about ...?*
- ✓ *Do you have any idea?*
- ✓ *Do you have opinion of ...?*

- Menyatakan pendapat (Giving Opinion)

- ✓ *I think/Personally I think...*
- ✓ *In my opinion/In my humble opinion....*
- ✓ *From my point of view...*
- ✓ *To/in my mind...*
- ✓ *I (strongly) believe (that) ...*
- ✓ *As for me, I reckon...*
- ✓ *As far as I am concerned ...*
- ✓ *To be honest...*

- Unsur kebahasaan

Kosa kata, tata bahasa , ucapan, tekanan kata, intonasi, dan ejaan.

- Topik

Tindakan dan kegiatan peserta didik di sekolah, rumah, dan lingkungan sekitar yang dapat menumbuhkan perilaku yang termuat di K.I

F. Tujuan pembelajaran

Peserta didik secara aktif belajar menggunakan ungkapan-ungkapan untuk menanyakan pendapat dan menyampaikan pendapat, serta responnya.

G. Materi Pembelajaran

Expressions of Asking Opinion and Giving Opinion

| Asking for opinion | Giving opinion |
|---------------------------------|---|
| What do you think of ... | I think personally ... |
| What is your idea ... | In my opinion/ in my humble opinion |
| What are your thoughts on ... | From my point of view ... |
| How do you think of my idea ... | To / in my mind ... |
| How do you feel about ? | As for me, I reckon ... |
| Do you have any idea ? | I personally think... |
| Do you have opinion of ... | To be honest ... |

Contoh percakapan Asking and Giving opinion

Example 1 :

Victoria : Hi Kevin, have you heard about the new bakery store ?

Kevin : Yes, I have

Victoria : what do you think about it ?

Kevin : Personally, I think the flavor is little bit to sweet.

Victoria : Hmm.. I disagree with you.

Kevin : Then, what is your point of view ?

Victoria : in my opinion the cake and bread is delicious.

Kevin : fair enough. As far as I am concerned they're still new so they can still develop.

Victoria : yes, I totally agree with you.

Example 2.

Bismi : Hi Reza, by the way, I just don't understand why you guys like smoking ?

Reza : Well.. it's nice you know ...

Bismi : Nice ? What's nice about smoking ? in my opinion, there is nothing nice about smoking; it's dangerous for your health. And it waste of money.

Reza : Maybe you'll believe it when you get your lung cancer.

H. Metode Pembelajaran

Engage, Study, Activate (ESA) adalah salah satu metode pembelajaran yang dikembangkan oleh Jeremy Harmer. ,Engage , Study , Activate (ESA) memiliki tahapan-tahapan yang di sajikan untuk membantu pembelajar belajar lebih aktif dan efektif dalam berbahasa. Ada 3 fase yang pertama, Engage, fase ini dimana guru mencoba untuk membangkitkan minat siswa, sehingga melibatkan emosi maupun

perasaan mereka. Karena dengan begitu siswa dapat mengingat pelajaran dan tidak membosankan sehingga mereka tergerak, terhibur dan tertantang untuk belajar. Kemudian fase kedua yaitu, study, pada fase kegiatan ini dimana siswa harus fokus pada bahasa atau informasi, maupun konstruksi bahasa yang menjadi fokus utama bisa berupa kata, suara, atau kata kerja. Kemudian fase terakhir ada Activate, pada tahap ini siswa di minta untuk aktif dalam berbicara, siswa dapat bebas menggunakan bahasa yang mereka bisa dan kuasai. Beberapa cara yang lebih baik untuk melatih bahasa yaitu dengan cara, bermain peran, debat, diskusi dan bercerita. Adapun tujuan dari metode ini adalah untuk menuntun siswa agar lebih aktif belajar, dan lebih percaya diri dalam berbicara menggunakan bahasa Inggris.

I. Langkah- Langkah Kegiatan

1. Kegiatan Pendahuluan (5 menit)

- ✓ Memberi salam
- ✓ Mengecek kehadiran siswa
- ✓ Menggali pengetahuan awal siswa mengenai bagaimana mengekspresikan menyampaikan dan meminta pendapat.
- ✓ Menjelaskan kepada siswa mengenai tujuan pembelajaran.

2. Kegiatan Inti (40)

- ✓ Siswa di bagi menjadi 5 kelompok, tiap kelompok ada 5/6 siswa.
- ✓ Siswa mendapatkan gambar, sebagai media pembelajaran, hal ini untuk menarik perhatian agar siswa tidak merasa bosan (tahapan engage/ melibatkan siswa agar tertarik dalam belajar)

- ✓ Setiap kelompok memilih tema permasalahan yang akan di diskusikan.
 - ✓ Siswa mendapatkan catatan mengenai ungkapan-ungkapan yang telah di berikan sesuai dengan gambar yang di berikan. (tahapan study, siswa di fokuskan untuk belajar dan memahami ungkapan sesuai dengan tema gambar yang di berikan)
 - ✓ Setiap kelompok berdiskusi sesuai tema yang di sediakan.
 - ✓ Setiap kelompok membuat pernyataan atau menyampaikan pendapat tentang topic tersebut sesuai dengan gambar yang dibagikan.(tahapan activate/ siswa tidak di fokuskan pada konstruksi bahasa, jadi siswa akan aktif dalam menyampaikan/ menanyakan pendapat).
 - ✓ Siswa bersama guru melakukan flashback dan feedback mengenai materi agar memperoleh pengalaman belajar dengan menanyakan kesulitan siswa dalam mengungkapkan, mengekspresikan, meminta dan menyampaikan pendapat.
3. Kegiatan Penutup (5 menit)
- ✓ Menyimpulkan materi pembelajaran
 - ✓ Menyuruh siswa untuk menerapkan ungkapan- ungkapan yang di pelajari dalam situasi yang sebenarnya
 - ✓ Mengucapkan salam penutup.

J. Sumber belajar

Buku teks

Judul buku : Bahasa Inggris stop bullying now kelas XI

K. Penilaian

- a. Sikap : Mandiri, tanggung jawab, dan percaya diri

- b. Pengetahuan : Tes lisan dan tulisan
- c. Keterampilan : Mengerjakan tugas sesuai dengan materi yang di ajarkan.

DOCUMENTATION

*English materials for
Speaking Activity by
Incorporating
Esa (Engage Study
Activate) Method*

DESIGNED BY : NOVIRA FAZMA



Unit 1.

Asking and Giving Opinion



At the end of the study, the students are expected to be able to :

- Identify how to ask and give opinion
- Use picture to map their opinion
- Share their opinion with the group

PRE- ACTIVITY

1. (Engage Stage) in this activity the teacher involved students in order to arouse students' enthusiasm for learning.

- When you are unsure you often need someone's opinion. sometimes others may need your view on some issues. You need to use appropriate expressions to ask for give opinions. Do you know how to do it well ?
- Have you ever got opinion from your friends ?

CORE – ACTIVITY

Please read this dialog :

Vic: Hi Kev, have you heard about the new bakery store

Kev: Yes, I have

Vic: What do you think about it ?

Kev: Personally, I think the flavor is little bit too sweet.

Vic: Hmm, I disagree with you.

Kev: Then, what is your point of view?

Vic: In my opinion the cake and bread is delicious.

Kev: Fair enough, As far as I am concerned they're still new so they can still develop.

Vic: Yes, I totally agree with you.

2. (Study Stage) The students focus on learning and can freely express their opinion.

What is asking and giving opinion ?

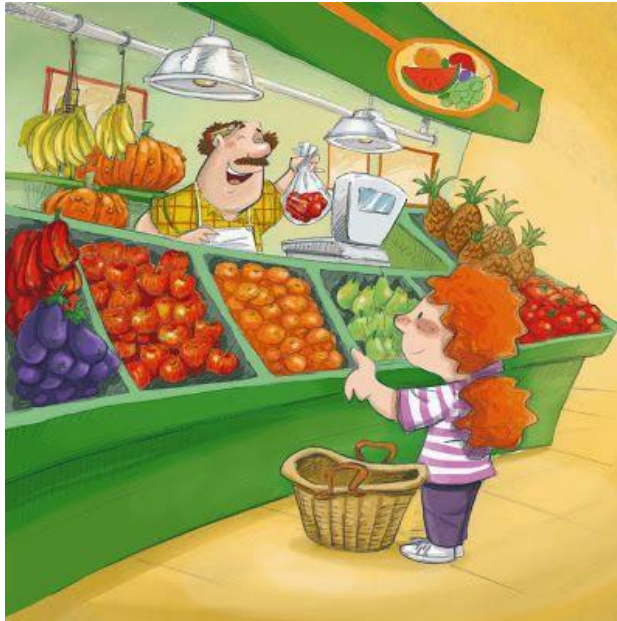
Asking opinion is an expression to describe how we ask the opinions of others giving opinion is an expression to provide opinions to others.

This is the example of asking and giving opinion :

| Asking opinion | Giving opinion |
|---|---|
| <ul style="list-style-type: none">• <i>What is your opinion?</i>• <i>What is your idea?</i>• <i>What are your thoughts on ...?</i>• <i>What is your point of view?</i>• <i>What/how do you think/reckon about ...?</i>• <i>How do you think of my idea?</i>• <i>How do you feel about ...?</i>• <i>Do you have any idea?</i>• <i>Do you have opinion of</i> | <ul style="list-style-type: none">• <i>I think/Personally I think...</i>• <i>In my opinion/In my humble opinion....</i>• <i>From my point of view...</i>• <i>To/in my mind...</i>• <i>I (strongly) believe (that) ...</i>• <i>As for me, I reckon</i>• <i>As far as I am concerned</i>• <i>To be honest...</i> |

3.(Activate Stage) The students can be actively creative with their friends.

Work in pairs and give your opinion about these picture. Each group expresses opinions about the topic according to the pictures that are share.



CLOSING – ACTIVITY

In this activity, the teacher concludes the asking and giving opinion material, and then asks students to apply the expressions they have learned in the asking and giving opinion.

Unit 2. Expressing Satisfaction and Dissatisfaction



At the end of the study, the students are expected to be able to :

- Identify the expressions of satisfaction and dissatisfaction
- Share their expressions of satisfaction and dissatisfaction in front of the class

PRE- ACTIVITY

1.(Engage Stage) in this activity the teacher involved students in order to arouse students' enthusiasm for learning.

- There are times when you feel satisfied or dissatisfied or something. When you find yourself satisfied with something, what expression should you use ? and how will you show others that you are dissatisfied with a certain thing ? do you know how to do it very well ?

CORE - ACTIVITY

Below is the example of a dialogue about expressing satisfaction :

- Aini : How's your vacation in Jeju island ?
- Clarysa : It was terrific ! The beaches are beautiful and the sun set so gorgeous.
- Aini : really? What else did you do there ?
- Clarysa : oh, I went parasailing. It was the most breath- taking thing that I've ever done.
- Aini : wow, it must be very fun trip for you.

Clarysa : yes, I'm very satisfied with my vacation there. You must go there.

Aini : Yes, I think I'll do that.

2. **(Study Stage) The students focus on learning and can freely express their opinion.**

What is expressing satisfaction ?

Expressing satisfaction is use to express satisfaction, expressing good feeling and sense of comfort or happiness.

Expressing dissatisfaction is use to express dissatisfaction, expressing lack of satisfaction, feel disappointed.

| Formal Situation | |
|--|--|
| How to express satisfaction | How to express dissatisfaction |
| I'm very pleased with your work. He is satisfied with the performance. I'm very delighted with it. | I'm displeased with the result. She is unsatisfied with the reason. I'm disappointed with you. |

| Informal situation | |
|---|--|
| Satisfaction | Dissatisfaction |
| Super ! Great ! Terrific! Fantastic! Smashing ! | Horrible! Very Sad ! Annoying ! Dissapinting ! Frustrating ! |

3. **(Activate Stage) The students can be actively creative with their friends. Everyone must have felt satisfaction and dissatisfaction in their life. As a student, you are also having felt satisfaction or may be dissatisfaction in your school life. Please share your satisfaction or dissatisfaction in your school life.**

Expressing Satisfaction and Dissatisfaction

CLOSING- ACTIVITY

In this activity, the teacher concludes expressing satisfaction and dissatisfaction, then asks students to apply the expressions they have learned in the expressing satisfaction and dissatisfaction

Unit 3. Unforgettable Experience



At the end of the study : the students are expected to be able to :

- Identify what is unforgettable experience
- Share their unforgettable experience

PRE- ACTIVITY

1. (Engage Stage) in this activity the teacher involved students in order to arouse students' enthusiasm for learning.

➤ Do you have an unforgettable experience ?

➤ Is your unforgettable experience changing your life ?

2. (Study Stage) The students focus on learning and can freely express their opinion.

CORE- ACTIVITY

An unforgettable experience is an event that has a great impact on a person's life. It can also be something that can change a life forever.

Please read the example of unforgettable experience below :

Splashed in the Mud

This is an experience that I will never forget in my life, and I will even tell my children about it in the future.

This incident started when I was in 4th grade. After school we plan to go to Irwan's house, his house is quite far, so we have to take the bus.

After about 45 minutes, we finally arrived at Irwan's house.

I was very happy, because Irwan's house is in the countryside which is still fresh and surrounded by rice fields.

This, of course, presents a different atmosphere from my house in the middle of the city, full of noise.

We were immediately invited to go to Irwan's house and had lunch together.

After that, Irwan invited us to visit a kite production site near his house.

3. ((Activate Stage) The students can be actively creative with their friends.

After reading the example of unforgettable experience. Now please remember your unforgettable experience in your life. You can choose your happy or sad unforgettable experience, please write your points. After that you can share your experience in front of class !

CLOSING- ACTIVITY

In this activity, the teacher concludes unforgettable experience, then asks students to apply the expressions they have learned in the unforgettable experience.

Unit 4. Expressing Embarrassement



At the end of the study, the students are expected to be able to :

- Identify the expressions of embarrassment
- Share their embarrassing moment in front of the class

PRE- ACTIVITY

1. (Engage Stage) in this activity the teacher involved students in order to arouse students' enthusiasm for learning.
 - In your everyday life you often find yourselves in embarrassing situations. It needs correct situations to say your embarrassing. Do you know how to do it very well ?
 - What do you feel when you remember your embarrassing experience ?

CORE - ACTIVITY

2. (Study Stage) The students focus on learning and can freely express their opinion.

What is expressing embarrassment ?

Expressing embarrassment is expressing feeling of being worried and ashamed.

Some expressions of expressing embarrassment :

- **How embarrassing.**
- **What an embarrassment.**
- **I must say that it's an embarrassment.**
- **That's real embarrassment.**
- **What a shame.**
- **It's my embarrassment to...**
- **I was so ashamed.**
- **It really makes me ashamed.**
- **Tell me it never happened.**
- **I was so embarrassed.**
- **Tell me it did not happen.**
- **I am embarrassed.**
- **I feel ashamed.**
- **Shame on me.**
- **I don't feel comfortable.**
- **I feel awkward.**
- **It's my embarrassment to ...**

Please read the example of embarrassing moment below !

Funny experience

One more funny experience which still I remember. The experience took place in a restaurant of Japan. I am actually most lazy if packed in there. The reason is simple, I can't use chopsticks! But because there's a spoon too, I'll create a meal there with my friends.

We chose some of the menu there. Finally, I chose a special which package caught my attention. I ask the official scoop restaurant there. Quietly, I ate with gusto. So are my friends. Not far from loka we sat down, there was one female and one male which is also currently enjoying their food. But which to the attention of my (and also my friends of course), they look awkward. Maybe they're still in terms of approach, so our thoughts. One of the things we were forced to make nan stifled laughter, the man so the difficulty of eating the food. He took his food using chopsticks. Surely he's not adept at using it, just like me.

Suddenly, the dining from box belonging to the man was knocked down and strewn on the floor. Alas, we can no longer restrain our laughter. Yes, finally we laughed and the woman seemed embarrassed seeing the men that difficult

in using chopsticks. Advice from me for you, if you're with a woman approaches, do not eat at the restaurant of Japan. Especially if eating just plain disposable spoon. If you want to style, will happen something undesirable!

3. (Activate Stage) The students can be actively creative with their friends

Everyone has their own embarrassing moment, it can be ordinary and it can be very embarrassing . Now, please try to remember your embarrassing experience (it can be your ordinary or your very embarrassing experience).

CLOSING - ACTIVITY

In this activity, the teacher concludes embarrassing moment, then asks students to apply the expressions they have learned in the embarrassing moment.

Unit 5. Expressing Anger



At the end of the study, the students are expected to be able to :

- Identify the expression of anger
- Share their expressions of anger in front of the class

PRE- ACTIVITY

1. (Engage Stage) in this activity the teacher involved students in order to arouse students' enthusiasm for learning.

- In your life you often find some people or things that make you angry, you need to express your anger or something appropriately, do you know how to do it very well ?
- What do you usually do if you get angry with someone ?

CORE – ACTIVITY

2. (Study Stage) The students focus on learning and can freely express their opinion.

What is expressing anger ?

Expressing anger is an expressing a strong feeling of showing annoyance, displeasure, or hostility.

| How to express anger (formal) | How to express (informal) |
|--|---|
| I really hate... I'm extremely unhappy about this. I'm not pleased at all. | I can't stand... What displeasure ! Bloody hell! Oh, bother ! Oh, dear! What a nuisance ! Oh no, what's next ? That's the last straw ! |

Below is the example dialogue about experience anger !

Kay: I'm really sorry, dear! It's not like I didn't show up deliberately on our date yesterday.

Billy: You overslept again because played game overnight, right?

Kay: I'm sorry! At first, I just want to play one game. But without I realized, morning has come.

Billy: As usual, right? I'm really sick and tired of you and your game!

Kay: I'm sorry, dear! I won't do it again!

Billy : You said that many times before! Please, just leave! I'm so mad and I can't talk to you right now.

3. (Activate Stage) The students can be actively creative with their friends

Situation : you find your bedroom is very dirty and fall apart because of your brother/ sister. One of your favorite toys is broken. You are very angry with your brother/ sister. Tell your anger to your friends.

CLOSING - ACTIVITY

In this activity, the teacher concludes expressing anger, then asks students to apply the expressions they have learned in the expressing anger.

Unit 6. Expressing Annoyance



At the end of the study, the students are expected to be able to :

- **Identify the expressions of annoyance**
- **Share their expressions of annoyance in front of class**

PRE- ACTIVITY

- 1. (Engage Stage) in this activity the teacher involved students in order to arouse students' enthusiasm for learning.**

- In your daily life you often find people or things annoying. You need to express your annoyance on something using the correct expressions. Do you know how to do it very well ?

CORE- ACTIVITY

2. (Study Stage) The students focus on learning and can freely express their opinion.

What is expressing annoyance ?

Expressing annoyance is a feeling of being annoyed.

| How to express annoyance (formal) | How to express annoyance (informal) |
|--|--|
| I'm extremely displeased with... is very irritating. I'm extremely unhappy about this. | Really makes me mad. I cannot stand Why on earth he didn't ... |

Below is the example dialogue about expressing annoyance !

Wina : Could you please stop the music?

Rendi : Why? I am enjoying it.

Wina : I am studying.

Wina : The sounds of the music is annoying! I can't focus.

Rendi : Oh sorry. I will turn it off.

Wina : Thank you.

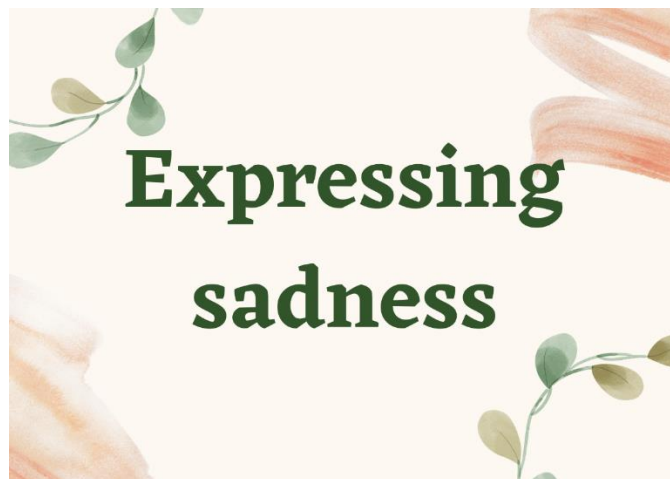
3. (Activate Stage) The students can be actively creative with their friends.

Situation : Everyone ever felt annoyed in their life. Now, please remember your experience about your feeling of annoyed.

CLOSING- ACTIVITY

In this activity, the teacher concludes expressing annoyance, then asks students to apply the expressions they have learned in the expressing annoyance.

Unit 7 : Expressing Sadness



At the end of the study, the students are expected to be able to :

- Identify the expressions of sadness
- Share their expressions of sadness in front the class

PRE-ACTIVITY

1. (Engage Stage) in this activity the teacher involved students in order to arouse students' enthusiasm for learning.
 - How do you feel if someone you love leaves you ?
 - What do you do when you feel sad ?
 - Is it better for you to tell someone that you feel sad or you just keep it ? why is it so ?

CORE- ACTIVITY

2. (Study Stage) The students focus on learning and can freely express their opinion

What is expressing sadness ?

Expressing sadness is a feeling of sad because of situation that makes someone feel sad.

| | |
|---------------------------|------------------------------------|
| How to expressing sadness | How to response expressing sadness |
|---------------------------|------------------------------------|

| | |
|---|---|
| <ul style="list-style-type: none"> - The news has made me sad - You have given me sorrow - Your words have broken my heart - Its great sadness that I have to leave this town - I don't know how to say, you make me sad | <ul style="list-style-type: none"> - Yes, I understand it - Sorry, I didn't know that it will make you sad - Really ? I am sure she didn't mean it - Yes, I am also sad since I will miss you |
|---|---|

3. (Activate Stage) The students can be actively creative with their friends.
Situation : you have a special thing in your life, you love it very much because you get it from your beloved parents (for example: doll,car, bag, and etc). but one day your special thing is broken. You are very sad because of it. Please share your feeling when your special thing is broken.

CLOSING- ACTIVITY

In this activity, the teacher concludes expressing sadness, then asks students to apply the expressions they have learned in the expressing sadness.

DOCUMENTATION





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