

## Promoting Speaking Skill through Engage-Study-Active for Indonesian Vocational Students

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### Abstract

*The purpose of this study is to illustrate the use of the engage study active, adapted from Harmer (2007) and the conventional teacher-centered method at vocational school in Lampung, Indonesia. Researchers used quasi-experiments using an experiment and a control class with a sample of 73 students. The results of the sample paired t test statistics show that there is a sharp difference between the uses of the two teaching methods. Teaching with English study active can enrich students' vocabulary, increase student motivation, and make the learning process more active.*

### Keywords

engage study active; teacher-centered method; vocational school; student motivation; learning process



### I. Introduction

Speaking abilities can be viewed as a proxy for a learner's mastery of a language when it comes to language instruction (Sabnani and Goh, 2021; Suleimenova, 2013). Because of this, a large number of students pursue professional careers in english-dominant communities Aprianto and Nugroho (2014); Nisa (2014), in the coming decade, there will be increased pressure on ESL high school, college, and university graduates to prosper in both speech and writing (Murphy, 1991). Through speaking, the learners are able to deliver their ideas, intentions, and personal viewpoints (Roohani and Etemadfar, 2021).

However, students' speaking skill rarely get a large portion of learning in school Black and Wiliam (2018); Rahmawati and Ertin (2014); Wu and Miller (2020), the case is also due to the fact that the speaking assessment process has only recently begun at the tertiary level (Chou, 2018). The same thing is also found in teaching speaking in Indonesia, where reading and writing teaching dominate english language teaching. In addition, to several factors that have been identified as impeding students' ability to speak, such as lack of appropriate vocabulary Yusuf and Zuraini (2016), grammar mastery Ratnasari (2020), the lack of correct pronunciation, the lack of input of English outside the class, and the lack of confidence Wahyuningsih and Afandi (2020), and lack of motivation (López and Bautista, 2017).

As a result, it is necessary such a teaching method that will hopefully reduce the impediments to teaching speaking. In addition, the learning output will encourage students to be engaged and active. Engage-study-active is considered as one of the speaking teaching methods that has several advantages over other methods. Engage-study-active is one of teaching method which stands for engage, study and activate which are presented in a language classroom to help students to learn effectively. Tomlison stated that engage, study, activate is a method how to build students interest about a topic and the teacher identified as being problems in learning and the teacher should know to build and control that.

According to Hamer, engage-study-active is a teaching method that is divided into three phases engage, study and activate. The principal aim of engagement phase requires teachers to arouse learner's curiosity, involvement, attention, emotion and interests. In this phase, teachers can make use of games, interesting anecdotes, storytelling, recordings, picture descriptions etc. Study is as main principal on language usage. The tasks at this phase center around forms of the language and the information about the construction of how it is formed. This phase entails focus on learner-led grammar discovery, eliciting grammar from learners rather than teacher-led presentations. Activate is the stage at which learners are engaged in more communicative and meaning-focused tasks. These tasks require learners to use the language communicatively and as free as they can. Fluency is more emphasized and learners focus is on the free use of the language rather than accuracy (Harmer, 2007).

Numerous previous studies have reported the findings on the use of engage-study-active methods in teaching speaking. Khoshima and Shokri (2017) obtained the result from giving pre-test, treatment and post-test to 15 Iranian EFL learners that engage-study-active was very effective in increasing EFL learners' motivation to speak. Khoshima and Shokri (2017), meanwhile Herdi and Ningsih explained that ESA increase students' vocabulary. Herdi and Ningsih (2018), the use of the ESA method in teaching speaking at Junior High School will motivate students and allow them to practice speaking effectively (Fithria and Ratmanida, 2019). In the issue of English for specific purpose, the use of ESA strategy to teach speaking on job interview helped the Indonesia EFL learners in the speaking process in terms of job interview performances (Ilinawati et al., 2016).

Despite the fact that there has been as much research on ESA in speaking teaching as in previous studies, the application and comparative study of ESA methods with other teaching methods in English language teaching in vocational schools has not been well documented. As a result, researcher wants to see a comparison of ESA implementation with teacher-centered at vocational schools in Lampung. The aim of the current study is to show a comparison of the results of using the two methods in speaking class.

## **II. Research Methods**

The researcher used quasi-experimental research with control group pre-test and post-test Design in order to conduct the current study. Quasi-experimental research is an experiment that has treatment, impact measurement, experimental unit, but does not use random assignment to create comparisons in order to conclude changes caused by treatment (Octiva, 2018; Pandiangan, 2015; Pandiangan, 2018). The experimental group (EG) was trained using the engage-study-active method, while the control group (CG) was taught using the traditional teacher-centered method that was typically used by teachers to teach speaking. Population is the total number of people or residents in an area. Through this explanation, it can be interpreted that population is a designation for people or residents who are in a certain area (Asyraini et al., 2022; Pandia et al., 2018; Pandiangan et al., 2018). The population of the sample was the first year of vocational school in Lampung. Sample is part of the population studied in a study and the results will be considered as an illustration (Pandiangan et al., 2021). In this research, the sample was taken from the students with the same study major, namely Administration Program. These classes then had the same characteristics, interests and initial on English abilities. From these two classes, two were randomly chosen. The experimental class is the class that gets treatment, while the control class is the group that doesn't get treatment. In this study, the experimental class will use the simulation method, while in the control class the class will use the demonstration method (Octiva et al., 2018; Pandiangan, 2022). One was as experimental class and the other as control class. There

were 36 students in experimental group and 37 students in control group. Therefore, the number of the sample was 73 students.

In order to collect the data, a verbal pre-test was used to measure speaking ability of the students before start giving the treatments. Then, the researcher employed treatments called engage-study-active in experiment class and apply teacher-centered method in control class on one basic competency during three meetings in each class. Regarding in selecting of basic competency was tailored to the syllabus of english subjects for tenth grade. Next, to get the final score, the researcher provided the same post-test as the pre-test to see a comparison of the use of engage-study-active and teacher-centered in each class. Next step, in order to analyze the data and prove/disprove the hypothesis, the writer used the SPSS for sample paired t-test. Sample paired t-test is a parametric method that requires testing assumptions so that the values obtained are valid (Octiva et al., 2021; Pandiangan et al., 2022; Tobing et al., 2018).

### III. Discussion

#### 3.1 Results

In this study, the researcher divided the results of the study into two parts. First, the description from the results of analysis through SPSS. Secondly, the results of pre-test and post-test analysis on the use of engage students active and teacher-centered or conventional methods in both experiments class and control class in answering the research question is there any significant difference in the speaking achievement of students who are taught using engage-study-active and those who are taught by using the conventional method.

##### a. Description of the Data

The first part, the results of SPSS showed the description of the data that was obtained from pre-test and post-test. The description of the data displayed in the following table.

**Table 1.** Descriptive Statistics of the Research Data

	Descriptive Statistics				
	N	Min	Max	Mean	Std. Deviation
Pre-Test Control Class (Teacher-Centred)	37	68	80	73.16	3.014
Post-Test Control Class (Teacher-Centred)	37	67	78	74.89	2.726
Pre-Test Experiment Class (ESA)	36	62	78	72.14	4.917
Post-Test Experiment Class (ESA)	36	75	88	81.67	5.264
Valid N (listwise)	36				

Table 1 shows that in the SPSS results, the minimum pre-test score in the control class obtained by 37 research subjects was 62 and the highest score was 80, with a mean of 73.16 and a standard deviation of 3.014. The subject's lowest score became 67 after applying the teacher-centered method to the control class, and the highest score from the post-test decreased to 78 with a standard deviation of 2.726. Meanwhile, in the experiment class obtained the lowest pre-test score was 62 and the maximum score was 78 with mean of score of 72.14 and standard deviation 4.917. In the post-test, the minimum score was obtained by the sample was 75 and the maximum score was 88, with mean of 81.67 and standard deviation of 5.264.

From the description of the data above in simple terms both control and experiment class have been an increase that can be seen from the mean of pre-test and post-test. In the control class there has been an increase although it was not significant, that was 1.73 (74.89-73.16), while the increase in the average score in the experiment class was reported to be very high at 9.53. Pre-test score in control class before treatment were relatively better than experimental classes. However, there was a decrease in pre-test and post-test scores after implementation of teacher-centred in the control class, such as a minimum from 68 to 67 and a maximum value of 80 to 78. In the contrary, after employing engage-study-active method in the experimental class there has been a jump in the score from a minimum of 62 to 75 at the lowest score, and 78 to 88 at the maximum score.

### b. The Teacher-Centered and ESA in increasing Speaking Achievement

In order to answer the research question, whether there is any significant difference in the speaking achievement of students who are taught using engage-study-active and those who are taught by using the teacher-centered as conventional method. Paired Sample t-test was run. Table 2 displayed the results of the data analysis.

**Table 2.** Statistical Summary of T-Test the Pre-test and Post-Test of Control Class

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Control Class (Teacher-Centered)	73.16	37	3.014	.495
	Post Test Control Class (Teacher-Centered)	74.89	37	2.726	.448

The exposure to the data above showed that the average pre-test score in the control class is 73.16 and the standard deviation 3.014 and the standard error mean 0.495. After teaching teacher-centred pre-test scores increased by 1.73 with a standard deviation of 2.726. Furthermore, to prove whether there is a relationship between the pre-test and post-test values in the control class, the interpretation results are provided in Table 3.

**Table 3.** Statistical Summary of Correlation between Pre-test and Post-Test of Control Class

		Paired Samples Correlations		
		N	Correlation	Sig.
Pair 1	Pre-Test Control Class and Post-Test Control Class	37	.039	.817

Based on the table above, the correlation coefficient value of 0.039 with a significance value of 0.817 greater than 0.05. This means that there was no correlation between pre-test and post-test control class. The Paired Sample T Test also showed that the average value of the pre-test and post-test was -1.73 (73.16-74.89), the difference between -3.058 to -0.402 with a significant value of 0.012 which is smaller than alpha 0.05. Therefore, it can be interpreted that there is an influence on the use of teacher-centred on speaking achievement in class control can see Table 4.

**Table 4.** Statistical Summary of Paired Sample Test of Control Class

		<b>Paired Samples Test</b>							
		<b>Paired Differences</b>							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	Sig. (2-tailed)
Pair 1	Pre-Test Post-Test	-1.73	3.984	.655	-3.058	-.402	-2.641	36	.012

Meanwhile, the results of the analysis in the experimental class on Table 5 showed that the mean of pre-test in the experiment class was 72.14 and the standard deviation 4.917 and the standard error mean 0.820. After employing engage active student as the treatment in the experimental class, the pre-test score increased by 81.67 with a standard deviation of 5.264.

**Table 5.** Statistical Summary of T-Test the Pre-test and Post-test of Experiment Class

		<b>Paired Samples Statistics</b>			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Experiment Class	72.14	36	4.917	.820
	Post-Test Experiment Class	81.67	36	5.264	.877

Next, to prove whether there was a relationship between pre-test and post-test in the experiment class. Based on Table 6, the correlation coefficient value was 0.061 with a significance value of 0.722 was greater than 0.05. This means that there was no correlation between pre-test and post-test in experiment class.

**Table 6.** Statistical Summary of Correlation between Pre-Test and Post-Test of Experiment Class

		<b>Paired Samples Correlations</b>		
		N	Correlation	Sig.
Pair 1	Pre-Test Experiment Class Post-Test Experiment Class	36	.061	.722

The output of the paired sample t-test in the experimental class in Table 7 showed that the mean of the pre-test and post-test was -9.528 (72.14–81.67), the difference between -3,058 at the lower and upper -0.402 in 95% confidence interval of the difference with a significant value of 0.000 which is less than that of alpha 0.05. Thus, this can be interpreted that there was an influence on the use of engage-study-active on the speaking achievement in the experiment class.

**Table 7.** Statistical Summary of Paired Sample Test of Experiment Class

		Paired Samples Test							
		Paired Differences							
			Std.		95% Confidence				Sig.
		Mean	Deviation	Std. Error	Interval of the		T	df	(2-
			on	Mean	Lower	Upper			tailed)
Pair 1	Pre-Test Experiment Class – Post Test Experiment Class	-9.528	6.980	1.163	-11.889	-7.166	-8.191	35	.000

Based on the data from the Table 7, it can be seen that the t test from experiment class was 8.191 and the t-test from control class was 2.641. In experiment class, the  $t_{table}$  for  $df=35$  and significance of 0.05 ( $\alpha/2=0,025$ ) was 2.03. The results show that  $t_{obtain}>t_{table}$  in which  $8.191>2.03$ . Meanwhile, the t-test from control class was  $2.641>2.02$ . It means that there was a significant difference in the speaking ability for each of the two groups before and after the treatment. However, the result of the t-test for the experimental class was much larger than the t-test result for the control class ( $8.191>2.641$ ). This indicates that there was a significant improvement in the speaking ability of the experimental class compared to control class. The experiment group taught using engage-study-active got a much higher score than control class that was taught by using the teacher-centered as conventional method used by the teacher in teaching speaking.

### 3.2 Discussion

Traditional method or teacher-centered and engage-study-active methods used in the speaking learning process appear to be different, where students have a much more significant part in it. Students are tasked with investigating and experimenting with the material, putting into practice what their teacher has taught them. Even so, both methods have the potential to help students improve their speaking. Engage-study-active on the other hand, produced greater gains in students' verbal communication abilities in both of the comparisons. Statistics with paired sample t tests show that control class was  $2.641>2.02$  in comparison. There was a significant difference in the ability to speak between the two groups before and after treatment. It was found that the experimental class's t-test result was significantly larger than the control class's ( $8.191>2.641$ ).

Engage-study-active is an effective method of teaching English to students in vocational school in Lampung. Educators and students are both involved in the learning process, and this is evident in the findings of the research. In the early stages of teaching, teachers encourage their students to become active participants in their own education by incorporating multimedia elements into their power-point presentations. After that, giving a brief explanation and invite students to participate by asking questions and exploring the information presented. Both processes are designed to help students make observations, encourage them to pay attention to the most important aspects of an object, and pique their interest in the materials they are working with.

In this process, researcher also see that the study process or phase is carried out by students, namely by finding a variety of information in the material taught by the teacher. After these two processes, the teacher divides the students into groups and instructs the students to draft a paired dialogue tailored to the teacher's instructions. In the active phase, students are asked to practice the dialogue that has been prepared in front of the class with a background in accordance with the predetermined location. In this learning process,



teachers can justify the students' pronunciation and provide new vocabulary explanations so that students can gain a better understanding of the aspects of pronunciation and vocabulary. At the end of the lesson, the teacher explains the material that has been taught and asks the students to give feedback in the form of questions and depth of the material. Thus, students are motivated to follow the learning process of speaking.

The results of this study confirm several studies that have been conducted, such as Fithria and Ratmanida (2019); Ilinawati (2016), that this method helps teachers to arouse students' interest, curiosity, and emotions and motivate them to express their opinions, knowledge, and language orally. Moreover, engage-study-active can also enrich students' vocabulary (Herdi and Ningsih, 2018). In the active process, students curate new vocabulary that they do not yet understand. Student motivation in participating in learning to speak English also shows a significant difference from the English language, study, and active process. This is in line with the results of Khoshima and Shokri (2017) research that showed the use of these task activity types invokes more talk, more even participation, more motivation, and enjoyment (Khoshima and Shokri, 2017).

#### IV. Conclusion

The researcher can infer from the data that both approaches have the potential to improve students' ability to communicate orally. It is a structured learning process that begins with the teacher's engagement process to stimulate students to be actively involved. The engage-study-active method of teaching speaking takes place in the classroom as a result of a student's exploration of learning materials during the study process.

Vocabulary and pronunciation can all be improved through the use of these three techniques. Students' motivation can also be boosted this way. English instruction in vocational schools is designed to help students become proficient in using the materials they will be using in the classroom to learn. Consequently, researchers believe that the engage-study-active learning method can be applied to students in vocational schools because of the learning environment.

There is a growing consensus among researchers that the findings of this study cannot be applied universally across all teaching methods. Furthermore, the comparison of two methods on a single English subject competency does not necessarily refer to the improvement of students' speaking skills. As a result, future research on this topic can include students' speaking skills in other learning materials, and different research approaches can be developed.

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