

PROMOTING SPEAKING SKILLS THROUGH ENGAGE, STUDY, ACTIVATE (ESA) LEARNING MODEL FOR BIPA LEARNERS

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Abstract: The ability to speak a foreign language can indicate the language proficiency of the learner. The learning of speaking in Bahasa Indonesia bagi Penutur Asing (BIPA) needs to be facilitated by a learning model that can effectively improve learners' speaking skills. The Engage, Study, Activate (ESA) model can address the learning needs of BIPA learners. This study aims to describe the process and effectiveness of learning to speak BIPA using the ESA model. The research method used is a mixed-method approach. Qualitative data takes the form of a description of the learning implementation process using the ESA model. Quantitative data is in the form of BIPA learners' speaking ability scores, which are analyzed using statistics. The subjects of this study were 10 BIPA 1 learners studying at the Language Center of the Indonesian University of Education. The results of the study show that the process of learning to speak BIPA 1 using the ESA model can improve learners' speaking skills. These findings were obtained from the results of statistical analysis of the collected quantitative data. Furthermore, the process of implementing the ESA model in learning to speak BIPA 1 can stimulate learners to gain deeper language knowledge. This research can be useful for BIPA teachers as a reference in implementing the ESA model to improve learners' speaking skills.

Keywords: Bahasa Indonesia bagi Penutur Asing (BIPA), Foreign Language Learning, Speaking Skills Learning, Engage Study Activate (ESA) Model.

INTRODUCTION

Bahasa Indonesia bagi Penutur Asing (BIPA) is Indonesian learning for foreign speakers to improve the function of Indonesian to become an international language as mandated in Indonesia Government Regulation Number 57 of 2014 Article 31 concerning Development and Protection of Language and Literature and Improvement of Indonesian Functions. The integrated curriculum on BIPA learning is listed in the Graduate Competency Standards in Permendikbud No. 27 of 2017. In the SKL (Standar Kompetensi Lulusan), each learning achievement is arranged based on language skills namely listening, speaking, reading, and writing. Other learning outcomes listed in this curriculum are the achievement of attitudes and values, abilities mastered in the realm of language, as well as the rights and responsibilities of the learner.

the same aspects as learning a language in general concerning practical achievements according to language skills. Foreign language learning also has significant benefits for learners and speakers. The use of a foreign language can bridge the communication of two or more individuals with different language backgrounds. The result of the study by Hadjichristidis et al. showed that the use of a foreign language rather than the mother tongue is considered less risky and more beneficial. On the other hand, learning a foreign language is a cultural diplomatic tool for a country that can strengthen its state position.

The targets of BIPA learners are foreign speakers with a first-language background and learning Indonesian according to their personal goals. Furthermore, in Permendikbud Number 27 of 2017, it is stated that BIPA learners learn Indonesian for various purposes, including being able to interact and communicate using Indonesian, not to gain expertise in the field of work. These BIPA learners learn Indonesian per the syllabus developed by each BIPA course institution adapting learning outcomes to SKL. The goal of BIPA learning in general is to produce graduates who have good and correct Indonesian language skills for various contexts. However, teaching BIPA is different from teaching Indonesian to native speakers. One of the differences is that BIPA learners already have a first language and have different cultural backgrounds, ages, and goals.

Speaking skills, as a productive skill, are not solely an outcome of language learning but also an integral part of the language learning process itself. This understanding is beneficial for learners as they acquire knowledge on how to effectively communicate and utilize a second language within their capabilities. Speaking is a dynamic process that involves the creation and exchange of meaning using both verbal language and non-verbal symbols within different contexts. Learners need to engage in direct practice of their foreign language skills. This practice is necessary to minimize the time needed to apply their knowledge, decrease the occurrence of errors, and attain a comprehensive level of proficiency in the language. It is crucial to provide BIPA learners with ample opportunities to practice their oral skills in the classroom. This approach maximizes the learning process and facilitates the acquisition of new knowledge in Indonesian.

The Engage, Study, and Activate (ESA) learning model can fulfill the needs of BIPA learners' speaking competence. This learning model was initiated by Jeremmy Harmer in 1998. This model aligns with the philosophy of constructivism and the concept of learner-centered learning. There are three elements in this model:

Engage

At this stage, the teacher assumes the role of stimulating learners' curiosity, capturing their attention, and fostering their interest. The teacher achieves this by offering ongoing assignments or activities that actively involve the learners. These activities and materials encompass various elements such as visual aids, simulation activities, games, thought-provoking topics, music, discussions, engaging stories, and more.

Study

During this stage, teachers provide descriptions and representations of each element of language learning, emphasizing how things are constructed. The primary focus is on the form of language, and learners are assigned activities that specifically target the form. This may involve practicing particular intonation patterns, working with specific types of relative clauses, or exploring the creation and usage of lexical phrases.

Activate

According to Harmer, when learners are provided with frequent opportunities to activate the language elements they have acquired, their use of these elements becomes increasingly autonomous. This process enables learners to systematically become independent language learners and users. Learners can utilize words and phrases systematically and fluently without overthinking them. Activation serves as a fundamental objective in language classes as it offers insights into the learning process of participants, allowing teachers to comprehend their limitations. Subsequently, teachers can provide assistance or solutions to address these obstacles during this stage. This ESA model can be implemented in three procedures, which are:

1) *Straight Arrows*

This learning approach follows a linear progression, a straight arrow aimed at the target of language learning. In the context of learning to speak BIPA, it involves three stages: Engage, Study, and Activate (E-S-A). The Engage stage aims to stimulate learners' interest and emotional connection to the material. The Study stage focuses on exploring vocabulary, phrases, or sentences within relevant contexts. Finally, the Activate stage involves direct speaking practice in Indonesian.

2) *Boomerang Procedure*

This procedure involves assigning activities or tasks before introducing the specific speaking context. The pattern used is E-A-S (Engage, Activate, Study). The Activate stage is conducted after engaging the learners, allowing them the freedom to creatively experiment with speech patterns. The Study stage is then implemented to evaluate and provide feedback or suggestions on the outcomes of learner conversations.

3) *Patchwork Lesson Sequence*

This procedure is more intricate, and tailored to the specific conditions of the speaking class. If BIPA learners are in an initial stage, the Engage phase is employed to spark their curiosity. The teacher then chooses to progress to the Activate or Study stage based on classroom observations. If reinforcement of context is deemed necessary, the teacher can return to the Engage stage. This process continues until learners achieve their language learning goals.

Several studies have utilized the learning model in the context of developing speaking skills in foreign languages. This approach has been investigated and implemented in various research studies to enhance learners' speaking abilities. Cabrera-Solano, et al. conducted a study that demonstrated the effectiveness of integrating interactive media and engaging activities in the ESA (Engage-Study-Activate) model to facilitate language learning. They found that the use of various interactive platforms, such as Quizizz, Canva, and Padlet, during the activate stage promoted collaborative work among learners. The study revealed that all stages of the ESA model positively impacted the linguistic and pedagogical skills of English learners in Southern Ecuador. In a separate study by Minoza, learner work, and feedback indicated high satisfaction with the ESA model, with both learners and teachers finding it highly acceptable. Language and time constraints were identified as minor issues encountered. Furthermore, Sayasonti & Sukavatee conducted research demonstrating that Thai learners who learned English through the EASA (Engage-Activate-Study-Activate) instructional model achieved significantly higher average post-test scores compared to their pre-test scores. The learners also expressed a positive perception of learning through the EASA model. These studies collectively highlight the effectiveness of the ESA model in improving language learning outcomes and learner satisfaction in various contexts.

Based on the relevant background and previous research discussed above, the primary objective of this study is to provide a comprehensive description of learning to speak using the ESA (Engage-Study-Activate) model. The findings of this research can be of great significance for BIPA teachers, as it offers insights and guidance on how to effectively implement the ESA model to enhance learners' speaking skills. By understanding the specific stages and activities involved in the ESA model, teachers can design and deliver more effective language lessons that facilitate learners' speaking proficiency.

METHOD

The research method used in this study is mix-method. This method combines quantitative and qualitative elements, providing a comprehensive understanding of a research issue that surpasses the insights obtained through either method alone. The qualitative data

in this study consists of a descriptive analysis of the implementation of BIPA speaking learning using the ESA model. The quantitative data on learners' speaking ability scores were collected and analyzed using the Paired T-Test in the IBM Statistics SPSS program.

The study involved 10 foreign learners enrolled in the BIPA 1 level at Balai Bahasa Universitas Pendidikan Indonesia. These learners were divided into private and regular classes. This study was conducted in May 2022.

Researchers designed a learning program for BIPA 1 learners, focusing on speaking skills and utilizing the ESA model. The implementation of the ESA model was observed, with particular attention given to learners' responses and feedback. The observation results are discussed in detail in the research paper. Additionally, an authentic assessment was created to evaluate learners' speaking abilities. The speaking ability of the learners was assessed through a pre-test and post-test, and the scores were analyzed using the Paired T-Test.

FINDING AND DISCUSSION

Findings

1. Lesson Plan

The following is a speaking lesson plan for BIPA 1 speaking skills learning using the ESA model. The procedure used in this BIPA speaking learning is the straight arrows procedure (Engage-Study-Activate). The chosen teaching materials revolve around the topic of daily activities. The objective of this learning process is for learners to achieve proficiency in effectively expressing their daily activities through spoken language after receiving instruction in speaking skills during class.

This lesson plan incorporates three methods for developing speaking skills: discussion, reporting, and drilling. These methods are complemented by the use of audiovisual media, pictures, and flashcards as instructional tools. To assess the speaking skills of BIPA 1 level learners, an authentic assessment approach is employed as the evaluation tool.

Table 1. The lesson plan for BIPA 1 speaking skills learning using the ESA Model

Learning Steps	Teacher Activity	Learner Activity
Initial Activities		
Building context	<ul style="list-style-type: none"> - Greet learners. - Giving apperception of the material learning. - Giving information about learning objectives. 	<ul style="list-style-type: none"> - Greet the teacher. - Listen to the information given by the teacher
Core Activities		
Engage	<p>Discuss Method</p> <ul style="list-style-type: none"> - Stimulate learners with questions about their daily activities. - Sharing experiences of teachers' and learners' daily activities. - Playing a video of the daily activities of Indonesian people. - Asking for learners' perspectives and feedback 	<p>Discuss Method</p> <ul style="list-style-type: none"> - Answer the teacher's question about daily activities. - Sharing experiences of teachers' and learners' daily activities. - Watching the video played by the teacher. - Giving perspective and feedback through the context of the video.

	through the context of the video.	
Study	Reporting Method <ul style="list-style-type: none"> - Showing random pictures of daily activities. - Ask for learners' perspectives and feedback through the context in pictures. - Discuss new vocabulary of daily activities and sentence structure used in speaking. 	Reporting Method <ul style="list-style-type: none"> - Analyze the context in the pictures shown. - Giving perspective and feedback through the context of pictures. - Discuss new vocabulary of daily activities and sentence structure used in speaking.
Activate	Drilling Method <ul style="list-style-type: none"> - Instruct the learner to make a sentence and give corrections if there is a mistake. - Giving another context of daily activities and asking the learner to speak about it. - Discuss common phrases used in speaking about daily activities using flashcards. 	Drilling Method <ul style="list-style-type: none"> - Make a sentence about daily activities and get a correction from the teacher. - Speak about another context of daily activities. - Discuss common phrases used in speaking about daily activities using flashcards.
Closing Activities		
Reflection and Follow-up	<ul style="list-style-type: none"> - Ask the learner if there are questions about the learning material. - Teacher and learner conclude the learning material. - End class meeting and greet learner. 	<ul style="list-style-type: none"> - Ask questions about learning material. - Teacher and learner conclude the learning material. - Greet teacher

2. Speaking Skills Assessment

Authentic assessment is employed to evaluate learners' speaking abilities in discussing their daily activities. The teacher assesses the learners based on specific criteria related to the teaching materials of daily activities. These assessment criteria may include factors such as vocabulary usage, grammar accuracy, fluency, pronunciation, coherence, and the ability to provide detailed information about their daily routines. By using these criteria, the teacher can effectively evaluate and provide feedback on the learners' performance in expressing themselves orally regarding their daily activities.

Table 2. Authentic Assessment Speaking Daily Activities Context

Learner Name	Criteria	Score (1-5)
	Understanding the topic of daily activities	
	Speech accuracy	
	Sentence structure	
	Word choice	
	Fluency in speaking	

In this study, a pre-test and post-test were carried out on the speaking ability of 10 BIPA 1 learners. This pre-test and post-test used the authentic assessment criteria above. The pre-test was conducted before the implementation of the learning process, where learners were asked to discuss daily activities using vocabulary, expressions, and sentence structures within their comprehension. The post-test was administered after the completion of the learning process using the ESA model. To analyze the data, a T-Paired Sample T-Test was conducted using the IBM Statistics SPSS 26 program.

Table 3. Paired T-Test Results (Pre-test and Postest)

Pre-test Mean Score	Postest Mean Score	Paired T-Test (between pre- and post-test mean score)			
		Std. Deviation	Std. Error Mean	df	Sig. (2- tailed)
41.20	79.80	1.897	.600	9	.000

Discussion

The analysis of the pre-test and post-test scores using the Paired T-Test indicates the impact of utilizing the ESA model on the speaking abilities of BIPA learners. Table 3 displays the output of the Paired T-Test, revealing a significance level (2-tailed) is $0.00 < 0.05$. The significance level $\alpha = 0.05$. This significant audiovisual media, pictures, and flashcards as stimuli. These stimuli effectively engaged the learners in speaking activities related to everyday life contexts.

In the engage section, learners were presented with live videos showcasing Indonesians' daily activities to establish an initial schema. The teacher observed and gathered learners' perspectives and feedback on the videos. Some learners noticed slight differences between the daily activities of Indonesians and those in their home countries, such as waking up early, performing five daily prayers for Muslims, and taking two baths a day. Other learners found their daily activities to be quite similar to those of Indonesians.

In the study section, learners were presented with additional stimuli in the form of pictures depicting daily activities. They created a series of pictures representing their daily activities and orally explained them. Through listening to their peers' explanations, learners acquired new vocabulary, which was then further discussed with the teacher. During the engagement stage, it is essential for learners to feel comfortable and interested in acquiring new knowledge. The study revealed that the majority of participants expressed feeling relaxed and motivated when it came to learning something new.

In the activate section, learners were given direct instructions to construct sentences about daily activities. Initially, some learners appeared confused and produced inappropriate sentences. However, after engaging in the drilling method, learners were able to correct their mistakes and generate accurate sentences. The teacher continued to enhance learners' speaking skills by introducing various contextual stimuli related to daily activities. Learners enthusiastically shared their daily routines, explained the chronology of their activities, and described their weekly schedules. In the activate stage, learners actively engage in communicative activities and are encouraged to freely use the language. The focus is on promoting fluency rather than language accuracy.

The utilization of the ESA model throughout the learning process effectively motivated the learners. The repeated exposure to learning contexts provided a continuous stimulus, fostering their engagement and motivation in the subject matter. The engage phase sparks learners' interest, the study phase facilitates learning, and the activate phase promotes the practical application of knowledge. The ESA Model also can facilitate learners to learn new vocabulary faster. This is in line with the ESA model highly effective for enhancing learners'

vocabulary mastery, particularly in understanding and using nouns, verbs, and adjectives within sentences. BIPA teachers can enhance the effectiveness of implementing the ESA model by integrating various methods and strategies. The study findings indicate that the inclusion of discussion, reporting, and drilling techniques increases learners' capability to acquire more knowledge of language content. By incorporating these methods, teachers actively engage learners in interactive learning activities, promoting active participation and deepening their understanding.

CONCLUSIONS

The study emphasizes the effectiveness of the ESA (Engage, Study, Activate) model in improving BIPA learners' speaking skills. The findings reveal that learners positively responded to the ESA model, engaging deeply with the learning context through repeated stimuli. The use of discussion, reporting, and drilling methods further enhanced their speaking skills in the classroom. Moreover, the results of the Paired T-Test indicate a significant difference between the pre-test and post-test scores of BIPA 1 learners, highlighting the impact of implementing the ESA model on their speaking proficiency. This research serves as a valuable resource for BIPA teachers seeking to integrate the ESA model into their speaking lessons.

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