
THE EFFECT OF ESA (ENGAGE, STUDY, ACTIVATE) METHOD ON IMPROVING STUDENTS' VOCABULARY MASTERY: A STUDY IN THE SECOND GRADE AT SMP NURUL HUDA NW SEMBALUN

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Abstract

The research aimed to investigate the effectiveness of the Engage, Study, Activate (ESA) method in improving students' vocabulary mastery in the second grade at SMP Nurul Huda NW Sembalun. The study utilized an experimental research design with two classes: an experimental class that received the ESA treatment and a control class that did not. Pre- and post-tests were conducted, and the data were analyzed using statistical techniques, including the t-test. The study's findings showed that the experimental class received the ESA treatment and had higher scores and more significant improvements in vocabulary mastery than the control class. The t-test results indicated a significant difference between the two groups, supporting the alternative hypothesis that the ESA method influences improving students' vocabulary mastery. Based on the findings, the ESA method effectively improves students' vocabulary mastery. Teachers are encouraged to incorporate the ESA method into their English language teaching to enhance student learning outcomes. Future research can further explore different frameworks, designs, samples, and contexts to investigate the ESA method's impact on vocabulary mastery.

Keywords: Vocabulary Master, ESA Methods, Experimental Research

INTRODUCTION

Due to its widespread use and importance for international communication, English is a crucial foreign language in education. Indonesia, which uses English as a foreign language, has included English as a compulsory subject in its curriculum since

junior high school. To improve their English communication skills, students must master four core language skills: listening, speaking, reading, and writing, as well as linguistic components such as grammar, pronunciation, and vocabulary.

Vocabulary is essential to mastering linguistic competencies, and students often face difficulties mastering English. They have limited vocabulary, difficulty understanding the meaning of a text, difficulty hearing English words from speakers, and difficulty stating sentences in English, making it challenging to communicate receptively and productively. The researcher will use the Engage, Study, Activate (ESA) method to overcome these problems. This method is chosen for its motivation, effectiveness in assessing the teaching and learning process, and communicative learning approach.

The ESA method involves three phases: engage, study, and activate. The engagement phase involves students thinking and talking in English, while the study phase focuses on learning the language's structure. The activation phase involves engaging in exercises and activities to encourage students to use communicative language according to their skill levels.

Several studies have been conducted on teaching vocabulary using the ESA method. Mayu Sarita's research, titled "The Use of ESA (Engage, Study, Activate) Method In Improving Students' Vocabulary Mastery Of Eight Grade At Smp Negri 9 Baubau," found a significant improvement in

the vocabularies of eight grade students treated with the ESA method. The study lasted eight sessions, with one meeting serving as a pre-test, six as treatment, and one as a post-test.

Rully May Vikasari's research, "The Effectiveness of Applying the ESA Method towards Students's English Vocabulary Mastery," was conducted at SMPN 4 Praya, focusing on students' difficulties in increasing their vocabulary. The researchers conducted a preliminary study to collect information from the class and applied a mixed method to find the effectiveness of the ESA method. They conducted classroom observation to observe the quality of interaction in the class using English as the target language.

The researchers concluded that the ESA method may increase students' English vocabulary mastery in writing classes. Based on the previous findings, the ESA method can increase students' vocabulary mastery and has many media in the learning process. Therefore, the researchers chose this method to improve students' vocabulary mastery in the second grade at SMP Nurul Huda NW Sembalun.

Based on the aforementioned above, the study aims to investigate the effect of ESA on improving students' vocabulary

mastery and effectiveness. The research will be conducted in the second grade at SMP Nurul Huda NW Sembalun. It will focus on determining students' learning outcomes using the ESA method to improve their vocabulary mastery.

The research hypothesis will be tested using the null hypothesis (H_0), which states that using ESA has no influence on improving students' vocabulary mastery. The experimental hypothesis (H_a) suggests that there is an influence of ESA on vocabulary mastery, while the null hypothesis (H_0) suggests that there is no influence.

LITERATURE REVIEWS

The Theoretical Framework of Vocabulary Mastery

Vocabulary is crucial in language learning, as it is essential for communication, understanding, and writing. It is a list of words and contains information on their usage and meaning in the language. Vocabulary is a core component of language proficiency and provides a basis for how well learners speak, listen, read, and write. There are two types of vocabulary: active and passive. Active vocabulary is used in speech or writing and comprises words that come to mind immediately when a person has to produce a spoken or written sentence. On the

other hand, passive vocabulary is known but not used by a person and is understood when it is heard or read. The importance of vocabulary is evident in the four basic language skills: speaking, writing, and listening. It is divided into four groups: function words, substitute words, and content words.

Vocabulary assessment involves several aspects, including spelling, pronunciation, meaning, and memory. Knowing how much vocabulary a student can memorize well in the teaching-learning process is essential. Mastery is the comprehensive knowledge or use of a subject or instrument, derived from the word master, which means to become skilled or proficient in using it to gain complete knowledge through understanding. Mastering vocabulary does not necessarily involve memorizing its spoken and written forms. Thornbury emphasizes that at the most basic level, someone is said to know a word already when they know its form and its meanings. Understanding the meaning of a word means knowing not just its dictionary meaning or meaning but also the word commonly associated with it (collection) as well as its connotation, including its register and cultural accretions.

According to Norbert Schmitt (2000), vocabulary mastery is the competence to know words and their meaning. The following list of knowledge that a person must master in order to know a word is:

1. The meaning of the word
2. The written form of the word
3. The spoken form of the word
4. The grammatical behaviour of the word
5. The collection of the word
6. The register of the word
7. The associations of the word
8. The frequency of the word

In summary, vocabulary is a vital aspect of language learning, as it contains words and provides information on usage, meaning, and usage. Individuals can enhance their communication skills and overall language proficiency by mastering vocabulary.

The Essential of ESA (Engage, Study, Activate) Method

Jeremy Harmer proposed the ESA (engage, study, activate) method, a learning strategy combining engagement, study, and activation elements. Engage (E) involves emotional engagement, which is crucial for successful learning. Study (S) involves various activities, such as focusing on a single sound, investigating a writer's effect, or studying a

transcript of informal speech. Activate (A) involves exercises and activities to encourage students to use language freely and communicatively without focusing on specific structures or words from a list. By incorporating these elements, ESA helps students learn more effectively.

Steps in Applying the ESA (Engage, Study, Activate) Method

The Engage Study Activation (ESA) method effectively improves students' vocabulary mastery in the classroom. It involves three steps:

1. Engage, which involves getting students to think and speak in English, using games, pictures, sound recordings, videos, stories, or anecdotes to arouse interest and curiosity.
2. The study focuses on the lesson's core using student worksheets (LKS). The DEGO (demonstrate, elicit, and give out) process is used to demonstrate the material needed for learning and explore students' knowledge. The teacher provides information through questions, missing sentences, and letters, and when students understand the learning objectives, they give

worksheets and monitor their work.

3. Activates, which involves exercises and activities to help students use communicative language according to their abilities. This stage is not focused on language construction or specific practice patterns but on using their language knowledge in the task. Activities include storytelling, compiling sentences, role-playing, answering questions, and communication games.

Overall, the ESA method effectively improves students' vocabulary mastery in the classroom.

The Sequences of ESA (Engage, Study, Activate) Method

The ESA model, developed by Harmer (2000), consists of three common sequences used by teachers: straight arrows, boomerang, and patchwork.

1. Straight arrows involve the teacher following the sequence engage, study, and activate, which is best for teachers who know their students' needs.
2. Boomerang, on the other hand, follows the sequence engage, activate, study, and activate, but

may present challenges for teachers. ESA provides a balanced range of activities, ideally not shorter than 30 minutes or longer than an hour.

3. Patchwork, on the other hand, is a more complex lesson format that breaks down complex issues into sections before bringing them together at the end. These sequences are essential for teachers to effectively address students' needs and ensure they are able to effectively use language.

In addition to the three sequence variations mentioned above, the writer also uses straight arrows since it is the variation that will most effectively increase students' comprehension of English, particularly in terms of vocabulary knowledge.

RESEARCH METHODS

This study utilized experimental research to analyze data collected from 30 second-grade students at SMP Nurul Huda NW Sembalun. The research involved two experimental and control classes, with a total population of 15 students. A quasi-experiment design was used, with pre-and post-tests conducted. The study was conducted during eight meetings from

September 23rd, 2022, to October 23rd, 2022. The school was chosen because students needed help understanding the text, memorizing vocabulary, and translating the text.

Data collection techniques included observation, testing, and data analysis. Two tests were conducted before and after the students received treatment: a pre-test consisting of multiple-choice and essay questions and a post-test consisting of multiple-choice and essay questions. The data were analyzed using statistical techniques, including preparing keys, correcting and scoring students' answer sheets, and computing the students' correct answers on the test. The results were analyzed using the t-test, determining the range, interval class, distribution frequency, mean, standard deviation, error standard, and polygon graphic. The average score and difference in error standard were determined.

The study calculated the T-test with a degree of significance of 5% and 1%. The null hypothesis (H_0) and alternative hypothesis (H_a) were proposed, with the alternative hypothesis accepted if $t_o > t_t$ and the null hypothesis rejected if $t_o > t_t$. The study found a significant difference between using ESA (engage, study, activate) and other

methods for improving second-grade student vocabulary mastery at SMP Nurul Huda NW Sembalun.

FINDINGS AND DISCUSSION

The sample consisted of 30 students, divided into two classes: 15 from VIII A as the experimental class and 15 from VIII B as the control class. Data was collected through pre-test and post-test results, with 20 items divided into multiple-choice and essay questions. The test also included a vocabulary mastery text.

The score of pre-test and post-test of experimental class

The students' score of class VIII A as the experimental class obtained 57,33 for the mean of the pre-test and 77,33 for the mean of the post-test. From the 15 students in the experimental class, the highest score on the pre-test was 75, and the post-test score was 90. Whereas the lowest score on the pre-test is 30 and the lowest score on the post-test is 60.

The score of pre-test and post-test of control class

The students' score of class VIII B as the control class obtained 47,33 for the mean of the pre-test and 50,8 for the mean of the post-test. From 15 students in the control class, the highest score on the pre-test is 65,

and the highest on the post-test is 65. Whereas the lowest score on the pre-test is 30 and the lowest score on the post-test is 35.

In the comparison between the post-test in the experiment class and the post-test in the control class, the highest score in the experiment class was 90, the highest score in the control class was 80, and the lowest score in the experiment class was 65; the control class got a score of 40.

The T-test

After getting the data from the post-test score of the two classes, the writer analyzed it using a t-test. The formula is as follows:

1. Determine the average from the experimental class

$$\begin{aligned} MX &= MX = Mx_2 - Mx_1 \\ &= 79,9 - 55,8 \\ &= 24,1 \end{aligned}$$

2. Determine the average from the control class

$$\begin{aligned} MY &= My_2 - My_1 \\ &= 51,86 - 48,03 \\ &= 3,83 \end{aligned}$$

3. Determine the difference in error standard between X and Y

$$\begin{aligned} SE_{MX} - SE_{MY} &= \sqrt{SE_{X2} + SE_{Y2}} \\ &= \sqrt{14,14 + 4,43} \end{aligned}$$

$$\begin{aligned} &= \sqrt{18,57} \\ &= 4,30 \end{aligned}$$

4. Determine t_0 (t observation)

$$\begin{aligned} t_0 &= \frac{MX - MY}{SE_{MX} - SE_{MY}} \\ &= \frac{24,1 - 3,83}{4,30} \\ &= 4,71 \end{aligned}$$

5. Determine a T-table with a significance of 5% and 1%

$$\begin{aligned} DF &= N1 + N2 - 2 \\ &= 15 + 15 - 2 \\ &= 28 \text{ (consult to "t" table score)} \end{aligned}$$

Beside on t table that is 28. With df number 28 is got t table as follows:

- As significance level 5%: = 1,70
- As significance level 1%: = 2,46

So, after the writer conclude this data based on the formula t-test, the obtained t_o or $t_{observation}$ was 4,71

Testing Hypothesis

To prove the hypothesis, the data from experiment and control class was calculated by using the t-test with formula under the following assumptions:

If $t_o > t_t$: the alternative hypothesis is accepted. It means there was a significant effect of the use ESA (engage, study, activate) method in improving student vocabulary mastery at the second grade of SMP Nurul Huda NW Sembalun.

If $t_o < t_t$: the alternative hypothesis is rejected. It means there was no significant effect of the use ESA (engage, study, activate) method in improving students vocabulary mastery at the second grade of SMP Nurul Huda Nw Sembalun.

From the result calculation above, it is obtained that the value of t_o ($t_{observation}$) was 4,71 degree freedom (df) was 28. In degree significance 5% from 28 (t_{table}) = 1,70 in degree of significance 1% from 28 (t_{table}) = 2,46. After the data, the writer compared it with t_t (t_{table}) both in degree significance 5% and 1%. Therefore, $t_o : t_t$ 4,71 > 1,70, in degree of significance 5% and $t_o : t_t$ = 4,71 > 2,46 in degree of significance 1%.

The statistic hypothesis states that it t_o is higher than t_t , it shows that H_a (alternative hypothesis) of the result is of the result is accepted and H_o (null hypothesis) is rejected. It means that using ESA (engage, study, and activate) method has significant on improving student vocabulary mastery at the second grade of SMP Nurul Huda NW Sembalun.

The relevance with the results of previous studies

This research was conducted from September 23rd, 2022, to October 23rd, 2022, using a quasi-experimental design with the

subject matter of speech. The research involved eight meetings to collect data on students' vocabulary mastery in the experimental and control classes, including pre-tests, study phases, and post-tests. The researchers used a mixed method, including classroom observation and a pre-test, to determine the student's initial abilities. The researchers then conducted a treatment using the Engage, Study, and Activate (ESA) method to improve students' vocabulary mastery in the experimental class. The ESA method involves three steps: engage, study, and activate. The engage phase involves arousing students' interest and emotions through games, while the study phase focuses on the core of learning through textbooks about parts of speech. The DEGO process involves demonstrating the material on the blackboard, explaining the material, and giving students vocabulary to memorize.

The engagement phase involves providing exercises and activities to help students communicate and use their language knowledge in assignments. The activation phase involves composing sentences using the memorized vocabulary. The post-tests were conducted for both control and experiment classes to determine if there was an increase in students' learning outcomes after using the

ESA method. In the control class, students were taught vocabulary mastery without the ESA method, using other methods and only doing exercises on their worksheets. The results showed that the mean pre-test scores for the experimental class were higher than those for the control class. The highest pre-test score was 75, while the lowest pre-test scores were 30 and 30. The ability to improve students' vocabulary mastery in the experimental and control classes was almost the same. The mean post-test scores were higher in the experimental class, with the highest score of 90 and the lowest of 65 and 35. It indicates that the experiment class had a better distribution of scores than the control class.

Then, the result of t-test shows that t_o : $t_o = 4,71 > 1,70$, in degree of significance 5% and t_o : $t_t = 4,71 > 2,46$ in degree of significance 1% so that H_a (alternative hypothesis) of the result is accepted and H_o (null hypothesis) is rejected it means that using ESA (engage, study, activate) method has significance on improving students vocabulary mastery.

As the author has explained above, it is known that the researchers used a significant degree of 5% and 1% in this study. Different from previous studies, only using a

significance level of 5%. However, even though using a different significant degree, the results of the previous study were equally successful in using ESA to increase students' vocabulary mastery. The experiment class's (VIII-A) observation also supports the t-test result. As a result of the observation, there were two indicators on the observation sheet: students' enthusiasm for learning and the learning process. Indicators of observation include students' enthusiasm for learning and an interest in learning vocabulary mastery, which shows that students enjoyed studying using the ESA method in the teaching-learning process. The other indicator was the learning process. It showed that during the learning process, students followed the teacher's instructions, studied with their group well, and had height-level peer tutoring in their group; after doing teamwork, they did exercises individually.

Finally, based on the previous study result above, the researcher could conclude that using the ESA (engage, study, activate) method is significant in teaching vocabulary mastery. And likewise with the results of the two previous researchers.

CONCLUSION AND SUGGESTION

The research aimed to improve student's vocabulary mastery in second grade

at SMP Nurul Huda NW Sembalun using the Engaged Study Activation (ESA) method. Pre-test and post-test data showed that students who received ESA treatment had better scores and more significant improvements than those who did not. The analysis revealed that the experiment class had a higher distribution of scores than the control class. The findings suggest that using ESA techniques in classrooms can lead to better student vocabulary mastery outcomes. And the result of t-test shows that $t_o : t_o = 4,71 > 1,70$, in degree of significance 5% and $t_o : t_t = 4,71 > 2,46$ in degree of significance 1% so that H_a (alternative hypothesis) of the result is accepted and H_o (null hypothesis) is rejected it means that using ESA (engage, study, activate) method has significance on improving students vocabulary mastery.

The writer suggests that teachers should be innovative in designing English learning experiences, using the Engage, Study, Activate (ESA) method to improve students' vocabulary mastery. Students should be actively engaged in the learning process and put in significant effort to succeed in learning English. Future researchers should follow up the quantitative descriptive study by conducting research using the ESA method

with different frameworks, designs, samples, and occasions to enrich knowledge on improving vocabulary mastery in students.

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