INCREASING STUDENTS' VOCABULARY THROUGH ESA METHOD

La Mido[1]

[1] English Educational Study Program, Universitas Dayanu Ikhsanuddin, Baubau, Indonesia.

Abstract

The goals of this study were to see if the ESA method can improve students' vocabulary in the eighth year of SMP Negeri 10 Buton Tengah, and if the students in the eighth year of SMP Negeri 10 Buton Tengah can improve their vocabulary in the eighth year of SMP Negeri 10 Buton tengah are interested in learning vocabulary through ESA method or not. This study used two types of variables: independent and dependent variables. The ESA method was the The vocabulary of the students served as an independent variable, and the vocabulary of the students served as a dependent variable. The students' vocabulary achievement was the focus in this case. The VIII1 class, which had 19 students, served as the study's sample. The instruments that were used to collect the data in this research were essay test (pretest and posttest) and questionnaire. The technique used in analyzing the data about the students' vocabulary achievement at the eighth year of SMP Negeri 10 Buton Tengah was a percentage analysis. The finding indicated that (1) the use of ESA method applied at the eighth year students of SMP Negeri 10 Buton Tengah had a significant effect on the students' vocabulary achievement with the mean score of pretest was 57.9 with fairly good classification, and the mean score of posttest was 70.87 with good classification. Furthermore, the difference between the result of pretest and posttest based on the result of t-test was at the significant level (t_{test}) was 10.02, and (2) the eighth year students of SMP Negeri 10 Buton tengah are interested in studying English vocabularies through the use of ESA method; this thing can be shown by the mean score of interest namely 50.2.

Abstrak

Tujuan dari penelitian ini adalah untuk melihat apakah metode ESA dapat meningkatkan kosakata siswa di kelas delapan SMP Negeri 10 Buton Tengah, dan apakah SMP Negeri 10 Buton Tengah

kelas 8 tertarik dengan penggunaan metode ESA terhadap pembelajaran kosakata. Penelitian ini menggunakan dua jenis variabel yaitu variabel bebas dan variabel terikat. Metode ESA adalah berperan sebagai variabel bebas, dan kosakata siswa berperan sebagai variabel terikat. Prestasi kosakata siswa adalah fokus dalam hal ini. Kelas VIII.1 yang berjumlah 19 siswa dijadikan sampel penelitian. Instrumen yang digunakan untuk mengumpulkan data dalam penelitian ini adalah tes esai (pretest dan posttest) dan angket. Teknik yang digunakan dalam menganalisis data tentang pencapaian kosakata siswa di kelas delapan SMP Negeri 10 Buton Tengah adalah analisis persentase. Temuan menunjukkan bahwa (1) penggunaan metode ESA yang diterapkan pada siswa kelas delapan SMP Negeri 10 Buton Tengah memiliki pengaruh yang signifikan terhadap prestasi kosakata siswa dengan nilai rata-rata pretest adalah 57.9 dengan klasifikasi cukup baik dan nilai rata-rata. posttest sebesar 70.87 dengan klasifikasi baik. Selanjutnya selisih hasil pretest dan posttest berdasarkan hasil uji-t berada pada taraf signifikan (uji-t) sebesar 10.02, dan (2) siswa kelas VIII SMP Negeri 10 Buton Tengah tertarik belajar belajar kosakata bahasa Inggris melalui penggunaan metode ESA; hal ini dapat ditunjukkan dengan rata-rata skor minat yaitu 50,2.

1. BACKGROUND

Speaking, reading, writing, and listening are the four skills covered by English. Furthermore, three aspects of language should be learned: vocabulary, grammar, and pronunciation [1].

Those components are crucial in strengthening language skills in use. English is a highly significant language to learn in Indonesia since it helps to improve knowledge, technology, and culture [2].

The fact illustrates that the English teaching and learning method does not produce the desired results. It is true that mastering English is a difficult task. One of the reasons for this is that pupils have a limited vocabulary. It means that learning a language starts with understanding its vocabulary, which, as we all know, is an essential component of the language [3].

Teaching English vocabulary as a language element, according to Ref. [4], is the most essential aspect in enhancing mastery. Those skills can be mastered if a student's vocabulary is still missing. A student's vocabulary deficiency prevents them from grasping someone's concepts that are conveyed to them.

Students at SMP Negeri 10 Buton Tengah, particularly those in the eighth grade, will be unable to communicate in English because they believe the topic is boring and frightening. It's due to a shortage of vocabulary among students. The Engage, Study, Active (ESA) technique is an excellent, and novel way for teaching English that the researcher is interested in attempting since it can be utilized Teachers can use it to improve their teaching methods (especially when teaching English), and to assist pupils expand their vocabulary [5].

ESA method is one of the alternative methods from communicative learning method. Ref. [6] describes that Engage-Study and Activate are elements-elements are provided in a language school to assist pupils in learning effectively while not boring or frightening them the teacher uses the ESA approach to try to pique the pupils' interest and engage their emotions. This could be accomplished by a game, the use of a photograph, audio recording, or video sequence, a dramatic story, a humorous anecdote and so on. The goal is to pique pupils' interest, curiosity, and focus. The ESA technique appears to imply that students arrive at class ready to listen, and become more engaged as the teacher's presentation progresses. From a group analysis of a text to identify topic-related vocabulary to the teacher explaining a grammatical pattern, there are many different types of study.

The Engage, Study, and Activate strategies are included in a language classroom to assist students in learning efficiently. According to Ref. [7] During the engage stage of a teaching sequence, teachers try to pique students' interest by involving their emotions.

As Ref. [8] again states that *Study* actives are those where the students are asked to focus in on language (or information), and how it is constructed. They vary from the analysis of how a writer produces a certain impression in a large work to the study, and practice of a single sound. Students can study in a variety of ways: the teacher can explain grammar, they can analyze language evidence to uncover grammar for themselves, or they can study a reading text or vocabulary in groups. Regardless of the style, study refers to any stage in which language construction is the primary focus. The term "active" refers to exercises, and activities that encourage students to use language as freely, and communicatively as possible.

According to Ref. [9] the three elements of Although ESA must appear in lesson series, this does not imply that they must always appear in the same position. Regardless on what we want to

accomplish, the sequence is bound to shift. Lesson preparation provides learning patterns for the students:

a. Engage - Study - Active are the teacher piques the class's interest, and involvement, after which they study something, and attempt to put it into action by putting it into production. Example:
    1) Engage is discussion about topic, and what language to use;
    2) Activate is role-play with teacher logging mistakes;
    3) Study is error reflection/discourse analysis;
    4) Activate is Role-play integrating study aspects.

b. Engage - Active - Study - Active are the Before assigning a written task, a communicative game or a role-play, the teacher engages the pupils in some way. After the activity, the student will study some part of language that they lacked or that they utilized improperly, based on what happened there.

c. Engage is active - Active - Study - Active - Study - Engage - Active operations, which differ from the preceding two, can be performed in any order. For example, before studying one, and then another language aspect, engage students are urged to activate their knowledge before returning to move activation exercises, after which the teacher re-engages them before completing additional study and so on.

The key building elements for successful language teaching, and learning are engage, study, and be active. Since diverse theories and processes, teachers will do their best to promote their pupils' achievement by applying them in different and varied sequences [10].

Several academics have weighed in on the definition of language. The following are the details: Vocabulary, according to Ref. [11], can be described as if they were words from a foreign language. On the other hand, a new era of language could be more than a single word.

In addition Ref. [12] to emphasize The concept and function term of language that has become so firmly embedded in a child's understanding of speaking, reading, and writing is referred to as vocabulary. A person's vocabulary is a set of words that have significance when heard and seen, even if they are not utilized to interact with others. A single person can sometimes recognize and understand all of the words even if they are not used by him.

The types of vocabulary defined by some grammarians are different from one to another grammarian. The types of vocabulary can be seen in the following points:

a. Ref. [13] classifies the vocabulary into two types: Active Working vocabulary is employed in writing and speaking on a regular basis.

b. Passive or the knowledge vocabulary is composed of terms that one recognizes in the context of reading material but does not use oneself.

c. In Ref. [14] classifies vocabulary into three types, they are:
    1. Active vocabulary, the words are customarily used in speaking
    2. Reserve vocabulary, the word we know but we rarely use and in the searching for synonyms.

d. Passive Never use them in speech or writing, as they are a rare term that we recognize but are unsure of the meaning. We only recognized them because we had already seen them.

e. Ref. [15] divides vocabulary into three types of vocabulary; they are as follows:
    1. Oral words that are actively utilized in conversation make up vocabulary. They are the words that come easily to mind when speaking. The more frequently a person says a term, the more easily it will come to mind;
    2. Writing The words that come easily to one's finger are referred to be vocabulary.
    3. Listening The stock of words to which one responds with meaning and which are understood in other people's speech is referred to as vocabulary.

According to the writer, vocabulary (linguistic words) is an important element in context and must be considered as the purpose, therefore words must have a good meaning and the form must be appropriate for formulation in context. Furthermore, Ref. [16] shows out that the terms are divided into two groups. The traditional taxonomy of words consists of eight parts of speech, namely:

1. Noun, The word or set of words that names a person, a place, a concept or a thing is called a noun (object, activity, quality and condition).
2. Pronoun, A pronoun is a term that acts as a noun replacement.
3. Verb, a verb is word group that expresses action.

4. Adjective, An adjective is a word group that describes a feature or trait of a noun or pronoun.
5. Adverb, An adverb is a word or collection of words that modifies (defines) a verb, adjective, or another adverb.
6. Preposition, A proposition is a word group that serves to show the relationship in meaning between the object (the nominal that usually follows the preposition) and other words in the sentence.
7. Conjunction, A conjunction is a word or a combination of words that joins two sentence components together.
8. Interjection, an interjection is a word or word group that 'interrupts'.

Fries in Ref. [16] Have classified all English into two divisions:

1) Words Class (parts of speech)
There are four classes of class words: (1) class 1 word (noun), (2) class 2 word (verb), (3) class 3 word (adjective), and (4) class 4 word (noun) (adverb).

2) Function words.
The function words can be classified into the following groups based on which parts of speech they occur with: Determiners, auxiliaries, intensifiers, prepositions, conjunctions, and question words are all examples of determiners. Articles, numbers, demonstratives, and possessive pronouns are all covered by the determiners. To make noun phrases, these determiners are always used with nouns. Auxiliaries are function words that are always used in conjunction with a verb to generate verb phrases. The amplifiers are adjective and adverb Adjectives and adverbs normally occur with function words to construct adjective and adverb phrases. Prepositions are function words that go before nouns or noun phrases to form prepositional phrases or the relater-axis. Conjunctions are service words that always join words, phrases, or clauses to form a coordinate conjunction. Question words are function words that are used to generate inquiries, especially informational queries. which provide listeners with further information.

Objectives, need, scenario presentation, meaningful presentation, presenting in context, inference (guessing) approach in vocabulary learning, and teaching and learning vocabulary technique are just a few of the numerous elements that go into teaching and learning vocabulary. In addition, Wallace identifies six concepts for teaching and mastering language in Ref [17]:

a. Aims
In We must be clear about our objectives when teaching vocabulary. We must decide the terminology that we expect the learner to be able to use explicitly.

b. Need
The that is a difficult vocabulary Students rely on the course book or syllabus, but the teacher must consider the course's goals as well as the goals of each particular lesson.

c. Situation presentation
The words presented are appropriate to the student's situation.

d. Meaningful presentation
The Students would have to have a clear and explicit grasp of what donates or refers to and the information must be presented in such a way that the denotation and allusions are crystal plain

e. Presenting in context
The Words rarely occur in isolation, thus students must be aware of the typical context in which the word appears.

f. Inference (guessing) procedure in vocabulary learning.
Inference is another learning strategy in which students are on a training by using particular information to obtain a thorough interpretation of the message they are studying

According to Ref. [18] A complete lesson may be planned on the ESA model to teaching noun, verb, and adjective:

1. The students' Improvement of nouns
Engage - study – active in this case the teacher can use games, or song to arouse the students' interest and engage their emotions, and the game or songs has relationship with the material. It can give in first or the last teaching learning process. The researcher introduces the word human body substance by posing some questions to be answered and discussed. The students are then divided into teams. Then, using vocabulary as a noun, students give their team a name. After then, the researcher hands out a task sheet to each student, and ensures that they understand it. Researchers provide quiz noun to ensure that pupils are not bored. It was used once the students had completed their learning materials. The goal of a quiz is to guarantee that each student is responsible for their own learning. One student from each team is asked to come forward by the researcher. They were then instructed to write out ten human bodies in one minute. Start making it engaging and intriguing for the students to participate. The teacher or researchers will then assign a score to each student. It was determined by the students' ability to make inferences about the meaning of the human body. Finally, the instructor encourages all

pupils to strive for the greatest possible outcome. It was given to individuals who had performed extraordinarily well or who needed to improve the most. The student demonstrated acceptable vocabulary understanding of nouns in this content, for example:

    a. Eyelid   : *kelopak mata*
    b. Nostril   : *lubang hidung*
    c. Ankle   : *mata kaki*

2. The students improvement of verbs

Engage- study- active: These sections have same process with teaching noun just different in material. The teacher give motivate to the student and then explains the material about narrative text, When teaching verbs, students urge their classmates to underline all verbs in the text. The researcher introduced the verb material by asking students to answer and debate some questions. In order the student not bore, the teacher gives game namely guessing word. Every group has a time to become a central object, the team has a secret word and other group must guess above. Finally, the instructor encourages all pupils to strive for the greatest possible outcome. The student demonstrated acceptable vocabulary understanding of verbs in this area, for example:

    a. Painting   : *mengecek*
    b. Bought   : *membeli*
    c. Shouted   : *berteriak*

3. The students improvement of adjectives

Engage- study- active are these sections have same process with teaching noun and verb above, just different in material. The teacher give motivate to the student and then explains the material about describe someone, the teacher can use some picture or poster in teaching adjective. After explain the material the teacher give quiz adjective. The teacher asked all of the pupils to rise, and then research passed the little ball to one of the students, who then had to say one adjective. It was time to order the pupils again. In this area, make them as enjoyable as possible. The student demonstrated acceptable vocabulary understanding of adjectives in this content, for example:

    a. Generous   : *dermawan*
    b. Careless   : *sembrono*
    c. Childish   : *kekanak-kanakan*

2. PROBLEM STATEMENT

Relying on the foregoing, the following issues with this study can be identified:

1. Increase the students' vocabulary at the eighth year of SMP Negeri 10 Buton Tengah through ESA method.

2. The students interest in learning vocabulary through ESA method.

3. METHOD OF THE RESEARCH

The research was conducted using a pre-experimental design. It meant to describe the students' vocabulary through the ESA method by the eighth year of SMP Negeri 10 Buton Tengah by using only one class as the experiment class.

This study used two types of variables: Variables that are independent and dependent. The ESA method was the independent variable, and the students' vocabulary was the dependent variable; in this case, the ESA method was the independent variable, and the students' vocabulary was the dependent variable. the students' vocabulary achievement.

The population of this research was the eighth year of SMP Negeri 10 Buton Tengah. The total number of population was 96 students. The distribution of the students in the eighth year of SMP Negeri 10 Buton Tengah can be seen in the following **Table 1**:

Table 1.
Population

No.	Classes	The number of population
1	Class VIII 1	19 students
2	Class VIII 2	19 students
3	Class VIII 3	19 students
4	Class VIII 4	19 students
5	Class VIII 5	18 students
	Total	**94 students**

In taking sample, the researcher used cluster random sampling. This sampling was used since all members of the chosen groups share a common trait The researcher randomly picked the classes from five eighth-grade classes by drawing them, and Class VIII1 was chosen as the sample. In this scenario, the total number of pupils in the experimental class was 19.

The instruments in this research consist of two kinds namely essay tests (pretest and posttest) and questionnaire; they were as follows:

1. Pretest; it was used to know the students' vocabulary before the treatment.
2. Posttest; it was given at the end of teaching and also given to the students after the treatment.
3. Questionnaire; it was used to see whether the students were interested in studying English vocabulary through ESA method.

Before conducting the research, the researcher presented the following procedures:

1. Giving pretest to the students before the treatment. The pretest was administered to the experimental class with the goal of determining the students' past aptitude in terms of vocabulary achievement before to beginning the therapy.
2. Giving treatment with ESA method in the process of teaching and learning with the four meetings of teaching.
3. After After administering the medication, the researcher administered a posttest to the experiment class to determine whether the students' vocabulary achievement had improved. After both pretest and posttest were given, the researcher then distributed the questionnaire to see whether the students were interested in studying English vocabulary through ESA method.

A percentage analysis was performed to analyze the data concerning the students' vocabulary achievement in the eighth year of SMP Negeri 5 Baubau by using the following formula [19]:

$$M : \frac{f.x}{n} x100\% \qquad (1)$$

Remarks:
M   : mean scores
f   : frequency
x   : the number of correct answer
n   : the number of items

Furthermore, to determine the students' vocabulary achievement through ESA method, the researcher used the following criteria.

Table 2.
Classification

Classification	Score
Excellent	96 – 100
Very good	86 – 95
Good	76 – 85
Fairly good	66 – 75
Fair	56 – 65
Poor	36 – 55
Very poor	00 – 35

To know whether ESA method was significant toward the students' vocabulary achievement, the researcher used the hypothesis testing with the following formula and criteria [20]:

$$t = \frac{Md}{\sqrt{\dfrac{\sum x^2 d}{N(N-1)}}} \qquad (2)$$

Md   = Mean scores of pretest and posttest
$\Sigma X^2 d$ = Sum of deviation quadrate
N   = Subject of the sample
d.f.   = Determined by N – 1

1. If $t_{count} > t_{table}$, so H1 was accepted, or the ESA approach had a considerable impact on the pupils' vocabulary achievement.
2. If $t_{test} \leq t_{table}$, so H_1 was rejected and H_0 The ESA approach was accepted or had no noticeable influence on the pupils' vocabulary achievement.

4. FINDINGS AND DISUSSION

4.1 Findings

1. Descriptive Analysis of Students' Vocabulary Pretest Results for Experiment Class.

Before conducting, or giving the treatment (teaching reading by using a learning group) to experimental class, the researcher previously gave the pretest to experimental class to know the pre-ability in answering the questions about vocabulary test. The results of pretest for experimental class might be displayed in the following **Table 3**.

Table 3.
The Results of the Students' Vocabulary Test at SMP Negeri 10 Buton for Experimental Class in the Eighth Year

No.	Scores (x)	Frequency (f)	Percentage (%)
1	26.7	1	5.3
2	40	2	10.5
3	46.7	2	10.5
4	53.3	2	10.5
5	60	3	15.8
6	66.7	7	36.8
7	73.3	2	10.5
Total		19	100
Mean	57.9		
SD	12.774		
Min.	26.7		

Score	
Max. Score	73.3

According to **Table 3**, the mean pretest score for experimental class students' vocabulary achievement in the eighth year of SMP Negeri 10 Buton Tengah was 57.9, with a standard deviation of 12.774 and a minimum score of 26.7 and a maximum score of 73.3. For that reason, the percentage of scores about the results of pretest about the students' vocabulary achievement at the eighth year of SMP Negeri 5 Baubau for experimental class indicated that there was 1student or it was 4% obtained the scores: 26.7, 2 students or it was 10.5% obtained the scores: 40, 46.7, 53.3, 3 students or it was 15.8% obtained the score: 60, 7 students or it was 36.8% obtained the score: 66.7, and finally there were 2 students or it was 10.5% who obtained the scores: 73.3. Furthermore, the description of the classification of the students' vocabulary achievement of SMP Negeri 10 Buton tengah, the division of category displayed in the following **Table 4**.

Table 4.
The Ninth Year of SMP Negeri 10 Buton Tengah Students' Vocabulary Achievement Was Classified

Interval Scores	Classification	F	%
96 – 100	Excellent	0	0
86 – 95	Very good	0	0
76 – 85	Good	0	0
66 – 75	Fairly good	9	47.4
56 – 65	Fair	5	26.2
36 – 55	Poor	4	21.1
00 – 35	Very poor	1	5.3
	Total	19	100

Based on the above **Table 4**, it indicated that the students' vocabulary achievement at the eighth year of SMP Negeri 10 Buton tengah was as follows: there was no student or it was 0% who achieved the interval scores: 96 – 100, 86 – 95, 76 – 85 with excellent, very good and good classification, 9 students or it was 47.4% who achieved the interval scores: 66 – 75 with fairly good classification, 5 students or it was about 26.2% who achieved the interval scores: 56 – 65 with fair classification, 4 students or it was about 21.1% who achieved the interval scores: 36 – 55 with poor classification, and finally there was 1 student or it was 5.3% who achieved the interval scores: 00 – 35 with very poor classification. For

that reasons, the number of the biggest students' vocabulary achievement was in 70 – 89, that is about 12 students or it was 48%. From such number, it can be concluded that the students' vocabulary achievement at the eighth year of SMP Negeri 10 Buton Tengah was in fairly good classification.

2. Descriptive Analysis of Students' Vocabulary Posttest Results for Experiment Class

After conducting, or giving pretest, and treatments to experimental class, the researcher then gave the posttest to the eighth year of SMP Negeri 10 Buton tengah to know the post-ability of their vocabulary achievement test. The results of posttest for experimental class might be displayed in the following table.

Table 5.
The Results of a Posttest on Students' Vocabulary Achievement in Eighth Grade at SMP Negeri 10 Buton Tengah for Experimental Class

No.	Scores (x)	Frequency (f)	Percentage (%)
1	53.3	1	5.3
2	60	3	15.8
3	66.7	4	21.1
4	73.3	6	31.6
5	80	4	21.1
6	86.7	1	5.3
	Total	19	100
Mean	70.87		
SD	73.300		
Min. Score	53.3		
Max. Score	86.7		

According to **Table 5**, the mean posttest score for experimental class students' vocabulary achievement in the eighth year of SMP Negeri 10 Buton tengah was 70.87, standard deviation was 73.300, and the lowest score was 53.3, and the highest score was 86.7. As a result, the percentage of scores on the findings of the posttest on the students' vocabulary achievement at SMP Negeri's eighth year 10 Buton Tengah for experimental class indicated that there was 1 student or it was 5.3% obtained the score: 53.3, 3 students or it was 15.8% obtained the score: 60, 4 students or it was 21.1% obtained the scores: 66.7, 6 students or it was 31.6% obtained the scores: 73.3, 4 students or it was 21.1% obtained the scores: 80 and finally there was 1 student or it was 5.3% who obtained

the score: 86.7. Furthermore, the description of the category of The following table shows the students' vocabulary achievement in the eighth year of SMP Negeri 10 Buton tengah, divided by category.

Table 6.
The Vocabulary Achievement of the Kids is Classified

Interval Scores	Classification	f	%
96 – 100	Excellent	0	0
86 – 95	Very good	0	0
76 – 85	Good	11	57.8
66 – 75	Fairly good	4	21.1
56 – 65	Fair	4	21.1
36 – 55	Poor	0	0
00 – 35	Very poor	0	0
Total		19	100

Based on the table (4) above, it indicated that the students' vocabulary achievement was as follows: there was no student or it was 0% who achieved the interval scores: 96 – 100, 86 – 95 with excellent, and very good classification, 11 students or it was 57.8% who achieved the interval scores: 76 – 85 with good classification, 4 students or it was about 21.1% who achieved the interval scores: 66 – 75, and 56 – 65 with fairly good, and fair classification, and finally there was no student or it was about 0% who achieved the interval scores: 36 – 55 and 00 – 35 with poor and very poor classification. For that reasons, the number of the biggest students' vocabulary achievement at the eighth year of SMP Negeri 10 Buton tengah was in 76 – 85, that is about 11 students or it was 57.8%. From such number, it can be concluded that the students' vocabulary achievement at the eighth year of SMP Negeri 10 Buton tengah was in good classification.

According to the hypothesis criteria, if the t-count with p (probability score) was greater than the significant level of = 0.05, H0 was accepted and H1 was rejected; on the other hand, if the t-count with p (probability score) was smaller than the significant level of = 0.05, H0 was accepted and H1 was rejected. As a result, H0 was denied and H1 was approved. Meanwhile, t-count = 10.02 and t-table = 2.09 were discovered in the hypothesis testing computation, implying that t-count = 10.02 > t-table = 2.09. This demonstrated that the ESA approach had a strong favorable influence on the vocabulary success of students in the eighth year of SMP Negeri 10 Buton tengah.

The following is the outcome of the hypothesis testing calculation:

$$Md = \frac{246.5}{19} \tag{3}$$

$$= 12.97$$

$$t = \frac{Md}{\sqrt{\dfrac{\sum x^2 d}{N(N-1)}}} \tag{4}$$

$$t = \frac{12.97}{\sqrt{\dfrac{573.59}{19 x 18}}} \tag{5}$$

$$t = \frac{12.97}{\sqrt{\dfrac{573.59}{342}}} \tag{6}$$

$$t = 10.02 \tag{7}$$

The writer concluded that the application of the ESA technique had a considerable favorable influence on the students' vocabulary achievement in the eighth year of SMP Negeri 10 Buton Tengah based on the results above.

4.2. Discussions

After giving pretests, treatments, and posttests to experimental class, the researcher recapitulated the results of each pretest and posttest. For the experimental class, the mean pretest score before treatment was 57.9, and the mean posttest score after treatment was 70.87.

Based on the results of pretest and posttest mean scores before and after treatment, the researcher concluded that At the eighth year of SMP Negeri 10 Buton tengah, the application of the ESA technique had a substantial favorable effect on the students' vocabulary achievement. This can be supported by the result of questionnaire analysis in the form of tabulation; they were as follows:

Table 7.
ESA Method Strongly Helped Me to Improve My Vocabulary Ability

Classification	Frequency (f)	Percentage (%)
Strongly agreed	6	31.6
Agreed	10	52.6
Undecided	3	15.8
Disagreed	0	0
Total	19	100

The above **Table 7** indicated that there were 6 students or approximately 31.6% responded strongly agreed that ESA method strongly helped

them to improve their vocabulary ability, 10 students or approximately 52.6% responded *agreed*, 3 students or approximately 15.8% responded *undecided*, and no student or approximately 0% responded *disagreed* that ESA method strongly helped them to improve their vocabulary ability.

Table 8.
ESA Method Did Not Strongly Help Me to Improve My Vocabulary Ability

Classification	Frequency (f)	Percentage (%)
Strongly agreed	0	0
Agreed	4	21,1
Undecided	12	63.1
Disagreed	3	15.8
Total	19	100

The **Table 8** above indicated that there was no student or approximately 0% responded strongly agreed that ESA method did not strongly help them to improve their vocabulary ability, 4 students or approximately 21.1% responded *agreed*, 12 students or approximately 63.1% responded *undecided*, and 3 students or approximately15.8% responded *disagreed* that ESA method did not strongly help them to improve their vocabulary ability.

Table 9.
ESA Method Was Very Suitable to Be Applied Because It Could Give Opportunity for Me to Find the Vocabulary Meaning by My Own

Classification	Frequency (f)	Percentage (%)
Strongly agreed	5	26.3
Agreed	10	52.6
Undecided	4	21.1
Disagreed	0	0
Total	19	100

There were five students, according to **Table 9** or approximately 26.3% responded *strongly agreed* that ESA method was very suitable to be applied because it could give opportunity for them to find the vocabulary meaning by their own, 10 students or approximately 52.6% responded *agreed*, 4 students or approximately 21.1% responded *undecided*, and no student or approximately 0% responded *disagreed* that ESA method was very suitable to be applied because it could give opportunity for them to find the vocabulary meaning by their own.

Table 10.
ESA Method Was Not Very Unsuitable to Be Applied Because It Could Not Give Opportunity for Me to Find the Vocabulary Meaning by My Own

Classification	Frequency (f)	Percentage (%)
Strongly agreed	2	10.5
Agreed	4	21.1
Undecided	7	36.8
Disagreed	6	31.6
Total	19	100

There were two students, according to **Table 10** or approximately 10.5% responded *strongly agreed* that ESA method was not very unsuitable to be applied because it could not give opportunity for them to find the vocabulary meaning by their own, 4 students or approximately 21.1% responded *agreed*, 7 students or approximately 36.8% responded *undecided*, and 6 students or approximately 31.6% responded *disagreed* that ESA method was not very unsuitable to be applied because it could not give opportunity for them to find the vocabulary meaning by their own.

Table 11.
I Was Very Excited If ESA Method Was Become as One Method in Teaching Vocabulary

Classification	Frequency (f)	Percentage (%)
Strongly agreed	7	36.8
Agreed	12	63.2
Undecided	0	0
Disagreed	0	0
Total	19	100

There were seven students, according to **Table 11** or approximately 36.8% responded *strongly agreed* that they were very excited if ESA method was become as one method in teaching vocabulary, 12 students or approximately 63.2% responded *agreed*, no students or approximately 0% responded *undecided*, and no students or approximately 0% responded *disagreed* that they were very excited if ESA method was become as one method in teaching vocabulary.

Table 12.
I Was Not Very Excited If ESA Method Was Become as One Method in Teaching Vocabulary

Classification	Frequency (f)	Percentage (%)
Strongly agreed	2	10.5
Agreed	3	15.8
Undecided	5	26.3
Disagreed	9	47.4
Total	19	100

According to **Table 12**, there were 2 students, or around 10.5 percent responded *strongly agreed* that they were not *very* excited if ESA method was become as one method in teaching vocabulary, 3 students or approximately 15.8% responded *agreed*, 5 students or approximately 26.3% responded *undecided*, and 9 students or approximately 47.4% responded disagreed that they were not very excited if ESA method was become as one method in teaching vocabulary.

Table 13.
The Teaching of Vocabularies by Applying ESA Method Added My Learning Spirit

Classification	Frequency (f)	Percentage (%)
Strongly agreed	3	15.8
Agreed	9	47.4
Undecided	5	26.3
Disagreed	2	10.5
Total	19	100

According to **Table 13**, three students, or around 15.8% of the total, strongly agreed that the teaching of vocabularies by applying ESA method added their learning spirit, 9 students or approximately 47.4% responded *agreed*, 5 students or approximately 26.3% responded *undecided*, and 2 students or approximately 10.5% responded *disagreed* that the teaching of vocabularies by applying ESA method added their learning spirit.

Table 14.
The Teaching of Vocabularies by Applying Esa Method Did Not Add My Learning Spirit

Classification	Frequency (f)	Percentage (%)
Strongly agreed	1	5.3
Agreed	3	15.7
Undecided	6	31.6
Disagreed	9	47.4
Total	19	100

The **Table 14** above indicated that there was 1 student or approximately 5.3% responded *strongly agreed* that the teaching of vocabularies by applying ESA method did not add their learning spirit, 3 students or approximately 15.7% responded *agreed*, 6 students or approximately 31.6% responded *undecided*, and 9 students or approximately 47.4% responded *disagreed* that the teaching of vocabularies by applying ESA method did not add their learning spirit.

Table 15.
ESA Method Could Improve My Self-Confidence In Identifying the Vocabulary Meaning I Was Studying

Classification	Frequency (f)	Percentage (%)
Strongly agreed	0	0
Agreed	10	52.6
Undecided	7	36.8
Disagreed	2	10.5
Total	19	100

The **Table 15** above indicated that there was no student or approximately 0% responded *strongly agreed* that ESA method could improve their self-confidence in identifying the vocabulary meaning they were studying, 10 students or approximately 52.6% responded *agreed*, 7 students or approximately 36.8% responded *undecided*, and 2 students or approximately 10.5% responded *disagreed* that ESA method could improve their self-confidence in identifying the vocabulary meaning they were studying.

Table 16.
ESA Method Could Not Improve My Self-Confidence in Identifying the Vocabulary Meaning I Was Studying

Classification	Frequency (f)	Percentage (%)
Strongly agreed	2	10.5
Agreed	4	21.1
Undecided	7	36.8
Disagreed	6	31.6
Total	19	100

According to **Table 16**, two students, or around 10.5 percent of the total, strongly agreed. that ESA method could not improve their self-confidence in identifying the vocabulary meaning they were studying, 4 students or approximately 21.1% responded *agreed*, 7 students or approximately 36.8% responded *undecided*, and 6 students or approximately 31.6% responded *disagreed* that ESA method could not improve their self-confidence in identifying the vocabulary meaning they were studying.

Table 17.
ESA Method Was Very Effective to be Applied Because It Could Make More Relax Learning Atmosphere

Classification	Frequency (f)	Percentage (%)
Strongly agreed	5	26.3
Agreed	10	52.6
Undecided	4	21.1
Disagreed	0	0
Total	19	100

The **Table 17** above indicated that there were 5 students or approximately 26.3% responded *strongly agreed* that ESA method was very effective to be applied because it could make more relax learning atmosphere, 10 students or approximately 52.6% responded *agreed*, 4 students or approximately 21.1% responded *undecided*, and no student or approximately 0% responded *disagreed* that ESA method was very effective to be applied because it could make more relax learning atmosphere.

Table 18.
ESA Method Was Not Very Effective to Be Applied Because It Could Not Make More Relax Learning Atmosphere

Classification	Frequency (f)	Percentage (%)
Strongly agreed	0	0
Agreed	4	21.1
Undecided	12	63.1
Disagreed	3	15.8
Total	19	100

The **Table 18** above indicated that there was student or approximately 0% responded *strongly agreed* that ESA method was not very effective to be applied because it could not make more relax learning atmosphere, 4 students or approximately 63.1% responded *agreed*, 12 students or approximately 21.1% responded *undecided*, and 3 students or approximately 15.8% responded *disagreed* that ESA method was not very effective to be applied because it could not make more relax learning atmosphere.

Table 19.
ESA Method Was Very Effective to Be Applied Because It Could Improve My Learning Interest in Finding English Vocabulary Meaning

Classification	Frequency (f)	Percentage (%)
Strongly agreed	7	36.8
Agreed	12	63.2
Undecided	0	0
Disagreed	0	0
Total	19	100

The **Table 19** above indicated that there were 7 students or approximately 36.8% responded *strongly agreed* that ESA method was very effective to be applied because it could improve their learning interest in finding English vocabulary meaning, 12 students or approximately 63.2% responded *agreed*, no student or approximately 0% responded *undecided*, and no student or approximately 0% responded *disagreed* that ESA method was very effective to be applied because it could improve

their learning interest in finding English vocabulary meaning.

Table 20.
ESA Method Was Not Very Effective to Be Applied Because It Could Not Improve My Learning Interest in Finding English Vocabulary Meaning

Classification	Frequency (f)	Percentage (%)
Strongly agreed	2	10.5
Agreed	4	21.1
Undecided	6	31.6
Disagreed	7	36.8
Total	19	100

According to the **Table 20** above, two students, or around 10.5 percent, responded strongly agreed that ESA method was not very effective to be applied because it could not improve their learning interest in finding English vocabulary meaning, 4 students or approximately 21.1% responded *agreed*, 6 students or approximately 31.6% responded *undecided*, and 7 students or approximately 36.8% responded *disagreed* that ESA method was not very effective to be applied because it could not improve their learning interest in finding English vocabulary meaning.

Table 21.
I Could Improve My English Vocabularies Through ESA Method

Classification	Frequency (f)	Percentage (%)
Strongly agreed	6	31.6
Agreed	11	57.9
Undecided	2	10.5
Disagreed	0	0
Total	19	100

According to **Table 21**, there were 6 students who strongly agreed, accounting for approximately 31.6 percent of the total that they could improve their English vocabularies through ESA method, 11 students or approximately 57.9% responded *agreed*, 2 students or approximately 10.5% responded *undecided*, and no student or approximately 0% responded *disagreed* that they could improve their English vocabularies through ESA method.

Table 22.
I Could Not Improve My English Vocabularies Through ESA Method

Classification	Frequency (f)	Percentage (%)
Strongly agreed	0	0
Agreed	3	15.8
Undecided	7	36.8
Disagreed	9	47.4
Total	19	100

The **Table 22** above indicated that there was no student or approximately 0% responded *strongly agreed* that they could not improve their English vocabularies through ESA method, 3 students or approximately 15.8% responded *agreed*, 7 students or approximately 36.8% responded *undecided*, and 9 students or approximately 47.4% responded *disagreed* that they could not improve their English vocabularies through ESA method.

5. CONCLUSION

In connection with the problem statements and the discussion, the researcher formulates the following conclusions:

1. The use of ESA method applied at the eighth year Students from SMP Negeri 10 Buton Tengah had a strong impact on the students' vocabulary success, with a mean pretest score of 57.9, and a mean posttest score of 70.87, both with good classification. Furthermore, based on the results of the t-test, the difference between the results of the pretest and posttest was significant (t-test) at 10.02.
2. The eighth year students of SMP Negeri 10 Buton tengah are interested in studying English vocabularies through the use of ESA method; this thing can be shown by the mean score of interest namely 50.2.

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