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**THE USE OF ESA
(ENGAGE, STUDY, ACTIVATE)
METHOD IN IMPROVING
STUDENTS' VOCABULARY
MASTERY OF EIGHT GRADE
AT SMP NEGERI 9 BAUBAU**

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Abstract

The aim of this study was to find out whether there is any significant effect of using ESA method in improving students' vocabulary of eight grade students at SMP Negeri 9 Baubau. The instrument of the research was test (pre-test and post-test). The study lasted eight sessions, with one meeting serving as a pre-test, six meetings as treatment, and one meeting serving as a post-test. In analyzing the data, the researchers applied descriptive statistics and inferential statistics. The study found that there was a significant improvement from the vocabularies of eight grade students who treated by ESA method in SMP Negeri 9 Baubau.

Keywords: ESA, improving, vocabulary

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui apakah pengaplikasian metode ESA berdampak pada peningkatan kosakata bahasa Inggris siswa kelas 8 SMP Negeri 9 Baubau. Instrumen dari penelitian ini adalah test. Penelitian ini berlangsung selama 8 kali pertemuan, pertemuan pertama dilakukan pre-test, pertemuan ke-6 dilakukan pengaplikasian metode ESA, dan pertemuan terakhir dilakukan post-test. Data dianalisa dengan menggunakan *descriptive statistics* dan *inferential statistics*. Hasil penelitian menunjukkan dengan pengaplikasian metode ESA menunjukkan peningkatan yang signifikan pada kosakata Bahasa Inggris siswa kelas 8 di SMP Negeri 9 Baubau.

Kata Kunci: ESA, meningkatkan, kosakata

1. INTRODUCTION

Vocabulary is "basic to language and vital to the average language learner." Students cannot communicate effectively or articulate their ideas in both oral and written form if they lack a proper vocabulary [1]. When the researchers conducted observation to the students at SMP Negeri 9 Baubau, the writers discovered that lot of students were lack of vocabularies. They reported that their teacher used a monotonous method when teaching English. They also believed that English was boring, frightening, and that it was one of the most difficult subjects to learn. Based on that issue then the researchers wanted to apply methods that appropriate for solving their vocabularies problems. ESA (Engage, Research, and Active) is one of the classroom learning strategies that would be used. "Engage, Research, and Active Method are elements which ar" according to Harmer [2, p. 67]. The aim of this method was to elicit interest, curiosity, and attention from students during the lesson series. The instructor used the ESA technique to try to pique the students' attention and engage their emotions. This could be accomplished through a game, the use of images, audio recordings, or video sequences, a dramatic narrative, or a humorous anecdote. Among these, the researcher used a game in the classroom to help students develop their vocabulary. Therefore, this study was aimed to find out whether there is any significant effect of using ESA method in improving students' vocabulary of eight grade students at SMP Negeri 9 Baubau.

1.1 Definition of Vocabulary

There are some definitions about vocabulary from experts as follows

1. Vocabulary consists of words that construct a language. Jackson [3, p. 11] argues that term vocabulary, lexis and lexicon are synonymous. That refers to the total stocks of words in a language. Hiebert [4, p. 3] state vocabulary is the knowledge of meanings of words.
2. Richard [5, p. 255] vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write.

3. Kamil and Hiebert [4, p. 1] states that words represent complex and, often, multiple meanings. Moreover, she adds that furthermore, these complexes, multiple meanings of words need to be understood in the context of other words in the sentences and paragraphs of texts.

1.2 Kinds of vocabulary

According to Schmit [6], vocabulary knowledge is divided into two categories: receptive and productive vocabulary. Words that learners recognize and understand when they are used in context but cannot produce are referred to as receptive vocabulary. It's language that s;tudents know when they see or come across it in a text but don't use in speaking or writing. Productive Vocabulary, on the other hand, is a collection of words that can be used in a variety of situations.

1.3 Principles of Vocabulary Teaching and Learning

There are some principles that underline the teaching and learning of vocabulary. In order to impact meaningfully to the students, the teacher must consider these specific principles. As Wallace [7] confirmed that there are six principles on which teaching vocabulary are to be based on following points :

- 1) *Aim*: The teacher has to be clear and bear in mind the aim of teaching and learning of English vocabulary. Teacher must know what vocabulary teaching is all about and teach the words the students need to be mastered. Teacher should as well consider the lists of words he wants the students to learn.
- 2) *Quantity*: The teacher decides on how many new words in the lesson the students can learn within the lesson period. He should not make the new words to be too much for the students in order not to be confused, discouraged and frustrated.
- 3) *Need*: Here, the teacher has to choose the words needed by the students. The students should be put in a situation where they have to communicate with the words they need.
- 4) *Frequent Exposure and Repetition*: The teacher should make the students repeat the words and make sure that they have

already understood them. There should be frequent exposure and repetition of the words until the teacher is sure that the students have mastered them.

- 5) *Meaningful Presentation*: The students must have a better understanding of the words they just learned. They must know what the words denote in context. They should also know how to use them in communication. In other words, the teacher should present the words in such a way that their meanings are not ambiguous but clear to them.
- 6) *Situation Presentation*: Teacher should teach vocabulary to students in situations that are comprehensible to them. He must teach the students contextually because the choice of word can be varied in situation and context. Teacher, therefore, should teach vocabulary to students by incorporating teaching methods and learning strategies such as language games that will stimulate and sustain students' learning interest so as to understand the meanings of the words they are learning. The words the teacher would teach them should be meaningful and useful to their needs.

1.4 Definition of ESA method

The natural language acquisition can be difficult to replicate in the classroom, but there are elements which we should try to imitate. These elements are to be present in a language classroom to help students learn effectively, which are called ESA. This model of teaching is developed and introduced by Harmer [8, pp. 25-28] ESA are:

- 1) Engage: this is the point in a teaching sequence where teachers try to arouse the students' interest. Thus involving their emotions, Activities and materials which frequently engage students include games (developing on age and type, music, discussion when handled challengingly), stimulating picture, dramatic stories, amusing anecdotes, etc. But even where such activities and materials are not used, teachers will want to ensure that their students engage with the topic. They will ask students what they think of the topic before asking them to read about it. For example, they will

look at the picture of person and be asked to guess what their occupation is before they listen to that person and tape.

- 2) Study: study activities are those where the students are asked to focus in on language (or information) and how it is constructed. They range from the study and practice of single to an investigation of how a writer achieves a particular effect in long text; for an examination and practice of a verb tense to the study of a transcript of informal speech to discuss spoken style. The teacher can explain grammar; the students can study language evidence to discover grammar for themselves. They can work in groups studying a reading text or vocabulary. But whatever the style, study means any stage at which the construction of language is the main focus. Some typical areas for study might be the study and practice of the vowel sound in "ship" and "sheep", (e.g. "chip", "cheap", "dip", "deep", "bit", "beat", etc.)
- 3) Activate: this element describes exercises and activities which are designed to get students using language as freely and communicatively as possible for given situation or topic. It offers students a chance to try out real language use with little or no restriction—a kind of rehearsal for the real world.

1.5 Procedure of ESA method

Harmer [9, p. 25] identified three components that must be present in the learning process: They are as follows: Engage, Research, and Activate:

- 1) Engage is a component of the learning process in which the instructor seeks to pique the students' interest in learning by involving their emotions.
- 2) Study is the second stage of learning, during which students focus on learning.
- 3) The last element is activate. It is the phase in which the learners do the activities or exercises to make the students use the language freely and more communicatively.

1.6 Definition of Game

Maroney [10] defines of game as a form of play with goals and structure. In every game, there should be a goal which achieved by the

players at the end of the game. The goals can be achieved if the players follow the structures of the game. Simpson [11] states that teacher should be encouraged to use games to help practice new language in the classroom. He also states that games can indeed teach the student, and they offer a way to practice new structures and add genuine enjoyment to a lesson.

Game involves many factors such as rules, competition, relaxation, and learning particular. All of these have their certain important focus when the game is applied in the classroom. The rules should be explained clearly by the teacher and they should be well understood by the students. To help the students understand the rules, the rules can be followed by demonstration. Besides that, competition as a part of the game is very important in the classroom, because it can stimulate students to be more active and encourage them to participate in the activity since naturally they want to beat the other teams. Students can learn and play at the same time; they can learn in a fun and relaxed way. On the other hand, game provides an opportunity for real communication for the students.

From the statement above, it can be concluded that game should not be considered only as an amusing activity in the process of language learning. But on the other hand, it should be regarded as the part of language syllabus, since it can be applied as an effective strategy of language practice.

1.7 Definition of Pictionary Game

Ku [12] states that Pictionary Game is a board game about communication among team members and we need at least two teams to play. Pictionary Game involves the students guessing words or phrases from drawings. [13] states that excelling at Pictionary Game is about artistic talent but it is about thinking outside the box and coming up with unique ways to get a point across without speaking or using written word. This means that in playing Pictionary Game, the player who is chosen as an artist does not have to be someone who likes drawing or a master in art. It is free for the artists to visualize the word into a picture by using their own creativity. Based on the understanding of the pictionary game from the

expert, the researchers concluded the understanding of pictionary game is a fun game that can help to improve student's English vocabulary skills, this game is a fun game played by several groups. Where each group chooses one group member as the artist whose job is to describe the words given to guess by each group member.

1.8 The advantages and disadvantages of Playing Pictionary Game

a. The Advantages of Pictionary Game

In playing Pictionary Game, the students have to make their own pictures or drawings

Based on the English word which is showed on card. Hinebaugh [14, p. 188] states that playing Pictionary Game has several advantages, such as:

1. Pictionary Game can be used as excellent teaching tool for developing communication and creative thinking skills.
2. It is suited to reinforce ideas in other subject matters for those students who are visual learners.
3. It can develop and reinforce any number of facts, figures, or concepts.
4. Pictionary rules focus the development of creativity and corollary thinking.
5. Players not only must be creative but also must choose sketches that will effectively communicate the association to the rest of their team.
6. It is well suited for developing specific grammar and vocabulary skills.

b. The Disadvantages of Pictionary Game

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3. It can develop and reinforce any number of facts, figures, or concepts.
4. Pictionary rules focus the development of creativity and corollary thinking.
5. Players not only must be creative but also must choose sketches that effectively communicate the association to the rest of their team.
6. It is well suited for developing specific grammar and vocabulary skills.
7. On the other hand, Fadhilah [15, p. 16] states that the disadvantages of the implementation of Pictionary Game are it might make the students become too noisy in the classroom and teaching learning activity might not give any conducive atmosphere at all. Before starting to play Pictionary Game, the teacher should remind the students that the team which makes loud noises or being rude during the game get minus one point. This reminder help the teacher in making less noisy classroom.

1.9 The Rules of Playing Pictionary Game

According [16] there are some rules which should be obeyed during the implementation of Pictionary Game. The rules are explained as follows:

1. An X can only be used to cross something out, or to indicate an area (like on a map). Never use an X as a letter, like *brand-X*.
2. Players cannot use secret or pre-arranged clues-like drawing an ear for "sounds like," or dashes for the number of letter in each word.
3. The students can draw *mail* for *male*, or *blew* for *blue*, etc.
4. The sketches may not include letters or numbers.

1.10 The Procedure of Pictionary Game

Thornbury [17] states that the steps to play Pictionary Game to teach vocabulary are:

1. The teacher divides the students into teams.
2. The teacher asks each group to choose one person as an artist.

3. The teacher tells the artists to go in front of the class where the teacher shows them a word on a card.
4. At a cue, the artists quickly return to their group and try to get their group to correctly guess the word by drawing it.
5. The first team to guess the word correctly earns a point.
6. Three new 'artists' have a turn with another word

1.11 Conceptual Framework

The conceptual framework of this research is presented in the following:

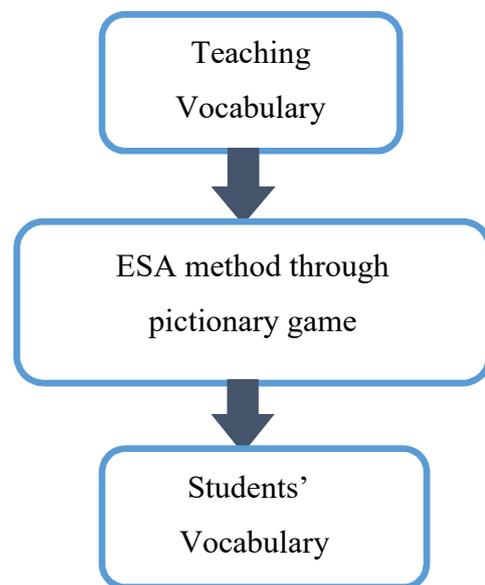


Figure 1. Conceptual Framework

1.12 Hypothesis

Alternative Hypothesis (H_a): There is a significant effect of using Esa method to improve students' vocabulary mastery at the eight grade of SMP Negeri 9 Baubau.

Null Hypothesis (H_0): There is no significant effect of using Esa method to improve students' vocabulary mastery at the eight grade of SMP Negeri 9 Baubau.

2. METHOD OF THE RESEARCH

2.1 Design of the Research

This study used quasi-experimental approach with a non-equivalent control group.

2.2 Population and Sample

The population consisted of eighth-grade students from SMP Negeri 9 Baubau for the 2019/2020 academic year. It consists of four

classes, with a total of 104 students enrolled. For the sample, the researcher took two classes: VIII 1 (the experimental class with 26 students) and VIII 2 (the control class with 26 students).

2.3 Instrument and Technique of Data Collection

The instrument used in this study was a test. As a result, the researcher used a test to determine the level of vocabulary knowledge among the students. Pre-testing was done before treatment and post-testing was done after treatment. The study lasted eight sessions, with one meeting serving as a pre-test, six meetings as treatment, and one meeting serving as a post-test.

2.4 Technique of Data Analysis

In analyzing the data, the researchers applied descriptive statistics and inferential statistics. Descriptive statistics was aimed to indicate general tendency (mean, mode, and median) the spread of scores (variable standard, deviation, and range) of the test result while inferential statistics was used for testing the hypothesis.

In descriptive statistic, the researcher described the state of the data as it is through parameters such as mean, median, mode, frequency distribution and other statistical measures. Creswell [18, p. 182] states that descriptive statistic is required to indicate general tendency (mean, mode, and median) the spread of scores (variable standard, deviation, and range).

The test in this research used multiples choice test, and the scoring criteria is as follows:

- a. If the answer wrong, it score 0
- b. If the answer obtained by using the raw scores which are than converted to the final score using scale of 100 using the following formula:
- c. Final Score = $\frac{\text{Raw Score} \times 100}{\text{Ideal Maximum Score}}$

3. RESULT AND DISCUSSION

3.1 Result

3.1.1 Descriptive Statistics

The following table shows the vocabulary mastery of students in the experimental and control class.

1. The result of Pre-Test in Experimental Class

Table 1. Descriptive analysis of students' Pre-test in experimental class

No	Statistics	
1	Mean	48.65
2	Median	50.00
3	Mode	45
4	Std. Deviation	11.096
5	Variance	123.114
6	Range	40
7	Minimum	30
8	Maximum	70

The table above shows that for the mean score was 48.65, the median was 50.00 and for mode was 45. 123.114 for the score of variance while for std. deviation was 11. 096. The range was 40, minimum was 30 and maximum was 70.

Table 2. Frequency distribution of students' pretest in experimental class

No	Score	Frequency	Percentage %	Category
1	86-100	0	0	Very Good
2	71-85	0	0	Good
3	56-70	5	19.2	Moderate
4	≤55	21	80.7	Low

According to the table above, there was no students in very good category. This condition was also happen in good category with 0% percentage. 5 students achieved 56-70 score or the percentage was 19.2 with moderate category. 21 students got low category with the percentage was 80.7%. It showed that majority the students were in low category.

2. The result of pretest in experimental class
The treatment was held in meeting fourth by using ESA method. The result of descriptive analysis can be seen in the following table:

Table 3. Descriptive analysis of students' Posttest in experimental class

No	Statistics	
1	Mean	80.38
2	Median	80.00

3	Mode	85
4	Std. Deviation	7.990
5	Variance	63.846
6	Range	30
7	Minimum	65
8	Maximum	95

The table above shows that for the mean score was 80.38, the median was 80.00 and for mode was 85. 63.846 for the score of variance while for std. deviation was 7.990. The range was 30, minimum was 65 and maximum was 95.

Table 4. Frequency distribution of of students' pretest in experimental class

No	Score	Frequency	Percentage %	Category
1	86-100	4	15.4	Very Good
2	71-85	17	65.4	Good
3	56-70	4	14.4	Moderate
4	≤55	0	0	Low

According to the table above, there was no students in low category. In moderate category, there were for students achieved 56-70 score or 14.4%. 17 students achieved 71-85 score or the percentage was 65.4. There were 4 students or 15.4% in very good category. It showed that majority the students were in good category.

3. The result of Students' Pre-Test in control Class

Result of pretest is obtained from class VIII 2 as the control class. The result of descriptive analysis can be seen in the following table:

Table 5. Descriptive analysis of students' vocabulary mastery in pretest at control class

No	Statistics	
1	Mean	64.23
2	Median	65.00
3	Mode	65
4	Std. Deviation	7.442
5	Variance	55.385
6	Range	35
7	Minimum	50
8	Maximum	85

Based on the table above, it showed that the mean score was 64.23. The median was

65.00 and the mode was 65. The standard deviation was 7.442 and the variance is 55.385. The score for the range was 35, for the minimum was 50, and for the maximum was 85.

Table 6. Frequency distribution of students' vocabulary mastery in posttest at control class

No	Score	Frequency	Percentage %	Category
1	86-100	0	0	Very Good
2	71-85	3	11.5	Good
3	56-70	20	76.9	Moderate
4	≤55	3	11.5	Low

According to the table above, there were 3 students in low category or 11.5 %. In moderate category, there were 20 students achieved 56-70 score or 76.9%. 3 students achieved 71-85 score or the percentage was 11.5. There was no student or 0% in very good category. It showed that majority the students were in moderate category.

4. Inferential Statistics

Hypothesis Testing

The researchers used inferential analysis to test the hypothesis. The Independent Sample T-test was used in this study. The aim of this test was to see whether there was a significance difference in vocabulary mastery between the experimental and control classes after the treatment implemented.. The significance value or alpha (α) was 0.05. The result of *Independent Sample T-test* is presented as follow:

Table 7. The result of Independent Sample T-test

Independent Sample Test			
		Vocabulary Mastery	
		Equal variance assumed	Equal variance not assumed
Levene's Test for Equality of Variances	F Sig.	.1081 .303	
T-test for Equality of	T df	7.543 50	7.543 49.749

Means	Sig. (2-tailed)	.000	.000
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If $t_{\text{count}} < t_{\text{table}}$ or (sig.(2-tailed)) > 0.05 , the null hypothesis (H_0) was accepted but If $t_{\text{count}} > t_{\text{table}}$ or (sig.(2-tailed)) < 0.05 , the alternative hypothesis (H_a) was accepted. Referring to the result of the hypothesis testing above, $t_{\text{count}} 7.543 > t_{\text{table}} 2.009$ and the probability value (sig.(2-tailed)) $0.000 < 0.05$, It means that H_a was accepted and H_0 was rejected. It means that that there was a significant effect of the use of ESA (Engage,Study,Activate) method in improving students' vocabulary of eight grade of SMP Negeri 9 Baubau.

3.2 Discussion

The mean score of experimental class in pre-test was 48.65 and the mean score of pre-test oin control class it was 47.69. After giving treatment, the mean score of experimental class in post-test was 80.38 and the mean score of post-test in control class was 64.23. Based on the mean score obtained, it can be concluded that the mean score of experimental class was higher than the control class. Based on the t-test from the SPSS calculation, it showed that $t_{\text{count}} 7.543 > t_{\text{table}} 2.009$ and the probability value (sig.(2-tailed)) $0.000 < 0.05$, It means that H_a was accepted and H_0 was rejected. It means that there was any significant effect of using ESA method in improving students' vocabulary mastery at eight grade of SMP Negeri 9 Baubau. Thus, ESA method was proven more effective in improving students' vocabulary mastery rather than conventional method.

4. CONCLUSION

The inferential statistic analysis displayed that $t_{\text{count}} 7.543 > t_{\text{table}} 2.009$ and the probability value (sig.(2-tailed)) $0.000 < 0.05$, It means that H_a was accepted and H_0 was rejected. hypothesis (H_a) was accepted. It can be concluded that there was a significant improvement from the vocabularies of eight grade students who treated by ESA method in SMP Negeri 9 Baubau.

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