

THE EFFECTIVENESS OF ESA METHOD TOWARDS STUDENTS' VOCABULARY MASTERY

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Abstrak

Penelitian ini bertujuan untuk mengetahui apakah penggunaan ESA efektif untuk meningkatkan penguasaan kosakata siswa kelas VIII di MTSN 1 Banggai atau tidak. Desain penelitian penelitian ini menggunakan desain penelitian kuantitatif dengan penelitian eksperimen semu. Populasi penelitian ini adalah siswa kelas VIII MTSN 1 Banggai. Sampel penelitian dipilih dengan menggunakan purposive sampling; kelas VIII A sebagai kelas eksperimen dan kelas VIII B sebagai kelas kontrol dengan jumlah masing-masing siswa sebanyak 35 orang. Tes digunakan sebagai instrumen utama untuk mengumpulkan data. Tes diberikan sebanyak dua kali yaitu pada tes awal dan tes akhir. Hasil penelitian menunjukkan bahwa: 1) nilai rata-rata pretest pada kelas eksperimen sebesar 52,34 meningkat secara signifikan menjadi 74,48 pada post-test. Sedangkan pada kelas kontrol juga terjadi peningkatan namun tidak sebesar pada kelas eksperimen. Nilai rata-rata pretest kelas kontrol sebesar 50,65, hanya meningkat pada posttest menjadi 57,60. 2) dengan menerapkan tingkat signifikansi 0,05 dengan derajat kebebasan 68 diperoleh thitung sebesar 10,16 lebih besar dibandingkan dengan ttabel 1,66. Hipotesis alternatif (Ha) penelitian ini diterima sedangkan hipotesis nol (Ho) ditolak. Artinya metode ESA efektif untuk meningkatkan penguasaan kosakata siswa Kelas VIII A di MTS Negeri 1 Banggai.

Kata kunci: Penguasaan Kosakata; Metode ESA.

Abstract

This research aims at knowing whether the use of ESA is effective to increase the students' vocabulary mastery of the eighth grade at MTSN 1 Banggai or not. The research design of this study was quantitative research design with using quasi-experimental research. The population of this research was the eighth grade students of MTSN 1 Banggai. The research sample was chosen by using purposive sampling; class VIII A as the experimental class and class VIII B as the control class. Each class consist of 35 students. Test was used as the main instrument to collect data. The test was given twice in pretest and post-test. The results show that: 1) the mean score from pretest 52,34 in experimental class was significantly increased into 74,48 in post-test. While in control class, there were also an improvement but not as significant as in experimental class. The mean score of pretest 50,65 in control class was only increased in post-test become 57,60. 2) by applying signicance level 0,05 with degrees of freedom 68, the t-counted was 10,16 was greater than the t-table 1,66. The alternative hypothesis (Ha) of this study is accepted while the null hyphotesis (Ho) is rejected. It means that the ESA method is effective to increase students' vocabulary mastery of Class VIII A at MTS Negeri 1 Banggai.

Keywords: Keywords: Vocabulary Mastery; ESA Method.

Introduction

Vocabulary is a critical part that should be mastered and taken into consideration in learning a language. It is the main thing that must be known by someone in learning language that serves to express ideas. As a language component, vocabulary must be learned and taught (Vossoughi, Hossein, 2009); this component supports someone's language skill (Nggolaon, D., & Mombilia, 2021); vocabulary is a crucial component of language competency and provides the basis for the four language skill (Richard and Renandya, 2002). Without sufficient vocabulary, a person cannot communicate properly and correctly. English without mastering vocabulary can make it hard for a person to write and not be able to answer verbal questions. By mastering a great deal of vocabulary, students are able to communicate with each other, do exercises more easily, and have the ability to speak fluently.

In English class, students' vocabulary mastery is essential for facilitating their learning across reading, listening, speaking, and writing activities. A rich vocabulary enables students to comprehend texts more effectively. Vocabulary mastery is also enhancing them to understand spoken language with greater ease, express themselves more clearly in speech, help them to participate actively in class discussions and debates, and articulate their thoughts more precisely in writing in order to make their writing compositions more coherent and engaging. Without a strong grasp of vocabulary, students will struggle with their English studies. Besides, vocabulary mastery is a continuous process that requires someone to understand, recall, accurately pronounce, read, and use sentences. Students must accurately recognize, memorize, pronounce, and spell the words (Alqahtani, 2015). Therefore, teachers often emphasize vocabulary exercises to help students broaden their word knowledge and improve their overall language skills.

Students' vocabulary problems can be influenced by a variety factors. With unstructured observation conducted, the researcher found students at the eighth grade of MTSN 1 Banggai was lack in vocabulary mastery. It was showed in the activities of their English teaching and learning process inside classroom. It was difficult for them to find English words in order to do speaking task or writing activity given by the teacher. Many students appeared hesitant to speak due to shyness or fear of making mistakes, indicating a lack of confidence. Additionally, there was a noticeable absence of motivation to learn English, leading to the perception of English as a boring and intimidating subject.

In order to overcome the above issue, the researcher intends to use the ESA (Engage, Study, Activate) method. This method is a communicative learning method which aims to increase interest in learning. Engage, Study, Active method is element which is present in a language to help students learn effectively and not make student bored and scared (Harmer, 2001). Harmer adds that under the ESA method, the teacher attempts to enhance students' interest and involve their emotions using games, images, audio funerals, drama stories, and funny anecdotes. ESA is a very structured method that consists of three effective phases: 1) engage; according to Harmer (2001), engage refers to the stage of education which teachers want to stimulate students' curiosity and emotions. Engage process can be done by showing pictures or playing riddles. 2) study; Khoshshima, (2017) noted that the study's primary objective was language usage. The tasks are meant to stress language forms. Study activities involve students focusing on language and information construction. study means that students are expected to discuss the words that are being taught, which is a critical aspect of this method because students are expected to use critical thinking; and 3) activate; activate means that students are expected to be able to express themselves. According to Khoshshima, (2017), active learning occurs when students engage in communicative and authentic tasks. This element refers to exercises and activities that encourage students to use language freely and communicate effectively.

ESA was predicted to increase students' enthusiasm for learning English. By drawing attention and encouraging participation, the ESA technique, may increase students' interest, curiosity, and feelings about a subject (Harmer, 1998). Furthermore, it is recommended that the ESA approach be used to boost students' interest in and comprehension of the new course material. Some benefits could be obtained when applying ESA in process of teaching vocabulary; this method can help students review vocabulary terms while simultaneously increase their vocabulary. Besides, by using these techniques, students can learn English more easily and enjoyably. Finally, ESA is a great tool for both teachers and students, as it allows them to evaluate how well their class is progressing.

As the additional benefits, Robertson (2000) clarified some important of ESA element:

- a) It gives students the chance to rehearse English, as if they were doing in the real world but in the safe environment of the classroom. The students can practice their English in the classroom to going in real world later.
- b) By giving students this kind of practice, it helps them to 'switch' language they have been studying, into language which they can use instinctively without having to think about it.
- c) These kinds of activities are often fun for the students. Make providing an enjoyable classroom experience for students helps the learning process.
- d) Effective way for both students and the teacher to assess how well the class is progressing.
- e) Providing suitable tasks which the students can achieve using lots of different language has a positive motivational effect on students.

In order to help the teacher carry out the teaching and learning process, the procedure of ESA is proposed by Harmer (2003:27), can be applied as follows: first, the students and teacher look at a picture of the topic; second, the teacher as an instructor starts by introducing a specific language feature (grammatical structure or a language function) embedded in a context; third, the teacher divides the students into four groups to discuss and make dialogue about the other picture; and last, the teacher/instructor describes a situational (individual, pair, or group work) in which the students are to practice the emphasized.

By considering the procedure above, the researcher conduct teaching vocabulary in this research using the ESA method with procedure as follow:

- a) The first step (engage), the teacher tries to arouse students' interest to focus on the topic to be taught (about vocabulary) by the teacher using media such as showing pictures to students', after that the teacher ask the students' about what they think in the picture. The purpose in the step is making the students' enjoy.
- b) The second step (study), at this stage there will be many activities, one of which is filling a gap (about vocabulary), where the teacher give a worksheet related to the picture that has been displayed in the first step. Students' fill in the questions on the worksheet following the picture provided. The goal at this step is for the teacher to help teach them new words through pictures.
- c) The last step (activate), this stage in the activation phase, which aims to memorize students' material that has been taught. At this phase the teacher will know how well students' understand and how much new vocabulary they know by playing games.

There were some preliminary findings proved that ESA method is an effective method that can be used by teacher:

A research conducted by Vikasari (2019) entitled *The Effectiveness of Applying Esa Method towards Students' English Vocabulary Mastery*. This study was designed as a quasi-experimental study at SMPN (public junior high school) 4 Praya. By applying mixed method, this study was aimed to find the effectiveness of ESA method using the quantitative method and to see the improvement on the students' mastery qualitatively by conducting classroom observation. Her quantitative data showed increase in students' vocabulary mastery after being treated using ESA method, in which the mean score of the pre-test of 53 increased in the post-test of 75. The result was found using descriptive statistical analysis towards students' pretest and post-test result. Qualitatively, the observers' notes also indicated increase in terms of students' vocabulary mastery by viewing students' engagements during classroom interactions. She concluded that ESA method may increase students' English vocabulary mastery in writing class.

Astiantih & Reskiawan (2022), *Using Engage, Study, Activate (ESA) Method in Improving Students' Vocabulary*. This classroom action research is designed to increase students' vocabulary acquisition in eighth-grade students of SMPN 1 Watopute. This research included the following steps: basic research, planning, action, observing, analysing, and reflecting in each cycle. This study was divided into two rounds. The first cycle was a failure since only 60.8 percent of the students achieved the required score (75). After the second round, 86.9 percent of the students were able to pass the minimal score, indicating that the research was effective. Furthermore, the students demonstrated behavioural gains. They were more engaged in learning and ready to inquire and answer to the teacher. She concludes that the Engage, Study, Activate (ESA) method can improve the vocabulary mastery of eighth-grade students at SMPN 1 Watopute.

Salam (2008) in his thesis entitled *Teaching English Vocabulary through ESA method (an experimental) at the second year students of SMPN 4 Tompobulu*, The sample in this research is 27 students. He found that 95.5 of the students' vocabulary in increased through the use of ESA method. Therefore, he concluded that teaching English vocabulary by using the ESA method was a good way.

From three above research, it can be seen the use ESA method if effective to be applied in increasing students' vocabulary mastery. The differences between the previous study and this research are in the setting; this research uses quantitative research design with applying quasy-experimental design. This research was conducted in the eighth grade of MTSN 1 Banggai.

There are a number of reasons why the researcher think this ESA method can improve vocabulary mastery. First, the ESA method is a method that can provide motivation for students to learn so that this method can provide opportunities for students to practice English, as they do in everyday life. The second is in accordance with the curriculum that is currently used, namely the K13 curriculum. The curriculum K13 aims to create a curriculum that is in accordance with the current progress of the curriculum, which requires students' to be actively learning in getting knowledge based on adequate learning experience, so that really meaningful knowledge. Third, this method is an effective way for students and teachers to assess whether the learning process is successful or not. From the explanation above, the researcher believes that the ESA Method improve students' vocabulary mastery at the eighth grade school at MTSN 1 Banggai.

Research Method

The researcher conducted quantitative research using a quasi-experimental design. Quantitative research is a subset of educational research in which the subject matter is chosen, questions are narrowly focused, participants supply quantitative data, statistics are utilized to evaluate the data, and objective surveys are conducted (Creswell, 2014). This study is also employed a quasi-experimental research design.

The population in this research was all the grade eight which consist of 264 students in MTSN 1 Banggai that is divided into class A, B, C, D, E, F, G, H. Experimental class and control class were used as the sample in this research. Purposive sampling was used to select both of classes. The researcher took class A and B as the research's sample. The total number of students can be seen in the following table of population below:

Table 1. The Research Population

Class	Students
VIII A	35
VIII B	35
VIII C	40
VIII D	40
VIII E	38
VIII F	38
VIII G	37
VIII H	37
Total	264

In this research, the main instrument used was test. There were two kinds of tests they were, pre-test and post-test. Pre-test was administered to both the experimental and control classes to ascertain the students' prior knowledge. Subsequently, the experimental class received the treatment that is taught by using ESA method, while the control group was handled with the conventional method applied in the school. Then, in order to assess the students' progress after the treatment, a post-test was administered to both classes in the last session.

To collect data, the researcher took from the result of pretest and post-test with following some computation process from Sugiyono (2010);

1. count the students' individual score use the following formula:

$$\bar{x} = \frac{\sum x}{n} \times 100$$

2. determine the mean score to find the difference between pre-test and post-test using formula:

$$x_1 = \frac{\sum x_1}{n_1}$$

$$x_2 = \frac{\sum x}{n_2}$$

3. Calculate the standard deviation using formula:

$$s_1^2 = \frac{n \cdot \sum x_1^2 - (\sum x_1)^2}{n(n-1)}$$

$$s_2^2 = \frac{n \cdot \sum x^2 - (\sum x)^2}{n(n-1)}$$

4. Calculate the t-counted using formula pooled variant:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}}$$

Findings and Discussion

This research aims to know the effect of the ESA method in improving the vocabulary mastery. In this research, there were 70 students taken as the sample of research that is divided into 35 students in the experimental class (VIII A) and 35 students in the control class (VIII B). The first thing in the research, the researcher gave a pre-test to both of classes which aims to determine the vocabulary knowledge of two classes. The kinds of test that the researcher used in this pretest is multiple choice tests and making sentence. The researcher found that the two classes had almost the same vocabulary knowledge. Then, after giving pre-test, the researcher treated the experimental class using ESA method and handled the control class with conventional method for six meetings. After conducted the six meetings, the researcher distributes the post-test in order to know whether there is an improvement on the students' vocabulary mastery or not.

The following table are the result of the research which is put statistically in order to show the scores between experimental and control class:

Table 2. The Students Result

Sample	N	Mean Score of Pretest	Mean Score of Posttest	Score Deviation	df	Sig. Level	T
VIII A (experimental class)	35	52,34	74,48	22,14	68	0,05 (1,66)	10,16
VIII B (Control class)	35	50,65	57,60	6,68			

Before deciding whether the researcher should accept or reject the alternative hypothesis, mean score of the students in control class and experimental class should be described in contrast. By seeing the comparison of result in pretest and post-test, it was found that students' who was treated by ESA method (given treatment) in improving vocabulary mastery are increased more than students who do not use the ESA method. Based on the above table, there were an improvement score in both experimental class and control class. In experimental class, the mean score from pretest 52,34 was significantly increased into 74,48 in post-test. While in control class, there were also an improvement but not as significant as in experimental class. The mean score of pretest 50,65 in control class was only increased in post-test become 57,60.

The result of the t-test based the computation process is 10,16. With 68 degrees of freedom, it can be seen the t-table is 1,66 with significance level 0,05. From this result of t-counted and t-table, then, the researcher can decide which one of the hypotheses should be accepted. The following are the criteria used:

1. If $t\text{-counted} \geq t\text{-table}$, H_a is accepted and H_o is rejected, which means the use of ESA method is effective to improve the students' vocabulary mastery.
2. If $t\text{-counted} \leq t\text{-table}$, H_a is rejected and H_o is accepted, which means the use of ESA method is not effective to improve the students' vocabulary mastery.

The issues that had previously been raised were resolved by the findings of this study. The t-counted is greater than the t-table, therefore H_a is accepted which means that the use of ESA method is effective to improve the students' vocabulary mastery. In other words, the ESA is a suitable method that can be applied to increase the students' vocabulary mastery at the eighth grade of MTSN 1 Banggai.

Conclusion

By applying significance level 0,05 with degrees of freedom 68, the t-counted was 10.16 was greater than the t-table 1.66. Related to the data presented, it is concluded that the use of Engage, study, activate (ESA) method is effective to improve the students' vocabulary mastery of the eighth grade at MTSN 1 Banggai. This conclusion can also be seen in the treatment process, which is the students become more active and interest in joining English class and learning vocabulary inside the classroom.

Then, based on the research process and conclusion, the researcher wants to provide some suggestions as follows: first, English teachers can use ESA as an alternative method to increased students' vocabulary mastery and can consider ESA in any English teaching activities. Second, other researcher who are interested in doing a same research area, can take this research as a reference.

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