

THE EFFECTIVENESS OF IMPLEMENTING ENGAGE, STUDY, AND ACTIVATE (ESA) ON READING COMPREHENSION IN JUNIOR HIGH SCHOOL

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Abstract

Reading is an important skill for second language to improve another skill in English. Reading for comprehension is not easy for the students. Reading comprehension in Indonesia is still low. The problem of this research is to examine whether there is a significant different in students reading comprehension of seventh grade students by using Engage, Study, and Activate (ESA). A quasi experimental design is used in this research to identify the impact of an intervention on target population without random assignment when the treatments were given. The research subject is seventh grade which consist of 40 students. The data collected by using reading test and to analyze the data by using SPSS 20. The result of this research ESA could make the students highly motivated, active, interested, students enthusiastic and enjoy in the teaching learning process, and make students reading comprehension increase. It helped students get new vocabulary, understanding of the text, and pronunciation. It means that, “there is a significant different in students reading comprehension of seventh grade between who taught by using ESA and those who are not taught by using ESA”. The finding of t-test obtained was 0.00 which was less than 0.05. It means that there is a significant different on students reading comprehension and CIRC have an effect in teaching reading comprehension.

Key words: Reading Comprehension, Engage, Study, and Activate (ESA)

Reading is an important skill in learning English because it can help the students to get information such as general knowledge, subject of the school. From reading we can improve the vocabulary, the writing and speaking skill, and find out the new ideas, facts and experiences. Grabe (in Celce, 2001) argues reading is

probably the most important skill for second language (L2) learners in academic contexts. So, reading is important skill for second language to improve another skill in English.

Shokri (2017) stated that reading is the act of constructing meaning

while transacting with the text. On the other hand, reading for comprehension is not easy to the student. There are many students have difficulties when they get task related to the reading material it because reading comprehension in Indonesia is still low. That statement evidenced by the data obtained from Progress in International Reading Literacy Study (PIRLS) test shows that reading comprehension in Indonesia ranked 45 from 48 participating countries with a score of 428 from an average score of 500 (Tiro, 2018). From that data, we know that reading comprehension in Indonesia still low.

The problem above arise the writer to purpose the use of Engage, Study, and Activate (ESA) in reading comprehension on seventh grade students. Robertson (2000) stated that ESA is important. ESA stands for engage, study, and activate. These are called the elements or the stages of teaching. ESA comes from Jeremy Harmer idea. Harmer (1998) stated that Engage, Study, and Activate (ESA) elements which will be present in all-or almost all-classes. It means that ESA can implement in all of student levels and any skill, one of them is reading.

E is engage. This means teachers need to prompt learner's curiosity, participation, attentiveness, feelings and interest (Shokri, 2017). During the engage phase, the teachers try to arouse the students' interest. Thus involving their emotions, activities and materials which can engage students include games (developing on age and type) music, dramatic stories, stimulating picture, audio recording, an amusing anecdote, etc. The aim is

to arouse the students' interest, curiosity and attention, in which teachers will want to ensure that their students engage with the topic.

S is study. Study activities are those where the students are asked to focus in on language (information) and how it is constructed. The focus of study could vary from the pronunciation of one particular sound to the techniques an author uses to create excitement in a longer reading text. Students can study in a variety of different styles: the teacher can explain grammar, they can study language evidence to discover grammar for themselves, and they can work in groups studying a reading text or vocabulary.

A is activate. In activate describes exercises and activities which are designed to get students using language as freely and communicatively as they can. During activate, students do not focus on language construction or practice particular language patterns but use their full language knowledge in the selected situation or task.

The theoretical significant of the research is this research to provide some information about the teaching and learning performance by using Engage, Study, and Activate (ESA) for enhancing students' reading comprehension. it can also contribute information to practical knowledge of enhance students' reading comprehension by using ESA.

Method

Ary (2010, p.265) stated that an experimental study is a scientific investigation in which the researcher manipulates one or more independent

variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). This research used a quasi-experimental with non-randomized control group pre-test and pos-test design. The experimental group was a group which received treatment whereas the control group is a group which not received it. In experimental group was going to be taught by reading using ESA, the control group without ESA.

In this research used multiple choices tests. The multiple choices with four options for each number. The students just had to find the correct answer each question. It was given two times (pre-test and post-test) for both group. This research used the test that the writer made. The total items of the test were 42 items which consisted of questions about the text that provide. The maximum score was 100.

To calculate the result of reading comprehension used statistical analysis by independent t-test formula and using SPSS 20 version.

Result and Discussion

Pre-test was conducted to know the earlier ability of the students in experimental and control group. To know it is in the same or different ability, they had been calculated as follow:

Table 4.2 the result of Pre-test Experiment Group and Control Group

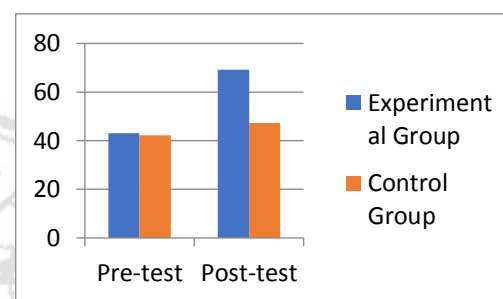
Statistic	Experimental Group	Control Group
Mean	43.10	42.30
Variance	12.832	13.800
Minimum	38	38
Maximum	50	50
Range	12	12

From table 4.2 and 4.3, we know that the mean pretest score of experiment group pretest is 43.10 and that of the control group is 42.30.

Table 4.4 the result of Post-test Experiment Group

Statistic	Experimental Group	Control Group
Mean	69.16	47.16
Variance	47.918	17.696
Minimum	57	38
Maximum	83	55
Range	26	17

Table 4.4 shows that the mean score of post-test in experimental group is 69.16 and for the mean score of post-test in control group is 47.16.



From graphic above, the score in experimental group and control group was decreased because as you see in the table 4.2 the mean score of pre-test of experimental group 43.10 and control group 42.30. In table 4.3 the mean scores of pos-test experimental group is 69.16 and control group is 47.16. From that, we know that the mean score was decreased.

To know whether the hypothesis is accepted or not, it can be classified the null hypothesis (H_0) was formulated as there is no significant difference between who taught by using Engage, Study, and Activate (ESA) and who are not taught by using ESA in students' reading comprehension. The alternative hypothesis (H_a) was formulated as there is significance difference between who taught using Engage, Study, and Activate (ESA) and who are not taught using ESA in students' reading comprehension.

The next step is analyzing score by using t-test. If significance value in the (sig 2-tailed) higher than ($>$) 0.05 level

significance, the null hypothesis (H_0) is accepted and alternative hypothesis (H_a) is rejected. Meanwhile, if the significance value in the (sig 2-tailed) lower than ($<$) 0.05 level significance, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. In addition, the test criterion is if the significant (sig 2-tailed) $< \alpha$ (0.05), it means there is effect. The result of *t-test* is presented in table 4.11

Table 4.11 the result t-test Post-test Experimental and Control

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
Result of Post Test	Equal variances assumed	2.315	.136	10.922	38	.000	20.900	1.931	16.990 24.810
	Equal variances not assumed			10.922	34.279	.000	20.900	1.931	16.976 24.824

Based on the Independent Samples Test, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. The Sig. (2-tailed) is 0.000 and it was less than 0.05 ($0.000 < 0.05$), it means there was a significant difference on students' reading comprehension of seventh grade between those who were taught by using ESA and those who were not taught by using ESA.

Conclusion

The research result is the null hypothesis (H_0) rejected and the hypothesis alternative (H_a) accepted. It means there is significance different of using Engage, Study, and Activate (ESA) on students' reading comprehension at seventh grade. Based on the finding of the research Engage, Study, and Activate (ESA) can make student make students highly motivated, interest, and can make students enthusiastic and also enjoy in the

teaching and learning process. It helps students to attract new vocabulary, understanding of the text and pronunciation. It can make the learning process more effective. So, it can be a reference for teacher or other researcher to improve students' problem on reading comprehension.

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