

ABSTRACT

Harisa,Ika. 2019.*The Effectiveness of Implementing Engage, Study, and Activate (ESA) for the Seventh Grade Students Reading Comprehension at MTs Arkanul Islam Mlandingan Situbondo in Academic Year 2018/2019*. Thesis. English Language Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Jember. Advisor: Dr. Mochamad Hatip, M.Pd

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

Reading is an important skill for second language to improve another skill in English. Reading consists of two related processes, namely word recognition and comprehension. Comprehension is the process of making sense of words, sentences and connected text. Reading for comprehension is not easy for the students. Reading comprehension in Indonesia is still low. In this research, the problem was “Is there any significance difference in students reading comprehension of the seventh grade at MTs Arkanul Islam, Mlandingan Situbondo in 2018/2019 academic year between those who are taught by using Engage, Study, and Activate (ESA) and who are not taught by using ESA?”

The design of this research is Experimental research. The research subject was the seventh class consisting 40 students. The data were collected by using Reading test. In order to analyze the data using SPSS 20 was used. The hypothesis of this research is “there is a significance difference between who taught by using (ESA) and who is not taught using ESA in students reading comprehension of the seventh grade at MTs Arkanul Islam, Mlandingan Situbondo in 2018/2019 academic year”.

Based on the findings of the research, ESA could make the students highly motivated, active, interested, enthusiastic and enjoy in the teaching and learning process. It helped students get new vocabulary, understanding of the text, and pronunciation. Those cause the result of post-test by using independent samples test, the mean of experimental class is 68.70 from 43.10. Besides that, the mean of control class is 47.80 from 42.30. It can be concluded that there is significant difference of using ESA on students’ reading comprehension at seventh grade at MTs Arkanul Islam Mlandingan Situbondo in 2018/2019 academic year.

From the result, some suggestions are given to English teacher and the future researcher. For English teacher ESA is useful for teaching and learning process in the classroom because it can make students more active and make reading comprehension increase. The future researcher is expected to use ESA in true experimental design, to be done to the next level and be implemented to other genres of text.