



The Impact of Engage, Study & Activate (ESA) Method on Students' Vocabulary: A Quasy Experimental Study of Grade 8 Students' at MTsN 1 Muna

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ABSTRACT

The purpose of this research was to discover whether or not there was a significant impact of applying ESA (Engage, Study, and Activate) method on students' vocabulary of grade 8 at MTsN 1 Muna. Design of this study was quantitative with quasi experimental design which involved two classes; experimental and control class. Participants in this study were students from class VIII.2 as experimental class and VIII.4 as control class. Engage, Study, and Activate (ESA) method are aspects that contribute in optimal learning for students in a delivery classroom. The instrument of this study was test in multiple choice that consisted of 30 numbers. Technique of data analysis was descriptive analysis and inferential analysis with t-test. The result of the study showed that there is a significant impact of applying ESA (Engage, Study, and Activate) method on students' vocabulary. It is proven by statistical analysis. Therefore, it can be inferred that there is any significant impact of applying ESA (Engage, Study, and Activate) method on students' vocabulary mastery. It is suggested that teachers should try to apply the ESA method in the process of learning English, especially in teaching vocabulary because this method is proven to have a positive impact on learning and increasing students' vocabulary.

Keywords:

ESA Method, Vocabulary, Teaching

1. Introduction

The connection between the four language skills of reading, writing, speaking, and listening is made possible by vocabulary. Language vocabulary mastery, which is regarded as one of the core elements of language learning, is directly connected with language proficiency in a foreign language (Hidayati, 2019). People frequently claim that acquiring a new language also entails studying its vocabulary because words are important components of languages. Moreover, Tarigan (1993) states that the quantity and quality of vocabulary a person has depend on language skills. It means that the more vocabulary a person has, the greater the possibility of that person skilled in language. Furthermore, Cahyono (2011) said that having not enough vocabulary will difficult to know the meaning from what they hear and read to show their goals in communication. As a result, learners who want to improve their English competence should gain knowledge more about vocabulary (Haerazi, 2018).

According to the observation at the school, there are three difficulties that students faced in learning English. First, the lack of motivation. Most of the students at state Islamic Secondary School (MTsN) 1 of Muna come from the sea coast so that

access to learning English is less attention compared to other junior high school students. Second, lack of interest. Most of students at MTsN 1 Muna think that English is a difficult subject and even though English is taught at school, they show no interest in this subject. Third, Lack of vocabulary. According to their learning process when the teacher asks to do the exercise or answer some questions from the book, the students do not know and only expect a translation from books and the internet. Compared to other junior high school, MTsN 1 Muna students have lower basic in English skills than their previous level of education. From that reason, the students are said to have vocabulary issues because students cannot communicate directly. In this case, the vocabulary is important to support the other skills. The students' vocabulary is only limited to what is translated by the teacher and what is seen in the context of learning in the book. The researcher decided to do research at MTsN 1 Muna because based on observations from the school, research using the ESA method in the process of learning and teaching had not been carried out before, so researcher try to apply this method in my research and in MTsN 1 Muna, I have access to research which makes it easier for me to carry out my research compared to other schools.

The researcher will use the ESA method as one of several alternatives to address the concerns raised above for the students. That is one way of the communicative learning approach helps students become more immersed in their studies. Harmer (1998) asserts that the Engage, Study, and Activate method is one of the components employed in a delivery classroom to aid in students' successful learning. The components are: first, Engage phase is the activity is to stimulate students' curiosity and arouse their emotions. This could be accomplished by playing a game, making use of pictures, sound recordings, video sequences, or a new story anecdote. Second, Study phase is the action to move the concentrate to the goal feature. The teacher introduces models, leads practice exercises, and clarifies the feature's meaning and forms. Third, Activate phase is when students use all of their second language resources to accomplish tasks that are intended to encourage the application of target language features and on learners using the language commutatively while building on their existing knowledge and skills. This method aims to spark students' interest, curiosity, and engagement in the lesson plan.

ESA method is a powerful and suitable way for teaching vocabulary that can enhance students' vocabulary. According to previous research by Vikasari (2019), the Engage, Study, and Active method helped junior high school 2 Kopang's 8th grade students master their vocabulary. Moreover, Sarita (2021) hypothesized that the vocabulary of eighth grade students who were taught by the ESA technique in junior high school 9 Baubau showed a substantial improvement. Furthermore, Rahmat (2018) additionally stated that employing the Engage, Study, and Activate method as one of the teaching strategies helps students become more proficient with vocabulary when speaking about various parts of speech, particularly nouns, verbs, and adjectives. Therefore, the researcher wants to find out the impact of applying the ESA method to teaching vocabulary of grade 8 students' in MTsN 1 Muna.

From previous study, the research method used the classroom action research (CAR) method to implemented the ESA method in learning. In addition, there is also research that used the experimental method but only used 1 phase of the ESA method, namely the engage phase, used games without continued the next 2 phases, namely

the study and activate phase because it only focused on game use. Besides that, there is also research that used the experimental method applied the three phases of ESA namely engage, study, and activate, but this method is carried out by the teacher and the researcher concerned only as an observer not as a teacher of the ESA method in the classroom. Therefore, researchers will apply the ESA method using an experimental method, namely quasi-experimental design and applying the 3 phases of the ESA method, namely engage, study, activate. In addition, the researcher role as a teacher in the class, not as an observer.

2. Methods

This research used a quasi-experiment design. A Quasi-experiment refers to experimental scenarios in which the researcher assigns participants to groups, but this assignment is not conducted through randomization. This is typically done because the experimenter cannot artificially generate groups for the experiment (Creswell, 2008). There are two different types of variable including independent and dependent variable. The independent variable (X) of this research is the use of ESA (Engage, Study, Activate) method and the dependent variable (Y) is student's vocabulary scores.

The population of this study was all class VIII students at MTsN 1 Muna. Population represents the individuals or entities that have piqued the researcher's interest for the purpose of generalizing research findings. It can also be described as the complete set of units (which can be individuals, organizations, events, objects, or items) from which samples are chosen for measurement (Kindy, 2016)

Table 1. Population

Class	Number of Population
VIII.1	30
VIII.2	30
VIII.3	31
VIII.4	30
VIII.5	31
Total	152

In this research, the researcher selected two classes as the sample: VIII.2 class, comprising 30 students, was designated as the experimental group, while VIII.4 class, also consisting of 30 students, served as the control group. The samples were chosen using a probability sampling technique. According to Sugiyono (2017), probability sampling ensures that every element or member of the population has an equal and fair chance of being selected as a sample. In this study, the researcher employed simple random sampling, which as Sugiyono (2017), involves randomly selecting samples from the population without taking into account their status within that population.

Table 2. The Criteria of Students' Score in Pre-test and Post-test

Classification	Value
Very high	86-100
High	70-85
Average	56-69
Low	36-55
Very Low	0-35

(Zufriady, 2019)

The Instrument of Data Collection consist of pre-test, post-test and treatment. A pre-test administered before the class begins. The purpose is to determined how well-versed the students were in the subject material to be presented. The vocabulary aspect that had been tested is word class, namely the aspect of the verb that used at home and at school. Students were hoped to have ability to write vocabulary, interpret vocabulary, and memorize vocabulary. The test consists of 30 numbers in 30 minutes. Test were made based on the topic and demands of learning indicators are "identifying routine events similar to those mentioned in the text in other contexts". Then the test was developed by focusing on the verb. The pre-test was carried out on Monday July 24, 2023 at 08.40 AM in the class. A total of 30 students did the test given.

A post test administered at the final stage of the research. The goal is to assess the student's vocabulary following treatment and determine any improvements between the two group. The pre-test and post-test followed the identical procedures. The pre-test was carried out on Saturday August 5, 2023 at 13.00 PM. A total of 30 students did the test given.

The researcher gave treatment on the students in to assess their vocabulary proficiency. In experimental research there are confounding variables that can interfere with other variables so that they can affect the quality of the research. So, to overcome this, the way the researchers controlled for confounding variables was by the matching method, namely the process of equalizing the confounding variables in the two groups. For example, the confounding variable is the time of learning held in the morning and afternoon will be considered different in receiving lessons so that it is thought to influence research. So, the researcher controlled for confounding variables in both classes (experimental class and control class) in the morning and afternoon.

For variables such as material, teacher, duration, and attitude of the teacher, it was certain that they received the same treatment because the researcher has determined the material taught based on the syllabus, has made a lesson plan so that both the material and duration was the same, the researcher is also a teacher in both classes so that the teacher's attitude could be ascertained be same. However, for variables such as time and classroom, it was attempted to have the same treatment because the time and classroom have been determined by the school.

In analysing the data, the researchers utilized both descriptive statistics and inferential statistics. According to Creswell (2012), descriptive statistics serve to illustrate the general trends, such as mean, mode, median, and the range of scores, which includes variables like standard deviation and range, within the test results. In contrast, inferential statistics are employed to assess a hypothesis. This study employed multiple-choice tests for its assessment.

- The criteria used to accept or reject the hypothesis

Table 3. The Criteria of Accept Or Reject The Hypothesis

Comparison	Hypothesis	
	H0	H1
t-test > t-table	Rejected	Accepted
t-test < t-table	Accepted	Rejected

(Gay L.R., 2012)

- The Effect Size Category

Effect size refers to the standardized measure of the magnitude of the difference or relationship between two groups or conditions in a research study (Cohen, 1969).

$$r = \sqrt{\frac{t^2}{t^2 + df}}$$

Description:

r = effect size

t = the independent t-test value

df = degree of freedom (N1+N2-2)

Table 4. The Scale of Effect Size

Effect Size (ES)	r value
Very Small	< 0.15
Small	0.15 - 0.40
Moderate	0.40 - 0.75
Large	0.75 - 1.10

(Cohen, 1969)

3. Result

1. Descriptive Statistic

Table 5. Descriptive Statistics of Pre-test and Post-test in Experimental and Control Class

	N	Minimum	Maximum	Mean	Std. Deviation
pre-test_experiment	30	10.00	66.60	42.4133	13.24308
post-test_experiment	30	66.60	96.60	84.4033	8.32195
pre-test_control	30	16.60	66.60	38.0833	14.37011
post-test_control	30	33.30	83.30	58.5133	13.61849
Valid N (listwise)	30				

Based on the table above, the lowest minimum score was pre-test of experimental class (10) and the highest minimum score was post-test experimental (66,6). While the highest maximum score was post-test experimental class (96,6). Accordingly, the mean score of experimental and control class is both improved, but

there is a difference improvement. The pre-test of experimental class was 42.4 and, in the post-test, became 84,4. Meanwhile the mean score of control class in pre-test was 38,08 and became 58,1. So the mean score of experimental class more improved than control class. And for standard deviation, it can be seen from the table, the value in the experimental class was 13,24 for pre-test and became 8,32 for post-test. It means there was an improvement of data transmission while for control class was 14,37 for pre-test and became 13,61 for post-test. It means there is an improvement data of transmission, but it was not as significant as experimental class.

2. Normality Test

Test of normality is necessary before testing the hypothesis. This test is needed to check the normality of the data to be analyzed in SPSS 25. The result of normality test can be seen in the table below.

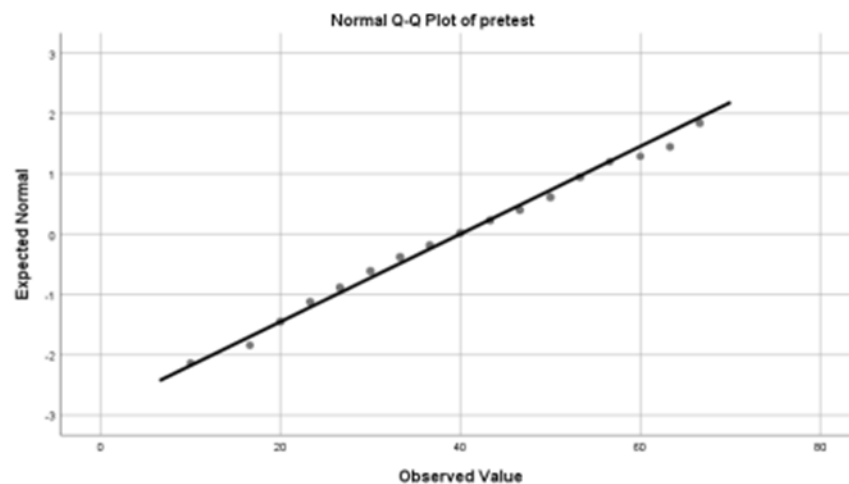


Table 6. The Result of Normality Test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre-test_experiment	.092	30	.200*	.980	30	.837
post-test_experiment	.147	30	.096	.939	30	.086
pre-test_control	.097	30	.200*	.950	30	.164
post-test_control	.157	30	.059	.949	30	.156

The result of normality for the pre-test and post-test in experimental class was 0.200 and 0.096 and the pre-test and post-test in control class was 0.200 and 0.059. Those values above were higher than 0.05. It can be concluded that all of the data were normally distribute. It means that the scores of both classes were acceptable to be analysed through parametric statistic in the form of Independent sample t- test in SPSS.

3. Homogeneity Test

The result of homogeneity test can be seen in the table below.

Table 7. Homogeneity Test

		Levene Statistic	df1	df2	Sig.
NGains core	Based on Mean	.857	1	58	.358
	Based on Median	.677	1	58	.414
	Based on Median and with adjusted df	.677	1	51.049	.414
	Based on trimmed mean	.874	1	58	.354

Based on the result of the analysis of variance homogeneity test obtained sig value was 0.358. Because the sig value was higher than 0.05 so H0 was accepted and H1 was rejected.

4. Inferential Statistic

The researcher employed inferential analysis to evaluate the hypothesis. Specifically, this study utilized the Independent Sample T-test. The objective of this test was to determine whether a significant difference in vocabulary proficiency existed between the experimental and control groups following the implementation of the treatment. The significance level, denoted as alpha (α), was set at 0.05. The result of Independent Sample T-test is presented as follow :

Table 8. Experiment and Control NGainscore

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
NGainscore	Experiment	30	.7439	.09701	.01771
	Control	30	.3400	.12751	.02328

Table 9. Independent Sample T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
	Equal variances assumed	F	Sig.	t	df	Sig. (2- tailed)	Mean Differenc e	Std. Error Differen ce	95% Confidence Interval of the Difference	
									Lower	Upper
NGain score	assumed	.857	.358	13.806	58	.000	.40387	.02925	.34531	.46242

Equal variances not assumed		13.806	54.148	.000	.40387	.02925	.34522	.46251
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If $t_{count} < t_{table}$ or $(sig.(2-tailed)) > 0.05$, the null hypothesis (H_0) was accepted but If $t_{count} > t_{table}$ or $(sig.(2-tailed)) < 0.05$, the alternative hypothesis (H_1) was accepted. Referring to the result of the hypothesis testing above, $t_{count} 13.806 > t_{table} 2.000$ and the probability value $(sig.(2-tailed)) 0.000 < 0.05$, It means that H_1 was accepted and H_0 was rejected. It means that that there was a significant effect of applying ESA (Engage, Study, and Activate) method on students' vocabulary in MTsN 1 Muna.

5. Effect size

Based on the data above, it can be concluded into the following below:

$$t = 13.806$$

$$df = 58$$

$$r = \sqrt{\frac{t^2}{t^2 + df}}$$

$$r = \sqrt{\frac{13.806^2}{13.806^2 + 58}}$$

$$r = \sqrt{\frac{190.606}{190.606 + 58}}$$

$$r = \sqrt{\frac{190.606}{248.606}}$$

$$r = 0.766$$

Based on the result above, it can be concluded that the calculation of effect size that the obtained value of r was 0.766. From the table above, it was found that effect size was categorized as large. Therefore, it could be concluded that in statistically and practically, the ESA method has an impact on teaching vocabulary in the class.

4. Discussion

The objective of this study was to assess the effectiveness of implementing the ESA method in enhancing students' vocabulary. The research commenced with a pre-test aimed at assessing students' initial capabilities and requirements concerning the specific activities and materials to be employed during the intervention. The findings from the pre-test revealed that a majority of the participants exhibited keen interest in

utilizing this method for enhancing their language skills, expanding their vocabulary, and acquiring new insights into its application. These findings align with recent research demonstrating an enhancement in English language proficiency, particularly vocabulary development, thus affirming the suitability of the ESA method for optimizing the learning process of students. (Rahmat, 2018); (Vikasari, 2019)

Regarding the effectiveness of the ESA method, the outcomes indicate that participants find it more comfortable to engage in collaborative activities and express their viewpoints through both oral and written tasks, similar to their comfort during learning observations. This discovery aligns with earlier research that affirms students' favorable perceptions of working in diverse settings with their peers, enabling them to exchange ideas and engage in a community of practice (Matyakhan, 2021). Additionally, promoting collaborative work in the digital era is known to enhance students' language acquisition in EFL classrooms (Chen, 2022). In this context, Demirci (2017) underscored that the application of active learning techniques encourages student interaction, signifying that within the ESA approach, students feel actively engaged in the learning process.

Conversely, within this study, the implementation of the three-phase ESA method involves diverse utilization of instructional media. Most students exhibit a preference for employing PowerPoint presentations that contain educational content. Furthermore, they express a strong liking and enthusiasm for engaging in educational games. These findings demonstrate the participants' keenness to actively partake in learning tasks, corroborated by the observations made during the process. As noted by Rehman R. (2020), active learning fosters a favorable and encouraging atmosphere within the classroom.

A significant portion of the participants actively engaged in all the planned classroom activities, thereby supporting the teaching and learning processes within the classroom. In this context, Harmer (2007) emphasizes the crucial role of the Engage stage in the ESA approach, emphasizing its communicative aspect, which necessitates providing adequate input to activate students' cognitive and emotional faculties. During the Study stage, a majority of the participants primarily focused on comprehending explanations, presenting examples, and participating in games, as highlighted as effective for reinforcing learning and enhancing student performance by Shokri (2016). Finally, in the Activate stage, the most frequently employed activities included group work, written exercises, discussions, and oral presentations. In this respect, Harmer (2007) asserts that at this stage, students employ the target language for communication, leading to heightened engagement. Moreover, the ESA method approach enables students to achieve substantial learning outcomes, stimulate creativity, and enhance comprehension of content. This finding aligns with the outcomes of Arifani et al. (2020), whose research demonstrates that the ESA approach contributes to the enhancement of students' writing skills.

5. Conclusion

The effectiveness of the ESA method has been established as it actively engages students in the learning process. During the Engage phase, participants displayed enthusiasm and interest in commencing their learning journey, often through interactive games. In the Study phase, utilizing PowerPoint presentations for learning

garnered more focused attention compared to traditional textbook learning. Participants also expressed a preference for prompt feedback and wholeheartedly engaged in group activities, facilitating the exchange of ideas and collaborative learning. In terms of the Activate phase, exercises involving written work and in-class presentations significantly enhanced communication skills and fostered creativity among students in composing straightforward texts.

There is any significant impact of applying ESA (Engage, Study, and Activate) method on students' vocabulary mastery. Referring the inferential statistic analysis displayed that $t_{count} 13.806 > t_{table} 2.000$ and the probability value (sig.(2-tailed)) $0.000 < 0.05$, It means that H1 was accepted and H0 was rejected. Moreover, the calculation of effect size was categorized as large effect ($r = 0,766$). Therefore, it could be concluded that there was a great impact of applying ESA method in learning process both statistically and practically.

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