

THE EFFECT OF ESA (ENGAGE STUDY ACTIVE) METHOD ON STUDENTS' VOCABULARY MASTERY AT THE SEVENTH GRADE ON MTS SWASTA DARUL AKHIROH BONAN DOLOK IN 2020/2021 ACADEMIC YEAR

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Abstract : The purpose of this research are to find out: 1) The application of ESA Method on students' vocabulary mastery, 2) The students' Vocabulary mastery before and after using ESA Method, 3) whether there is any significant effect of ESA Method on students' vocabulary mastery at the seventh Grade of MTS Swasta Darul Akhiroh Bonan Dolok. This research uses experimental method with the pre-experimental design by using one-group pretest and posttest design. The population of this research is all the VII Grade students of MTS Swasta Darul Akhiroh Bonan Dolok by using total sampling. In collecting the data, the researcher used observation sheet. Instrument of the research was observation and test was composition test. The result of the research are 1) application of ESA Method was 3.6, it was categorized "very good". 2) The mean score of the students' before using ESA Method was 26,07 it was categorized "bad". Meanwhile after using ESA Method was 53,5. The result of analysis showed that t_{test} is bigger than t_{table} ($t_{test} 19.80 > t_{table} 2.05$). So, the hypothesis was accepted. It means that there is any significant effect of ESA method on students' vocabulary mastery at the seventh grade of MTS Swasta Darul Akhiroh Bonan Dolok.

Keywords: Vocabulary Mastery, ESA Method.

Abstrak : Tujuan dari penelitian ini adalah untuk mengetahui sejauh mana penerapan metode ESA terhadap penguasaan kosakata siswa, 2) sejauh mana penguasaan kosakata siswa sebelum dan sesudah diajar dengan menggunakan Metode ESA, 3) apakah ada pengaruh yang signifikan dari metode ESA terhadap penguasaan kosakata siswa kelas VII MTS Swasta Darul Akhiroh Bonan Dolok. Penelitian ini menggunakan metode eksperimen dengan model pre-experimen dengan menggunakan pretest dan posttest model. Populasi dari penelitian ini adalah semua siswa kelas VII di MTS Swasta Darul Akhiroh Bonan Dolok dengan menggunakan total sampling. Dalam pengumpulan data, peneliti menggunakan lembar observasi. Alat dari penelitian ini adalah lembar observasi dan test. Hasil dari penelitian ini adalah 1) aplikasi dari metode ESA adalah 3,6 dan dikategorikan "sangat baik". 2) nilai rata-rata siswa sebelum menggunakan metode ESA adalah 26,07 dan dikategorikan "buruk", selain itu setelah menggunakan metode ESA, nilai rata-rata peserta didik adalah 53,5. Hasil dari analisis menunjukkan bahwa T_{test} lebih besar dari pada T_{table} . ($19,80 > 2,05$). Jadi, hipotesis diterima. Artinya terdapat pengaruh yang signifikan dari metode ESA terhadap penguasaan kosakata siswa kelas VII MTS swasta Darul Akhiroh Bonan Dolok

Keywords: Vocabulary Mastery, ESA Method.

I. INTRODUCTION

Vocabulary is one thing that really important in English lesson. When student have much vocabulary, their English lesson will be better. Vocabulary like the foundation in learn English. Because with mastering vocabulary will be easier to master the four skill, are listening, speaking, reading and writing. So vocabulary cannot be separated with four skills. By learning vocabulary the students will be able to communicate in English and understand word by word even more than it.

The students that study of MTS swasta Darul Akhiroh Bonan Dolok at the seventh grade still weak in vocabulary mastery. The students' ability in master the vocabulary just 30% and disable is 70%. It can be seen from the preliminary observation and pretest that done by researcher. The researcher found that from 20 questions, the highest correct answer is just 9 questions and the lowest correct answer is 3 questions. In other word, the highest correct answer only get 45, and the lowest correct answer only get 15 score. The teacher has given many efforts in order to enrich students vocabulary mastery such as memorize word by word, play games, searching word in the dictionary, using strategy, using method, give

the motivation to students to learn the vocabulary. However it doesn't get the positive response from students in English learning. In the other words the efforts that given by the teacher still looks monotonous and not efficient in learning process. They do not interest and lazy in vocabulary learning. They also thing vocabulary learning is boring. If this problem is not solved, students' ability in vocabulary mastery will still weak. So, they cannot communicate in English well.

Based on explanation above the researcher interest in doing the research about how to make and upgrade the students interest in English learning process especially vocabulary mastery. In this case, the researcher tries to use the method in order to make the students interest in vocabulary mastery. The method do by researcher is ESA Method. So that the researcher interest to do the research entitle "The effect of ESA (Engage Study Active) Method on students' vocabulary mastery at the seventh grade on MTS swastaDarulAkhirohBonanDolok in 2020/2021 Academic Year.

1. The nature of Vocabulary Mastery

Vocabulary is a collect of word which is arranged sequentially and have the meaning. Vocabulary is an element of language that

important thing to be mastered by the students in learning English language. A students that have much vocabulary, will be easier to understand the meaning of word and easy to communicate in English language. According to Lapp (2004:262) “the importance of vocabulary daily demonstrated in schools and out. In the classroom, the achieving students possess the most adequate vocabularies. Next, according to Harmer (2003:229) “when we introduce new vocabulary, there is always a chance, of course that is not new to some of the students in the class. That is why elicitation is important”.

2. Indicators of Vocabulary

According to Brown (2010:306) there are some kinds of vocabulary, namely:

1. Noun

Noun is the parts of speech which is shown to state a people, thing, place, and animal. According to Hivelacion (2012: 40) “a noun is the word that is used to identify a thing, a place, a person, an animal or an abstract idea. We reserve the term noun for single word. According to Harmer (1998:37) “noun is a word or group word that is the name of the person, a place, a

thing or activity, or quality or idea; noun can be used as the subject of the object of verb”.

2. Verb

Verb is a parts of speech which telling about the action and state. According to Harmer (1998:37) “verb is a word (or group of words) which is used in describing an action, experience or state”. Next, according to Cyssco (2009:129) “verb is a word that described or stated the action or deed that do by subject”. Meanwhile, according to Zuhairi et al (2008:2.3) “verb is important in sentence. Without verb a group of word can’t mention be a sentence”. It means that verb is the important in the sentence to describe the action and state.

3. Adjective

Adjective is the parts of speech that a word which is described a noun or pronoun. According to Raimelin Zuhairi et al (2008:3.3) “adjective give information about nouns and noun phrases and answer the question “what kind?”. Meanwhile according Lingga (2003:3) adjective is limiting word, giving the character (or add the certain mean) on noun or pronoun.

4. Adverb

Adverb is the part of speech that used to describes verb, adjective, noun and the others. According to Crysso (2009: 151) “adverb is a word or a group word which the function to explain verb, adjective and the others adverb in a sentence”. According Raimes in Zuhairi et al (2008:3.27) “adverbs give information about verbs and verbs phrases or about adjectives and answer the question “How?”.Then, according to Lingga (2003:5) adverb is a word or a group of word that describe or add the meaning or limiting word on verb, adjective, or another adverb or all the sentences.

3. ESA Method

ESA Method is the good method that use in the classroom. Because with use ESA Method students can express their knowledge directly. According to Pollard’s (2008:23) you can use all three ESA stages in one lesson but not necessarily in that order. You could engage the students then active language through the speaking activity and then study language difficulties arising from the activity.

According to Harmer in Herdi (2018:150) “ESA (Engage, Study, Active) is elements which are present in a language classroom to help student learn effectively”. Meanwhile, according to Harmer in Tekeng (2016:124) states that ESA Method is involves arousing learners’ interest, curiosity, and emotions towards the topic to attract attention and motivate them in addition to improve the students’ interest, involvement, and understanding of the new material.

II. METHODOLOGY OF THE RESEARCH.

Method is a way used to measure something that done in finished this research. Method of the research is very important in conducting research because the method of the research the way to solve the problem of the research. According to sukmadinata (2012:52) “a methodology of the research have a certain research design. The design is describe a procedure or the steps that should be taken, time of the research, data source, and the meaning of condition that collected”. Then, according to Sugiyono (2010: 3) “Method of the research is as a scientific way to obtain data with specific purposes and uses”. In addition, (Arikunto, 2010:

100) states that method of the research is the way that used a researcher to collecting data in a research”.

Based on the explanation above the research design, it can be seen clearly from one group pre-test (o1) and post-test (o2) to get the data dependent and independent variables, the Researcher use experimental research because to find out the cause effect relationship between the variables.

The population in the research is the students at the seventh grade of MTS Swasta Darul Akhiroh Bonan dolok are 28, and sample are 28. To taking the sample, the researcher used total sampling.

Instrument is a tool that used to test or to measure the both variable. A good instrument is a research that important in conducting research because a good instrument would give the data accurately. According to Arikunto (2013:203) “Instrument of the research is tool of activity used by researcher in collecting data, so that the process becomes easier and better more careful, complete and systematic”. the instrument that will be used to measure the variables are observation sheet and test.

III. RESULT

The data of the research was conducted two ways, observation sheet and test. The observation sheet focused on data of using ESA Method in the classroom and the test focused on taking data of students' vocabulary mastery. Researcher conducted pretest about vocabulary mastery at the seventh grade on MTS Swasta Darul Akhiroh Bonan Dolok. The test which gave by the researcher to measure the students' vocabulary mastery before and after using ESA Method. The highest score before and after using ESA Method was 45 and 85, The lowest score before and after using ESA Method was 15 and 45. In order to get clear and complete description, the researcher presented the histogram of comparison before and after.

1. Application of ESA Method.

Based on the data analysis which got from the observation sheet about the application of ESA Method can be seen from 9 aspects observed by the observer the total score got score 33 and mean 3.6 it was very good categorized

2. Students' vocabulary mastery.

After getting the data by giving pretest which oral test vocabulary mastery, it was found that the highest score was 45 and the lowest score was 15. The researcher shows the specification of calculation in the table below:

Table 1.
Score of Mean, Median, and Mode on Students' Vocabulary Mastery Before Using ESA Method on MTS Swasta Darul Akhiroh Bonan Dolok.

No	Item	Score
1	Mean (M _x)	26,07
2	Median (M _{dn})	24,01
3	Mode (M ₀)	22,21

The calculation of mean score of students' vocabulary mastery before using ESA Method can be seen be 26,07 and the categorized is "Less".

Table 2
Frequency Distribution of Students' Vocabulary Mastery before using ESA Method at the Seventh Grade Students of Mts Swasta Darul Akhiroh in 2020/2021 Academic Year

No	Class Interval	Frequency	Cumulative Frequency	Percentages (%)
1	15 -20	8	8	28,57
2	21 – 26	10	18	35,71
3	27 – 32	5	23	17,86
4	33 – 38	2	25	7,14
5	39 – 44	1	26	3, 57

6	45 – 50	2	28	7,14
Total		28	-	100 %

The table above shows that there are six interval score of students' vocabulary mastery before. The students who got score 15 - 20 were 8 students or 28,57 %, score 21 - 26 were 10 students or 35,71%, score 27 – 32 were 5 students or 17,86 %, score 33 - 38 were 2 students or 7,14 %, score 39 - 44 were 1 students or 3,57 % and score 45-50 were 2 students or 7,14%.

Based on the distribution above, the researcher found that most of students' score is 21 – 26 (35,71%), it was found that the lowest score was 15 and the highest was 45. look at the histogram below with the each score before using ESA Method.

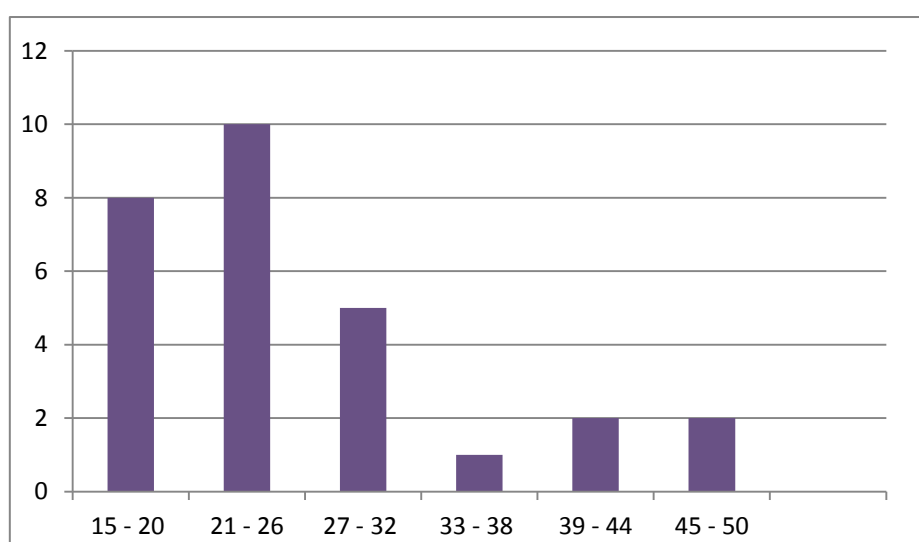


Figure 1: Histogram of Students' Vocabulary Mastery before using ESA Method.

After collecting data about the students vocabulary mastery at MTS Swasta Darul Akhiroh by using ESA Method, it is found that the highest score is 85 and the lowest score is 45. The Researcher shows the table.

Table 2
Score of Mean, Median and Mode on students' Vocabulary Mastery after Using ESA Method at the Seventh Grade Students of Mts Swasta Darul Akhiroh BonanDolok

No	Item	Score
1	Mean (Mx)	53,5
2	Median (Mdn)	65,2
3	Mode (M ₀)	61,8

Frequency distribution of students Vocabulary Mastery after using ESA Method can be seen below:

No	Interval	Frequency (f)	Cumulative Frequency	Percentages (%)
1	55 – 60	7	7	25 %
2	61 – 66	9	16	32, 14 %
3	67 – 72	2	18	7,14 %
4	73 – 78	6	24	21,42
5	79 – 84	2	26	7,14 %
6	85 – 90	2	28	7,14 %
		N = 28		100 %

Based on the table above, it shows that there six interval score of the students' vocabulary mastery after using ESA Method. The students who got score 55 – 60 were 7 students or 25%, score

61 – 66 were 9 students or 32,14%, score 67 – 72 were 2 students or 7,14.%, score 73 – 78 were 6 students or 21,42%, score 79 – 84 were 2 students or 7,14% , and score 85 – 90 were 2 students or 7,14 %.

Based on distribution above, the researcher found that most of students' score after taught by using ESA Method is 61 – 66 were 9 students, it was found that the lowest score is 55 and the highest score is 85. Look at the histogram below with the each score after using ESA Method.

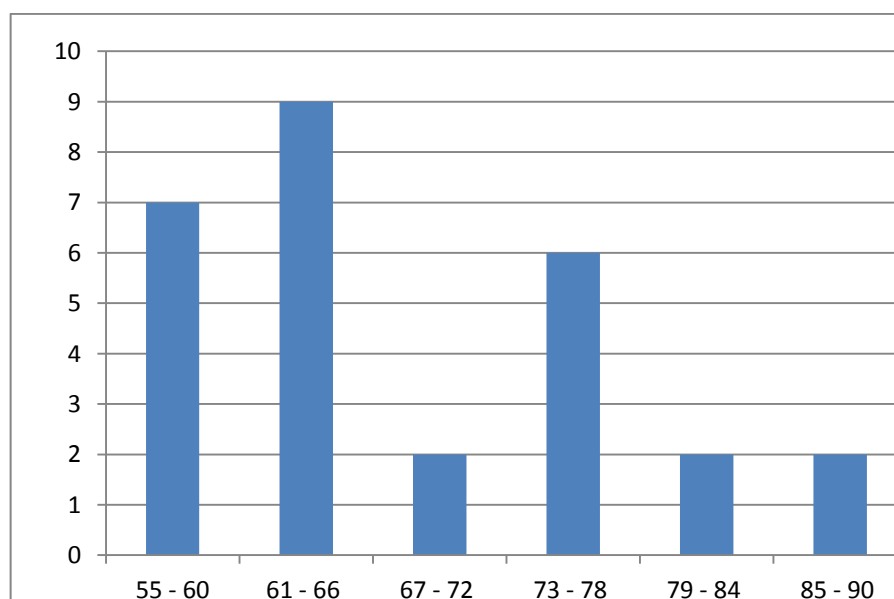


Figure 2: Histogram of Students' Vocabulary Mastery after using ESA Method

The hypothesis testing is needed to prove the validity of the hypothesis in the research. The hypothesis is "There is a

significant effect of using ESA Method on students' vocabulary mastery at the seventh grade of MTS Swasta Darul Akhiroh Bonan Dolok. So, the hypothesis testing is done to know whether there is any significant effect of using ESA Method on students' vocabulary mastery at the seventh grade of MTS Swasta Darul Akhiroh Bonan Dolok. The Researcher used t_{test} formulation to prove it. Based on that result, it can be seen that t_{test} is 19,80 and t_{table} is 2.05 at 5% significances level with degree of freedom $(df) = N - 1 = 28 - 1 = 27$. The Researcher found that t_{test} is higher than t_{table} ($t_{\text{test}} 19,80 > t_{\text{table}} 2.05$). It means that there is a significant effect of ESA Method on Students' vocabulary mastery at the seventh grade of MTS swasta Darul Akhiroh Bonan Dolok In 2020/2021 Academic Year. The researcher can say that the alternative hypothesis (H_a) is accepted.

IV. DISCUSSION

Based on the results of research that have been done in the research, researcher was found the result of the research of t_{test} was 19.80 while, the samples were 28 students. From the calculation above, it can be known that t_{test} was 19.80 and t_{table} is

known as number 2.05 at 5% significant level with degree of freedom (df) $28-1 = 27$. After finding the score of t_{test} and t_{table} , both of the scores are compared. It is found that t_{test} was bigger than t_{table} ($19.80 > 2.05$).

CONCLUSION

Based on the result of data analysis that has described in the previous chapter, the researcher concluded as follows:

1. The result of the application of ESA Methodin teaching vocabulary mastery at the seventh grade of MTS swasta Darul Akhiroh Bonan Dolokin 2020/2021 Academic Year is 3.6 and it was categorized "very good". It means that the Researcher applied ESA Methodin teaching vocabulary mastery is well.
2. The students' vocabulary mastery before using ESA Methodin teaching vocabulary mastery at the eighth grade of MTS Swasta Darul Akhiroh Bonan Dolok in 2020/2021 Academic Year was 26,07 and it is included is "Less" category. While, the students' vocabulary mastery by using ESA Methodin teaching vocabulary mastery at theseventh grade of MTS Swasta Darul

Akhiroh Bonan Dolok in 2020/2021 Academic Year is 53,5 and it is included as “good” achievement.

3. The testing that has been done to measure the hypothesis showed that t_{test} is higher than t_{table} ($t_{\text{test}} 19,80 > t_{\text{table}} 2.05$). So, the alternative hypothesis of this research can be accepted. It means that there is a significant effect of ESA Method in teaching vocabulary mastery at the Seventh grade of MTS Swasta Darul Akhiroh Bonan Dolok in 2020/2021 Academic Year.

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