


## Teaching Method: The Use of Engage, Study, and Activate (ESA) on Students' Vocabulary Mastery

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ARTICLE INFO	ABSTRACT
<p><b>Keywords:</b> <i>Teaching Method; Engage Study Activate (ESA); Vocabulary Mastery</i></p> <p><b>Article history:</b> Received 21 January 2024 Revised 28 January 2024 Accepted 07 March 2024 Available online 30 March 2024</p>	<p>The purpose of the research is to investigate whether the Engage, Study, and Activate (ESA) method was effectively used by eighth grade students for vocabulary mastery. The researcher used quantitative approach by the design of this study was quasi-experimental research to determine the effectiveness of the Engage, Study, and Activate (ESA) method on vocabulary mastery. The population of the research consisted of 205 students, and the sample of the research was the eighth grade of SMP Negeri 5 Tangerang for the academic year 2021-2022, which consisted of 60 students. The results of the research showed that the students' vocabulary in the pre-test and post-test differed significantly, up to 20 percent. After receiving the treatment, their vocabulary significantly improved. This can be seen from the average pre-test results in the experimental class of 61.6 and the average post-test of 74.13. The mean of the pre-test results in the control class was 58.66, and the average post-test results were 64.26. The value of the t-test was greater than the t-table (<math>5.40 &gt; 2.00</math>). It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It can be concluded that the use of the Engage, Study, and Activate (ESA) method is effective in improving vocabulary mastery.</p>
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### 1. Introduction

English is one of the most essential second languages in non-native English-speaking countries (Nurnalisa, 2019). In Indonesian, English is taught as an overseas language, which is not always used as a language of conversation in daily activities (Rohayati & Rizkyanti, 2019). English is also a topic in Indonesia that is learned from junior high school until university (Munawarah et al., 2020). Therefore, English is one of the international languages to be mastered for students to realize a variety of English vocabulary (Ratika et al., 2021; Gapur & Taulia, 2023).

Vocabulary plays a crucial role in learners' language change, particularly in learning a foreign language, such as English (Angraeni et al., 2019). Indonesian students still face challenges in vocabulary building, particularly in memorizing the meaning of new words (Aljurbua, 2021; Pujiono & Gapur, 2020). Students require effective vocabulary learning methods, and using effective teaching techniques can significantly enhance their vocabulary mastery. Students require effective vocabulary learning methods, and using

effective teaching techniques can significantly enhance their vocabulary mastery.(Furqan & Shabir, 2021).

Vocabulary mastery plays a significant role in learning other kinds of English language abilities (Rizikiya et al., 2022; Pujiono et al., 2022). On vocabulary mastery requires creativity in finding a few techniques in order are inspired to memorize the vocabulary. Vocabulary mastery is essential to acquire a language. Vocabulary is essential for students to help their four language abilities (Dwyer & Schachter, 2019). Therefore, without vocabulary mastery, the students will find a few problems like cannot speak, read, write, and listen without understanding the meaning of words. If student have much less vocabulary, student cannot understand what people say (Erfiani & Miski, 2022).

Sometimes, we often find many students who have problems with vocabulary mastery or memorizing that new word given by their teacher (Baihaqi & Rutiningsih, 2019). They cannot communicate effectively if they have a limited vocabulary (Erniwati et al., 2021). As we know, Vocabulary is a crucial component of any language, playing a crucial role in both teaching and learning processes (Ramadini & Halimah, 2019) (Gayathree & Harwati, 2021). The student still finds it hard to remember and quickly forgets the new vocabulary given by the teacher (Mohammad, 2021). Therefore, the students need he knowledge of vocabulary can have a positive impact on various aspects of life. Facilitate their ability to apply English effectively in their conversations (Erfiani & Miski, 2022).

There are several methods that can be used when teaching vocabulary. The Engage, Study, and Activate (ESA) method is one of the alternatives to solving this problem(Rahmat, 2019a) It is forming communicative teaching to stimulate student interest during study on vocabulary mastery (Octaberlina & Anggarini, 2020). The Engage, Study, and Activate Method is implemented in the language classroom to facilitate successful learning and prevent pupils from becoming bored or intimidated. Active, Study, and Engaged is a strategy for generating student interest in a subject, and the instructor has recognized learning challenges that she or he should be able to manage and prevent. It means that the ESA method makes the teacher try to interest and engage the emotions of students through games, the use of pictures, and audio recording (Rahmat, 2019a).

Some factors of vocabulary inside the classroom, based on observation in the eighth grade of SMP Negeri 5 Tangerang, caused some problems with students' vocabulary mastery: 1) The students still have limited ability to master their vocabulary. 2) The teaching process was less interesting. 3) Learning methods are thought to influence learning outcomes. 4) Lack of a learning approach for students the research question is: Is there any difference in the effect of the Engage, Study, and Activate (ESA) method on eighth grade students' vocabulary mastery of SMP Negeri 5 Tangerang? The objective of the research is to find out whether there is a difference in vocabulary mastery between students in the eighth grade of SMP Negeri 5 Tangerang taught by using the Engage, Study, and Activate (ESA) method and those who are taught without using the ESA method.

## **2. Concepts**

### *2.1. The Concept of Vocabulary*

Vocabulary is a collection of words owned by an individual (Octaberlina & Anggarini, 2020). A person's vocabulary refers to the set of words they understand in a new sentence (Andriani & Sriwahyuningsih, 2019). Vocabulary is one of the elemental language components that need to be studied (Pamungkas et al., 2022). Words from vocabulary are the tools that we use to think about specific process involves acquiring ideas, feelings, and understanding the world around us. (Asmawati et al., 2022). Vocabulary is crucial for communication and understanding among people and students, as it helps their knowledge and engage in effective communication (Dewi, 2019).

Vocabulary plays a crucial role in language proficiency, influencing learners' abilities to speak, listen, read, and write (Abudllah & Ahmed, 2019). A vocabulary word is a word or sound that conveys a specific meaning in an utterance (Rangkuti, 2021). Vocabulary is the most essential part of language learning. Furthermore, vocabulary is the knowledge of meaning words (Wiraldi et al., 2020). The researcher concludes that vocabulary is the most essential component of language that need to study many basic of how to speak, listen, read, also write properly and be able to use their grammars correctly (Wiraldi et al., 2020). By addition of vocabulary is generally considered to be an essential part of both the learning process of one's ability in a managed language (Yulia, 2019).

Vocabulary is a crucial component for achieving four-language proficiency (Yulia, 2019). All people who use a language well have several dissimilar abilities (Utama & Qomariyah, 2022). Major skills can be broadly classified as listening, speaking, reading, and speaking (Puspitasari et al., 2022) There are two types of vocabulary: active vocabulary and passive vocabulary (Lutfiana, 2021). Active vocabulary, also known as productive vocabulary, refers to items that can be effectively used in speaking or writing (Masrai, 2022). Passive vocabulary refers to words that students recognize and understand in a context, allowing them to remember the word's meaning (Masrai, 2022). This term refers to language items that can be recognized in reading and listening, including receptive and productive vocabulary (Setiawan & Wiedarti, 2020). Receptive vocabulary refers to the words an individual can assign meanings to while listening or reading. (Kippin et al., 2021). Productive vocabulary is the set of words that a person can use when writing or speaking (Morente et al., 2022). The researcher concludes that there are two kinds of vocabulary, namely active vocabulary, also called productive vocabulary, and passive vocabulary, also called receptive vocabulary or productive vocabulary, is a collection of words that can be given when listening and reading (Vu & Bui, 2023). Passive vocabulary, or receptive vocabulary, is a collection of words that can be used when speaking or writing.

There are popular problems that are faced in teaching vocabulary (Aisyah & Tanasy, 2019; Alahmadi & Foltz, 2020). Factors that make some teaching vocabulary hard are: 1) Pronunciation: words that are hard to pronounce are harder to study (Ibhar, 2022; Putri & Listyani, 2020). 2) Spelling: sound-spelling mismatches are likely to be the reasons for errors, either of pronunciation or of spelling, and can contribute to a word's difficulty (Fasih, 2022; Yunjiu et al., 2022). 3) Length and complexity: Long words seem to be no harder to study than short ones (Matruty & Que, 2021; Warwicker, 2019). 4) Grammar refers to the language's structure, particularly if it differs from its L1 equivalent (Juita, 2019). 5) Learners may struggle with words with multiple meanings, such as since

and still, as they may be hesitant to accept a different meaning (Khadawardi, 2022). 6) Words with a broad range of usage are often perceived as easier than their narrower synonyms (Aji & Farida, 2019). For this reason, we need teaching methods that students need, one of teaching method is Engage, Study Activate (ESA) Method.

## *2.2. Concept of Engage, Study Activate (ESA) Method*

### *2.2.1. Definition of ESA Method*

Engage, Study, and Activate (ESA) Method In teaching speaking, teachers need to use a method to teach material while focusing on learner needs (Ilinawati, 2018). (Novia Arifani et al., 2020) ESA method is suggested as an effective method for boosting learners' interest, curiosity, and understanding of new course material by attracting their attention and motivating engagement (Nuzulul Hidayah, 2017).

Then, (Romadhona et al., 2023) Engagement in English language learning involves encouraging students to speak, regardless of correctness. Teachers focus on the lesson's main subject, explaining themselves, and participating in exercises. Students use new knowledge in conversation or games (Astiantih, 2022). In this case, the ESA is a method of teaching vocabulary to make it simpler for teachers to teach students and more effective so the students can enjoy studying (Rahmi & Beniario, 2018). In addition, Harjali and Hidayah (2017) state Engage, Study, and Activate (ESA) method is a study method that effectively helps learners learn in language classes by teaching vocabulary and motivating interest in studying materials.(Novia & Asmara, 2021).

### *2.2.2. Procedure of ESA Method*

ESA, or Engage, Study, and Activate, is a teaching method that can be presented sequentially or repeatedly, depending on the level of the material being presented (Aisah Ginting, 2011) identified three essential elements for effective learning: engagement, study, and activation.(Rahmat, 2019b). 1) Engage is a crucial aspect of the study process, where the researcher aims to pique students' interest by connecting it to their emotions or feelings.(Aprilia et al., 2023). The engage phase involves the teacher arousing students' interest and emotions through games and vocabulary-related activities. The second stage is studying English language subjects, using various styles to present information. The teacher checks students' understanding after studying. The final component is activated, where students apply the learned subjects to a realistic situation, using their full language knowledge. The teacher ensures every student participates and speaks during the activities, focusing on engagement, studying, and activation (Aprilia et al., 2023).

## **3. Method**

The research utilized a quantitative experimental approach to assess the impact of specific treatments on students' vocabulary. It involved two sample classes and involved pre-tests, treatment tests, and post-tests. The study involved 205 students, with 30 students in the experimental class and 30 in the control class.

### 3.1. The Technique of Collecting Data

#### 3.1.1. Pre-test

The research utilized a pre-test to assess students' understanding of material animals, place, and item, ensuring a comprehensive understanding of the subject matter.

#### 3.1.2. Treatment

The researcher discusses the Engage, Study, and Activate (ESA) methods and the Guess the Word game for teaching in a class. The engage phase aims to pique students' interest, the study phase focuses on the learning process, and the activate phase encourages active participation.

#### 3.1.3. Post-test

The research conducted a post-test to assess students' vocabulary mastery post-treatment and compare results between pre-test and post-test, following the same procedures.

### 3.2. Statistic of Hypothesis

Statistic hypothesis for this research is:

Hypothesis statistic of pre – test

H0:  $\mu_1 = \mu_2$

H1:  $\mu_1 \neq \mu_2$

Hypothesis statistic of post – test

H0:  $\mu_1 = \mu_2$

H1:  $\mu_1 \neq \mu_2$

### 3.3. Technique of Data Analysis

The researcher utilized descriptive and inferential statistics to analyze data, focusing on central tendency and score spread, and testing the hypothesis.

## 4. Result and discussion

### 4.1. Result

The study at SMP Negeri 5 Tangerang aimed to determine if there was a significant difference in students' vocabulary achievement before and after the treatment.

#### 4.1.1. Pre-Test

Table 1. Table Result of Pre-Test

Score	Experimental	Control
Mean ( $\bar{X}$ )	61.6	58.66
Median	62.1	61.5
Mode	62.7	61.9
Standard deviation	7.093	6.994
Variance	50.317	48.919
Range	24	24

The experimental class scored 61.6, while the controlled class scored 58.66, with a median score of 62.1, mode score of 62.7, standard deviation of 7.093, and variance of 50.317.

4.1.2. *Post-Test*

Table 2. Table Result of Post-Test

Score	Experimental	Control
Mean ( $\bar{X}$ )	74.13	64.26
Median	75.6	63.5
Mode	77.4	63.1
Standard deviation	7.181	8.064
Variance	51.568	65.029
Range	24	24

The experimental class scored 74.13, while the controlled class scored 64.26, with a median score of 75.6, mode score of 77.4, standard deviation of 7.181, and variance score of 51.568.

4.1.3. *Normality Test*

The normality test was utilized to determine the normal distribution of the data, with the results influenced by the hypothesis test on statistics and parametrises.

- *Normality Test of Experimental Class Pre-Test*

The pre-test score from class VIII-C, with a significant level of 5% or 0.05, indicates a normal distribution, as the  $X^2$  count = 0.132 <  $X^2$  table = 0.159.

- *Normality Test of Control Class Pre-Test*

The pre-test score from class VIII-D, with a significant level of 5% or 0.05, indicates a normal distribution of the control class pre-test, with  $X^2$  count = 0.110 and  $X^2$  table = 0.159.

*Normality Test of Experimental Class Post-Test*

The post-test score from class VIII-C, with a significant level of 5% or 0.05, indicates a normal distribution of the experimental class pre-test, as indicated by  $X^2$  count = 0.146 <  $X^2$  table = 0.159.

- *Normality Test of Control Class Post-Test*

The post-test score from class VIII-D, with a significant level of 5% or 0.05, indicates a normal distribution of the control class post-test, as indicated by  $X^2$  count = 0.130 and  $X^2$  table = 0.159.

Table 3. Normality Test Result of Pre-Test and Post-Test

No	Normality Test	$(\chi^2_c)$	$(\chi^2_t)$	Conclusion
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1	Students' pre-test score in experimental class	0.132	0.159	Normal Distribution
2	Students' pre-test score in control class	0.110	0.159	Normal Distribution
3	Students' post-test score in experimental class	0.146	0.159	Normal Distribution
4	Students' post-test score in control class	0.130	0.159	Normal Distribution

#### 4.1.4. Homogeneity Test

The homogeneity test was carried out using the Fisher test to measure the similarity of two variants between the experimental and control classes. This test was carried out to see if there was any similarity between the versions, and if so, the group can be deemed to be homogeneous. The test's requirements were to compare population variants at a significance level of 5%, or 0.05. If  $F_{\text{count}} < F_{\text{table}}$ , the data distribution is homogenous, while if  $F_{\text{count}} > F_{\text{table}}$ , it is not.

- *Homogeneity Test of Pre-Test*

The calculation of pre-test data using the homogeneity test yielded different outcomes. The homogeneity result of the pre-test in the experimental and control classes was  $F_{\text{count}} = 1.03$  and  $F_{\text{table}} = 1.86$ , indicating that  $F_{\text{count}} < F_{\text{table}}$ . The calculation's results suggest that both types are homogeneous populations.

- *Homogeneity Test of Post-Test*

The calculation of post-test data, which were calculated using the homogeneity test, showed several results. The homogeneity result of the post-test in the experimental and control classes was  $F_{\text{count}} = 0.79$  and  $F_{\text{table}} = 1.86$ , which means  $F_{\text{count}} < F_{\text{table}}$ . From the result of the calculation, it could be concluded that both variants are homogeneous populations.

- *Hypothesis Test*

The t-test formula was used to conduct the hypotheses test since the data sample is homogeneous and has a normal distribution. The researcher applied the pooled variance model t-test formula to carry out the t-test. If  $t_{\text{count}} < t_{\text{table}}$ ,  $H_0$  is accepted, indicating no significant difference in vocabulary mastery between experimental and control classes taught using the Engage, Study, and Activate (ESA) method. The t-test formula was used to conduct the hypotheses test since the data sample is homogeneous and has a normal distribution. The researcher applied the pooled variance model t-test

formula to carry out the t-test. If  $t_{\text{count}} < t_{\text{table}}$ ,  $H_0$  is accepted, indicating no significant difference in vocabulary mastery between experimental and control classes taught using the Engage, Study, and Activate (ESA) method.

#### *4.1.5. The Data Analysis Result of Pre-Test*

The pre-test data analysis revealed that the data distribution is normal and homogenous. The pre-test analysis resulted in data that  $t_{\text{count}} = 1.74$  and  $t_{\text{table}} = 2.00$ , with a significant 5 percent or 0.05. If  $t_{\text{count}} = 1.74 < t_{\text{table}} = 2.00$ ,  $H_0$  is accepted. This means that there is no significant difference in vocabulary mastery between students in the experimental class who were taught using the Engage, Study, and Activate (ESA) technique and those in the control class who were not. The pre-test data analysis revealed that the data distribution is normal and homogenous. The pre-test analysis resulted in data that  $t_{\text{count}} = 1.74$  and  $t_{\text{table}} = 2.00$ , with a significant 5 percent or 0.05. If  $t_{\text{count}} = 1.74 < t_{\text{table}} = 2.00$ ,  $H_0$  is accepted. This means that there is no significant difference in vocabulary mastery between students in the experimental class who were taught using the Engage, Study, and Activate (ESA) technique and those in the control class who were not. The pre-test data analysis revealed that the data distribution is normal and homogenous. The pre-test analysis resulted in data that  $t_{\text{count}} = 1.74$  and  $t_{\text{table}} = 2.00$ , with a significant 5 percent or 0.05. If  $t_{\text{count}} = 1.74 < t_{\text{table}} = 2.00$ ,  $H_0$  is accepted. This means that there is no significant difference in vocabulary mastery between students in the experimental class who were taught using the Engage, Study, and Activate (ESA) technique and those in the control class who were not.

#### *4.1.6. The Data Analysis Result of Post-Test*

The pre-test data analysis revealed that the data distribution is normal and homogenous. The post-test analysis employing a t-test yielded data with  $t_{\text{count}} = 5.40$  and  $t_{\text{table}} = 2.00$ , with a significant 5 percent or 0.05. Based on the calculation results, if  $t_{\text{count}} = 5.40 > t_{\text{table}} = 2.00$ , then  $H_1$  is accepted or there is a significant difference in students' learning vocabulary mastery between students in the experimental class who were taught using the Engage, Study, and Activate (ESA) method and students in the control class who were not taught using the Engage, Study, and Activate (ESA) method.

## *4.2. Discussion*

### *4.2.1. Pre-Test Result of Experimental Class and Control Class*

The T-test analysis of pre-test data from the experimental and control classes revealed no significant difference in vocabulary mastery at the 5 percent level ( $\alpha = 0.05$ ). The data analysis began by determining the central tendency of the pre-test data. The calculated central tendency revealed that the average score or mean of the experimental class was 61.6, while the average score or mean of the controlled class was 58.66. The median score for the experimental class was 62.1, whereas the median score for the control class was 61.5. The experimental class had a median score of 62.7, compared to 61.9 for the controlled class. The experimental class's standard deviation score was 7.093, while the control classes was 6.994. The researcher used the Fisher test to evaluate hypotheses, and found that  $t_{\text{count}}$  (1.74) is less than  $t_{\text{table}}$  (2.00). It concluded that  $H_0$  is accepted when there is no substantial difference in vocabulary competence between students in the experimental and control classes. This occurred

because the researcher did not include the Engage, Study, and Activate (ESA) approach as a treatment option in the experimental class.

#### *4.2.2. Post-Test Result of Experimental Class and Control Class*

Following the pre-test, the researcher administered the Engage, Study, and Activate (ESA) approach to the experimental class. In the controlled class, the researcher employed the standard procedure. After that, the researcher administered the post-test to both classes. According to the research calculation result of post-test data from the experimental and controlled classes using the T-test, the students' vocabulary mastery in the experimental class who were taught using the Engage, Study, and Activate (ESA) method improved more than the students in the controlled class who were taught using the conventional method.

The post-test data analysis began by determining the central tendency of the pre-test data. The calculation yielded a central tendency result of 74.13 for the experimental class and 64.26 for the controlled class. The median score in the experimental group was 75.6, while in the control group it was 63.5. The mode score of the experimental class was 77.4, whereas the mode score of the controlled class was 63.1. The experimental class's standard deviation score was 8.320, while the control classes was 8.064. Following that, the researcher tested hypotheses using the Fisher test, which revealed that  $t_{\text{count}} 5.40 > t_{\text{table}} 2.00$ , indicating that  $t_{\text{count}}$  is greater than  $t_{\text{table}}$ . It said that H1 is accepted if there is a substantial difference in vocabulary mastery between students in the experimental class who were taught using the Engage, Study, and Activate (ESA) Technique and students in the control class who were taught using the conventional method.

The hypothesis shows that using the Engage, Study, and Activate (ESA) method is more effective in improving students' vocabulary mastery in experimental classes than in control classes. The Engage, Study, and Activate (ESA) Method has a good effect on students' vocabulary mastery and increases it by up to 20 percent. The use of the Engage, Study, and Activate (ESA) method gives students a way to explore their ideas in vocabulary. It gives them the opportunity to actively participate, including mixed students in terms of performance level, gender, and ethnicity. And all the students together mastered the lesson. Finally, all students take quizzes on the material, at which time they may help one another. It can be summarized that the Engage, Study, and Activate (ESA) Method can improve students' vocabulary mastery. The Engage, Study, and Activate (ESA) method is useful for students to generate and develop their ideas. It can be proven in statistical calculations by testing hypotheses; the result shows the significance of students' scores in vocabulary. Students' scores in the experimental class, which had been given treatment, were better than in the control class. This was supported by Harmer (2009), who states that the ESA method may raise learners' interest, curiosity, and feelings in learning a subject.

#### **4. Conclusion**

The Engage, Study, and Activate (ESA) method applied to teaching vocabulary could be an effective method. It was very useful for the improvement of the students' vocabulary mastery. The results show that the students' progress during the treatment was good enough, and the improvement of the students' vocabulary mastery in the experimental class is because of the success of the teaching and learning activity by

using the Engage, Study, and Activate (ESA) method. The Engage, Study, and Activate (ESA) method provides good teaching and learning activities and succeeds in satisfying students' interest in vocabulary mastery.

The objective of this research is to find out whether using the Engage, Study, and Activate (ESA) method can improve students' vocabulary mastery in eighth grade at SMP Negeri 5 Tangerang. To achieve the objective of the research, the researcher conducted quasi-experimental research. Based on the analysis, the researcher can conclude that there are different results of study vocabulary mastery using the Engage, Study, and Activate (ESA) method and conventional strategy. The students who had been given treatment (the ESA Method) in vocabulary mastery were better than the students who used conventional strategies. In other words, by using the Engage, Study, and Activate (ESA) method, it was more effective for students' vocabulary mastery among the eighth-grade students of SMP Negeri 5 Tangerang.

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