

THE EFFECTIVENESS OF ESA (ENGAGE, STUDY, ACTIVATE) ELEMENT ON READING COMPREHENSION OF REPORT TEXT AT X GRADE MA.KM MUHAMMADIYAH PADANG PANJANG

Ilma Rahmi ¹, Beniario ²

Muhammadiyah University of West Sumatera
Ilmarahhmi096@gmail.com & beni.ario88@gmail.com



ABSTRACT

The background of this research was studies on using ESA element in teaching and learning limited in particularly location with different materials on reading comprehension and even this study has succeeded to improve the various skills in English. Truly, this study needed to be more explored on others teaching area, and overcome the student's ability in comprehending, in Indonesia, reading comprehension using ESA element was very little attention in teaching. In order to fill that gap, this research aimed at describing the effectiveness of ESA element on reading comprehension especially on report text. The research design used pre-experimental research with one group model. The population of this research was the entire X grade of MA.KM Muhammadiyah Padang Panjang. The sample of this research was one class; X Science 2 grade. To determine the sample, the research used purposive sampling technique. To gain the data, this research used pre-test and post-test. The comparison of pre-test and post-test result is 29, 25%, the mean of pre-test is 56, 75 % and it increases to 86% to the post test one. Then, hypothesis showed that t-count is higher than t-table ($13, 2 > 1,729$). It means ESA (engage, study, activate) element has significant effectiveness on reading comprehension of report text. To sum up the result of this research, it can be stated that ESA element had been successful to be effective method and successful to increase students achievement in reading report text. This research is recommended for teacher to use ESA in teaching reading especially on report text.

Keywords: ESA element, reading comprehension, report text

INTRODUCTION

Teaching English must be attended effectively to attain the excellent outcome for students. The effective teaching can be seen from how teacher determines the appropriate method into learning process. The effective teaching English can bring a successful learning for student's achievement. Harmer (2007:48) stated that a rich classroom environment will not only expose students to language, but also give them opportunities to activate their language knowledge. Furthermore, teacher should offer them chances to study language and the way it works too, since for some learners this will be the key to their success. In conclusion, appropriate method for teaching is a method that stimulates student to learn, to be active and get a chance to study language.

Concerning with this idea, there are elements for successful language learning and teaching which an English teacher needs to take into consideration to get successful learning. These elements are called Engage, Study, and Activate element.

Some studies recently had been conducted by several researchers relating to ESA element. Shokri (2017) conducted a research on investigating the effect of Harmer's ESA elements on reading

comprehension of Iranian EFL learner in Iran, Chabahar Maritime University. Second, Hidayah and Harjali (2017) conducted a research about the implementation of engage, study, activate (E.S.A) in teaching English for senior high school. Next, Novianti, R.K (2017), conducted a research in her study: Using (ESA) engage study activate technique in teaching reading skill on descriptive text, at the second grade of junior high school Karang Tanjung Kab. Pandeglang.

Reviewing some students on ESA element in teaching was effective. The result of these studies brought a good vista to be a teaching method in learning process. However, these previous studies were still limited on certain subject and place. These studies should be importantly considered to explore further research on ESA element in various studies.

Comparing this research with other studies, the researcher applied the use of ESA element on reading in different location and material. Even though, the previous studies using ESA on reading text had proved reading was able to explore students capability based on ESA element. Yet, the researcher found that previous study just applied descriptive text in different location and different skill material. None of the materials in teaching reading used ESA especially on report text from previous studies. Presumably, these studies need to run over other field studies such report text.

The researcher had found some problems related to teaching reading English text. These problems came from student when studying reading. First, some students had less vocabulary to interpret the meaning of word in text; they were difficult to find the similar meaning from the text. Second, some student had difficulties to identify the information in text such generic structure, language feature or main idea of the text, fact, reference and inference. Third, some students were less interested in reading the text because they got less attention, intention and motivation. These problems made students had difficulty in getting good achievement of reading lesson.

In order to fill out the gap, this research aimed at describing the effectiveness of ESA element in reading comprehension of report text. Therefore, the researcher proposed the research entitled “The Effectiveness of ESA Element (Engage, Study, Activate) on Reading Report Text at X Grade MA.KM Muhammadiyah Padang Panjang”.

1. Reading

Reading is a process when readers make meaning of the written text they read. Then, Teixeira (2012) defined reading as a key language skill that has a significant place in the teaching and learning of foreign languages. This skill allows students to have access to ideas communicated by people in different locations and eras, giving them the opportunity to broaden their horizons and deepen their knowledge of the world. Mikulecky and Jeffries (1986:1) clarified that there are some reasons for importance of reading in language learning, such as: reading helps us learn to think in the new language, helps us build a better vocabulary, and makes us more comfortable with written English. Mercuri and Boboli (2012:325) stated that the purpose of reading is to get an overall idea of the text, to learn new information, to learn some vocabulary and to become familiar with the style of a news article.

In reading comprehension, Snow (2002) defined reading as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading.

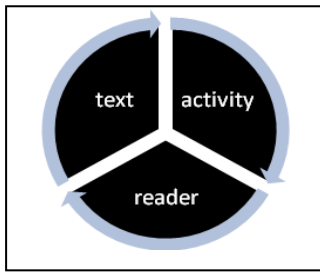


Figure 1 : The relation of element reading

a. Teaching and Learning Reading

Harmer (2001:199) stated that generally reading in teaching and reading in learning process is mentioned as receptive skill. In teaching reading, there is a process of interaction between teacher and student about reading information. Then, in learning reading, the students do not need to produce any language while reading. They play role as the receivers, the one who receives the message of the text and understands it.

Teaching reading comprehension is a challenging and demanding task which is at the same time difficult to improve the learner's capacities. Good teaching empowers learners to learn to read and read to learn. Shokri (2017:57) said that teacher's roles are as controller, prompters, assessors, resource, and tutor. Therefore, Harmer (2007: 25) stated that teachers as educators need a good way to emphasize students' readiness and interest. Teacher is very influential for students' improvement to be together to achieve the teaching material target. It is also to encourage them to take more responsible for their own learning.

Harmer (2007:99) stated that reading is useful for language acquisition. It provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. Whenever teachers are teaching, teachers have to make sure students to know their purpose in reading something. Mikulecky and Jeffries (1986:1) explained that there are some reasons for importance of reading in language learning such as: reading helps us learn to think in the new language, helps us build a better vocabulary, and makes us more comfortable with written English. By studying reading, students will get a lot of useful information for their learning

There are six principles of teaching reading and learning reading delivered by Harmer (2007:101-102). These principles should be known by teacher to get appropriate and effective teaching reading text. They are; a) Encourage students to read as often and as much as possible. b) Students need to be engaged with what they are reading. c) Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction. d) Prediction is a major factor in reading. e) Match the task to the topic when using intensive reading texts. f) Good teachers exploit reading texts to the full.

b. Reading Assessment

Reading assessment is used to determine what skills are being learned and what skills need to be strengthened. Brown (2004:189) states that the various assessment of task is depend on the type of reading. It also means indicator of reading assessment depends on the type of reading. Haager & Klingner (in Klingner, 2007:14) stated that the assessment of reading comprehension has different purposes. One of these is to compare students' comprehension levels to those of students in a forming sample. Another is to find out if students have met pre-established criteria for their grade level. A third purpose is to inform instruction by determining when students understand what they read and how efficiently they use which comprehension strategies. Similarly, an important purpose is determining why a student may be struggling. Teachers must be adept at collecting assessment data so that they can plan what, how, and when to teach.

2. Report Text

Gerot and Wignell (in prestaria, et. al, 2014:29) said that report may be defined to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment. Whereas, Priyana et.al (2008:32) defined that a report usually talks about something concrete or which can be observed such as animals, plants, planets, and natural disasters. Doddy, et.al (2009: 13) defined the social function of report text as: to describe the way things are, with reference to a range of natural, manmade and social phenomena in our environment.

Priyana et.al (2008:38) stated that Information report consists of two main parts.

- a. General information: General information is general Classification. introducing the thing that will be talked about.
- b. Bundles of more specific information (description): elaborating and reporting on the subject in detail. A series of paragraph to describes the subject. Each new paragraph describes one feature of the subject and begins with a topic sentence, followed by detail sentences.

2. ESA Element

E.S.A is one of teaching sequence that is called as method which stands for engage, study and activate. Tomlinson (2013:238) stated that engage, study, activate is a method how to build students interest about a topic and the teacher identified as being problems in learning and the teacher should know to build and control that. The following is the explanation of each engage, study and activate.

a. Engage

Harmer (2001) stated that engage means the point in a teaching sequence where teachers try to arouse the students' interest, thus involving their emotions. Shokri (2017:53) mentioned that in engagement phase of ESA reading instruction, the teacher's role may include: 1) Motivate students through activities that may increase their interest about reading. 2) Activate students' background knowledge important to the content of the text by discussing what students will read and what they already know about its topic and about the text organization

b. Study

Shokri (2017:53) stated study based its principal objective on language usage. The task at this are specially designed to emphasize forms of the language. Study activities are those where the students are asked to focus in on language (or information) and how it is constructed. Students can study in a variety of different style: the teacher an explain grammar, they can study language evidence to discover grammar, work in group. Students need to be introduced systematically to the way that English is put together. A Study stage does not have to be new language input. It could also cover revision and extension of previously taught material.

c. Activate

Shokri (2017:53) defined activate as the stage at which student get involve in communicative and authentic task. This element describes exercise and activities which are designed to get student using language as freely and communicatively as they can. The objective for student is to use all and any language which may be appropriate for a given situation or topic. Thus, activate exercises offer students a chance to try out real language use for real world.

In this ESA element, There are three ESA sequences derived by Harmer: straight arrows, boomerang, and patchwork. One sequence matched with this research is straight arrow

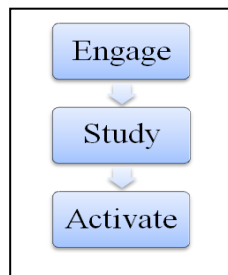


Figure 2: Straight arrow

4. Procedure of Teaching with ESA Element

There are two steps to implement the ESA element in teaching process. The first step is preparation; the first activity that the researcher should do before applying the technique to make teaching learning process runs well. There are several important things that must be prepared before teaching reading report text. They are: a) Material, b) Timing allocation, c) Media Preparation, and d) Lesson Plan.

Then, the next step is teaching procedure. There are three steps of teaching procedure that the research used and be given in engage, study, activated sequence. a) Pre-teaching activity (opening). b) Whilst teaching activity (during teaching: using ESA element). c) Post teaching activity (closing).

5. The Advantage of ESA Element

6.

Based on the previous research about ESA element, previous researchers showed the positive reaction after these researches were implemented. It can be seen that there is effectiveness of using this ESA on teaching and learning English. Daharia (2016:131) mentioned some strengths of ESA method. First, this method is appropriate in every level class because it has many media lessons in learning process such as video, music, picture, and amusing anecdote. Second, it can encourage because the teacher did not use monotone method in teaching, and the last, it is able to make students active in learning process because this method can stimulate the students to express their idea through some media that the teacher use in teaching process.

Robertson (2000) clarified the important of ESA element. There are:

- a. It gives students the chance to rehearse English, as if they were doing in the real world but in the safe environment of the classroom. The students can practice their English in the classroom to going in real world later.
- b. By giving students this kind of practice, it helps them to 'switch' language they have been studying, into language which they can use instinctively without having to think about it.
- c. These kinds of activities are often fun for the students. Make providing an enjoyable classroom experience for students helps the learning process.
- d. Effective way for both students and the teacher to assess how well the class is progressing.
- e. Providing suitable tasks which the students can achieve using lots of different language has a positive motivational effect on students.

RESERACH DESIGN

Design of the research is a design as the guidance in carrying out the research. . In this research, the researcher used design of quantitative method. Creswell (2014) stated that quantitative methods involve the processes of collecting, analyzing, interpreting, and writing the results of a study. In this research the researcher used pre experimental research that involved an experimental group as receiver

of the treatment. In conducting pre experimental design, the researcher applied pre-test and post-Test. These tests were given before and after learning. The test is intended to know how effective the implementation of ESA element to improve the students' achievement in reading report text.

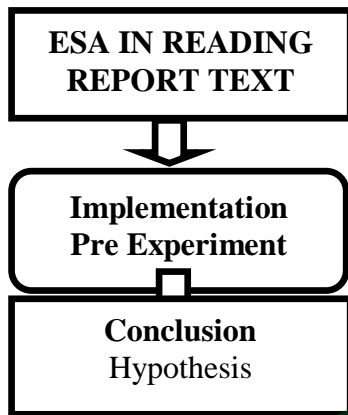


Figure 3 : Conceptual framework

This conceptual framework of this research is started by problem which found in the field of research the researcher measure the effectiveness of ESA element

Table 1: Variables

Pre-test	Variable Independent	Post Test
Y ₁	X	Y ₂

Source: Sukardi (2003:184)

In this research, the Independent variable (X) is ESA element and the dependent variable (Y) is the purpose of the research: to see the effectiveness of ESA element on reading comprehension of report text.

1. Setting of Research

The research did the research at MA.KM.M Padang Panjang. This school is located in Kauman Street, near with FKIP UMSB.

2. Research Participant

Ary (in Sukardi, 2003:53) stated that population is all members of well-defined class of people, events, or object. The population of this research was all of X grade students of MA.KM.M Padang Panjang. The amount of four classes of X grade students was 114 students.

Creswell (2014) said that a sample is a smaller part of the population that has been targeted for the study. In this research, researcher uses purposive sampling. Sugionyo (2010:124) defined purposive sampling as the technique of determining the sample based on certain consideration. The sample of this research was one class of X grade of MA.KM.M Padang Panjang. That class is grade X IPA 2 that contained 20 students in sample of research.

3. Research Instrumentation

Research instrument is used to collect the data and it has important role in a research.

a. Test

In this research, the researcher used a test as an instrument of the research. Allen (1979:12) defined a test as a tools or instruments of measurement that is used to obtain data about a specific trait or characteristic of an individual group. Before the test is tested to student, the researcher did the tryout of test to find out

validity of test, reliability of test, level of difficulty, and index of discrimination. After that, the researcher continued to do pre experimental research.

A. RESERACH FINDING

This chapter presented as the result of the finding. After the researcher did the research and got the complete data from research instruments including test. The data was analyzed in order to draw conclusion about the objective of the study. The researcher described the finding into two parts. First part is implementation; second past is the description of effectiveness.

Teaching reading in this study is applied by using three phases learning of ESA element. Relating to lesson plan, there are pre-teaching, whilst teaching and post-teaching. The description is as pre teaching, whilst teaching with ESA and post teaching.

In Using ESA element in teaching reading, the researcher can engage student wholly in the lesson of report text. Students' intention to learn and attention had to be exposed in order the learning process be effective an interesting. Then, researcher had to deliver the reading lesson to students in order to make them understand to use the language. They had read as a way to convince that they really understand the written text. After that, student had to be active in doing task, in using that language for reading lesson.

By implementing ESA Element, there are a lot of changes from the previous situation in the class. The changes were caused by ESA was positive change. Due to implementing ESA Element, the students' behaviour showing the low motivation of learning has changed into behaviour which shows good motivation of learning from the students. They are more active and their achievement is increased.

The description of the effectiveness of ESA (engage, study, and activate) element on reading report text at X grade student MA.KM Muhammadiyah is aimed to analyze and present the students' achievement of the treatment (pre-test and post-test), any significant differences of achievement on both test based on the result of statistical calculation of T-test. The data was collected from the pre-test and post-test of experimental. Pre-test was given on the first meeting in order to measure the students' prior achievement before the treatment. Post-test was done on the last meeting to see any of the students' improvement after receiving the treatment.

There were several steps to analyze the data. First, the researcher looked for students' achievement by calculating the score of pre-test and post-test in both group. Then, the researcher measured significant different of the score from experimental group by T-test statistical calculation to find out whether the mean difference between them were significant or not. Each step is presented as follows:

Based on the previous data, it showed that the achievement of students in reading comprehension was low before giving treatment (pre-test) after doing that treatment, the students achievement in reading comprehension increased (post-test).

Table 2: Comparison indicator pre-test and post-test

Indicators	Pre-Test	Post-Test
Main Idea	75%	75%
Word Meanir	43%	77%
Fact	64,38%	91,88%
Reference	50%	100%
Inference	52,50%	73,75%

The last step is using the statistic test to find the result of hypothesis whether h_0 is accepted or rejected to find result of the effectiveness of using ESA on teaching reading report text. In Arikunto (2008), the formula of T-Test as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum x_d^2}{n(n-1)}}}$$

$$t = 13,2076$$

Where $\alpha = 0,05$,

$$df = n - 1 = 20 - 1 = 19$$

$$T \text{ table} = T(0,05;19) = 1,729$$

Based on the calculation above, it can be concluded that, H_0 is rejected and H_1 is accepted. It means that there is effectiveness of ESA element on reading comprehension of X grade student at MA KM Muhammadiyah Padang Panjang.

B. CONCLUSIONS AND SUGGESTION

The implementation of ESA technique is significantly improving the students' Achievement on reading report text. This fact showed by the result of pre-test and post-test, the researcher had found that ESA (engage, study, activate) element is effective in teaching reading report text. Students got better score and more significant improvement in pre-test to post test. The comparison of pre-test and post-test score is 29, 25%, the mean of pre-test is 56, 75 % and it increases to 86% to the post test one. The comparisons of each indicators are 0 % in main idea, 34 % in word meaning, 27 % in fact, 50 % in reference and 21 % in inference. The result of t-test shows that in degree of significance 5% is t count is higher than t table ($13,2 > 1,729$). It means that ESA (engage, study, activate) element has significant effectiveness on teaching reading report text.

Based the conclusions above, the researcher would give some suggestions as follows:

1. For the Teachers

Using appropriate method can make the effective learning for reading comprehension and it can improve student's understanding about reading lesson. It is recommended for teacher to use ESA element as one of effective teaching in teaching reading process.

2. For the Students

The students should always be active in learning process, they must study hard, and they must improve their vocabularies if they want to be successful in mastering reading English.

3. For the Researcher

This research is also expected to be able to give information and references to other researchers to know the activities of teaching Reading with ESA element. The researcher would like to suggest

that the result of the study can be used as an additional reference for further research with different place and material.

BIBLIOGRAPHY

- Arikunto, Suharsimi. 2008. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksa.
- Arifin.Zainal. 2017. Kriteria Instrumen dalam suatu Penelitian. *Journal THEOREMS (The Original Research of Mathematics)*. 1, 28-36.
- Alderson. Charles. J. 2000. *Assessing Reading*.UK: Cambridge University Press
- Brown, Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Second Edition, NY : Longman.
- Brown, Douglas. 2004. *Language Assessment Principles and Classroom Practices*. New `York: Pearson Education Ltd.
- Cohen, et. al. 2005. *Research Method in Education*. London: RoutledgeFalmer.
- Creswell, John. 2014. *Research design*. USA: Sage publication.
- Doddy, et. al. 2009. *Developin English Competencies 2*. Jakarta: Pusat Perbukuan Departement Pendidikan Nasional.
- Geoffrey, et. al. 2005. *Essentials of research design and methodology*. USA: Canada.
- Harmer, Jeremy. 2001. *The practice of English language. Third Edition*. Longman.
- _____. 2007. *How to teach English*. England: Pearson Education Limited.
- Stephenson and Harold. 2009. Elements in the teaching of reading. *Teachers, Learners and Curriculum*. 4, 14-21.
- Hidayah and Harjali. 2017. The Implementation Of Engage, Study, Activate (E.S.A) In Teaching English For Senior High School. Ponorogo. *Jurnal Pendidikan dan Pengajaran*. 1, 1-9.
- Irianto, Agus. 2010. *Statistik konsep Dasar, Aplikasi, dan Pengembangan*. Jakarta: Prenada Media.
- Klingner, Janette K. 2007. *Teaching Reading Comprehension to students with learning difficultry*. New York London: The Guilford Press.
- Klein, M. L., Peterson, S., and Simington, L. 1991. Teaching Reading in the Elementary Grades.
- Merkuri and Bobol . 2012. Teaching Reading Strategies to Students who Study Foreign Languages. *International Journal of Linguistics*. 4, 323-33.
- Mikulecky, Beatrice S. & Jeffries, Linda. (1986). *Reading Power, Reading Faster, Thinking Skills, Reading for Pleasure, Comprehension Skills*. California: Addison-Wesley Publishing Company, Inc.
- Novianti,K,R. 2017. *Using ESA (Engage Study Activate) Technique in teaching Reading skill on deskriptive text*. Thesis. Faculty of Education and Teaching Training. The State Institute for Islamis Studies Sultan Maulana Hasanuddin, Banten: unpublished
- Pestaria, et. al. 2014. Students' Difficulties in Writing Report Text at Grade IX of SMP Negeri 5 Tanjungbalai. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*. 19, 28-34.
- Philips, Allen D. 1979. *Measurement and Evaluation in physical education*. Canada: Jhon whiley & Sons,inc
- Robertson and Acklam. 2000. *Actions for teachers : a guide to teach English*. London : BBC World.

- Priayana, et. al. 2008. Interlanguage English for senior high school students XI Science and Social Study programe. Jakarta: Pusat Perbukuan Departement Pendidikan Nasional.
- Shokri, Hadi. 2017. Investigating the Effect of Harmer's ESA Elements on Reading Comprehension of Iranian EFL learners: A Task-based Approach. *International Journal of English Language & Translation Studies*. 5, 48-60.
- Snow, Catherine. 2002. *Reading for understanding toward an R&D program in reading comprehension*: RAND.
- Sukardi. 2003. *Metodologi penelitian pendidikan*, Yogyakarta : PT bumi aksara.
- Teixeira, V.R. 2012. Developing Different Skills Using Different Texts. *e- journal of teacher education and applied language studies*. 3, 15-29.
- Tekeng, Y.N, and Daharia. 2016. Increasing student's vocabulary through engage study activate method at second grade of SMP 3 Lembang pinrang Regency. 2, 122-133.
- Tomlinson, Brian. 2013. *Applied Linguistics An Materials Development*. London: Brian Tomlinson and Contributor

