

Appendix 1

Observation sheet (cycle one)

Education units : SMP Nusantara Indah Sintang

Subjects : English

Class/semester : VII/1 (Ganjil)

Date and time : august 30th, 2023

Observer : Bello Christoper Scoubhar, S.Pd

Subject matter : written and spoken text to ask the stationeries that are
around the live of student

Sub material : stationeries names

Time allocation : 1x40 minutes

Aspect	Indicator	Rating			
		1	2	3	4
Preliminary activities	1. Students answer the teacher's greeting.				√
	2. The students pray before they start the lesson			√	
	3. Students responses to answer toward the absent checks			√	
	4. Student know the purpose of learning	√			
Main activities	a. Students participate in brainstorming activities.		√		
	b. Students listen to the meaning of the vocabulary mentioned by the teacher		√		

	c. Students repeat after the teacher the meaning of the stationery		√		
	d. Students can mention the stationery.	√			
	e. Students listen to the teacher spelling vocabulary about the stationery		√		
	f. Students can spell vocabulary about the stationery	√			
	g. Students participate in the learning process	√			
	h. Students see pictures vocabulary about the stationery		√		
Closing activities	1 Students listen to the teacher summarizing the learning	√			
	2 Students are asked to repeat the vocabulary that has been learned	√			
	3 students are able to respond to the closing activities of the teacher	√			

- Description in giving the score

Score	Description	Category
4	Almost all of the students do the activities (14-19)	Excellent
3	Half students do the activities (9-13)	Good

2	There are some students do the activities (5-8)	Fair
1	Only few students do the activities (1-4)	Poor

This is the formula to calculate the percentages in this observation:

$$\text{Total score/percentages} = \frac{\text{Obtain score} \times 100\%}{\text{Total score}}$$

Total score number of aspects observed X highest rating

$$\text{Total score/percentages} = \frac{27 \times 100\%}{60} = 45\%$$

Sintang, August 30th, 2023

Observer



(Bello Christopher Scoubhar, S.Pd)

Appendix 2

Observation sheet (cycle one)

Education units : SMP Nusantara Indah Sintang

Subjects : English

Class/semester : VII/1 (Ganjil)

Date and time : September 6th, 2023

Observer : Bello Christoper Scoubhar, S.Pd

Subject matter : written and spoken text to ask the stationeries that are around the live of student

Sub material : stationeries names

Time allocation : 1x40 minutes

Aspect	Indicator	Rating			
		1	2	3	4
Preliminary activities	a. students given respond the teacher greeting				√
	b. students listen carefully to the brainstorming given by the teacher			√	
Main activities	1 students listen carefully when the teacher remained about the stationeries' names		√		
	2 the students answer the question given by teacher about the stationeries' names		√		
	3 the students are excited and listen carefully to the directions given by the				√

	teacher on how to play the ESA method				
	4 the students are enthusiastic and active to participate in teaching and learning activities ESA method			√	
	5 the students are able to mention and write after learn stationery with ESA method			√	
	6 the students are able to spell and pronunciation after learn stationery with ESA method			√	
Closing activities	a. students listen carefully to the conclusion of the learning at this meeting				√
	b. students express their opinion about the learning activities at this meeting			√	
	c. students respond to the greeting given by the teacher in closing the activities				√

- Description in giving the score

Score	Description	Category
4	Almost all of the students do the activities (14-19)	Excellent
3	Half students do the activities (9-13)	Good
2	There are some students do the activities	Fair

	(5-8)	
1	Only few students do the activities (1-4)	Poor

This is the formula to calculate the percentages in this observation:

$$\text{Total score/percentages} = \frac{\text{Obtain score} \times 100\%}{\text{Total score}}$$

Total score number of aspects observed X highest rating

$$\text{Total score/percentages} = \frac{50 \times 100\%}{60}$$

$$=83,3$$

Sintang, September 6th, 2023

Observer



(Bello Christoper Scoubhar, S.Pd)

Appendix 3

Observation Sheet (Cycle Two)

Education units : SMP Nusantara Indah Sintang

Subjects : English

Class/semester : VII/1 (Ganjil)

Date and time : September 13th, 2023

Observer : Bello Christoper Scoubhar, S.Pd

Subject matter : written and spoken text to ask the stationeries that are around the live of student

Sub material : stationeries names

Time allocation : 1x40 minutes

Aspect	Indicator	Rating			
		1	2	3	4
Preliminary activities	1. Students answer the teacher's greeting.				√
	2. The students pray before they start the lesson				√
	3. Students responses to answer toward the absent checks				√
	4. Student know the purpose of learning				√
Main	a. Students participate in				√

activities	brainstorming activities.				
	b. Students listen to the meaning of the vocabulary mentioned by the teacher			√	
	c. Students repeat after the teacher the meaning of the stationery				√
	d. Students can mention the stationery.			√	
	e. Students listen to the teacher spelling vocabulary about the stationery			√	
	f. Students can spell vocabulary about the stationery			√	
	g. Students participate in the learning process				√
	h. Students see pictures vocabulary about the stationery				√
Closing activities	5) Students listen to the teacher summarizing the learning				√

	6) Students are asked to repeat the vocabulary that has been learned				√
	7) students are able to respond to the closing activities of the teacher				√

- Description in giving the score

Score	Description	Category
4	Almost all of the students do the activities (14-19)	Excellent
3	Half students do the activities (9-13)	Good
2	There are some students do the activities (5-8)	Fair
1	Only few students do the activities (1-4)	Poor

This is the formula to calculate the percentages in this observation:

$$\text{Total score/percentages} = \frac{\text{Obtain score} \times 100\%}{\text{Total score}}$$

Total score number of aspects observed X highest rating

$$\text{Total score/percentages} = \frac{56 \times 100\%}{60}$$

$$=93,3\%$$

Sintang, September 13th, 2023

Observer

A handwritten signature in black ink, appearing to read 'B. Scoubhar' with a stylized flourish at the end.

(Bello Christopher Scoubhar, S.Pd)

Appendix 4

Test Sheet : Cycle One

No	Name	Aspect to score																Student's score
		Quantity				Meaning				Spelling				Pronunciation				
		X 7,5				X 7,5				X 5				X 5				
		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
	ACS		√				√					√				√		65
	D	√				√				√					√			80
	DH		√				√				√					√		70
	E		√				√					√					√	60
	EL	√				√				√					√			95
	FQA		√				√				√					√		80
	JV		√				√					√					√	65
	K		√				√						√			√		60
	KJ		√					√					√				√	57
	M		√				√				√					√		70
	MJ			√				√				√					√	50

	MVW				√				√			√				√	30
	MH	√				√			√					√			95
	N		√				√					√			√		65
	NAJ			√				√				√				√	45
	SP	√				√					√				√		90
	O		√				√					√				√	65
	VOG				√			√				√				√	37
	W				√				√			√				√	35

Sintang, November 15, 2023



(sulia magari)

Appendix 5

Test Sheet : Cycle Two

No	Name	Aspect to score																Student's score
		Quantity				Meaning				Spelling				Pronunciation				
		X 7,5				X 7,5				X 5				X 5				
		4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1	
	ACS	√				√				√				√				100
	D	√				√				√				√				100
	DH	√				√				√				√				100
	E	√				√				√				√				100
	EL		√					√				√				√		67
	FQA	√					√				√				√			82
	JV	√				√				√					√			95
	K	√				√				√					√			95
	KJ		√				√				√				√			75
	M		√					√				√					√	62
	MJ	√				√				√					√			95

	MVW	√				√				√				√				100
	MH		√				√				√					√		65
	N		√				√				√				√			75
	NAJ	√				√				√				√				100
	SP							√			√					√		62
	O	√				√				√				√				100
	VOG		√			√					√				√			82
	W	√				√					√				√			90

Sintang November 16, 2023

Tester



(Sulia Magari)

Appendix 6

Interview (Cycle One)

Name of students: D

R: What is your opinion when studying vocabulary?

S: I like learning vocabulary but sometimes I feel difficult in memorize the vocabulary.

R: Apa pendapatmu saat mempelajari kosakata?

S: Saya suka belajar kosa kata tapi terkadang saya merasa kesulitan dalam menghafal kosa kata

R: What do you feel when studying the vocabulary in the last second meeting?

S: I like learning vocabulary in the second meeting while ESA method, in the first meeting I still confuse and difficult in memorize the vocabulary.

R: Apa yang kamu rasakan ketika mempelajari kosakata pada pertemuan kedua terakhir?

S : Saya suka belajar kosakata pada pertemuan kedua dengan metode ESA, pada pertemuan pertama saya masih bingung dan kesulitan dalam menghafal kosakata.

R : What is your opinion that the learning activities improve your vocabulary mastery?

S: I think the learning activities in the second meeting help me in memorize the Vocabulary.

R : Menurut Anda, apakah kegiatan pembelajaran meningkatkan penguasaan kosa kata Anda?

S : Menurutku kegiatan pembelajaran pada pertemuan kedua membantuku dalam menghafal Kosakata

R: How is your improvement in mastering the vocabulary after learning process?

S : I can mention the vocabulary of the Stationeries names with their meaning and also I can learn how to spell the word and pronoun the word

R: Bagaimana peningkatan penguasaan kosa kata Anda setelah proses pembelajaran?

S : Saya dapat menyebutkan kosakata nama-nama Alat Tulis beserta artinya dan juga saya dapat belajar mengeja kata dan mengucapkan kata tersebut

R: In your opinion, how can the learning process help you in improve your vocabulary mastery?

S: The learning process in second meeting help me memorize the vocabulary because when rearrange the word in the board 1 automaticity memorize the word by word and I feel fun and enjoy during the learning process

R: Menurut Anda, bagaimana proses pembelajaran dapat membantu Anda dalam meningkatkan penguasaan kosa kata Anda?

S : Proses pembelajaran pada pertemuan kedua membantu saya menghafal kosa kata karena ketika menyusun ulang kata di papan 1 otomatis menghafal kata demi kata dan saya merasa senang dan enjoy selama proses pembelajaran

R: What is your opinion about your improvement in how much vocabulary that you have memorized after the learning process?

S It is improve than before, now I can mentioned more than 20 vocabularies

R : Bagaimana pendapat anda mengenai peningkatan jumlah kosa kata yang anda hafal setelah proses pembelajaran?

S Sudah lebih baik dari sebelumnya, sekarang saya bisa menyebutkan lebih dari 20 kosakata

R: What is your opinion about your improves memorize the meaning of the vocabulary after the learning process?

S : It also improve than before, now I can memorize more than 20 meaning of stationeries' names.

R : Bagaimana pendapat anda mengenai peningkatan anda dalam menghafal arti kosa kata setelah proses pembelajaran?

S : Ini juga lebih baik dari sebelumnya, sekarang saya bisa menghafal lebih dari 20 arti nama alat tulis

R : What is your opinion about your improvement in spelling the vocabulary after the learning process?

S : It is improve also, now I know how to spell the word

R : Apa pendapat Anda tentang peningkatan kemampuan mengeja kosakata Anda setelah proses pembelajaran?

S : Sudah membaik, sekarang aku tahu cara mengeja kata tersebut

R: What is your opinion about your improvement in pronunciation after the learning process?

S: It is improve also, now I know how to pronoun the word but sometimes I still get trouble in pronoun the word correctly.

R : Bagaimana pendapat anda mengenai peningkatan pengucapan anda setelah proses pembelajaran?

S: Sudah membaik juga, sekarang aku tahu cara mengucapkan kata itu tetapi kadang-kadang aku masih kesulitan dalam mengucapkan kata itu dengan benar.

Interviewer



(Sulia Magari)

Appendix 7

Interview (Cycle One)

Name of students: MVW

R : What is your opinion when studying vocabulary?

S : I feel confuse sometimes when I learn the new vocabulary but I like learning about the Stationeries' names.

R : Apa pendapatmu ketika mempelajari kosakata?

S : Kadang-kadang aku merasa bingung saat mempelajari kosa kata baru, tapi aku suka mempelajari nama-nama Alat Tulis

R : What do you feel when studying the vocabulary in the last three meeting?

S : I feel difficult in memorize all of the Stationeries' names given but I like learning vocabulary while ESA method in the second meeting.

R : Apa yang kamu rasakan ketika mempelajari kosakata pada tiga pertemuan terakhir?

S : Saya merasa kesulitan dalam menghafal semua nama Alat Tulis yang diberikan tetapi saya suka mempelajari kosakata menggunakan metode ESA pada pertemuan kedua

R : What is your opinion that the learning activities improve your vocabulary mastery?

S : Yes I think it can help me in learning vocabulary, I can learn the new vocabulary of Stationeries names and improve my vocabulary

R : Menurut Anda, apakah kegiatan pembelajaran meningkatkan penguasaan kosa kata Anda?

S : Ya, menurutku ini bisa membantuku dalam mempelajari kosakata, aku bisa mempelajari kosakata baru nama-nama Alat Tulis dan meningkatkan kosakataku

R : How is your improvement in mastering the vocabulary after learning process?

S : I know the new vocabulary of Stationeries' names and also the meaning of that vocabulary, how to spell the word and how to pronoun the word

R : Bagaimana peningkatan penguasaan kosa kata Anda setelah proses pembelajaran?

S : Saya mengetahui kosa kata baru dari nama Alat Tulis dan juga arti kosa kata tersebut, cara mengeja kata dan cara mengucapkan kata tersebut.

R : In your opinion, how can the learning process help you in improve your vocabulary mastery?

S : The learning activities make me learning something new so my ability in vocabulary can be improve than before.

R : Menurut anda, bagaimana proses pembelajaran dapat membantu anda dalam meningkatkan penguasaan kosa kata anda?

S : Kegiatan belajar membuat saya mempelajari sesuatu yang baru sehingga kemampuan saya dalam kosa kata dapat meningkat dibandingkan sebelumnya

R: What is your opinion about your improvement in how much vocabulary that you have memorized after the learning process?

S : Now I can mention more vocabulary than before.

R : Bagaimana pendapat anda mengenai peningkatan jumlah kosa kata yang anda hafal setelah proses pembelajaran?

S : Sekarang saya bisa menyebutkan kosakata lebih banyak dari sebelumnya

R: What is your opinion about your improvement in memorize the meaning of the vocabulary after the learning process?

S : I can also mention more the meaning of vocabulary than before

R : Bagaimana pendapat anda mengenai peningkatan kemampuan menghafal arti kosakata setelah proses pembelajaran?

S : Saya juga bisa menyebutkan arti kosa kata lebih banyak dari sebelumnya

R: What is your opinion about your improvement in spelling the vocabulary after the learning process?

S : I can spell more vocabulary than before

R: Apa pendapat Anda tentang peningkatan kemampuan mengeja kosakata Anda setelah proses pembelajaran?

S : Saya bisa mengeja kosakata lebih banyak dari sebelumnya

R: What is your opinion about your improvement in pronunciation after the learning process?

S : I can also pronoun more vocabulary correctly than before but I think I still confuse in pronoun some vocabulary

R : Bagaimana pendapat anda mengenai peningkatan pengucapan anda setelah proses pembelajaran?

S : Saya juga bisa mengucapkan lebih banyak kosa kata dengan benar dibandingkan sebelumnya tapi saya rasa saya masih bingung dalam mengucapkan beberapa kosa kata

Interviewer



(Sulia Magari)

Appendix 8

Interview (Cycle One).

Name of students: NAJ

R : What is your opinion when studying vocabulary?

S : Sometimes I like learning vocabulary but sometimes I don't really like

R : Apa pendapatmu ketika mempelajari kosakata?

S : Kadang aku suka belajar kosa kata tapi kadang aku kurang suka

R : What do you feel when studying the vocabulary in the last three meeting?

S : I like learning vocabulary using ESA method

R : Apa yang kamu rasakan ketika mempelajari kosakata pada dua pertemuan terakhir?

S : Saya suka belajar kosa kata menggunakan metode ESA

R: What is your opinion that the learning activities improve your vocabulary mastery?

S : I think after the learning activities I know and memorize more vocabulary than before

R: Menurut Anda, apakah kegiatan pembelajaran meningkatkan penguasaan kosa kata Anda?

S : Saya rasa setelah kegiatan pembelajaran saya mengetahui dan menghafal kosakata lebih banyak dibandingkan sebelumnya

R : How is your improvement in mastering the vocabulary after learning process?

S : I know more the new vocabulary and also spelling and pronunciation of that vocabulary

R : Bagaimana peningkatan penguasaan kosa kata Anda setelah proses pembelajaran?

S : Saya lebih mengetahui kosakata baru serta ejaan dan pengucapan kosakata tersebut

R : In your opinion, how can the learning process help you in improve your vocabulary mastery?

S: The learning process teach me more about the new vocabulary and the meaning of that vocabulary also spelling and pronunciation

R : Menurut anda, bagaimana proses pembelajaran dapat membantu anda dalam meningkatkan penguasaan kosa kata anda?

S: Proses pembelajaran mengajari saya lebih banyak tentang kosa kata baru dan arti kosa kata tersebut serta ejaan dan pengucapannya

R : What is your opinion about your improvement in how much vocabulary that you have memorized after the learning process?

S : I know a lot of vocabulary than before

R : Bagaimana pendapat anda mengenai peningkatan jumlah kosa kata yang anda hafal setelah proses pembelajaran?

S : Saya tahu lebih banyak kosa kata dibandingkan sebelumnya

R : What is your opinion about your improvement in memorize the meaning of the vocabulary after the learning process?

S : I know the meaning of vocabulary also than before

R : Bagaimana pendapat anda mengenai peningkatan kemampuan menghafal arti kosakata setelah proses pembelajaran?

S : Saya lebih mengetahui arti kosa kata dibandingkan sebelumnya

R : What is your opinion about your improvement in spelling the vocabulary after the learning process?

S : I can spell some vocabulary but not all of the vocabulary

R : Apa pendapat Anda tentang peningkatan kemampuan mengeja kosakata Anda setelah proses pembelajaran?

S : Saya bisa mengeja beberapa kosa kata tetapi tidak semua kosa kata

R: What is your opinion about your improvement in pronunciation after the learning process?

S : I know how to pronoun the vocabulary but not all of the vocabulary

R : Bagaimana pendapat anda mengenai peningkatan pengucapan anda setelah proses pembelajaran?

S : Saya tahu cara melafalkan kosa kata tetapi tidak semua kosa kata.

Interviewer



(Sulia Magari)

Appendix 9

Interview (Cycle One)

Name of students: N

R : What is your opinion when studying vocabulary?

S : I like learning vocabulary but I don't really like memorize a lot of vocabulary

R : Apa pendapatmu ketika mempelajari kosakata?

S : Kadang aku suka belajar kosa kata tapi kadang aku kurang suka

R : What do you feel when studying the vocabulary in the last two meeting?

S : I like learning new vocabulary using ESA method

R : Apa yang kamu rasakan ketika mempelajari kosakata pada dua pertemuan terakhir?

S : Saya suka belajar kosa kata menggunakan metode ESA

R : What is your opinion that the learning activities improve your vocabulary mastery?

S : I think yes because in learning process I learn a lot of vocabularies and the meaning and also spelling and pronunciation

R: Menurut Anda, apakah kegiatan pembelajaran meningkatkan penguasaan kosa kata Anda?

S : Menurutku iya karena dalam proses belajar aku belajar banyak kosa kata dan arti serta ejaan dan pengucapannya.

R: How is your improvement in mastering the vocabulary after learning process?

S : I know the meaning and a lot of vocabularies and spelling also pronunciation

R : Bagaimana peningkatan penguasaan kosa kata Anda setelah proses pembelajaran?

S : Saya lebih mengetahui kosakata baru serta ejaan dan pengucapan kosakata tersebut

R : In your opinion, how can the learning process help you in improve your vocabulary mastery?

S : The learning process teach the new vocabularies with the meaning, spelling and pronunciation

R : Menurut anda, bagaimana proses pembelajaran dapat membantu anda dalam meningkatkan penguasaan kosa kata anda?

S: Proses pembelajaran mengajari saya lebih banyak tentang kosa kata baru dan arti kosa kata tersebut serta ejaan dan pengucapannya

R : What is your opinion about your improvement in how much vocabulary that you have memorized after the learning process?

S : I can know more about the new vocabularies

R : Bagaimana pendapat anda mengenai peningkatan jumlah kosa kata yang anda hafal setelah proses pembelajaran?

S : Saya tahu lebih banyak kosa kata dibandingkan sebelumnya

R: What is your opinion about your improvement in memorize the meaning of the vocabulary after the learning process?

S :Also I know the meaning of new vocabularies

R : Bagaimana pendapat anda mengenai peningkatan kemampuan menghafal arti kosakata setelah proses pembelajaran?

S : Saya lebih mengetahui arti kosa kata dibandingkan sebelumnya

R : What is your opinion about your improvement in spelling the vocabulary after the learning process?

S : I can know the spelling of words

R : Apa pendapat Anda tentang peningkatan kemampuan mengeja kosakata Anda setelah proses pembelajaran?

S : Saya bisa mengeja beberapa kosa kata tetapi tidak semua kosa kata.

R: What is your opinion about your improvement in pronunciation after the learning process?

S : I still difficult in pronoun the word correctly

R : Bagaimana pendapat anda mengenai peningkatan pengucapan anda setelah proses pembelajaran?

S : Saya tahu cara melafalkan kosa kata tetapi tidak semua kosa kata

Interviewer



(Sula Magari)

Appendix 10

Interview (Cycle One)

Name of students: VOG

R : What is your opinion when studying vocabulary?

S : I feel difficult to memorize a lot of vocabulary and I don't like memorize a lot of vocabulary

R : Apa pendapatmu ketika mempelajari kosakata?

S : Saya merasa sulit untuk menghafal banyak kosa kata dan saya tidak suka menghafal banyak kosa kata

R : What do you feel when studying the vocabulary in the last two meeting?

S : Sometimes I feel confuse in memorize the vocabulary but I like learning using ESA method

R : Apa yang kamu rasakan ketika mempelajari kosakata pada tiga pertemuan terakhir?

S : Kadang-kadang saya merasa bingung dalam menghafal kosa kata tapi saya suka belajar menggunakan metode ESA

R : What is your opinion that the learning activities improve your vocabulary mastery?

S : Yes it could be improve my vocabulary mastery

R : Menurut Anda, apakah kegiatan pembelajaran meningkatkan penguasaan kosa kata Anda?

S : Ya, itu bisa meningkatkan penguasaan kosa kata saya

R : How is your improvement in mastering the vocabulary after learning process?

S : I can know a lot of vocabularies and also the meaning, spell the word and the correct pronunciation

R : Bagaimana peningkatan penguasaan kosa kata Anda setelah proses pembelajaran?

S : Saya bisa mengetahui banyak kosa kata dan juga artinya, mengeja kata dan pengucapan yang benar

R : In your opinion, how can the learning process help you in improve your vocabulary mastery?

S : The learning process teach me a lot of vocabulary with the meaning and how to spell and pronoun the word correctly

R : Menurut anda, bagaimana proses pembelajaran dapat membantu anda dalam meningkatkan penguasaan kosa kata anda?

S : Proses pembelajaran mengajarkan saya banyak kosa kata beserta arti dan cara mengeja serta mengucapkan kata dengan benar

R: What is your opinion about your improvement in how much vocabulary that you have memorized after the learning process?

S : I know more about the new vocabulary of Stationeries names

R : Bagaimana pendapat anda mengenai peningkatan jumlah kosa kata yang anda hafal setelah proses pembelajaran?

S : Saya jadi lebih tahu tentang kosa kata baru nama Alat Tulis

R: What is your opinion about your improvement in memorize the meaning of the vocabulary after the learning process?

S : Also I know more about the meaning of the new vocabulary of stationeries names

R : Bagaimana pendapat anda mengenai peningkatan kemampuan menghafal arti kosakata setelah proses pembelajaran?

S : Saya juga jadi lebih tahu arti kosa kata baru nama-nama alat tulis

R: What is your opinion about your improvement in spelling the vocabulary after the learning process?

S : I feel confuse sometimes in spell the new vocabularies

R: Apa pendapat Anda tentang peningkatan kemampuan mengeja kosakata Anda setelah proses pembelajaran?

S : Saya terkadang merasa bingung dalam mengeja kosa kata baru

R: What is your opinion about your improvement in pronunciation after the learning process?

S : I feel difficult in pronoun the word correctly

R : Bagaimana pendapat anda mengenai peningkatan pengucapan anda setelah proses pembelajaran?

S : Saya merasa kesulitan dalam mengucapkan kata ganti dengan benar

Interviewer



(Sulia Magari)

Appendix 11

Interview (Cycle One)

Name of students: E

R : What is your opinion when studying vocabulary?

S : I don't like memorize a lot of vocabularies and I feel bored when I learn a lot of vocabularies

R : Apa pendapatmu ketika mempelajari kosakata?

S : Saya tidak suka menghafal banyak kosakata dan saya merasa bosan jika mempelajari banyak kosakata

R : What do you feel when studying the vocabulary in the last three meeting?

S : I like learning while ESA method in second meeting but I still feel difficult in memorize a lot of vocabularies

R : Apa yang kamu rasakan ketika mempelajari kosakata pada tiga pertemuan terakhir?

S : Saya suka belajar dengan metode ESA pada pertemuan kedua tetapi saya masih merasa kesulitan dalam menghafal banyak kosa kata

R : What is your opinion that the learning activities improve your vocabulary mastery?

S : Yes I think, I learn a new vocabulary and the meaning and also spelling and pronunciation

R : Menurut Anda, apakah kegiatan pembelajaran meningkatkan penguasaan kosa kata Anda?

S : Ya menurutku, aku belajar kosa kata baru dan artinya serta ejaan dan pengucapannya

R How is your improvement in mastering the vocabulary after learning process?

S I know some vocabulary of stationeries' names, meaning, spelling and pronunciation

R Bagaimana peningkatan penguasaan kosakata Anda setelah proses pembelajaran?

S: Saya mengetahui beberapa kosakata tentang nama alat tulis, arti, ejaan dan pengucapannya

R : In your opinion, how can the learning process help you in improve your vocabulary mastery?

S : The learning process teach about the new vocabulary, meaning, spelling and pronunciation also

R : Menurut anda, bagaimana proses pembelajaran dapat membantu anda dalam meningkatkan penguasaan kosa kata anda?

S : Proses pembelajaran mengajarkan tentang kosa kata baru, makna, ejaan dan juga pengucapannya

R : What is your opinion about your improvement in how much vocabulary that you have memorized after the learning process?

S : I know some of the new stationeries' names

R : Bagaimana pendapat anda mengenai peningkatan jumlah kosa kata yang anda hafal setelah proses pembelajaran?

S : Saya tahu beberapa nama alat tulis baru

R : What is your opinion about your improvement in memorize the meaning of the vocabulary after the learning process?

S : And also I know the meaning

R : Bagaimana pendapat anda mengenai peningkatan kemampuan menghafal arti kosakata setelah proses pembelajaran?

S : Dan aku juga tahu artinya

R : What is your opinion about your improvement in spelling the vocabulary after the learning process?

S : But I still confuse in spell the word correctly

R : Apa pendapat Anda tentang peningkatan kemampuan mengeja kosakata Anda setelah proses pembelajaran?

S : Tapi aku masih bingung mengeja kata itu dengan benar

R: What is your opinion about your improvement in pronunciation after the learning process?

S: I feel my pronunciation is really bad, I forget and still confuse how to pronoun the word correctly especially.

R : Bagaimana pendapat anda mengenai peningkatan pengucapan anda setelah proses pembelajaran?

S: Aku merasa pelafalanku sangat buruk, aku lupa dan masih bingung bagaimana cara mengucapkan kata yang benar khususnya.

Interviewer



(Sulia Magari)

Appendix 12

Interview (Cycle Two)

Name of students: D

R : What is your opinion when studying vocabulary?

S : I like learning a new vocabulary, I like to know the new vocabulary

R : Apa pendapatmu ketika mempelajari kosakata?

S : Saya suka mempelajari kosakata baru, saya ingin mengetahui kosakata baru

R : What do you feel when studying the vocabulary in the last four meeting?

S : I really like learning vocabulary while ESA method, I feel enthusiastic in rearrange letter by letter

R : Apa yang kamu rasakan saat mempelajari kosakata pada empat pertemuan terakhir?

S : Saya sangat suka belajar kosakata dengan metode ESA, saya merasa antusias dalam menyusun ulang huruf demi huruf

R : What is your opinion that the learning activities improve your vocabulary mastery?

S : I think yes, it helps me in improve my ability in learning vocabulary

R : Menurut Anda, apakah kegiatan pembelajaran meningkatkan penguasaan kosa kata Anda?

S : Saya kira ya, ini membantu saya dalam meningkatkan kemampuan saya dalam mempelajari kosa kata

R: How is your improvement in mastering the vocabulary after learning process?

S : I can memorize a lot of vocabularies with their meaning, also I can spell and pronoun the words of Stationeries' names

R: Bagaimana peningkatan penguasaan kosa kata Anda setelah proses pembelajaran?

S : Saya bisa menghafal banyak kosa kata beserta artinya, saya juga bisa mengeja dan mengucapkan kata-kata dari nama Alat Tulis

R: In your opinion, how can the learning process help you in improve your vocabulary mastery?

S: In learning process I learn a lot of vocabularies with their meaning also the spelling and pronunciation of the vocabularies

R: Menurut Anda, bagaimana proses pembelajaran dapat membantu Anda dalam meningkatkan penguasaan kosa kata Anda?

S: Dalam proses belajar saya belajar banyak kosakata beserta artinya serta ejaan dan pengucapan kosakata tersebut

R: What is your opinion about your improvement in how much vocabulary that you have memorized after the learning process?

S : I can memorize more than 17 vocabularies of stationeries' names

R : Bagaimana pendapat anda mengenai peningkatan jumlah kosa kata yang anda hafal setelah proses pembelajaran?

S : Saya dapat menghafal lebih dari 17 kosakata nama-nama alat tulis

R: What is your opinion about your improvement in memorize the meaning of the vocabulary after the learning process?

S : I can memorize more than 17 the meaning of Stationeries' names

R : Bagaimana pendapat anda mengenai peningkatan kemampuan menghafal arti kosakata setelah proses pembelajaran?

S : Saya dapat menghafal lebih dari 17 arti nama Alat Tulis

R: What is your opinion about your improvement in spelling the vocabulary after the learning process?

S : I can spell more than 17 vocabularies

R: Apa pendapat Anda tentang peningkatan kemampuan mengeja kosakata Anda setelah proses pembelajaran?

S : Saya bisa mengeja lebih dari 17 kosakata

R: What is your opinion about your improvement in pronunciation after the learning process?

S: I can pronoun more than 17 vocabularies

R : Bagaimana pendapat anda mengenai peningkatan pengucapan anda setelah proses pembelajaran?

S: Saya bisa mengucapkan lebih dari 17 kosakata

Interviwer



(Salia Magari)

Appendix 13

Interview (Cycle Two)

Name of students: MVW

R: What is your opinion when studying vocabulary?

S: I like learning vocabulary with fun method, I like try to add my vocabulary, I like learn a new word

R: Apa pendapatmu saat mempelajari kosakata?

S: Saya suka belajar kosa kata dengan metode yang menyenangkan, saya suka mencoba menambah kosa kata saya, saya suka mempelajari kata baru

R : What do you feel when studying the vocabulary in the last four meeting?

S: I feel enjoy and fun during the learning process while ESA method, I feel challenging in rearrange the letter by letter when ESA method

R : Apa yang kamu rasakan saat mempelajari kosakata pada empat pertemuan terakhir?

S: Saya merasa enjoy dan menyenangkan selama proses pembelajaran menggunakan metode ESA, saya merasa tertantang dalam menyusun ulang huruf demi huruf ketika metode ESA

R : What is your opinion that the learning activities improve your vocabulary mastery?

S : It can help me improve my vocabulary, because in learning process I learn a lot of vocabulary, meaning, spelling and also pronunciation

R : Menurut Anda, apakah kegiatan pembelajaran meningkatkan penguasaan kosa kata Anda?

S : Ini dapat membantu saya meningkatkan kosa kata saya, karena dalam proses belajar saya belajar banyak kosa kata, arti, ejaan dan juga pengucapan

R : How is your improvement in mastering the vocabulary after learning process?

S : It is improve in how much vocabulary with their meaning that I have memorize also spelling and pronunciation

R : Bagaimana peningkatan penguasaan kosa kata Anda setelah proses pembelajaran?

S : Ini meningkatkan jumlah kosa kata beserta artinya yang saya hafal serta ejaan dan pengucapannya

R : In your opinion, how can the learning process help you in improve your vocabulary mastery?

S : I can mentioned the vocabularies of Stationeries' names complete with their meaning and also how to spell the word and pronoun the word

R : Menurut anda, bagaimana proses pembelajaran dapat membantu anda dalam meningkatkan penguasaan kosa kata anda?

S : Saya dapat menyebutkan kosakata nama-nama Alat Tulis lengkap dengan artinya dan juga cara mengeja kata dan mengucapkan kata tersebut

R : What is your opinion about your improvement in how much vocabulary that you have memorized after the learning process?

S: I can mention 10-20 vocabularies of stationeries' names

R : Bagaimana pendapat anda mengenai peningkatan jumlah kosa kata yang anda hafal setelah proses pembelajaran?

S : Saya bisa menyebutkan 10-20 kosakata nama alat tulis

R What is your opinion about your improvement in memorize the meaning of the vocabulary after the learning process?

S : I can mention 10-20 the meaning of stationeries' names

R Bagaimana pendapat anda mengenai peningkatan kemampuan menghafal arti kosakata setelah proses pembelajaran?

S : Saya dapat menyebutkan 10-20 arti nama alat tulis

R: What is your opinion about your improvement in spelling the vocabulary after the learning process?

S : I can spell 10-20 vocabularies of Stationeries' names

R: Apa pendapat Anda tentang peningkatan kemampuan mengeja kosakata Anda setelah proses pembelajaran?

S : Saya bisa mengeja 10-20 kosakata nama Alat Tulis

R: What is your opinion about your improvement in pronunciation after the learning process?

S : I can pronoun 10-20 vocabularies of Stationeries' names

R : Bagaimana pendapat anda mengenai peningkatan pengucapan anda setelah proses pembelajaran?

S : Saya bisa mengucapkan 10-20 kosakata nama Alat Tulis

Interviwer



(Sulia Magari)

Appendix 14

Interview (Cycle Two)

Name of students: NAJ

R : What is your opinion when studying vocabulary?

S : I like learning vocabulary and learning the new word

R : Apa pendapatmu ketika mempelajari kosakata?

S : Saya suka belajar kosa kata dan mempelajari kata baru

R : What do you feel when studying the vocabulary in the last four meeting?

S : I feel enthusiastic in learning vocabulary while pay the ESA method, I feel motivated in learning activities through the ESA method

R : Apa yang kamu rasakan saat mempelajari kosakata pada empat pertemuan terakhir?

S : Saya merasa antusias dalam mempelajari kosakata sambil membayar metode ESA, saya merasa termotivasi dalam kegiatan pembelajaran melalui metode ESA

R : What is your opinion that the learning activities improve your vocabulary mastery?

S : I feel it can improve my vocabulary because I learn and I know a lot of vocabulary after learning process

R : Menurut Anda, apakah kegiatan pembelajaran meningkatkan penguasaan kosa kata Anda?

S : Saya merasa ini dapat meningkatkan kosakata saya karena saya belajar dan mengetahui banyak kosakata setelah proses pembelajaran

R : How is your improvement in mastering the vocabulary after learning process?

S : I can memorize the new vocabulary, I learn the meaning and spelling also pronunciation of that vocabulary

R : Bagaimana peningkatan penguasaan kosa kata Anda setelah proses pembelajaran?

S : Saya bisa menghafal kosakata baru, saya mempelajari arti dan ejaan serta pengucapan kosakata tersebut

R : In your opinion, how can the learning process help you in improve your vocabulary mastery?

S : The learning process makes me know the new vocabulary and the meaning also spelling and pronunciation

R : Menurut Anda, bagaimana proses pembelajaran dapat membantu Anda dalam meningkatkan penguasaan kosa kata Anda?

S : Proses belajarnya membuat saya mengetahui kosa kata baru dan artinya serta ejaan dan pengucapannya

R : What is your opinion about your improvement in how much vocabulary that you have memorized after the learning process?

S : I can memorize more than 20 vocabularies

R : Bagaimana pendapat anda mengenai peningkatan jumlah kosa kata yang anda hafal setelah proses pembelajaran?

S : Saya bisa menghafal lebih dari 20 kosakata

R: What is your opinion about your improvement in memorize the meaning of the vocabulary after the learning process?

S : I can memorize more than 20 the meaning of vocabularies

R : Bagaimana pendapat anda mengenai peningkatan kemampuan menghafal arti kosakata setelah proses pembelajaran?

S : Saya dapat menghafal lebih dari 20 arti kosakata

R: What is your opinion about your improvement in spelling the vocabulary after the learning process?

S : I can spell more than 20 vocabularies

R: Apa pendapat Anda tentang peningkatan kemampuan mengeja kosakata Anda setelah proses pembelajaran?

S : Saya bisa mengeja lebih dari 20 kosakata

R : What is your opinion about your improvement in pronunciation after the learning process?

S : I can pronoun more than 20 vocabularies

R : Apa pendapat Anda tentang peningkatan pengucapan Anda setelah proses pembelajaran?

S : Saya bisa mengucapkan lebih dari 20 kosakata.

Interviewer



(Sulia Magari)

Appendix 15

Interview (Cycle Two)

Name of students: N

R : What is your opinion when studying vocabulary?

S : I like learning vocabulary and learning the new word

R : Apa pendapatmu ketika mempelajari kosakata?

S : Saya suka belajar kosa kata dan mempelajari kata baru

R : What do you feel when studying the vocabulary in the last four meeting?

S : I feel enthusiastic in learning vocabulary while ESA method, I feel motivated in learning activities through the ESA method

R : Apa yang kamu rasakan saat mempelajari kosakata pada empat pertemuan terakhir?

S : Saya merasa antusias dalam mempelajari kosakata dengan metode ESA, saya merasa termotivasi dalam kegiatan pembelajaran melalui metode ESA

R : What is your opinion that the learning activities improve your vocabulary mastery?

S : I feel it can improve my vocabulary because I learn and I know a lot of vocabulary after learning process

R : Menurut Anda, apakah kegiatan pembelajaran meningkatkan penguasaan kosa kata Anda?

S : Saya merasa ini dapat meningkatkan kosakata saya karena saya belajar dan mengetahui banyak kosakata setelah proses pembelajaran

R : How is your improvement in mastering the vocabulary after learning process?

S : I can memorize the new vocabulary, I learn the meaning and spelling also pronunciation of that vocabulary

R : Bagaimana peningkatan penguasaan kosa kata Anda setelah proses pembelajaran?

S : Saya bisa menghafal kosakata baru, saya mempelajari arti dan ejaan serta pengucapan kosakata tersebut

R : In your opinion, how can the learning process help you in improve your vocabulary mastery?

S : The learning process makes me know the new vocabulary and the meaning also spelling and pronunciation

R : Menurut Anda, bagaimana proses pembelajaran dapat membantu Anda dalam meningkatkan penguasaan kosa kata Anda?

S : Proses belajarnya membuat saya mengetahui kosa kata baru dan artinya serta ejaan dan pengucapannya

R: What is your opinion about your improvement in how much vocabulary that you have memorized after the learning process?

S : I can memorize more than 20 vocabularies

R : Bagaimana pendapat anda mengenai peningkatan jumlah kosa kata yang anda hafal setelah proses pembelajaran?

S : Saya bisa menghafal lebih dari 20 kosakata

R: What is your opinion about your improvement in memorize the meaning of the vocabulary after the learning process?

S : I can memorize more than 20 the meaning of vocabularies

R : Bagaimana pendapat anda mengenai peningkatan kemampuan menghafal arti kosakata setelah proses pembelajaran?

S : Saya dapat menghafal lebih dari 20 arti kosakata

R: What is your opinion about your improvement in spelling the vocabulary after the learning process?

S : I can spell more than 20 vocabularies

R: Apa pendapat Anda tentang peningkatan kemampuan mengeja kosakata Anda setelah proses pembelajaran?

S : Saya bisa mengeja lebih dari 20 kosakata

R : What is your opinion about your improvement in pronunciation after the learning process?

S : I can pronoun more than 20 vocabularies

R : Apa pendapat Anda tentang peningkatan pengucapan Anda setelah proses pembelajaran?

S : Saya bisa mengucapkan lebih dari 20 kosakata

Interviewer



(Salia Magari)

Appendix 16

Interview (Cycle Two)

Name of students: VOG

R : What is your opinion when studying vocabulary?

S : I feel interesting in learning vocabulary while ESA method

R : Apa pendapatmu ketika mempelajari kosakata?

S : Saya merasa tertarik mempelajari kosakata dengan metode ESA

R : What do you feel when studying the vocabulary in the last three meeting?

S : I feel interesting in participate to the learning process while ESA method, it really fun and challenging

R : Apa yang kamu rasakan ketika mempelajari kosakata pada tiga pertemuan terakhir?

S : Saya merasa tertarik untuk mengikuti proses pembelajaran dengan metode ESA, sangat menyenangkan dan menantang

R : What is your opinion that the learning activities improve your vocabulary mastery?

S : I think it can help me in memorize the vocabulary because I can learn the new vocabulary and also the meaning

R : Menurut Anda, apakah kegiatan pembelajaran meningkatkan penguasaan kosa kata Anda?

S : Menurutku itu bisa membantuku dalam menghafal kosakata karena aku bisa mempelajari kosakata baru dan juga artinya

R : How is your improvement in mastering the vocabulary after learning process?

S : I can memorize the vocabulary also with the meaning. I know the spelling and pronunciation of the vocabulary also

R : Bagaimana peningkatan penguasaan kosa kata Anda setelah proses pembelajaran?

S : Saya bisa menghafal kosakata juga beserta artinya. Saya juga tahu ejaan dan pengucapan kosakatanya

R : In your opinion, how can the learning process help you in improve your vocabulary mastery?

S : The learning process make me motivated in learning vocabulary and make me fun in ESA method

R : Menurut Anda, bagaimana proses pembelajaran dapat membantu Anda dalam meningkatkan penguasaan kosa kata Anda?

S : Proses pembelajarannya membuat saya termotivasi dalam mempelajari kosa kata dan membuat saya senang dalam metode ESA

R : What is your opinion about your improvement in how much vocabulary that you have memorized after the learning process?

S : I can memorize more than 18 vocabularies of the Stationeries' names

R : Bagaimana pendapat anda mengenai peningkatan jumlah kosa kata yang anda hafal setelah proses pembelajaran?

S: Saya bisa menghafal lebih dari 18 kosakata nama-nama Alat Tulis

R: What is your opinion about your improvement in memorize the meaning of the vocabulary after the learning process?

S: I also can memorize more than 18 the meaning of vocabularies of the Stationeries' names

R : Bagaimana pendapat anda mengenai peningkatan kemampuan menghafal arti kosakata setelah proses pembelajaran?

S: Saya juga bisa menghafal lebih dari 18 arti kosakata nama-nama Alat Tulis

R : What is your opinion about your improvement in spelling the vocabulary after the learning process?

S: I can spell more than 18 vocabularies of the Stationeries' names

R : Apa pendapat Anda tentang peningkatan kemampuan mengeja kosakata Anda setelah proses pembelajaran?

S: Saya bisa mengeja lebih dari 18 kosakata nama Alat Tulis

R: What is your opinion about your improvement in pronunciation after the learning process?

S :I can pronoun more than 18 vocabularies of the Stationeries' names also

R : Bagaimana pendapat anda mengenai peningkatan pengucapan anda setelah proses pembelajaran?

S :Saya juga bisa mengucapkan lebih dari 18 kosakata nama Alat Tulis.

Interviewer



(Sulia Magari)

Appendix 17

Interview (Cycle Two)

Name of students: E

R : What is your opinion when studying vocabulary?

S : Sometimes I feel easy but sometimes I feel learning vocabulary is really difficult if there are a lot of the vocabulary

R : Apa pendapatmu ketika mempelajari kosakata?

S : Kadang-kadang saya merasa mudah tetapi kadang-kadang saya merasa belajar kosakata itu sulit sekali jika kosakatanya banyak

R : What do you feel when studying the vocabulary in the last three meeting?

S : I like learning vocabulary while ESA method, I feel fun and interesting in rearrange the letter in the board

R : Apa yang kamu rasakan ketika mempelajari kosakata pada tiga pertemuan terakhir?

S : Saya suka belajar kosakata dengan metode ESA, saya merasa senang dan tertarik dalam menyusun ulang huruf di papan tulis

R: What is your opinion that the learning activities improve your vocabulary mastery?

S : think yes, it help me especially in knowing the meaning of the new vocabulary

R: Menurut Anda, apakah kegiatan pembelajaran meningkatkan penguasaan kosa kata Anda?

S : menurutku ya, itu membantuku terutama dalam mengetahui arti kosakata baru

R : How is your improvement in mastering the vocabulary after learning process?

S : I know a lot of vocabularies with their meaning and I know also how to spell and pronoun the word of that vocabularies

R : Bagaimana peningkatan penguasaan kosa kata Anda setelah proses pembelajaran?

S : Saya mengetahui banyak kosakata beserta artinya dan saya juga mengetahui cara mengeja dan mengucapkan kata dari kosakata tersebut

R : In your opinion, how can the learning process help you in improve your vocabulary mastery?

S: The learning process make me interest in learning a new vocabulary with the meaning also spelling and pronunciation

R : Menurut anda, bagaimana proses pembelajaran dapat membantu anda dalam meningkatkan penguasaan kosa kata anda?

S: Proses pembelajarannya membuat saya tertarik untuk mempelajari kosa kata baru beserta arti, ejaan dan pengucapannya

R : What is your opinion about your improvement in how much vocabulary that you have memorized after the learning process?

S: I can memorize more than 20 vocabularies

R : Bagaimana pendapat anda mengenai peningkatan jumlah kosa kata yang anda hafal setelah proses pembelajaran?

S: saya bisa menghafal lebih dari 20 kosakata

R What is your opinion about your improvement in memorize the meaning of the vocabulary after the learning process?

S : I can mention more than 20 meaning of the vocabularies

R Bagaimana pendapat anda mengenai peningkatan kemampuan menghafal arti kosakata setelah proses pembelajaran?

S : Saya dapat menyebutkan lebih dari 20 makna kosa kata tersebut

R: What is your opinion about your improvement in spelling the vocabulary after the learning process?

S : I can spell more than 20 vocabularies but still confuse sometimes

R: Apa pendapat Anda tentang peningkatan kemampuan mengeja kosakata Anda setelah proses pembelajaran?

S : Saya bisa mengeja lebih dari 20 kosakata namun terkadang masih bingung

R: What is your opinion about your improvement in pronunciation after the learning process?

S: I can pronoun more than 20 vocabularies but sometimes I still feel confuse the correct pronunciation of the vocabularies

R : Bagaimana pendapat anda mengenai peningkatan pengucapan anda setelah proses pembelajaran?

S: Saya bisa mengucapkan lebih dari 20 kosakata tetapi terkadang saya masih merasa bingung pengucapan kosakata yang benar

Interviewer



(Sulia Magari)

Appendix 18

Field Note

Date and time : August, 23th 2023

Education units : SMP Nusantara Indah Sintang

Class/semester : VII/Ganjil

Topic : Stationeries' names

Cycle : One/ first meeating

Time Allocation : 1x40 minutes

Basic competencies : identify socal functions, text structures, and linguistic elements of spoken and written transactional interaction related to the names and numbers of stationeries, object and public buildings that are close to students' daily lives, according to the linguistic and vocabulary elements related to the article a, an, and the, plural and singular noun

Activities	Description
Pre-activities	• Strengthen - the students respond well researcher gretting
	• Weaknesses - the students are busy with their activity and their friend - some of the students make a noise -they do not focus to the lesson
Main-activities	• Strengthen • Strengthen -the students were actives to participate in class -the students were enthusiastic to parcipate in learning activities through ESA method -the students' participation in learning activities was sign

	- Weaknesses - the students was not active to participate in learning activities - the students do not focus on the material delivered by the researcher
Close-activities	Strengthen
	- Weaknesses -some of the sttudents were passive and do not focus during the lesson

Suggestion : to use the new media or method in teaching adnd learning activities
at the next meeting

Sintang, September 13th, 2023

Observer



(Bello Christoper Scoubhar, S.P.d)

Appendix 19

Field Note

Date and time : September, 6th 2023

Education units : SMP Nusantara Indah Sintang

Class/semester : VII/Ganjil

Topic : Stationeries' names

Cycle : One/second meeting

Time Allocation : 2x40 minutes

Basic competencies : identify social functions, text structures, and linguistic elements of spoken and written transactional interaction related to the names and numbers of stationeries, object and public buildings that are close to students' daily lives, according to the linguistic and vocabulary elements related to the article a, an, and the, plural and singular noun

Activities	description
Pre-activities	• Strengthen - the students respond well researcher greeting
	• Weaknesses
Main-activities	• Strengthen -the students were excited in learning activities through ESA method - the students also enthusiastic and active to participate in learning activities - the students were able to finish all of the ESA method

	in the board
	- Weaknesses - the noise cannot be avoid - the students make a noise because they want to answer the ESA method in the board - something they use ESA method with their friend
Close-activities	- Strengthen - the students enjoy and fun during the learning activities through ESA method - the students happy when use ESA method
	Weaknesses

Suggestion : - the researcher during the writing of this thesis, the researcher realized that she received mush assistance, try to make the students focus on the instruction

- continue the research on cycle Teo to improve the students vocabulary mastery and the students participation in learning activities

Sintang, September 6th, 2023

Observer



(Bello Christoper Scoubhar, S.P.d)

Appendix 20

Field Note

Date and time : September, 13th 2023

Education units : SMP Nusantara Indah Sintang

Class/semester : VII/Ganjil

Topic : Stationeries' names

Cycle : Two

Time Allocation : 2x40 minutes

Basic competencies : identify social functions, text structures, and linguistic elements of spoken and written transactional interaction related to the names and numbers of stationeries, object and public buildings that are close to students' daily lives, according to the linguistic and vocabulary elements related to the article a, an, and the, plural and singular noun

Activities	description
Pre-activities	Strengthen - the students respond well researcher greeting
	Weaknesses
Main-activities	Strengthen

	-the students were active to participate during the class - the students also enthusiastic to participate in learning activities through ESA method - the students' participation in learning activities was significant improved - the students vocabulary mastery was also improved - the class situation could be control well
	Weaknesses
Close-activities	Strengthen - the students enjoyd and fun during the teaching and learning process - the students happy when use ESA method
	Weaknesses

Suggestion : - ESA method is appropriate to be apply in this class

- it is enough to stop the research on this cycle because in this meating the ESA method showes that the students' partisipation was improved significantly

Sintang, September 13th, 2023

Observer



(Bello Christoper Scoubhar, S.P.d)

Appendix 21

Syllabus

KOMPETENSI DASAR	MATERI PEMBELAJAR AN	INDIKATOR	NILAI KARAKTE R	KEGIATAN PEMBELAJARA N	ALOK ASI WAKT U	SUMBER BELAJA R	PENILA IAN
3.4 Mengidentifi kasi fungsi sosial, struktur teks, dan unsur kebahasaan teks	Fungsi Sosial d) Mengidentifi kasi dan menyebutkan berbagai benda, binatang, dan bangunan	a. Mengidentifikas i benda-benda yang ada didalam ruangan kelas b. Mengidentifikas i ruangan atau gedung yang	g. Reli gius h. Man diri i. Gotong royong j. Kejujuran k. Kerj	n. Mencermati beberapa teks pendek berisi penyebutan benda-benda di kelas dan sekolah untuk kemudian	24 JP	• Buku Penunjan g Kurikulu m 2013 Mata Pelajaran Bahasa	• Lisan • Tertulis • Penuga san • Unjukk erja Portofoli o

interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan	umum di lingkungan sekitar. Struktur Teks D. Memulai E. Menanggapi (diharapkan/di luar dugaan) Unsur Kebahasaan a. Pernyataan dan pertanyaan terkait benda,	ada di sekolah c. Mengidentifikasi benda-benda yang ada didalam tas d. Mengidentifikasi bagian-bagian rumah e. Mengidentifikasi benda-benda yang ada di dalam bagian-bagian rumah f. Mengidentifikasi	a keras l.Percaya diri m. Kerja sama	membaca dengan ucapan dan tekanan kata yang benar o. Menyimak dan menirukan guru menanyakan dan menyebutkan benda-benda yang terdapat di dalam kelas dan di sekolah, dengan tata		Inggris When English Rings The Bell, Kelas VII, Kemendikbud, Revisi Tahun 2013 • Kamus Bahasa	
--	---	--	---	--	--	--	--

publik yang dekat dengan kehidupan siswa sehari- hari, sesuai dengan konteks penggunaan nya. (Perhatikan unsur kebahasaan dan kosa	binatang, bangunan publik. b. Penyebutan benda dengan <i>a, the</i>, bentuk jamak (-s) c. Penggunaan kata penunjuk <i>this, that,</i> <i>these, those ...</i> d. Preposisi untuk <i>in, on,</i> <i>under</i> untuk	i binatang dan tumbuhan yang ada di rumah dan di sekolah		bahasa, ucapan dan tekanan kata yang benar p. Bertanya jawab tentang beberapa benda di dalam dan sekitar rumah q. Membaca beberapa teks pendek tentang rumah dan sekitarnya, terutama		Inggris • Pengala man peserta didik dan guru	
---	---	---	--	--	--	---	--

kata terkait article a dan the, plural dan singular)	menyatakan tempat. e. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan. Topik Benda, binatang, dan bangunan yang biasa dijumpai dalam			keberadaan benda dan binatang r. Bertanya jawab tentang beberapa bangunan dan benda-benda dan binatang- binatang di dalam dan sekitarnya s. Melakukan refleksi tentang			
--	--	--	--	---	--	--	--

	kehidupan nyata di rumah, sekolah, dan lingkungan sekitar peserta didik yang dapat menumbuhkan perilaku yang termuat di KI.			proses dan hasil belajarnya			
--	---	--	--	--------------------------------	--	--	--

Appendix 22**Lesson Plan**

RENCANA PELAKSANAAN PEMBELAJARAN

SEKOLAH : SMP NUSANTARA INDAH SINTANG

MATA PELAJARAN : BAHASA INGGRIS

KELAS/SEMESTER : VII/1

WAKTU : 4 x 40 menit

A. STANDAR KOMPETENSI

- 1) Memahami instruksi sangat sederhana dengan tindakan dalam konteks kelas.
- 2) Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas.

B. KOMPETENSI DASAR

- a. Merespon dengan melakukan tindakan sesuai instruksi secara berterima dalam konteks kelas
- b. Merespon instruksi sangat sederhana secara verbal dalam konteks kelas
- c. Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: meminta orang lain melakukan sesuatu dan menanyakan arti sesuatu di bahasa Inggris.

C. INDIKATOR

- i. Mengenal nama-nama alat tulis dan kegunaan disekolah.
- ii. Mengenal nama-nama alat tulis dan kegunaan disekolah.
- iii. Menyebutkan nama-nama alat tulis dan kegunaan disekolah..
- iv. Menyebutkan nama-nama alat tulis dan kegunaan disekolah.
- i. Merespon dengan melakukan tindakan sesuai instruksi secara berterima dalam konteks kelas
- ii. Merespon instruksi sangat sederhana secara verbal dalam konteks kelas
- iii. Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: meminta orang lain melakukan sesuatu dan menanyakan arti sesuatu di bahasa Inggris.
1. Menjawab pertanyaan dari guru tentang nama-nama benda sesuai dengan bantuan gambar.
2. Menjawab soal tentang arti kata di bahasa Inggris seputar nama-nama alat tulis dan kegunaan disekolah..
3. Menjawab soal tentang arti kata di bahasa Inggris seputar nama-nama alat tulis dan kegunaan disekolah.

D. TUJUAN PEMBELAJARAN

- a. Siswa dapat berinteraksi secara lisan dan tertulis dengan guru dan teman dalam bahasa Inggris sederhana dan dapat meningkatkan penguasaan kosakata terkait dengan nama-nama benda yang ada di dalam kelas.

- b. Siswa dapat berinteraksi secara lisan dan tertulis dengan guru dan teman dalam bahasa Inggris sederhana dan dapat meningkatkan penguasaan kosakata terkait dengan nama-nama benda yang ada di dalam tas.

E. MATERI

Tema : She Cares For People Who Are Sick

Sub-tema : How To Ask And Tell About The Use Of Tools

List of Vocabulary

how to ask and tell about the use of tools

1 ruler

2 bag

3 pencil

4 colors pencil

5 boardmarker

6 highlighter

7 chalk

8 tape

9 book

10 rubber stamp

11 hole punch

12 compass

13 scissors

14 sharpener

15 marker

16 clipboard

17 Calculator

18 pen

19 Dictionary

20 paper clips

F. METODE PEMBELAJARAN

ESA (Picture Game)

G. LANGKAH PEMBELAJARAN

Pertemuan pertama

Pertemuan	Deskripsi	Menit
Pendahuluan	1. Guru memberi salam dalam bahasa Inggris, siswa menjawab. 2. Mengabsen siswa. 3. Menyampaikan tujuan pembelajaran yang akan dicapai.	15
Inti	1. Guru menjelaskan tentang nama- alat tulis dan kegunaan disekolah menggunakan metode Engage dimana agar siswa berpikir dan berbicara. 2. Siswa mengenal nama-nama alat tulis dan kegunaan disekolah 3. Guru mengajar siswa bagaimana	55

	menyebutkan nama-nama alat tulis dan kegunaan disekolah dengan benar dan guru dan siswa menggunakan metode Active, guru mencontohkan latihan dan kegiatan yang di lakukan berikutnya. 4. Siswa menyebutkan nama-nama benda yang ada di dalam kelas dengan benar menggunakan Engage. 5. Guru menjelaskan aturan permainan. 6. Guru dan siswa memulai permainan gambar dengan cara guru memberikan pertanyaan secara lisan kepada siswa dan siswa menjawab pertanyaan dari guru berdasarkan gambar menggunakan metode Study dimana siswa mengerjakan LKS. 7. Guru bersama siswa menghitung jawaban yang benar.	
Penutup	1. Guru membacakan hasil nilai yang diperoleh oleh setiap siswa. 2. Siswa yang mendapatkan nilai tertinggi diminta untuk menulis jawaban mereka dipapan tulis.	15

Pertemuan kedua

Pertemuan	Deskripsi	Menit
Pendahuluan	1. Guru memberi salam dalam bahasa Inggris, siswa menjawab 2. Mengisi presensi siswa. 3. Me-review ungkapan-ungkapan yang telah dipelajari pada pertemuan sebelumnya.	10
Inti	1. Guru menjelaskan tentang alat-alat tulis dan kegunaan disekolah 2. Siswa mengenal alat-alat tulis dan kegunaan disekolah 3. Guru mengajar siswa bagaimana menyebutkan alat-alat tulis dan kegunaan disekolah dengan benar. 4. Siswa menyebutkan alat-alat tulis dan kegunaan disekolah dengan benar. 5. Guru menjelaskan aturan permainan. 6. Guru dan siswa memulai permainan gambar dengan cara guru memberikan pertanyaan secara lisan kepada siswa dan siswa menjawab pertanyaan dari guru	30

	berdasarkan gambar. 7. Guru bersama siswa menghitung jawaban yang benar.	
Penutup	1. Guru membacakan hasil nilai yang diperoleh oleh setiap siswa. 2. Siswa diberi soal menjooahan gambar sebanyak 20 nomor tentang alat-alat tulis dan kegunaan disekolah yang telah dipelajari sebelumnya. 3. Untuk mengetahui motivasi siswa dalam belajar kosa kata	30

H. SUMBER/ALAT/BAHAN

- a. Gambar bernomor yang relevan
- b. Lembar jawaban

I. PENILAIAN

- a. Rubric penilaian unjuk kerja

Aspect	Score	Descriptions	Actual score
Quantity (30%)	4	Students are capable to mention between 16 to 20 vocabulary	X 7,5
	3	Students are capable to mention between 11	

		to 15 vocabulary	
	2	Students are capable to mention between 6 to 10 vocabulary	
	1	Students are capable to mention between 1 to 5 vocabulary	
Meaning (30%)	4	Students are capable to mention the meaning in Indonesian between 16 to 20 vocabulary	X 7,5
	3	Students are capable to mention the meaning in Indonesian between 11 to 15 vocabulary	
	2	Students are capable to mention the meaning in Indonesian between 6 to 10 vocabulary	
	1	Students are capable to mention the meaning in Indonesian between 1 to 5 vocabulary	
Spelling (20%)	4	Students are capable to spell the vocabulary between 16 to 20 vocabulary	X 5
	3	Students are capable to spell the vocabulary between 11 to 15 vocabulary	
	2	Students are capable to spell the vocabulary between 6 to 10 vocabulary	

	1	Students are capable to spell the vocabulary between 1 to 5 vocabulary	
Pronunciation (20%)	4	Students are capable to pronoun the vocabulary correctly between 16 to 20 vocabulary	X 5
	3	Students are capable to pronoun the vocabulary correctly between 11 to 15 vocabulary	
	2	Students are capable to pronoun the vocabulary correctly between 6 to 10 vocabulary	
	1	Students are capable to pronoun the vocabulary correctly between 1 to 5 vocabulary	

This is the formula to calculate the students' score:

$$\text{Total score} = (A \times \Omega) + (B \times \Omega) + (C \times \Omega) + (D \times \Omega)$$

A = obtain score from aspect quantity

B = obtain score from aspect meaning

C = obtain score from aspect spelling

D = obtain score from aspect pronunciation

Ω = actual score for each aspect

Appendix 23

Student's Test

Name:	Class:	Date:
--------------	---------------	--------------

Instruction:

Choose a picture below and come to the front of the class and answer questions from the teacher about the picture!



- What is it?
- How do you spell it?
- What is its use?
- How do you pronounce it?



- What is it?
- How do you spell it?
- What is its use?
- How do you pronounce it?



- What is it?
- How do you spell it?
- What is its use?
- How do you pronounce it?



- What is it?
- How do you spell it?
- What is its use?
- How do you pronounce it?



- What is it?
- How do you spell it?
- What is its use?
- How do you pronounce it?



- What is it?
- How do you spell it?
- What is its use?
- How do you pronounce it?



- What is it?
- How do you spell it?
- What is its use?
- How do you pronounce it?



- What is it?
- How do you spell it?
- What is its use?
- How do you pronounce it?



- What is it?
- How do you spell it?
- What is its use?
- How do you pronounce it?



- What is it?
- How do you spell it?
- What is its use?
- How do you pronounce it?



- What is it?
- How do you spell it?
- What is its use?
- How do you pronounce it?



- What is it?
- How do you spell it?
- What is its use?
- How do you pronounce it?



- What is it?
- How do you spell it?
- What is its use?
- How do you pronounce it?



- What is it?
- How do you spell it?
- What is its use?
- How do you pronounce it?



- What is it?
- How do you spell it?
- What is its use?
- How do you pronounce it?



- What is it?
- How do you spell it?
- What is its use?
- How do you pronounce it?



- What is it?
- How do you spell it?
- What is its use?
- How do you pronounce it?



- What is it?
- How do you spell it?
- What is its use?
- How do you pronounce it?



- What is it?
- How do you spell it?
- What is its use?
- How do you pronounce it?



- What is it?
- How do you spell it?
- What is its use?
- How do you pronounce it?

Appendix 24 Izin Penelitian

	PERKUMPULAN BADAN PENDIDIKAN KARYA BANGSA SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN PERSADA KHATULISTIWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS SINTANG – KALIMANTAN BARAT Jl. Pertamina Sengkuang KM. 4 Kotak Pos 126 Telp (0565) 2022386, 2022387 Email: elepersada@gmail.com Website: www.stkippersada.ac.id	
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Nomor : 254/B-6/G1/VIII/2023
Lampiran : 1 (satu) lembar
Perihal : Izin Penelitian

Kepada

Yth. Kepala SMP Nusantara Indah Sintang

Di Tempat

Dengan hormat,

Berkenaan dengan tugas akhir mahasiswa atau skripsi, kami mohon kepada Bapak/Ibu untuk memberikan izin kepada mahasiswa kami:

Nama : Sulia Magari
 NIM : 190307114
 Jurusan : Pendidikan Bahasa dan Seni
 Program Studi : Pendidikan Bahasa Inggris

Untuk melakukan penelitian di sekolah yang Bapak/ Ibu pimpin dengan judul:

"The Use of ESA (Engange, Study, Activate) For Teaching Vocabulary At Seventh Grade of SMP Nusantara Indah Sintang ". Adapun tanggal dan waktu penelitian sepenuhnya adalah hasil koordinasi kedua belah pihak.

Demikian surat permohonan ini kami sampaikan, atas perhatian dan kerjasamanya kami ucapkan terima kasih.

Sintang, 21 Agustus 2023

Mengetahui
 Ketua STkip Persada Khatulistiwa

Dina Syarifuddin, S.P.,M.Si
 NIDN. 1072005603

* Ketua Prodi PBI

Sijono, M.Pd.
 NIDN. 1115028901

Appendix 25 Surat Keterangan



**YAYASAN NUSANTARA INDAH
SMP NUSANTARA INDAH SINTANG
TERAKREDITASI**

NSS : 201130404011 NIS : 200180 NPSN : 30102442
Alamat : Jl. MT. Haryono, PO BOX 126, Telp. (0565) 21246 Sintang

SURAT KETERANGAN
NO. 421.3/ 33 /SMP NI/2023

Yang bertanda tangan dibawah ini, Kepala SMP Nusantara Indah Sintang,
Menerangkan bahwa:

Nama : Sulia Magari

Nim : 190307114

Jurusan/Program Studi : Pendidikan Bahasa Inggris

Yang bersangkutan telah datang dan meminta izin untuk dapat melaksanakan penelitian di SMP Nusantara Indah Sintang, dan kami tidak berkeberatan untuk menerima dan memberikan izin kepada yang bersangkutan .

Mahasiswa tersebut diatas adalah benar telah melaksanakan penelitian di SMP Nusantara Indah Sintang, pada tanggal 30 Oktober 2023 untuk keperluan penelitian dengan judul:

“ The Use of ESA (Engange, Study, Activate) For Teaching Vocabulary At Seventh Grade of SMP Nusantara Indah Sintang”

Demikianlah surat keterangan ini kami buat dengan sesungguhnya, agar dapat digunakan sebagaimana mestinya.

Sintang, 16 November 2023

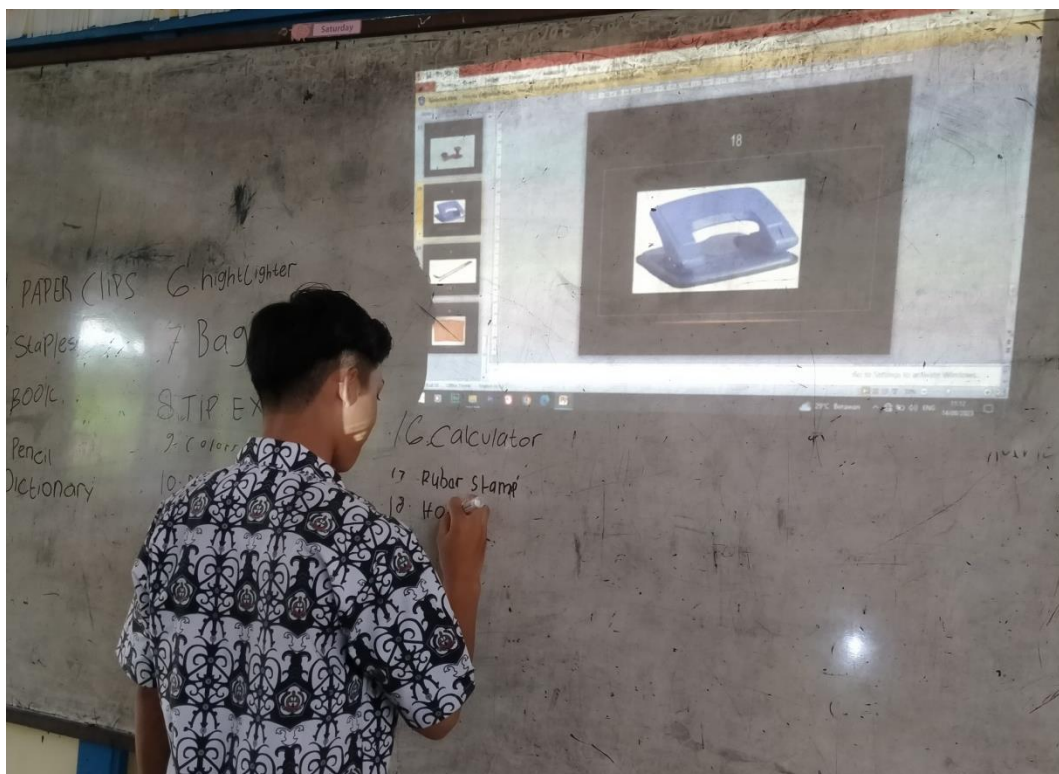
Kepala SMP Nusantara Indah



Indah Mariana SV, S.Pd
NIP. 198212042007012004

Appendix 26**DOCUMENTATION**







BIOGRAPHY



Sulia Magari is the author of this thesis. The author was born Sintang on December 12th 2000. The author is known as the third child of Sian and Lembang. The author is child number three of four siblings and has one younger brother named Radias Julian and two older siblings, the first sibling is named Yustina Awin Prawida and the second is named Lisa.

The author received his first education at state elementary school 14 Batu Ampar Ketungau Tengah, in 2006-2007, and in 2012-2013 continued his education at Junior High School (SMP) in 2013-2016 at SMPN Nusantara Indah Sintang, then continued his education at Senior High School (SMA) in 2016-2019 at SMAN Nusantara Indah Sintang, then in 2019 continued his education at STKIP Persada Khatulistiwa Sintang and chose the English Language Education Study Program. While studying at STKIP Persada Khatulistiwa Sintang, the researcher participated in several UKM, namely UKM kmk, and UKM Sports.

This book is the final result of his writing which is expected to be useful for many people, including teachers, lecturers and students from various circles and fields.