

**THE USE OF ESA (ENGAGE, STUDY, ACTIVE)
FOR TEACHING VOCABULARY AT SEVENTH GRADE
OF SMP NUSANTARA INDAH SINTANG**

THESIS

Submitted as a partial fulfillment of the Requirement for the Attainment of
Sarjana Pendidikan degree in English Language Education Study Program



WRITTEN BY:

SULIA MAGARI

Student ID: 190307114

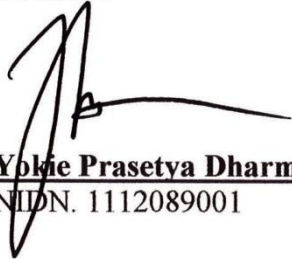
**STKIP PERSADA KHATULISTIWA
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
SINTANG
2024**

APPROVAL SHEET

Name : Sulia Magari
Student ID : 190307114
Study Program : English Language Education
Title : The Use of ESA (Engage, Study, Active) for Teaching
Vocabulary at Seventh Grade of SMP Nusantara Indah
Sintang

This thesis has been approved by the supervisors and has fulfilled the requirements and is considered feasible to be submitted to thesis examination committee.

Advisor I



Yolie Prasetya Dharma, M.Pd.B.I
NIDN. 1112089001

Sintang, January 19th, 2024

Advisor II



Henry Elisa, M.Pd
NIDN. 1131018703

Approved by

The dean of STKIP Persada Khatulistiwa



Didin Syafruddin, S.P, M.Si
NIDN. 1102066603

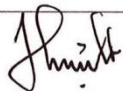

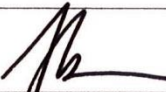
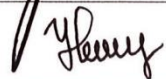
RAFICATION

A Thesis entitled “**The Use of ESA (Engage, Study, Active) for Teaching Vocabulary at Seventh Grade of SMP Nusantara Indah Sintang**” arranged by:

Name : Sulia Magari
Student ID : 190307114
Study Program : English Language Education

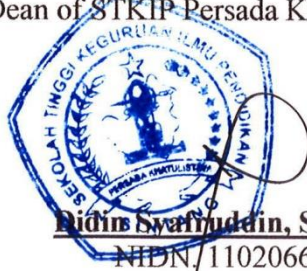
Defended before the Board of Examiners on January 19th 2024, and declared acceptable

Examiners:

No	Name	Occupation	Sign
1.	Ilinawati, M.Pd	Chairman	
2.	Tuti, M. Pd	Secretary	
3.	Yokie Prasetya Dharma, M.Pd.B.I	Member 1	
4.	Henry Elisa, M.Pd	Member 2	

Acknowledge by:

The Dean of STKIP Persada Khatulistiwa Sintang



Ridim Syarifuddin, S.P, M.Si

NIDN/1102066603

MOTTO

*“Be careful for nothing; but in every thing by prayer and supplication with thanks
giving let your requests be made known unto God.*

Philippians 4:6”

STATEMENT OF WORKS' ORIGINALITY

Except where references is made in the text of the thesis, this thesis contains no material published elsewhere or extracted in whole or in part from a thesis or any other degree or diploma.

No other person's work has been used without due acknowledgement in the main text in the thesis.

This thesis has not been submitted for the award of any fegree of diploma in any other tertiary institution.

All research procedures repoted in this thesis were approved by the researcher's advisors and did not break any faculty or university research ethics.

Sintang january 18th, 2024

A handwritten signature in black ink is written over a yellow and red revenue stamp. The stamp is a 10,000 Indonesian Rupiah (Rp 10.000) "Meterai Tempel" (adhesive stamp). It features the Garuda Pancasila emblem and the serial number PD734AKX804381819.

Sulia Magari

ABSTRACT

Sulia Magari, 2023. The Use of ESA (Engage, Study, Active) for Teaching Vocabulary at Seventh Grade of SMP Nusantara Indah Sintang. Thesis. English language Study Program STKIP Persada Khatulistiwa Sintang. Advisor I: Yokie Prasetya Dharma, M.Pd.B.I Advisor II: Henry Elisa, M.Pd.

Key words: ESA Method, Vocabulary, Vocabulary Mastery

The aims of the research is to improve the students' vocabulary mastery by using the ESA method (Engaged, Study, Activate) in seventh grade students, This research was carried out due to the students having low motivation in learning. Besides, they got trouble mastering and memorizing the vocabulary so that they had the poor vocabulary. The writer used Classroom Action Research; the data of this research was analyzed in both qualitative and quantitative methods. In this research, the writer used observation, measurement, interviews and documentation technique to collect the data. The tools of data collection techniques are observation checklist, field notes, tests and interview guidelines. The findings showed that there is an improvement in the students' vocabulary mastery and the students' participation in learning activities. The findings showed that there is an improvement in the students' vocabulary mastery used ESA method. In cycle one, the average score of students' vocabulary mastery was 7,35 and in cycle two was 88, 52. The student's participation in learning activities was also improved, in cycle one was 45,00% while in cycle two was 83,33%. It could be concluded that the ESA Method could improve the students' vocabulary mastery and the students participation in learning activities, especially for seventh-grade students of SMP Nusantara Indah Sintang.

ACKNOWLEDGEMENT

Praise be to God and His Grace to all of us so that we can complete the research entitle The Use of ESA (Engage, Study, Active) for Teaching Vocabulary at seventh Grade of SMP Nusantara Indah Sintang. This thesis was prepared as one of the requirements to fulfill the thesis course in English study program, STKIP Persada Khatulistiwa Sintang.

The writer realizes that the preparation of this thesis would not have been completed without the help of various parties. Therefore, on this occasion the writer would like to say thank you for:

1. Yokie Prasetya Dharma, M.Pd.BI. as the first advisor of the research course, for the guidance, advice, and motivation provided during the lecture period.
2. Henry Elisa M.Pd. as the second advisor who has provided support, motivation, and advice.
3. Thank you very much to all the lecturers of the English Language Study Program Education at STKIP Persada Khatulistiwa Sintang for their guidance, support and assistance during the thesis thesis as students at STKIP Persada Khatulistiwa Sintang.
4. The writer also thinks of profucely to both parents who always give love, affection, sacrifice, prayer, and unlimited support in completing this thesis. Thank you for being the main reason for writer to stay strong and struggle to complete their education, thank you for always being the biggest motivation to pursue dreams. Thank you for always being the best support

5. system. And thanks to all of you, for your prayers and motivation to support the writer in completing his thesis .

6. Thank you to all friends at PBI A3, thank you for your togetherness, help and support.

Finally, the writer would like to thank all parties who have played an important role in completing this thesis. Hopefully this thesis is useful not only for writer, but also for readers. For this reason, suggestions and constructive criticism are most welcome.

TABLE OF CONTENT

Cover	i
Approval Sheet	ii
Rafication	iii
Motto	iv
Statement Of Works' Originality	v
Abstract.....	vi
Acknowledgement	vii
Table of Content.....	ix
List of Table	xi
List of Appendices	xii
CHAPTER I INTRODUCTION.....	1
A. Research Background.....	1
B. Research Question.....	5
C. Research Purpose	5
D. Significance.....	6
E. Limitation of the Research.....	6
F. Terminology	7
CHAPTER II LITERATURE REVIEW.....	8
A. Engaged Study Activate	8
1. Definition of ESA Method	8
2. Types of ESA Method	10
3. Procedure of ESA Method	13
4. Teaching Vocabulary Using ESA Method	13
5. ESA in Teaching Vocabulary	15
6. The Advantages of Engage, Study, and Activate Method	16
B. Vocabulary	17
a. Definition of Vocabulary	17
b. Definition of Vocabulary Mastery	18
c. Vocabulary Components	19

d. Vocabulary Aspects.....	20
e. The Importance of Vocabulary	21
C. Related Studies.....	21
CHAPTER III RESEARCH METHODOLOGY	23
A. Research Design.....	23
B. The Subject Of The Study.....	29
C. Data Collection Technique and Instrumentation.....	29
1. Data Collection Technique	29
a) Observation	29
b) Interview	31
c) Measurement	32
2. Scoring rubric and Assessment Indicator	33
3. Instrumentation.....	35
1) Observation checklist.....	35
2) Field Note.....	35
3) Interview Guideline.....	37
4) Test.....	37
D. Data Analysis	38
CHAPTER IV.....	40
a. Finding	40
b. Discussion.....	87
CHAPTER V	92
A. Conclusion.....	92
B. Suggestion	95
References	98
Appendices	100

LIST OF TABLE

Table 3.1 Scoring rubric and assessment indicator	33
Table 3.2 Level of student's vocabulary mastery	33
Table 4.1 Scoring Guidance	45
Table 4.2 Students' Improvement In The First Meeting.....	45
Table 4.3 Students' Improvement In The Second Meeting	49
Table 4.4 students' improvement in cycle two	72

LIST OF CHART

Chart 4.1 students' vocabulary mastery in quantity aspect.....	58
Chart 4.2 students' vocabulary mastery in meaning aspect	59
Chart 4.3 students' vocabulary mastery in spelling aspect	61
Chart 4.4 students' vocabulary mastery in pronunciation aspect.....	62
Chart 4.5 students' vocabulary mastery in quantity aspect cycle two	63
Chart 4.6 students' vocabulary mastery in quantity aspect cycle two	66
Chart 4.7 students' vocabulary mastery in meaning aspect cycle two.....	77
Chart 4.8 students' vocabulary mastery in spelling aspect cycle two.....	78
Chart 4.9 students' vocabulary mastery in pronunciation aspect cycle two	79
Chart 4.10 summary of students' vocabulary mastery in four aspect	81
Chart 4.11 level of students' vocabulary mastery in cycle two	82

LIST OF APPENDICES

Appendix 1. Observation Cycle One	100
Appendix 2. Observation Cycle One	103
Appendix 3. Observation Cycle Two.....	106
Appendix 4. Test Sheet Cycle One	110
Appendix 5. Test Sheet Cycle Two.....	112
Appendix 6. Transcrip of the Student 1	114
Appendix 7. Transcrip of the Student 2	116
Appendix 8. Transcrip of the Student 3	118
Appendix 9. Transcrip of the Student 4	120
Appendix 10. Transcrip of the Student 5	122
Appendix 11. Transcrip of the Student 6	124
Appendix 12. Transcrip of the Student 7	126
Appendix 13. Transcrip of the Student 8	128
Appendix 14. Transcrip of the Student 9	130
Appendix 15. Transcrip of the Student 10	132
Appendix 16. Transcrip of the Student 11	134
Appendix 17. Transcrip of the Student 12	136
Appendix 18 Field Note Cycle One Meeting 1	138
Appendix 19. Field Note Cycle One meeting 2	140
Appendix 20 Field Note Cycle Two meeting 3	142
Appendix 21. Syllabus	143
Appendix 22 Lesson Plan	149
Appendix 23. Student Test	158
Appendix 24. Izin Penelitian.....	162
Appendix 25. Surat Keterangan	163
Appendix 24. Documentation	164

References

- Allen, M. J., & Yen, W. M. (2001) introduction to measurement theory. Waveland Press
- Burns, N. A., Grove, S. K (2009) The Practice of Nursing Research: Appraisal, Synthesis, and Generation of Evidence. Britania Raya: Saunders/Elsevier.
- Creswell, John W. *Research Design: Qualitative And Quantitative Approaches* (California: SAGE Publicitatitons, Inc, 1994).
- Daharia, A. (2016). Increasing Students' vocabulary Throug Engage Study And Active Method At The Second Grade Of Smp 3 Lembang Pinrang Regency. Eternal (English, Teaching, Learning, and Research Journal), 2(1), 122-133.
- DiCicco-broom b. & Crabtre b. f. (2006). The Qualitative Research Interview. Medical Education
- Explicit Morphological Instructions and English Vocabulary Mastery. (N.D.). (N.P.): Wawasan Ilmu.
- Flohr, S. (2010). Presenting And Teaching Vocabulary In The EFL Classroom. Jerman: GRIN Verlag.
- Gray, D.E. (2004). Doing Research In Real World. Britania Raya: SAGE Publications.
- Grimm, N., Meyer, M., Volkmann, L. (2022). Teaching English. Jerman: Narr Francke Attempto Verlag.
- Harmer, Jermy. 2001. The practice of English language. Third Edition.
- Harmer, J. (2007). How To Teach English. Kiribati: Pearson Longman.
- Herdi, H., & Ningsih, S. R. (2018). Improving Students' Vocabulary Mastery By Using ESA (Engage, Study, Activate) Method For The Students' Of Eighth Grade At Mts Negeri 02 Pekanbaru. ELT-Lectura, 5(2).
- Introduction to Measurement Theory. (2001). Amerika Serikat: Waveland Press
- JHTET Jharkhand Teacher Eligibility Test Paper-1 For Becoming Teacher For Classes I-V (Primary Stage). (2022). (N.P.): Prabhat Prakashan.
- Kothari, C. R. (2013). Research Methodology Mtehods and Techniques. India: New Age International (P) Limited, Publishers.
- Larkin, M. J., Bender, W. N. (2009). Reading Strategies for Elemntary Students With Learning Difficulties: Strategies for TRI. Amerika Serikat: SAGE Publications.
- Maxom, M. Michelle. 2014. *TEFL Lesson Plans For DUMMIES*. Jerman.

- Mctighe, J., Arter, J. (2001). *Scoring Rubrics In The Classroom: Using Performance Criteria For Assessing And Improving Student Performance*. Britania Raya: SAGE Publications.
- Morrison, K., Manoin, L., Cohen, L. (2002) *Research Method in Education*. (n.p): Taylor & Francis
- Nahlen, R., Ferit Klckaya, E. J. K., Kic-Drgas, J. (2022). *The Challenges And Opportunities Of Teaching English Worldwide In The COVID-19 Pandemic*. Britania Raya: Cambridge Scholars Publishing.
- Nunan, David. 1991. *Language Teaching Methology*. Sidney : Prine Hall International
- O'Leary, M. (2013). *Classroom Observation: A guide to the effective observation of teaching and learning* (1st ed.). Routledge.
- Schmitt, N., & Schmitt, D. 2020. *Vocabulary In Language Teaching*. Cambridge: Cambridge University Press
- Shokri, Hadi. 2017 *Investegating the Effect of Harmer's ESA Element on Reading Comprehensionof Iranian EFL learners: A Task-based Approach*. *International Journal of English Language & Translation studies*. 5, 48-60
- Stringer, E. T., Christensen, L. M., Balwin, S. C. (2009) *Integrating Teaching, Learning, and Action Research Enhancing Instruction In The k-12 Classroom*. London: SAGE Publications
- Somekh, B. (2005) *Action Research*. McgRAW-Hill Education (UK), 2005
- Tomlinson, Brian. 2013. *Applied Linguistics An Materials Development*. London: Brian Tomlinson and Contributor
- Vikasari, R. M. (2019). *The Effectiveness Of Applying Esa Method Towards Students' English Vocabulary Mastery*. *Jo-ELT (Journal Of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 6(2), 76-83.
- Young, E. (2005). *The Language Of Science, The Lanuage Of Students: Bridging The Gap With Engaged Learning Vocabulary Strategies*. *Science Activities*, 42(2), 12-17.