



The Effect of Using ESA Method on Students' Reading Comprehension in Descriptive Text at the First Grade at Sumatera Thawalib Islamic Boarding School in Academic Year 2023/2024

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ABSTRACT

The purpose of this study was to determine how Sumatera Thawalib Islamic Boarding School Parabek students' reading comprehension of descriptive texts was affected by the Engage-Study-Activate (ESA) strategy. The study discovered issues like When the teacher asks the class to share their thoughts in English, the students' first intention is to remain silent. Second, a lack of vocabulary prevents pupils from understanding the material. Thirdly, reading comprehension levels among students are subpar. Finally, when teachers employ traditional techniques like teacher-centered learning strategies, children get less attention. A quantitative methodology using a quasi-experimental design was used in the research, with 29 students in the experimental class (1.5) and 31 students in the control class (1.6). A multiple-choice test was employed as the research instrument to gauge gains in reading comprehension. Data analysis was done with SPSS 26. Results showed that, when compared to conventional approaches, the ESA method considerably increased reading comprehension scores, as shown by a p-value less than 0.05. The conclusion, it was found that the ESA method was a more successful teaching strategy that significantly improved student comprehension and engagement. In conclusion, students' reading comprehension in Sumatera Thawalib Parabek is significantly improved by the ESA approach as compared to traditional ways.

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INTRODUCTION

Reading comprehension involves understanding written texts . Duffy, as cited in Roswati (2018), emphasizes that comprehension is central to reading, as the primary goal of written language is to convey messages. Reading is a crucial communication skill that requires understanding the context provided in the text. Alderson (2000) asserts that mastering reading is essential for academic success. Reading goes beyond just recognizing words; it is a process of gathering information presented by the writer. To put it in another way, reading comprehension need to be applied by students well in

order to get good result in understanding the ideas or ideas and information contained in reading materials (Reflinda, 2024). The objective of both reading is to achieve comprehension. Reading comprehension is the cognitive process of collecting necessary information from a given text in the most effective manner feasible (Widya, 2024).

However, reading comprehension can be a difficult skill. Students must take into account various factors such as the text's genre, its purpose, and the meaning of both familiar and unfamiliar words. Nunan (2003) defines reading comprehension as reading for meaning, understanding, and enjoyment. It is crucial in education because it helps students achieve the objectives of reading. Judith (1986) highlights that reading comprehension involves grasping the significance of related terms, which is essential to comprehending the writing. Thus, the ability to decipher and comprehend a document is basically what reading comprehension is all about. Hilma (2023) stated that reading comprehension in students needs to be paid attention. P. Sweet, mentions that reading the understanding refereed to here has a meaning and also contain meaning.

Merry (2021) stated that reading is one of the important skill that have to be mastered by the learners to acquire the information of the written text and enrich the knowledge. In order to increase students' reading comprehension, teachers might use many models, strategies, approaches, methods, or techniques to help students with reading comprehension. Engage, Study, Activate (ESA) is one of them. According to Harmer (1998), one teaching strategy is ESA (Engage, Study, Activate), which encourages students to participate fully in the learning process. Harmer emphasizes in this book that ESA (Engage, Study, Activate) should form the backbone of most lessons or teaching sequences. Whether the lesson centers around grammar, providing opportunities for both studying grammar rules and applying them actively, or focuses on reading comprehension, where students engage actively with language through text processing before delving into detailed study if text construction or language usage, the key is to ensure students are actively engaged from the outset. This active engagement is crucial for maximizing their learning experience and understanding.. So in Harmer's statement, ESA (Engage, Study, Activate) can be used for learning process.

In first grade of Tsanawiyah, descriptive text is an important part of the curriculum. Artono (2008) stated that these texts provide detailed descriptions of people, objects, or places, including both an introduction and specific characteristics. Teaching reading comprehension with descriptive texts is valuable because they strongly illustrate stories, aiding students in remembering and understanding the material. Additionally, these texts broaden vocabulary by demonstrating how descriptive language is used and encourage deeper analysis and appreciation of different viewpoints, which supports overall reading development and cultural understanding.

Based on preliminary research conducted on October 9, 2023, with a teacher at Sumatera Thawalib Islamic Junior Boarding School Parabek, which still employs the Kurtilas Curriculum, several issues were identified in the English learning process. First, students often remain silent when asked to share their opinions in English. They tend to avoid speaking up due to fear of making mistakes or being ridiculed by classmates. Second, students struggle with text comprehension because of limited vocabulary. When given instructions to understand a text, they often do not grasp the meaning of words and frequently rely on peers for translations, which prevents complete understanding. Third, there is a lack of enthusiasm among the pupils to read the book. When prompted to read, some students fail to engage effectively, often chatting with peers or appearing drowsy, which undermines the learning process. Finally, the use of traditional teacher-centered methods results in inadequate attention to individual students. The teacher's focus on delivering lessons without sufficient student participation contributes to a less effective learning environment.

RESEARCH METHODE

This research employed a quantitative methodology with a quasi-experimental research design. According to John (2009), quantitative research relies on strategies such as experiments and surveys, employing predetermined instruments to gather statistical data. This approach is grounded in a postpositive perspective, emphasizing cause-and-effect reasoning, reduction to specific variables, hypothesis formulation, and empirical measurement. In this study, the researcher implemented a structured framework to explore the impact of different teaching strategies on students' reading comprehension, distinguishing between an experimental group taught using the ESA (Engage, Study, Activate) method and a control group employing standard instructional techniques (Arikunto, 2000).

The study focused on first-grade students at Sumatera Thawalib Islamic Boarding School Parabek for the academic year 2023/2024, encompassing 329 students across 11 classes. The sample was selected through simple random sampling after ensuring population homogeneity and normality. Classes 1.5 and 1.6 were designated as the experimental and control groups, respectively. To measure reading comprehension, pre-tests and post-tests comprising descriptive text multiple-choice questions were administered. The instruments' validity was established through content validity, verified by expert consultation with instructors from the Islamic Boarding School and UIN Sjech M. Djamil Djambek Bukittinggi. Reliability was assessed using SPSS 26 to ensure consistency in the test results. Data analysis included organizing, presenting, and processing the collected data to address the research problem and test the formulated hypotheses.

RESULT AND DISCUSSION

Description of the Data

Table 1.
Description of The Data

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experiment	29	22	70	42.14	13.027
Posttest Experiment	29	36	86	59.31	14.445
Pretest Control	31	22	60	34.71	9.445
Posttest Control	31	30	72	49.23	10.926
Valid N (listwise)	29				

According to calculations made using SPSS 26, there were 29 students in the experiment class and 31 students in the control class. The experiment class's mean score was 59.31, while the control class's was 49.23. In the experiment class, the standard deviation was 14.445 and 10.926. In the experiment class, the highest post-test score was 86, whereas in the control class, it was 72. According to the results, the experimental class scored higher than the control group. It indicates that students who received instruction using the Engage, Study, Activate (ESA) technique performed better than those who did not receive instruction in this area when it came to reading comprehension in descriptive texts.

Analysis of the Data

Normality Test

Table 2.
Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Experiment	.137	29	.175	.943	29	.123
Posttest Experiment	.154	29	.076	.950	29	.184
Pretest Control	.158	29	.062	.932	29	.061

Posttest Control	.115	29	.200*	.966	29	.453
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From the table above, it can be showed that all of the data were distributed normal. Om Kolmogorov-Smirnov that was in pretest (0,175 and 0,062) and in the posttest (0,076 and 0,200) According to the result of normality, it can be used and calculated by using t-test.

Homogeneity Test

Table 3.
Homogeneity Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Hasil Belajar Bahasa Inggris	Based on Mean	3.237	1	58	.077
	Based on Median	2.987	1	58	.089
	Based on Median and with adjusted df	2.987	1	56.137	.089
	Based on trimmed mean	3.187	1	58	.079

From the table above, it can be showed that all of the data was homogeneous because the value of sig was highest than 0.05 that is $0.079 > 0.05$.

Hypothesis

The researcher in this study tested the hypothesis after analyzing the pre- and post-test results for the experimental and control classes. The following is the research testing hypothesis:

- a. In an independent sample t-test, the alternative hypothesis (H_a) was accepted if the significant result was less than or equal to 0.05. This indicates that the implementation of ESA (Engage, Study, Activate) has a noteworthy impact on pupils' reading comprehension.
- b. In the independent sample t-test, the alternative hypothesis (H_a) was accepted if the significant result was less than or equal to 0.05. This indicates that there was a variation in the reading comprehension of the pupils taught using the Engage, Study, Activate method.

The researcher tested the result of the pretest and posttest by using the independent sample t-test and paired sample t-test in the SPSS 26 program. The Hypothesis tested by the study.

Discussion

Through the presented and addressed hypotheses, the researcher in this study discovered the impact of applying the ESA (Engage, Study, Activate) technique on students' reading comprehension. First, based on the computation of the experimental class's pre- and post-test scores, it was possible to determine that the alternative hypothesis (H_a) was accepted since the independent sample t-test in SPSS 26 yielded a value of sig. (2-tailed) $<0,05$ ($0,03 < 0,05$). According to what Harmer wrote in his book, ESA (Engage, Study, Activate) can be taught in all or nearly all of the classes. Additionally, the kids' reading comprehension might be affected by the ESA (Engage, Study, Activate) method.

Second, there was a notable difference in the data from the experimental and control groups. With a significance value of 0.000, or less than 0.05, the reading comprehension of the experimental class has clearly improved. On the post-test, the average score rose from 36.55 on the pre-test to 57.79. This shows that the traditional approach was less successful than the ESA (Engage, Study, Activate) strategy. Harisa (2019) asserts that ESA boosts students' motivation and engagement, which facilitates their comprehension and enjoyment of reading.

Teachers and students can both benefit from the ESA (Engage, Study, Activate) method. Lely Lismay (2021) stated that ESA is can be used to teach reading effectively and suitable. Students may find it simpler to comprehend the content using this approach. As a result, teachers can effectively teach reading using the Engage, Study, Activate (ESA) technique. This indicates that the ESA (Engage, Study, Activate) approach is helpful and can support educators and learners in meeting learning objectives, particularly with regard to comprehending a text. The ESA (Engage, Study, Activate) approach is a helpful tactic for assisting children in developing their reading comprehension, it may be concluded.

CONCLUSION

This study aimed to evaluate the effectiveness of the Engage, Study, Activate (ESA) strategy on students' reading comprehension, focusing specifically on its impact compared to traditional teaching methods. Data analysis revealed significant results supporting the positive influence of the ESA method. The Independent Sample T-test indicated a significant effect, with a Sig. (2-tailed) value of 0.03, which is less than the 0.05 threshold, confirming that the ESA strategy has a substantial impact on students' reading comprehension. Furthermore, the Paired Sample T-test conducted using SPSS 26 showed a notable improvement in the experimental group's performance, with a Sig. (2-tailed) value of 0.000, well below 0.05, signifying a marked difference in the mean pre- and post-test scores. The experimental class, employing the ESA method, achieved a mean score of 57.79, outperforming the control class, which achieved a mean score of

36.22. This statistical evidence highlights the effectiveness of the ESA approach in enhancing reading comprehension, particularly in descriptive texts. Based on these findings, the researcher concludes that the Engage, Study, Activate (ESA) strategy is an effective instructional method for improving students' reading comprehension, offering a viable alternative to traditional teaching strategies.

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