

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

English is one of international language which is used by most people around the world. In a global era, people are expected to master English so that they can communication with other people who live in other countries. As a tool of an International communication, it should be learned by people who live in a country which uses English a foreign language, including indonesia. To support indonesia people in order to be able to communication with other people around the global. Indonesia government English into its educational curriculum as one is compulsory subjects starting from junior high school. Hence, it is hoped that there will be a great chance for Indonesia learners to improve their English communication competence.

Language learning covers some aspects. one of the important aspect is linguistic aspects which cover grammar, vocabulary, pronunciation, structure and so on. Beside those aspects, the learners also need to master the skills of the language such as listening, writing, reading, and speaking.

Reading is a complex process of the transferring the message between writers and readers who have different background knowledge in reading, the readers have to construct the meaning by using reader's background knowledge to get message of the text. Reading is a complex activity that involves both perception and thought. It consist of two related process : word recognition and comprehension. Reading is usually directed to others for specific purpose. For student, reading is important because it can accelerate them in process of learning the target language. Reading is useful for language acquisition<sup>1</sup>

Based on the observation at SMP 1 Karang Tanjung, the student have problems such in understanding the texts, they have low mastery of vocabularies, low speed of reading, low habit of

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<sup>1</sup> Jeremy Harmer, *How to Teach English*. (New Edision: Person Education Limit, 2007) , 99.

reading, and less attention. These problems could be by many factors. The first: media, the students will be more effective when using the media, such as picture, film, or music. The second motivation, the third less desire to study in learning English. It was proven when I did the interview to teachers and students, the students did not focus in reading text in English. They were confused when reading and asking the question from the text, answering the question, translating the entire words in the passage. They also found difficult words. Furthermore, the teacher likes to dominate in teaching learning process because the students did not have opportunity to be activated in the class. It made the students bored and loses interest in the subjects which affect their reading ability. For help this problem, a teacher must deliver a good approach when he or she teaches reading. Because reading has become an essential tool for people of all walks of life in today's global community. Generally, students who study English feel bored and frustrated when they study it, especially reading the text, because of its complicated meaning of the context, most of the students need long time to read something and hard to follow along with everything going on the student has not controlled in the reading

process. However the students who study reading text must comprehend it. Good comprehend have learned that they have control of the reading process. That is mind the students should be focus in reading which it make them understand the purpose of the text, in this regard they need to be able for successfully trained students to use good strategy.

Based on the interview to several students, the writer can conclude that they need media or new strategy in learning reading skill for the students interesting in. With the new strategy, the students to be more active in the class in Learning English.

Based on the background above, the writer is mostly interested to explaining into the research with the *Using ESA (Engage, Study, Activate) Technique in Teaching Reading Skill on Descriptive text (A quasi experiment at second grade of Junior High School 1 Karang Tanjung, Kab. Pandeglang)*

### **A. Identifications of Problem**

The writer identified several problems in teaching learning reading process in the class, as follow:

1. The students second grade senior High School 1 Karang Tanjung feel difficult to learn English especially in reading
2. The students are difficult to understand texts
3. The students have low mastery of vocabulary
4. The students have low speed of reading and low habit of reading

### **B. The Statements of Problem**

The writer of this paper formulate following statement of problem. Some problem, they are :

1. How is students' reading skill on descriptive text at second grade of Junior High School 1 Karang Tanjung?
2. How is the ESA (Engage, Study, Active) technique applied in teaching Reading skill at second grade of Junior High School 1 Karang Tanjung?

### **C. The objectives of the problem**

In line the statement of the problem above the objective this study as follow :

1. To know students' reading skill on descriptive text at second grade of Junior High School 1 Karang Tanjung
2. To know the ESA (Engage, Study, Active) technique applied in teaching Reading skill at second grade of Junior High School 1 Karang Tanjung

### **D. Research Hypothesis**

Emory say that “the null hypothesis is used for testing. It is statement that no different exists between the parameter and statistik going compared”.<sup>2</sup>A hypothesis is a specific statement of prediction.It describes in concrete (rather than theoretical) terms what you expect will happen in your study.

Related to the objective of the research and definition of hypotheses above, the researcher can formulates the hypothesis as follow:

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<sup>2</sup> Sudaryono, *Metode Penelitian Pendidikan*(Dinas Pendidikan Provinsi Banten,2011), 270

1. The experimental hypothesis ( $H_a$ ) there is an influence of Using ESA (Engage, Study, Activate) Technique in Teaching Reading Skill at second grade junior high school of 1 Karang Tanjung
2. The null hypothesis ( $H_o$ ) there is no an influence influence of Using ESA (Engage, Study, Activate) Technique in Teaching Reading Skill at second grade junior high school of 1 Karang Tan

### **E. Significance of Study**

The writer hopes the result of this study :

1. For the writer giving in more experiences in the using ESA(Engage, Study, Activate) technique in teaching reading skill through and how students influence when they using ESA (Engage, Study, Activate) strategy in learning reading skill
2. For the teacher this method can help the teacher to influence students skill and can help to influence the strategy in order can be success in learning process
3. For the students from research hope students' have ability and influence on their skill using ESA (Engage, Study, Activate).

## F. Previous of the Study

1. The writer has a previous study about that get the title “Improving Students’ Writing Skill Using ESA (Engange, Study, Activate) Teaching Method on the eight grade of SMP NEGERI 2 Gemolong in the 2014/2015 Academic Year by Denik Ngaisyatul Munawaroh. The mean of the pre-test score is 53,3 and it increases to 67,3 in post-test one, it increase up to 77,5 in post-test two. The implement ESA (Engage. Study, Activate) teaching method increas students’ mean score but also increase students’ motivate. The students more were activate, enthusiastic, and alive during learning process.<sup>3</sup>
2. The second writer has a previous study about that get the title “Influence of Using ESA (Engange, Study, Activate) Method Toward Student Speaking Skill at English Lesson” SDN Cienteung 02 Tasikmalaya. Population of the research class III SDN Cieuteung 02., there are experiment class and control class. Sampel that uses is A Class and B class with

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<sup>3</sup>Denik Ngaisyatul Munawaroh Sumardiono , *JurnalImproving Students’ Writing Skill Using ESA (Engange, Study, Activate) Teaching Method*” on the eight grade of , SMP NEGERI 2 Gemolong in the (2014/2015 Academic Year)



25 students in every class. Post test mean in experiment class is 14,28 and control class is 11,76. The result of analyzed in uji-t post test in experiment and control class with statistic independent simple T Test is sig. Value  $0,0001 < 0,05$ , so  $H_0$  rejected  $H_a$  accepted, so there students speaking skill at English Lesson with using ESA (Engange, Study, Activate) method better than the lesson with using ESA (Engange, Study, Activate) method.<sup>4</sup>

3. The third writer has a previous study about that get the title “The Effect of ESA (Engange, Study, Activate) Technique the Students’ Achievement in Writting Narrative Text” by Rahmadani Saragih. The population was the 2015/2016 second year students (grade VIII) of SMPN 1 Sei Rampah. There were nine paralel classes that consisted of 30 students. The total number of the population were 270 students. The total number of the sample were 60 students. The data were taken by administering the pre-test and post-test to both control and experimental groups. These data

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<sup>4</sup> Erika Hardiyanti, Didi Sutardi Danawijaya dan Desiana Natalia, *Jurnal “Influence of Using ESA (Engange, Study, Activate) Method Toward Student Speaking Skill at English Lesson”* (SDN Cieuteung 02 Tasikmalaya)

were analyzed by using t-test. The result of computing the t-test obviously showed that t-observed (4.383) is higher than t-table (1.671) with the degree of freedom (df= 58) at the level significance 0.05 one tail test.<sup>5</sup>

### **G. Organization of the writing**

This proposal divided into three points. Each point explains different matters in line with the topic that is discussed:

1. Chapter I Introduction. This chapter the writer describes background of study, identification of problem, limitation of problem, statement of the problem, objectives of the research, research hypothesis, significance of study, and organization of the writing.
2. Chapter II Literature Review. It is divided into three parts. First, the part of theory about Definition Reading. Second, the part of theory about Descriptive text. and Third, the part of theory about ESA (Engage, Study, Activate) technique.

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<sup>5</sup> Rahmadayani Sarigih, *jurnal "The Effect of ESA (Engange, Study, Activate) Technique the Students' Achievement in Writting Narrative Text"* second grade of SMP N 1 Sei Rampah(2015/2016 academic year)

3. Chapter III is research methodology. It covers research method, place and time, population and sample, technique of data collecting, and technique of data analysis
4. Chapter IV is the result of research. It contains the description of data and the interpretation of data
5. Chapter V contains of conclusion and suggestion, it the final of the chapter from the writer based on the previous disccsion.

## CHAPTER II

### THEORETICAL FOUNDATION

#### A. Reading

##### 1. Definition of Reading

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) الْأَكْرَمُونَ رَبُّكَ اقْرَأْ (٣)  
عَلَّمَنَا الْإِنْسَانَ خَلَقَ (٢)  
عَلَّمَ الَّذِي بِالْقَلَمِ (٤) لَمَّا لَإِنْسَانَ عَلَّمَ يَعْلَمُ (٥)

The meaning :

1 Read: In the name of thy Lord Who createth,2 Createth man from a clot.3 Read: And thy Lord is the Most Bounteous,4 Who teacheth by the pen,5 Teacheth man that which he knew not.<sup>6</sup>

According to Nunan in Language Teaching Methodology, “Reading is a process of decoding written symbol, working from

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<sup>6</sup><http://adinawas.com/surat-al-alaq-dan-artinya-dalam-bahasa-inggris-dan-indonesia.html#ixzz4kN2LQVeI>

smaller units (individual letters) to large ones (words, clauses, and sentences)”<sup>7</sup>

Naf’an say that Reading may be defined as an individual’s total interrelationship with symbolic information.<sup>8</sup> Reading is a communication process requiring a series of skill. As such reading is a thinking process rather than an exercise in eye movements.

Anderson as quoted by Amalia says that defined Reading is an active, fluent, process which involves the reader and the reading materials in building meaning. Meaning does not reside in the printed page, not is it only in the head of the reader. A synergy occurs in reading which combine the words on the printed page with the reader’s background knowledge and experiences. Readers move through the printed text with specific purposes in mind to accomplish specific goals. In the ESL/EFL reading class, however, one great challenge is that even when student can read in their second language, much of their reading is not fluent. Students are not actively engaged with the text in a meaningful way. They may be moving through it one word at a time and reaping the joys of reading.<sup>9</sup>

Based on definition above, reading can be defined an activate cognitive process of interacting print instantaneous association of this symbol with exiting knowlegde, the comprehension of the information and ideas communicated. Reading is an active process because it involves an interaction between throught and language. So, it means that the reader brings to the task a formidable amount of information and ideas, attitude, and belief in reading.

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<sup>7</sup>David Nunan, *Language Teaching Methodology* (Newyork: Prentice Hall, 1989), 17.

<sup>8</sup>Naf’an Tarihoran, *Reading 1 Basic Reading Skill* (Dinas Pendidikan Provinsi Banten, 2012), 5.

<sup>9</sup>Ila Amalia, M.Pd, *promoting Critical Reading Skill: The Use Of Authentuc Text Materials in EFL Class*, 2014, 7.

Reading is Privat. It is a mental, or cognitive, process which involves a reader in trying to follow and respon to a message from writer who is distant in soace and time<sup>10</sup>. Because of this privacy, the process of reading and responding to a writer is not directly observable. Reading is also a way motivating student to learn the language when they find it, give them access to area language, than reading is an effective way of extending vocabulary.

Another expert defined that “Reading is a complex, purposeful, social and cognitive processes in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning. Reading is not a technical skill acquired once and for all in the primary grades, but rather a developmental process. A reader’s competence continuous to grow through engagement with various types of texts and wide reading for various purposes over a lifetime.”<sup>11</sup>

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<sup>10</sup> Naf’an Tarihoran, *Reading 1 Basic Reading Skill* (Dinas Pendidikan Provinsi Banten, 2012), 1.

<sup>11</sup>Randi Stone, *Best Practice for Teaching Reading: What Award-Winning Classroom Teachers Do*. (Beverly Hills: Corwin Press, 2009), 85

Reading is useful of other purposes too : any exposure to English (provided students understand it more or less) is a good thing for language students.<sup>12</sup>

According to Mcnamara in Reading Comprehension Strategy, “Reading is an extraordinary achievement when one considers the number of levels and components that must be mastered”<sup>13</sup>

Breznitz say that definition Reading is an *interactive process* in two ways. As noted above, reading combines many cognitive process working together at the same time. This partner of parallel interaction is essential to fluent reading. Reading is a *strategic process* in that a number of the skills and process used in reading call for effort on the part of the reader to anticipate text information, select key information, organization and mentally summarize information, monitor comprehending what the writer intends and by interpreting it in terms of the background knowledge activated by the reader. Reading is also a continuously *evaluative process*. At one level, evaluation is tied to being strategic and purposeful in that we evaluate how well we are reading (or monitor our reading). These the multiple effort also require that reading be a *flexible process*. As reader purpose shifts, as comprehension is impeded, or as interest, varies, the reader adjust reading process and goal.<sup>14</sup>

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<sup>12</sup> Jeremy Harmer, *How to Teach English* (New Edition : Person Education Limit, 2007), 68

<sup>13</sup> Danielle S. Mcnamara, *Reading Comprehension Strategies : Theories, Interventions, and Technologies* (USA: Lawrence Erlbaum Associates, 2007), 3

<sup>14</sup> William Grabe, *Reading In a Second Language (Moving to Theory to Practice)* (New York: Cambridge University Press, 2009), 15

From the opinion above reading coverage, including four process interactive process, strategic process, evaluative process and flexible process. Then, reading is an activity, is very useful. And the effect is very real from reading as interactive process, where the reader having direct many new vocabulary update.

Furthermore, relating to the definition of reading, Harmer explained that : “Reading is an exercise dominated by the eye and the brain. The eye receive message and the brain that has to work out the significant of these meanings”<sup>15</sup>

## **2. The Objective of Reading**

There are many objectives in reading activities. The objective for reading is closely connected to a person’s motivation for reading. Some of them read for pleasure and some read for getting information.

Therefore, the essential purpose of reading generally to get new information or for pleasure. Meanwhile Nunan suggest that

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<sup>15</sup> Jeremy Harmer, *The Practice of English Language* (New York: Longman Publishing, 1991), 190.



there are seven main purpose of reading<sup>16</sup>. To obtain information for some purpose or because we are curious about some topic.

- a) To obtain instructions on how to perform some task for our work or daily life (e.g. knowing how an appliance works).
- b) To act in a play, a game, do a puzzle
- c) To keep in touch with friends by correspondence or to understand business letters.
- d) To know when or where something will take place or what is available
- e) To know what is happening or has happened (as reported in newspapers, magazine, reports).
- f) For enjoyment or excitement.

In general, reading objectives mentioned above is to understand or to comprehend the reading passage from the printed text. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. Read with a specific in

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<sup>16</sup> David Nunan, *Second Language Teaching & Learning*, (Boston : Heinle & Heinle, 199), 251

mind enables us to focus on the relevant parts of a text and use appropriate reading technique. Obviously, purpose for reading must be established before a selection is read

### **3. Kind of Reading**

There are three kind of reading :

#### **a. Reading to Practice English**

Reading to practice english done in certain way. You read slowly and concentrate on the relationship between the words the grammatical structure. Reading to practice english is the way most foreign students read english. In your english lesson you do not read to learn a particular subject. You read english to learn how verb agree with the subject, what the clause is.

#### **b. Reading for Information**

Reading for information is kind of reading you do in your own language. You do not stop analyze grammatical

structure when you pick up a book written in your own language. You understand structure without thinking about it. Reading for information (in order to find out something or in order to do something with the information you get).

c. Reading for Pleasure

Reading for pleasure (to make reading simply and easier and it will be a slower, classier kind of activity). Reading for pleasure can help you to :<sup>17</sup>

- 1) Improve your vocabulary
- 2) Improve your reading speed
- 3) Improve your comprehension
- 4) Improve your writing
- 5) Gain more knowledge
- 6) Find example of many different ways people speak and write

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<sup>17</sup> Naf'an Tarihoran and Miftahul Rahmat, *Reading I Basic Reading Skill* (Dinas Pendidikan Provinsi Banten, 2012),102

#### 4. Type Of Reading

There are four types of reading used in every language:<sup>18</sup>

##### a. Skimming

Skimming is used to quickly gather the most important information, or 'gist'. Run your eyes over the text, nothing important information. Use skimming to quickly get up to speed on a current business situation. It is not essential to understand each word when skimming. Example: the newspaper, magazines, etc.

##### b. Scanning

Scanning is used to find a particular piece of information. Run your eyes over the text looking for the specific piece of information you need. Use scanning on schedules, meeting plans, etc. in order to find the specific details you require. If you see words or phrase that you do not understand, do not worry when scanning.

##### c. Intensive Reading

Intensive reading is used on shorter texts in order to extract specific information. It includes very close

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<sup>18</sup>Naf'an Tarihoran and Miftahul Rachmat, *Reading Intermediate Reading Skills*, 2<sup>nd</sup> edition (Serang: Loquen Press, 2012), 2-3.

accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation. In this case, it is important that you understand each word, number or fact.

Examples: A bookkeeping report, a contract, etc.

d. **Extensive Reading**

Extensive Reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure. Use extensive reading skills to improve general knowledge.

**B. Descriptive text**

**1. Definition of the Descriptive Text**

There are many kinds of the text students have to be mastered in Junior High School. One of them is descriptive text. According to Anerson and Khaty Anderson “descriptive text describe particular person, place, or things”.<sup>19</sup> it mean that it is designed specifically about a person, a place, or things. In addition, they stated, “ its purpose is to tell about the subject by describing

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<sup>19</sup> Mark Anderson and Khaty Anerson, *Text Type in English III*, (Sydney : Mac,ilian,1998), 26.

its features without including personal opinions.”<sup>20</sup> For they own think, they consider descriptive text’s objective is to write the real particularly of a thing without argument privately.

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. It differs from Report which describes things, animals, persons, or others in general.<sup>21</sup>

Furthermore, they stated, “description helps the reader, through his/her imagination, to visualize a scene or a person, or to understand a sensation or an emotion.”<sup>22</sup>It is this important to make readers know and understand the real sense that is being describes in descriptive text.

In sum up, descriptive text is a text which can tell the characteristic of something or someone living or nonliving for the purpose that the reader could interpret it well.

## 2. The Purpose of the Descriptive Text

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<sup>20</sup> Mark Anderson and Khaty Anerson, *Text Type in English III*, (Sydney : Mac,ilian,1998), 26.

<sup>21</sup>Linda Gerot, Peter Wignell, '*Making Sense of Functional Grammar*', *The Learning of Descriptive Text*1994). 4

<sup>22</sup> Barbara Fine Clouse, *The Students' Writer*, (New York, The Mc-Graw Hill Companies, 2004), 142.

Getting closer to purpose of descriptive text, Fink et al (1998) said that the purpose of description is to imagine the reader by using a picture of a person subject, or setting.<sup>23</sup> in short, it is allowed by using picture so that the reader can visualize it.

Descriptive text aims to describe and give expression or describe the characteristics of objects, people, animals, places and other others. Descriptive text is made without do study in detail so I'll just write a story based on what descriptive text and heard.

Other purpose proposed by barbara as following, first, to amuse, to give many impressions, to understand with experince, to help the reader with the minconception subject written about, to make a fresh value for the familiar and to convince the reader about something.<sup>24</sup> In this way, descriptive text's objective is conveying feelings about they are describing, to entertain the reader and to inform detail information of something.

In sum up, the purpose the descriptive text to get the reader imagine within the story to get pleasure and information.

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<sup>23</sup> Lila Fink,et,al, *Chioce a Text for Writing and Reading*, (New York: Little, Brown and Company Limited, 1983), 41.

<sup>24</sup> Barbara Fine Clouse, *The Students' Writer*, (New York, The Mc-Graw Hill Companies, 2004). 143

### 3. The Structure of Descriptive Text

Reading text describing about person or things has a characteristic in its organizing. Here are the explanations

#### a. Identification

Identification introduces the thing as the first step in the beginning structure of descriptive text. In the identification section, the reader identify what is the object will appear. In short , identification is introducing the first part in this text initially.

#### b. Description

Sudarwati stated that this section explained about physical features, the personality and the way he/she dresses.<sup>25</sup> this part sets the description itself about any features of the object.

### 4. Characteristics of the language in the Descriptive Text

#### a. Using the simple present tense

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<sup>25</sup> Th. M. Sudarwati and Eudis Grace, *Look Ahead An English Course for High School Student year X* (Jakarta, Erlangga, 2007), 135



- b. Using the adjective or adjective
- c. Use to be like (am, are, is)
- d. Using a specific object or character with
- e. Using the language of interest
- f. Focus on specific participants

### **C. ESA (Engage Study Activate) Technique**

#### **1. Definition Engage Study Activate**

According to Oxford advance learner's Dictionary of current English communication mean exchange of thoughts, message, or information as by speech, visuals, signal or behavior. Developing interacting skill in the target language

#### **ESA : E stand for Engage, S stand Study, A for Activate**

- a. **Engage** : Teachers will be try to awaken the student's interest and engage their emotions.
- b. **Study** : Activities are carried out to focus on language or information and how it is constructed.
- c. **Activate** : exercise are premeditated to the students to use the language as communicatively as they can

States that ESA has three elements. First, Engage: this is the point in teaching sequence where teachers try to arouse the

students' interest, thus involving their emotions. Second, Study: study activities are those where the students asked to focus in on language (or information) and how it is constructed. Third, Activate: this element describes exercise and activities which are designed to get students using language as freely and communicatively' as they can.<sup>26</sup>

Harmer (2001:25) as quoted by yuniarti says that defined states three elements that must be present in the process of learning i.e. Engage, Study, and Activate. Engage is an element of learning process in which the teacher tries to arouse the students' interest in learning in such a way that it can involve the students' emotion. Study is the other phase of learning in which the students concentrate on learning the language and on how the language is constructed. The last element is activate. It is the phase in which the learners do the activities or exercises to make the students use the language freely and more communicatively.<sup>27</sup>

Jeremy Harmer says that definition about

1. **Engage (E)** :We were not **engaged** emotionally with what was going on; we were not curious, passionate or involved.

Yet things are learnt much better if both our minds *and* our

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<sup>26</sup>Denik Ngaisyatul Munawaroh Sumardiono, *Jurnal "Peningkatan Keterampilan Menulis Siswa Menggunakan Metode Pengajaran ESA(Engage Study Activate)"* (Tahun Ajaran 2014/2015), 4.

<sup>27</sup>Fatma Yuniarti, *Jurnal "Improving the Skill and the Interest of Writing Advertisement and Posters Through Esa Sequence"*(English Departemnt, STKIP Muhammadiyah Pringsewu Lampung), 19.

hearts are brought into service. Engagement of this type is one of the vital ingredients for successful learning.

2. **Study (S)** : Study activities can range from the focus on and practice of a single sound to an investigation of how a writer achieves a particular effect in a long text; from the examination and practice of a verb tense to the study of a transcript of informal speech in order to discuss spoken style.
3. **Activate (A)** :This element describes exercises and activities which are designed to get students using language as freely and communicatively as they can We will not be asking them to focus on the use of a particular structure, or to try to use words from a list we give them.<sup>28</sup>

Engage In order to teach student English, the teacher must have the attention of students and involve them emotionally. Student who are involved often perform better and better , behaved. Some activities that engage students include games,

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<sup>28</sup> Jeremy Harmer, *How to teach english*. (New Edision, Person Education Limit,2007) , 53.

stories, music, and picture. These activities can be used to lead into the language content targeted for the lesson.

**Study** During the part of the lesson , the focus is on language and how it is constructed. New information or a revision of previously information can be included during the time. The teacher can use a variety of style to present the information, focusing on grammar, vocabulary on pronunciation. Style in include the teacher presenting the material and students learning by working in groups. Written and oral nglish are included in this segment of the class and the individual learning sytle presented in lesson three are a major consideration.

**Activate** This phase of ESA refers to the use and practice of the language focus in the study segment of the lesson. Exercises and activities are designed for student to use English in communication, rehearsing what they have learned. Without the activate element, student will have trouble taking their classroom experience into real-word communication. Some, activate activities include role-playing, debating, story of poem writing, and discussions

## 2. Techniques used in ESA Technique

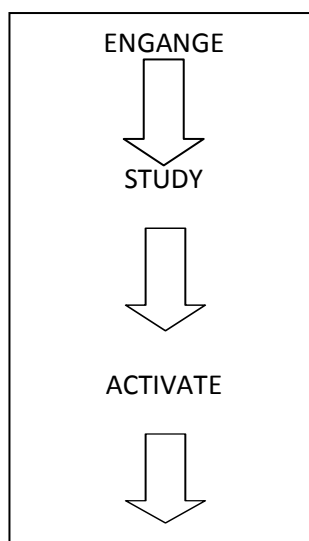
Engage Study Activate have the way applied technique in teaching reading in the classroom, step by step :

- A. **Engage** :Teachers try to arouse the students' interest and involve their emotions, and teacher show the game, ice breaking for students interest the material about descriptive text
- B. **Study** :Teacher explain the material about descriptive text such as explain definition about descriptive text, generic structure, language feature of descriptive text, the purpose about descriptive text. Students focus on information or language and how it is constructed. The main focus in this stage is on the construction of language. Practice of sounds, examination and practice of a verb tense, study of a transcript, explanation of grammar and reading a text or vocabulary.
- C. **Activate**: Teachers give the exercise about descriptive text and practice reading from of the class .Students use language and communicate, they get to try out real

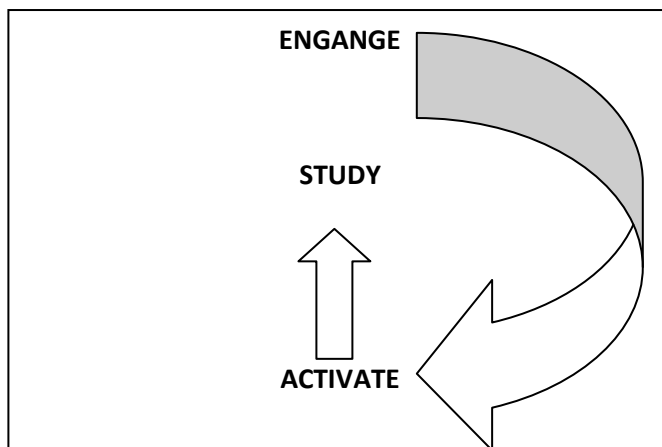
language use Activities: role-plays, debates, discussions  
and story Reading, Presentation.

### 3. Sequence Variations of the ESA Model (from Harmer, 1998)

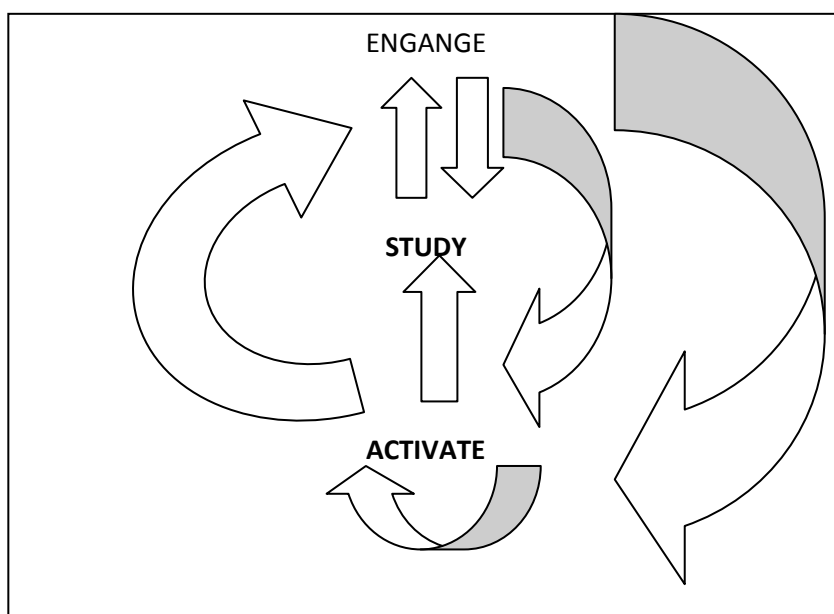
Basically there are three types of ESA format that one could try to use, these are: *Straight Arrow (E-S-A)* which consists of the teacher following the sequence Engage, Study and Activate. This is the best format for the teacher who knows the students' needs. This allows the teacher to take the students to a logical point where they can use the language.



***Boomerang (E-A-S-[A])*** is another possible lesson format using ESA. Here Engage is followed by Activate, Study and Activate. Using this format might present problems for the teacher in that they could be unsure of the needs of the students in the Study phase. ESA provides a balanced range of activities for the students and ideally will not be shorter than 30minutes or longer than an hour.



**Patchwork (E-A-A-S-A-S-E-A)** which might be formatted Engage, Activate, Activate, Study, Activate, Study, Engage and Activate. This type of lesson format is very useful for more complex issues, which can be broken down into sections before bringing them it all together at the end.<sup>29</sup>



Based on sequence variations of the ESA Technique, the writer uses Staright Arrow, because it is the best format sequence to know the students need, . This allows the teacher to take the students to a logical point where they can use the language.

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<sup>29</sup> Jeremy Harmer, *The Practice of English Language* (New York: Longman Publishing, 2007), 67



## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Research Method

In this research, the writer uses the experimental research to know the real data that got from the respondent. Experimental research is a research method that tests the hypothesis which has the form of cause and effect relations by manipulating dependent variables during manipulating time, the writer has to control extraneous variables, perhaps the transitional that occurred really as an effect of manipulating which is out caused by other variables. Donaldet, al. stated that “An experimentis a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s).”<sup>30</sup>The kinds of experiment methods are pre experimental design, true

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<sup>30</sup>Donald Ary, Lucy Cheser Jacobs and Chris Sorensen, *Introduction to Research in Education*, 265

experimental design, and quasi experimental design that one of other has different characteristics.

The data analysis uses is the quantitative research it means that the writer collects the data from the field and must go to place of the research. Moreover, in this research the writer uses quasi-experiment because in the research there will be pre-test and post-test get the data.

Two classes where involved in this research, it is experimental class and control class. The experimental class consists of the students who received treatment. However, the control class was not. Both classes received a pre-test on whatever instrument is used to assess the effect of the experiment before the treatment has been given. To make this research more clear, the writer provided the research design as follows:

**Table 3.1**

**Quasi Experiment Design**

No	C l a s s	P r e - t e s t	Treatment	Post-test
1.	Experimental class	X	X	X
2.	C o n t r o l c l a s s	X	0	X

## **B. Population and sampel**

### **1. Papulation**

The population of this research is VIII grade of SMPN 1 Karang tanjung periode 2016/2017, it around 84 students. The total population is two class each generally consisting of 42 students. So the total number of population are about 84 students.

**Table 3.2**

#### **Population of the research**

<b>C l a s s</b>	<b>T o t a l</b>
V I I I D	4 2 s t u d e n t s
V I I I E	4 2 s t u d e n t s
Total of population	8 4 s t u d e n t s

### **2. Sample**

The research sample is an important factor that needs to be in the research that we do. The research sample reflect and determine how far the sample was helpful in making the conclusion of the

study.<sup>31</sup> in this research the writer take two class as samplr research by clustering from the VIII grade, class VIII D and class VIII E the total sample are 84students.

### **C. Place and Time**

The writer takes a place of this research at the second grade of SMPN 1 Karang Tanjung, which is located at Jalan Raya Serang KM 3 Karang Tanjung Pandeglang -Banten. This research was conducted on 8-24May 2017, it was during sis meetings. The writer chose that school to conduct this research because students in SMPN 1 Karang Tanjung have problem such us in understanding the text, they were confused when reading the asking from the text,felt difficult in English learning, and the learning strategy such as reading the whole text is not effective, it makes students were bored in English learning process, the students bored and loses interest in the subjects which affect their reading ability.

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<sup>31</sup> Sudaryono, *Metode Penelitian Pendidikan* (Dinas Pendidikan Provinsi Banten: 2011),206.

## **D. Technique of Collecting Data**

To get the data that the writer needs in this research, the writer uses several techniques of data collecting in this research as follows :

### **1. Observation**

Observation is way and technique data collecting in which the researcher does experiment systematically, to the subject of the research. Also the observation is needed to get the primary information from the school.

The writer observes respondents activities and the way to learn reading skill in the class. Information will be got from:

- a. The student's enthusiastic in teaching reading using Engage, Study, Activate.
- b. The situation in the class of English subject, especially in teaching and learning reading skill

## 2. Test

Test as the instrument of data collection is a set of questions or exercises used to measure the skills, knowledge, intelligence, abilities, or talents possessed by an individual or group. Sudijono say that definition Test is a measure or procedure is in use in the framework of measurement and assessment.<sup>32</sup>The writer gave the test before and after the student given treatment.

- 1) Pre-test is tested before students given treatment consist multiple choice and essay question. The correct answer is given score 1 (one) and incorrect answer is given 0 (zero). So, the questions are 15 multiple choice and 5 essay total item are 20 questions
- 2) Post-test is tested after students given treatment consist multiple choice and essay question. The correct answer is given score 1 (one) and incorrect answer is given 0 (zero). So, the questions

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<sup>32</sup> Sudaryono, *Metode Penelitian Pendidikan* (Dinas Pendidikan Provinsi Banten: 2011). 196

are 15 multiple choice and 5 essay total item are 20 questions

1. Multiple choice = 15 Questions, 15 score
2. Essay = 5 Questions, 5 score
3. Maximal score = 20 score
4. Students score =  $\frac{\text{Result score} \times 100}{\text{Maximal score}}$

#### **E. Technique of Data Analyzing**

To analyze the data, the writer applied the following techniques:

1. Preparing the key
2. Correcting and scoring the students' answer sheet
3. Computing the students' correct answer on the test
4. After the data was collected, and then analyzing the data, to find out the result of using ESA (Engage, Study, Activate) technique in teaching reading skill on descriptive text. Quantitative is analyzed by statistic calculation of t-test with the formula are follow.<sup>33</sup>

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<sup>33</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2014), 52,53,90,162 cet. 53

- a. Determine Range, Interval class
- b. Make distribution frequency
- c. Determine mean, by formula:

$$\text{Mean} = M' + i \left( \frac{\sum fx'}{N} \right)$$

- d. Determining standard deviation, by formula:

$$SD = i \sqrt{\frac{\sum fx'^2}{N} - \left( \frac{\sum fx'}{N} \right)^2}$$

- e. Determine error standard

$$SE_{x^2} = \frac{SD_{x^2}}{\sqrt{N-1}}$$

- f. Make the polygon graphic
- g. Comparison scores of experimental and control class.
- h. Determine average score

$$M = M_2 - M_1$$

- i. Determine difference of error standard

$$SE_{M_x} - SE_{M_y} = \sqrt{SE_{x^2} + SE_{y^2}}$$



- j. After getting the data from pre-test and post-test, the writer analyzes it by using statistical calculation of T-test with the degree of significance 5 % and 1%.

The formulas of T-test as follow:

$$t_o = \frac{M_x - M_y}{SE_{M_x - M_y}}$$

## F. Research Hypothesis

Donald et al., in *Introduction to Research in Education*, said that a research hypothesis states the relationship one expects to find as a result of the research. It may be a statement about the expected relationship or the expected *difference* between the variables in the study.<sup>34</sup> A hypothesis is a specific statement of prediction. It describes in concrete (rather than theoretical) terms what the writer expects will happen in this study.

Related to the objective of the research and definition of hypotheses above, the study proposes the null hypothesis ( $H_0$ ) and alternative hypothesis ( $H_a$ ) which is formulated as follows:

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<sup>34</sup>Donald Ary, Lucy Cheser Jacobs and Chris Sorensen, *Introduction to Research in Education* (New York: CBS College Publishing, 2007), 91

If  $t_0 > t_t$  : the alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_0$ ) is rejected. It means that there is significant difference between teaching reading skill Using ESA( Engage, Study, Activate) technique and teaching reading skill without Team Assisted Individualization (TAI) method. It means that using ESA( Engage, Study, Activate) technique has significant influence in teaching reading skill on descriptive text at second grade junior high school of 1 Karang Tanjung.

If  $t_0 < t_t$  : the null hypothesis ( $H_0$ ) is accepted and alternative hypothesis ( $H_a$ ) is rejected. It means that there is no significant difference between teaching reading skill using ESA( Engage, Study, Activate) technique and teaching reading skill without ESA( Engage, Study, Activate) technique. It means ESA( Engage, Study, Activate) technique has no significant influence in teaching reading skill on descriptive text at second grade junior high school of 1 Karang Tanjung.

## CHAPTER IV

### RESULT AND DISCUSSION

#### A. Description of Data

This chapter, explains the result of the research. The writer submits the data as out comes of the research that has hold in Second Grade of SMPN 1 Karang Tanjung. As is stated in chapter III, there are subject in the research. It is devided consists of two classes. 42 students from VIII D as the experimental class and 42 students from VIII E as the control class.

To get the data the writer use test as instrument, they are result of the pre-test and second one of the post-test. The result of post-test named variable ( $X_2$ ), and the result of post-test control class is named variable ( $Y_2$ ).

Pre-test and Post-test, it contained 20 items, which 15 items about multiple choice and 5 items ar essay in the test, there was a text about the descriptive text

## B. Analyzing the data

### 1. The score of pre-test and post-test of experimental class

The student's score of class VIII D as the experimental class obtained 55,59 for mean of pre-test and 79,7 for mean of post-test. The scores of pre-test and post-test will be described in the following table.

$$\text{Students' final score} = \frac{\text{Multiple choice score} + \text{Essay score}}{\text{Ideal max score (20)}} \times 100$$

**Table 4.1**

**Student's score experimental class**

No	Name	Pre-test score	Post-test score
1.	A S	60	75
2.	A F	70	75
3.	A M A	60	65
4.	A N	60	65
5.	D G K	45	70
6.	E N	55	70
7.	E N	60	60

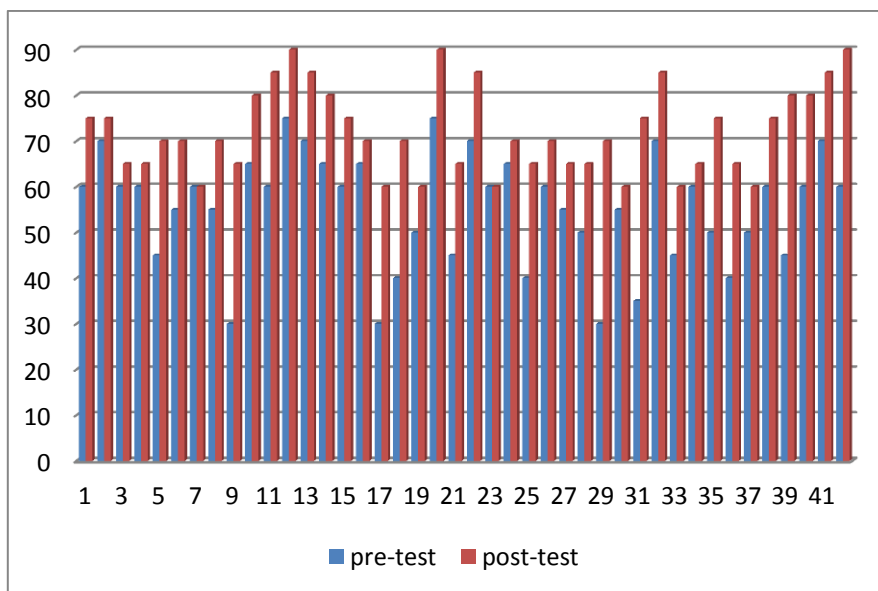
8.	F M	55	70
9.	F A F	30	65
10.	F M	65	80
11.	H A	60	85
12.	I F	75	90
13.	Ir	70	85
14.	M C A	65	80
15.	Ms	60	75
16.	M I	65	70
17.	M A R	30	60
18.	N M	40	70
19.	Pd	50	60
20.	P O K	75	90
21.	RR	45	65
22.	R A S	70	85
23.	R S A	60	60
24.	R H	65	70
25.	RH	40	65
26.	SR	60	70

27.	SI	55	65
28.	S M M	50	65
29.	Sr	30	70
30	SS Y	55	60
31.	SR N	35	75
32.	S N	70	85
33.	S N M	45	60
34.	S N	60	65
35.	S A	50	75
36.	T S	40	65
37.	Tb M R	50	60
38.	T M R	60	75
39	V F	45	80
40.	W A	60	80
41.	Wl	70	85
42.	W W	60	90

After knew the result of the test to make easy to look the result, the writer reserved the graphic below:

Graphic 4.1

## Result Pre-test and Post-test of Experimental Class



From the graphic above can be seen the scores from 42 students in the experimental class, the highest score in pre-test is 75 and the highest score in post-test is 90. Where as, the lowest score in pre-test is 30 and the lowest score in post-test is 60. From graphic above, it shows that in experimental class, the students' score increasing from pre-test to post-test scores.

a. **The result of Pre-Test in Experimental Class**

Based on the table and graphic above the writer will arrange the scores from the lowest to the highest score as follow:

30	30	30	35	40	40	40	45	45		
45	45	50	50	50	50	55	55	55	55	60
60	60	60	60	60	60	60	60	60	60	60
60	60	65	65	65	65	65	70	70	70	70
70	70	75	75							

1) Find out range with formula:

$$R = H - L + 1$$

$$= 75 - 30 + 1$$

$$= 46$$

2) Looking for the class interval (k), with formula:

$$\frac{R}{i} = \frac{46}{i} = \text{it is had better getting result between } 10 - 20$$

So, it got  $i = 4$  because  $\frac{46}{4} = 11,5$  (between 10 – 20).

$i = 12$  (be completed)



## 3) Making distribution frequency table

**Table 4.2****Distribution Frequency of Pre-test**

<b>Interval</b>	<b>F</b>	<b>X</b>	<b>f . X</b>	<b>x '</b>	<b>f . x '</b>	<b>f.x'<sup>2</sup></b>
30 – 33	3	31,5	94,5	+ 6	18	324
34 – 37	1	35,5	35,5	+ 5	5	25
38 – 41	3	39,5	118,5	+ 4	12	144
42 – 45	4	43,5	174	+ 3	12	144
46 – 49	0	47,5	0	+ 2	0	0
50 – 53	4	51,5	206	+ 1	4	16
54 – 57	4	55,5 (M')	222	0	0	0
58 – 61	12	59,5	714	- 1	- 12	144
62 – 65	4	63,5	254	- 2	- 8	64
66 – 69	0	67,5	0	- 3	0	0
70 – 73	5	71,5	357,5	- 4	- 20	400
74 – 77	2	75,5	151	- 5	- 10	100
<b>T o t a l</b>	<b>N=42</b>	-	<b>Σf.X= 2327</b>	-	<b>Σf.x'=1</b>	<b>Σf.x'<sup>2</sup> = 1361</b>

Note : to find mean (M') in that table, if the table was even,  
the writer must use the formula:

$$M' = \frac{\Sigma f.X}{N} = \frac{2327}{42} = 55,4$$

It means that midpoint is in interval 7<sup>th</sup>, because 55,4 is in 54-57 in interval 7<sup>th</sup>.

#### 4) Determining Mean Score of $M_{x1}$

$$\begin{aligned} M_{x1} &= M' + i \left( \frac{\Sigma f.x'}{N} \right) \\ &= 55,5 + 4 \left( \frac{1}{42} \right) \\ &= 55,5 + 0,09 = 55,59 \end{aligned}$$

#### 5) Determine Deviation Standard

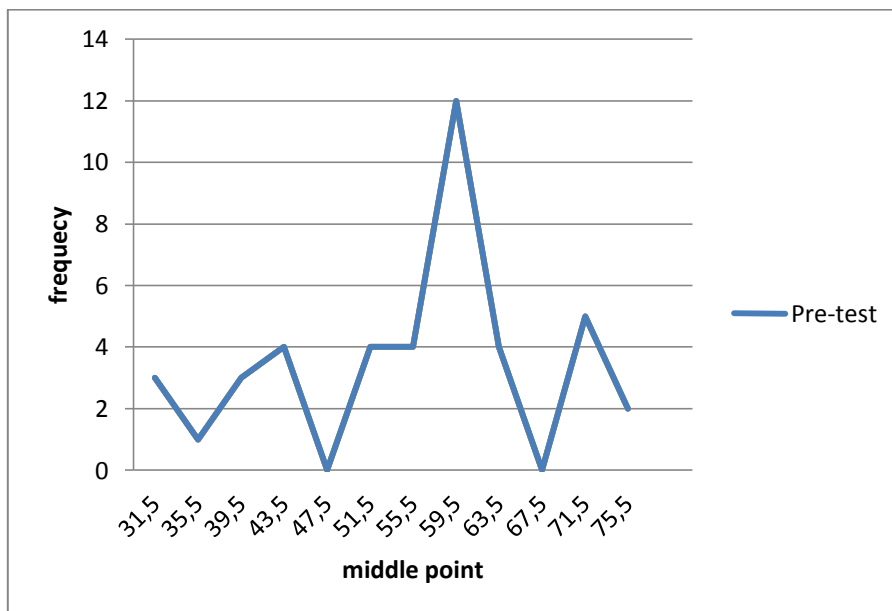
$$\begin{aligned} SD_{x1} &= i \sqrt{\frac{\Sigma f.x'^2}{N} - \left( \frac{\Sigma f.x'}{N} \right)^2} \\ &= 4 \sqrt{\frac{1361}{42} - \left( \frac{1}{42} \right)^2} \\ &= 4 \sqrt{30,4047 - 0,0004} = 4 \sqrt{30,4043} = 4 \times 5,5140 = 22,056 \end{aligned}$$

#### 6) Determine Error Standard

$$SE_{x1} = \frac{SD_{x1}}{\sqrt{N-1}} = \frac{22,026}{\sqrt{42-1}} = \frac{22,026}{6,403} = 3,444$$

#### 7) Making Polygon Graphic

**Graphic 4.2**  
**Pre-test in Experimental Class**



**b . The Result of Post-test of Experimental Class**

Based on the table above the writer will arrange the scores from the lowest to the highest score as follow:

60	60	60	60	60	60	60	65	65
65	65	65	65	65	65	70	70	70
70	70	70	70	70	70	75	75	75
75	75	75	80	80	80	80	85	85
85	85	85	90	90	90			

1) Find out range with formula:

$$R = H - L + 1$$

$$= 90 - 60 + 1$$

$$= 31$$

2) Looking for the class interval (k), with formula:

$$\frac{R}{i} = \frac{31}{i} \text{ it is had better getting result between } 10 - 20$$

So, it got  $i = 4$  because  $\frac{31}{3} = 10,5$  (between  $10 - 20$ ).

$i = 11$  (be completed)

3) Making distribution frequency table

**Table 4.3**

**Distribution Frequency of Post-test**

<b>Interval</b>	<b>F</b>	<b>X</b>	<b>x'</b>	<b>f . x'</b>	<b>f.x'<sup>2</sup></b>
60 - 62	7	61	+5	35	1225
63 - 65	9	64	+4	36	1296
66 - 68	0	67	+3	0	0
69 - 71	8	70	+2	16	256
72 - 74	0	73	+1	0	0
75 - 77	6	76(M)	0	0	0

78 - 80	4	79	- 1	- 4	16
81 - 83	0	82	- 2	0	0
84 - 86	5	85	- 3	- 15	225
87 - 89	0	88	- 4	0	0
90 - 92	3	91	- 5	- 15	225
<b>T o t a l</b>	<b>N=42</b>	<b>-</b>	<b>-</b>	<b><math>\Sigma f.x' = 53</math></b>	<b><math>\Sigma f.</math> <math>x'^2 =</math> <b>3243</b></b>

Note : to find mean ( $M'$ ) in that table, if the table was odd like in that interval consists of 11 table, so the writer can find immediately with middle point between 1-11 and the result is interval 6<sup>th</sup>, it is mean ( $M'$ ).

4) Determining Mean Score of  $Mx^2$

$$\begin{aligned}
 Mx^2 &= M' + i \left( \frac{\Sigma f x'}{N} \right) \\
 &= 76 + 3 \left( \frac{53}{42} \right) \\
 &= 76 + 3,7 = 79,7
 \end{aligned}$$

5) Determine Deviation Standard

$$\begin{aligned}
 SDx_2 &= \sqrt{\frac{\sum f \cdot x'^2}{N} - \left(\frac{\sum f \cdot x'}{N}\right)^2} \\
 &= \sqrt{\frac{3243}{42} - \left(\frac{53}{42}\right)^2} \\
 &= \sqrt{77,2142 - 1,5876} = \sqrt{75,6266} = 8,696 = 26,088
 \end{aligned}$$

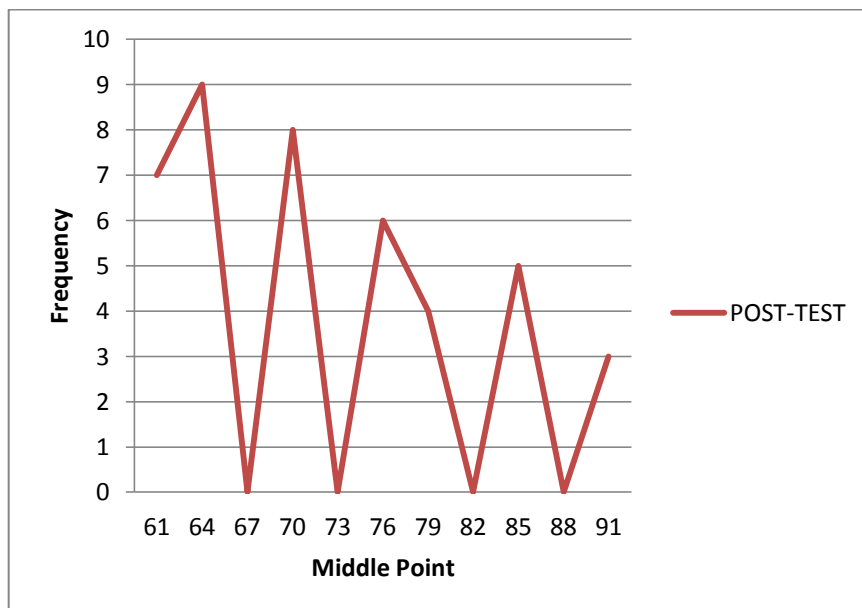
6) Determine Error Standard

$$SEx^2 = \frac{SDx^2}{\sqrt{N-1}} = \frac{26,008}{\sqrt{42-1}} = \frac{26,008}{6,403} = 4,061$$

7) Making Polygon Graph

**Graphic 4.3**

**Post-test in Experiment Class**



## 2 . The score of pre-test and post-test of control class

The students' scores of VIII E as the control class obtained 57,3for mean of pre-test and 66,07 for mean of post-test. The scores of pre-test and post-test will be described in the following table.

$$\text{Students' final score} = \frac{\text{Multiple choice score} + \text{Essay score}}{\text{Ideal max score (20)}} \times 100$$

**Table 4.4**

**Student's Score of Control Class**

No	Name	Pre-test score	Post-test score
1.	A M M	40	75
2.	A W	60	40
3.	A H H J K	35	65
4.	A M	40	65
5.	A.D O	60	70
6.	C K	50	55
7.	D A	65	60
8.	D J	70	60
9.	D S	30	45
10.	F S	65	80

11.	FD	60	85
12.	HMA	75	60
13.	Ha	70	85
14.	IN	65	70
15.	IF	60	75
16.	INP	65	70
17.	IM	30	50
18.	IMa	40	60
19.	KDP	70	50
20.	MFAM	75	80
21.	MF	65	55
22.	MSAA	70	85
23.	MN	60	70
24.	Mh	65	70
25.	MEM	40	65
26.	Mu	60	70
27.	NF	75	65
28.	NS	50	55
29.	NSM	30	60

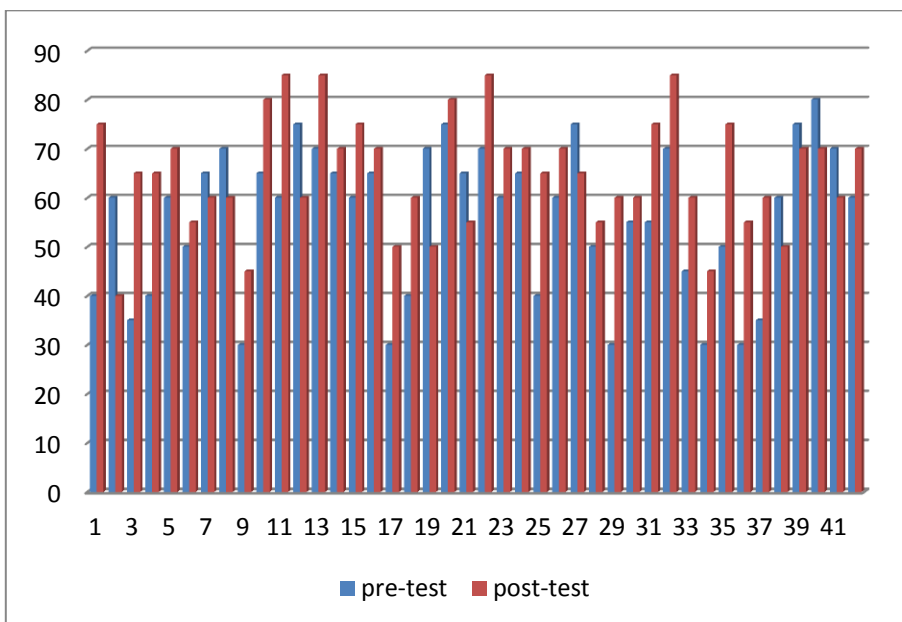


30	NIW	55	60
31.	OS	55	75
32.	PAP	70	85
33.	RSMS	45	60
34.	RVD	30	45
35.	RA	50	75
36.	RTH	30	55
37.	REJ	35	60
38.	SK	60	50
39	SCF	75	70
40.	WCH	80	70
41	Ww	70	60
42	Wl	60	70

After knew the result of the test to make easy to look the result, the writer reserved the graphic below:

### Graphic 4.4

#### Result Pre-test and Post-test of Control Class



From the graphic above can be seen the scores from 42 students in the control class, the highest score in pre-test is 80 and the highest score in post-test is 85. Whereas, the lowest score in pre-test is 30 and the lowest score in post-test is 40.

#### a. The result of pre-test in control class

Based on the table above the writer will arrange the scores from the lowest to the highest score as follow:

30	30	30	30	35	35	40	40	40
40	40	45	50	50	50	55	55	60
60	60	60	60	60	60	60	65	65
65	65	65	65	70	70	70	70	70
75	75	75	75	80	85			

1) Find out range with formula:

$$R = H - L + 1$$

$$= 80 - 30 + 1$$

$$= 51$$

2) Looking for the class interval (k), with formula:

$$\frac{R}{i} = \frac{51}{i} \text{ it is had better getting result between } 10 - 20$$

So, it got  $i = 4$  because  $\frac{51}{5} = 10,5$  (between 10 - 20).

$$i = 11 \text{ (be completed)}$$

3) Making distribution frequency table

**Table 4.5****Distribution Frequency of Pre-test**

<b>Interval</b>	<b>F</b>	<b>X</b>	<b>x'</b>	<b>f . x'</b>	<b>f.x'<sup>2</sup></b>
30 – 34	5	32	+5	25	625
35 – 39	2	37	+4	8	64
40 – 44	5	42	+3	15	225
45 – 49	1	47	+2	2	4
50 – 54	3	52	+1	3	9
55 – 59	2	57(M)	0	0	0
60 – 64	8	62	-1	-8	64
65 – 69	6	67	-2	-12	144
70 – 74	5	72	-3	-15	225
75 – 79	4	77	-4	-16	256
80 – 84	1	82	-5	-5	25
<b>T o t a l</b>	<b>N=42</b>	-	-	$\Sigma f.x' = -3$	$\Sigma f.x'^2 =$ <b>1641</b>

Note : to find mean (M') in that table, if the table was odd like in that interval consists of 11 table, so the writer

can find immediately with middle point between 1-11  
and the result is interval 6<sup>th</sup>, it is mean (M').

4) Determining Mean Score of  $M_y^1$

$$\begin{aligned} M_y^1 &= M' + i \left( \frac{\sum f x'}{N} \right) \\ &= 57 + 5 \left( \frac{-3}{42} \right) \\ &= 57 + 0,3 = 57,3 \end{aligned}$$

5) Determine Deviation Standard

$$\begin{aligned} SD_{y_1} &= i \sqrt{\frac{\sum f \cdot x'^2}{N} - \left( \frac{\sum f \cdot x'}{N} \right)^2} \\ &= 5 \sqrt{\frac{1641}{42} - \left( \frac{-3}{42} \right)^2} \\ &= 5 \sqrt{39,0714 - 0,0049} = 5 \sqrt{39,0665} = 5 \times 6,2503 = 31,251 \end{aligned}$$

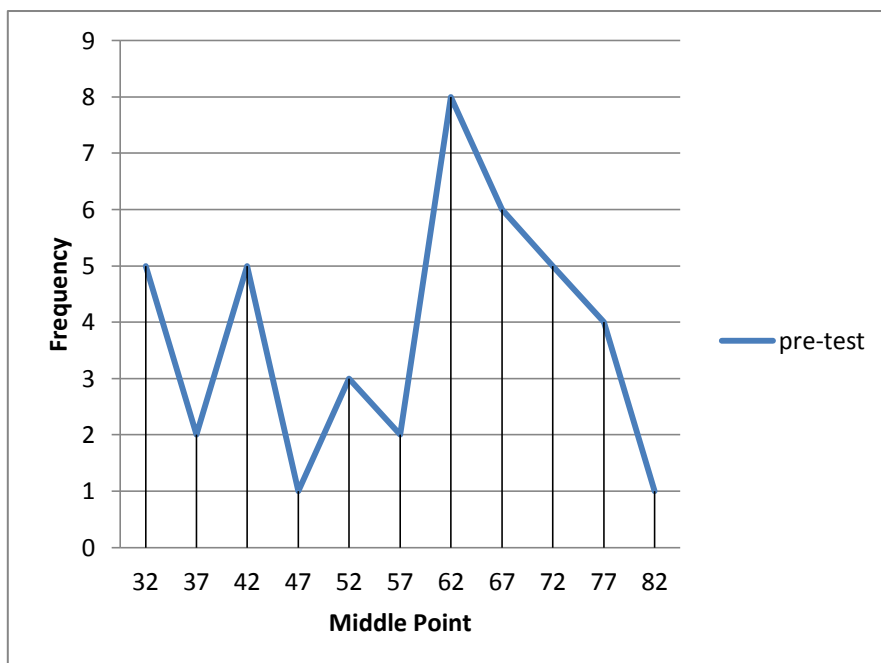
6) Determine Error Standard

$$SE_{y^1} = \frac{SD_{y_1}}{\sqrt{N-1}} = \frac{31,251}{\sqrt{42-1}} = \frac{31,251}{6,403} = 4,880$$

7) Making Polygon Graph

Graphic 4.5

## Pre-test Control Class



## b. The result of Post-test in Control Class

Based on the table above the writer will arrange the scores from the lowest to the highest score as follow:

40	45	45	50	50	50	55	55	55
55	60	60	60	60	60	60	60	60
60	65	65	65	65	70	70	70	70
70	70	70	70	70	75	75	75	75
80	80	85	85	85	85			

(1). Find out range with formula:

$$\begin{aligned} R &= H - L + 1 \\ &= 85 - 40 + 1 \\ &= 46 \end{aligned}$$

2) Looking for the class interval, with formula:

$$\frac{R}{i} = \frac{46}{i} = \text{it is had better getting result between } 10 - 20$$

So, it got  $i = 3$  because  $\frac{46}{4} = 11,5$  (between  $10 - 20$ ).

$i = 12$  (be completed)

3) Making distribution frequency table

**Table 4.6**

**Distribution Frequency of Post-test**

Interval	F	X	f . X	x'	f . x'	f.x' <sup>2</sup>
40-43	1	41,5	41,5	6	6	36
44-47	2	45,5	91	5	10	50
48-51	3	49,5	148,5	4	12	48
52-55	4	53,5	214	3	12	36
56-59	0	57,5	0	2	0	0
60-63	9	61,5	553,5	1	9	9
64-67	4	65,5(M')	262	0	0	0

68-71	9	69,5	625,5	-1	9	8	1
72-75	4	73,5	294	-2	8	6	4
76-79	0	77,5	0	-3	0	0	
80-83	2	81,5	163	-4	6	3	6
84-87	4	85,5	324	-5	-2	4	0
<b>Total</b>	<b>N=42</b>	-	<b>ΣfX= 2717</b>	-	<b>Σf.x' = 6</b>	<b>Σf.x'<sup>2</sup> = 1086</b>	

Note : to find mean (M') in that table, if the table was even, the writer must use the formula:

$$M' = \frac{\Sigma f.X}{N} = \frac{2717}{42} = 64,6$$

It means that midpoint is in interval 7<sup>th</sup>, because 64,6 is in 64-67 in interval 7<sup>th</sup>.

4) Determining Mean Score of  $M_y^2$

$$\begin{aligned} M_y^2 &= M' + i \left( \frac{\Sigma f.x'}{N} \right) \\ &= 65,5 + 4 \left( \frac{6}{42} \right) \\ &= 65,5 + 0,57 = 54,59 \end{aligned}$$



5) Determine Deviation Standard

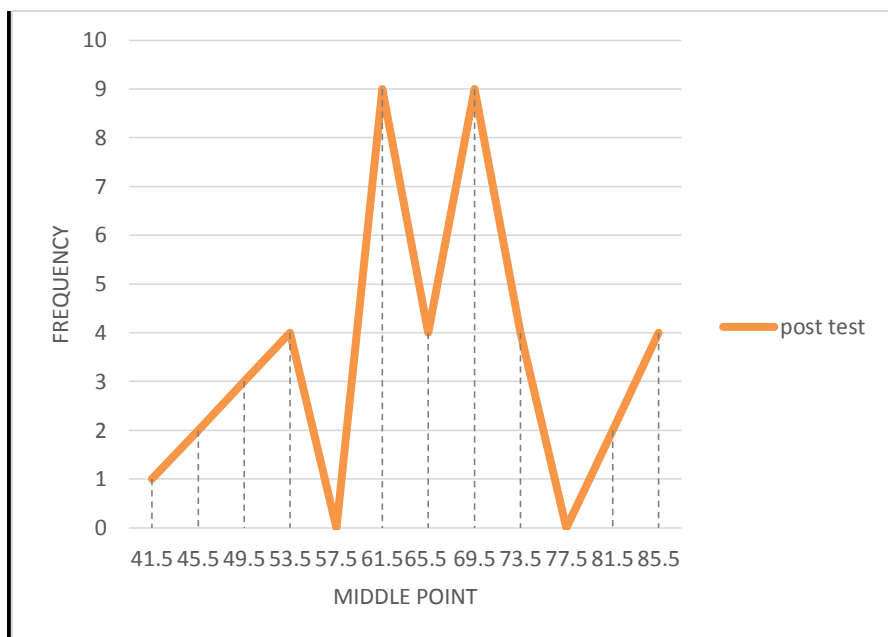
$$\begin{aligned}
 SDy_{2=i} &= \sqrt{\frac{\sum f \cdot x^2}{N} - \left(\frac{\sum f \cdot x}{N}\right)^2} \\
 &= 4 \sqrt{\frac{1086}{42} - \left(\frac{6}{42}\right)^2} \\
 &= 4 \sqrt{25,8571 - 0,0196} = 4 \sqrt{25,8375} = 4 \times
 \end{aligned}$$

$$5,0830 = 20,332$$

6) Determine Error Standard

$$SEy^2 = \frac{SDy^2}{\sqrt{N-1}} = \frac{20,332}{\sqrt{42-1}} = \frac{20,332}{6,403} = 3,175$$

7) Making Polygon Graphic

**Graphic 4.6****Post-test in control class****c. Comparison Scores of Post-test in Experimental and Control Class**

Based on the data above, the writer would compare between post-test in experiment class using treatment and post-test in control class that not using treatment.

**Table 4.7****Score of Post-test in Experiment and Control Class**

<b>N o</b>	<b>Post-test Experiment class</b>	<b>Post-test Control Class</b>
1	75	75
2	75	40
3	65	65
4	65	65
5	70	70
6	70	55
7	60	60
8	70	60
9	65	45
1 0	80	80
1 1	85	85
1 2	90	60
1 3	85	85
1 4	80	70
1 5	75	75

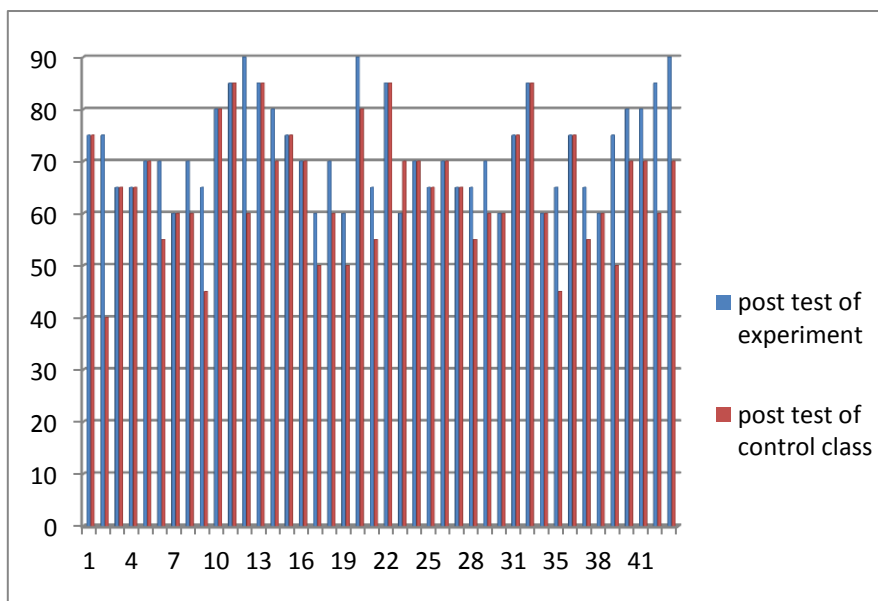
1 6	70	70
1 7	60	50
1 8	70	60
1 9	60	50
2 0	90	80
2 1	65	55
2 2	85	85
2 3	60	70
2 4	70	70
2 5	65	65
2 6	70	70
2 7	65	65
2 8	65	55
2 9	70	60
3 0	60	60
3 1	75	75
3 2	85	85

3 3	60	60
3 4	65	45
3 5	75	75
3 6	65	55
3 7	60	60
3 8	75	50
3 9	80	70
4 0	80	70
4 1	85	60
4 2	90	70

After knew the result of the test to make easy to look the result, the writer reserved the graphic below:

**Graphic 4.7**

**Comparison between Post-test Experiment and Control Class**



The graphic above described the comparison between post-test in experimental class and post-test in control class. The highest score in experimental class is 90, while the highest score in control class is 85. And the lowest score in experimental class is 60, control class got score 40

#### d. t-Test

After getting the data from the post test score of two classes, then the writer analyzed it by using t-test. The formula as follow :

- 1) Determine average from experimental class

$$\begin{aligned} MX &= Mx_2 - Mx_1 \\ &= 79,7 - 55,59 \\ &= 24,11 \end{aligned}$$

- 2) Determine average from control class

$$\begin{aligned} MY &= My_2 - My_1 \\ &= 54,9 - 57,3 \\ &= -2,4 \end{aligned}$$

- 3) Determine difference of error standard from X and Y

$$\begin{aligned} SE_{mx} - SE_{my} &= \sqrt{SE_{x_2} + SE_{y_2}} \\ &= \sqrt{4,061 + 3,175} \\ &= \sqrt{7,236} = 2,68 \end{aligned}$$

- 4) Determine  $t_o$  (t observation)

$$\begin{aligned} t_o &= \frac{MX - MY}{SE_{mx} - SE_{my}} \\ &= \frac{24,11 - (-2,4)}{2,68} \end{aligned}$$

$$= \frac{26,51}{2,68} = 9,89$$

5) Determine T-table with significance 5% and 1%

$$\begin{aligned} \text{Df} &= N1 + N2 - 2 \\ &= 42 + 42 - 2 \\ &= 82 \text{ (consult to "t" table score)} \end{aligned}$$

Based on t table that there is 82. With df as number 82 is got t table as follow:

- At significance level 5% :  $t_t = 1,66$
- At significance level 1% :  $t_t = 2,37$

So after the writer calculated this data based on the formula t-test, the obtained  $t_o$  or  $t_{observation}$  was 9,89

### C. Testing Hypothesis

To prove the hypothesis, the data obtained from experiment and control class was calculated by using t-test formula with assumption as follow:

If  $t_o > t_t$  : the alternative hypothesis is accepted. It means there is improvement in using Engage Study Activate (ESA) technique in teaching reading skill on descriptive text



If  $t_o < t_t$  : The alternative hypothesis is rejected. It means there is no improvement in Engage Study Activate (ESA) technique in teaching reading skill on descriptive text.

From the result calculation above, it is obtained that the value of  $t_o$  ( $t_{observation}$ ) is 9,89 degree freedom (df) is 82. In degree significance 5% from 82 (t table) = 1,66, in degree of significance 1% from 82 (t table)=2,37. After that the data, the writer compared it with  $t_t$ (t table) both in degree significance 5% and 1%. Therefore,  $t_o : t_t = 9,89 > 1,66$ , in degree of significance 5% and  $t_o : t_t = 9,89 > 2,37$  in degree of significance 1%.

The statistic hypothesis states that if  $t_o$  is higher than  $t_t$ , it shows that  $H_a$  (alternative hypothesis) of the result is accepted and  $H_o$  (null hypothesis) is rejected. It means that using Engage Study Activate (ESA) Technique has significant on teaching reading skill on descriptive text.

#### **D. Discussion of Research Findings**

Based on findings of the research, it has found that the students who are taught by using Engage Study Activate (ESA) technique has been improved in teaching reading skill on descriptive text than the students who are taught without using Engage Study Activate (ESA) technique because the students who are taught by using Team Engage Study Activate (ESA) technique could elaborate Engage before the study the student give the game to interested student for English learning, study the students focus to the material about descriptive text and then activate the students presentation about the material.

On other hand, in control class where students are taught reading skill on descriptive text without Engage Study Activate (ESA) Technique, students got the material about descriptive text and only did exercise in their work sheet.

Based on the result of data analysis, that the mean of pre-test score obtained by students in SMPN 1 Karang Tanjung class VIII D (experimental class) 55,59 was greater than class VIII E (control class) 57,3. The highest score of pre-test in class VIII D (experimental class) was 75 and in class VIII E (control class)

also was 80. The lowest score of pre-test in class VIII D (experimental class) was 30 and class VIII E (control class) also was 30. It means that the capability of reading skill on descriptive text in experimental and control class before treatment was almost same.

The mean of post-test score in experimental class is 79,9 was greater than in control class is 57. The highest score of post-test in SMPN 1 Karang Tanjung class VIII D (experimental class) was 95 and in class VIII E (control class) was 80. The lowest score of post-test in class VIII D (experimental class) was 60 and class VIII E (control class) 40. It means that the distribution of score in experiment class was greater than control class.

Then, the result of t-test shows that  $t_o: t_t = 9,89 > 1,66$ , in degree of significance 5% and  $t_o: t_t = 9,89 > 2,37$  in degree of significance 1% so that  $H_a$  (alternative hypothesis) of the result is accepted and  $H_o$  (null hypothesis) is rejected. It means that Using Engage Study Activate (ESA) has significant influence on teaching reading skill on descriptive text.

The result of the t-test is also supported by the result of observation done by experiment class (VIII D). In result of

observation, there were two indicators in observation sheet, they are student's enthusiastic in learning and learning process. Indicator of observation include student's enthusiastic in learning, students have had an interest in learning descriptive text, it showed when teaching-learning process students were enjoy in studying using Engage Study Activate. The other indicators was learning process, it showed when learning process students followed the teacher's instruction, studied with their group well and students have had high level was be peer tutoring in their group. After doing team work, they did exercise individually.

Finally, based on the interpretation above, the researcher could conclude that using Engage Study Activate (ESA) technique has significance in teaching reading skill on descriptive text.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

Based on the research finding that was presented in the previous chapter, the researcher would like to give conclusions as follow;

1. From pre-test and post-test between experimental and control class, the researcher has already known that students gave a treatment by Engange Study Activate (ESA) Technique get better scores and more significant improvement their reading skill on descriptive text than the students that did not give a treatment.
2. Based on the result of analysis about using Engange Study Activate (ESA) Technique in teaching reading skill on descriptive text, showed that the distribution of score in experiment class was greater than control class. And the result of t-test shows that  $t_o:t_t = 9,23 > 1,66$ , in degree of significance 5% and  $t_o:t_t = 9,23 > 2,37$

in degree of significance 1% so that  $H_a$  (alternative hypothesis) of the result is accepted and  $H_o$  (null hypothesis) is rejected. It means that using Engage Study Activate (ESA) Technique has significant influence on teaching reading skill on descriptive text.

### **B. Suggestions**

According to the conclusions above, the writer would give some suggestions as follows:

#### 1. For the teachers

The teacher should be creative in developing English learning process in the classroom in order to make students interested and mastery the material well. Using good technique can improve understanding students learn English especially descriptive text.

#### 2. For the students

The students should always be active in learning process, they must study hard if they want to be successful in mastering English and be diligent in reading book. Because reading is a window of world.

3. For the writer

It is suggested to other writers, to complete this research by conducting any other research by using a technique in learning process. The writer would like to suggest that the result of the study can be used as an additional reference for further research with different sample and occasions.

4. For the Library School

More on increase of books english or make a zona reading english for interest student for learning english.

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# APPENDICS

## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

Nama Sekolah	:	SMPN 1 KARANGTANJUNG
Mata Pelajaran	:	Bahasa Inggris
Kelas / semester	:	VIII (Delapan)/2
Jenis Teks	:	<i>Descriptive Text</i>
Aspek/Skill	:	Membaca (Reading)
Alokasi waktu	:	2x40 menit

#### A. Standar Kompetensi

5. merespon makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* yang berkaitan dengan lingkungan sekitar

#### B. kompetensi Dasar

- 5.2 merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar

#### C. Indikator

1. mengidentifikasi main idea dari sebuah paragraph

2. mengidentifikasi makna kalimat dalam teks deskriptif yang di baca
3. mengidentifikasi sosial function dalam teks deskriptif
4. mengidentifikasi generic structure dan language feature dalam teks descriptif

#### **D. Tujuan Pembelajaran**

Setelah mengikuti proses belajar mengajar siswa dapat:

1. memahami tentang dekriptif teks
2. memahami makna kalimat dalam teks yang di baca
3. mengidentifikasi sosial function dalam teks deskriptif
4. mengidentifikasi generic structure dan language featuredalam teks deskriptif

#### **E. Karakter siswa yang diharapkan:**

1. Dapat dipercaya ( Trustworthines)
2. Rasa hormat dan perhatian ( respect )
3. Tekun ( diligence)

#### **F. Materi Pembelajaran**

##### **1. Definition of Descriptive text**

Descriptive Text / The descriptive text is text that describe, illustrate, or elaborate on something, such as objects, persons or certain places.

##### **2. Generic Structure**

- a. Identification : Identifying the phenomenon in described

- b. Description : Describing the phenomenon in parts, qualities, or and characteristic.

### 3. Language features of descriptive

- a. Using the simple present tense
- b. Using the adjective or adjective
- c. Use to be like (am, are, is)
- d. Using a specific object or character with
- e. Using the language of interest

### 4. The purpose of descriptive text

The purpose of descriptive teks is to describe a particular person, place, or thing.

#### Pura Uluwatu



Pura Uluwatu is a spectacular Hindu temple in Bali. It is located about eight meters above sea level on the edge of a steep cliff at the southern part of Bali.

Pura Uluwatu is one of the six main temples in Bali. It is very famous among tourists coming to Bali. People come not only to see the remarkable temple but also enjoy the beautiful panorama and of course, the stunning sunsets. When visiting the temple, visitors are warned about the agresiveness of the monkeys. They may grab your cameras or sunglasses. The best times to visit this temple is during weekdays and

*Read and translate the story about Borobudur with your group and list generic structure !*

## BOROBUDUR



Borobudur is Hindu – Buddhist temple. It is build in the ninth

**G. Metode Pembelajaran**

Pendekatan : Scientific Approach

Metode Pembelajaran : ESA ( Engage, Study, Activate)



## **F. Karakteristik Siswa Yang Diharapkan**

Percaya diri, Kreatif, cermat, komunikatif, mandiri, Rasa ingin tahu, antusias

## **G. Langkah-Langkah Kegiatan Pembelajaran**

### **Pertemuan pertama**

#### **a. kegiatan awal**

Apersepsi :

1. Salam dan tegur sapa
2. Menempatkan siswa disekeliling guru dengan nyaman
3. Mengecek kehadiran
4. Guru menyampaikan tujuan pembelajaran
5. Guru memberikan motivasi pada siswa
6. Guru menjelaskan kembali tentang pentingnya materi yang sedang dipelajari

Motivations :

1. Guru memberikan motivasi sebuah pendidikan kepada siswa
2. Guru menjelaskan tentang pentingnya materi yang akan dipelajari dan kompetensi kelulusan.

#### **b. Kegiatan inti**

Explorasi

Dalam kegiatan explorasi guru :

1. Menjelaskan metode yang akan digunakan dalam pembelajaran

2. Memberikan pertanyaan seputar materi
3. Menerangkan materi

#### Elaborasi

5. Guru menawarkan kepada siswa beberapa tema berbentuk descriptive yang akan di pelajari, contohnya:  
Pet, Natural Bridge National Park, platypus,
6. Guru memberikan materi yang dipilih/disukai siswa, tujuannya agar mereka focus dalam kegiatan.
7. Guru meminta siswa untuk membaca teks yang telah di sediakan oleh guru (silent reading)
8. Guru menentukan lama membaca, kurang lebih 15 menit.
9. Siswa tidak diperkenankan meminta izin untuk keluar kelas atau mengganggu teman yang lainnya selama kegiatan.
10. Siswa mendiskusikan descriptive text dengan judul yang mereka pilih.
11. Perwakilan dari siswa mempresentasikan hasil dari apa yang mereka baca.
12. Siswa diberi tugas untuk menjawab pertanyaan dari materi yang telah di sampaikan.
13. Guru menanyakan pemahaman siswa terdapat materi dan tugas.

#### c. Kegiatan konfirmasi

1. Guru menerangkan kembali materi yang telah disampaikan
  2. Menanyakan kesulitan selama kegiatan belajar mengajar
  3. Menilai hasil kerja siswa
- d. Penutup
3. Menyimpulkan materi
  4. Memberi motivasi
  5. Guru memberitahu materi untuk pertemuan berikutnya dengan memberikan tema yang akan dipilih siswa.
  6. Membaca hamdalah bersama-sama

### **Pertemuan kedua**

Apersepsi :

#### **a. Kegiatan awal**

2. Salam dan tegur sapa
3. Menempatkan siswa disekeliling guru dengan nyaman
4. Mengecek kehadiran
5. Guru menyampaikan tujuan pembelajaran
6. Guru memberikan motivasi pada siswa
7. Guru menjelaskan kembali tentang pentingnya materi yang sedang dipelajari

Motivations :

1. Guru memberikan motivasi sebuah pendidikan kepada siswa

2. Guru menjelaskan tentang pentingnya materi yang akan dipelajari dan kompetensi kelulusan.

### **b. Kegiatan inti**

#### Eksplorasi

1. Menjelaskan metode yang akan digunakan dalam pembelajaran
2. Memberikan pertanyaan seputar materi
3. Menerangkan materi

#### Elaborasi

6. Guru memberikan materi yang akan dipilih/disukai siswa pada pertemuan sebelumnya
7. Guru meminta siswa untuk membaca teks yang disukai (silent reading)
8. Siswa mendiskusikan descriptive text dengan judul yang telah mereka pilih.
9. Perwakilan dari siswa mempresentasikan hasil dari apa yang mereka baca.
10. Siswa diberi tugas untuk menjawab pertanyaan dari materi yang telah disampaikan.
11. Guru menanyakan pemahaman siswa terhadap materi dan tugas

### **c. Kegiatan konfirmasi**

1. Guru menerangkan kembali materi yang telah disampaikan
2. Menanyakan kesulitan selama kegiatan belajar mengajar

3. Menilai hasil kerja siswa

**d. Penutup**

1. Menyimpulkan materi
2. Memberi motivasi
3. Guru memberitahu materi untuk pertemuan berikutnya dengan memberikan tema yang akan dipilih siswa.
4. Membaca hamdalah Bersama-sama

**H. Sumber Belajar**

- Buku paket Bahasa Inggris kelas VIII
- Kamus Bahasa Inggris

**I. Penilaian**

Teknik	: Test
Instrument	: Multiple Choice, and Essay
Kriteria penilaian	: 10-100

Penilaian Indikator Pencapaian	Teknik Penilaian	Bentuk soal	Soal
<ul style="list-style-type: none"> <li>• Mengidentifikasi main idea dari sebuah paragraph</li> </ul>	PG=Benar X 2 Contoh	Multiple choice dan	Choose the best answer

<ul style="list-style-type: none"> <li>• Mengidentifikasi makna kalimat dalam teks deskriptif yang di baca</li> <li>• Mengidentifikasi social function dalam teks descriptive</li> <li>• Mengidentifikasi generic structure and language feature dalam teks deskriptif</li> </ul>	<p>benar 10, MAKA 10X10=100 Nilai Asli = PG</p>	<p>essay</p>	<p>crossing a,b,c or d.</p>
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**Serang,  
May 2017**

**Mengetahui  
Guru Bidang**

**Mahasiswa**

**Sahat, S.P  
Novianti**

**Risma Kri**

**NIP ;  
132301521**

**NIM :**

## OBSERVATION SHEET

### STUDENT ACTIVITIES AND TEACHER COMPETENCE

N O	Observation Category	Score					Explanation
		5	4	3	2	1	
1.	<p><b><u>Interest Activation and Student's Motivation</u></b></p> <p>a. Students look enthusiastic in learning english</p> <p>b. Students have a big interest in learning english</p> <p>c. Students look spirit full of learning in pair</p>						5= Extremely good 4= Good 3= Fair 2=Low 1=Extremely Low
2.	<p><b><u>Learning Process</u></b></p> <p>a. Students follow the teacher's intruction</p> <p>b. Student's listen the teachers explanation about the</p>						

	<p>materal</p> <p>c. Students do the task from the teacher</p> <p>d. Studnet think-the teachers question personally</p> <p>e. Students make a pair and discuss actively with their partner</p> <p>f. Students share their task in the whole class well</p> <p>g. Students activate to repond the others pair</p>						
3.	<p><b><u>Teacher Competence</u></b></p> <p>a. Teachers explains the materialsdetail and clear</p> <p>b. Teacher gives brainsorming</p> <p>c. Teacher gives the instruction clearly</p> <p>d. Teacher gives a positive feedback</p>						



	e. Teacher make an intersting learning process in the class						
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Serang, May 2017

The observer

Risma Kri Novianti