AN ANALYSIS OF USING ESA (ENGAGE,STUDY,ACTIVATE) TECHNIQUE ON READING COMPREHENSION AT MTS N GANTING PADANG PANJANG

Thesis

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STATE ISLAMIC INSTITUTE (IAIN)

BUKITTINGGI 2020

ACKNOWLEGEMENTS

Alhamdulillahirabbal'alamin, in the name of Allah SWT, the most Gracoius and the most Merciful, who has opened the heart, thought, and mind of His creatures and who always gives the best giving love to the researcher in complementing the thesis. Salawat and Salam to Prophet Muhammad SAW who is the best leader and a good example to all humannity in the world.

This thesis is impossible to be completed without helps and supports from many persons. So that, the researcher would like to express him sincare gratitude and great thanks to the following persons:

1. Dr. Ridha Ahida, M.Hum as a Rector of IAIN Bukittinggi and the first, second, and third assistants.
2. Dr. Zulfani Sesmiarni,M.Pd as the Dean of Faculty of Tarbiyah and Teacher Training IAIN Bukittinggi and also her first, second and third vice of Dean.
3. Loli Safitri M.Pd as a Head of English Education Department.
4. Leli Lismay M.Pd as advisor. Thanks for his care, time, attention, guidance, valuable advices and contributions are highly appreciated.
5. Loli Safitri M.Pd and Eliza M.Pd as the contributors in proposal seminar for their guidace, and valuable suggestions during the writing the thesis.
6. All of the lecturers who have given their knowledge, ideas and contributions during their study and helped in the completion of the thesis.

7. The librarians of IAIN Bukittinggi who have helped and allowed the researcher in collecting the references.
8. Especially for the researcher's parents Zulhiyar and Fitra Yusni also brother Refi Agusman and sister Nia Safitri who have supported the researcher.

Hopefully, Allah SWT always blesses the people who have helped the researcher weather they are mentioned above or not and all thier sacrifice become thier merciful deeds to help them gain success in the future life. Hence, the suggestion valuable crities adn the meaningful advices from the reader are highly appreciated to make this thesis beacome more meaningful.

Bukittinggi, Juli 2020

The researcher ,

Nanda Fidrian

ABSTRACT

Nanda Fidrian, 2315120. "An Analysis of Using ESA Technique on Reading Comprehension at Mts N Ganting Padang Panjang." a thesis, IAIN Bukittinggi,2020

The researcher aimed to conduct this research due particular in students reading comprehension at Mts N Ganting Padang Panjang. Researcher found the problems that students reading comprehension still lacking, students lost their interest to read the text and students had lack of vocabularies in translating meaning of the word. Therefore, this research is to know how teacher apply ESA technique on reading comprehension.

The research aimed to analyze teacher apply ESA technique on reading comprehension. This research used a descriptive qualitative research design. Object of this research were two English teachers in Mts N Ganting Padang Panjang. The instruments of this research were questionnaire and interview.

The result of the research showed that teacher apply ESA technique on reading comprehension. Engage, in this elements the teacher motivate students and active their background knwoledge. Study, in this elements teacher focus on topic in the text and guide students to understanding the content of the text. Activate, in this elements teacher gives exercises and assignment to students, then concludes the contents of the text that has been learned.

Key words : Reading comprehension, ESA technique.

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CHAPTER I

INTRODUCTION

A. Background of research

Reading is considered as the main skill that should be mastered in English learning and has relation to the other language skills. Most of the materials given by the teacher (in English or other subjects) are presented in written form, for example in handbook, handout, and etc. It means that to understand the materials and answer the questions, the students must have the ability to look at and get the meaning of the written text. In short, reading is very important to be taught to the students in the language classroom.

The main goal of reading is to comprehend the text. According to Anderson as quoted by Nunan that the goal of reading is comprehension[1]. William also states that the overall goal is not to remember most of the specific details, but to havea good graps of the main ideas and supporting ideas, and to relate those main ideas to background knowledge as appropriate[2]. In result, the capacity for understanding the thought and idea of the written material is called reading comprehension.

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[1]David Nunan, *Practical English Language Teaching,* (Singapore:Mc.Graw Hill,2003),p.68

[2]William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading,* (England:Pearson Education Limited, 2002), p.11

Reading comprehension is not an easy task. The students must consider the extent of information while reading to comprehend the text such as genre, the purpose of the text, and familiar and unfamiliar words. According to Nunan, reading comprehension refers to reading for meaning, understanding, and entertainment[3]. It can be concluded that reading comprehension makes the students easier to understand the text that they have read. Reading comprehension is very important in learning because it will train the students to the goal of reading. According to judith, reading comprehension is the process of comprehending the meaning of connected words that is more important in reading the text[4]. It means that students have to comprehend the meaning of the word in the text.

In reading comprehension, teachers can implement some approach, models, strategies or technique. One of them is ESA (Engage, Study, Activate). Harmer states that ESA (Engage,Study,Activate) technique is one of teaching techniques to motivate the students to get involved actively in the teaching learning process. ESA as teaching technique will help the teachers to teach their students and be able help the teachers in classroom management. While according to Tomlinson state that " ESA is a technique how to build students interest about a topic and the teacher

[3]David Nunan, *Practical English Language Teaching*: Young Learners (New York : McGraw-Hill Companies), p. 71

[4]Judith Osamu, *Reading Comprehension from Research to Practice* (New Jersey: Lawrence Erlbaum Associates, 1986), p. 207

identified as being problems in learning and the teacher should know to built and control that".

Harmer states that ESA has three elements. Firts is engage: this is the point in teaching sequence where teachers try to arous the students interest, thus involving their emotions. Second is study : in study the activities are those where the students asked the focus on language (or information) and how it is constracted. Third is activate : this elements describe exercise and activities which are designed to get students using language as freely and communicatively as they can[5].

Based on preliminary research used interview teacher, the researcher observedabout problem reading comprehension. First, the researcher found in the research field that the students' reading comprehension still lacking.

Second, the loss of students interest in reading a text. When teacher asked them to read a text, some of them did not read the text effectively. They tended to talk with other students and also some of them were sleepy in the class.it made learning process was not successful.

Finally, when teacher gave instruction to find the meaning of the word, students tried to translate every word on the text by using dictionary. The students could not use the cules to get the meaning of the text. It wasted the time because students had lack of vocabularies.

[5]Jeremy Harmer, *How to Teach English*,(England:Longman,2004), p.25-26

Based on problems above,the researcher is interested in conducting the research entitled**"An Analysis of Using ESA technique on Reading Comprehension at Mts N Ganting Padang Panjang".**

B. Problem of The Research

Based on background of the problem above, the researcher identified some problems were :

1. Students' reading comprehension still lacking.
2. Students lost their interests to read the text.
3. Students had lack of vocabularies in translating meaning of the word.

C. Focus of The Research

This research is focused on Analysis of Using ESA Technique on Reading Comprehension.

D. Research Question

Based on limitation of the problem, the problem in this research formulated in the following question:

1. How was teacher apply ESA technique in teaching reading comprehension?

E. Purpose of The Reseacrh

1. To find out how the teacher apply ESA technique in teaching reading comprehension.

F. Significance of research

The researcher hopes the result of this research give extra insight, they are:

1. For the students, it is expected that this technique will help them to improve their reading skill.
2. For the teacher, the reserach is expected to be useful for English teacher as information or an input and consideration to apply ESA technique in teaching reading in order to increase the students' reading comprehension.
3. The next researcher, the result of this research are expected to be useful for future researchers as a reference to conduct a further research dealing with the application of ESA technique to develop the students' reading skill by using different research design or the same design at another school.

G. Definition of key term

To avoid misinterpretation the operational of key term of the research are defined as follow :

1. Reading is a process when readers learn something from what they read and involve it in an academic context as apart of education.
2. ESA : E stand for Engange, S stand Study, Afor Activate

   Engange : Taechers will be try to awaken the student‟s interest and engage their emotions.

   Study : Activities are carried out to focus on language or information and how it is constructed.

   Activate : exercise are premeditated to the students to use the language as communicatively as they can

CHAPTER II

REVIEW OF RELATED LITERATURES

A. Review of Related Theories

1. Reading Comprehension

a. Definition of Reading Comprehension.

Reading is a complex process, since the reader uses physic and mental activities that invole the portions of body, such as the eyes and the portions of thinking. The purpose of reading is to take information or knowledge from the text. Readers will combine information from the text and their own background knowledge to build meaning [6]. Background knowledge includes all of the experiences that the reader brings to the texts and it can be organized rhetorically. Background knowledge has been described as the key ingredient in reading comprehension. Background knowledge or prior knowledge is what someone already know about the subject that will help him/her to gain the information.

There are some definition of reading given by experts. Stemberg et all states that reading is a form of communication and the goal is the reception of information through written form[7]. It means that communcation is an activity of conveying meaningful

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[6]David Nunan, *Practical English Language Teaching,* (New York: Megraw-Hill Education : 2003) *First Edition*, p. 68

[7]Steinberg D. Danny, Hiroshi and David P. Aline, *Psycholinguistic : Language, Mind, and World,* (Longman. 2001), Second Edition, p. 97

information. Communication requires a sender, a message, and an intended recipient,although the receiver does not need to be present or aware of the sender's intention to communicate at the time of communication. Communication requires that the communicating parties share an area of communicative commonality. The communication process is when the receiver has understood the messages of the sender or text completely.

b. Purpose of Reading Comprehension.

When the reader begin to read, they have same purposes in reading the text. Dallman says that to understand a child's problems in reading comprehension and to plan an effective developmental program in reading, the reader needs to know the various skills thatmake up the ability to comprehend what isread[8].These specific skills may be classified according to reader's purpose. In addition, he says that the reader's purpose are:

1) Reading to find main idea

One of the most common reasons for reading to get the general idea of a selection. This purpose is usually done is reading fiction and science. The students need to develop this ability not only through incidental but also through practice exercise.

2) Reading to select signficant details

[8]Maltha Dallman, *The Teaching of Reading*,(America: Hols Renchart and Wiinston, 1964), p. 134-139.

The ability in selecting the significant deatils is closely related with finding main idea. The students have to know the differences between the main points and supporting details. The students also must be able to decide what points is more important.

3) Reading to answer questions

Reading to answer the questions is a mean of improving the ability to note significant details. It is the common goal in teaching reading even in elementary school, high school, and collage. The answer will be easy to find if the questios are partly couched in exact words of the writer.

4) Reading to summarize and organize

The students must be able to sense the relationship between he main point and the details as well as interrelationship among the details. In additions, they needs to know either how to make these relationship clear to others and under stable.

5) Reading to arrive at generalizations

The students need to note specific instances and decide whether the data presented are sufficient to warrant a significant conclusion. The students must determine what the deducation from the instances discussed above. The teacher should give a guidance to avoid the errors in arriving generalization.

6) Reading to follow directions

The ability to follow directions usually is a combination of many reading skills. The ability to note details, to organize, and to note the sequence of events are among the learnings essential to this type of reading skill.

7) Reading to predict outcomes

This skill may manifest itself in a variety of ways. Skill in predicting outcomes is useful in helping the reader to note when he has misread a word or a sentence. It is also of value because the person who is adept at predicting outcomes as he reads can usually get the through more quickly than others. This skill is helpful also in remembering what is read, for it enables the reader to take special note only of those points that are new to him or are different from what he would have expected, and the burden of recall is thereby lessened.

8) Reading to evaluate citically

By critical evaluation is not meant the attitude of suspecting every statement read of being false. Critical is active, creative reading. Children should develop the skills of critical in dependence in reading at the very outset.

9) Reading graphs, tables, charts, and maps

Many reader do not recognize the value of tables, charts graphs and maps. Special instruction in the interpretation of these useful symblos often necessary.

From the purpose above, the reader reading activity will not be useless and they will get good comprehension, because they know what their need and what is the way to get it. Moreover, Nuttal states that you read because you want to get something from writing., for examples facts, ideas, enjoyment, even feeling of family community[9]. Whatever it was, our purpose is to get the message from the text that is expressed by he writer.

c. Processes of Reading Comprehension

Furthermore,reading comprehension is the process to get meaning and information from the text. Nunan stated that there are three categories of reading process[10]. They are:

1) Bottom up models

It is the lower level in reading process that the students start from the smallest part of the text. It includes the basics of letter, sound recognition, morpheme recognition, word recognition, grammatical structures, sentences, and longer texts. In the last, the students will achieve their comprehension.

2) Top down models

[9]Cristine Nuttal, *Teaching Reading Skills in a Foreign Language*,(London:Heinermann Educational Books,1985), p.3

[10]David Nunnan, *Practical English Language Teaching*,....., p. 70

It begins the idea that comprehension resides in the reader, such as the use of background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. First the teacher will activate the students' background knowledge,then encourage them to make the prediction of the text based on their background knowledge. Then, the students will get their comprehension if they conclude the text base on their prediction before. In this process, the students should focu on meaning generating activities rather than on mastery of word recognition.

3) Interactive models

It is combination of the bottom up and top down process of reading. The teacher need to provide learners with shorter pssage to shorter passage to teach specific reading skills and strategies explicitly.

d. Principles of Teaching Reading

When teachers want to teach, teachers must give attention to several principles for teaching reading. Harmer mentions some principles for teaching reading are:

1) Encourage students to read as often and as much as possible

The more students read, the better. Everything we do should encourage them to read extensively as well as – if not more than- intensively.

2) Students need to be engaged with what they are reading

When students are reading extensively, they should be involved in joyful reading.

3) Encourage students to respond to the context of a text (and explore their feelings about it), not just concentrate on its construction

It is important that they should be allowed to show their feeling about the topic.

4) Prediction is a major factor in reading.

5) Match the task to the topic when using intensive reading texts.

Interesting topic text can be undermined by boring and in appropriate tasks, the most commomplace passage can be made really exciting with imaginative and challenging activities.

6) Good teachers exploit reading texts to the full.

Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation[11].

2. ESA (Engage Study Activate)

a. Definition of ESA (Engage Study Activate)

ESA is one of teaching technique to motivate the students to get involved actively in the teaching learning process. Harmer states ESA as teaching technique will help the teachers to teach

[11]Jeremy Harmer, *How to Teach English,* (Longman, 2007), p. 101-102

their students and be able help the teachers in classroom management.[12] While according to Tomlinson state that " ESA is a technique how to build students interest about a topic and the teacher identified as being problems in learning and the teacher should know to built and control that".

b. Teaching Reading with ESA Elements

ESA technique is a technque to arise the students' interest to study.In Hadi Shokri journal,Harmer states that ESA has three elements[13] :

First Engage, in this phase teacher need to prompt learner's curiosty, participation, attentiveness, feelings and interest. In this phase, teachers can utilize learner engagement activities such as game, interesting anecdotes, story telling, recordings, and picture descriptions and so on. Based on the said proposition Harmers state that " unless students are engaged emotionally in what is going on, their learning will be less effective". Harmer also believe that successful language learning is heavily grounded on a sensible integration of subconscious acquition of language. In engagement phase of ESA reading insruction, the teacher's role may include:

1. Motivate students through activities that may increase their interest like book talks, dramatic reading, or

[12]Jeremy Harmer, *How to Teach English 2Edition*, (UK:Stenton Associated, 2007), p. 51-53

[13]Hadi Shokri. *Investigating the Effect of Harmer's ESA Elements on Reading Comprehension of Iranian EFL Learner:A Task Based Approach*. International Journal of English Language and Translation Studies. 2017. p. 48-60.

displays of art related to the text, making the text relevant to students in some way.

2. Active students background knowledge important to the content of the text by discussing what students will read and what they already know about it topic and about the text organization.

Correspondingly, students may:

1. Establish a purpose for reading
2. Preview the text (by surveying the title, illustration, and unsual text structure) to make predictions about content.
3. Think, talk,and write about the topic of the text.

Second Study, Study bases its principal objective on language usage. The task at this are specially designed to emphasize forms of the language. The study phase of ESA focuses on learner-led grammar discovery that is, elicting grammar from learners rather than teacher-led presentations. The activities of this phase can be regarded as a type of discovery learning. Since the activities are developed from communicative tasks where learners attention on forms is drawn from the teacher-led discussion or through their own noticing activities. Activities of this type include relative clauses, specific intonation patterns to collocation of a particular word or the way a lexical phrase is made or used. Regarding this phase of the ESA technique, the teacher's role is to:

1. Ask questions that keep students on track and focus their attention on main ideas and important points in the text.
2. Focus attention on parts in a text that require students to make inferences.
3. Call on students to summarize key sections or events.
4. Encourage students to return to any predictions they have made before reading to see if they are confirmed by the text.

On the part of students'role, they may:

1. Determine and summarize important ideas and supportive details.
2. Make connections between and among important ideas in the text.
3. Integrate new ideas with exisiting background knowledge.
4. Ask themselves questions about the text.
5. Sequence events and ideas in the text.
6. Offer interpretations of and responses to the text.
7. Check understanding by paraphrasing or restating important and/or difficult sentences and paragraphs.
8. Visualize characters, settings, or events in a text.

At last, Activate is the stage at which learners get involved in more communicative and authentic tasks. Regarding this phase,

learners need to use the language communicatively and as free as they can. They are engaged in fluency activities. In this phase of teaching procedure, the teacher may:

1. Guide discussion of the reading.
2. Ask students to recall and tell in their own words important parts of the text.
3. Offer students opportunities to respond to the reading in various ways, including through writing, dramatic play, music, readers' theatre, videos, debate, or pantomime.

Here,the learners getting the teacher's assistance:

1. Identify and discuss difficult words, phrase, and concepts in the text.
2. Evaluate and discuss the ideas encountered in the text.
3. Apply and extend these ideas to other texts and real life situations.
4. Summarize what was read by retelling the main ideas.
5. Discuss ideas for further reading.

The last but not the list, as with any effective instruction, good comprehension instruction needs to be associated by formative assessment. Teacher should make an ongoing assessment and monitor students' use of comprehension strategies and their success or failure at making sense of what they read. According to

this assessment and monitoring, teachers will, in turn, receive feedback as how many students have learned and will be notified about their instruction. When a specific strategy goes on to be used ineffectively,or not at all, the teacher should respond with futher instruction. Concurrently, students self-monitor their own learning, be aware of their strenghts and weaknesses as being involved in the process of developing reading comprehension abilities.

c. The Sequence of ESA (Engage Study Activate)

There are three the sequence of ESA[14]:

The first sequence is Straight arrow. This sequence which consists of the teacher following the sequence Engage, Study and Activate. This allow the teacher to take the students to a logical point.

It can represent this kind of lesson like this:

ESA straight arrow sequence

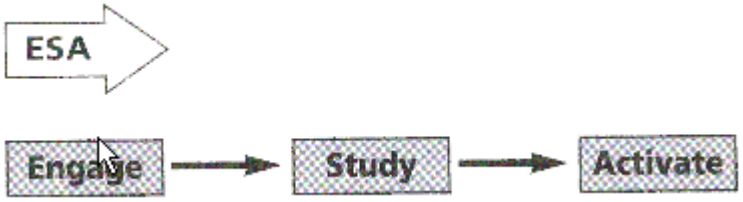


Diagram 1. ESA sequence

[14]Jeremy Harmer,*How to Teach English 2 Edition* (UK: Stenton Associated, 2007), p. 54-57

The second sequence is a Boomerang. Boomerang 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 study phase. ESA provides a balanced range of activities for the students and ideally will not be shorter than 30 minutes or longer than on hour.

A diagram for boomerang lessons can show this procedure like this:

EAS(A) boomerang sequenc

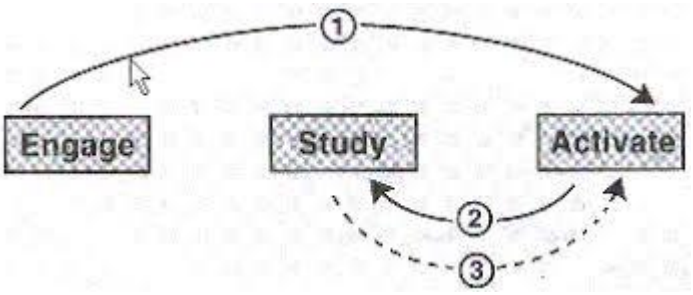


Diagram 2. ESA sequence

The last sequence is Patchwork. Patchwork which might be formatted Engage, Activate, Activate, Study, Activate, Study, Engage and Activate. This type of lesson format is very useful for morecomplex issues, which can be broken down into sections before bringing them it all together at the end[15].

[15]Jeremy Harmer, *The Practice of English Language* (New York: Longman Publishing,2007), p. 67

It can represent a (version of a) patchwork lesson sequence in the followin way:

EAASASEA (etc) patchwork sequence

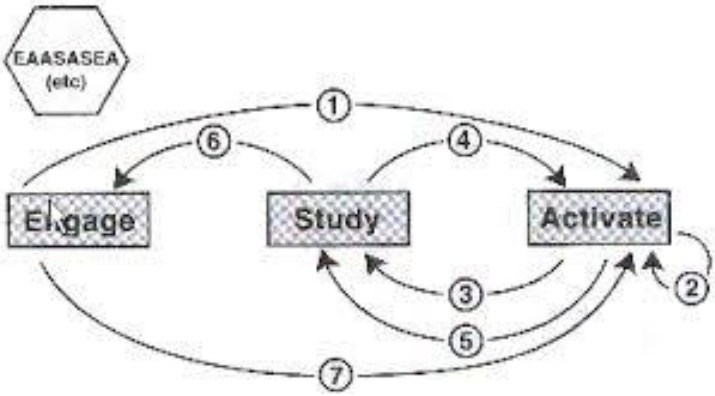


Diagram 3. ESA sequence

d. The Advantages of ESA (Engage Study Activate)

There are some benefits of ESA technique toward students' comprehension. Robertson mentions some advantages of ESA, they are[16]:

1. It gives students the chance to rehearse English, as if they were doing in the real world but in the safe environment of the classroom. The students can practice their English in the classroom to going in real world later.
2. By giving students this kind of practice, it helps then to 'switch' language they have been studying, into language which they can use instinctively without having to think about it.

[16]Robertson and Acklam. *Actions for teachers : a guide to teach English*. (London : BBC World,2000)

3. These kinds of activities are often fun for the students. Make providing an enjoyable classroom experience for students hepls the learning process.
4. Effective way for both students and the teacher to asses how well the class is progressing.
5. Providing suitable tasks which the students can achieve using lots of different language has a positive motivational effect on students.

   Based on the explanation above, the students involve their interest, curiosity, and emotions toward the topic will be taught by teacher. Moreover, this technique makes students learn about how to demonstrate their opinion, knowledge and language.

B. Review of Related Studies

There are some researchers had been done by some researchers dealing with this topic. Firts, Rahmadayani Saragih has done a research about "The Effect of ESA Technique on Students' Achievement in Writing". He found some problems that most of students are not interested in learning English, especially writing. It is caused by some aspects. First, the students do not know much vocabulary. In the other words, the students lack of vocabulary. Second, it come from the students itself such as the motivation of study and the attitude of the students. When the teacher asks them to write, they often cheat their friends work. Then, they

seldom bring an English dictionary to school. From all students just half of them who bring an English dictonary. It sometimes makes the teacher gets difficult in taeching. And last comes from the teacher such as the quality of the teacher, the technique or procedure that used in the class. Those aspects can influent the quality of the students in writing. During the writer's observation, many teachers just give the task for the students to write without giving any information. Of course, that situation makes the students are not interested in learning and get bored. On the observation that was done by the writer in grade VIII Junior High School at SMP Negeri 1 Sei Rampah, from 30 students it is found that there are only 12 students could pass the KKM and 18 students still got score below KKM which was made by the teacher, the score of the passing grade (KKM) is 75. To solve this problem, the teacher can use a technique to solve this problem. Harmer intoduces a technique to help teacher in teaching writing. The name of the technique is ESA, which is a technique that stands for Engage, Study, Activate. First, the teacher gets the class interested and Engaged, then they Study something and they try to Activate it by putting it into production. This technique consisted of three types, they are : Straight arrow, Boomerang and Patchwork sequences. Each type has its own procedures that make students motivate in learning.[17]

Second, Denik Ngaisyatul Munawaroh Sumardiono (2015) has done a research about "Improving The Students Writing Skill Using ESA

[17]Rahmadayani Sarigih, *jurnal " The Effect of ESA Technique the Students Achievement in Writing Narrative Text"* second grade of SMP N 1 Sei Rampah(2015/2016 academic year)

Technique Method". He found some problems from students. First, the students did not like writing. Second, the students were still lack vocabulary. Third, the students grammar was very less. Fourth, the students motivation in writing English was still less. Fifth, the students did not like to bring dictionary. When the reseracher did pre-test in VIII-F clas to know their writing skill, most of students have the difficulties in grammar, vocabulary also punctation. They were still confused to arrange the words into good sentence in a paragraph for example, on first sentence was not inside. Based on observation and interview, the researcher found some reasons why the problems arose. First, the students rarely practiced writing English. Second, the students rarely learned vocabulary. Third, the students did not learn grammar detail. Fourth, the students prefer to reading than writing. Fifth, the students rarely brought dictionary because they felt did not need dictionary during learning process. Based on the problems, the researcher tries to solve problems uses ESA teaching method to improve the students writing skill at the eight grade students of SMP Negeri 2 Gemolong.[18]

Third, Hosshang, Khoshsima and Hadi Shokri has done a research about " The Effect of ESA Elements on Speaking Ability of Intermediate EFL Learners: A Task-Based Approach". They found some problems that most of student are not active and communicate in learning speaking. Considering the fact that students need exposure, motivation and

[18]Denik Ngaisyatul Munawaroh Suardiono, *jurnal "Improving Students Writing Skill Using ESA Technique"* on the eight grade of SMP N 2 Gemolong (2014/2015 academic year)

opputinities for language use, Harmer suggest that most teaching sequences need to have specific features or elements. These elements are engage, study, and activate. So that, in this study the researchers treat both class; Experimental and Control class. Experimental class was taught by using utilization of ESA elements involved in teaching speaking task and control class was taught using audio-lingual method of teaching.

CHAPTER III

RESEARCH METHOD

A. Setting of the Research

In this research, the researcher used a descriptive qualitative research design. Descriptive research is research that carries out to describe or explain systematically, factually, and accurately, about the facts and the nature of a particular population. In other words, descriptive research should describe a particular symptom or trait, not to look for or explain the interrelation between variables. Stephen Isaac states that it is the accumulation of a database solely descriptive it does not necessarily, seek or explain relationships, test hypotheses, make predictions, or get at meanings and implication, although research aimed at this more powerful purpose may incorporate descriptive methods[19]. Descriptive research only collects data to describe the phenomena that are happening. It is the research purpose of describing the phenomenon in place or subject to get the information.

Gay point out qualitative research is the research is meant to understand the phenomena about what is felt by the research subject, for example, behavior, perception, motivation, action, and holistic with

[19]Sanjaya, H.Wina. 2013. Penelitian pendidikan jenis, metode dan prosedur. Kencana : Jakarta. Page 59

description way in words and language in natural context with use kinds of natural methods.[20]

According Denzin and Licoln, qualitative words imply an emphasis on processes and meanings that are not rigorously studied or have not been measured in terms of quality, amount, intensity, or frequency. But use the qualitative approach as a process of research and understanding based on the methodology that investigates a social phenomenon and human problems, in this approach. The researcher emphasizes the nature of reality that is built socially, the close relationship between the researcher and the subject being studied.[21]The purpose of the research is to identify and to explore how phenomena or reality in field research without doing any treatment on it.

In this case, the researcher conducts this research in order to get information about an analysis of using ESA technique on reading comprehension.

B. Object of the Research

The object of this study is the English teacher (two teachers) in Mts N Ganting Padang Panjang.

[20] L.R Gay, *Educational Research : competencies for analysis and aplication (tenth edition)*, (New Jersey: Pearson Education, inc. 2012), p. 7.

[21] Nor,Juliansyah.2012. metodologipenelitianskripsi, tesis, disertasi, dankaryailmiah. Kencana: Jakarta. Page 33

C. Instrumentation

The instrument is needed by the researcher to answer the questions which want to be answered in the research. The instrumentation used in this research were:

1. Questionnaire.

   The researcher analyzed a questionnaire in this research. This questionnaire helped the researcher to add the data about the analysis of using ESA technique in reading.

2. Interview

   The researcher interviewed two teachers about using ESA technique in reading. And this interview used to deepen the data that would be got from the questionnaire.

D. Validity

The validity that used in this research is expert validity. Brown stated that if a test actually samples the subject matter about which conclusions are to be drawn, if it requires the test taker to perform the behavior that is being measured, it can claim content validity.

E. The technique of Data Collection

To collect the data, the researcher used interviews and questionnaires.

1. Questionnaire

   Sugiyono said the questionnaire is a data collection technique that is done by giving a set of questions or written statements to

respondents to be answered.[22] The questionnaire consisted of written-series questions for gathering information from respondents. The questions used for this study were close-ended.

2. Interview

Gay proposed interview was a conversation process that is purposed for constructing people, events, activity, organization, motivation, feeling, which is done by two-party, that is interviewer as the one that asking questions to the interviewee.[23]

According to Sugiyono, there are three types of interviews:[24]

a. Structured interviews

In this interview, the data collector has prepared a research instrument in the form of written questions with an alternative answer prepared, the respondent has been given the same question then the data collector records it, the tools used are usually tape recorders, pictures, brochures and other materials that can help implement become smooth.

b. Unstructured interviews

Unstructured interviews are free interviews, researchers do not use interview guidelines that have been arranged systematically and completely for collecting data. The interview guide only uses

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[22]Sugiyono, (2009), *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta, P.199

[23]L.R Gay, *Educational Researcah : competencies for analysis and aplication (tenth edition)*, (New Jersey: Pearson Education, inc. 2012), p. 170

[24] Sugiyono, *MetodePenelitianPendidikanPendekatanKuantitatif, Kualitatif, dan R&D*, Alfabeta, Bandung; 2010, Page 137

the outlines of the problems to be asked. In this interview, the researcher does not know exactly what data obtained so that the researcher listens to what the respondent tells.

So in this research, the researcher used unstructured interviews. It means the researcher prepares the question interview before interviewing the informant of the research.

F. The technique of Data Analysis

The data analyzed by using some steps, as according to Sugiyono, it would be explained as follow:[25]

a. Data Collection: the researcher collects the data through a questionnaire using give paper questionnaire to the teacher and interview the teacher.
b. Data Reduction: the researcher resumes the data and focuses on the research aspects and unnecessary aspects are reduced by the researcher.
c. Display the Data: the researcher made the result of the research that consists of using ESA technique in reading.
d. Conclusion: the researcher concludes the finding based on analysis of using ESA technique in reading.

[25] Sugiyono, (2009), *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta, P. 338.

CHAPTER IV

FINDING AND DISCUSSION

A. FINDING

This chapter described the finding and discussion of the research question. The informants of the research were the two English teachers in Mts N Ganting Padang Panjang. The instrument of the research were interview and close questionaire. Finding of this research would like to provide each finding separately which startedby the analyzed from the questionaire and interview.

1. Description of the Data

The data in this research were collected from two English teachers in Mts N Ganting Padang Panjang.

a) Data From Questionnaire

The data were in forms of close questionaire. There were 10 items of the questionaire. The questionaire was given to informants by using paper. 10 items of the questionaire described from three elements of ESA technique, Engage have 2 items, Study have 4 items, and Activate have 4 items. The result of the questionaire can be viewed on the table below:

Teacher A

NO	ASPEK-ASPEK YANG DIAMATI	YA	TIDAK
1.	The teacher motivates students to use several activities to make students interested in the topic	✓	
2.	The teacher activate the background knowledge of students	✓	
3.	The teacher asks questions regarding the topic of discussion, so students stay focused on the main ideas in the text	✓	
4.	The teacher focuses students attention on the important parts of the text	✓	
5.	The teacher asks students to make conclusion		✓
6.	The teacher matches students answer with the main ideas in the text	✓	
7.	The teacher guides the reading discussion	✓	
8.	The teacher asks students to remember important parts of the text	✓	
9.	The teacher asks students to retell with their own sentences the main idea in the text	✓	
10	The teacher asks students to respond to the main ideas in the text	✓	

Teacher B

NO	ASPEK-ASPEK YANG DIAMATI	YA	TIDAK
1.	The teacher motivates students to use several activities to make students interested in the topic	✓	
2.	The teacher activate the background knowledge of students	✓	
3.	The teacher asks questions regarding the topic of discussion, so students stay focused on the main ideas in the text		✓
4.	The teacher focuses students attention on the important parts of the text	✓	
5.	The teacher asks students to make conclusion		✓
6.	The teacher matches students answer with the main ideas in the text	✓	
7.	The teacher guides the reading discussion	✓	
8.	The teacher asks students to remember important parts of the text	✓	
9.	The teacher asks students to retell with their own sentences the main idea in the text	✓	
10	The teacher asks students to respond to the main ideas in the text	✓	

Based on the table above :

1. Engage

   Engage have 2 question. Questions 1 and 2, two teacher answered YES.

2. Study

Study have four questions, number 3-6. Questionnumber 3, Teacher A answered YES, Teacher B answered NO. Question number 4, Teacher A and B answered YES. Question number 5, Teacher A and B answered NO. Question number 6, Teacher A and B answered YES.

G. Activate

Activate have four questions, number 7-10. The question number 7-10, Teacher A and B answered YES.

b) Data From Interview

The questionnaire above was supported by interview with two teacher. The interview was related to using ESA technique on reading. There were 12 questions that were asked to the teacher. It can be viewed on the table above:

Number of item	Indicator	Description
1 – 4	Engage	1. Motivate students through activities that may increase like book talks, dramatic reading, displays of art related to the text, making the text relevant to students in some way. 2. Activate students background knowledge

5 – 8	Study	3. Ask question that keep students on track and focus their attention on main ideas and importantpoints in the text. 4. Focus attention on parts in a text that require students make inferences.
9 – 12	Activate	5. Ask students to recall and tell in their own words important parts of the text. 6. Offer students opportunities to respond to the reading in various ways, including through writing,dramatic play, music, videos, debate or pantomime.

Based on the interview, the teacher's response was almost the same as their questionnaire. The teacher's stated that used ESA technique in learning reading. The teacher said that used ESA technique in each class.

2. Analysis of The Data

a.) Data from Questionnaire

Based on the description of the data above, the researcher would like to elaborate and analyze the responses based on each answer. The more detail analysis described below:

a. Engage

The first item of the questionnaire is the teacher motivate students to use several activities to make students interested in the topic. And Teacher A and B answered YES. This item was supported with the interview answer number 5.

The second item of the questionnaire is the teacher activate the background knowledge of students. And Teacher A and B answered YES. This item was supported with the interview answer number 6.

b. Study

The third item of questionnaire is the teacher asks questions regarding the topic of discussion, so students stay focused on the main idea in the text. And Teacher A answered YES, Teacher B answered NO.

The fourth item of questionnaire is the teacher focuses students attention on the important parts of the text. Teacher A and B answered YES. This item was supported with the interview answer number 9.

The fifth item of questionnaire is the teacher asks students to make conclusion. Teacher A and B answered NO.The sixth item

of questionnaire is the teacher matches students answer with the main ideas in the text. Teacher A and B answered YES.

c. Activate

The seventh item of questionnaire is the teacher guides the reading discussion. Teacher A and B answered YES. The eight item of questionnaire is the teacher asks students to remember important parts of the text. Teacher A and b answered YES. This item was supported with interview answer number 10.

The nineth item of questionnaire is the teacher asks students to retell with their own sentences the main idea in the text. Teacher A and B answered YES. This item was supported with interview answer number 11. The tenth item of questionnaire is the teacher asks students to respond to the main idea in the text. Teacher A and B answered YES.

b.) Data from Interview

The questionnaire above was supported by interview. The interview was related to using ESA technique on reading. There were 12 questions for two English teacher. It can be viewed on the table below:

Number of item	Indicator	Description
1 – 4	Engage	1. Motivate students through

		activities that may increase like book talks, dramatic reading, displays of art related to the text, making the text relevant to students in some way. 2. Activate students background knowledge
5 – 8	Study	3. Ask question that keep students on track and focus their attention on main ideas and importantpoints in the text. 4. Focus attention on parts in a text that require students make inferences.
9 – 12	Activate	5. Ask students to recall and tell in their own words important parts of the text. 6. Offer students opportunities to respond to the reading in various ways, including through writing,dramatic play, music, videos, debate or pantomime.

Based on the interview, teacher's response was almost the same with their questionnaire. Two teacher used ESA technique for each class and used ESA technique for 4 skills in learning English. Between the 3 ESA sequence the two

teachers use the Straight Arrow. The differences between Teacher A and Teacher B, when explaining the purpose of reading. Teacher B doesn't explain the purpose of reading but directly explains the topic of discussion in the text.

The first indicator of the interview wasto describe Engage. Teacher A said that create a conductive classroom atmosphere and ask questions related to the topic to be discussed. Teacher B said creating activities that involve students in class and recognize students interest and care for all of them. Based on the answer of the two teachers explained how to motivate students to start learning used ESA technique.

The second indicator of interview wasto describe Study. Teacher A said give questions to students about matters relating to the topic that will be discussed, so that students stay focused on the contents of the text. Teacher B said focus students on important parts relating to the contents of the text to make students more easily understand the text to be discussed.

The third indicator of interview was to describe Activate. Teacher A said give key words related to the content of the text, after students understand the content of the text, then the teacher asks students to tell briefly using their own sentence. Teacher B said ask students to respond to the text that has been discussed and ask students to write an outline of the content of the text.

B. DISCUSSION

ESA technique is one of teaching technique to motivate the students to get involved actively in the teaching learning process. ESA as teaching technique will

help the teacher to teach their students and be able help the teacher in classroom management. While according to Tomlinson state that ESA is a technique how to build students interest about a topic and the teacher identified as being problems in learning and the teacher should know to built and control that[26].

Based on the findings of this research, the researcher also aimed to present one research question that have been answered due to the result of this research. To answer the research question, the researcher conducted descriptive qualitative research to analyze the phenomena to get the detail information. The informants of this research were two English teachers at Mts N Ganting Padang Panjang. On the other side, the instruments to collect data were questionnaire and interview.

According to the research question, how the teacher apply ESA technique in reading, it can be concluded from the three elements of ESA technique (Engage, Study, Activate). In HadiShokri journal, Harmer states that ESA technique has three elements. First, Engage, in this phase teacher need to prompt learner's curiosty, participation, attentiveness, feelings and interest. Second, Study, Study bases its principal objective on language usage. At last, Activate is the stage at which learners get involved in more communicative and authentic tasks.[27]

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[26]Jeremy Harmer, *How to Teach English 2 Edition*, (UK: Stenton Associated, 2007), p. 51-53

[27]HadiShokri, *Investigating the Effect of Harmer's ESA Elements on Reading Comprehension of Iranian EFL Learner : A Task Based Approach.* International Journal of English Language and Translation Studies. 2017. P. 48-60.

Based on data from questionnaire and interview, the researcher concluded. First, Engage, in this element teacher utilize engagement activities such as game, interesting anecdotes, story telling and picture description. The teacher create a conductive classroom atmosphere and ask questions related to the topic to be discussed. Creating activities that involve students in class and recognize students interest and care for all of them.

Second, Study, in this elements the teacher focuses on learner-led grammar discovery that is elicting grammar from learners rather than teacher-led presentations. Teacher'sgive questions to students about matters relating to the topic that will be discussed, so that students stay focused on the contents of the text. The teacher focuses students on important parts relating to the contents of the text to make students more easily understand the text to be discussed.

At last, Activate, in this elements at which learners get involved in more communicative and authentic tasks. Regarding this element, learners need to use the language communicatively and as free as they can. Teacher's give key words related to the content of the text, after students understand the content of the text, then the teacher asks students to tell briefly using their own sentence. Teacher ask students to respond to the text that has been discussed and ask students to write an outline of the content of the text.

So, the research result showed that the theory proposed by Harmer's about the effect of ESA elements on reading comprehension proved that the use of ESA technique on reading comprehension can be concluded from three ESA elements,

Engage, Study, Activate. Based on three ESA elements, the researcher conclude how the teacher apply ESA technique on reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

According to the findings that are investigated by the researcher toward research question, how teacher apply ESA technique on reading comprehension. It can be concluded from data questionnaire and interview. Based on the theory and analyzed data of the research, the researcher concluded that ESA technique effectively used on reading comprehension. This technique helps the teachers in the learning process. By looking fromthree elements of ESA technique (Engage, Study,Activate), Engage, in this elements the teacher motivate students and active their background knowledge. Study, in this elements teacher focus on topic in the text and guide students to understanding the content of the text. Activate, in this elements teacher gives exercises and assignment to students, then concludes the contents of the text that has been learned.So, from three elements of ESA technique can be concluded apply ESA technique on reading comprehension.

B. SUGGESTION

Concerning with the conclusion above, the following suggestion mabbe useful for the teacher and next researcher. They are concluding as follow:

1. For the students, it is expected that this technique will help them to improve their reading skill.
2. For the teacher, the reserach is expected to be useful for English teacher as information or an input and consideration to apply ESA technique in teaching reading in order to increase the students' reading comprehension.
3. The next researcher, the result of this research are expected to be useful for future researchers as a reference to conduct a further research dealing with the application of ESA technique to develop the students' reading skill by using different research design or the same design at another school.

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