

THE USE OF ENGAGE, STUDY, ACTIVATE (ESA) METHOD TO ENHANCE THE STUDENTS' ABILITY IN WRITING DESCRIPTIVE TEXT

*(A Pre- Experimental Research at the First Grade Students of
SMA Yapip Sungguminasa)*

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ABSTRACT

This research aimed at enriching the students' writing ability particularly content and organization in writing descriptive text by using Engage, Study, Activate (ESA) Method. A pre-experimental design was employed with one group pre-test and post-test design. The sample was only one class consisting of 30 students that was selected by using purposive sampling technique. The data were obtained through writing test. Findings showed that the students' mean score in pre-test was 4.23 and it was improved to be 7.2 in post-test. Therefore, the statistical computation described that Engage, Study, activate (ESA) Method was effective in improving the students' writing ability in descriptive text. It is supported by the value of t-test that is bigger than the value of t-table ($18.5 > 2.045$). Therefore, the Alternative Hypothesis was accepted and the Null hypothesis was rejected. Designing the learning purpose appropriately which considers students' needs and language level may ease teachers to use the Engage, Study, activate (ESA) Method in improving students' writing descriptive text. The teachers may try to take advantage of Engage, Study, activate (ESA) Method to be utilized in their class room activities to conduct an effective and interesting learning atmosphere in the classroom.

Keywords: Engage, Study, Activate (Esa) Method, Writing, Descriptive Text

INTRODUCTION

Learning English, it is necessary to know that there are four skills to be mastered namely listening, speaking, reading and writing. They are important factors in the process of English teaching and learning.

It seems to be general perspective that English is a very important skill to fulfill various purposes. This is line with Nunan (1999: 272) without doubt; a major impetus to writing pedagogy has come in recent years with rapid growth of word processors, as well as the use of internet as a means of communication. It

means that writing really becomes feasible with development of word processing in the use of technology.

In addition, writing is probably the most difficult thing there is to do in language, it is something most native speakers never master (Nunan, 1999: 271). Moreover, Writing sounds simple—you start with an attention-grabbing first sentence, then you move on to some really interesting stuff in the middle, and then you bring it all together at the end (Grenville, 2001: vi).

As any writing teacher has experienced, students are frequently worried about the prospect of writing in English. They worry about paragraph writing almost as much as about longer research papers in English. They worry about expressing their ideas clearly. The students are not given free expression and guidance of writing. Because of this, students develop a fear of writing and think that everything they write is riddled with errors. These fears hinder them and frequently make their writing process slow and also unsuccessful.

Due to the reason above, as language, the researcher is going to find the good solution and make the students interested in writing English, and change the opinion that says: the students consider writing is the hardest skill to acquire. There are ways to solve these problems: starting from providing various learning resources to be read in every semester, applying various learning methods, and offering various kinds of learning aids.

We hope that the first grade students of SMA Yapip Sungguminasa have got good achievement of writing descriptive text, but the fact that the researcher got from interviewed their English teacher indicate that their achievement is still low. In this context, there is a gap between what we hope and the fact shows. So, it is important to find out a good method in teaching descriptive text.

Regarding the description above, the researcher will conduct this research under the title “The Use of Engage, Study, Activate (ESA) Method to Enhance the Students’ Ability in Writing Descriptive Text at the First Grade Students of SMA Yapip Sungguminasa” Harmer states that Engage, Study, Activate (ESA) Method is three of these elements are very important for English study inside the classroom and to be present. It does not mean that they always have to take place in same order; first the teacher gets the interested class and Engaged, then the students Study something and then they try to Activate it by putting it into production.

Any researcher had done research dealt with ESA such as; Rahim (2007: 48) he found that using ESA is capable of making the students more active in learning process, especially in writing activeness because ESA method is one of the fun ways in learning English, specially in writing. Other researcher Harmer (2007: 51) the findings he put on his book *“How to teach english”* he called “ESA” Engage, Study, and Activate. He claimed that three of these elements are very important for English study inside the classroom. It does not mean that they always have to take place in same order; first the teacher gets the class interested and engaged, then the students study something and then they try to activate it by putting it into production.

However, previous finding above quite different result with this study so it need to do research dealt with the way to enhance students in gaining ESA method. Then refers to the background above. Researcher formulated research question as follows;

(1).How does the use of Engage, Study, Activate (ESA) Method enhance the students' ability of writing content in descriptive text at the first grade students of SMA Yapip Sunnguminasa?

(2). How does the use of Engage, Study, Activate (ESA) Method enhance the students' ability of writing organization in descriptive text at the first grade students of SMA Yapip Sungguminasa?

METHOD

This research Applied Experimental research and used purposive sampling technique to take the sample out from the population. In this research, the researcher took one class to represent all population, namely class X.A. The reason of underlying the selection of class X.A as a sample because the students of this class still had poor ability in their test ability in writing descriptive text. In this research, the researcher used written test. It was carried out through two phases, namely pre-test and post-test phase. The test was about writing descriptive text. The students were given a pre-test on writing. In this activity, all of students were given writing test. The students described according the picture that the teacher gave. The test was about descriptive text. In collecting data; the students were treated by applying Engage, Study, Activate (ESA) Method about five meetings. After the treatment, the students were given a post-test. The researcher had gain measured group attitudes and proceeded to account for differences between pre-test and post-test scores by reference to the effects of the treatment. There were two component that to be concern of the researcher in this research to measure the writing ability. They were content and organization.

FINDINGS AND DISCUSSION

Findings

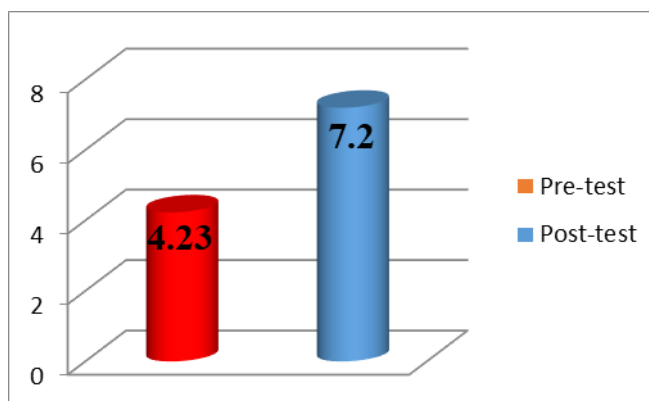
The Students' Mean Score in Writing Descriptive text

To answer the research questions in the previous chapter, the researcher administered a test, which was given twice to the students. Firstly, pre-test was given before the treatment. Secondly, post-test was given after the treatment. The result of the students' ability to write descriptive text were presented in the table, below :

Table 1 The Mean Score of Students' Writing
Descriptive Text

	Pre-test	Post-test	Improve ment %
Writing Descriptive Text	4.23	7.2	70%

The data in the table above shows the students' ability in writing descriptive text as the result of calculating of students' pre-test and post-test through Engage, Study, Activate (ESA) Method. Where the students' score in pre-test (4.23) is different from the post-test (7.2). It means that the mean score of the students' post-test is higher than the mean score of the students' pre-test. It is more clearly shown in the graphic, below:



The Graphic 1. The Mean Score of Pre-test and Post- test in Writing Descriptive Text

The Rate Percentage of the Students' Score

This part presents the result of the students' writing achievement, such as: content and organization. The students' score of pre-test and post- test is classified into some criteria and percentage as follows:

No	Classification	Score	Content		Organization	
			Frequency	Percentage	Frequency	Percentage
1.	Excellent	9.6-10	0	0 %	0	0 %
2.	Very Good	8.6-9.5	0	0 %	0	0 %
3.	Good	7.6-8.5	0	0 %	0	0 %
4.	Fairly Good	6.6-7.5	0	0 %	0	0 %
5.	Fair	5.6-6.5	1	3.3%	1	3.3 %
6.	Poor	3.6-5.5	5	16.6%	3	10%
7.	Very Poor	0-3.5	24	80%	26	86.6%
Total			30	100 %	30	100 %

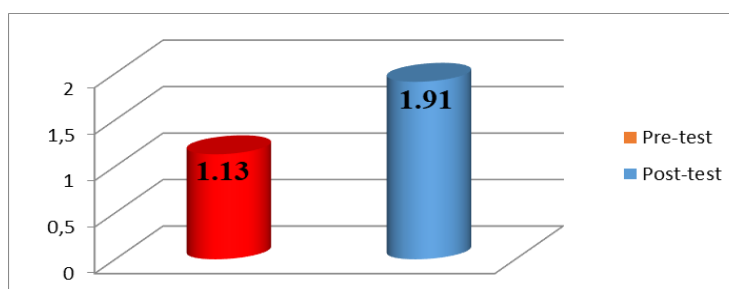
The Improvement of the Students' Writing in Content

The improvement of the students' ability to write content whose indicators are unity and completeness of the topic are presented in the table, below:

Table 3. The Improvement of the Students' Writing in Content

Indicator	Pre-test	Post-test	Improvement (%)
Unity	1.13	1.86	64%
Completeness	1.13	1.96	73%
$\sum x$	2.26	3.82	69%
\bar{x}	1.13	1.91	69%

The data in the table above shows the students' improvement in content score as the result of calculating of students' pre-test and post-test at the students' ability in writing descriptive text through Engage, Study, Activate (ESA) Method. Where the students' score in pre-test (1.13) is different from the post-test (1.91). It means that there is improvement (69%) of the students' ability in writing descriptive text through Engage, Study, Activate (ESA) Method. It is more clearly shown in the graphic, below:



Graphic 3. The Improvement of the Students' Writing in Content

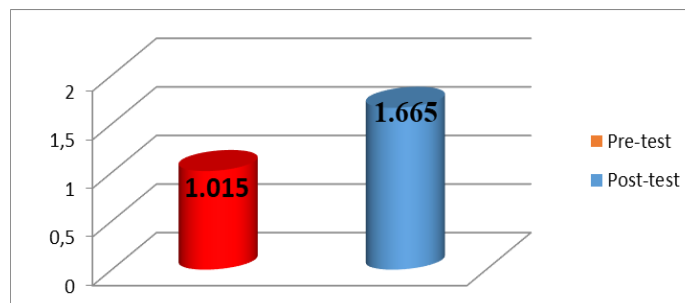
The Improvement of the Students' Writing in Organization

The result of the students' ability to write organization whose indicators are coherence and spatial order of the topic that presented in the table, below :

Table 4. The Improvement of the Students' Writing in Organization

Indicator	Pre-test	Post-test	Improvement (%)
Coherence	1.03	1.6	55%
Spatial Order	1.	1.73	73%
$\sum x$	2.03	3.33	64%

\bar{x}	1.015	1.665	64%
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Graphic 4. The Improvement of the Students' Writing in Organization

The Significance of The Students' Ability in Writing Descriptive Text

The result of the data analysis t-test of the students' ability in writing descriptive text is shown in the table, below:

Table 5. T-test of the Students' Ability in Writing Descriptive Text

	t-test	t-table	Comparison	Classification
Writing Descriptive text	18.5	2.045	t-test > t-table	Significantly Different

The data on the table above shows that the value of t-test is bigger than the value of t-table. It indicates that there is a significant difference between the results of the students' ability in writing descriptive text after treatment.

Discussion

The description of previous section shows the students' ability in writing descriptive text has improved. It is supported by the frequency and rate percentage of the result of the students' pre-test and post-test. Based on the findings above in applying Engage, Study, Activate (ESA) Method in the class, the data was collected through test as explained in previous finding section shows that the students' ability in writing descriptive text is significantly improvement the students' score after giving Engage, Study, Activate (ESA) Method was better than before the treatment was given to the students. The students' score after presenting in teaching writing through Engage, Study, Activate (ESA) Method is better than before the treatment is given to the students.

Before giving treatment, the students' ability in writing descriptive text was categorized as very poor. After giving the treatment, their ability was significantly improved.

The Students' improvement in writing descriptive text

After calculating the score, the researcher found the students' ability in writing descriptive text had improved 70% from the mean score 4.23 on pre-test to be 7.2 on post-test. It is supported by the mean score post-test of students' ability in writing descriptive text is higher than pre-test.

The score of the students' post-test is higher than the mean score of the students' pre-test. Therefore, Engage, Study, Activate (ESA) Method can enrich the students' ability in writing descriptive text.

It is also supported by the result of the data analysis on the table 4.4 showed that from the level significance (p) = 0.05 and degrees of freedom (df) = 29 which get from formula $df = N-1$ with t -table = 2.045, the value t -test of the students' writing in descriptive text is bigger than the t -table ($18.5 > 2.045$). Thus, the students' ability in writing descriptive text can enrich through Engage, Study, Activate (ESA) Method.

The Improvement of Students' Frequency and rate Percentage score of Pre-test and Post-test

In the pre-test of content, there is 1 (3.3%) student that gets fair, 5 (16.6%) students that get poor, and 24 (80%) students that get very poor. And organization, there is 1 (3.3%) student that gets fair, 3 (10%) students that get poor, 26 (86.6%) students that get very poor. It shows that there is no student that get more than fair classification, while post-test, there is 1 (3.3%) student that gets very good, 9 (30%) students that get good, 15 (50%) students that get fairly good, 3 (3.3%) students that get fair, and 2 (6.6%) students that get poor in content. And organization, there is 1 (3.3%) student that gets very good, 4 (13.3%) students that get good, 11 (36.6%) students that get fairly good, 3 (10%) students that get fair, 6 (20%) students that get poor, and 5 (16.6%) students that get very poor.

It shows that there is improvement of the students' classification in pre-test and post-test. Therefore, Engage, Study, Activate (ESA) Method can enrich the students' ability in writing descriptive text.

The Improvement of the students' Writing in Content

After calculating the score, the researcher found the students' ability to write content had improved 69% from the mean score 1.13 on pre-test to be 1.91 on post-test. It is supported by the mean score post-test of the students' ability to write content is higher than pre-test.

The score of the students' post test is higher than the mean score of the students' pre-test. Therefore, Engage, Study, Activate (ESA) Method can enrich the students' ability to write content in descriptive text.

It is also supported by the result of the data analysis on the table 4.4. showed that from the level significance (p) = 0.05 and degrees of freedom (df) = 29 which get from formula $df = N-1$ with t -table = 2.045, the value t -test of the students' writing in descriptive is bigger than the t -table ($18.5 > 2.045$). Thus, writing

content in descriptive text through Engage, Study, Activate (ESA) Method can enrich the students' ability to write content in descriptive text.

The Improvement of Students' Writing in Organization

After calculating the score, the researcher found that the students' ability to write organization had improved 64% from 1.015 on pre-test to 1.665 on post-test.

The score of the students' post-test is higher than the mean score of the students' pre-test. Therefore, Engage, Study, Activate (ESA) Method can enrich the students' ability to write organization in descriptive text.

It is also supported by the result of the data analysis on the table 4.5. showed that from the level significance (p) = 0.05 and degrees of freedom (df) = 29 which get from formula $df = N-1$ with t -table = 2.045, the value t -test of the students' writing in descriptive text is bigger than the t -table ($18.5 > 2.045$). Thus, writing organization in descriptive text through Engage, Study, Activate (ESA) Method can enrich the students' ability to write organization in descriptive text.

Based on the result, Hypothesis test showed that H_0 was rejected and H_1 was accepted. So, the researcher concludes that there is significant improvement of the students' ability in writing descriptive text through Engage, Study, Activate (ESA) Method at the first grade students of SMA Yapip Sungguminasa.

CONCLUSION

The findings and discussion in the previous chapter, the researcher concludes as follows: (1) Engage, Study, Activate (ESA) Method can enrich the students' ability in writing descriptive text. It is proved by 70% of improvement which indicates that post-test value is higher than the pre-test while pre-test is 4.23 and post-test 7.2. (2) Engage, Study, Activate (ESA) Method can enrich the students' ability to write content in descriptive text. It is proved by 69% of improvement which indicates that post-test value is higher than the pre-test while pre-test is 1.13 and post-test 1.91. (3) Engage, Study, Activate (ESA) Method can enrich the students' ability to write organization in descriptive text. It is proved by 64% of improvement which indicates that post-test value is higher than the pre-test while pre-test is 1.015 and post-test 1.665. (4) There is a significant development of students' ability in writing descriptive text. It is proved by the result of the statistical analysis at the level of significance 0.05 which indicates t -test value of content and organization are higher than t -table while ($18.5 > 2.045$) with degrees of freedom (df) is 29.

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