THE EFFECT OF ENGAGE-STUDY AND ACTIVATE TEACHING MODEL (ESA) ON STUDENTS' WRITING NARRATIVE TEXT THROUGH "THE LEGEND OF MALIN KUNDANG" AT TENTH GRADE IN SMK TARBIYAH ISLAMIYAH

SKRIPSI

Submitted in Partial Fulfillment of Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By

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MEDAN
2018

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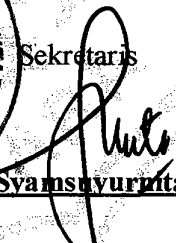بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

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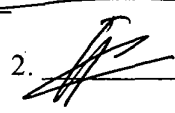|		
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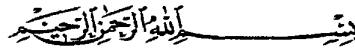
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ABSTRACT

Trisnasari, Windi . 1402050231. *The Effect of Engage-Study and Activate Teaching Model (ESA) on Students' Writing Narrative Text through "The Legend of Malin Kundang" at Tenth Grade in SMK TARBIYAH ISLAMIYAH .* **Skripsi. English Department of Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara, (UMSU). Medan. 2018.**

The objective of this research was to find out the effect of Engage-Study and Activate Teaching Model (ESA) on Students' Writing Narrative Text through "The Legend of Malin Kundang" at Tenth Grade in SMK TARBIYAH ISLAMIYAH. The population of this research was tenth grade students of the academic year 2017/2018. The sample consisted of 65 students were taken by using random sampling technique, the experimental group which consisted of 32 students taught by using Engage-Study and Activate (ESA) Teaching Model and the control group consisted of 33 students by using Conventional Method. Written test was used as the instrument. Each group was given a pre-test, treatment and post-test. The result of this research showed that t-test (5.2) was higher than t-table (1.998) and degree of freedom (df) was 63. The final hyphothesis showed that H_o was rejected and H_a was accepted. It means that there was a significant effect of using of Engage-Study and Activate Teaching Model (ESA) on Students' Writing Narrative Text through "The Legend of Malin Kundang".

Keywords : Teaching Model ESA, Writing, Narrative Text

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيمِ

In the name of Allah S.W.T, the most Beneficent and the most Merciful, praise to Allah the Lord of Universe. Firstly, the researcher would like to thanks to Allah who had given her chance to finish her study. Secondly, may bless and peace be upon to our beloved prophet Muhammad, the last prophet who has brought people from the darkness into the light.

The title of this study was *"The Effect of Engage-Study and Activate Teaching Model (ESA) on Students' Writing Narrative Text through "The Legend of Malin Kundang" at Tenth Grade in SMK TARBIYAH ISLAMIYAH"* with purpose for submitting in partial fulfillment of the requirement to obtain the Degree of Sarjana Pendidikan from English Department. In writing this research, there were so many problems and obstacles certainly, and it was impossible for the researcher for finishing this thesis without help from many people around her. It was difficult for the researcher to accomplish this study. Therefore, the researcher would like to express her grateful feeling especially for her dearest father **SUTRISNO** and dearest mother **LINARSIH** that had given prayer, strength, support, material, love, suggestion and motivation during her education process.

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The reseacrher relized that her study is still far from being perfect. So, the researcher hopes suggestions and comments from all the readers, or other reseacher who want to learn about this study. May Allah SWT the most almighty always bless all of us.

Medan,   April 2018

The Reseacher

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CHAPTER I

INTRODUCTION

A. The Background of the Study

There are four aspects in studying English. Those skills are listening, speaking, reading, and writing. Those skills are used to build the students' language strategies competence and also to enhance their motivation to learn English.

English as a foreign language is a compulsory subject in national curriculum. Therefore, English has been taught from kindergarden school up to university level. It means that. Although English has been taught from elementary school, it can be seen there are many students are not able to communicate well orally or written and they have a low score of English subject.

One of important skills in studying English is writing. Writing is an activity of how people put the idea, thought and knowledge on a piece of paper..State the student's achievement in learning English in only measured by the productive skills, especially the writing performance. Moreover, recently people prefer the writen form of communication in accessing information to the oral communication.

Based on the researcher's experience in the field Teaching Practicing Program (PPL) at tenth grade at SMK TARBIYAH ISLAMIYAH Hamparan Perak of the academic year 2017/2018. The resecher found the students was difficult to writing narrative text.There are many problems found by the teachers

when asking the students in writing a certain kind of text. Some problems are limited vocabulary, lack of grammar mastery, lack of ideas, and less of practiceItis first the students can not build their narrative text, especially about legend. When the students was asked to write a narrative text, they tended to choose the wrong word for their text. The researcher choose narrative text. Talking about legend, research choose "legend of malin kundang" because students had low knowledge about legend in Indonesia and make students less interested in the legend.

All students must be respond to various stimulation of learning (such as pictures, sounds, music, movement, etc), it gives directions to the teacher in teaching with various way to encourage students to be good in reading effectively and pleasurebly. But in this study, Engage-Study, Activate (ESA) was applied to overcome the problems faced by the students in writing. Engage, Study, Activate (ESA) is one type of several teaching sequences that take students in a straight line (Jeremi Harmer : 2001). Simply Engage-Study, Activate (ESA) is suitable to be implemented in the class. Because it involves the conscious, curiousity and passion in teaching learning process. *Engage* is the point in a teaching sequence where teachers try to arouse the students interests, thus involving their emotions. Activities and materials which frequently engage the students, included: games, music, discussions, stimulating pictures, dramatic stories, amusing anecdotes etc. The teachers have to ensure that their students are engaged with the topic, exercise or language they are going to be dealing with. *Study* activities are those, where the students are asked to be focus in on language and how it is constructed. Study is a typical element for learning English; it is a conscious activity of learning.

Successful language learning in a classroom depends on a judicious blend of subconscious language acquisition and kind of Study activities. *Activate* is the element describing exercises and activities which are designed to get students using language as freely and communicatively as they can. Thus, Activate exercises offer students a chance to try out real language use.

Based on the problems above, English teacher should find out the most effective technique to teach the writing skill. Teacher can use some kinds of teaching model. This teaching model is needed to help the students to understand when they learn the writing skill. It also stimulates the students to interest in learning English. So, the research will apply one of kind of teaching model. Because the explanations the research is interested to conduct this research " The Effect of Engage-Study and Activate Teaching Model on Students' Writing Narrative Text through "The Legend of Malin Kundang" at Tenth Grade in SMK TARBIYAH ISLAMIYAH.

B. The Identification of Problem

The problems will be identified as follows :

1. The students difficulties writing narrative text with their own word.

2. The students confused what they should write first and what they had to do next.

3. The students has less vocabulary.

C. The Scope and Limitation

The scope of the study will be focused on Engage-Study and Activate Teaching Model (ESA) and the researcher limits in Writing Narrative Text through "The Legend of Malin Kundang" at Tenth Grade in SMK TARBIYAH ISLAMIYAH.

D. The Formulation of the Problem

Is there any significant effect is there any significant effect of Engage-Study, Activate Teaching Model (ESA) on Students Writing Narrative Text through "The Legend of Malin Kundang" at Tenth Grade in SMK TARBIYAH ISLAMIYAH?

E. The Objective of the Study

To find out the significant effect of Engage-Study, Activate Teaching Model (ESA) on Students Writing Narrative Text.

F. The Significance of the Study

The result of this study are expected to give both theoretical and practical.

a. Theoretically

The result of this study is expected to find out the effect of increasing students writing skill through narrative text.

b. Practically

1. For the headmaster, to solved the problem in the school related to teaching writing to improve the teacher competence in teaching.

2. For English teacher, have a new teaching model to teach writing skill by using Engage-Study and Activate and can make this teaching model to be an interesting and make the students easy to understand in learning writing.

3. For students, they can increase their writing skill and can make an interaction in English.

4. For the researcher, this research can use the result of this study to be references and to develop the reseacher's knowledge of other text.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

It is important to classify some terms which are used in this research in order to avoid misinterpretation and confusion in comprehending the ideas especially for the readers. Therefore, the following are intended to specify the extent of research.

1. Description of Writing

Writing is one of the four language skills besides listening, speaking and reading. Among the four skill, writing the most difficult to be learned. The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text.

As Harmer (2003 : 4) "Writing process is the stage writer goes through in order to produce something in its final form". According to Weigle (2002 : 1) "Writing has also become more important as tenets of Communicative Language Teaching that is teaching language as a system of communication rather that as an object of study which have taken hold in both second and foreign language setting".

Based on the definitions above, it can be concluded that writing is animportant element in teaching and learning process. Writing is a way to shareunspoken idea or feeling through paper. In writing there are some languagecomponents such as grammar, vocabulary, spelling and punctuation that

relatedeach other to make writing meaningful and the purpose of writing is achieved.

As stated before that writing is a skill, the skill of writing itself includes five general component or main idea (Heaton, 2003:135) namely :

1. Language use : the ability to write correct and appropriate sentences.

2. Mechanical skill : the ability to use correctly those conventions peculiar to written language. e.g : punctuation and spelling.

3. Treatment or content : the ability to think creatively and developed thought in including all the relevant information.

4. Stylistic skill : the ability to manipulate senetences and paragraph and use language effectivelly.

5. Judgement skill : the ability to writr in an appropriate manner for particullar purpose with a particular audience min, together with an ability to select, organize and other relevant information. As Carol (2001:15) assert that the process of writing occurs in sveral stages:

a) Prewriting : include exploring topics, choose a topic and begin to gather and organize detail before writing.

b) Drafting : involves getting ideas down on paper in teaching format that intend for the finished work.

c) Revising : is the stage in which rework the first draft to improve the content and structure.

d) Editing and proofreading : involve correcting errors in grammar, spelling, mechanical.

e) Publishing and presenting : are sharing the work with others.

1.1 The Process of Writing

In learning writing subject, there are some processes that make students easier in making a paragraph that will be combined to be some writing. Based on Mayers, there are six writing processes that students should know; explore ideas, prewriting, organize, write a first draft, revise the draft, produce the final copy.

1. Explore ideas

Before writing, the students are supposed to let his/her mind explore freely in order to find the topic his/her writing. In this first step, the students should find the answer of what, who where, when, why, and how questions to his/her topic. Besides, the students also have to ask his/her self about these three questions; what is the subject, what is the purpose, and who is the audience of the writing.

2. Prewriting

The second step of the writing process is put the the thoughts or idea on the paper or on the computer. Prewriting allows the student to visualize his or her writing before begin. The student does not need to worry about grammar , exact word choice, spelling or punctuation, because it can be change later in editing process. Sundem mentioned in his book that there are three usable formats for prewriting:

a) Bubbling (mind web)

Sundem said that bubbling technique is the easiest way to brainstorm many ideas. In bubbling technique, the student only write the topic in the center of

page and then the student will circle it it and connect related ideas like cartoon quote bubbles.

b) Outlining

Outlining is the most specific and directed of these three methods of prewriting. The students are supposed to describe the function of each paragraph by organizing ideas into topic sentences and supporting details.

c) Drawing/writing a captioned cartoon strip

This technique is appropriate for fiction or narrative writing. By using this technique, the student is not only defining the flow of events, but they may also be motivated by enjoying this process.

3. Organize

This step of writing process involves selecting, subtracting, and adding ideas, and then outlining them. The students should think about their purpose and audience. Is the text is to inform, to persuade, or to entertain the reader. The student should return to his/her prewriting and do the following process:

1) In the brainstorming list, underline and highlight the best ideas.

2) Choose the best ideas of the clustering diagram.

3) Circle and highlight the best part of freewriting.

a. Write a first draft

Drafting means writing a preliminary version of a work that you will later revise. In writing draft, the students or the writer is not demanded to make a perfect draft.

b. Revise the draft

In this process, students' writing will be checked in order to know the mistakes, so the students can correct it to make a perfect writing. Revising means that you rewrite a paper, building upon what has already been done, in order to make it stronger. There are some tips in revising the draft.

c. Produce the final copy

This is the final step of writing process. In this step the student needs to pay attention to details that have been ignored while getting ideas on paper and shaping them to fit the purpose that is called editing process. Editing as part of the writing process in producing the final copy should be checked using the appropriate editing marks by the author and then by a peer or adult. In this process, the components that should be noticed are such as grammar, punctuation, usage, and spelling. The student may use the dictionary or any other reference materials that needed. The student also can use the spell checker in the computer.

After doing these processes of writing, the studentss are expected to make a good writing. The students are expected to avoid some mistakes in the context of grammar, vocabulary, punctuation, and in selecting the tenses and words that will be used in the text.

1.2 The Types of Writing

Writing skill is one of the most important and essential factor of communication in this world. Simply, a good writing skill/ ability has dependably

been an effective skill of an individual. Types of writing divided into 4 types of skills :

1. Expository Writing

The most common types of writing skills, expository writing firmly concentrates on advising or explaining things. It is more of facts and figure about a particular topic or a subject, it is likewise to be in logical order and sequence. Among all the examples, textbook writing is a form of expository writing, where the author intend to clarify the subject by giving a short introduction at the beginning on the pertinent topic. Afterward, gradually focusing on the paragraph with accurate facts and figures. Paragraphs in expository writing are by and large limited.

2. Persuasive Writing

Opposite to the expository writing, persuasive writing glares opinion, justification, explanation, a point of view etc. The purpose of this writing is to convince the reader or to furnish some of the thoughts to the readers.

3. Narrative Writing

Narrative writing style, simply narrates a story to the readers, (where the story could be fact or fiction). In this written work, writer or author will make at least one distinct character. This writing style likewise uses creative writing – use of imagination and creativity, rather than dealing with the facts and figures. Alongside the character, the author likewise frames dialogue, event, action, emotions.

4. Descriptive Writing

This written work style generally describes a lot more than the remaining styles. Thus, descriptive writing's main purpose is to describe and describe. Simply, it's a style of writing, which focuses on describing a character, an event, or a place with details. In this form, a writer or an author envisions what he feels, what he notices, taste and much more and describes intelligibly.

2. Description of Narrative Text

Narrative text is one of English text types. According to Anderson (1997), narrative text is a text that has a purpose to entertain the reader or listener. That is, the reader and listener are presented with stories or events that have conflicting problems and at the end of the story there is a resolution or happy ending or even pathetic. However, narrative can also be written to teach or inform, to change attitudes or social opinions and to show the moral of a story. Some examples of narrative text are fantasy novel, legend, historical fiction and stories.

Narrative text is writing in which a story is told, the details may be fictional or based on fact. Meyers (2005) states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.

2.1 The Generic Structure of Narrative Text

A narrative text consists of some steps. Neo (2005) states that a narrative has a structure, a shape or a pattern. It can be representedgraphically in this way.
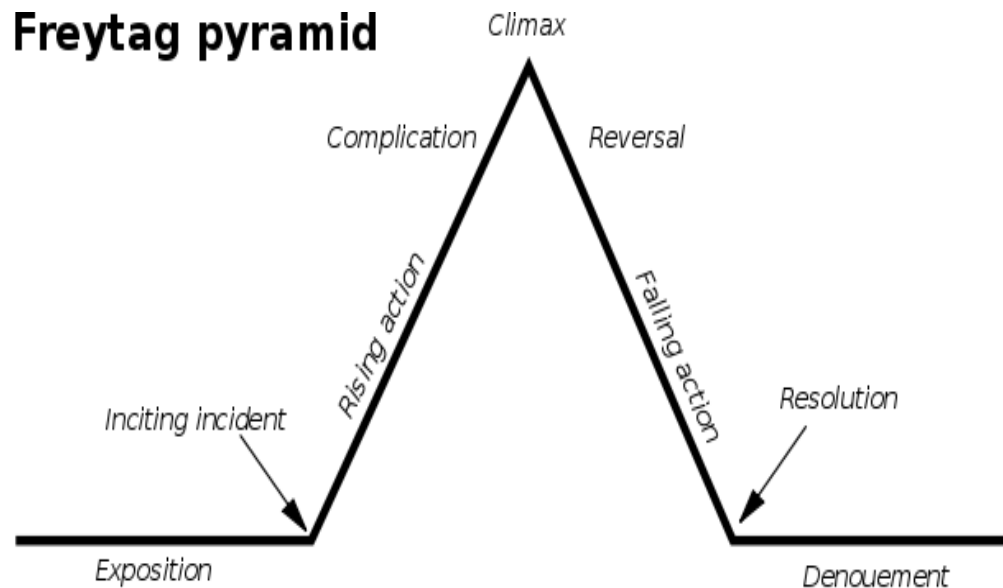
Figure 2.1: Freytag Pyramid

That picture is known as the Freitag pyramid. The idea of the Freitag Pyramid is to serve as a kind of blue print or map which can be used to guide us systematically in our writing. The Freitag pyramid consists of: (a)Exposition: This is the introduction part of the plot. The exposition provides us with any background information about the characters or the events that the audience may need to comprehend the story (b)Rising action - The rising action is the part of the plot where the hero fights any obstacles and conflicts that stand in the way of reaching his goal. These are all the events that lead up to the climax. (c)Climax: This is the apex of the narrative, where the 'battle' will take place. All of the drama

and conflict has led to this point where we will determine if the hero will succeed or fail. (d) Felling action is the moment away from the highest peak of excitemen. (e)Resolution/Denouement: Sometimes rising action and resolution mix together in a plot. The resolution is simply tying up any loose ends that may be left in the story. The resolution consists of the result or outcome. (Neo, 2005)

2.2The Grammatical Features of Narrative Text

In narrative text, there are some special grammatical features that follow the text. They are :

1. Focus on specific and usually individualized process, and verbal process

2. The use for material process, behavioral process, and verbal process.

3. The use of temporal conjuction and temporal circumtances.

4. The use of past tense .

5. Chronologically arranged.

3. Description of Legend

A legend is a narrative of human actions that are perceived both by teller and listeners to take place within human history and demonstrating human values, and which possesses certain qualities that give the tale verisimilitude. Legend, for its active and passive participants, includes no happenings that are outside the realm of "possibility," but may include miracles. Legends may be transformed over time, in order to keep them fresh and vital, and realistic. Many legends operate within the

realm of uncertainty, never being entirely believed by the participants, but also never being resolutely doubted.

3.1 The Purpose of Legend

The purpose of legends is to guide, inspire and to share truth in non-literal ways so that you continue to grow as a person.

3.2 The Characteristic of Legends

- A **narrative** of human actions that are believed by the storyteller and the reader/listener to have taken place in **human** history.

- Written in such a way as be at least potentially real/true; includes no happenings outside of the realm of possibility.

- Legends have a specific **setting**: a time, and a place. They often include beliefs and ideas of a culture.

- Legends have flexible guidelines, and therefore, can begin with miracles that are believed to have really happened.

- Legends transform over time. Facts will change or be stretched, **hyperbola** will enter the **plotline**, and colorful details will remain and/or get more colorful.

- Legends evolve over the years and are kept fresh, lively and exciting.

- Legends can be prose or poetry. They combine a real event or real person's unusual life story with the exaggeration and heroic actions that we associate with stores of heroes and great national events.

- Legends read like Folk Tales but have a least a bit of historical truth.

- Legends are different than myths because they portray a historical hero rather than one who is a god or goddess.

3.3 Types of Legends

Types of legend the legend is divided into four types namely:

- **Religious Legend**

In religious legends of course tell a story about a particular religion.

Example: The Story of Wali Sunan Kalijaga.

- **Occult Legend**

The magic legend tells of a belief in the unseen world. Example: The Story of Nyi Roro Kidul, The Ruler of South Beach Individual.

- **Individual Legend**

Legend tells a story about a certain character. Example: Legend of Si Pitung.

- **Local Legend**

This legend tells about a story about the occurrence of a place such as mountains, hills, lakes and others. Example: Legend of Mount Tangkuban Perahu

Example of Legend :

Legendof MalinKundang

Orientation

A long time ago, in a small town beside the beach in West Sumatra, a woman and her child lived. They were MalinKundang and her mother. Her mother was a lone parent because MalinKundang's father had passed away when he was baby.MalinKundang had to reside hard with his mother.MalinKundang was

awholesome, dilligent, and powerful young man. He generally went to sea to apprehend fish. After getting fish he would bring it to his mother, or sold theaprehended fish in the village.

Complication

One day, when MalinKundang was cruising, he saw a merchant's ship which was being raided by a little band of pirates. He helped the merchant. With hisaudacious and power, MalinKundang defeated the pirates. The merchant was so joyous and thanked to him. In come back the merchant asked MalinKundang to sail with him. To get a better life, MalinKundang acquiesced. He left his mother alone. Numerous years subsequent, MalinKundang became rich. He had a huge ship and was assisted by numerous boat crews loading trading goods. Flawlessly he had a attractive wife too. When he was cruising his trading excursion, his boat set down on a beach beside a little town. The villagers identified him. The news ran fast in the village; "MalinKundang has become rich and now he is here". An vintage woman ran to the beach to rendezvous the new wealthy merchant. She was MalinKundang's mother. She liked to hug him, released her sadness of being lonesome after so long time. Unfortunately, when the mother came, MalinKundang who was in front of his well dressed wife and his boat crews denied gathering that old lonesome woman. For three times her mother pleaded MalinKundang and for three times he yelled at her. At last MalinKundang said to her "Enough, old woman! I have not ever had a mother like you, a soiled and unattractive woman!" After that he organised his crews to set sail. He would depart the vintage mother again but in that time she was full of both unhappiness.

Resolution:

Finally, enraged, she cursed MalinKundang that he would turn into a pebble if he didn't apologize. MalinKundang just laughed and actually set sail.In the quiet ocean, abruptly a thunderstorm came. His gigantic boat was destroyed and it was too late for MalinKundang to acknowledge. He was hurled by the signal out of his ship. He dropped on small isle. It was actually too late for him to bypass his curse. Abruptly, he turned into a stone.

4. Engage-Study and Activate (ESA)

Engage-Study and Activate is a way of teaching that gives the students opportunity to be enganged emotionally with what is going on. Yet things are learn much better if both our minds and our heartsare brought into service. ESA teaching model was made an alternative PPP Procedure which stands for Presentation, Practice, Production. Harmer (2007) mention that the most often used teaching language procedure is PPP. Then, Harmer (2007) suggest another alternative called **ESA**. The trilogy of teaching elements is **ESA : Engage-Study, Activate.**

4.1 The Concepts of ESA Teaching Model

ESA teaching model is arranged by Jeremy Harmer in 1998, it has been developed in his books " How to Teach English" in 2010. There is the explaination of ESA teaching model:

Engage (E)

Engage is the one of three typical teaching sequences for teacher in the classroom. According to Harmer (2007:52), engage is involving students with the lesson or what is going on, in order to make the students feel curious, passionate, and engage in learning about something in the calssroom. Important to the teacher apply the engage phase in his teaching in the classroom. Engagement of this types is one of the vital ingredients for successful learning in the classroom. Activitises and materials which frequently, will engage the students included: games (depending on the age of the learners and the type of game), music, discussion, (when handeld challengingly), stimulating pictures, dramatic stories, amusing anecdotes, etc. Even where such activities and materials are not used, teacher can do their best to ensure that their students will be engage with the topic, exercise or language they are going to be dealing with by asking them to make precdition, or relate classroom materilas to their own lives.

Teacher can use various items of classroom equipment in modern technology to teach his students in the class. For example, teacher shows students show a movie from his computer and the movie are showed by data projector and interactive whiteboard before he start to study about the topic in the calssroom. Of course, a good teacher can create his classroom to be interesting and fun. Teacher has to make his students feel enjoy, comfortable and curious in learning process when students learn about something in the classroom. Teacher gives his students many varieties in his teaching in the classroom. So, his students will not feel

bored to study in the classroom. It is important for teacher to make his students always feel curious or involved in learning about something in the classroom.

Study (S)

Study is one of three typical teaching sequences for teacher in the classroom. According to Harmer (2007:52), study is an activity where students are asked to focus on the construction of something, whether it is the language itself, the ways in which it is used or how it sounds and looks. Study activities are designed to make students think about language construction.

Students can study in a variety of different ways. They don't like to study in the same ways every meeting in the classroom. Sometimes, teacher may show his students a new grammar patter, repeating each element separately or putting a diagram on the board before getting his students to repeat sentences. But at other times, teacher may show his students example of language and ask them to try to work out the rules. Such discovery activities ask the students to do all the intelectual work, rather than leaving it to the teacher. Sometimes, students can read a text text together and find words and phrases they want to concentrate on for later study. At other times, they may spend their time to with their teacher to listen to their teacher or looking at the language they have used to see when it has been more or less successful. All of these are example of the study of language construction.

Activate (A)

Activate is one of three typical teaching sequences for teacher in the classroom. According to Harmer (2007:52), activate is an element that describes

exercise and activities of students in the classroom. The objective the activate activity for students is to use *all* and *any* language which may be appropriate for a given situation or topic. On the other wors, students get a chance to try out real language use with little or restriction in their real world. It is very important for students to be given activate in their learning process in the classroom.

In the classroom teacher can give his students many activities to exercises about his lesson. According to Harmer (2007:53), there are many activities to exercises about students' lesson in the classroom, namely role-plays, advertisement design, debates and discussion, describe and draw, story and poem writing, so on.

Activation is not just about producing language in speech and writing when students read or listen for pleasure (or when they are listening or reading to understand the message rather than thinking about the form of the language they are seeing or hearing); they are involved in language activation. They are using all and any language at their disposal to comprehend the reading or text.

To sum up, here is indicators of ESA teaching sequence proposed by Harmer (2007) which is can be seen in Table 2.1 below :

Table 2.1 The Indicators of ESA

Teaching Sequence	Indicators
Engage	1. Positive Body Gestures
	2. Consistent Focus
	3. Verbal Participant

	4.Students Confidence
	5. Students Fun and Excitement
Study	1. Focus on the construction of the language
	2. Focus on how it sounds
Activate	1. Students use language in speech
	2. Students use language in writing
	3. Read/ listen for pleasure
	4. Comprehend the reading text
	5.Comprehend listening text

4.2The Three Sequence of ESA Teaching Model

Just because three elements of ESA need to be presented in lesson sequences, it does not mean that they always occurs in the same order. In fact there are three sequence of ESA teaching model that each of them in shown in different order. On type of teaching sequence takes students in a straight line and, as a result, it is called ESA straight arrows sequence:

1) ESA Straight Arrows Sequence

ESA Straigt Arrows Sequence is a type of teaching sequence takes students in a straight line: first the teacher gets the class interested and engaged, then the students study something about the language and then try to avtivate it by putting it into production or exercises.

For example: at the beginning of the class, the students may be engaged by watching a movie clip concerning about New Year celebration. Then the teacher helps the students to concertrate their attention on the language used in the text, "New Year", for example, to analyze the grammar or the writing features of the text. At last, the teacher asks the students to do a rolr play named "On the New Year EVE".

ESA Straight Arrows Sequence works well for certain structures. It is frequently used in the classroom learning and teaching, and many teachers often use this type of sequence.

2) EAS (A) Boomerang Sequence

Boomerang is a curved flat wooden missile (use by Austrian Aborigins), which can be thrown and it return to the thrower if it fails to hit anything. EAS (A) Boomerang sequence is one type the teacher is answering the needs of the students. They are not taught language until and unless they have shown (inthe Activate phrase) that they have a need for it.

For example: In the Engage phrase, students and the teacher discuss issue surrounding job interview and the students get interested in the discussion. Then the element of Activate takes place: after the teacher describes an interview

situation, the students act out in role-plays. While the students perform the role-play a lot of English mistakes they make and difficulties they have. When the role-play are over, the teacher works with the students on the grammar and vocabulary which caused them trouble during the role-play. They might compare their language with more correct usage and try to work out (discover) for themselves where they went wrong. They might do some controlled practices of the language. Sometimes later, students role-play another job interview, bringing in the knowledge they gained in the Study phase.

ESA (A) Boomerang sequence makes much better sense because the connection between what students need to learn and what they are taught is more transparent. However, it places a greater burden on the teacher since he or she will have to be able to find good teaching material based on (often unforeseen) problems thrown up at the Activate stage. It may also be more appropriate for students at intermadiate level since they have quite a lot of language available for them at the Activate stage.

EAS(A) Boomerang sequence
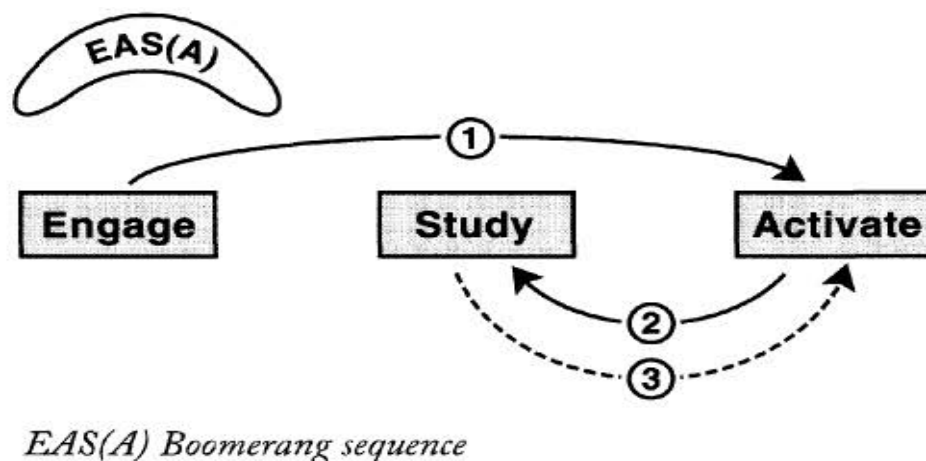
Figure 2.2. Diagram EAS(A) Boomerang Sequence

3) EAASAEA Patchwork Sequence

EAASAEA Patchwork Sequence that is made up with some patches of ESA elements. It is mixture of procedures and mini-procedures, a variety of episodes building up to a whole.

For example: Engage: the teacher shows the students a science fiction movie clip concerning about the Internet to arouse the student's interest. Activate: they have a discussion about effect of the internet. Activate: they act out a role-play named " Internet Friends". Study: the teacher dose vocabulary work on word of the text. Activate: the students attention describes their opinions on the virtual worls. Study: the teacher focuses the students attention on the realtive clause construction used in the text. Engage: the students watch another relative movie clip. Activate: the students have a discussion about how to use the inetrnet efficiently.

EAASAEA Patchwork Sequence is commonly used in the class of intermediate and advanced level, because they probably reflect the way we learn rather chaotically and not always ia a straight line. But this type of class is often limited by the time and the size of the class.
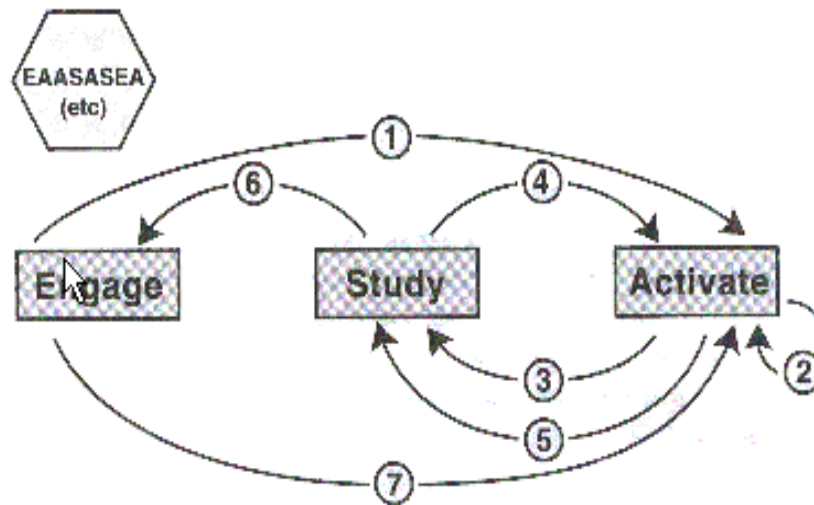
Figure 2.3 Diagram of Patchwork Sequence

4.3 Procedures of ESA Teaching Model

Teaching Procedure by Using Engage-Study and Activate (ESA) is divided into the following three steps : (1) engage, (2) study, (3) activate. The stages are elaborated as follow:

The Engage:

1. Teacher showed picture "Malin Kundang" to the students

2. Teacher ask students about the picture

3. Students explain what happens in the picture

4. Students write the point from their understanding of the picture

The Study:

- Teacher will display narrative text on the wall and use the best pictures in front of the class to tell the theory of narrtaive text, such as ; text organization, generic structure, language features.

The Activate:

1. Teacher asks students to analyze the study, clarify any ambigious ideas or information

2. Teacher asks students to make a story about the picture based on generic structure of narrative text

4.4 The Advantages of Using ESA Teaching Model

ESA teaching model help the students to develop their achievement in writing narrative text. For this teaching model offers several advantages, as the writer concluded after understanding the Teaching model.

1. Teacher can arouse students' interest involving their emotions, so that students will known the importance of the lesson.

2. Allows the teacher to put the students in group, ESA is freely applied.

3. Teaching and learning process is well organizingly, because of following a certain sequence of ESA teaching model

4. Build reactivition of both teacher and students because of each sequence are freely to be developed and implemented.

5. Teacher can use game, music, discussion, stimulating picture, amusing stories,, anecdote and etc in "engagement".

6. Teacher can give the knowledge as much as possible in "Study".

7. In "Activate" the students can show what they have learnt, it will be train them too, to be more active in class and give them the coonfidence because of their developed skill.

B. Relevant Studies

There are many researcher have applied ESA teaching model is different field of their research. They proved the application of ESA teaching model has a good effect in learning process. Asrul (2008) : The Effect of Engage-Study and Activate on Students' Achievement in Narrative Paragraph. Medan: State University of Medan, he applied ESA is his research to develop students' ability in writing narrative text. Her result of research shows asiginificant different score between pre-test and post-test, after applying the ESA teaching model the students get higher score in post-test.

Pratiwi (2008): Optimalizing Students' Involvement is Speaking (Fitting into ESA Model) Faculty of Language and Arts, Yogyakarta State University, she also applied ESA on her research she found that the modification of model ESA cold also improve the students' interest, involment, and understanding on the new materials, more active and creative in developing conversation, and could pay more attention to the teacher, as well as in using learning strategies, the time consumption to explain was also relative shorter.

By considering the explanation above, ESA teaching model is successfully effect the students improvement in many skills such as writing and speaking, then it is worth to known an affective way to teach writing narrative text. So, the writer chooses this title the identify the significant effect of Engage-Study and Activate teaching model (ESA) in writing narrative text where the findings hopefully useful for the readers to know another alternative way in teaching writing and even to write in enjoy way.

Based on the explanation above, in this study the writer expect that those previous researchs about ESA teaching model can support this new research. This study also is expected to give a good result as well as the previous researcher did.

C. Conceptual Framework

The conceptual framework can be seen in the following figure.

| **Problem** | $\Rightarrow$ | Students difficulties writing with their own word |

$\Downarrow$

| **Problem Solving** | $\Rightarrow$ | ESA (Engage-Study, Activate) Teaching Model |

$\Downarrow$

Pre-test

$\Downarrow$

Treatment

$\Downarrow$

1. Explain narrative text
2. Discuss how to find the generic structure
3. Support the students activities

Applied ESA Teaching Model

Students' achievement writing, there are five components: content, organization, vocabulary, language use, mechanism.

Post-test

| Expected result | $\Rightarrow$ | The students' achievement in writing |

As the matter of fact, Indonesia students have difficulties in writing English text. Getting some information from writing text is one of students' problem which have to be overcorned by the teacher. Many students always feel this subject is difficulties to do, or not too important because it is a foreign language. Some of students around Indonesia still have no idea how important English. Therefore, to solve this problem, the teacher must use a new strategies which can attract the students' attention on writing narrative text.

Considering the situation above treatmentis necessary to overcome these problem. To consider the related literature, the writer decided to implement ESA teaching model in the class. The elements of teaching in ESA are Engage (to arouse the students' interest), Study (learn the language construction), and Activate (use the language as freely and communicativelly).

Each sequence given its purpose and motivates students to have more interest in writing, because the students have engaged emotionally with the lesson before, that's what teacher first do with ESA. So the students can love what they will write,; besides writing is a good habit that can increase quality of the people ans also that country itself.

D.Hypothesis

The hypothesis of this study can be formulated as follows:

Ha:"There is significant effect of applying Engage-Study and Activate (ESA) Teaching Model on students' writing narrative text.

CHAPTER III

METHOD OF RESEARCH

A. Location of Reseach

The location of this research was conducted at SMK TARBIYAH ISLAMIYAH at Jl. Perintis Kemerdekaan, Hamparan Perak. The research was conducted during the academic years 2017/2018. The reason for choosing this school because the researcher found out some problem in this school.Some problems are limited vocabulary, lack of grammar mastery, lack of ideas, and less of practice.The students had problems in writing narrative text.

B. Population and Sample

1. Population

The population of this research was conducted in tenth grade students of academic years 2017/2018 SMK TARBIYAH ISLAMIYAH which consist of 10classes. There are X-AK (Akuntansi) consist of 32 students, X-AP 1(Administrasi Perkantoran) consist of 33 students, X-AP 2 consist of 33 students, X-TKR1 (Teknik Kendaraan Ringan) consist of 36 students, X-TKR 2 consist of 34 students, X-TKR 3consist of 32 students, X-TKR 4 consist of 34 students, X-TKJ 1(Teknik Komputer dan Jaringan) consist of 36 students, X-TKJ 2consist of 35 students, X-TKKR (Tata Kecantikan Kulit dan Rambut) consist of 33 students. So the total number of population are 341 students.

Tabel 3.1

Population of SMK TARBIYAH ISLAMIYAH

No.	Class	Population
1.	X AK	32
2.	X AP 1	33
3.	X AP 2	33
4.	X TKR 1	36
5.	X TKR 2	34
6.	X TKR 3	32
7.	X TKR 4	33
8.	X TKJ 1	36
9.	X TKJ 2	35
10.	X TKKR	33
Total		**341**

2. Sample

In taking the sample, the reseacher wasapplied Cluster Random Sampling to decide the sample because many of classes in the school. The reseacher used Cluster Random Samling technique by cards, after the reseacher mixed these cards for a moment, two cards was taken randomly as the sample of research. Cluster Sampling is a probably sampling procedur in which elements of the populations are randomly selected in naturally occuring grouping (clusters).

Cluster sampling involves the selection of population elements not individually, but in aggregrates. The characteristic of the sample is expected really appropriate in the research. So, the research taken 2 classes, they are X AK and X AP-2. The first class in X AK as Experimental Group while the second in X AP-2 as Control Group. Continously, the sample of the research was listed in table below:

Table 3.2

The Sample of SMK TARBIYAH ISLAMIYAH

No.	Class	Sample
1.	X AK	32
2.	X AP-2	33
Total		**65**

C. Research Design

In this research, the researcher use an experimental research. Experimental research is a way to find the casual relation between two factors which is done accidentally. It dealt with quantitative research. There are two different groups namely experimental group and control group. The experimental group by applying ESA teaching model while control group taught by conventional method. The design presented as follows :

Table 3.3

Research design for experimental group and control group

Group	Pre-test	Treatment	Post-test
Experimental	ü	Using ESA Teaching Model	ü
Control	ü	Conventional Method	ü

The researcher designed two kinds of test namely pre test and post test for experimental group and control group. Both of two groups was given the same test in the pre-test and post test.The procedure in administrating the test showed below :

a. Pre test

 Before treatment of research by applying ESA teaching model, a pre test administrated to the sample, the experimental and control group. The pre test use to measure the students homogeneity getting treatment.

b. Treatment

 The experimental and control group are taught by using same skill, that writing skill but they was different in treatment. In meant that in experimental group taught by applying ESA teaching model while in the control group taught by conventional method.

Tabel 3.4

Treatment in Experimental Group Between The Teacher's Activities and

The Students' Activities

Teacher's Activity	Students' Activity
Ø E = Engage - Reseacher will ask the students to make groups. - Reseacher give a pictures. - Reseacher ask the students about the pictures.	**Ø E = Engage** - The sudents will be separeated in groups. - Each group listen to the teacher's instruction. - Each group will work cooperated and activelly to represents the narrative text into 3-4 chronological pictures and give it to teacher when it is done. - All the students in group is mentally and physically involved in making the chronological pictures.
Ø S = Study - Reseacher will display narrative text on the wall and use the best pictures in front of the class to tell the theory of narrtaive text, such as ; text organization, generic structure, language features.	**Ø S = Study** - Every students is listen to teacher's explansation, - The students can take notes. - Students still work in group and follow all the teacher's intruction. - Students give respon or ask the teacher about the narrative text.

Ø A = Activate	Ø A = Activate
- Reseacher ask the students to stay in group. - Reseacher give picture "Malin Kundang" to each groups. - Reseacher ask group to make narrative text based on her/his own word according the picture "Malin Kundang". - Reseacher ask students to make the text according the theory of narrative text.	- Every students in each group disccus about the picture. - Each group write the narrative text about Malin Kundang. - When finish, every group presentation about their paper. And then they explain based on the generic structure of narrative text.

c. Post test

After having treatment, the post test given to the students. The post test is the same as the pre test. The post test was final test in this research, especially in measuring the treatment, whether it is significant or not. It is meant to know whether the treatment give effect of not the students achievement in writing skill.

D. The Instrument of Research

For collecting data need, the instrument of the research is written test. The students was tested individually after discussing about the topic that is about malin kundang.

To describe the students achievement in writing, there were some criteria consider. Hughes (2003:104) "there are five scores components scales namely :

content, organization, vocabulary, language use, and mechanism". The explanation for each component are described below :

1. Content

The scoring of the content depends on the students capability to write their ideas and information in the form of logical sentences. The criteria of scoring content are given bellow :

Score	Criteria	Indicators
27 – 30	Very good – Perfect	Full of information, clear thesis development, relevant problem
22 – 26	Fair – Good	Enough information, enough substance, limited thesis development, relevant problem but not complete explanation.
17 – 21	Bad – Fair	Limited information, less content, not enough thesis development, not enough problem.
13 – 16	Very bad – Bad	Without relevant information, without any substance, without thesis development, and without problem

2. Organization

The organization refers to the students ability to write ideas, information in good logical order. The topic and supporting sentences are clearly stated.

Score	Criteria	Indicators
18 – 20	Very good – Perfect	Having fluent expression, having clear ideas, having good organization, having logic sequence, and having cohesive sequence.
14 – 17	Fair – Good	Less expression, less organization of the main idea, limited sources, logical sequence but incomplete
10 – 13	Bad – Fair	Not fluent in expressing, bad in organizing ideas, illogical in sequencing and developing
7 – 9	Very bad – Bad	Not communicative, very bad organization

3. Vocabulary

Vocabulary refers to the students ability in using word or idiom to express idea logically. The criteria for scoring the vocabulary was given as follows :

Score	Criteria	Indicators
18 – 20	Very good – Perfect	Expert in the using of vocabulary, correct in choosing word as its function, and master in forming word
14 – 17	Fair – Good	Advanced in the using of vocabulary, sometimes incorrect in choosing word and

		phrase but does not disturb the whole meaning
10 -13	Bad – Fair	Limited in the using of word, often incorrect in choosing word, and it can disturb the meaning
7 – 9	Very bad – Bad	Perfunctory of using the word, low of knowledge about vocabulary

4. Language Use

Language use refers to the students ability in writing the sentences simple, complex or compound correctly and logically. It also refers to the ability to develop agreement in the sentences and more other words, such as nouns, adjectives, verbs and time signals.

Score	Criteria	Indicators
22 - 25	Very good – Perfect	Effective complex sentence contruction, few faults in the using of grammar
18 – 21	Fair – Good	Effective simple sentece, few faults complex construction, but does not disturb the meaning
11 – 17	Bad – Fair	Serious fault in the construction of the sentence, bias meaning and confusing
5 – 10	Very bad – Bad	Does not master the syntaxes' role, so many faults and incommunicative

5. Mechanism

Mechanism refers to the students ability in using words appropriately : using function correctly, the text can be read correctly. The criteria of scoring the mechanism are given below :

Score	Criteria	Indicators
5	Very good – Perfect	Master the role how to write,few faults in the spelling
4	Fair – Good	Sometimes do some faults in spelling, but it does not distub the meaning
3	Bad – Fair	Often doing faults and having confusing meaning
2	Very bad – Bad	Bad in mastering the role how to write, many faults in spelling and unreadable in writing

Based on these indicators, then the students ability in writing narrative text using chronological order were classified in quantitative and qualitative systems. The scales are as follows :

Table 3.5

The Quantitative and Qualitative System

SKILL	SKILL
Quantitative form	Qualitative form
Excellent to very good	90-100

Good to average	70-89
Fair to poor	30-69
Very poor	0-29

E. Technique of Collecting data

In collecting the data, some steps were applied as follows :

1. Giving pre-test to both of the groups

2. Treatment in experimental group by applying ESA teaching model in writing narrative text.

3. Treatment in control group by applying conventional method in writing narrative text

4. Giving post-test to both of the group.

F. Technique of Analyzing Data

In this research, some steps will be applied in analyzing the data, they are :

1. Reading the students' answer

2. Identifying the students' answer

3. Scoring the students' answer

4. Listing the score into two tables; first is for the experimental group scores and second is for the control group scores.

5.Calculating the total score of pre-test and post-test in experimental group and control group

6. Finding the mean score of pre-test and post-test in experimental group and control group (Sudijono, 2009)

7. Finding the standard of deviation (Sudijono, 2009)

8. Testing hypothesis by applying T-test (Sudijono, 2009)

   The Formulas used in analyzing dataas follows:

1. Formula to find the mean score of pre-test and post-test in experimental group and control group:

   a. Mean of variable X (variable 1)

   $$Mx = \frac{\sum x}{N}$$

   b. Mean of variable Y (variable 2)

   $$My = \frac{\sum y}{N}$$

2. Formula to find the standard of deviation by using formula:

   a. Standard Deviation (SD) for variable X (variable 1)

   $SD = \sqrt{\frac{\sum x^2}{N}}$ (Sudijono, 2009)

   b. Standard Deviation (SD) for variable Y (variable 2)

   $SD = \sqrt{\frac{\sum y^2}{N}}$ (Sudijono, 2009)

   c. Standard Error of mean of variable 1

   $SE\ M_1 = \frac{SD_1}{\sqrt{N^1 - 1}}$ (Sudijono, 2009)

   d. Standard Error of mean of variable 2

   $SE\ M_2 = \frac{SD_2}{\sqrt{N^2 - 1}}$ (Sudijono, 2009)

e. The differences of standard error between mean of variable 1 and mean of variable 2

$$SE\ M_1\text{-}\ M_2 = \sqrt{SEM^2_1 + SEM_2}$$ (Sudijono, 2009)

3. Testing hypothesis by applying T-test

$$t\ =\ \frac{M1 - M_2}{SEM_1 - M_2}$$ (Sudijono, 2009)

Notes :

M x	= mean for variable 1 or X
M y	= mean for variable 2 or Y
ΣX	= total of students' score
ΣY	= total of students' score
N1	= number of cases for variable 1
N2	= number of cases for variable 2

G. Statistical Hypothesis

Ha : There was significant effect of using ESA (Engage-Study and Activate) teaching model on the students in teaching writing narrative text.(The hypothesis would be accepted)

Ho : There was not significant effect of using ESA (Engage-Study and Activate) teaching model on the students in teaching writing narrative text.(The hypothesis would be rejected)

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

After administrating pre-test and post-test to both of the score the pre-test

and the post-test was presented in the following tables

1. The Scores of Experimental Group

Table 4.1
The scores of Pre-test and Post-tets of Experimental Group

No	Students' Initial Name	Pre-Test (X_1)	Post-Test (X_2)
1	AS	62	87
2	AS	36	72
3	AS	46	80
4	AF	55	89
5	AM	40	80
6	AJA	45	85
7	BL	57	87
8	DS	60	92
9	DZ	50	92
10	EW	48	92
11	FN	60	92
12	IS	58	92
13	IAH	44	88
14	IN	56	88
15	JS	58	96
16	JD	49	88
17	MRBB	50	84
18	MF	64	92
19	MD	60	92
20	MSA	63	96
21	NA	52	92
22	NH	60	92
23	NPAPR	32	80
24	NH	69	96
25	PA	48	84
26	RN	52	84

No	Students' Initial Name		
27	SA	70	96
28	SS	40	80
29	SA	60	84
30	UY	47	84
31	WF	68	92
32	WS	40	88
	TOTAL	**1699**	**2819**

Table 4.1, it showed that the total score of pre-test was 1699. With the

lowest 32And the highest one was 70. Meanwhile, the total score of post-test

2819. With the lowest 72 and the highest score was 96.

2. The Scores of Control Group

Table 4.2
The scores of Pre-test ands Post-test of Control Group

No	Students' Initial Name	Pre-Test (Y1)	Post-Test (Y2)
1	AW	30	50
2	AAS	55	64
3	AA	54	65
4	DA	59	67
5	DSUB	50	69
6	DKD	35	50
7	DA	35	50
8	DS	65	75
9	EP	50	60
10	EV	30	50
11	FR	56	67
12	FA	51	69
13	IS	45	57
14	IP	35	50
15	IT	60	74
16	JP	32	69
17	MA	48	59
18	NAAW	55	69
19	NAS	45	58
20	NU	50	69

21	PKM	50	69
22	PNF	35	50
23	RH	52	69
24	RB	50	69
25	SAMK	45	60
26	SY	56	66
27	SV	40	65
28	SDA	56	68
29	SMS	52	65
30	SR	48	60
31	UM	37	50
32	YA	50	69
33	YI	49	60
TOTAL		**1580**	**2051**

Table 4.2, it showed that the total score of pre-test was 1580 With the lowest 30 and the highest one was 65. Meanwhile, the total score of post test 2051With the lowest 50 and the highest score was 75 After getting the students' score in pre-test and post-test of both classes, it was known that there was a difference of students' achievement in writing after receiving the treatment.

B. Data Analysis

Based on the data from the test in the Table 4.1 and 4.2 the scores were analyzed in order to investigate the effect Engage-Study and Activate Teaching Model (ESA) on Students' Writing Narrative Text through "The Legend of Malin Kundang" at Tenth Grade in Smk Tarbiyah Islamiyah by calculating the followings.

1. Mean of Variable X (Variable 1)

Table 4.3
The Differences Scores Pre-test and Post-test of Experimental Group

No	Students' Initial Name	Pre-Test (X1)	Post-Test (X2)	X(X2-X1)
1	AS	62	87	25
2	AS	36	72	36
3	AS	46	80	34
4	AF	55	89	34
5	AM	40	80	40
6	AJA	45	85	40
7	BL	57	87	30
8	DS	60	92	32
9	DZ	50	92	42
10	EW	48	92	44
11	FN	60	92	32
12	IS	58	92	34
13	IAH	44	88	44
14	IN	56	88	32
15	JS	58	96	38
16	JD	49	88	39
17	MRBB	50	84	34
18	MF	64	92	28
19	MD	60	92	32
20	MSA	63	96	33
21	NA	52	92	40
22	NH	60	92	32
23	NPAPR	32	80	48
24	NH	69	96	27
25	PA	48	84	36
26	RN	52	84	32
27	SA	70	96	26
28	SS	40	80	40
29	SA	60	87	27
30	UY	47	84	37
31	WF	68	92	24
32	WS	40	88	48
	TOTAL	**1699**	**2819**	**1120**

Based on the table above, the mean scores of experimental class was calculated as follow:

$$M_x = \frac{\qquad}{\qquad}$$

$$= \frac{\qquad}{\qquad}$$

$$= 35$$

Which:

M_x : The mean score of experimental score

$\Sigma 8$: The score of x2-x1

N : The sample of experimental group

2. Mean of Variable Y (Variable 2)

Table 4.4
The differences of Scores of Pre-tes and Post-test of Control Group

No	Students' Initial Name	Pre-Test (Y1)	Post-Test (Y2)	Y(Y2-Y1)
1	AW	30	65	35
2	AAS	55	73	18
3	AA	54	80	26
4	DA	49	72	23
5	DSUB	50	75	25
6	DKD	35	64	29
7	DA	35	64	29
8	DS	50	79	29
9	EP	48	70	22
10	EV	30	69	39
11	FR	51	72	21

12	FA	51	74	23
13	IS	45	70	25
14	IP	35	68	33
15	IT	52	79	27
16	JP	32	69	37
17	MA	48	75	27
18	NAAW	52	79	27
19	NAS	45	58	13
20	NU	50	74	24
21	PKM	50	80	30
22	PNF	35	65	30
23	RH	48	72	24
24	RB	40	69	29
25	SAMK	45	68	23
26	SY	45	71	26
27	SV	40	65	25
28	SDA	40	73	33
29	SMS	47	79	32
30	SR	48	74	26
31	UM	37	68	31
32	YA	50	80	30
33	YI	49	79	30
TOTAL		**1471**	**2372**	**901**

Based on the table above, the mean scores of control class was calculated as follow:

$$My \quad = \frac{\quad}{\quad}$$

$$= \frac{\quad}{\quad}$$

$$= 27.30$$

Which:

My : The mean score of control group

Σy : The score y2-y1

N : The sample of control group

3. Standard Deviation (SD) of Variable X (Variable 1)

Table 4.5
The Calculation of Standard Deviation in Experimental Class

No	Students' Initial Name	X (X2-X1)	x= (X-Mx)	$(X-Mx)^2$
1	AS	25	-10	100
2	AS	36	1	1
3	AS	34	-1	1
4	AF	34	-1	1
5	AM	40	5	25
6	AJA	40	5	25
7	BL	30	-5	25
8	DS	32	-3	3
9	DZ	42	7	49
10	EW	44	9	81
11	FN	32	-3	9
12	IS	34	1	1
13	IAH	44	9	81
14	IN	32	-3	9
15	JS	38	3	9
16	JD	39	4	16
17	MRBB	34	-1	1
18	MF	28	-7	49
19	MD	32	-3	9
20	MSA	33	-2	4
21	NA	40	5	25
22	NH	32	-3	9
23	NPAPR	48	13	169

24	NH	27	-8	64
25	PA	36	1	1
26	RN	32	-3	9
27	SA	27	-8	64
28	SS	40	5	25
29	SA	24	-11	121
30	UY	37	2	4
31	WF	24	-11	121
32	WS	48	13	169
	TOTAL			**1280**

The data of table 4.5 showed that the calculation standard deviation of experimental group as follow:

$$SD_x = \frac{\overline{\quad}}{\quad} = \overline{ض\square ÿ\square} = 6.04$$

4. Standard Deviation (SD) for Variable Y (Variable 2)

Table 4.6
The Calculation of Standard Deviation in Control Class

No	Students' Initial Name	Y (Y2-Y1)	Y=Y-My	(Y-My)²
1	AW	35	7.7	59.29
2	AAS	18	-9.3	86.49
3	AA	26	-1.3	1.69
4	DA	23	-4.3	18.49
5	DSUB	25	-2.3	5.29
6	DKD	29	1.7	2.89
7	DA	29	1.7	2.89
8	DS	29	1.7	2.89
9	EP	22	-5.3	28.09
10	EV	39	11.7	136.89
11	FR	21	-6.3	39.69
12	FA	23	-4.3	18.49
13	IS	25	-2.3	5.29

14	IP	33	5.7	32.49
15	IT	27	-0.3	0.09
16	JP	37	9.7	94.09
17	MA	27	-0.3	0.09
18	NAAW	27	9.7	94.09
19	NAS	18	-9.3	86.49
20	NU	24	-3.3	10.89
21	PKM	30	2.7	7.29
22	PNF	30	2.7	7.29
23	RH	24	-3.3	10.89
24	RB	29	1.7	2.89
25	SAMK	23	-4.3	18.49
26	SY	26	-1.3	1.69
27	SV	25	-2.3	5.29
28	SDA	33	5.7	32.49
29	SMS	32	4.7	22.09
30	SR	26	-1.3	1.69
31	UM	31	3.7	13.69
32	YA	30	2.7	7.29
33	YI	30	2.7	7.29
	TOTAL			**864.97**

The data of table 4.6 showed that the calculation standard deviation of control group as follow:

$$SD_y = \frac{\overline{\dot{y}}}{\dot{y}} = \sqrt{\overline{\dot{y}}} = 5{,}6$$

Based on the calculation above shown the following facts were presented.

SDx   = 6,04

SDy   = 5,6

N1   = 32

N2   = 33

X   = 1120

Y`   = 901

Mx   = 35

My   = 27.30

$(X-Mx)2$ = 1280

$(Y-My)2$ = 864.97

Therefore, the following formula were implemented:

a. Standard Error of Experimental Group:

$$SE\ M_1 = \frac{}{ض} = \frac{Ẅ}{ض} = \frac{Ẅ}{ض} = \frac{Ẅ}{ẏ} = 1.08$$

b. Standard Error of Control Group:

$$SE\ M_2 = \frac{}{ض} = \frac{Ẅ}{ض} = \frac{Ẅ}{ض} = \frac{Ẅ}{ẏ} = 0.99$$

c. The Difference of Standard error

$$SE\ M_1 - M_2 = \sqrt{SE M_1^2 + SEM2^2}$$

$$= \sqrt{(1.08)\ \ + (0.99)}$$

$$= \sqrt{1.1664 + 0.9801}$$

$$= \sqrt{2.1465}$$

$$= 1.46$$

C. Testing Hypothesis

The result above then was applied to test hypothesis:

$$t_o = \frac{\rule{2cm}{0.4pt}}{}$$

$$= \frac{35-27,30}{1.46}$$

$$= \frac{7.7}{1.46}$$

$$= 5.2$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected. The hypothesis was tested as follows:

Ha : The value of the $t_{observe}$ was higher than the value of the t_{table} ($t_{table} \geq t_{observe}$). Where t_{table} value for the degree of freedom, the calculation showed as follow:

df   = (N1-(N2-2)

       = (32+(33-2)

       = 32 + 31

       = 63

Based on the table of distribution, the pride of t_{table} with the degree of freedom (df) 63 at the level of significant 5% was at 1.998, while the critical value ($t_{observe}$) was 5.2. The result of computing indicated that the $t_{observe}$ was higher than t_{table} ($t_{observe} \geq t_{table}$; $5.2 \geq 1.998$). It means that hypothesis was accepted.

D. Research Finding

It was found that the using of Engage-Study and Activate Teaching Model (ESA) on students' writing narrative gave the significant effect. The students' that were taught by using Engage-Study and Active Teaching Model got the higher score than those taught by using traditional method (Conventional method). The result of the test showed that the $t_{observe}$ was higher than t_{table} ($5.2 \geq 1.998$). It means that the Engage-Study and Activate Teaching Model gave the significant effect on the students' ability in writing narrative text.

So, the researcher concluded the alternative hypothesis was accepted that "there was a significant effect of Engage-Study ands Activate Teaching Model (ESA) on students' writing narrative text through "The Legend of Malin Kundang" at tenth grade in Smk Tarbiyah Islamiyah.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter, the researcher mainly presents conclusions and suggestions based on the research findings and discussion presented in previous chapter.

A. Conclusions

Based on the data analysis, it can be concluded that using Engage-Study and Activate (ESA) Teaching Model significantly affects on the students' writing narrative text. It can be seen from the data which had obtained of pre-test and post-test in experimental group. Thus, the students' score in experimental group was higher than the students score in control group. The calculation of the data in the testing hypothesis showed that t-test 5.2 was higher than t-table 1.998. It means that the alternative hypothesis H was acceptable.

B. Suggestions

The finding of the research score shows that there is significant difference on the students' score before they were taught by using ESA (Engage-Study and Activate) Teaching Model and after they were taught using ESA (Engage-Study and Activate) Teaching Model. Therefore, the writer tries to give some suggestion as follow:

1. The English teachers, especially for English teachers of SMK TARBIYAH ISLAMIYAH, Hamparan Perak. They can try the of Engage-Study and Activate Teaching Model (ESA) on students' writing narrative. Students

are easier and motivated to learn English. English should select technique that are not only interesting but also appropriate to the subject and the students need. So, teachers can use ESA (Engage-Study and Activate) Teaching Model as an active teaching technique in the class.

2. The students, the students should be active in the classroom because in the ESA (Engage-Study and Activate) Teaching Model the students are supported to be active in learning process, it is hope that the students can be increase the knowledge.

3. Other researcher, it is suggested to study this research in order to get information which still has relationship to their study.

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APPENDIX 1

LESSON PLAN

(EXPERIMENTAL GROUP)

A. Identity of Education Program

Name of School	:	SMK TARBIYAH ISLAMIYAH
Subject	:	English
Class/Semester	:	X /2
School Year	:	2017/2018
Time Allocation	:	2 X 45 minutes

B. Core Competence and Basic Competence

Core Competence *)

CC	Description of Core Competence
Knowledge	Understand, apply, analyze, and evaluate factual, conceptual, operational, and metacognitive knowledge according to the field and scope of work at the technical, specific, detailed, and complex levels, concerning science, technology, art, culture and the humanities within context of self-potential development as part of family, school, workplace, national, regional, and international citizens.
	Carry out specific tasks, using common tools, information, and work procedures and solve simple problems in accordance with the work field. Displays performance under guidance with measurable quality and quantity in accordance with work competency standards. Demonstrate effective, creative, productive, critical, independent, collaborative, communicative,

Skill	and solutive abstract skills in the abstract realm related to the development of what they learn in school and capable of performing specific tasks under direct supervision. Demonstrate the skills of presenting, preparing, imitating, familiarizing motion proficiently, making natural movements, in concrete realms related to the development of what he learns in school, and being able to perform specific tasks under direct supervision.

Basic Competence *)

BC	CODE	Description of Basic Competence
Knowledge	3.8	Analysis of fuction in social, structure of text, dan element of language to some narrative text and writen with given and require to information related with legend, depand of using context.
Skill	4.8	Present the short narrative text and simple related with legend in oral and writen with observe in fuction social, structure of text and element of language is true and depand of using context.

C. Indicators of Competence Achievement

Code	DeskripsiIndikatorPencapaianKompetensi
3.1	Explaining the purpose, structure of the text, and element of language in oral or writen.
3.2	Explaining the content of narrative text in oral or writen.
3.3	Telling the meaning of narrative text in oral or writen.

D. The purpose of Learning

Number	Description Purpose in Learning
3.1	Explaning the purpose of communication, structure of the text, and element of language from narrative text in oral or writen about legend depand of using context.
3.2	Explaning the content of short legend in oral or writen with observe the purpose of communication, structure of the text, and element of language in narrative text depand of using context.
3.3	Telling the legend in oral or writen with observe the purpose of communication, structure of the text, and element of language in narrative text depand of using context.

E. Material of Learning

- Narrative Text

F. Strategy

- Engage-Study and Activate (ESA)

G. Activities of Learning

Meeting 1 = (2 x 45 minute)

Activities	Description of Activities	Time
Introduction	a. the teacher greets the students. b. the teacher introduces herself. c. the teacher checks the attendance list. d.the researcher give motivation to the students.	15 minutes
Observe	**Pre test activity** a. the researcher explains narrative text	70 minutes

	briefly.	
	b. the researcher asks the students to make narrative text about malin kundang.	
	c. the researcher collect the answer sheet.	
Conclusion	**Description of activities**	**Time**
Conclusion	a. the researcher greets the students	5 minutes

Meeting 2 = (2 x 45 minute)

Activities	Description of Activities	Time
Introduction	a. the teacher greets the students.	15 minutes
	b. the teacher introduces herself.	
	c. the teacher checks the attendance list.	
	d.the researcher give motivation to the students.	
Main	**Treatment Activity**	70 minutes
	a. the researcher explain more detail about narrative text.	
	b the researcher explain about generic structure, language features of narrative text .	
	c the researcher give example of narrative text "Tangkuban Perahu"	
	d. the researcher ask the students to identify the generic structure and language feature of the text "Tangkuban Perahu"	
Conclusion	**Description of activities**	**Time**
Conclusion	a. the researcher greets the students	5 minutes

Meeting 3 = (2 x 45 minute)

Activities	Description of Activities	Time
Introduction	a. the teacher greets the students. b. the teacher introduces herself. c. the teacher checks the attendance list. d.the researcher give motivation to the students.	15 minutes
Main	**Treatment Activity** a. the researcher review the last meeting the material about identifiy generic structure of narrative text. b. the researcher applied ESA Teaching Model c. the researcher shows the picture of "Malin Kundang" and the researcher gives some vocabularies which are related to the topic. d. the researcher ask the student to make a group. e.the researcher will be given some vocabularies of the picture and then the researcher ask the students to find the other vocabularies and find the meaning of those vocabularies. f. the students are asked to the picture with use the vocabularies that found from the picture was labeling. g. the students are asked to make the simple sentences by using those vocabularies	70 minutes
Conclusion	**Description of activities**	**Time**
Conclusion	a. the researcher greets the students	5 minutes

Meeting 4 = (2 x 45 minute)

Activities	Description of Activities	Time
Introduction	a. the teacher greets the students. b. the teacher introduces herself. c. the teacher checks the attendance list. d.the researcher give motivation to the students.	15 minutes
Main	**Post test Activity** a. the researcher asks the students to make narrative text about "Malin Kundang". b. the researcher collect the answer sheet	70 minutes
Conclusion	**Description of activities**	**Time**
Conclusion	a. the researcher greets the students	5 minutes

H. Media, Instrument/Matter of Learning

Media	Slide Presentation
Instrument	Narrative Text
Matter	LKS andInternet.

I. The Source of Learning

1. LKS Bahasa Inggris X Grade by Sulistiani, S.S

2. English Book by Kementrian Pendidikan dan Kebudayaan Republik Indonesia, 2016.

3. Internet :

- *www.ef.co.id--Google*

- *http://learningtonarrativeetext//google.com*

- *www.//narrativetext//google*

J. Assessement

- Indicator :
    1. Understanding defenition of narrative text.
    2. Understanding the generic structure of narrative text.
    3. Write the narrative text with the certain topic.
- Technique   : Written
- Instrument Form   : Essay Test
- Instrument Item   :

Please write a narrativetext based the picture "Sangkuriang". And then identify the generic structure.

Assessement Score :

Maximum score of each element = 25

Maximum score = 100

Score = <u>scoring of the test</u> X 100

        maximum score

Rubric Assessement

Element	Score
Content	13-30
Language use	2-25
Organization	7-20
Vocabulary	7-20
Mechanism	2-5

1. **Instrument of Marking**

   a. **Knowledge**

TOBA LAKE

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, his daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

Question :

1. Identify the generic structure of story "Toba Lake" !

b. Skill

1. Making a narrative text based the picture "Sangkuriang". And then identify the generic structure.

Hamparan Perak,   January 2018

English Teacher   Researcher

(TITIN HANDAYATI, S.PdI)   (WINDI TRISNASARI)

The Headmaster of SMK TARBIYAH ISLAMIYAH

(JULKHAIRI SAM, S.Pd, M.Si)

APPENDIX 2

LESSON PLAN
(CONTROL GROUP)

A. Identity of Education Program

Name of School	:	SMK TARBIYAH ISLAMIYAH
Subject	:	English
Class/Semester	:	X /2
School Year	:	2017/2018
Time Allocation	:	2 X 45 minute

B. Core Competence and Basic Competence

Core Competence *)

CC	Description of Core Competence
Knowledge	Understand, apply, analyze, and evaluate factual, conceptual, operational, and metacognitive knowledge according to the field and scope of work at the technical, specific, detailed, and complex levels, concerning science, technology, art, culture and the humanities within context of self-potential development as part of family, school, workplace, national, regional, and international citizens.
Skill	Carry out specific tasks, using common tools, information, and work procedures and solve simple problems in accordance with the work field. Displays performance under guidance with measurable quality and quantity in accordance with work competency standards. Demonstrate effective, creative, productive, critical, independent, collaborative, communicative, and solutive abstract skills in the abstract realm related to the development of what they learn in school and capable of performing specific tasks under direct supervision. Demonstrate the skills of presenting, preparing, imitating, familiarizing motion proficiently, making natural movements, in concrete realms related to the development of what he learns in school, and being able to perform specific tasks under direct supervision.

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BC	CODE	Description of Basic Competence
Knowledge	3.8	Analysis of fuction in social, structure of text, dan elements of language to some narrative text and writing with given and require to information related with legend, depandent of using context.
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C. Indicators of Competence Achievement

Code	Description Indicators of Competence Achievement
3.1	Explaining the purpose, structure of the text, and element of language in oral or writen.
3.2	Explaining the content of narrative text in oral or writen.
3.3	Telling the meaning of narrative text in oral or writen.

D. The purpose of Learning

Number	Description Purpose in Learning
3.1	Explaining the purpose of communication, structure of the text, and element of language from narrative text in oral or writen about legend depand of using context.
3.2	Explaining the content of short legend in oral or writen with observe the purpose of communication, structure of the text, and element of language in narrative text depand of using context.
3.3	Telling the legend in oral or writen with observe the purpose of communication, structure of the text, and element of language in narrative text depand of using context.

E. Material of Learning
- Narrative Text

F. Strategy
- Conventinal Method

G. Activities of Learning

Meeting 1 = (2 x 45 minute)

Activities	Description of Activities	Time
Introduction	a. the teacher greets the students. b. the teacher introduces herself. c. the teacher checks the attendance list.	15 minutes
Main	**Pre test activity** a. the teacher explains narrative text briefly b. the teacher asks the students to make narrative text "Malin Kundang" c. the teacher distributes the answer sheet	70 minutes
Conclusion	**Description of activities**	**Time**
Conclusion	a. the researcher greets the students	5 minutes

Meeting 2 = (2 x 45 minute)

Activities	Description of Activities	Time
Introduction	a. the teacher greets the students. b. the teacher introduces herself. c. the teacher checks the attendance list.	15 minutes

Main	**Conventional activity**	70 minutes
	a. the teacher shows the picture "Tangkuban Perahu"	
	b. the students are asked to describe	
	whatever they see from the picture	
	e. the teacher explains narrative text (the	
	generic structure and language features)	
Conclusion	**Description of activities**	**Time**
Conclusion	a. the researcher greets the students	5 minutes

Meeting 3 = (2 x 45 minute)

Activities	Description of Activities	Time
Introduction	a. the teacher greets the students.	15 minutes
	b. the teacher introduces herself.	
	c. the teacher checks the attendance list.	
Main	**Treatment activity**	70 minutes
	a. the researcher review the last meeting the material about identifiy generic structure of narrative text.	
	b. the researcher ask the student to make a group.	
	c.the researcher will be given some vocabularies of the picture and then the researcher ask the students to find the other vocabularies and find the meaning of those vocabularies	
Conclusion	**Description of activities**	**Time**

Conclusion	a. the researcher greets the students	5 minutes

H. Media, Instrument/Matter of Learning

Media	Text
Instrument	Narrative Text
Matter	LKS

I. The Source of Learning

1. LKS and English Book

J. Assessement

- Indicator :
    1. Understanding defenition of narrative text.
    2. Understanding the generic structure of narrative text.
    3. Write the narrative text with the certain topic.
- Technique   : Written
- Instrument Form   : Essay Test
- Instrument Item   :

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Assessement Score :

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Maximum score = 100

Score = scoring of the test X 100

            maximum score

Rubric Assessement

Element	Score

Content	13-30
Language use	2-25
Organization	7-20
Vocabulary	7-20
Mechanism	2-5

1. Instrument of Marking

a. Knowledge

TOBA LAKE

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, his daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned

daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

Question :

1. Identify the generic structure of story "Toba Lake" !

b. Skill

    1. Making a narrative text based the picture "Sangkuriang". And then identify the generic structure.

Hamparan Perak,   January 2018

English Teacher   Researcher

(TITIN HANDAYATI, S.PdI)   (WINDI TRISNASARI)

The Headmaster of SMK TARBIYAH ISLAMIYAH

(JULKHAIRI SAM, S.Pd, M.Pd)

APPENDIX 3

INSTRUMENT OF RESEARCH

WRITTEN TEST

A. Pre-Test and Post-Test for Experimental Group

TOBA LAKE

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, his daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

Instruction   :

1. Identify the generic structure of the text "Toba Lake "!
2. Write a narrative text about "Malin Kundang"!

TOBA LAKE

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field. He did some gardening and fishing for his daily life.

One day, while the man was do fishing, he caught a big golden fish in his trap. It was the biggest catch which he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said; "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, his daughter would help bringing lunch to her father out in the fields. One day, his daughter was so hungry and she ate his father's lunch. Unfortunately, he found out and got furious, and shouted; "You damned daughter of a fish". The daughter ran home and asked her mother. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir.

Instruction   :

1. Identify the generic structure of the text "Toba Lake"!
2. Write a narrative text about "Malin Kundang"!

APPENDIX 5

THE STUDENTS' ATTENDANCE OF SMK TARBIYAH ISLAMIYAH

ACADEMIC YEAR 2017/2018

EXPERIMENTAL CLASS (X-AK)

NO	NAME	SIGNATURE			
		MEETING I	MEETING II	MEETING III	MEETING IV
1.	Abdul Samad				
2.	Amri Setiawan				
3.	Andy Setiawan				
4.	Anggi Fadillah				
5.	Anisa Maulida				
6.	Arini Juwita Ayu				
7.	Bening Lestari				
8.	Diana Safira				
9.	Debi Zahrani				
10.	Esti Wulandari				
11.	Fitri Nur Fatin				
12.	Ika Safitri				
13.	Iqbal Al-Husairi				
14.	Izrin Nafisa				

No.	Nama				
15.	Juliana Sari				
16.	Junidar				
17.	Maidila Rismayana Br Bangun				
18.	Mayla Fenia				
19.	Muhammad Dhuha				
20.	Muhammad Siddiq Al-Hafiz				
21.	Nadia Atmara				
22.	Nilam Hasanah				
23.	Novia Perdana Ananda Putri Rambe				
24.	Nur Halimah				
25.	Putri Agustina				
26.	Rini				
27.	Siti Aminah				
28.	Siti Sabrianti				
29.	Sri Anjani				
30.	Umiyati				
31.	Wahdini Fadila				
32.	Wahyu Syaputra				

APPENDIX 6

THE STUDENTS' ATTENDANCE OF SMK TARBIYAH ISLAMIYAH

ACADEMIC YEAR 2017/2018

CONTROL CLASS (X-AP 2)

NO.	NAME	SIGNATURE			
		MEETING I	MEETING II	MEETING III	MEETING IV
1.	Adawiyah				
2.	Aida Ansyariah Syahrir				
3.	Aulia Ananda				
4.	Dea Anisyah				
5.	Desi Sri Ulina Barus				
6.	Devi Kumala Dewi				
7.	Dilla Aulia				
8.	Dona Syahpitri				
9.	Eka Pamela				
10.	Elviana				
11.	Faza Ryana				
12.	Fitri Andriani				
13.	Indah Sari				
14.	Ira Pazira				
15.	Isma Tera				

No.	Nama				
16.	Juwita Putri				
17.	Merry Arrisah				
18.	Nur Azmi Al-Wahdani				
19.	Nurul Atikah				
20.	Nurul Umaidah				
21.	Puspa Karina Elman				
22.	Putri Nur Fadillah				
23.	Rahayu				
24.	Rona Bestari				
25.	Shalimah Azza Maya Khusna				
26.	Selpy Yanti				
27.	Selvi				
28.	Shinta Dara Ayudiah				
29.	Sri Mutia Sari				
30.	Suci Ramdhani				
31.	Ummi Fadillah				
32.	Yaumul Annisa				
33.	Yulia Indrawati				

APPENDIX 7

Scores of Pre-test and Post-tets of Experimental Group

No	Students' Initial Name	Pre-Test (X_1)	Post-Test (X_2)
1	AS	62	87
2	AS	36	72
3	AS	46	80
4	AF	55	89
5	AM	40	80
6	AJA	45	85
7	BL	57	87
8	DS	60	92
9	DZ	50	92
10	EW	48	92
11	FN	60	92
12	IS	58	92
13	IAH	44	88
14	IN	56	88
15	JS	58	96
16	JD	49	88
17	MRBB	50	84
18	MF	64	92
19	MD	60	92
20	MSA	63	96
21	NA	52	92
22	NH	60	92
23	NPAPR	32	80
24	NH	69	96
25	PA	48	84
26	RN	52	84
27	SA	70	96
28	SS	40	80
29	SA	60	84
30	UY	47	84
31	WF	68	92
32	WS	40	88
	TOTAL	**X_1= 1699**	**X_2= 2819**

APPENDIX 8

Scores of Pre-test ands Post-test of Control Group

No	Students' Initial Name	Pre-Test (Y_1)	Post-Test (Y_2)
1	AW	30	50
2	AAS	55	64
3	AA	54	65
4	DA	59	67
5	DSUB	50	69
6	DKD	35	50
7	DA	35	50
8	DS	65	75
9	EP	50	60
10	EV	30	50
11	FR	56	67
12	FA	51	69
13	IS	45	57
14	IP	35	50
15	IT	60	74
16	JP	32	69
17	MA	48	59
18	NAAW	55	69
19	NAS	45	58
20	NU	50	69
21	PKM	50	69
22	PNF	35	50
23	RH	52	69
24	RB	50	69
25	SAMK	45	60
26	SY	56	66
27	SV	40	65
28	SDA	56	68
29	SMS	52	65
30	SR	48	60
31	UM	37	50
32	YA	50	69
33	YI	49	60
TOTAL		$Y_1=1580$	$Y_2=2051$

APPENDIX 9

Documentation of Reseach

Experimental Group

The students while doing Pre-test

The reseacher explain the lesson in the learning process

The reseacher applying Teaching Model ESA on the students

The students while doing Post-test

APPENDIX 21

CURRICULUM VITAE

Name   : Windi Trisnasari

Place and Date Birth   : Bulu Cina, 12th September 1996

Age   : 21 Years old

Gender   : Female

Nationality   : Indonesian

Religion   : Islam

Marital Status   : Not Married

Address   : Dsn. Krani Lama No.84, Desa Bulu Cina, Kec. Hamparan Perak

Phone number   : 0852-6154-2924

Email   : winditrisnasari96@gmail.com

Parents' Name

Father   : Sutrisno

Mother   : Linarsih

Education

2002-2008   : SD Negeri 106796 Bulu Cina, Hamparan Perak

2008-2011   : MTs Negeri 1 Hamparan Perak

2011-2014   : SMA Negeri 1 Hamparan Perak

2014-2018   : Students of English Department Faculty of Teachers Training and
                                 Education, UMSU 2018 until Reaching the Degree of Sarjana