

THE IMPLEMENTATION OF ENGAGE, STUDY, ACTIVATE (E.S.A) IN TEACHING ENGLISH FOR SENIOR HIGH SCHOOL

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Abstract: *To catch the students interesting in learning is the vital element of teachers' responsibility. In order to interest the students' attention, teachers require having adequate teaching methods. One of the teachers' efforts to engage the students is by applying E.S.A. The current study is intended to examine the implementation of E.S.A (Engage, Study, Activate) in teaching English at the tenth grade of SMA N 1 Dolopo, Madiun. This study applied a qualitative approach by employing in-depth interview, participant observation, and documentation as data collection methods. The results of this study revealed that first, E.S.A can be applied in any lessons and skills of English lesson. Second, the most effective of E.S.A's procedure is patchwork because it has unique phases to make the good result of students' achievement. Third, students have different perception toward teacher teaching process using E.S.A. It is expected that this study could provide some recommendations for more effective teaching English.*

Keywords: *E.S.A, implementation, teaching English*

Education is one of the primary elements in nation building which may create the development of the nation character. According to Fatchul (2011), education is the process of the character building. Education always related with the teaching process in the school where the communication between teacher and students happens. The development of students' knowledge and understanding is shaped by their relationships with the teachers and other students and by culture in which those relationships are located (Chandlin et al., 2001).

By the end of the twentieth century, English was already well on its way to become a genuine lingua franca that is a language used widely for communication between people who do not share the same first (or even second) language (Harmer, 2007). The core of teaching process is the arrangement of the environment within which the students can interact and study how to learn. Teacher takes heavy responsibility to make them interested and involved in

language learning. The teacher needs to know what to teach clearly; the learners' level and their characters; what method and techniques and what teaching aids to be used.

Students seemingly not engaged in learning English in the classroom are not a new paradigm. The students are not interested in joining English lesson possibly because the English teacher's way of teaching is not interesting for them. Furthermore, students cannot learn as much as they can if the teacher is unable to provide engaging and meaningful learning experience for them. Thus, the cooperation between the teacher and the students is really needed in teaching learning process in order to make it successful.

In teaching English, especially for Senior High School level, there are some cases in giving and transferring the understanding to the students. Most of the students were less attention and passive attitude when they join the class. The fact, many teachers still used lecturing method

and based on the book. It is considered that if the teachers still used like methods above, the students would get little progress in learning and understanding of the lesson, especially English subject.

Therefore, the teacher must use variation in teaching methods like E.S.A so that the class became interesting and can take the students attention while teaching the process. E.S.A is derived from Engage, Study, and Activate. It means that a teacher needs to engage students 'emotionally' if learning is to be effective. The teacher should "engage" the students with a topic by using different aids, then he or she gets students to "study" a language focus including grammar and rules and finally the student is expected to "activate" his or her knowledge by putting language elements into practice through a free practice activity (Villagran, 2014). Park (2003) on his research learning journal added that students who actively engage with what they are studying tend to understand more, learn more, remember more, enjoy it more and be more able to appreciate the relevance of what they have learned, than students who passively receive what we teach them.

E.S.A could be implemented in any levels of school including SMA N 1 Dolopo, Madiun. State Education Department on Local Lesson Model of *SD/MI/SLB-SMP/MTs/SMPLB-SMA/MA/SMALB/SMK* (2006) says "it might be motivated in learning even understanding the lesson well in the long term." The purpose of this method is to motivate students since the beginning of the class until the end of the lesson. Therefore, the implementation of E.S.A in SMA N 1 Dolopo, Madiun is expected to make the students more motivated and interesting to learn English since the materials or the media are closed to their daily life.

Regarding the interesting aspects of E.S.A itself, it is necessary to observe the implementation of the E.S.A in teaching English and the most effective of its' procedure toward the students understanding. Thus, to get the students perception while are taught by E.S.A at

SMA N 1 Dolopo, Madiun may get the significant contribution of teaching and learning English.

Teaching the second language is not new subject of Senior High School especially English. Moreover, to teach that language must be considered with how students learned. Sajjad states that teaching and learning are the two sides of a coin. The most accepted criterion for measuring good teaching is the amount of student learning that occurs. Learning is a behavior changing process which is caused by experiences and exercises. Every teacher especially language teacher has a different way in teaching. Teacher brings to teach their own personal principles in their class. The teacher is an individual who is put in the classroom situation and teacher is expected to play a certain set of roles. As Mukalel (2011) suggests, in course of his classroom practices which are a set of interactions with his pupils, the teacher performs a number of related activities.

Therefore, Breen (2001) made principles in teaching language are 1) Selectively focus on form of the language, 2) Selectively focus on vocabulary or meaning, 3) Enable the learners to use the language, 4) Address learner's mental processing capacities, 5) Make the new language familiar and manageable, 6) Make the learners internalize and remember the new language, 7) Take account of learners needs or interests.

E.S.A is one of teaching method which stands for Engage, Study and Activate. They are phases which are presented in a language classroom to help students to learn effectively which developed by Jeremy Harmer. The Three Stages of E.S.A. are as follows.

1) Engage

It is important to engage the students. This means getting the students interested in the subject, in the class and in the language point and hopefully enjoying what they are doing (Robertson and Acklam, 2000). During the Engage phase, the teacher tries to arouse the students' interest and engage their emotions. This might be through a game, the use of a picture, audio recording, a

dramatic story, an amusing anecdote, etc. The aim is to arouse the students' interest, curiosity, and attention.

This is the point in a teaching sequence where teachers try to arouse the student's interest, thus involving their emotions. As the creator of this method, Jeremy (2001) echoes that if students are engaged, if they're genuinely interested and involved in what's going on, the chances are that they're going to learn an awful lot better because they're not just doing what they have to do because they're in school, they're also ly involved in what's going on.

2) Study

The Study phase activities are those which focus on language (or information) and how it is constructed. The focus of study could vary from the pronunciation of one particular sound to the techniques an author uses to create excitement in a longer reading text. Students can study in a variety of different styles: the teacher can explain grammar, they can study language evidence to discover grammar for themselves, they can work in groups studying a reading text or vocabulary. But whatever the style, study means any stage at which the construction of language is the main focus.

3) Activate

This element describes the exercises and activities which are designed to get students to use the language as communicatively as they can. During Activate, students do not focus on language construction or practice particular language patterns but use their full language knowledge in the selected situation or task. The objective for the students is not to focus on language construction and/or practice specific bits of language (grammar patterns, particular vocabulary items or functions) but for them to use all and any language which may be appropriate for a given situation or topic (Harmer, 2001).

METHODS

The research design used in this study was a case study. It focuses on a single unit for analysis — one person, one

group, one event, one organization, and so on (Saldana, 2011). A case study offers an opportunity to study a particular subject, e.g. one organization, in depth, or a group of people, and usually involves gathering and analyzing information. It is in line with this study which aimed to analysis one group of the organization at the tenth grade of SMA N 1 DOLOPO toward the implementation of E.S.A.

In accordance with the qualitative research and the kinds of data collected, the data collection techniques employed in this research were participant observation, in-depth interview, and document. To conduct this research, it had been done almost in a month which an English teacher became an actor to teach using E.S.A and 27 students were the object of this study. In every meeting, it took ninety minutes for teaching and learning process. Data reduction, data display, and conclusion became techniques of data analysis.

RESULTS AND DISCUSSION

Results

In the first finding, the teacher would treat their students as usual before studying. The teacher gave greeting to the students and got roll students attendance. She considered reviewing the lesson before starting the lesson. Whether she showed some full papers of animal pictures to the students, she guided them to speak anything sentences or phrases which came from their mind. They were free to comment on each picture. Additionally, the teacher explained about a verbal and nominal sentence in a simple form (Simple Present Tense). Students not only kept silent whether taught by her. The teacher often gave questions correlated with the lesson and they were active in answering her questions.

While students comment the picture, the teacher wrote down the sentences on the whiteboard. Students analyzed whether verbal and nominal sentence gathers with her. To check their understanding, the teacher gave some exercises to know the students understanding orally. To do more,

describe the favorite animal became their next activities. After doing this task, they must do a presentation in front of the class by giving correct sentence and pronunciation. It was hoped that it might create the confident of students' attitude. If one student came in front of the class, other students must guess what about the animal is. As supported in learning, for the next meeting, she told the students to bring a family picture.

As the same time for the beginning, the teacher gave greeting to the students and got roll students attendance as usual. She reviewed the lesson about the last meeting and asked the students to put outside their family picture. At that time, unfortunately, there were some students who did not bring the picture. As a sequence, the teacher advised and gave the appropriate punishment for whom did it. Time was running fast. Thus, she continued to explain about descriptive text. The teacher told the students how to describe something through the relatives. Furthermore, she divided the class into some groups which consisted of 3 until 4 students. The role of doing the activity made some column (name, status, age, physical appearance, the shape of nose, face, and body, and the characteristics who will be described) which they must fill in. One student described other students about the picture she/he brought and did the same to another. Based on this activity, the students could practice speaking (tell about family), listening (what friend says), and writing.

In the beginning, the teacher always gave greeting, got roll the students list and reviewed the lesson. To continue the teaching process, the teacher showed some pictures to engage the students and asked the students to make sentence based on each picture. Based on the examples, she asked the students to analyze which subject and verb were. She pointed students one by one randomly to make free sentences. Discussion section happened between the teacher and the students about the pattern of simple present tense. Through this activity, it was analyzed together.

The teacher checked the students' understanding by making some groups about the simple present tense using game, yet they must do individually. The game which the teacher used for teaching was "Grammarific". The paper's form is many small boxes which each box has different questions. Sometimes, the students would answer by completing the sentences using subject or verb or making the sentence based on the subject or verb. Each group consisted of 3 until 4 students. After that, it must be written on paper. The activity would run until they finished the level of boxes.

Through this way, the students can practice speaking and listening without taking much time to think more. The winner is who they can finish the level of boxes fast. Teacher asks the students to collect their papers. The teacher will evaluate their understanding based on these papers.

Discussion

Zhou (2011) stated that learning is taken place when we observe a change of learner behavior resulting from what has been experienced. It means that the purpose of the learning process is behavior change including knowledge and attitude. The most important of learning process not only depends on the teachers and students but also uses a good method which may have a big contribution in the learning process. Learning the second language is not as easy as mother language. It needs more practices and different strategies in presenting the language. To teach the language especially English, it must be combined using any models, techniques, methods, and procedures in giving to the learners.

The implementation of E.S.A is divided into three procedures, i.e. Straight Arrow, Boomerang, and Patchwork.

1. Straight Arrow procedure

Its arrangement is Engage, Study, Activate (E.S.A). In Engage phase, the teacher shows some full papers of animal pictures to the students. Teacher guides the students to speak anything about sentence or phrase which comes from their mind. This picture is about the

engage activities so that the students interesting on the teaching process.

Next phase is Study. Here, the teacher explains about a verbal and nominal sentence in a simple form (Simple Present Tense). Susilo (2014) examined that teacher talk is seen as a special communicative interaction between teacher and students. The use of teacher talk is aimed at delivering the materials to the students, creating communicative interaction, and developing the students' language proficiency.

The last phase of this procedure is Activate. Teacher asks the students to do duty to describe their using simple sentence about their favorite animal. After doing this task, they must do a presentation in front of the class by giving correct sentence and pronunciation. In the activate phase, students practice the exercises and activities which are designed to get students to use all the language knowledge. They can interact with their friend and stimulate their friends to answer each other questions.

2. Boomerang

Its arrangement is Engage, Activate, Study, and Activate (E.A.S.A). In engage phase, the teacher asks the students to put outside their family picture. It is aimed to get the students' attention before studying. As a matter of fact, the teacher points some students to be asked randomly correlated with the picture.

Additionally, in the activate phase, the teacher asks the students to describe the picture freely sentences. It is an individual task which will be presented in one group after teacher gives the command. This is hoped to be able to increase confidence among students and to be a good way to learn for only one student who is presenting in one group consisting some students.

In Study phase, the teacher explains about the lesson. Teacher talk is about descriptive text. The teacher tells the students how to describe something through the relatives. Based on this activity, the students can practice speaking (tell about family), listening (what friend says), and writing.

The last is Activate phase. Teacher asks the students to make some groups which consist of 3 until 4 students. Teacher writes the role of doing the activity by making some column (name who will be described, status, age, physical appearance, the shape of nose, face, and body, and the characteristics) which they must fill in. One student describes another student about the picture she/he brings and do the same to another.

3. Patchwork

The arrangement of this procedure is E.A.A.S.A.S.E.A. In Engage phase, the teacher shows some pictures to engage the students. Then, in the activate phase, the teacher asks the students to make sentence based on this picture. Here, teacher guides the students to imagine what the correct sentence based on the picture without thinking the tense first. The teacher then asks the students to analyze which subject and verb are.

After that, Study phase comes after these. Teacher analyzes the sentence and guides the students to make the pattern of Simple Present tense. After teacher explained about that, the teacher checks the student's understanding by pointing students one by one randomly to make a free sentence. Teacher discusses with the students about the pattern of simple present tense. From here, the students can conclude by their self about the tense. This phase becomes a study phase.

If the classroom conditions become weak, the teacher needs to give something interesting again to attract the students' attention as engage phase. Teacher checks the students' understanding of the simple present tense using game. The game which the teacher used for teaching is "grammarific". Grammarific is a grammar game which students must complete or answer based on the question in the boxes. It is like leader and snake form which must use dice to play this game. To do this, the teacher makes the class into some group, like small discussion which students must sit randomly with another friend to make intens interaction between them. Partin (2009) found this arrangement enhances small-group

discussions and cooperative learning, but it also invites chatting and socializing.

For the last phase is activate. Through playing the game in one team, students can explore their understanding in speaking and listening. On this activity, the students become active students because they must practice speaking with other friends and listen what their friend said. One speaks the answer and write, other is listening. They can practice speaking and listening without taking more time to think. The teacher will evaluate their understanding through this activity.

To summarize, the activities could improve the students understanding on the topic presented and students' involvement. In addition, through the teacher's explanation, in study activity, about language aspects and various language exponents as early as possible, the students could use them appropriately after that activity.

According to Oxford Advanced Learner's Dictionary (2005), effective means "producing a successful result." Effective teaching defines as which produces beneficial and purposeful student learning through the use of appropriate procedures. While an effective procedure means how to produce and to give some positive effects on students learning process through the appropriate procedure especially on English language or second language. Then, the most effective E.S.A's procedure means which one of the procedures gives a big contribution to the result and students' understanding of the lesson through this way.

Straight arrow goes in a straight line: engage, study, and activate. This E.S.A's procedure is effective for teaching the forms and structure. Then, boomerang follows the E.A.S.A order, making it a more task-based approach. The students are first engaged in the lesson. Then, they are asked to do a productive or and a communicative task. Through their performance on the task, the teacher is able to learn about their needs. Thus parts in which students performed poorly in the study.

Unlike the straight arrow lesson and boomerang, patchwork may follow E.A.A.S.A.S.E.A order. For instance, the teacher first engages the students in the task, activates them, and then helps them to study it. After that, the teacher could return to the activate phase and then move on to engage the students prior to making them study additional aspects of the lesson.

In the light of Patchwork, it is unique procedure because on one procedure has many phases to make students understand. The teacher engages the students, and then she asks the students to do activities. Thus, students may learn the language and know how it is constructed. The teacher engages again and then students do exercise. Furthermore, Patchwork procedure has some variations in giving the students activities which related their activity. Students are certainly more attentive, motivated, and helpful when they perceive the content to somehow relate their lives according to Partin (2009).

How students' acts in the class depend also on how teacher aware of teacher role like a motivator. As a motivator, a teacher is able to encourage students who are lazy, silent, unconfident, and hopeless to become more confident and hopeful gradually, according to Leo (2006). Confidence is gained when students are able to do something which prides themselves on their ability. So, it gives many activities to the students which can dig deeply the students thinking and understanding.

After all, teaching practice belongs to student-centered activity, not teacher-centered activity. Teacher-centered activity is the center of attention as a teacher is the only main actor in the class. In teacher-centered classrooms, control is of primary importance and authority is transmitted hierarchically meaning the teacher exerts control over the students (Garret, 2008). The teacher dominates the talk, time, and is more authoritative and active. It is often called one-way communication. The teacher is active in transferring his knowledge while students become passive and their potentialities are

not well developed. They do not have enough opportunity and courage to express their ideas or opinion.

Different from student-centered learning, Attard, Ioio, and Geven (2010) argues that a teacher needs to have a clear understanding in order to be able to make students get involved in a deep learning activity. Student-centered learning, as the term suggests, is a method of learning or teaching that puts the learner at the center. In this activity, learners do not only hear, see, write, describe, explain what they learn, and relate it to their own knowledge but also do and use what they learn and teach it to others. Their student-centered instruction itself contributed to their positive learning environments; students who were participating in challenging, meaningful activities have little need or opportunity to be off-task or disruptive (Garret, 2008).

To conclude, While Patchwork procedure is the most effective procedure in presenting the activity and giving the students understanding on English lesson especially because it has many activities or phases in this procedure which it can give chances to build students' interact and feeling confidence and appearing the students' motivation in learning. The more opportunities they try, the more confidence they will get. Indirectly, the students get more confidence to show their learning ability. Students need a lot of things in learning (Leo, 2013). It can be proven also based on the students' activities and result in their understanding.

Teaching English to teenagers can be fun, but can also be annoying. It depends on how the teacher views and manages the students regarding with their activities in the classroom. Even, they feel comfortable in studying English if there is game or picture which can build their curiosity before studying the lesson. The students who like English feel happy while are taught English lesson, yet they will feel more enjoy if they are given something interesting media in teaching. If they feel enjoy the activities, the lesson which is taught will be easy to be absorbed by them. Students' attitude often

depends on students' perception of the class, the subject being taught and teachers' attitude. Their positive perception brings positive energies and their negative perception develops not only their negative energies but also the other students (Leo, 2013).

In Engage phase, the students may feel interested in learning. If the teacher does not give engaged something, the students' attention at the beginning and the end of teaching and learning process will find more difficult to deliver the material to the students. Making the students interested in learning English, it means making the students engaged with the lesson. There are some activities and materials which usually engage the students. For example, English teacher can use games (depending on the age of the English learners and the type of games), pictures, music, discussion, dramatic stories, and etc. Games are useful to cheer up the classroom atmosphere, to arouse students' motivation and attention, to relax a strenuous situation and to have some fun (Leo, 2013).

Furthermore, the positive perception of the students while giving engage phase can be seen from how they give attention to the teacher or other students while are taught. Their body movements can give the fact about students' level of interest and attention. They give good attention and feedback while teaching the process. In Study phase, the students study on how the language or information is constructed. The purpose of the study is to make the students understand the material which is given by the teacher. Many of activities based on this research, the teacher explains the lessons and asks analyzing sentences gather with the students after engaging phase. Those may benefit to the students for thinking creative while teaching process.

In the activate phase, it is the phase for successful language learning based on the exercises and activities which students get whether learning process. The activities which are usually used in an active phase include role-plays,

advertisement design, debate, and discussion, writing in groups, etc. They can show up their ability through this phase, whether an individual task or group task. They can explore what they know to other friends so that the self-confident can appear in this phase.

CONCLUSION

To sum up, the implementation of E.S.A applies three kinds of procedure such as Straight Arrow, Boomerang, and Patchwork procedure. Each procedure has a different amount of phase and effect also to the students. Additionally, they create the students' involvement in teaching process which is suitable to be applied in any topics of the lesson using all skills too. To make specify the skill is better. For creating a good result in teaching and learning too, the teacher must be able to aware the students' needs and choose the appropriate approaches, techniques, methods and procedure.

The most effective of E.S.A's procedure is Patchwork. It is unique procedure because on one procedure has many phases to make students understand and the student's achievement related well. For instance, it has some variations in giving the students activities which related their activity. Students are certainly more attentive, motivated, and helpful when they perceive the content to somehow relate their lives.

Furthermore, each student has a different perception, yet on their understanding have the same understanding. They understand about the lesson because the lesson has designed almost as the same as the students' need in learning. The teacher uses all procedures in a different meeting. Students like teacher teaching because of engaging things and various activities during the learning process. If they are engaged since at the beginning until the end of the lesson, they will have a big capacity to learn, a good potential for appearing their creativity and a passionate commitment to things which make them interested. This is due to the fact that the instructional goal might be only achieved

if the students are engaged in such effective and productive activities through the method applied (Susilo, 2013).

From the conclusion above, there is some suggestion that can be drawn when applying E.S.A. First, to get the students' attention, some other interesting activities, and materials to engage the students must be variety. Not only use the picture to engage students', but also teacher may use games, music amusing videos or stories related to the subject are being taught so that teaching and learning process will more variety and attractive for students. Secondly, to aware of students' characteristics, the teacher may always give different activities in giving learning experiences to students which suitable with their learning style. Thirdly, most teachers must know that E.S.A can be additional of teaching method which may create the positive result toward the students understanding which it must be balanced with the students' need and characteristic in learning the language.

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