The Effect of Engage, Study, and Activate Method Towards Students's Writing on Narrative Text

Enung Nurbaeti[1], Heva Rostiana[2]

[1] *English Education Study Program of Teacher Training and Education Faculty, Universitas Mathla'ul Anwar Banten*
[2] *English Education Study Program of Teacher Training and Education Faculty, Universitas Mathla'ul Anwar Banten*

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ABSTRACT

The research aims to know the effect of ESA method towards students' writing on narrative text at the first grade students of MAN 3 Pandeglang in 2018/ 2019 academic year. The research paper employs non-equivalent control group design. It compares both of experimental group (O2-O1) and control group (O4-O3). In her research which is consisted of 172 that is took as sample 30 as Experimental Class and 30 as Control Class. In this research, the writers use the achievement test in calculating the need of data to the relevant problem, then, giving a treatment to the experimental class by using ESA method and using Lecturer method in control class. The writers use statistical computation in order to find out which hypothesis is accepted and which is rejected, (Ha) or (Ho). From research of data, it is found that tcount is higher than ttable in term of statistic, it could be seen that t-count ≥ t- table = 2,973 ≥2,002. It means that alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. Based on the finding, the writers concluded that ESA method has an influence in teaching writing on narrative text because it can more explore their imagination on written form.

INTRODUCTION

There are many difficulties in writing. Commonly, students are still confused to arrange the words into good sentences in paragraph. Most of students think that writing is difficult task and the activity that forces them to think hard. Students' English writing competence and achievements will not be good enough. Based on the pre-observation at the first grade of State Islamic Senior High School 3 Pandeglang, The writers found some problems of writing. Many students get difficulties on how to write well, especially on writing or arranging the sentences of narrative text. It means that the students are still confused or less in theory of writing section, from generic structure, social function and language features. Most of the students are not able to arrange the correct sentences because the method that used in teaching learning process is monotonous. The

students do not understand what the teacher explains. Therefore, students are not motivated to learn English, they looked bored and lazy, especially to arrange the sentences on narrative text. So, they are not motivated to explore their imagination on written. Students' writing problems on narrative text can be solve by giving a different method to them for practicing writing, either in the classroom or out of classroom. Practicing in the classroom students should be interested by giving stimulate before. The method that have function to give stimulate for students to more actively on writing and to make students interest and ready for study namely Engage, Study and Activate (ESA) method.

LITERATURE REVIEW

Writing is an expression of an idea, a feeling from a writer to tell someone something in a written form, or usually called as indirect communication (Pranoto, 2004: 9). Furthermore, writing is written because it has various purposes. Some of them are for learning, interact with other people, persuading, self-expression, and reflection and so on. Writing is not just generating for one purpose (Alan and Melisa, 2012: 13). In conclusion, writing is as a skill and activity of thinking which it is expressed into written in a communicative written language. It is also means that writing is used for communicating one's idea in a written form to the readers. People can tell expression and their thought to others through written form such as letter, message, or invitation for any business. In expressing the thought into a written language, feeling plays an important role as well, so that the products will be easily understood and enjoyed by the readers. Therefore, it needs a good and interesting language. In other words, writing is closely related with the thought, feeling, and ability in using a language. In this case, a communicative language is completely needed.

Dealing with writing, teacher should be advance in writing test or genre in writing here are some genres that a second language writer might produce. According to Brown (2007: 146) stated that there are three genres or types of writing itself, they are:

1) Academic writing
    Paper and general subject reports essay, compositions academically focused journals, short answer test-technical report, theses, dissertations etc.
2) Job-related writing
    Message, letters, mail, memos, schedules, label, sign advertisement, announcement manuals.
3) Personal writing
    Letters, e-mail, greeting card, invitation card, messages, notes, calendar entries, shopping list, reminder financial document etc.

Writing is a skill that follows some specific steps. Sarwono and Purwanto (2013: 61-62) stated that the process of academic writing follows the steps bellow:

1) Pre-writing: These steps are finding an idea, building the idea, planning and structure before start write.
2) Writing: this is step real writing where we write down what we have plan in the first step.
3) Revising: This step may include adding, rearranging, removing and replacing. We may add some words, phrase or even sentences to make our writing better.
4) Editing: Editing is different with revising in terms of detailed changes. In editing we need to go through line by line and make sure that each sentence, phrase and word is as strong as possible to express our ideas.
5) Publishing: This step is optional. If we write for the class' assignment we need to publish our writing. Nevertheless, we can publish our writing if we want it to be read by the public.

In short, there are five steps of writing. First, pre-writing, we think about what ideas what will be written and build the ideas. Then, write down ideas on paper into words, sentence and paragraph. After that, revise or evaluates our writing, correcting the content and form. Add or may be replace some words, phrases or even sentences to produce well written. Thus, editing is the step to make

sure that each word, phrase or sentence as well as to express our ideas. Finally, publishing, this is optional. If we need to publish, we can publish, and the opposite.

Teaching writing is not simple as teaching other language skills since it has conventional rules. By knowing the stages of writing process, the students are demanded to get the knowledge of how to write well. When writing, Indonesian students who learned English as a foreign need more time to think. Teacher asks students to focus on accurate language used and what ideas they will write. Moreover the students only have limited words or vocabulary. It can provoke their language development.

According to Harmer (2007: 112) stated that there are many reasons for getting students to write, both in and outside class. Firstly, writing gives them more 'thinking time' than they get when they attempt spontaneous conversation. This allows them more opportunity for language processing. When thinking about writing, it is helpful to make a distinction between writing-for-learning and writing-for-writing.

Writing for learning is used as an aide-memoire or practice tool to help students practice and work with language they have been studying. for example, ask a class to write five sentences using a given structure, or using five of the new words or phrases they have been learning. Writing activities like this are designed to give reinforcement to students.

On the other hand, writing for writing is directed at developing the students' skills as writers. In other words, the main purpose for activities of this type is that students should become better at writing, whatever kind of writing that might be. There are good 'reallife' reasons for getting students to write such things as emails, letters and reports.

Based on that reasons for teaching writing there are some points, the teacher should give time to students for practice writing in English, after that the teacher gives some instructions for students to write whether students should practice and work with language they have been studying or to practice writing as a writer to write such as emails, latters and reports. Therefore students have much time to practice writing in English that is can help the students to developh their writing skills.

A writing process is a complicated process, because the writing process needs cognitive abilities in recognizing some segments of languages to produce a qualified writing. In general, writing process is done through two stages: exploring ideas and processing the ideas into readable texts.

Objectives of the teaching of writing skill can be achieved through some approaches. According to Harmer (2001: 25), there are two approaches in teaching writing. They are focusing on the product of writing process and focusing on the writing process itself. He states that focusing on the writing process leads those who advocate a process approach in writing. However, teachers have to pay attention to the various stages of any piece of writing process.

The writing approaches, including a process approach, are applied to get the objectives of study in writing skill; they are enabling the students to understand the materials and helping them to express their ideas grammatically and orderly in English.

In addition, Nunan (2004: 36) says that a process approach in writing sees the act of composition from a different perspective, or focusing as much on itself. He also states that the process approach focuses on the steps involving drafting and redrafting a piece of work. In other words, on this process approach, the important one is not only in the product, but also in the writing process. Therefore, the process approach can be developed through writing practices routinely with effective activities also a better input to improve the students' writing skill.

A writing process is done through some stages. On each stage, students engage in a certain activity to construct their writing. Furthermore, Harmer (2004: 4-6) stated that "The process of writing consists of planning, drafting, editing and final draft." on the planning stage; the students

are encouraged to write. The drafting stage is focusing on the fluency of writing and is not preoccupied with grammatical accuracy or the neatness of the draft. Next, on the editing stage, the students re-write their text and engaged in tidying up their texts as they prepare the final draft for evaluation by the teachers. Lastly, on the final draft, the students have edited their draft, making the changes they consider to be necessary, they produce their final version.

Types of writing activities to perform writing should be based on the students' level and capacity. According to Brown (2007: 220) stated that there are four major categories of classroom writing performance:

1) Imitative, or writing down
   Learner just do imitate task. This is basic task of writing. This task is for learners' fundamental skills. Such as copying words, fill in the blank, etc.
2) Intensive, or controlled
   Here, assessment task is little high level of imitative writing. Such as change tenses in the paragraph, change question into statement, change from active to passive voice sentence, etc.
3) Responsive
   Here, assessment tasks more difficult for learners, as like paraphrasing, guided question and answer, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs.
4) Extensive
   Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis.

According to the theories above, the teaching of writing skill should be well constructed. Those types of writing activities that will be applied in teaching writing are based on the students' level and capacity. Also, the writing practices, including writing paragraphs or simple essays should be based on the standards of competence and the basic competencies. Those efforts above should be done well to improve the students' writing skill.

On the teaching of writing, assessing writing is a process about collecting information conducted to improve educational programs a way to demonstrate program effectiveness focused on student learning and development outcomes a scholarly endeavor. The purpose assessment is to support student learning and to communicate that learning to others. In order to support students learning classroom assessment needs to involve students deeply in the assessment process. Provide specific, descriptive feedback, during the learning and include evaluate feedback as required to communicate and report progress over time. This help build a shared language that everyone can use to describe growth and learning. Assessment should be done to measure or to know the students' ability in writing. The effectiveness of a learning process of writing skill can be measured through an assessment activity. The quality of effectiveness writing is not only defined by its correct use of grammar and structure, but there are other higher orders to be concern. The categories for evaluating writing are content, organization, discourse, syntax, vocabulary and mechanic (Brown, 2007: 357). One the other hand, based on writing scoring type which is suggested by Jacobs's et.al. There are six aspects including content, text organization, grammar, language use, vocabulary, and mechanic (Weigle, 2002: 116). In this research, the writer used the scoring of the students' writing based on the writing scoring type which is suggested by Jacobs's et.al (Weigle, 2002: 116). Content (25 point), text organization (20 point), grammar (20 point), language use (20 point) vocabulary (10 point), and mechanics (5 point).

Narrative

Narrative paragraph can be fun to write because you tell a story or depict an event. Narrative has a beginning, middle, and an end to their stories. Any time you go to a movie or read a fiction book, you are being exposed to a narrative. A narrative paragraph often describes an event from the writer's life (Folse, 2010:177). The similar definition by Anker (2010: 121) "Narration is writing that tells the story of an event or an experience." In short, it can be said that narrative text is a text that tells imaginative story from the author which has a beginning, middle and end part of the story. Narrative has generic structures, they are: (1) Orientation which introduces the main characters and possibly some minor characters. Some indication is generally given of where the action and when an action happened. (2) Complication where the writer tells how the problem arises, sometimes something unexpected events will happen. (3) Resolution which is an optional closure of event. The complication may be resolved for better or for worse, but it is rarely left completely unresolved. The writer can conclude that resolution is the end of story. Meanwhile, narrative organization based Alice and Masoud (2007: 127): (1) The topic sentences, it tells the reader what the story will be about. It may also tell when and where the story took place. The topic sentence should capture the reader's interest. (2) Supporting sentences tell the details of the story, including the sequence of events. They also include sensory details, such as what the author saw, heard, smelled, or tasted. Supporting sentences may also tell about the writer's feelings during the events. (3) The concluding sentence "wraps up" the story. It may include a comment about why the experience was important or how the writer felt after it.

Engage, Study and Activate (ESA)
According to Harmer, ESA has three necessary elements for successful language learning in classroom. They are: Engage is the point in a teaching sequence where teachers try to arouse the students' interest, thus involving their emotions. Study activities are those where the students are asked to focus in on language (or information) and how it is constructed. Activate this element describes exercises and activities which are designed to get students using language as freely and 'communicatively' as they can. Typical Activate exercises include role-plays (where students act out, as realistically as possible, an exchange between a travel agent and a client, for example), advertisement design (where students write and then record a radio commercial, for example), debates are discussion, 'Describe and Draw' (where one student tries to get another to draw a picture without that other students being able to see the original), story and poem writing, writing in groups, etc. (Harmer, 1998: 25-26). Referring that definition, the writers concluded that ESA is a method how to build students interest about a topic and the teacher identified as being problems in learning and the teacher should know to build and control that. In engage, the teacher trying to encourage the students to speak up. In study the teacher focuses in main subject of the lesson or exercise. And in activate, this describe exercise and activities. Procedure of ESA method to make easier teacher teaches of the materials should having procedures.

Harmer (1998: 27) one type of teaching sequence takes students in a straight line: first the teacher gets the class interested and engaged, then they study something and then try to activate it by putting it into production. Here is an example of such a 'Straight Arrows'. Sequence designed by the writer for implementing her research.

1. Engage: Before started study students and teacher watch a video about a story. Exactly video narrative that related with legend. Like Malin kundang, Sangkuriang, Toba Lake, Timun Emas etc. The teacher gives a time for students to think and gives the arguments about the story line they have seen with their previous knowledge of that legend.
2. Study: Teacher gives explanation about the definition of narrative text, generic stucture (Orientation, Complication, Resolution), Narrative Organization (Topic Sentence, Supporting Sentence, Cocluding Sentence) and language features/ grammatical features of narrative text.
3. Activate: Students are do practice to arrange sentences of narrative text and they could create from the story in the video with their own words with pay attention about generic structure and language features of narrative text on written personally or groups.

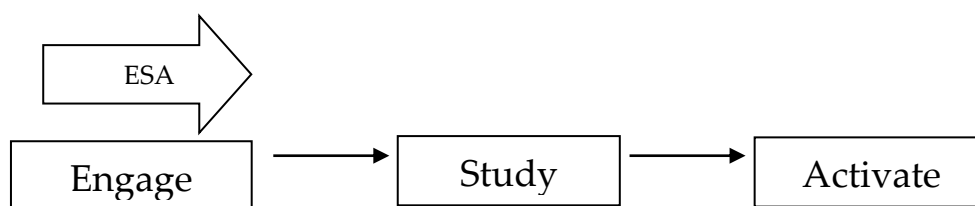We can represent this kind of straight arrows 2.2 as follow:

Figure 2.2. Straight Arrows of ESA

DISCUSSION

The research revealed that by using ESA method in experimental class was succeeded to more explore the students' imagination on writing narrative text. The data found t-count is (2,973) and degree of freedom is 58. So, based on the table of the t-table the value of 58 is (2,002) It means that the t-count is higher than t-table in term of statistic, it could be seen as follow: 2,973 ≥ 2,002. The criteria of significant test: If t-count is higher than t-table value. So, null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. On the other hand if t-count is lower than t-table value. So, null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected. It shows that there is significant difference between control class and experimental class. So, in experimental class it can be concluded that there is significant effect by using ESA method towards students' writing on narrative text. It was shown by finding the students' mean score of post test are 78,6 in experimental class and 69,5 in control class. The significant test presents that t-count is 2,973 and degree of freedom in this research is 58, based on the table of t-table, the figure of 58 is 2,002. So, it is found that t-count is higher than t-table. it could be seen as follow: 2,973≥ 2,002.

Besides, the result of students' interview showed that the students increased their writing skills in narrative text because they were happy to study while they were looked video and it could be more explore their imagination easier.

CONCLUSSION

After conducting the research by giving pre-test and pos-test to experimental class by using ESA (Engage, Study and Activate) method and without ESA method in control class, the writer knows that there is significant effect of ESA method towards students' writing on narrative text. Based on the result of t-test, the mean of experimental group is higher than the mean of control group. The result of post-test in experimental group has significantly improved t-count ≥ t- table = 2,973 ≥2,002 it means that alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected. Based on the finding on the discussion, the writer concluded that ESA method has an influence in teaching writing on narrative text because it can more explore their imagination on written form.

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