# IMPROVING THE STUDENTS' READING COMPREHENSION THROUGH ESA (ENGAGE, STUDY, AND ACTIVATE) STRATEGY AT THE SECOND YEARS

## (A CLASSROOM ACTION RESEARCH AT SMP NEGERI 1 BELO BIMA)

**A THESIS**

Submitted to the FKIP Makassar Muhammadiyah University in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan English Education

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**FACULT OF TEACHING TRAINING AND EDUCATION**

**MUHAMMADYAH UNIVERSITY OF MAKASSAR**

**2015**

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**2015**

# APPROVAL SHEET

Title : Improving The Students' Reading comprehension
Through Engage, Study and Activate Strategy
(A Classroom Action Research at the Second Year Students of
SMP Negeri 1 Belo Bima)

Name : Miratunnisa

Reg. Number : 10535 2614 07

Program : English Education Department

After being checked and observed, this proposal had been fill qualification to be examined.
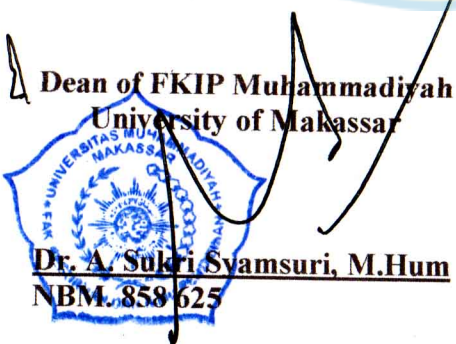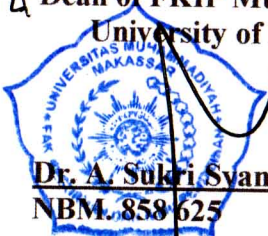
Makassar, November 2014

Supervisor,

Consultant I

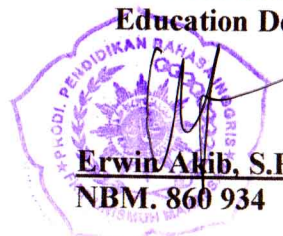Dr. H. Bahrun Amin M. Hum

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## UNIVERSITAS MUHAMMADIYAH MAKASSAR
## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

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| Judul | : | Improving The Studets' Ability Reading Comprehension Through Study and Activate Strategy (A Classroom Action Research at the second years Students of SMP Negeri 1 Belo bima) |

Dengan ini menyatakan bahwa:

*Skripsi yang saya ajukan di depan tim penguji adalah hasil karya sendiri, bukan hasil jiplakan atau dibuatkan oleh siapapun.*

Demikian pernyataan ini saya buat dengan sebenarnya dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, November 2014

Yang membuat pernyataan,

**Miratunnisa**

## SURAT PERJANJIAN

Saya yang bertanda tangan dibawah ini:

Nama        : Miratunnisa
Stambuk     : 10535 2614 07
Jurusan     : Pendidikan Bahasa Inggris

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai selesainya skripsi ini. Saya yang menyusunnya sendiri (tidak dibuatkan oleh siapapun).
2. Dalam penyusunan skripsi ini, saya akan selalu melakukan konsultasi dengan pembimbing yang telah ditetapkan oleh pimpinan fakultas.
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4. Apabila perjanjian seperti pada butir 1, 2, dan 3 dilanggar maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian surat perjanjian ini saya buat dengan sebenarnya dan penuh kesadaran.

Makassar,   November 2014
Yang membuat pernyataan,

**Miratunnisa**

Diketahui Oleh:

Ketua jurusan
Pendidikan Inggris

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# CONSELING SHEET I

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**NIM** : **10535 2614 07**
**TITLE** : **Improving Students' Reading Comprehension through ESA (Engage, Study, and Activate) Strategy at the Second Years Student of SMP Wahyu Makassar**

**Consultant I : Dr. H. Bahrun Amin M. Hum**

| Day/ Date | Chapter | Notes | Sign |
|---|---|---|---|
| 7/5/11 | | OK | |

Mengetahui,
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# ABSTRACT

Miratunnisa.2014. *Improving the Students Reading Comprehension through Engage. Study and Activate Strategy (A Classroom Action Research at the second years students of SMP I Belo Bima).* English Education Department Faculty of Teacher Training and Education A Thesis guided by Bahrun Amin and Awalia Azis.

This research aimed to find out the improvement of the students' reading content and organization by using Engage, Study and Activate Strategy at SMP Negeri 1 Belo Bima .

This research employed Classroom Action Research (CAR) in which the researcher worked in planning, implementation, observation, and reflection on the data collected from the teaching and learning process and the students' Reading products. The subjects of this research were 30 students of the second years students of SMP Negri I Belo in the academic year 2014/2015. The study was conducted in diagnostic test and two cycles, each cycle was carried out in four meetings.

The findings indicated that using Engage, Study and Activate could improve the students' reading ability. Before giving implementation the researcher gave the students diagnostic test and the mean score of diagnostic test was 22as classification "good". Then the researcher conducted the first cycle and the second cycles, and the result showed that the students' scores in the first and second cycles improved. In the first cycle, the mean score of students was 2,3 as classification" good", meanwhile the mean score of students in the second cycle was 2,7 as classification good".

From the finding above can be concluded that result learn to creative reading at students of SMP I Belo Bima at second years through Engage, study and activate strategy had improvement.

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# CHAPTER I

# INTRODUCTION

### A. Background

English is one of the language used a means of sharing making inferences on setting information from other people in the world. Therefore, the government of Indonesia has put English as an essentials subject to be learned from elementary school up to university level. As foreign language in Indonesia, many students consider that English is difficult. They lost their interest in studying English. Because of this English teacher are expected to find good strategies to make the learning process more interesting for the students.

However, comprehending reading or getting answers from the questions in peoples mind is not as easy as people think especially if it is related with English. Some people prefer reading novel, magazine, short story, etc. to academic books for pleasure. Whatever they read, it gives them some information about something or certain things get answers from the questions in their mind if they understand or comprehend what they are reading.

Reading is important part of English, because reading is the main way that is done by people when day are learning by reading someone had known many things and one way to increase one's personal knowledge and experience is by reading which is include one of the four language skills.

Reading is the way of gaining information from written sources, a student who wants to develop their knowledge in many fields or science should have ability in reading. And we can say from reading you can see the world.

There were three kinds of reading namely: silent reading, aloud reading. and speed reading. The researcher focuses on research in students' reading comprehension. Somee reading research has indicated that instructing a group or class of reader to speed up their reading rate was increased reading comprehension to a limited degree.

In reading text, the students sometimes find some difficulties to comprehend it. They don't understand the content of the materials, what the text about, and they hard find the main making inference of every paragraph. In this case, the students have to read critically, and the teacher must select the suitable technique or general information to teach it.

Reading is one way to know something, and by reading we were be easily to study more about what we have read, through this statement. So the writer considerable that the teacher must gave way how to understand reading material easily and make students interested in the reading material.

Reading Comprehension is one of language skill taught to the second language learners, for this teaching reading ¡s very beneficial for them because in a reading class the teacher can focus on several purpose, such as, comprehending the making inferences, going some new words, studying how the words were used, how to implement the grammatical rules, gone the knowledge or information.

Students of the second years at SMP Negeri 1 Belo have some problem in reading. Based on observation the researcher looking the classes reading skill is still poor. It was meaning can't be denied that reading was the difficult skill of

the other skill. The first factor was teaching techniques are not making the students interest and motivate to study about reading There were some students cannot spell a material until unable to answer questions that call for making inferences, and this was one of the problem to determining the success or failure for getting massage from the text.

ESA (Engage, study and activate) strategy was help the students to be active in learning, because in process provides students' with instructional support before during after the reading.

The researcher has alternative to apply teaching strategy to improve the students' reading comprehension. The researcher was used Engage, Study and Activate in teaching and learning process to improve students' reading comprehension to be good classification.

Based on the case above, the writer was motivated to carry out the research under the title "Improving Students' Reading Comprehension through ESA (Engage, study. and activate) at to the second grade of SMP Negeri 1 Belo".

## B. Problem Statements

Based on the background above the writer formulates problem statement as follow:

"How is the improvement of students' ability in reading comprehension by using ESA (Engage. study, and activate) strategy at the second year students of SMP Negeri I Belo?"

## C. Objective of the Study

Based on the research problem above, the objective of the research is: "to know the improvement of students' ability in Reading comprehension by using ESA (Engage, study, and activate) strategy at the second year students of SMP Negeri I Belo?".

## D. Significance of the Study

In relation to the problem statement above, the objective of the study was expecting to be useful media ¡n teaching of English especially in reading for the English teacher ¡t was expected to improve the students reading skill and know Engage, study and activate (ESA) strategy can improve their comprehension in reading effectively, it can be a source for the reference of next researcher.

## E. Scope of Study

To make specify this research, the research was focused on the used engage, study an activates strategy to improve the students' reading ability. In term of the reading assessment was focused on the student' reading comprehension to identify in terms of creative reading text with picture.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

## A. Previous Related Findings

Booth (1998:50), states that reading is a complex activity how we approach and read a text depends on a number of author's purposes, including the choice of text, reading ability, prior knowledge of the subject matter of the text, and the reasons for reading. Good readers bring a host of strategies to print and use them with direction to make meaning. Reading is the translation of symbols, or letters, into words and sentences that have meaning for the individual looking at them.

In connection with that, Hornby, A. S (1998) states that reading comprehension was not just reading with a loudly voice but reading established to understand the meaning of word, sentences, and paragraph senses relationship among the making inferences. 1f the students just read and cannot understand them content of the text, it means that the fails in comprehensions. Then, according Smith and Johnson, (1978:56) state that reading comprehension means the understanding, evaluating, utilizing of the information and gained through an interaction between reader and author.

According to Reinking and Scenery in Hamka (2006:9), they stated that reading comprehension understanding what has been read. It was an active thinking process that depends not only on comprehension skill but also the students experience and prior knowledge comprehensions involve understanding.

Vocabulary, seeing the relationship among words and concept, making judgmentt and evaluating.

Based on definitions above, we may concluded that reading comprehension was such us a kind of language between an author and a reader in which the written language become the medium that cause the dialogue happen when the persons communicated through the print.

According to Kustaryo. (2001:6) Reading Comprehension was an active thinking process, which not only depends on comprehension was understanding what has been read. But also the students' experience and prior knowledge comprehension involves understanding vocabulary. Seeing the relationship among words and concepts meaning judgment and evaluating. Simanjuntak (1988:3) states' reading was a process of putting the reader in contact and communication with making inferences'.

Furthermore, Kustaryo (1988.2) states that reading was stagnations recognition of various written symbols with exiting knowledge and comprehension of the information and making inferences commutated while good (1974 24) Comprehension was the act of understanding the meaning of printed or spoken language. Through the definitions we may understand that comprehension involves both oral and written language while reading was finding lnformation from printed word only.

## B. What is Reading?

Reading is a complex cognitive process of decoding symbols for the Intention of constructing or deriving meaning (reading comprehension). It is the

mastery of basic cognitive processes to the point where they are automatic so that attention is freed for the analysis of meaning. Reading was a means of language acquisition, of communication, and of sharing information and making inferences. Like all language, ¡t is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development and refinement, Wikipedia (2011:15).

Reading Comprehension is the purpose of understanding and constructing meaning from a piece of text. Connected text is any written materials involving multiple words. That forms coherent thoughts, phrases, sentences, paragraphs and so on are examples of connected text can be read with comprehension (David, 2001).

## C. Kinds of Reading

According to Hasmida in Anita (2002:7-8) There were three kinds of reading. They were reading aloud, silent reading, and speed reading.

a. Reading aloud

Reading aloud was important and the students' should be taught to read aloud. Reading aloud was kind of reading where a reader expressed orally every word m the text. The purpose of reading aloud was to improve the good intonation about every sentence in the passage.

b.  Silent reading

Silent reading tends to reinforce the readers to find out the meaning of words. This kind of reading leads the readers to better comprehension. Silent reading was a skill to criticize what was written. To discusses something written means to draw inferences and conclusion as well as to express a new making inference on the basis of what is read.

c.  Speed reading

The kinds of reading which was used to improve speed and comprehension in reading. This skill was very important for students. The skill of speed reading must run side with the main purpose of reading that was comprehension. The rate of reading speed, however, depends on kinds of reading materials.

**D.  Types of Reading**

Frey (1981: 144) divides reading into the three different types. They were as follows:

a.  Study speed

This was lowest speed 300 words per minutes used for reading text book and difficult materials such as legal document, when a reader desires a high rate of understanding (90% comprehension) as well as good.

b.  Average Reading Speed

This type of speed was 250-500 word per minutes. This is the speed that educated native speakers used to read every day materials such as newspaper,

magazine, novels, and stones at this speed the rate comprehension was lowered (usually about 70%).

c. Shimmying Speed

This was the faster speed that native speakers used, when they wish to cover the materials in hurry and high comprehension was not required.

## E. Reading Process

Woridijovo ET, al (1989: 10-11) puts forwards some stages or reading process as follows:

1. The perception here indicates the ability to read word a significant unit.

2. The comprehension refers to the ability to make the author or writer word conductive to useful through as read in context.

3. The reaction was the reaction that requires consideration in connection with what has been by the author or writer.

4. The integration revels to the ability comprehend or understand.

## F. Reading Comprehension Skill

Reading Comprehension is complex process in which the reader uses the mental content to obtain the meaning from written materials. It means that, the reader must be able to recognize meaning of printed words.

Similarly, Anderson and Milicant (1984:177-189) divides reading comprehension into four categories specific information, general information, critical and creative description will be explained.

1. Specific information Reading

   Specific information Reading was the skill of getting the primary, direct specific information meaning of a words, making inferences or sentence on context. Specific information was generally expected as title thinking or reasoning. Smith (1980:107) says that specific iníomlat1on levels because the readers must tenth understand an evaluation.

2. Critical Reading

   Critical reading includes both specific information and interpretation but also accurse after those levels of comparison, when individuals read critically, he evaluates what he has read.

3. Creative Reading

   Creative reading occurs when a readers applies making inferences to new situation and recombines the author making inferences with the other making inferences to be new making inferences through the creative reading. The reader creates something new for instance a making inference the solution to the problems a new of looking at something from making inferences got from the text.

4. General information

   Reading Involves thinking skill which readers identity making inferences and meanings that level, Readers may generalize, Determine cause and effect, identity motives and find relationship with other and make comparison.

## G. Developing reading comprehension skill

According to Elizabeth and Karen, (2002:96) there were five to developing reading skill that are commonly know, they are:

a. Finding main ideas and supporting skill

The most valuable reading comprehension skill were the probably the ability to determine the most importance thing in out her was said. Read the following paragraph to see if you can distinguish between essential and non-essential information and between the main idea and supporting details.

b. Defining word from context

As we probably know, the text way to improved your vocabulary is to read as often and as much as possible, we sometimes learn award what we don't know by looking at it was a sentence, that is, by looking at its contexts.

c. Making inference

There are two basic kind of reading comprehension, when you were able to use the authors' words to answer a comprehension questions, it was your factual comprehension that was be tested. Sometimes however the information was not directly stated, so we must infer a meaning used your own reasoning and logic. These types of understanding are sometimes referred to as inferential comprehension.

d.  Understanding advertisement

Writer advertising copies were amateur psychologist They know just what was appeal to our instincts and emotions. In general, they are major areas in our nature al which advertising aims preservation, pride and pleasure.

## H.  What is Engage, Study and Activate (ESA) Strategy

Engage, study, and activate were elements which were present in a language learning to help students to learn effectively.

According to Harmer (2007) that, engage is activity in teaching and learning sequence where teacher try to arouse the students' interest, thus involving their emotions. In relation to this Longman (2004:66) noted that:

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 picture, audio recording or video sequence, a dramatic story, an amusing anecdote, etc. the aim is to arouse the students' interest, curiosity and attention.

The topic, exercise or language they were going to be dealing with by asking them to make predictions, or relate classroom materials to their own lives (Harmer, 2007).

Study is activity are those where the students are asked to focus in on Language (or information) and how it was constructed (Harmer,2007). Study activities can range from the study and practice of a single besides that, even where such activities and materials above were not used, teachers can do their best

to ensure that their students' engage with sound to an investigation of how a writer achieves a particular effect in a long text.

Students' can study in a variety of different ways. The teacher may show them a new grammar patter. Repeating each element separately or putting a diagram on the board before getting them to repeat sentences. At others time, students' can read a text together and find words and phrase they want to concentrate on for later study, they may spend time with the teacher, listening to looking at the language they have used to see when it has been more or less successful. But whatever the style, study means any stage at which the construction of language is the main focuss (Harmer, 2007).

According to Harmer (2007) that *activate* is activity in teaching process to describe exercise and activity which are designed to get students' using language as freely and communicatively as they can. 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.

The activate exercise 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 and discussions, describes 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. activation was

not just about producing language in speech and writing. But when students' read or listen for pleasure (or when they were listening or reading to understand the message rather than thinking about the form of the language they were seeing or hearing), they were involved in language activation (Harmer, 2007).

**I.  The ESA Lesson sequences**

According to 1-larmer (2007) there were three elements of ESA need to be present in lesson sequences; this does not mean that they should always occur in the same order. In the first place, the order was bound to change depending on what we want to achieve. If the teacher are running a task- based lesson, the study event may well come after activation. And in other hand, if the teachers were intraducing a piece of grammar, the teacher may study the language first before the students' are asked to try to use it.

Secondly, there was a danger that if the teacher always does things in the same order,  have become bored; predictability can diminish students' enthusiasm and motivation, and the teacher too.

Many different teaching sequences were possible, but just three possibilities to sense how varied the sequences can be, there were:

a.   ESA ( engage-study-activate) straight arrows sequence

It's the one type of teaching sequence takes students' in a *straight* line. And the first, the teacher gets the class interested and engaged, then they study something, then they try to activate it by putting it into production. Example:

1) **Engage**, teacher sing a song, such climb up the mountain then the students' follow it.

2) **Study**, the teacher asked to the students' all of thing contained in the mountain like plants, grass, animals, flowers, trees, valley, etc. then give order to students' to rewrite in the whiteboard.

3) **Activate**, the teacher read all of the words then the students' follow it. Furthermore, students' make a sentence using that words.

> **Engage — Study -- Activate**

b.  EASA (engage-activate-study-activate) boomerang sequence

The text type of teaching sequence is boomerang sequence and something it called **test-teach-test**, where the teacher students' were first asked to used language in an activation stage, and then taught how to deal with things they made mistakes with before trying the testing part of it again (Harmer, 2007).

In this sequence the teacher was answering the needs of the students'. They were not taught language until and unless they have shown (in the active phase) that they have a need for it. In another ways, this makes much better sense because the connection between what students' need to learn and what they taught is more transparent. However, it places a greater burden on the teacher since he or she was have to be able to find good teaching material based on the problems thrown up at the first activate stage. it may also be more appropriate for students' at intermediate and advanced level since they have quite a lot of language already available to them to use in an activate stage (Harmer, 2007)

Example:

1. **Engage**, students' and teacher discuss about activities in market between seller and a buyer. How the transactions process both of them hopefully, the students' get interested in the topic.

2. **Activate**, the teacher describes the market situation which the students' are going to act out in a role-play. Furthermore' the students' divided into two groups they are the seller and the buyers. Then they plan the kind of question they are going to ask and kind of answers they might want to give. They then role-play the activities in market. While they are doing this, the teacher makes a note of language difficulties they have and particular mistakes that can be worked on later.

3. **Study,** when the role-play is over, the teacher works with the students' on the grammar and vocabulary which caused them trouble. The teacher may explain what the problems were or refer students' to grammar books, etc.

4. **Activate,** sometime later, students' role-play the activities in market, having absorbed the corrections to the language they used last time round.

Engage — Activate -- Study – Activate

c. EAASASEA (Engage – Activate- Activate- Study-Activate-Study-Engage-Activate) patchwork sequence

Such classes were very common, especially at intermediate and advance levels, not only do they probably reflect the way we learn (rather chaotically, not always in a straight line) but they also provide an appealing balance between study and activation, and between language and topic.

Example :

1) **Engage — Activate**, students' look at a picture of broadcasters and respond to it by commenting on the people and their activities. Then they act out a dialogue between a broadcaster and an artist.

2) **Activate**, students' read a text describing of a broadcaster activities, start from in early morning until midnight.

3) **Study**, the teacher does vocabulary work on words such as 'shift', 'narrator', 'the list of songs', listener', etc., ensuring that students understanding the meaning, and that they are able to say them with the correct pronunciation in appropriate contexts.

4) **Activate**, students describe themselves or people they know in the sanie kind of ways as the reading text.

5) **Study**, the teacher focus the students' attention on the relative clause construction used in the text.

6) **Engage**, the teacher discuss health dialogue program with the students'.

7) **Activate**, the students' write some tips of health about how we keep in good health our teeth.

> Engage-Activate- Activate-Study- Activate- Study- Engage - Activate

## J. Conceptual Framework

The conceptual framework that was being the basic from this research and can be visualized in figure below. The conceptual Framework bellow explains

the process of teaching English reading in developing the students' imaginative reading in terms content and language use by Engage, study and activates (ESA) strategy. How the researcher using this strategy on the class? First the researcher open with greeting next the components of figure are described as follows:

```
              ┌─────────────────────────┐
              │      Reading Skill       │
              └─────────────────────────┘
                          │
                          ▼
              ┌─────────────────────────┐
              │ Engage, Study and Activate (ESA) │
              │          Strategy        │
              └─────────────────────────┘
                          │
                          ▼
  ┌───────────────────────────────────────────────┐
  │  • Help the student to be active in reading learning │
  │  • Arouse the student's interest, thus involving their emotions. │
  └───────────────────────────────────────────────┘
                          │
                          ▼
              ┌─────────────────────────┐
              │ Classroom Action Research │
              │          (CAR)           │
              └─────────────────────────┘
                          │
                          ▼
                     ( Cycle I )
                          │
                          ▼
  ┌───────────────────────────────────────────────┐
  │   Planning,Action,Obsevation,Reflection        │
  └───────────────────────────────────────────────┘
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                    ( Cycle II )
                          │
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  ┌───────────────────────────────────────────────┐
  │      Improving the students reading skill      │
  └───────────────────────────────────────────────┘
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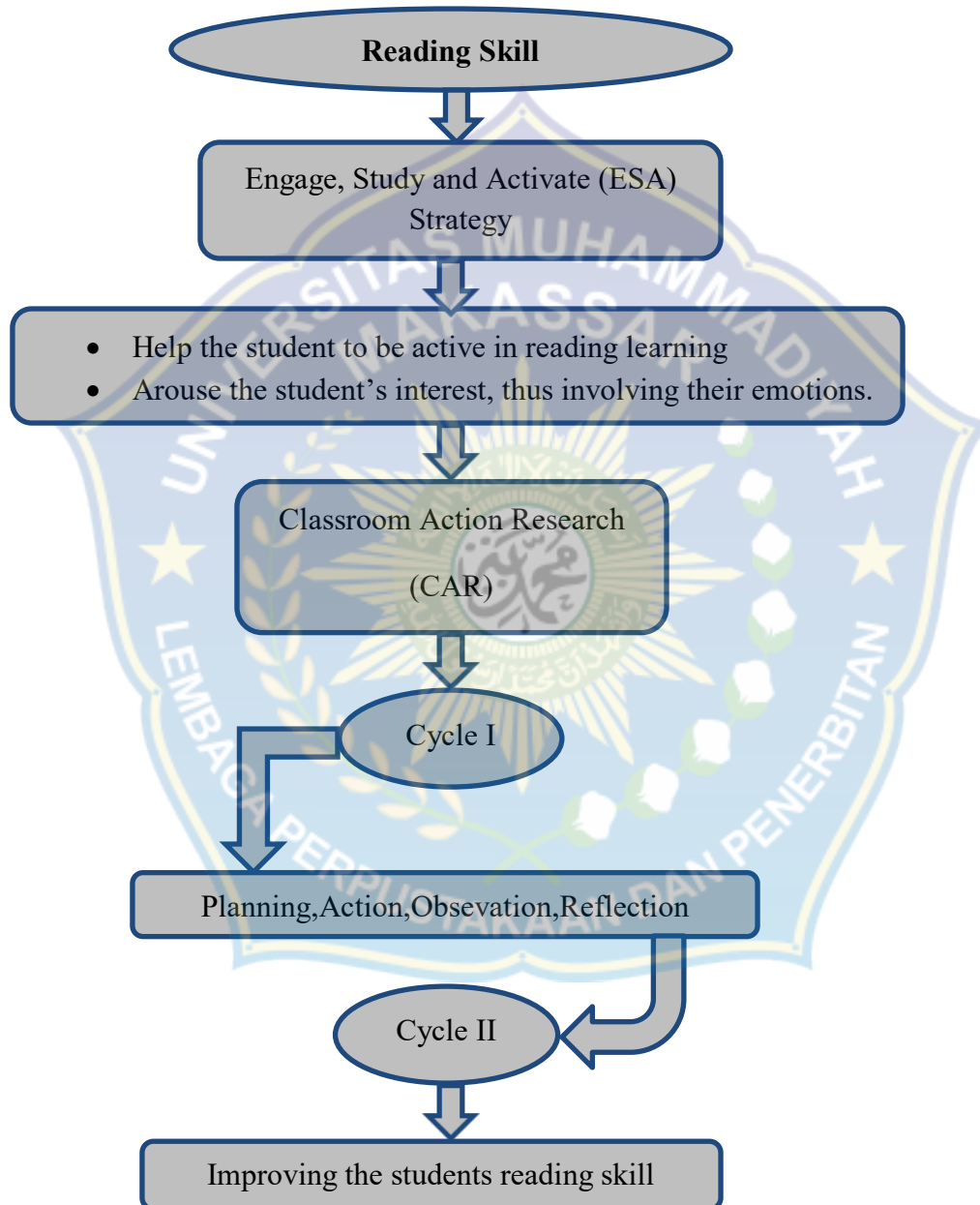
# CHAPTER III

# METHODOLOGY OF RESEARCH

## A. Research Design

This research follow the principal working of classroom action research CAR) that contains of four stages, they were: Planning, Implementation of , Observation, and Reflection.

These researches there were two cycles. They were first and second cycle and classroom action research cycle as follows:

### Cycle I

1. The Planning

    a. The researcher Analyzed to know basic competency to be conveyed to student by using Engage, Study, and activate (ESA) Strategy.

    b. Make lesson planning of Engage, Study, and Activate (ESA) Strategy, and also make instrument evaluation that was be used in classroom action research cycles.

    c. Arrange instruction evaluation instrument.

    d. Prepared observation form for researcher.

2. Action

    in this activity was scenario learning process, it was based on the Engage, Study, and Activate (ESA) Strategy in learning English especially in reading comprehension. Giving pre-action, the students were gave English material by using Engage, Study, and activate (ESA) Strategy for five times of meeting. Each meeting spends 90 minutes.

a. The researcher gave instruction before, during, and after reading.

b. The researcher explained how to use the specific reading, word identification and purpose of reading.

c. The researcher selected vocabulary word from the test.

d. The researcher prepared narrative text that was read.

e. The researcher teaches students a skill depend on the text.

f. The researcher asked the students to read the text and find the main idea

g. During reading the researcher asked the students to know their comprehension about the text.

h. After reading the researcher asked the purpose setting statement as a question.

i. The researcher divided the students into 4 to 5 group in order to focus on purpose of reading.

j. The researcher asked the students to discuss about text.

k. The researcher gave the evaluation of comprehension about the text.

3. Observation

In this phase, while teaching the lesson, the researcher observes the students' activeness and competence in given their teaching and learning process by using cheek list.

Reflection After collecting the data,the observer evaluates the teaching learning process. Then, does reflection by seeing the result of the observation, whether the

teaching learningg process of reading using Engage, Study, and Activate (ESA) Strategy researcher success criteria or not, based on the test result of First action If there am still less things in the cycle I. The research was be continued to the Cycle II

The researcher was planning the next cycle which was be reparsed from cycle.

**Cycle II**

This cycle conducts in four times meetings include one time for test in cycle II. The main activities are:

1. Planning

    The ways were being done:

    a. Continued the activities that have done in first cycle.

    b. Improved the weakness in the first cycle.

    c. Making planning against in the scenario learning process from the result of cycle I reflection.

    d. Action research repair.

2. Action

    In this stage. action was done to improve the result based on the cycle reflection I: the stages were done the same with the previous cycle that was to say, to do Improvement of the applied teaching strategy.

3. Observation

    in the rea1ity the Observation done at the cycle II is almost same with the obsevation at cycle I.

4. Reflection

According to achieve result of the observation that was being collected and analyzed From the result of the research, the researcher can make conclusion that anticipation guide can improve the students reading comprehension.

## B. Research Variables and Indicators

The researches have two kinds of variable, namely independent and dependent variable.

1. The independent variables of the study in the use of Engage, study. and activate (ESA) Strategy in teaching comprehension.
2. The dependent variable was the student reading skill.
3. Indicator of this research is used to measure the variables. The student reading skill focused in content and organization.

## C. Research Subject

The research was be done at SMP Negeri 1 Belo The subject of this research consist VIIIB class at the academic year 2014- 2015. On this class have 30 students.

## D. Research Instrument.

In this research, the researcher used two instruments for collecting data, as follows.

1. Observation

Observations were used to find out the students' data about their presence and activeness in teaching and learning process.

2. Reading test

Reading test aims to know the students' basic competence in comprehending a reading text.

### E. Collections Data

In collecting the data, the researcher was used three instruments i.e. observation, reading test and questionnaire. The type of data collected consist of quantitative data in which the instrument was used test and qualitative data in which the instrument using observation and questions. The way to take data as follows:

1. Observation; the researcher was research the students' activeness and presence in the teaching and learning process by using observation sheet.

2. Reading test; the researcher was gave reading test to the students in order to read the text to their improvement after taking actions in cycles.

### F. Technique of Data Analysis

The technique and data analysis of this research were analyzed quantitatively employing statistical calculation. The steps in analyzing the data were chronologically convey as follows:

1. Classifying score of students reading comprehension the achievement by the students on the test was be classified into seven classifications Classification

| Classification | Score |
|----------------|-------|
| Excellent | 4-3 |
| Good | 2,9-2 |
| fairy | 1,9-1 |
| Poor | 0,9-0 |

2. Tabulating the score of students' the writer used the formula as follows:

$X = \Sigma x/N$

Where:  X = Mean Score for sample

Σx= Total new score

N = Total number of student's

<div align="right">(Gay in Asmawali, 2010 : 32)</div>

3. The researcher analyzes the research by applying percentage technique used the formula:

$P = FQ/4xN$X100%

P = Percentage of the questionnaire

FQ = The frequency of items

N = Total sample

<div align="right">(Suharsini Arikanto, in Asmawati, 20 10:32)</div>

4. Rubric for main idea

| Point | Gist of main idea |
|-------|-------------------|
| 4 | The answer includes a clear generalization that states or implies the main idea |
| 3 | The answer states or implies the main idea from the text |
| 2 | Indicators inaccurate or incomplete understanding of main idea |
| 1 | The answer includes minimal or no understanding of main idea |

<div align="right">(Harmer in Anita 2011 :34)</div>

1. Rubric for Making inference/conclusion

| Point | Making inference/conclusion |
|-------|----------------------------|
| 4 | Conclusion reflects resource reading in development of idea. it is excellent |
| 3 | Conclusïon reflects reading in development of idea it is good |
| 2 | Conclusion reflects reading in development of idea it is poor |
| 1 | Conclusion does not reflect any reading of resources in development idea |

(Harmer in Anita 2011:34)

# CHAPTER IV

# FINDINGS AND DISCUSSION

This chapter was presented two parts: the findings of the research and discussion related to the actions. The findings of the research cover the result of the data Cycle I and Cycle Il about the students' reading achievement and observation result.

A. Findings

The findings of classroom action research deal with the answers to the problem statements. Teaching reading comprehension by using ESA (Engage. Study and Activate) strategy can improve the students' reading comprehension in class second years of SMP Negeri I Belo. The findings consist of students' achievement in reading and observation result. The indicator of iidentify in terms of creative reading text with picture. While the indicator of identify consist of main idea and details.

1. **The Students' Reading Comprehension**

The students' reading comprehension that focuses on the use Engage, study and activates strategy to improve the students' reading ability. In term of the reading assessment was focused on the student' reading comprehension to identify in terms of creative reading text with picture have been changed after gave action and evaluation it was indicated by difference between the assessment of their reading test in Cycle I and reading test in Cycle II as show as the following bellow:

## A. The Students' Improvement in Engage, Study, and Activate (ESA) Strategy

After the teacher did the action of Engage, Study and Active (ESA) strategy for eight meetings where tour meetings in Cycle I and four meetings in Cycle II, so the researcher can present the students achievement after did a test in each cycle.

The improve of the students' reading skill at the second year students of SMP Negeri 1 Belo Bima by using engage, study and activate strategy as result of the students' assessment, described as follow:

**Table 1: the mean score of the students' proficiency in reading skill**

| D-Test $\Sigma x$ | Cycle | Variable | | | Mean score |
| | | Content | | organization | |
| | | Gist / Main Idea | Making inference/ conclusion | Creative reading | |
|---|---|---|---|---|---|
| 2,2 | I | 2,1 | 2,2 | 2,3 | 2,3 |
| | II | 2,7 | 2,7 | 2,7 | 2,7 |

The table above shows the means score of the students' writing narrative paragraph in d-test was 2,2. Then in the first cycle show that the means score of gist/ main idea was 2,1, the means score of making inference/Conclusion was 2,2, the mean score of creative reading was 2,3, and the total of the mean score in the first cycle was 2,3. Mean while in the second cycle, the means score of gist/ main idea was 2,7, the means score of making inference/conclusion was 2,7, the mean score of creative reading was 2,7, and the total of the mean score in the second cycle was 2,7.

**Table 2: The development percentage of the students' skill in engages study and activates strategy.**

| No. | variables | Indicator | Score | | Percentage % |
|-----|-----------|-----------|---------|----------|--------------|
| | | | Cycle I | Cycle II | |
| 1 | Content | Gist/main idea | 2,1 | 2,7 | 28,6% |
| | | Making inference/ conclusion | 2,2 | 2,7 | 22,7% |
| 2 | Organization | Creative reading | 2,3 | 2,7 | 17,4% |
| | Σx | | 2,2 | 2,7 | 22,7% |

The table above shows that the mean score of the students' achievement in content (gist main idea) in the first cycle was 2,1, meanwhile in the second cycle was 2,7, and the percentage was 28,6%. Variable of content (making inference/conclusion) in the first cycle was 2,2, meanwhile in the second cycle was 2,7, and the percentage was 22,7%. Variable of organization (creative reading) in the first cycle was 2,3 meanwhile in the second cycle was 2,7, and the percentage was 17,4%. Therefore, mean score of the students' reading in each cycle was improved from 2,2 in the to 2,7 in the second cycle and the percentage was 22,7%.

**Table 3: Classification of the students' reading enhancement in reading**

| NO | Cycle | Score | Mean Score | Classification |
|----|---------|-------|------------|----------------|
| 1 | D-Test | 66 | 2,2 | Good |
| 2 | Cycle 1 | 67,5 | 2,3 | Good |
| 3 | Cycle 2 | 82,3 | 2,7 | Good |

The table above shows that, the students' mean score of diagnostic test before implementation of engage study and activate strategy was 2,2 it was

Categorized as 'good". After conducted the first cycle and the second cycles, the result showed that the students' scores in the first and second cycles improved. In the first cycle, the mean score of students was 2,3 as classification "good". Meanwhile the mean score of students in the second cycle was 2,7 as classification "good".

**The data above can also be seen in form of diagram below:**
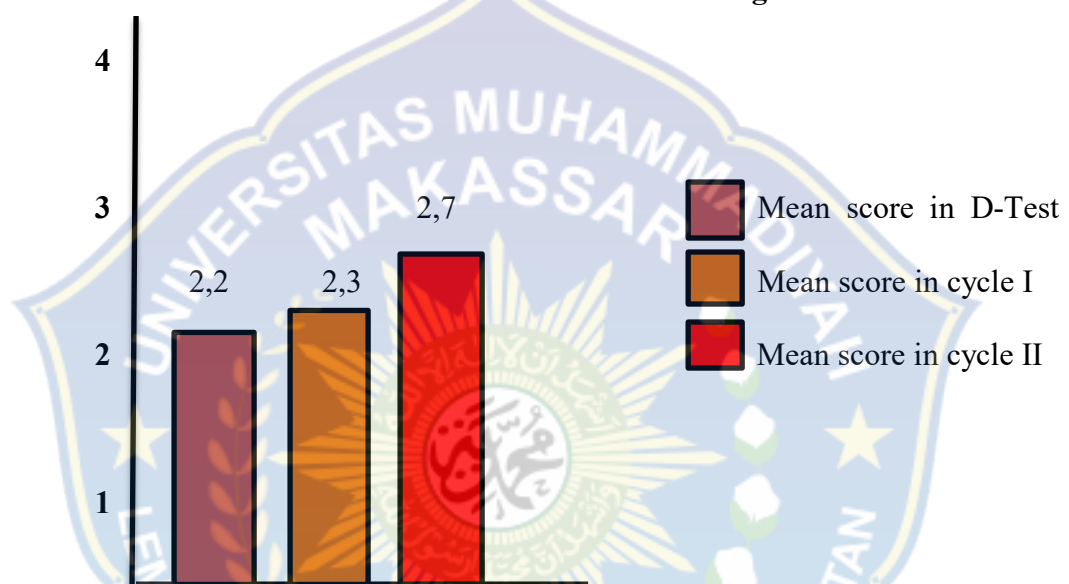


**Finger 4.1 diagram**

This diagram shows that there was improved in each cycle after implementation Engage, Sstudy and Aactivated strategy. Where, the mean score in D- Test was 2,2 the mean score in the first cycle was 2,3, and the mean score in the second cycle was 2,7

1. **Application of (ha' engage, study and activate strategy in variable of content (gist/ main idea)**

**Table 4: Rate percentage of the students' score in indicator "gist/ main idea**

| Clasification | Range | D-Test | | Aplication of Engage Study and Activate | | | |
|---|---|---|---|---|---|---|---|
| | | | | Cycle I | | Cycle II | |
| | | F | % | F | % | F | % |
| Exelent | 4-3 | 2 | 6,6% | 2 | 6,6% | 19 | 62,7% |
| Good | 2,9-2 | 20 | 66% | 27 | 89,1% | 11 | 36,3% |
| Fairy | 1,9-1 | 8 | 26,4% | 1 | 3,3% | 0 | 0 |
| poor | 0,9-0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | | 30 | 100% | 30 | 100% | 30 | 100% |

The table above shows that, the rate percentage of the students' reading skill in diagnostic test before used engage stud and activate strategy was used revealed that (here was no students got excellent, good and fairly classification scores at all. Meanwhile, there 2 students. (6,6%) were classified as excellent, and 20 students (6.6°/a) were classified as good and 8 students (26,4%) were classified as fairly from 30, respondent After applying treatment especially in variable of content (gist! main idea), the last evaluation showed that the First cycle, there 2 students (6,6%) were classified as excellent, there 27 student (89,1%) were classified as good and there I students (3,3°/o) were classified fairly from 30 respondents. Meanwhile, the second cycle, there 19 students (62,7%) were classified as excellent, and there 11students (36,3%) were classified goodfrom 30 respondent.

**Table 5: The mean score of the students' score in indicator "gist/ main idea"**

| Mean Score of indicator "gist/main idea" | | |
|---|---|---|
| Before engage, study and activate strategy | The Application of Engage, Study and Activate strategy | |
| D- Test | Cycle I | Cycle II |
| 2,1 | 2,3 | 2,7 |

The table above shows that the mean score of the students' reading skill in term of variable content (gist/ main idea) in especially diagnostic test was 2,1 after applying treatment in the first cycle, the mean score was 2,3 meanwhile in the second cycle, the mean score was 2,7

2. **Application of engage, study and activate in variable of content (Making inference/conclusion)**

**Table 6: Rate percentage of the students' score in indicator "Making inference/ conclusion"**

| Classification | Range | D-Test | | Application of engage study and activate | | | |
|---|---|---|---|---|---|---|---|
| | | F | % | Cycle 1 | | Cycle 2 | |
| | | | | F | % | F | % |
| Excellence | 4-3 | 4 | 13,2% | 5 | 16,5% | 19 | 62,7% |
| Good | 2,9-2 | 20 | 66% | 21 | 69,3% | 11 | 36,3% |
| Fairly | 1,9-1 | 6 | 19,8% | 4 | 13,2% | 0 | 0 |
| Poor | 0,9-0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | | 30 | 100% | 30 | 100% | 30 | 100% |

The table above shows that, the rate percentage of the students' reading skill when diagnostic test before used career Exploration them in engage. Study and activate strategy were 4 students (13,2%) were classified as excellent 20

Students (66%) were classified as good and 6 students (19,8°/o) were classified fair from 30 respondents. After applying treatment especially in variable of content (Making inference/ conclusion), in the last evaluation it showed that the first cycle, were 5 students (l6,5°/o) were classified as excellent. 21 students (69,3%)were classified as good and 4 students (13,2%) were classified fairly from 30 respondents, meanwhile the second cycle were 19 students (62,7%) were classified as excellent. 11 students (36,3%) were classified as good from 30 respondents.

**Table 8: The mean score of the students score in indicator "Making inference/ conc1usion"**

| Mean Score of indicator "Making inference/conclusion" | | |
|---|---|---|
| Ñon Career Exploration Technique | The Application of Engage, study and activate Strategy | |
| D-TEST | Cycle I | Cycle II |
| 2,2 | 2,2 | 2,7 |

The table above shows that the mean score of the students' reading skill invariable of content (Making iinference/conclusion) in diagnostic test before Engage study and activate strategy was 2,2 after applying treatment in the first cycle, the mean score was 2.2, meanwhile in the second cycle, and the mean score was 2,7.

3. **Application of the Engage, study and activate strategy in variable of Organization (creative reading)**

**Table 7: Rate percentage of the students' score in indicator "creative Reading"**

| Clasification | Range | D-Test | | Aplication of engage , study and activate strategy | | | |
|---|---|---|---|---|---|---|---|
| | | F | % | Cycle I | | Cycle II | |
| | | | | F | % | F | % |
| Excelent | 4-3 | 5 | 16,5% | 5 | 16,5% | 16 | 52,8% |
| Good | 2,9-2 | 24 | 79,2% | 25 | 82,5 | 14 | 46,2% |
| fairy | 1,9-1 | 1 | 3,3% | 0 | 0 | 0 | 0 |
| poor | 0,9-0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOtal | | 30 | 100% | 30 | 100% | 30 | 100% |

The table above shows that, the rate percentage of the students 'reading Skill when diagnostic test before used the engage, study and active Strategy Were 5 students (16,5%) were classified as excellent, 24 students (79,2%) were Classified as good, and 1 students (3,3%) were classified fair from 30 Respondents. After applying treatment, the evaluation of the first cycle showed that 5 students (16,5%) were classified as excellent, 25 students (82,5%) were classified as good from 30 respondents, meanwhile the second cycle were 16 students (52,8%) were classified as excellent, 14 students (46,2%) were classified as good from 30 respondents.

**Table 8: The mean score of the students' score ¡n indicator "creative reading"**

| Mean Score of indicator "creative reading" | | |
|---|---|---|
| NonCareer Exploration Technique | The Application of Career Exploration Technique | |
| D-TEST | Cycle I | Cycle II |
| 2,3 | 2,3 | 2,7 |

The table above shows that the mean score of the students reading skill in variable of Organization (creative reading) in diagnostic test before used the engage, study and activate strategy was 2,3. After applying treatment in the first cycle, the mean score was 2,3 meanwhile in the second cycle, the mean score was 2,7.

B. **Discussion**

To make this discussion clear, the reach err was explained in one part: creative reading focused in main idea and detail can be increased by engage, study and activate in learning reading.

The explanation as follow:

The students' creative reading in the second grade students of SMPN 1 Belo Bima academic year through Engage, study and activate. in the first cycle, indicator of making inference had not increased yet this item can be seen after testing and observing, where as just a view of number of students frequency, but in the second cycle this indicator has improvement, through testing observing frequency of students added more than before especially in expressed their making inference with using English (reading test of second cycle).

in the second cycle, the reading achievement of author's purpose was good that making inference. The result can be seen after testing and observing (reading test of first cycle), whereas the number of students in good although some of the students are lack of author's purpose but this item made the researcher pleasure although there was still aspect need to be improved in the next cycle. After testing and observing in the second cycle, the indicator of author's purpose really has a good improvement.

The students' creative reading in the second year students of SMPN I Belo Bima academic year through Engage, study and activate.

Main idea in first cycle was very lack, no one student not got good score and other was fairly and poor, the causes are the students' habit reading. Because of this problem made the researcher worked hard in the second cycle to solve it. In cycle II after testing and observing the result as show there was significant improvement than in the cycle I.

While the students' details in the first cycle was very Lack too, no one students not got good score and other is poor, and fairly, the cause was the students' not understand about the text reading. Because of this problem, made researcher worked hard in cycle II to solve it. In cycle II after testing and observing the result was show that there is a maximal improvement than the cycle I. the indicator of detail was maximal because the researcher and collaborator gave maximal chance to the students to repeat reading.

The observation results of the student's participation in learning reading through engage study and activate.

Based on the data analysis as result of observation sheet of students' participation in learning process in previous findings show percentage of the students, participation of the first meeting until fourth meeting of the cycle I are 35,0%,4l,6%,51,6% and 60.8% and the mean score 47.25%. Therefore, the cycle Il are 69.0%.80.8%.85.0% and 95.8%, with the mean score 82.65% from the data analysis shows that the students' participation in cycle I in process learning was still low. Therefore, there was significant improvement from cycle I to cycle II was 35.4%.

Based on the all result of data analysis above, researcher concludes that there were significant increases of the students' creative reading a participation of students in learning process.
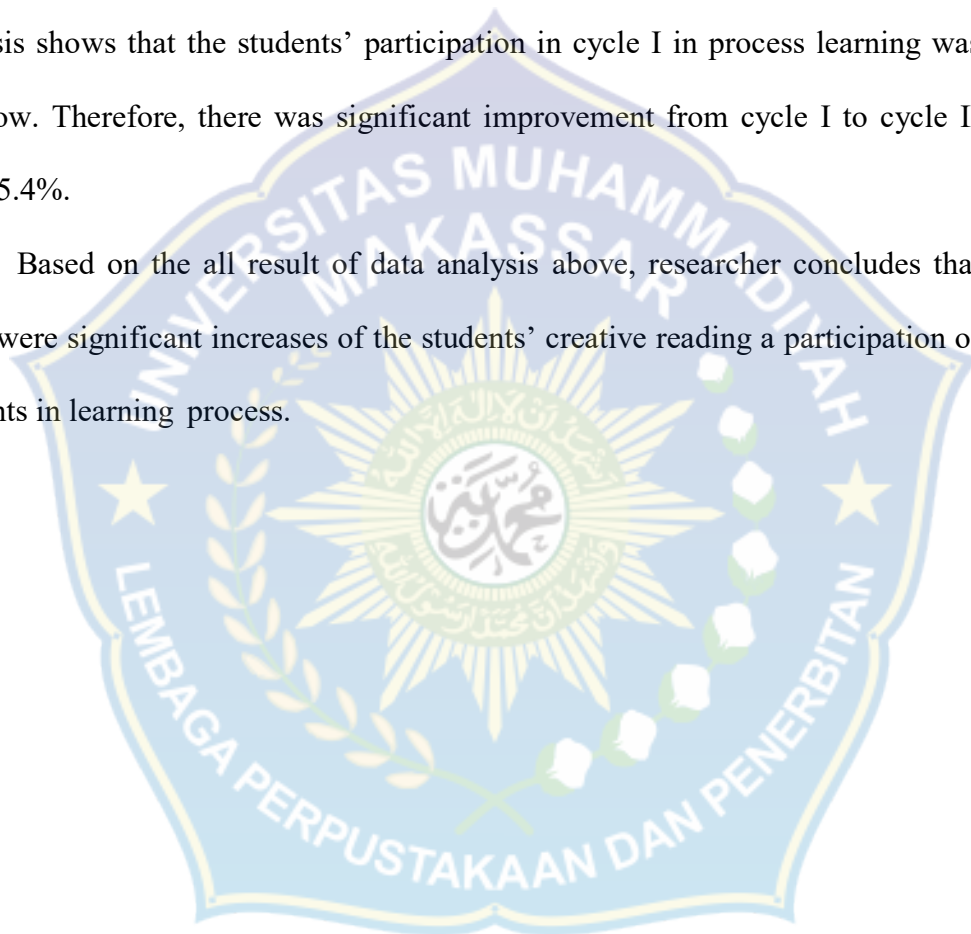
# CHAPTER V

## CONCLUSION AND SUGESTION

This chapter consists of conclusion and suggestion.

A. Conclusion

After conducting the research about the engage, study and activate Strategy at SMP Negeri 1 Belo Bima, and based on the result of' the data analysis and the discussion of the result in the previous chapter, the researcher concluded that the improvement of the students' ability in writer creative reading by using engage, study and activate strategy at the second years student of SMP Negeri I Belo Bima significantly improved, it is proved by the first cycle and the second cycle. In the first cycle the mean score of students was 66.4 as clarification "'good' meanwhile the mean score of students in the second cycle was 74,5 as classification "excellent".

B. Suggestion

In order to improve the student's reading skill in creative reading, the researcher puts forward some suggestion as follows:

1. The teacher should give the students more training, guidance, motivation in reading.

2. The teacher should present various techniques in teaching reading in order to make the students more interested in the reading skills, especially in creative reading.

3. The material of reading should be designed and presented in such as way in study them attractively an effective.

4. The researcher suggested other researchers to conduct further research to see what strategies are more helpful for the students in reading.

5. it is suggested to the English teachers to take this method of using engage, study and activate strategy in teaching and learning process to improve the students' English skill especially in improving reading skill.

6. It is suggested to the teacher creative to provide an activity to teach asses and motivate the students to produce a good reading in simple sentences by using engage, study and activate strategy.

7. The English teachers were suggested thai they use engage, study and activate Strategy as one of the alternative ways to improve students' reading skill to improve their potential or their skill as educators in giving guidance or information to the students in learning and teaching reading process so that the students are able to understand materials easily.

8. The students are expected to increase their ability in learning reading through engage, study and activate Strategy.

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