Enriching the Students Vocabulary Mastery in Speaking through Engage, Study, Activate Method

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Abstract

The objectives of this research are to find out the improvement of students' vocabulary mastery and the student's activeness in speaking through Engage, Study and Activate Method at the second year students of SMP Negeri 26Makassar. This research used Classroom Action Research that comprises of two cycles. The research population is the second year students of SMP Negeri 26 Makassar, and the sample of this research comprises of 25 students. The researcher obtained the data by using a speaking test and observation sheet.The results of this research show that there is animprovement in students' vocabularybetween the cycle I and Cycle II. The mean scores of students in the diagnostic test are 4.7 became 6.21 in cycle I, and after doing a revision in the cycle II the mean score in cycle II is7.45 then the activeness of students also improve from first meeting 53 % became 92% in the last meeting and achieved the minimal criteria, 65. The research findings indicate that the use of Engage, Study and Activate method can enrich the students' vocabulary mastery and improve the students' activeness in speaking.

Keywords: Enriching, Vocabulary, Speaking, ESA (Engage, Study, Activate)

Introduction

In this global era, language especially English as an international language and used in among countries, institutions, and individuals. All over the world is needed, so every people need to improve their English in every skill of it, these are listening, writing, reading, and speaking. Speaking is one of four essential skills in foreign language learning. To express an idea, opinions, and feelings students have to speak. It is beneficial to increase their ability as students who learn English as a foreign language because speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.According to Brown (1999). But to be a good speaker, there are some problems faced by students, such as the lack of knowledge in language aspects and language functions, the lack of fluency in expressing their ideas, and lack of vocabulary.

Most of the students' difficulty in speaking is vocabulary. They will not know how to speak without vocabulary. Through vocabulary, we convey our ideas, emotion, and efficiency. Without mastering it, people will not be able to use

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English effectively. In fact, students' mastery of English vocabulary is still lack. The students are also difficult to deliver their ideas because of their limitation of vocabulary. The language learning process will not be successful when the participants of the class cannot master vocabulary well. Vocabulary mastery is needed in four crucial skills in English, so it becomes the duty of the teacher to develop the knowledge of the vocabulary of the students. The main problem in teaching vocabulary is students only get a few words and small parts of vocabulary. The practical teaching way can be a success by a given amount of vocabulary for every any one time. According to Paul about given vocabulary by the teacher have too little by little, but it is intensive for every time or every meeting in the class. However, they just have a little time to learn vocabulary, it is caused by the teacher did not know the best strategy to teach vocabulary, (Paul Nation, 2009).

Increasing the students 'mastery in English especially vocabulary, the teacher needs to know the best way, and there are many approaches, methods, and techniques that can be used by the teacher. One of the aims in teaching English is how to make the student interest in learning English and mastering vocabulary by their way not only memorize but also apply it in speaking in their activity from this case we need the teaching technique that makes them interest and speaks up.In the school, the researcher has found some problems related to mastering vocabulary that is faced by the students. The researcher has gotten information from the English teacher and the result of observation in SMP Negeri 26 Makassar. In fact, the students are still less able to write, speak, and read caused by less vocabulary.

Engage, Study, and Activate

According to Harmer (1998:185) in his book "How to Teach English" Engage, Study, and Activate method are elements which are present in a delivery classroom to help students to learn effectively. The elements are:

Engage: this is the point in a teaching sequence where teachers try to arouse the students' interest, thus involving their emotions. Most people can remember lessons at school which were uninvolving and where they 'switched off' from what was being taught them. Frequently, this was because they were bored because they were not emotionally engaged with was going on. Such lessons can be contrasted with lessons where they were amused, moved, stimulated or challenged. It seems quite clear that those lessons involved not only fun, but also better learning.

Study: activities are those where the students are asked to focus in on language (or information) and how it is constructed. The construction of language is the main focus, but the topics can be words, sounds or verbs tenses

Activate: this element describes exercises and activities which are designed to get the students using language as freely and communicatively as they can. Some better way Try real language, role plays, Advertisement design, debates, discussion, and story-telling.

Procedures of Engaging, Study, and Activate

Based on Harmer (1998:193) in his book "How to Teach English" stated that the procedures of Engage, Study and Activate method are:

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a. Engage

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

b. 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; from an examination of a verb tense to the study of a transcript of an informal conversation to study spoken style. Harmer (1998:20) "How to Teach English" state that successful language learning in a classroom depends on a judicious blend of subconscious language acquisition (through listening and reading, for example) and the kind of Study activities we have looked at here.

c. 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 activity of Engage, Study and Activate method

a. Engage
1) Teachers try to arise the students' interest and involve their emotions.
2) Students should feel amused, moved, stimulated, and challenged not to feel bored.
3) Recommended activities: games, music, discussions, pictures, and stories.
4) Students should also engage in the topics, exercises, and language- not only games and fun.

b. Study
1) Students focus on material and how it is constructed. The main focus in this stage is the use of expression on dialogue
2) The student makes the dialogue based on the expression
3) Activities: a practice of sounds, pronunciation, and intonation in practice the dialogue using an expression in front of the class

c. Activate
1) Students use language and communicate, they get to try out real language use
2) Activities: communicate by dialogue
3) The teacher will correct the way students in using expression and their dialogue.
4) The students will remake their expression in conversation based on the error sheet.

Speaking

a. Definition of speaking

According to Brown (1999:27) in his book "Principle of Language Learning and Teaching" stated that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

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According to Spratt, et al. (2005:35) teaching speaking means developing learners' speaking skills by regularly focusing on particular aspects of speaking (fluency, pronunciation, grammatical accuracy, and body language).

While Kayi (2006:20) says that speaking is the productive skill in the oral mode. Like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

Speaking is one of four important skills in foreign language learning. To express an idea students have to speak. By active speaking, it is very useful to increase their ability as students who learn English as a foreign language. From the definitions above, it can be concluded that speaking is a productive skill to construct meaning that involves producing, receiving and processing information which uses popular expression either verbal or non-verbal symbols.

b. Elements of Speaking

Teacher faces various problems when doing some speaking activities in the class. The students have different ability to speak English as a foreign language, and so they make different mistakes. It is better to know more about the factors that influence speaking activities (Ur, 1996:121) as states below:

1) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

2) Inhibition.

Speaking requires some degree of real-time exposure to the audience. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

3) Nothing to say.

Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking.

4) Low and uneven participation.

Only one participant can talk at a time if he or she is to be heard, and in a large group, this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

5) Mother-tongue use.

In classes where all, or several, the learners share the same mother tongue, they may tend to use it: because it is easier, because it feels unnatural to speak to one another in a foreign language, and because they feel less 'exposed' if they are speaking their mother tongue. If they are talking in small groups, it can be quite difficult to get some classes-particularly the less disciplined or motivated ones-to keep to the target language.

Besides, there are many other factors influencing speaking activities. To make the speaking activities successful, there are four points which can be a solution.

6) Learners talk a lot.

As much as possible of the period allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

7) Participation is even.

Classroom discussion is not dominated by a minority of talkative participants; all get a chance to speak, and contributions are fairly evenly distributed.

8) Motivation is high.

Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

9) Language is of an acceptable level.

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

10) Accuracy

In accuracy, the speaker had full command of the language. Accuracy is an important skill in language communication with people. Accuracy also means mastery of the language. Accuracy is an exaction of a word. When we are building a group of words, only exactness work will give us accuracy. Accuracy is the most important part of language learning. Accuracy makes us speedy in reading. Learning Language is the most important part of human nature.

Communication requires doing accuracy of languages. We might see many things to discursive things like express our preferences in study, discursive things like express our views about a political situation, and so on. When we learn any language, we have to maintain accuracy. If our accuracy will be standard and correct, it makes us master speaker in the languages. In the English language, there are four ways of getting accuracy. First is Listening, second is Speaking, third is reading, and fourth is writing. These four skills are most important in the language learning. The quality of the language becomes of 'accuracy', and it affords many opportunities to train users to say thing correctly and to understand the underlying grammar which will enable us to do this.

Vocabulary

Vocabulary is the most basic in English that has to be mastered before mastering the four skill of English. There are some experts who define vocabulary, Hatch, et al (1995:1) define vocabulary as a list or set of words for a particular language or a list or set of word that individual speaker of language might use. Furthermore, Webster Dictionary (2013:1073) noted that, vocabulary is a list or collection of words usually alphabetically arranged and explained or lexicon, a stock of words use in language or by class, individual.

While according to Roget (1980:1036), Vocabulary is:

a. An alphabetical list of words often defined or translated, the vocabulary includes idioms and two words verb.
b. All the word of Language.
c. A specialized expression is indigenous to a particular fields, subject, trade or subculture.

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Thornbury (2003:2) gives information about the part of speech are as follows:

a. Noun
A noun is referred to a thing, person or place. For example, lake, sea, girl, friend, Library, Indonesia, India, Susilo Bambang Yudhoyono, school, students, teacher, table, chairs, etc. We can divide noun into two sub-classes this proper noun and a common noun.

b. Adverb
A Verb is referred to words likes actions. A verb is the main of the sentences, so each sentence has to contain a verb. The difference of a verb usually based on the tense (past, present, future). A verb has two sub-classes they are lexical verbs and auxiliary verbs.

c. Adjective
An adjective refers to a word which explains or give more information about noun or pronoun. Adjective explains noun in form as size, color, or number.

d. Adverb
Adverb is a word that gives more information about a verb, adjective, noun, in a sentence (time, frequency, etc.). There are four types of adverb, they are adverb of time, adverb of place, adverb of manner, adverb of frequency, adverb of degree.

e. A Preposition
A preposition is a word that shows the relationship between one word to another word in a sentence. The relations are about place, time, cause, way or number. For example, above, along, of, among, on, at, over, into, across, about, in, like, after, before, since, behind, though, below, till, besides, to, by, until, upon, without, from.

f. Conjunction
Conjunction is words that relate words or other groups of a word. There are two kinds of conjunction. They are coordinating conjunction and subordinating conjunction.

g. Pronoun
A **pronoun** can replace a <u>noun</u> or another pronoun. You use pronouns like he, which, none, and you to make your <u>sentences</u> less cumbersome and less repetitive.

Grammarians classify pronouns into several types, including the personal pronoun, the demonstrative pronoun, the interrogative pronoun, the indefinite pronoun, the relative pronoun, the reflexive pronoun, and the intensive pronoun.

h. Interjections
An interjection is a big name for a little word. Interjections are short exclamations like **Oh!**, **Um** or **Ah!** They have no real grammatical value, but we use them quite often, usually more in speaking than in writing. When interjections are inserted into a sentence, they have no grammatical connection to the sentence. An interjection is sometimes followed by an exclamation mark (!) when written.

Interjections like **er** and **um** are also known as hesitation devices. They are extremely common in English. People use them when they don't know what to say, or to indicate that they are thinking about what to say. You should learn to recognize them when you hear them and realize that they have no real meaning.

The technique that most of the teacher chooses is games, debate, discussion and soon. Therefore, in this case, the researcher tries to combine it by one method is to Engage, Study, and Activate Method to improve students' vocabulary. It will be held at the second year students of SMP Negeri 26 Makassar. Based on the background above the researcher formulated the research questions of this research as follows:

1. Does Engage, Study, Activate method enrich the students' vocabulary in speaking at the second year students of SMP Negeri 26 Makassar?
2. How is the activeness of the students through Engage, Study, and Activate Method at the second year students of SMP Negeri 26 Makassar?

Method

This chapter deals with research design, research setting, research subject, research variables and indicator, research instrument, a procedure of data collection, and procedure of data analysis.

a. Research Design

This research used a Classroom Action Research (CAR) that consisted of planning, action, observation, and reflection. It was conducted in two cycles where each cycle comprised four meetings. Cycle one observed the students' speaking ability especially in vocabulary by using Engage, Study, and Activate method. After finding the result of cycle one, the researcher continued to the second cycle to improve the prior cycle.

b. Research Setting

It covered the research location, research time, and research cycle as follows:

1) Research location

This research was located in the second year of SMP Negeri 26 Makassar. Academic 2013/2014. The researcher chose this location because the researcher saw it was necessary to improve the way in teaching especially to enhance the students' vocabulary in speaking.

2) Research Cycle

This classroom action research conducted in two cycles to observe students' vocabulary in speaking through Engage, Study, and Activate method.

c. Research Subject

Research subject in this classroom action research was the second year of SMP Negeri 26 Makassar academic 2013/2014.

d. Research Variables and Indicators

1) Variable

The variable of this research was the use of Engage, Study and Activate method to improve the students' vocabulary in speaking.

2) Indicator

The indicator of this research was part of speech that consisted of verb, adjective, and noun.

e. Research Instrument

In this section, the researcher used two instruments in collecting data:

1) Test

The test used to get data about the students' vocabulary in speaking through Engage, Study, And Activate method. It used to know the improvement of students' vocabulary in speaking. The test was given at the end of cycle one. Then, at the end of cycle two, a test was given again as the last evaluation test. From that last test, the researcher knew the improvement of students' vocabulary in speaking. To be able to analyze the students' test easily, it was recorded using a tape recorder.

2) Observation sheet

Observation sheet was used to know the students' participation during teaching and learning process.

f. Research Procedure

The research procedure divided into two cycles; they were cycle one and cycle two.

Cycle I

Classroom action research generally consisted of planning, action, observation, and reflection.

a. Planning

1) The teacher designed lesson plans. Made lesson planning based on the syllabus, and designed material of lesson planning and it ought to base on the teaching of speaking.
2) The teacher designed and prepares the teaching materials; the teaching material consisted of some expression. These used in the teaching and learning process when the learning activities were taking place.
3) The teacher made instrument evaluation for classroom action research cycle.
4) The teacher prepared checks list form for observation.

b. Action

Engage

1) The teacher tried to arise with the students' interest and involve their emotions.
2) Students felt amused, motivated, stimulated, and challenged to not feel bored.
3) Recommended activities: games, music, discussions, pictures, and stories.
4) Students should also engage in the topics, exercises, and language- not only games and fun.

Study

1) Students focused on material and how it was constructed. The main focus in this stage was the use of expression on dialogue
2) The student made the dialogue based on the expression
3) Activities: practice of sounds, pronunciation, and intonation in practice the dialogue using expression in front of the class.

Activate

1) Students used language and communicate, and they got to try out real language use.
2) Activities: communicated by dialogue.
3) The teacher corrected the way students in using expression and their dialogue.
4) The students remade their expression in conversation based on the error sheet.

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c. Reflection

After presenting the expression in teaching vocabulary in speaking activities, the teacher:

1) Evaluated the teaching process which included evaluation on students' speaking activity and their participation in learning process.
2) Analyzed the result of the observation, in this case, was to saw what activities need to be emphasized and what aspect has already achieved and what has not yet.
3) Analyzed and collected data of the research based on this test.

The result of evaluation and observation in this cycle then continued to the cycle II.

Cycle II

After analyzing the result of cycle 1 test and the students' activeness the stages in this cycle:

a. Planning

1) Reviewed the lesson plan and made some revision for better response and students' activeness in learning process.
2) The teacher designed and prepared the teaching materials; the teaching material consisted of some expression. These were used in the teaching and learning process when the learning activities were taking place.
3) The teacher made instrument evaluation for classroom action research cycle and prepared checklist form to observe the students' activeness in learning process.

b. Action

This cycle 2, "action" also included four meetings. The activity in the first meeting up to the fourth meeting was the same because it also had the same instructional procedure of each meeting, and the activities were:

Engage

1) Teacher tried to arise the students' interest and involve their emotions.
2) Students felt amused, moved, stimulated, and challenged in order to not feeling bored.
3) Recommended activities: games, music, discussions, pictures, and stories.
4) Students also engaged in the topics, exercises, and language- not only games and fun.

Study

1) Students focused on material and how it was constructed. The main focus in this stage was the use of expression on dialogue.
2) The student made the dialogue based on the expression
3) Activities: practice of sounds, pronunciation, and intonation in practice the dialogue used expression in front of the class

Activate

1) Students used language to communicate, they got to try out real language use
2) Activities: communicated by dialogue
3) The teacher corrected the way students in using expression and their dialogue.
4) The students remade their expression in conversation based on the error sheet.

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c. *Reflection*

Everything less in cycle 1was reflected in this cycle, better improvement also achieved as well as the students' activeness. It indicated that some indicators of descriptive was successful and met the teacher target. Further, the reflection was a research finding that discussed clearly in the next chapter.

g. Procedure of Data Collection

The technique of data collection done in this research was as follows:

1) Test: the researcher gave vocabulary test to the students in order to know their improvement the type of vocabulary test was used in this research in personal. This test was recorded to make easy in analyzing data.

2) Observation sheet: it was used to know the students' participation during the teaching and learning process.

h. Technique of Data Analysis.

The data from cycle 1 and cycle 11 were analyzed through the following steps:

To Score the students' answer to test, the researcher used formula:

$$Scoring = \frac{TotalCorrectAnswer}{Totalnumberofitems} x\ 100$$

(Mason & Bramble in Muttahidah, 2011:73)

Table 1: The Classification of Students' Score

No	Classification	Score	Criteria
1.	Excellent	9.6 – 10	They speak effectively and excellent of using vocabulary
2.	Very Good	8.6 – 9.5	They speak effectively and very good of using vocabulary
3.	Good	7.6 – 8.5	They speak effectively and good of using vocabulary
4.	Fairly good	6.6 – 7.5	They speak effectively and good of using vocabulary

Calculating the mean score of the students' speaking test by using the following formula:

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

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Where:

X= the mean score

∑= the total raw score

N= the number of students

The percentage of the students' development in speaking was identified by using the following formula:

$$P = \frac{X^2 - X^1}{X^1} \times 100$$

Where:

P : Percentage of the students

X^1: The first cycle mean score

X^2 : The second cycle mean score

To calculate the percentage of students' achievement by using this formula:

$$P = \frac{F}{N} x\ 100$$

P : Rate percentage

F : Frequency of the correct answer

N : The total number of students

Analyzing the students' participation in research toward the material and activities in teaching and learning process was done by checklist. The students' active participation described as follow:

Table 2: The Criteria of Students' Active Participation

No	The students' Active Participation	Score	Indicator
1	Very Active	4	Students' respond to the material very active
2	Active	3	Students' respond to the material actively
3	Fairly active	2	Students' respond to the material just once or twice.
4	Not active	1	Students just sit down during the activity without doing something.

Percentage the students' participation through the following formula:

$$P = \frac{FQ}{4\ xN} x\ 100$$

Where:
P   : Percentage
FQ   : Sum of all the students' score
N   : Total students
       (Gay in Muttahidah, 2011:36)

Findings and discussion
Findings
The findings of classroom action research deal with the answer of the problem statement which aims to develop students' mastering of vocabulary in speaking. The findings consist of students' achievement in speaking.

Asking and observation result. It is about the students' activeness in teaching and learning process. To measure the students' development of their vocabulary in speaking, there are three components of vocabulary that is concerned by the researcher, namely: noun, verb and adjective.

1. *The result of the students' score vocabulary after using Engage, Study and Activate*

Table 3: The Result of Students' vocabulary in speaking of noun in Diagnostic test, Cycle I test and Cycle II test

Indicators	Mean Score			Improvement (%)	
	D. test	C.1	C.2	D.test →C.1	C.1→C.2
Noun	4.92	6.56	7.4	33.33	12.80
Verb	4.76	6.12	7.68	28.57	25.49
Adjective	4.56	5.96	7.28	30.70	22.14
Total Score	**14.24**	**18.64**	**22.36**	**92.57**	**60.43**
Mean Score	**4.7**	**6.21**	**7.45**	**30.85**	**20.14**

The table above shows that the students' score of vocabulary in speaking ability where the students got 4.7 or low in diagnostic test of vocabulary in speaking (noun, verb and adjective). It classification that the increasing of student's vocabulary is 30.85 % in diagnostic test to cycle 1 test and the increasing in cycle 1 to cycle 2 test is 20.14 % which the score in cycle 1 is 6.21 and in cycle 2 is 7.45 . It indicates that it increase significantly through the use of Engage, Study and Activate method.

2. The result of the student's score vocabulary of noun

Table 4: The Result of Students' vocabulary in speaking of noun in Diagnostic test, Cycle I test and Cycle II test.

Indicator	Mean Score			Increasing (%)	
Noun	**D-test**	**C.1**	**C.2**	**D.test → C.1**	**C.1 → C.2**
Total Score	123	164	185	33.33	12.80
Mean Score	4.92	6.56	7.4	33.33	12.80

The table shows that the result students 'vocabulary in speaking of noun in diagnostic test is 4.92; it improves in cycle 1 to be 6.56. The improvement of student's vocabulary in speaking (noun) from diagnostic test into cycle1 is 33.33%. The student's score in cycle 2 is 7.4 and the improvement between cycle 1 and cycle 2 is 12.80% which the score in cycle 1 is 6.56 and cycle 2 is 7.4. The student's vocabulary in speaking of noun also improves through the use of Engage, Study, and Activate method.

3. The result of the student's score vocabulary in speaking of verb

Table 5: The Result of Students' vocabulary in speaking of verb in Diagnostic Test, Cycle I Test and Cycle II Test.

Indicator	Mean Score			Increasing (%)	
Verb	**D-test**	**C.1**	**C.2**	**D.test → C.1**	**C.1 → C.2**
Total Score	119	153	192	28.57	25.49
Mean Score	4.76	6.12	7.68	28.57	25.49

The table shows that the result of students' vocabulary in speaking of verb in Diagnostic Test is 4.76 it improves in Cycle I to be 6.12. The improvement of students' writing from Diagnostic test into Cycle I is 28.57%. The students' score in Cycle II is 7.68 and the improvement between Cycle I and Cycle II is 25.4%. The students' vocabulary in speaking of verb also improved through the use of Engage Study and Activate method.

4. The result of the student's score vocabulary of Adjective

Table 6: The Result of Students' vocabulary in speaking of adjective in
Diagnostic Test, Cycle I Test   and Cycle II Test

Indicator	Mean Score			Increasing (%)	
Adjective	**D-test**	**C.1**	**C.2**	**D.test → C.1**	**C.1 → C.2**
Total Score Mean Score	114 4.56	149 5.96	182 7.28	30.70 30.70	22.14 22.14

The table shows the result students' vocabulary in speaking of adjective in Diagnostic Test is 4.56 it improves in Cycle I to be 5.96. The improvement of students' writing from Diagnostic test into Cycle I is 30.70%. The students' score in Cycle II is 7.28 and the improvement between Cycle I and Cycle II is 22.14%. The students' vocabulary in speaking of adjective also improved through the use of Engage Study and Activate method.

5. The classification of the student's score vocabulary in noun after using Engage, Study and Activate method increased from Diagnostic test to Cycle 1 and Cycle 2

Table 7: The percentage of the students' score vocabulary in speaking
(noun)

Classification	Score	Frequency			Percentage (%)		
		DT	C1	C2	DT	C1	C2
Excellent	9.6 – 10	0	0	0	0	0	0
very good	8.6 – 9.5	0	0	3	0	0	12
Good	7.6 – 8.5	0	4	10	0	16	40
Fairly good	6.6 – 7.5	4	10	7	16	40	28
Fair	5.6 – 6.5	6	8	4	24	32	16
poor	3.6 – 5.5	10	3	1	48	12	4
Very poor	0.0 – 3.5	5	0	0	20	0	0
Total		25	25	25	100	100	100

Based on the table above, it indicates that in diagnostic test there are 4 students (16%) get fairly good, there are 6 students (24%) get fair, there are 10 students (40%) get poor and there 5 students (20%) get very poor. It improves in Cycle 1 where there are 4 students (16%) get good, 10 students (40%) who get fairly good, 8 students (32%) who get fair and 3 students (12%) get poor. Next in Cycle 2 it can improve until 3 students (12%) get very good, 10 students (40%)

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get good, 7 students (28%) get fairly good, 4 students (16%) get fair and only 1 student (4%) get very poor.

6. *The classification of the students' score vocabulary in speaking of verb after using Engage, Study and Activate method from Diagnostic Test, Cycle 1 and Cycle 2*

Table 8: The percentage of the students' score vocabulary in speaking (verb)

Classification	Score	Frequency			Percentage (%)		
		DT	C1	C2	DT	C1	C2
Excellent	9.6 - 10	0	0	0	0	0	0
very good	8.6 – 9.5	0	1	9	0	4	36
Good	7.6 – 8.5	0	4	6	0	16	24
Fairly good	6.6 – 7.5	2	4	4	8	16	16
Fair	5.6 – 6.5	5	6	5	20	24	20
poor	3.6 – 5.5	14	10	1	56	40	4
Very poor	0.0 – 3.5	4	0	0	16	0	0
Total		25	25	25	100	100	100

Based on the table above, it indicates that in diagnostic test there are 2 students (8%) get fairly good, there are 5 students (20%) get fair, there are 14 students (56%) get poor and 4 students (16%) get very poor. It improves in Cycle 1 where there is 1 student (4%) get very good, 4 students (16%) who get good, there are 4 students (16%) get fairly good, 6 students (24%) get fair and 10 students (40%) and there is no students get very poor. Next in Cycle 2 it can improve until 9 students (36%) get very good, 6 students (24%) get good, 4 students (16%) get fairly good 5 students (20%) get fair, 1 student (4%) get poor and also there is no students get very poor.

7. The classification of the students' score vocabulary in speaking of adjective after using Engage, Study and Activate method from Diagnostic Test, Cycle 1 and Cycle 2

Table 9: The percentage of the students' score vocabulary in speaking (adjective)

Classification	Score	Frequency			Percentage (%)		
		DT	C1	C2	DT	C1	C2
Excellent	9.6 - 10	0	0	0	0	0	0
very good	8.6 – 9.5	0	0	4	0	0	16
Good	7.6 – 8.5	0	1	9	0	4	36
Fairly good	6.6 – 7.5	1	7	4	4	28	16
Fair	5.6 – 6.5	5	9	6	20	36	24
poor	3.6 – 5.5	13	8	2	52	32	8
Very poor	0.0 – 3.5	6	0	0	24	0	0
Total		25	25	25	100	100	100

Based on the table above, it indicates that in diagnostic test there are 1 student (4%) get fairly good, there are 5 students (20%) get fair, there are 13 students (52%) get poor and 6 students (24%) get very poor. It improves in Cycle 1 where there is 1 student (4%) get good, 7 students (28%) that get fairly good, there are 9 students (36%) get fair, 8 students (32%) get poor and there is no students get very poor. Next in Cycle 2 it can improve until 4 students (16%) get very good ,9 students (36%) get good, 4 students (16%) get fairly good, 6 students (24%) get fair, 2 students (8%) get poor and also there is no students get very poor.

8. Observation Result

The following table shows the observation result of the students' activeness in learning speaking from cycle I to cycle II.

Table 8: The students' observation result during teaching and learning process

Cycles	Students' Activeness			
	1st Meeting (%)	2nd Meeting (%)	3rd Meeting (%)	4th Meeting (%)
Cycle I	53	63.04	73.95	85
Cycle II	78.12	82	89.58	92

Table 8 above show that in cycle I the students' activeness in the 1st meeting is 53 %, the 2nd meeting is 63.04 %, the 3rd meeting is 73.95 % and the 4th meeting

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is 85 %. In cycle II students' activeness in the 1st meeting is 78.12 %, the 2nd meeting is 82 %, the 3rd meeting is 89.58 % and the 4th meeting is 92 %. Based on the interpretation of the table above indicate that the activeness of students in learning process always grow up from the first meeting in cycle I. For the first meeting of cycle II students probably get bored of material so their activeness decrease from the last meeting of cycle I but the researcher tries to engage them. It makes their activeness increase again until the last meeting in cycle II.

Discussion
1. The Improvement of the Students' Vocabulary in speaking
Discussion deals with the interpretation of findings derived from the observation result about the students' improvement of vocabulary mastery in speaking which comprises of noun, verb and adjective. The improvement of the students' vocabulary mastery in speaking will be explained as follows:

The improvement of the students' vocabulary mastery in speaking after implementing Engage, Study and Activate method is able to give an effect to the students' mastery of vocabulary. This method is effective to be applied in the classroom. The researcher found that the score of the students' vocabulary mastery in speaking in term of noun from D-Test to cycle I and also from cycle I to cycle II (Diagnostic-Test (4.92) ≤ Cycle I (6.56) ≤ Cycle II (7.4), where in D-Test the students' mean score in term of noun is 4.92, after doing an evaluation in cycle I, the students' mean score achievement in termof noun becomes 6.56, so the improvement of students' vocabulary mastery in speaking about noun from D-Test to cycle I is 33.33 % while in cycle II the students' mean score in term of noun is 7.4, so, the improvement of the students' mean score achievement from cycle I to cycle II is 12.80 %.

While the improvement score about the students' vocabulary mastery in term of verb, from D-Test to cycle I and also from cycle I to cycle II (Diagnostic-Test (4.76) ≤ Cycle I (6.12) ≤ Cycle II (7.68), Therefore, the improvement of the students' vocabulary mastery in term of verb from D-Test to cycle I is 28.57 % while in cycle II the improvement of students' vocabulary in term of verb from cycle I to cycle II is 25.49%.

The improvement score about the students' vocabulary mastery in speaking about adjective from D-Test to cycle I and also from cycle I to cycle II (Diagnostic-Test (4.56) ≤ Cycle I (5.96) ≤ Cycle II (7.28), so the improvement of students' vocabulary mastery in term of adjective from D-Test to cycle I is 30.70% while in cycle II, the students' mean score in adjective is 7.28. Therefore, the improvement of the students' mean score achievement in language use from cycle I to cycle II is 22.14%.

Based on the discussion above, it indicates that there is a different result between cycle I and cycle II toward teaching vocabulary in speaking through Engage, Study and Activate method. Researcher may conclude that teaching vocabulary in speaking through Engage, Study and Activate method is an effective method to improve the students' vocabulary in speaking and able to achieve the minimum criteria, 65 score.

The result above proves that Engage, Study and Activate method is able to improve the students' vocabulary mastery in speaking at class VIII1 students of SMP Negeri 26 Makassar significantly.

2. The Improvement of the Students' Activeness During the Teaching and Learning Process

The observation result of the students' activeness in teaching and learning process has improved significantly through Engage, Study and Activate method. In the cycle I, the students' activeness in the 1st meeting is 53 %, it means that this score still needs an improvement. Another method in teaching and learning process can be applied to improve the students' activeness. After applying the Engage, Study and Activate method in the classroom, the activeness of students in the last meeting of cycles I became 85%. Then in the cycle II, the researcher revised again from the weakness of the cycle 1 in teaching and learning process. The result in the cycle II, the students' activeness in the last meeting becomes 92%. It means that the students pay full attention during teaching and learning process in applying this method. Eventhough, some students did not know what they were going to say but they were still active in giving some questions. It means that, the application of Engage, Study and Activate method can improve the students' activeness in the classroom during the teaching and learning process running.

Based on the interpretation on the findings above; the researcher concludes that there is a significant improvement of the students' activeness during teaching and learning process from the first meeting in the cycle I until the last meeting in the cycle II at the second year students of SMP Negeri 26 Makassar.

Conclusion

Based on the research findings and discussions as stated before, the researcher concludes that:

Using Engage, Study and Activate method as one of the method in teaching is effective to improve the students' vocabulary mastery in speaking about part of speech especially noun, verb and adjective. It can be seen by the students' mean score of vocabulary mastery in speaking from D-Test to cycle I until cycle II. The students' mean score of D-Test was 4,7, the mean score of cycle I was 6.21 and cycle II was 7.45. The students' improvement from D-test to cycle I was 30.85 %, cycle I to cycle II was 20.14 %. So, there was significant improvement of the students' achievement from D-Test to cycle II in learning through Engage, Study and Activate method.

The students' activeness in the beginning of cycle I was 53 %. After applying Engage, Study and Activate method in the classroom until cycle II, the students' activeness becomes 92 % in the last meeting of cycle II. It means that the use of Engage, Study and Activated method is able to improve the students' activeness in learning English especially in teaching vocabulary.

Based on the findings, the researcher states some suggestions are as follows:
1. It is suggested the English teacher to apply Engage, Study and Activate method as one of the alternative way in improving the students' vocabulary mastery in speaking
2. The students are expected able to improve their vocabulary mastery in speaking through Engage, Study and Activate method.

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