ABSTRACT

Susanti, Aprilliya. 2024. 20033007. *The Effectiveness of Engage, Study, Activate (ESA) Learning Strategy in Enhancing Writing Recount Text at 10th Graders of SMK N 1 Lamongan.* Thesis. Faculty of Teacher and Training Education of English Education Department. University of Islamic Darul 'Ulum Lamongan.

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This research focuses on examining the effectiveness of Engage, Study, Activate (ESA) learning strategy in improving recount text writing skills. Based on the preliminary study, class X students at SMK N 1 Lamongan have problems in writing, the English teacher explained that they have difficulty in developing ideas to start writing, lack vocabulary, make errors in composing sentence structures, and students are less motivated towards the learning strategies carried out by the teacher. Therefore, the researcher decided to apply ESA as a learning strategy to improve students' ability to write recount texts. This research aimed to describe the effectiveness of the ESA (Engage, Study, and Activate) learning strategy in improving students' writing skills in recount text.

The methodology used pre-experimental research with one group pre-test and post-test design. The population of this research was class X *Manajemen Perkantoran* (MP) students of SMK N 1 Lamongan totaling 74 students with 61 females and 13 males. The sample was students of class X-1 *Manajemen Perkantoran* (MP) SMK N 1 Lamongan a total sample size of 36 students 32 females and 4 males, was taken by purposive sampling technique. Written tests were used as instruments. Data were collected through tests, namely pre-test and post-test, and documentation of data collection. A paired sample test (T-Test) was used to analyze the data on the SPSS 29.0 version.

The results showed that there was a difference in students' writing ability before and after being taught by using the ESA learning strategy. The increase in the mean score evidences this, the mean score of the pre-test is 42.00 which showed a lower result than the mean score of the post-test which is 83.00 based on the following results, there was a significant difference between the pre-test and post-test writing ability. Based on paired sample t-test analysis, it showed a smaller significant score ($0.001 < 0.05$), which means the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted which means that there is an influence in applying the ESA learning strategy. In conclusion, the ESA learning strategy proved effective in teaching the students of class X-1 MP SMK N 1 Lamongan. The researcher suggests that other researchers can develop this research by using other methods such as CAR which so far have not been studied better to understand the effectiveness of ESA, especially in writing.