

ABSTRACT

Hutapea, Laura Elisabeth. 2113121037. The Effect of Engage, Study, Activate (ESA) Procedure on Students' Reading Comprehension Achievement. A Thesis. Medan : English Department, Faculty of Languages and Arts, State University of Medan, 2015.

This study is aimed at finding out the effect of Engage, Study, Activate (ESA) Procedure on students' reading comprehension achievement. This study applied experimental design. The population of this study was the 2015 / 2016 eleventh grade student of SMA SANTA MARIA MEDAN. There were five parallel classes and have been taken two class as the sample by using loterry technique. The sample was 60 students. The group sample namely experimental group and control group. The experimental group was taught by applying Engage, Study, Activate (ESA) Procedure while control group was taught without applying Engage, Study, Activate (ESA) Procedure. The instrument of collecting the data was multiple choice test which was consisted of 25 items. The validity used in this study is content validity. To obtain the reliability of the test, the researcher used Kuder Richardson (KR20) formula. The calculation showed the reliability was 0.95 (very high). The data was analyzed by using t-test. the calculation showed that t-observed (2.64) is higher than t-table (2.00) at the level of significance (α) 0.05 with the degree of freedom (df) 58. Therefore, the null hypothesis (H0) is rejected and alternative hypothesis (Ha) is accepted. It means that Engage, Sudy Activate (ESA) Procedure significantly affected the students' reading comprehension.

Key words : ESA Procedure, Reading Comprehension