

The Teachers' Perceptions of Students' Vocabulary Mastery through ESA

Putri Ali Puspitaningrum

putrialipuspitaningrum@gmail.com

Abdul Syahid

abdulsyahid@iain-palangkaraya.ac.id

Sri Normuliati

sri.normuliati@iain-palangkaraya.ac.id

Universitas Islam Negeri Palangka Raya

ABSTRACT

Vocabulary mastery plays a central role in English language development, as it enables learners to understand, use, and communicate ideas effectively. However, many students often struggle to retain and apply new vocabulary, which makes the choice of teaching method especially important. One approach that has gained attention is the Engage, Study, and Activate (ESA) method, which combines motivational activities, structured Study, and communicative practice. This Study aimed to explore English teachers' perceptions of the ESA method in enhancing students' vocabulary mastery and to identify which aspects of the method they found most effective in classroom practice. The research employed a descriptive quantitative design with survey data collected from ten English teachers at the elementary and junior high school levels. The instrument used was a questionnaire consisting of 37 items, adapted from established models, and designed to capture perceptions across the three ESA stages. Responses were measured on a five-point Likert scale and analyzed using descriptive statistics, including mean scores, percentages, and standard deviations. Findings revealed that the majority of teachers hold positive perceptions toward the ESA method. Teachers emphasized that the Engage phase helps capture students' attention and motivation, the Study phase provides essential accuracy and explanation of vocabulary, and the Activate phase encourages meaningful use of words through role-plays, discussions, and collaborative activities. The highest-rated item concerned the role of question-and-answer activities in motivating learners ($M = 4.60$). At the same time, the lowest rating reflected concerns about group work consuming too much classroom time ($M = 2.90$). Overall, the results suggest that teachers view ESA as an effective, flexible, and student-centered approach for improving vocabulary learning in EFL contexts.

Keywords: ESA Method; Vocabulary Mastery; Teacher Perception

INTRODUCTION

Language is the communication that everyone in this world uses when they talk to others. Without language, everyone would have difficulties communicating or interacting with each other. In this era, the world has become extremely advanced in various fields. So now we have an international language that allows us to communicate with other people from diverse origins. The language used internationally by people worldwide to communicate with each other is English.

In the realm of English as a Foreign Language (EFL) learning, vocabulary mastery stands as one of the most essential foundations for language acquisition. Vocabulary is the bridge between communication and comprehension. Without adequate vocabulary knowledge, learners are hindered in their ability to listen, speak, read, and write effectively. In EFL classrooms, particularly in non-English-speaking countries such as Indonesia, vocabulary acquisition becomes even more challenging due to limited exposure to authentic English contexts outside of the classroom. This limitation makes the role of the teacher, the chosen teaching method, and the instructional environment highly significant in shaping learners' vocabulary development.

Despite the centrality of vocabulary in language learning, traditional methods of vocabulary teaching, such as rote memorization, dictionary-based activities, or isolated word lists, have often proven insufficient in fostering long-term retention and meaningful usage. Many learners memorize vocabulary items without fully understanding their contextual meanings or knowing how to apply them in communication. Consequently, there has been a growing demand for more dynamic, interactive, and student-centered approaches to vocabulary instruction.

According to Nishanthi (2018), one in five students can speak or understand English when they hear someone who speaks English. It is also called the main window of the world, which means that the English language gives us a wider view of the different advanced places in the world. Many people learn English to meet their needs in their respective fields because English has many advantages. Also, many fields of work require people who can speak English when they are faced with the job they are working on. Fatimah and Suharto (2017) stated that in Indonesia, English is a foreign language taught at every level of education, from basic to higher education levels. Learning English is very important for the survival of our social world, where humans are known as social beings. Also, humans cannot live by themselves, or we mean that humans communicate with others.

Masduqi (2016) stated that English has receptive skills and productive skills. Receptive skills consist of listening and reading, while productive skills consist of writing and speaking. Receptive skills are a condition in which students

receive information from the teacher. On the other hand, productive skills are a condition in which students produce language. At this time, the students must master all these skills, especially for students who want to learn an English education. In addition, before we master all these skills, we must also master the English language vocabulary.

Vocabulary is the whole word that forms, and is also an important thing in learning English. According to Alqahtani (2015), vocabulary knowledge is often rated as an important tool for learners of a second language because it will be difficult for learners to communicate if they have limited vocabulary. From the explanation above, we can understand that we need to know the vocabulary to avoid difficulties or problems when we face listening, reading, writing, and speaking English. It can be said that before we learn the skills in the English language, the first thing we must understand and master is vocabulary. Students must master the English vocabulary and know the grammatical rules in advance to communicate with others using English. For example, students cannot read fluently if they do not know or do not have vocabulary knowledge. They will find difficulties in understanding or interpreting the reading of the writing.

On the other hand, they will find it easier to increase their vocabulary knowledge and abilities. Problems exist when learning and teaching English in schools because the English language is very different from Indonesian, starting from its structure, pronunciation, and vocabulary. Teaching English effectively and efficiently is a challenging job for teachers.

Based on the information obtained by the researcher when conducting pre-observations of a number of students from several schools, the students still need to be able to write, listen, speak, and read in English because of their limited vocabulary. Several problems make it difficult for students to master vocabulary. The first problem is that most of those students are still restricted to vocabulary or have less vocabulary, and students do not practice English pronunciation in their daily conversations, so their vocabulary stays the same. The second problem is that students get bored with the teacher's way of teaching vocabulary, for example, the teacher asks students to find the meaning of difficult words in the dictionary or a translator, and then memorize them. Such a method makes the students feel bored and lazy when learning English. We know the importance of vocabulary in learning English and mastery of vocabulary for students because of, because the teacher should be able to make the lesson more fun and attractive.

Vocabulary mastery plays a crucial role in students' language acquisition and overall communicative competence. Without sufficient vocabulary knowledge, learners struggle to understand spoken and written texts, express ideas effectively, or engage in meaningful interactions. As such, vocabulary instruction has become a central focus in English language teaching (ELT), especially in EFL (English as a Foreign Language) contexts such as Indonesia.

Despite this importance, teaching vocabulary effectively remains a challenge due to the need for engaging strategies that not only promote retention but also meaningful usage.

In the field of education, teachers play a crucial role as facilitators, motivators, and evaluators in the teaching and learning process. The quality of classroom learning is influenced not only by the curriculum and resources but also by teachers' perceptions of the methods, strategies, and approaches used. Teachers' perceptions reflect how they view a particular teaching method, including the extent to which they feel that the method is effective, meets students' needs, and is easy to implement. Teacher perception is very important because it will influence how they teach in the classroom. When teachers have a positive perception of a method, they will be more enthusiastic and motivated to implement it to the fullest. Conversely, if teachers have a negative perception, they are likely not to implement the method effectively, even if the method has been theoretically or empirically proven to be effective.

One of the approaches that has recently begun to be widely used in English language teaching, particularly in vocabulary teaching, is the Engage, Study, and Activate (ESA) method. This method emphasizes the importance of student engagement, explicit reinforcement of material, and active application in real communication situations. However, the success of the ESA method in practice greatly depends on how teachers perceive and understand this method. Thus, it is important to understand how teachers perceive the ESA method in vocabulary learning. This is not only to know the extent to which teachers accept this method, but also to see the challenges, obstacles, and potential development of the method in a broader learning context. Through research on teachers' perceptions, new insights can be found that are beneficial for the development of more effective, relevant, and contextual learning strategies in accordance with the needs of students and classroom conditions.

LITERATURE REVIEW

Previous Related Study

To help fund this research, the researchers have explained some previous research on the current Study. The first prior research, titled "Implementing the Engage, Study, Activate Approach Using Technological Tools in Higher Education," was conducted by Cabrera-Solano et al. in 2023. This research explains that the ESA method (Engage, Study, Activate) can make learning English more interesting and effective. ESA is divided into three stages: engage, which is useful for capturing students' attention (for example, through videos or games), Study, which means learning the main material (such as vocabulary), and activate, which means practicing the language actively (for example, through discussions or presentations). Previous research has focused more on university students than on school students.

Additionally, the ESA in the article heavily relies on technology such as Zoom, Quizizz, and Canva. This may be difficult for teachers in regular schools where not all use technology. The research also discusses students' opinions about ESA. The results of the research show that students feel more comfortable, more active, and find it easier to understand the material.

The second earlier research, titled "Teachers' Perception of Using ESA Elements in Boosting Speaking Ability of EFL Learners: A Task-based Approach," was carried out by Khoshshima and Shokri in 2017. This research is about teachers' opinions on the application of the ESA (Engage, Study, Activate) method in improving the speaking ability of English as a Foreign Language (EFL) students. The ESA theory in this research is explained quite thoroughly. However, it emphasizes speaking more than the others, such as Engage, which can capture students' attention through games, stories, or visual/audio media, Study, which can focus on learning grammar and vocabulary, and Activate, which is useful for students to practice directly in real contexts like role-play and discussions. The results of previous research indicate that most teachers have a positive view of the ESA method, teachers feel that students are more active, creative, and confident in speaking when using this method, and learning becomes more interactive and engaging.

Vocabulary Mastery

According to Teng (2022), vocabulary is essential for learning languages. Vocabulary is the most basic and important thing when learning a language. Some people will have difficulty using English if they lack vocabulary because, with vocabulary, we can communicate our ideas, emotions, desires, and also our personality. According to Nation in Alqahtani (2015), the relationship between vocabulary knowledge and language use is complement: knowledge of vocabulary allows the use of language, and conversely, the use of language leads to an increase in vocabulary knowledge. Vocabulary is the total that exists in a language. In vocabulary, several words are used as a tool to communicate when speaking or communicating through writing. From the definitions above, we can conclude that vocabulary is important in learning languages and communicating. We cannot speak well without vocabulary constraints, making it difficult to establish social relationships with our surroundings. Therefore, learning, knowing, and mastering vocabulary is very useful and makes it easier for users to understand and communicate.

Teaching is one of the essential processes in education. It aims to help students learn to do something, guide them in learning new knowledge, and enable them to understand concepts so they can apply them independently (Brown, 2012). Teaching is also a process in which a teacher guides learners to higher levels of knowledge, skills, attitudes, and values, while respecting their intellectual integrity and capacity for growth, ultimately leading to changes in learners' behavior. In the context of vocabulary learning, several techniques can be effective in helping students expand their word knowledge. Susanto (2017) outlines five main

approaches. First, teaching vocabulary using objects involves visual aids or real items to help students connect words with tangible references, making them easier to remember. Second, teaching vocabulary through spelling and active involvement develops both speaking and writing skills by encouraging students to practice pronunciation, memorize spelling, and engage with meaningful words in context. Third, teaching vocabulary using drawings and pictures helps clarify unfamiliar words, as images support meaning-making and prevent boredom in learning. Fourth, teaching vocabulary through mime, expressions, and gestures enables students to memorize new vocabulary through movements that directly correspond to the meaning of the words, ensuring clarity and engagement. Finally, teaching vocabulary using enumeration and contrast expands students' knowledge by listing related words and highlighting contrasts or synonyms, which broadens their vocabulary through exposure to multiple, interconnected meanings. Together, these techniques provide varied and practical strategies to enrich students' vocabulary learning.

Engage-Study and Activate (ESA) Method

The Engage-Study and Activate (ESA) method is an instructional approach commonly used in language teaching. It is often associated with teaching English as a second or foreign language. According to Harmer in Vikasari (2019), the ESA method may raise learners' interest, curiosity, and emotions in learning a topic by attracting attention and motivating them to engage. The ESA method is designed to provide a balanced approach to language teaching by incorporating elements of engagement, instruction, and active practice. According to Hairunnisa et al. (2022) ESA method has all the factors that students need in the classroom; it gives teachers the flexibility to conduct a classroom in an organized and productive way. There are three factors or elements in English learning and teaching inside the classroom: engage, Study, and activate. This method is widely used in English language teaching (ELT) and is especially prominent in communicative and interactive classrooms. The ESA method provides a structured yet adaptable framework that integrates elements of traditional language instruction with modern, student-centered learning. It is designed to create an optimal learning environment by stimulating interest, providing linguistic input, and allowing students to practice and produce language in meaningful contexts.

The basic concept of ESA is based on three main stages, namely Engage, Study, and Activate. These three elements do not always have to be followed linearly, but can be combined in various orders according to classroom needs, such as in the forms of ESA, EAS, SAE, or other variations. Harmer (2001) emphasized that ESA can be adapted into different lesson models:

1. Straight Arrow ESA: $E \rightarrow S \rightarrow A$ (common for beginners or focused lessons).
2. Boomerang ESA: $E \rightarrow A \rightarrow S \rightarrow A$ (learners try before formal instruction).
3. Patchwork ESA: Multiple combinations like $E \rightarrow A \rightarrow S \rightarrow E \rightarrow A \rightarrow S$ (ideal

for more advanced or creative classes).

This flexibility ensures that the ESA method can be adapted to the learners' proficiency level, lesson goals, and teaching context. The ESA method is flexible and adaptive, which means that teachers do not always have to follow the E-S-A sequence, but can modify it according to learning objectives, students' ability levels, and classroom situations. This approach also allows teachers to create a fun, meaningful, and varied classroom atmosphere, which is essential for maintaining students' motivation and concentration, especially in foreign language learning. In addition, ESA is also known as a communicative approach to language teaching that structures lessons around emotional engagement (Engage), conscious learning (Study), and real-life usage (Activate) to ensure holistic language acquisition. The ESA method also supports active participation from students by creating a learning cycle in which students are motivated (Engage), taught (Study), and empowered to communicate (Activate).

The ESA method is not just a technique but a teaching philosophy that prioritizes students' emotional, cognitive, and linguistic development. Its strength lies in its structure and flexibility, making it widely applicable across levels and age groups. When used effectively, ESA can significantly improve vocabulary mastery, communication skills, and classroom dynamics.

a. Engage

The engage phase is the point in a teaching sequence where teachers try to arouse the students' interests, thus involving their emotions. Activate materials which frequently engage students, such as flashcards, games, music, discussion, stimulating pictures, etc. Engage plays a dominant role in language learning inside the classroom, and it often takes place at the beginning of the teaching sequence, ensuring that the teaching process goes smoothly and efficiently. According to Herdi and Ningsih (2018), Engage is the point in a teaching sequence where teachers try to arouse the students' interest, thus involving their emotions. Without the element of engage, the class may be boring, and the students will switch off from what is being taught. If the students are engaged, they will be interested in the class and learn better.

b. Study

The study phase involves presenting and explaining the target language, concept, or lesson plan. Teachers introduce new vocabulary, grammar rules, or language structures through examples, explanations, and practice activities. According to Hairunnisa et al. (2022), this phase can consist of many activities, such as studying from texts and dialogues, example sentences, crosswords, flashcards, gap-fill exercises, word searches, matching games, drilling, and so on. This stage focuses on providing students with the necessary knowledge and understanding of language points.

c. Activate

In the activate phase, teachers provide opportunities or exercises and activities to practice and apply what they have learned in communicatively meaningful activities according to their individual abilities. At this stage, it emphasizes students' participation in using language in real-life situations without focusing on language construction or specific language practice patterns, but using their language knowledge in carrying out tasks. According to Hairunnisa et al. (2022), the activate phase may include discussions for the whole class, small groups, or even pairs, role-plays, or other interactive tasks that promote fluency and language production.

METHOD

Design and Samples

This type of research is quantitative descriptive with a survey approach. This Study aims to determine teachers' perceptions of the use of the Engage, Study, and Activate (ESA) method in improving students' vocabulary mastery. This design is used because it is suitable for collecting data in the form of opinions, attitudes, and perceptions from respondents on a measurable scale (Sugiyono, 2016).

Instrument and Procedure

The data collection procedure in this Study was designed to gather accurate information on English teachers' perceptions of students' vocabulary mastery through the Engage, Study, and Activate (ESA) method. A questionnaire served as the main instrument, consisting of closed-ended items on a five-point Likert scale and optional open-ended questions. It was divided into sections based on the ESA stages and validated by experts to ensure clarity and relevance. Participants were selected through purposive sampling, targeting junior and senior high school English teachers familiar with the ESA method. The questionnaire was distributed with clear instructions, emphasizing voluntary participation and confidentiality. Teachers were given one week to respond, after which the researcher collected and reviewed the forms. Incomplete responses were noted but handled carefully to avoid bias. All data were organized in Microsoft Excel for analysis. The questionnaire, adapted from Khoshshima and Shokri (2017) based on Beyen (2008), contained 37 items. Section one (items 1–21) assessed teachers' understanding of ESA and its classroom application, scored from Strongly Agree (5) to Disagree (1). Section two (items 22–37) measured the frequency of communicative language teaching practices, ranging from "always" (5) to "never" (1). This structured format ensured comprehensive insights into teachers' perceptions and practices.

Data Analysis

The data analysis in this Study was based on questionnaire responses and processed using the Statistical Package for Social Sciences (SPSS). Teachers' perceptions of the Engage, Study, and Activate (ESA) method in supporting students' vocabulary mastery were analyzed through descriptive statistics, including mean, standard deviation, frequency, and percentage. Each response on the 5-point Likert scale, ranging from Strongly Disagree (1) to Strongly Agree (5), was quantified and tabulated according to the three ESA phases: Engage, Study, and Activate. The mean scores were then interpreted using specific ranges, where 4.21–5.00 indicated a strongly positive perception, 3.41–4.20 positive, 2.61–3.40 neutral, 1.81–2.60 negative, and 1.00–1.80 strongly negative. This approach not only revealed the overall tendency of teachers' perceptions—whether positive, neutral, or negative—but also highlighted which stage of the ESA method was viewed as most effective in enhancing students' vocabulary learning.

RESULTS AND DISCUSSION

The results of this Study describe respondents' perceptions of the effectiveness of the ESA (Engage, Study, Activate) approach in teaching English as a Foreign Language (EFL). Based on data from 37 statement items, all respondents totaled 10 people. The average score (mean) shows the tendency of respondents' assessment of each statement, while the standard deviation shows the level of variation or spread of opinions among respondents.

Table 4.1 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
1. Good EFL instruction is virtually synonymous with the ESA approach	10	4	5	4.50	.527
2. An ESA approach is the most progressive instructional approach in the field of EF	10	1	5	3.80	1.033
3. The ESA approach gives equal attention to all language skills rather than attention only to productive skills	10	1	5	4.10	1.197
4. ESA helps learners to take responsibility for their learning process more than teacher-centered approaches	10	4	5	4.50	.527

5.	The ESA approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her full potential	10	4	5	4.30	.483
6.	Students' involvement is best promoted in the ESA EFL classroom	10	1	5	3.80	1.033
7.	Students' social development is best promoted in the ESA EFL classroom	10	4	5	4.30	.483
8.	Students are more willing to take risks in ESA EFL classes than in teacher-fronted (lockstep) classes	10	1	5	3.30	1.636
9.	The ESA approach to language teaching produces fluent learners	10	1	5	3.80	1.549
10.	In EFL programs, content learning is best accomplished with an ESA approach	10	1	5	3.50	1.354
11.	English-speaking proficiency is more easily achieved in an ESA class	10	4	5	4.30	.483
12.	Learning skills are best developed in an ESA EFL classroom	10	4	5	4.20	.422
13.	In ESA, group work activities are essential in providing opportunities for cooperative relationships to emerge and in promoting genuine interaction among students	10	4	5	4.20	.422
14.	In ESA, group work activities take too long to organize and waste a lot of valuable teaching time	10	1	5	2.90	1.663
15.	Students do their best when taught as a whole class by their teacher	10	1	5	3.50	1.780

16. Teachers play a facilitator role in the ESA class	10	4	5	4.20	.422
17. The role of the teacher in the language classroom is to impart (demonstrate) knowledge through activities such as explanation, writing, and giving examples	10	4	5	4.40	.516
18. The teacher should act as an independent participant within the learning-teaching group	10	1	5	3.80	1.033
19. The teacher must supplement the textbook with other materials and tasks so as to develop the student's communicative skills	10	4	5	4.40	.516
20. Students can suggest what the content of the lesson should be or what activities are useful for him or her in the language classroom	10	4	5	4.40	.516
21. Learners should interact primarily with each other rather than with the teacher in the EFL classroom	10	1	5	3.90	1.101
22. ESA teachers should explain new grammatical terminologies or forms and patterns (rules), and let the learners engage in doing exercises	10	2	5	3.90	.738
23. ESA teachers should explain new words and phrases, and let the learners do the exercises in the textbook	10	2	5	4.00	.816
24. Use teacher-led classroom discussion	10	1	5	3.60	1.174
25. Give students an explanation of the rules with model sentences to illustrate them	10	4	5	4.20	.422

26. Involve students in questioning and answering activities	10	4	5	4.60	.516
27. Involve learners in role play, simulation, or any drama	10	2	5	4.30	.949
28. Involve learners in problem-solving activities	10	2	5	4.40	.966
29. Involve learners in activities as identifying similarities and differences of pictures in a group	10	4	5	4.30	.483
30. Use different kinds of language games e.g. word dominoes	10	2	5	3.90	1.101
31. Make the learners exchange letters, write reports, Advertisements, etc. Cooperatively	10	2	5	4.00	.816
32. Use audiovisual materials to support your lesson	10	4	5	4.40	.516
33. Use pair work in which two students work on a given task	10	4	5	4.40	.516
34. Use group work in which more than two students work on a given task	10	4	5	4.50	.527
35. Help learners correct their errors in their pair and group discussion	10	4	5	4.40	.516
36. Let learners do assignments at home and give feedback on other days for the whole class	10	2	5	3.80	1.033
37. Correct learners' error in controlled practice activities, like questions and answer	10	4	5	4.20	.422
Valid N (listwise)	10				

Source: Data Processing, 2025

Descriptive analysis of the 37 statement items in the research instrument showed that respondents generally had a positive perception of the implementation of the ESA approach (Engage, Study, Activate) in learning English as a foreign language (EFL). High mean scores indicate that most respondents gave agree to strongly

agree ratings to the statements supporting the effectiveness of the ESA approach. Conversely, low mean scores indicate doubt or disagreement with the effectiveness of some aspects of the approach.

The highest mean score was found in item number 26 (mean = 4.60), which states that student engagement in question and answer activities is an important strategy in learning. This indicates a strong recognition of students' active role in the teaching and learning process. In addition, some other items that obtained high mean scores include items 1, 4, and 34, with a mean score of 4.50, indicating that the ESA approach is seen as strongly supporting collaborative learning, the development of learning responsibilities, and group work.

Meanwhile, the lowest mean score was obtained on item number 14 (mean = 2.90), which stated that group work in ESA takes too long and reduces teaching efficiency. This indicates that some respondents disagreed with the statement or had mixed views on the effectiveness of group work time in ESA learning practices. Mean values below 4.00 were also found in item 2 (mean = 3.80), item 8 (mean = 3.30), and item 10 (mean = 3.50), indicating a less consistent perception of ESA's superiority in certain aspects, such as students' courage to take risks or content learning achievement.

In terms of data distribution, standard deviation (SD) was used to see the extent to which respondents' perceptions varied across items. The smaller the SD value, the more consistent the respondents' answers to the given statements. Some items with low SD, such as items 12, 13, 25, and 37 (all at 0.422), indicate a uniform view that the learning strategies mentioned in the statement are viewed positively by almost all respondents. In contrast, the highest SDs were found in item 15 (1.780), item 14 (1.663), and item 8 (1.636), indicating a high difference of opinion among respondents towards the statement.

In general, most of the mean scores were in the high category (4.01-5.00), which, according to the quantitative data classification, falls into the "very positive" category. This indicates that the ESA approach was seen as effective in increasing student engagement, developing language skills, and encouraging collaborative learning. The consistently high mean score, accompanied by a low standard deviation, also indicates that respondents have a uniform view of the benefits of ESA in the learning process.

The research thus shows that respondents positively perceive the ESA approach in various aspects of EFL learning. Although some items showed a high variation in opinion, overall, the analysis results showed that this approach was considered relevant and effective in supporting the achievement of EFL learning objectives. The result provides a strong basis for considering ESA as an approach worthy of wider application in language teaching contexts.

In language teaching, particularly in vocabulary instruction, teachers' perceptions of a method play a crucial role in how it is applied in the classroom. Perception in this context refers to the beliefs, attitudes, and interpretations that teachers hold toward specific teaching methods, materials, or classroom strategies. These perceptions are shaped by various factors, including their prior teaching experiences, professional training and knowledge, observed classroom outcomes, and the level of student engagement and success.

A positive perception of a method like ESA is often linked to greater enthusiasm, faithful implementation, and improved student outcomes, especially in vocabulary instruction, which is a key aspect of language development. Vocabulary mastery requires understanding a word's form, meaning, and use in different contexts, and the ESA method supports all three. In the Engage phase, teachers capture students' attention through interesting contexts or media that introduce new vocabulary. The Study phase emphasizes accuracy, as vocabulary is broken down, practiced, and memorized using techniques such as drilling, matching, or definition analysis. Finally, the Activate phase promotes fluency by encouraging learners to apply vocabulary in real communication activities, including role-plays, discussions, or writing tasks.

Based on the results of the questionnaire analysis given to 10 respondents, it is evident that the majority of teachers have a highly positive perception of the use of the Engage, Study, and Activate (ESA) method in improving students' vocabulary mastery. This is reflected in the high percentages of "Agree" and "Strongly Agree" responses in most of the statements related to ESA strategies, such as student involvement in question-and-answer practice, pair work activities, and role-play simulations that emphasize contextual vocabulary use. The percentage of agreement generally exceeds 60%, and in some indicators, reaches as high as 80% to 100%. Therefore, it can be concluded that teachers perceive the ESA method as highly effective in helping students master vocabulary in English language learning. The method is believed to create a pleasant, communicative, and student-centered learning atmosphere. These results are in line with the principles of activity-based language learning, which emphasize active student participation and recognize the teacher's role as a facilitator who guides learners in developing their language skills comprehensively.

Statistically, the results demonstrate a consistent pattern in which teachers view ESA not only as a method of delivering material but also as a strategy that fosters active student engagement. The Engage phase helps to spark students' interest and attention; the Study phase supports structural understanding of new vocabulary; and the Activate phase provides opportunities for students to practice the vocabulary in real-life contexts. Through this combination, learners experience a holistic learning process—from introduction and comprehension to meaningful application of vocabulary in communication. Most teachers stated that the Engage stage is capable of capturing students' attention and interest before starting vocabulary learning. Teachers believe that activities such as vocabulary games, triggering questions, or

playing short videos are very helpful in creating an enjoyable learning atmosphere.

In the Study phase, the teacher emphasizes the importance of understanding the form, meaning, and usage of words. The teacher feels that with direct explanations, practice questions, and discussions of word meanings, students find it easier to understand and remember new vocabulary. Some teachers also assess that this stage provides an opportunity to dissect the structure of words and their use in the correct context. This indicates that teachers understand the importance of the Study stage as a foundation in vocabulary learning. Teachers consider the Activate stage as an important part to assess how far students can use vocabulary actively and creatively. Activities such as role-playing, group discussions, and sentence-making tasks help students apply vocabulary in real contexts. This aligns with the principles of communicative language teaching, where the use of language in real contexts is key to successful learning.

Teachers' perceptions of the ESA method in vocabulary teaching are generally positive, highlighting several key advantages. First, many teachers find that ESA is motivating and engaging, as the Engage phase helps students feel excited and emotionally connected to the lesson, which supports better vocabulary retention. Second, teachers value the clear structure of ESA, appreciating its logical sequence that begins with building interest, continues with explanation, and concludes with practice, making lesson planning more focused and purposeful. Third, ESA promotes active participation, encouraging learners to be active contributors rather than passive receivers—an essential factor in vocabulary acquisition, which requires frequent and meaningful use. Finally, teachers note the flexibility of ESA, as its variations, such as "Boomerang" or "Patchwork" sequences, allow them to adapt lessons to students' needs, giving them greater autonomy and creativity in teaching.

According to the teachers' perception, the ESA method not only helps students understand the meaning of words but also enhances their ability to use vocabulary both orally and in writing. The teachers have observed an improvement in daily test results and students' speaking abilities after the consistent application of the ESA method. This shows that ESA positively contributes to the development of students' vocabulary, especially due to its systematic and interactive approach.

CONCLUSION

Based on the analysis of teachers' responses to the questionnaires and aligned with the main objective of this Study, exploring teachers' perceptions of the ESA method in enhancing students' vocabulary mastery, several conclusions can be drawn. The majority of teachers hold a positive perception of the ESA method, with 60% to 100% of respondents agreeing with its implementation in vocabulary teaching. Teachers also view ESA as effective in improving students' vocabulary mastery, as the Engage, Study, and Activate stages help learners understand and actively use vocabulary in meaningful contexts. Furthermore, teachers emphasize their role as

facilitators rather than mere providers of information, guiding students to interact and participate more actively in class. Student-centered learning activities such as discussions, question-and-answer sessions, group work, and simulations are strongly supported, as they increase motivation and engagement. At the same time, direct instruction during the Study phase remains important, since clear explanations of vocabulary and structures, along with error correction, are seen as essential for the success of ESA-based learning.

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