

## **ABSTRACT**

### **IMPROVING STUDENTS' ABILITY IN WRITING PARAGRAPH THROUGH ESA IN GROUP WORK AT THE SECOND GRADE OF SMKN 2 BANDAR LAMPUNG**

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Writing as one of the language skills requires the students to express their ideas into effective compositions or texts. One of the texts that they have to master is descriptive text as what is stated in the English curriculum of vocational high school 2006 where students are expected to communicate both in oral and written as well. Descriptive text demands the details of any activities or things that are being described, thus it needs an appropriate technique in acquiring this aim. ESA (Engage, Study, Activate) in **How To Teach English** (Harmer:1998:60) proposes an effective way in achieving the aim. By offering three stage model namely Engage, Study and Activate, the students are asked to get involved in the activity through the picture being discussed. This involvement starts from the first stage namely Engage, where students are brainstormed as if they were in the situation they are facing. On the stage of Study, the students learn how to compose or write descriptive text well, where some parts of this stage are done to make their writing better. The last stage is Activate, where students are asked to write by their own

thought and ideas. This stage is done after having the former steps where the students have references in doing their writing.

This research was conducted at the second grade of SMKN 2 Bandar Lampung to find out whether ESA in group work able to improve students' ability in writing paragraph especially in writing descriptive text. In doing so, the researcher used one group pretest-posttest design. The population of the research was the second grade of SMKN 2 Bandar Lampung. The sample was taken randomly through lottery drawing. To collect the data, the writing test was administered both in pretest and posttest. There were two raters to judge students' writing. The data analysis and hypothesis testing was computed using SPSS version 16 at the significant level of  $p < 0.05$ .

The result of the research shows that there is an improvement of the students' descriptive text writing ability taught through ESA in group work. The hypothesis test shows that the mean scores of the class increases from pretest to posttest ( $p < 0.05$ ;  $p = 0.01$ ). This ESA in group work is mostly good for language use and content improvement in writing.

Language use has the highest gain (2.19), since it drills the students to practice the grammar that supports paragraph writing in Study stage. Vocabulary and Content are also seen as an aspect that gains much in this research (1.28 and 0.83), since in

the stage of Engage in ESA, the teacher brainstorms students about the topic or picture that students will discuss and write later. While in the stage of Study, students learn much on building a sentence which demands them to get more new vocabularies. Referring to the result above, it can be concluded that ESA in group work is able to improve students' descriptive text writing ability.