V. CONCLUSIONS AND SUGGESTIONS

In reference to the result and discussion of the result, the researcher tried to give conclusions and suggestions as follows:

5.1. Conclusions

1. ESA in group work improves the students’ ability in writing descriptive paragraph where content gains 0.83, organization gains 0.61, vocabulary gains 1.28, language-use gains 2.19 and mechanics gains 0.34.

2. ESA in group work is one of the ways to fulfill the demands of 2006 curriculum in developing the students’ ability in writing descriptive text, the teacher just asks the students to have real experience by motivating them to brainstorm their ideas together in group in order to make them able to gather their ideas in writing descriptive text.

3. ESA in group work which is suitable to the students’ level and interest makes the students enjoy their writing activity. It can be seen from students’ enthusiasm in writing peoples’ activities given by the researcher during treatments. Fortunately, the materials used in this research were chosen by considering the students’ interest. The researcher chose interesting stories that fulfilled mood and closed to students’ life, e.g. the story about School life, Working field, People at Mall, etc.
5.2. Suggestions

Based on the finding, the researcher will state the suggestion as follows:

1. ESA in group work activity is suggested to be promoted and to be used as an alternative way to develop students’ ability in writing descriptive paragraph. It is because ESA in group work activity is believed as one way to fulfill the demands of 2006 curriculum in developing the students’ ability in writing descriptive paragraph. In addition ESA in group work itself can be the source of learning descriptive paragraph at school that is believed can enrich the students idea for writing and many things can be learned from ESA in group work consciously or subconsciously.

2. ESA in group work can be promoted as the source of learning descriptive paragraph at school. It is because ESA in group work is believed can enrich the students idea for writing and many things can be learned from ESA in group work consciously or unconsciously. Moreover, ESA in group work may become a familiar situation for the students to get the ideas to write.

3. For the teacher, it is suggested to be careful in selecting the materials of ESA in group work writing activities. It is inevitable that ESA in group work apply the important roles in this research. ESA in group work given to the students should be suitable to the students’ level and interest. Level here deals with the age of the students and also the theme of the materials/topic, while interest here deals with the students’ mood that can be fulfilled by choosing materials (pictures) that the activity is close to their daily life.

4. In addition, varying the topics of the descriptive paragraph in pretest and posttest is suggested in order to lessen students’ boredom toward the topics
served, since the researcher found there were some students’ writing ability in descriptive paragraph were static even decrease in the posttest. The students might maximally have explored their ideas in pretest and they were lack of ideas in posttest because of the materials/topic of descriptive was the same.

5. For further researchers, it is suggested to try to find the effect of writing habit on the other language skills in English. In this research, it is found that ESA in group work improves the students’ ability in writing descriptive paragraph.