

**THE EFFECT OF USING SITUATIONAL PICTURES ON THE ABILITY OF
WRITING DESCRIPTIVE TEXTS AT ELEVENTH GRADE STUDENTS OF
SMA MUHAMMADIYAH 1 GRESIK**

THESIS

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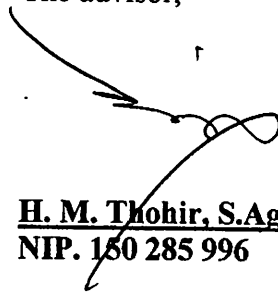
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ABSTRACT

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English is foreign language for us and English has become the dominant language of science, technology, and communication. Teaching English as a foreign language (EFL) involves four language skills; listening, reading, speaking and writing. The writing is the natural outlet for the student's reflection on their speaking and reading expression in their second language. Writing is a means of inventing exploring ideas, and gathering information. Writing ability is important in the process of language learning. In Indonesia, there are many students have a weakness problem in writing ability, to solve the weakness problem of students' writing skill in Indonesia, need the focus of learning process to develop their writing ability.

One of the media that can be used to promote students' writing ability is by using pictures. Picture can be used as educational media because they have a lot of advantages. The advantages of using pictures: a). pictures are concrete, b). pictures can be used to explain something, c). pictures are cheap and obtainable, d). pictures are easy to use. Pictures can make students stimulated and interested in writing class. In this study, the pictures took from internet to promote students' writing ability, because in the internet supplied the fresh pictures from the real life and real situation. There are some criteria that the teacher should into consideration to select pictures when are used in learning English, they are: appeal, relevance, recognition, and clarity. In this study, the researcher need to find out the effect of using situational pictures on ability of writing descriptive texts of eleventh grade students of SMA Muhammadiyah 1 Gresik.

The researcher was practice in teaching writing process using situational picture in the class. Here there are two groups, the control group and the experimental group. Both of them were given final-test, and then the treatment was administered to the experimental group, while the control group was taught as usual without manipulation. In this study, the researcher acted as the practitioner who teaches the students using situational picture technique. In this research, the writer concluded that: a). The students' ability in writing skill of experimental group before using the treatments by using situational pictures at eleventh grade student of SMA Muhammadiyah 1 Gresik have a mean score (69.05) and in control group have a mean score were (69.13). Both of groups have a near ability in their writing skill. b). The students' ability in writing descriptive texts in experimental group after using the situational pictures at eleventh grade

student of SMA Muhammadiyah 1 Gresik have the mean score (70.86), and in control group which taught without the treatments have the mean score (68.37). c). There is the effect on ability of writing descriptive text between the students who are taught by using situational pictures and the students who are not based on the students' results: experimental group were (70.86) and the control group were (68.37). How the result above can happen, you will find the method, the design and the analysis more detail in the next pages.

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