

THE EFFECTIVENESS OF USING TOURISM BROCHURES IN TEACHING WRITING DESCRIPTIVE TEXT TO THE TENTH GRADE STUDENTS

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ABSTRACT

The objective of this research is to find out whether or not using tourism brochure is effective to teach writing skill in descriptive text to the tenth grade students of MA. Alkhairaat Sigenti. This research was quasi experimental research design which involved two sample classes. There were an experimental class (class X A) which consisted of 30 participants and a control one (class X B) with 27 participants in the samples. The researcher applied total sampling technique. The data were analyzed statistically in order to find out the significant difference of the students achievement before and after treatments. The result of the mean score of the pre-test of experimental class was 41.67, while control class was 45.37. The result of the mean score of the post-test of experimental class was 82.50, and the control class 65. Based on the result of the pre-test and the post-test, the researcher found that the t_{counted} value (6.06) was higher than the t_{table} value 1.674. It means that the hypothesis of this research was accepted. In addition, using tourism brochure is effective to teach writing skill.

Keywords: Effectiveness, Tourism Brochure, Writing Descriptive Text.

Tujuan dari penelitian ini adalah untuk mengetahui apakah menggunakan brosur pariwisata efektif untuk mengajarkan keterampilan menulis teks deskriptif kepada siswa kelas sepuluh di MA. Alkhairaat Sigenti. Penelitian ini adalah metode penelitian semu yang melibatkan dua kelas sampel. Ada kelas experiment (kelas X A) yang terdiri dari 30 siswa dan kelas kontrol (kelas X B) dengan 27 siswa dalam sampel. Peneliti menerapkan teknik total sampel. Data dianalisis secara statistik untuk mengetahui perbedaan yang signifikan dari prestasi siswa sebelum dan sesudah perlakuan. Hasil nilai rata-rata pada tes awal dari kelas eksperimen adalah 41.67, sedangkan kelas kontrol adalah 45.37. Hasil nilai rata-rata pada tes akhir dari kelas eksperimen adalah 82.50, dan kelas kontrol adalah 65. Berdasarkan hasil dari tes awal dan tes akhir, peneliti menemukan nilai hitung t (6.06) lebih tinggi dibandingkan dengan nilai tabel t (1.674). Itu berarti hipotesis penelitian diterima. Sebagai tambahan, menggunakan brosur pariwisata efektif untuk mengajarkan keterampilan menulis.

Kata kunci: Keefektifan; Brosur Pariwisata, Menulis Teks Deskriptif.

INTRODUCTION

Writing is a skill of conveying messages through written form. It serves many purposes both individuals and society as a whole, and is not limited to the communication of information. Gartland (2007:34) states "Good technical writing is a combination of good word choice and good vocabulary, good sentence structure and good organization of the material, and is composed of plain, clear and simple language with the needs of the

reader constantly in mind."

The statement above tells that writing skill deals with the ability to arrange the graphic system such as letters, words, and sentences of certain language being used in written communication in order to the reader can understand the message or the information. This also means that writing is used for communicating one idea in written form to the readers.

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Writing immediately relates to the other language skills. The actual process of writing helps students to acquire a language because the process demands them to think and to choose the sentences as well words they will use to express ideas. Thus, the relationship between writing and thinking makes writing a valuable part of any languages course. According to Bram (1995:145), "Basically, writing is an ability to create or recreate messages in written form." It means that writing is not only to combine the letters, words, phrases, and sentences but also to make the combination of them meaningful. It expresses ideas in written form, and it is a mechanism of expressing idea, thought, or knowledge written in correct structure and good coherence without mechanical errors such as spelling and punctuation.

Writing skill is the most complex than the other language skills. It is because the people need to write something to make a communication for occupation or academic purposes. Therefore, the students are expected to master this skill for their preparation of the final academic assignment and their requirement for the future.

Writing also can be defined as an activity in which a person expresses the ideas, thought, expressions, and feelings which are used for communicating to readers in the form of written words. It also can be said that in writing, students must be able to express their idea and sequence it in good order. It needs an extra effort to teach students how to write the ideas, because in writing students not only organize the structure but also express their opinions.

Based on the recent curriculum in Indonesia, namely Kurikulum 2013, the teaching objective of learning English for senior high school is that the tenth grade students are expected to write a good descriptive text. They are expected to be able to analyse the social function, text structure, and grammar in a simple descriptive text and construct a descriptive paragraph about people, tourism destination, and historical place. Descriptive paragraph is a kind of paragraph that describes a person, a place, an animal, or a thing in detail. Thus, the readers can imagine and visualize the thing that is being described.

Based on the preliminary observation that the researcher did on Monday, December 11th, 2017, she found that the students were difficult to write their ideas that came into their mind or thought when they wanted to write a letter or simple paragraph. Most of them were quite difficult to transfer their idea in written form of English, they did not know how to develop their idea, they were not able to express their thought or feeling in writing form because of lack of vocabulary, they could not construct a coherent paragraph with good coherence, and they were difficult to write grammatical sentences.

According to the condition above, it is necessary to use an effective strategy that can involve both the teacher and the students to participate in the teaching and learning activities. One of the strategies that can be used in order to help the students gather and develop their ideas in writing is Tourism Brochure. Teaching writing skill through tourism brochure as medium can be used as the supplement for writing materials. Tourism brochure provides an interesting page since it has colorful pages, nice photography, and interesting description about the tourism place. It brings meaning that is related to places, people, objects, history, foods that sometimes cannot be found on internet. It also belongs to authentic materials that allow students to experience the real instances of language usage. For that reason, the researcher chose tourism brochure as a medium to teach writing descriptive text to grade ten students at MA. Alkhairaat Sigenti. By using tourism brochures, the researcher expects that the students will write well, more active, interested, and have ideas to write when the teacher shows some brochures and ask the students to analyze and describe the brochure and make small notes.

Media is as a tool that is very useful to help students and the writer teach writing. According to Bertram et al (2010:3), media is all resources that deliberately try to convey a message: that form of communication that people use to exchange information. These would include newspapers, magazines, radio, novels, television, text book, photographs, film, the internet, and soon. The use of media has important role in the teaching learning process. The purpose of communication may be to entertain, inform, educate or persuade.

According to Arsyad (2011:37), brochure is an announcement or a notice regarding a program or service. Harmer (2007:119) state that we can get the students to look a variety of brochures. They can write their own brochure or town guide, use this analysis to help them. It means that brochure is an effective media in teaching learning process to get the students attention.

According to the fact above, this research is conducted to find out whether or not using tourism brochure is effective to teach writing descriptive text at the tenth grade students of MA. Alkhairaat Sigenti.

RESEARCH METHOD

In this research, the researcher used a quasi-experimental research design where the sample of the research was divided into two classes. They were an experimental class and a control one. Both classes got pretest and posttest. However, the experimental class got the treatment after the pretest while the posttest was given in the end of the treatment. On the other side, the control class got the same pretest and posttest while the treatment was taught with the general way as the teacher uses. The formula of quasi experimental research design which is proposed by Ary et al.

Ary, et al (2010: 148) inform that the population is the larger group about which the generalization is made. Arikunto (2006: 130) also states "Population is total of research subject." The population of this research was students of class XA which consisted of 30 participants and XB with 27 participants in the sample at MA. Alkhairaat Sigenti.

In this research, the researcher used total sampling technique or population sampling technique which was a part of nonprobability sampling. It was sampling technique where all of the population became sample. The students of two classes, class A and B which consist of approximately 57 students, would be samples from the population. Class A would be the control class and class B would be the experimental class. The reason is that the students' writing skill in those classes was in the different level. The other reason is that descriptive text writing skill was taught at grade nine.

There were two variables of this research those were dependent and independent variables. The dependent variable in this research was teaching writing descriptive text, and the independent variable was using tourism brochure.

In this research, the data were taken from the result of the tests that were given to the students before and after the treatment. The form of the test was written test by using tourism brochure. The tests consisted of pretest and posttest. Pretest was conducted in order to find out the progress of students' prior knowledge in writing skill before they got the treatment. The posttest was conducted in order to find out the progress of students' writing ability after the treatment. The form of the pretest and posttest was actually in the same instruction. The treatment was conducted in six meeting that was 2 x 45 minutes.

Furthermore, students' scores were determined with the scale of scoring adapted from Brown (2007). The scoring system goes from 1 up to 4. The criteria of scoring is the test in paragraph writing.

The researcher used statistic to analyse the data. It was used to analyse the result of the test instrument (pretest and posttest). The researcher used the formula proposed by Arikunto (2006) in calculating the individual score of the students, the mean score, the sum of square deviation of both experimental group and control group, and the t-counted value. First, the researcher calculated the individual score of each student. Second, after getting the students' individual score, the researcher counted the mean score of both experimental group and control group. Third, the researcher counted the sum of square deviation of the groups. Afterward, the researcher calculated the value of t-counted to see the significant difference between the mean achievements of two groups.

FINDINGS

In presenting the data, the researcher analyzed the data taken from pre-test and posttest. The researcher had given pretest and posttest to both experimental group and control group. Pretest was conducted in order to find out the student's prior writing skill before they got the treatment. After the pretest, the researcher conducted the treatment by using tourism brochure in six meetings to the

experimental group while the control group was not. After finishing six meetings, both experimental group and control group were given a posttest. The posttest was conducted in order to find out the progress of students' writing ability after the treatment. Furthermore, the purpose of the posttest was to compare the result of the students' achievement in writing skill between the experimental group and the control one. The result of the pretest and posttest of experimental group is presented on the following table.

Table 1 The Result of Pretest and Posttest of Experimental Group

No	Initial	Individual Score	
		Pretest	Posttest
1	ALW	33.33	100
2	AW	41.67	100
3	FAN	41.67	83.33
4	FF	33.33	75
5	FL	58.33	100
6	FR	33.33	83.33
7	FN	42	83.33
8	IM	58.33	91.67
9	IN	33.33	91.67
10	IY	50	83.33
11	JA	41.67	100
12	JR	33.33	83.33
13	MAF	41.67	75
14	MAL	50	75
15	MR	41.67	83.33
16	MZN	50	66.67
17	MZ	33.33	75
18	NAA	50	75
19	NF	41.67	75
20	PHP	33.33	83.33
21	PW	41.67	75
22	RL	33.33	83.33
23	RPL	33.33	83.33
24	REF	41.67	75
25	RZ	50	75
26	SWN	33.33	83.33
27	SL	41.67	50
28	WL	50	91.67
29	WR	41.67	100
30	WY	41.67	75
Total		1.250	2.475
Mean Score		41.67	82.50

After counting the pre-test score of the experimental group, the researcher find that the mean score of pretest of experimental

group is 41.67. The highest score is 58.33 and the lowest score is 33.33. The highest score of the posttest of experimental group is 100 and the lowest score is 50. Furthermore, the mean score of the posttest of experimental group is 82.50. It means that the improvement of the result of the experimental group is 40.83. It is increased from 41.67 to 82.50. The result of the pretest and posttest of control group is presented on the following table.

Table 2 The Result of Pre-test and Post-test of Control Group

No	Initial	Individual Score	
		Pretest	Posttest
1	ABT	50	58.33
2	AR	50	58
3	DM	41.67	66.67
4	FD	41.67	50
5	HM	41.67	50
6	IT	33.33	33.33
7	MS	58.33	75
8	MA	41.67	66.67
9	MAD	33.33	33.33
10	MI	41.67	75
11	MRM	50	58.33
12	MSR	66.67	91.67
13	ML	50	58.33
14	NA	41.67	83.33
15	NF	33.33	41.67
16	NJ	50	75
17	RC	50	58
18	RH	58.33	66.67
19	RWR	50	75
20	RS	50	67
21	RN	41.67	58.33
22	SL	41.67	66.67
23	SS	33.33	75
24	TH	41.67	75
25	TN	33.33	83.33
26	UM	50	83.33
27	WHM	50	67
Total		1.225	1.750
Mean Score		45.37	65

In calculating the students' individual score of the control group, the researcher employed the same formula used in experimental group. As a result, the researcher find that the mean score of pretest of control group is 45.37. The highest score is 66.67 and the lowest score is 33.3. The highest score of the post-test of control group is 100 and the

lowest score is 33.33. the highest score of the posttest of control group is 91.67 and the lowest score is 33.33. Furthermore, the researcher finds that the mean score of posttest of control group is 65. There is also an improvement of the result of the control group. The improvement of the control group is 19.63. It rises up from 45.37 to 65.

After gathering all the data of experimental and control groups, the researcher counted the mean score of deviation and the sum of square deviation from both groups. The researcher found that the mean score of deviation of experimental group is 40.82 and the sum of square deviation of the experimental group is 5,187.36. Besides, the mean score of deviation of control group is 19.44 and the sum of square deviation of the control group is 4,594.56.

Furthermore, the researcher calculated the value of t-counted by using t-test formula as proposed by Arikunto (2006) to see the significant difference of both groups. By applying the t-test formula, the researcher found that the t-counted value is 6.06.

Afterwards, the researcher compared the value of t-counted to the value of t-table in order to find out the significance difference between them. By applying $N_x + N_y - 2 = 30 + 27 - 2 = 55$ degree of freedom (df) and 0.05 level of significance of one tailed test, the researcher found that the t-table value is 1.674. It shows that the t-counted value (6.06) is higher than t-table value (1.674). It means that the hypothesis is accepted. In other words, using tourism brochure is effective in teaching writing skill, especially writing descriptive text.

DISCUSSION

The researcher used tests to collect the data of this research. The tests were pretest and posttest. Pretest was used to know the basic skill of the students in writing before they got the treatment. Pretest was conducted for both experimental group and control group. It was given to measure the students' improvement in writing descriptive text. After giving the pre-test, the researcher deduced that the level of writing skill of both experimental and control groups in the pretest were nearly equally low. There were some problems that caused the students got low score in pre-test, such as; almost all students often made

mistakes in organizing the ideas, they had lack of vocabulary, and they did not master in constructing grammatical sentences of simple present tense, then they produced grammatical errors and unmeaningful sentences in their text.

After conducting the pretest to the experimental group and the control group, the researcher conducted treatment to the experimental group in six meetings. Each meeting consisted of 2 x 45 minutes. The researcher taught about writing descriptive text using tourism brochures. The researcher focused on organization, grammar, and vocabulary. Both experimental group and control group were taught the same teaching material. The researcher applied tourism brochure as the treatment to experimental group. Meanwhile, the researcher did not use tourism brochure in teaching to control group. It is in order to find out whether or not using tourism brochure is effective to teach writing skill in descriptive text.

After giving the treatment, the researcher conducted posttest. The posttest was conducted in order to find out the improvement of students' writing descriptive text. The posttest was conducted for both experimental and control groups. According to the result of posttest in experimental group, the researcher assumed that there was an improvement of the students' writing descriptive text. Furthermore, the researcher found that the t-counted value (6.06) is higher than the t-table value (1.674). It showed that both classes had progress but the progress was different. On experimental class, there were 28 students (93.3%) who passed the test and two students (6.7%) failed the test. The mean score of experimental class was 82.50. Whereas, in control class, there were 10 students (37.1%) who passed the test and 17 students (62.9%) failed the test. The mean score was 65. The result showed that the score of the students of experimental class was higher than the score of students of control class.

By seeing the result, it can be known that the students' improvement after receiving treatment was in grammar especially simple present tense, because from the error students make, the researcher tried to make it correct, she asked other students to identify some errors of descriptive text. Then, she tried to explain the errors of the descriptive text

written by the students. Therefore, the students accustomed to use the simple present tense in writing descriptive text.

According to the result of the posttest of experimental class, it is shown that none (0%) of the students got score 1 in organization, 4 (13.3%) got score 2, 17 (56.7%) students got score 3, and 9 (30%) students got score 4. In grammar, 1 (3.3%) of them got score 1, 2 (3.3%) of the students had score 2, 11 (36.7%) students had score 3, and 17 (40%) students had score 4. Whereas, there were 4 (13.3%) of the students had score 2 in vocabulary, 14 (46.7%) of them had score 3, and 12 (40%) of them got score 4. It means that the students of the experimental class can improve their writing skill greater than the control one. From that result, the researcher concludes that there is a significant influence in teaching writing descriptive text using tourism brochure at the tenth grade students of MA. Alkhairaat Sigenti. In other words, tourism brochure is effective in teaching writing descriptive text.

There were several strengths of tourism brochure that made the students' improvement in writing skill especially descriptive text. The strengths were giving change for students for channeling their inspiration, stimulate and improve students' imagination with paying attention and keeping their eyes on the brochure, improve the students' creativity in creating a text using tourism brochure, it made the teacher easily managed the class by using tourism brochure. Thus, writing skill could be taught in interested way through tourism brochure.

There are also several problems when the researcher applied tourism brochure in her research. First, it was hard for the researcher to get the students' attention in learning English at the first meeting. Fortunately, the researcher tried to make them enjoy the class by giving the reward to sing a song in front of the class who cannot pay attention to the teacher. Second, in applying tourism brochure, most of the students got unfamiliar words of the text given. To solve this problem, the researcher asked the students to download the application of dictionary, it is better to help them understand the meaning of the word easily.

Referring to the findings above, this research is supporting and adding the findings of the previous research that has been done by

Amelia (2016) and Surati (2013). From the result of two researchers above, it indicated that their research was successful by using tourism brochure as media. The similarity between previous research and current research was the use of tourism brochure as media and experimental design as research method. Therefore, the current researcher believe that using tourism brochures in writing class is very useful in terms improving writing ability. It means using tourism brochure is one of the effective media, which can be used in teaching descriptive text to help the students create and explore their ideas in writing.

Based on the explanation above, the researcher concluded that tourism brochure not only could improve students' writing ability especially in arranging the simple descriptive text, but also could solve the students' problem and help the teacher manage the class.

CONCLUSION

After analysing the data, the researcher comes to conclusions and suggestions to the readers, especially for the students and teachers, as the result of the study in using tourism brochure to teach writing descriptive text to the tenth grade students of MA. Alkhairaat Sigenti. The first, the result of data analysis shows that the t-counted value (6.06) is higher than the t-table value (1.674). It means that there is a significant difference of the students' improvement. The second, tourism brochure is effective to teach writing descriptive text at the tenth grade students of MA. Alkhairaat Sigenti because they practiced writing descriptive text more and repeatedly by using brochure. Moreover, during the treatment, the good student can teach the poor student about the explained materials. In other words, the research hypothesis is accepted. In conclusion, the problem statement is answered that using tourism brochure is effective to teach writing descriptive text.

After getting the result of this research and providing conclusion, the researcher would like to provide some suggestions as follows. First, students should use dictionary that can help them when they are writing because they are lack of vocabulary. They can download the application of dictionary in their mobile phone or buying the dictionary. Thus, the students no longer bother to look for

dictionary when English subject. They need to be motivated to study harder to practice writing either inside or outside of the class and make writing activities as positive habit and using their opinion about something in written language to improve their achievement in writing skill. Second, it is better for the teacher to use media or technique when that can make students become interesting in learning writing skill and provide something interesting to get the students' attention in the beginning of treatment. This technique can be one of media that they can use for teaching writing skill. Then, it is better for other researchers to use the result of this research as a reference or a source for their research. All the suggestions that the researcher gave according to her experience when conducting the treatment in the class.

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