

**THE USE OF TOURISM BROCHURES TO IMPROVE DESCRIPTIVE
WRITING ACHIEVEMENT OF THE TENTH GRADE STUDENTS OF SMA
NEGERI 14 PALEMBANG**

A Thesis by

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TEACHER TRAINING AND EDUCATION FACULTY

SRIWIJAYA UNIVERSITY

PALEMBANG

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DEDICATION

This thesis is dedicated to:

- ❖ My wonderful parents, especially my mother, I bet that you are the real hero in my life.
- ❖ My dearest brothers, my aunt, and all relatives. Thanks for the support, even moral and material to make me stand so far.
- ❖ Special for My bestfriends, Rana Fathina Sarwatindah (Ijo), Yunda Irma Septarina, Yunda Nika, and Kak Yanggi Septian Pratama who always gave me support, motivated, and reminded me that Allah's blessing is more than His anger. May Allah love you forever ☺
- ❖ For the most special one, someone whose name has been written in Lauhul Mahfudz, special dedication is addressed to you. Thank you for your long distance-prayers. May Allah protect you and ease your way to take me away heading out His Beautiful Heaven. ☺
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Mottos:

- ✚ *If you can't be a beautiful flower, be the green grass which can calm down anyone who sees it.*
- ✚ *Be the happiest person because of your patience. (Al-Furqaan: 75)*

DECLARATION

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Certify that the thesis entitled "The Use of Tourism Brochures to Improve Descriptive Writing Achievement of the Tenth Grade Students of SMA Negeri 14 Palembang" is my own work, and I did not do any plagiarism on inappropriate quotation against the ethic and rules commenced by Ministry of Education of Republik Indonesia Number 17, regarding the plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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The Undersigned,



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Inderalaya, July 2015

The Writer

Lensi Gayatri

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NEGERI 14 PALEMBANG**

ABSTRACT

The objective of this study was to find out whether or not there was a significant difference in descriptive writing achievement of the tenth grade students of SMA Negeri 14 Palembang between those who were taught by using tourism brochures and those who were not. This study was a quasi-experimental study which used pretest posttest control group design. The population was the tenth grade students of SMA Negeri 14 Palembang with the total number 264 students. Then, 88 students were taken as the samples by using purposive sampling method from the total of the population. The data were obtained through a writing test. The writing test in this study consisted of the pretest and posttest. The tests were given in order to measure students' descriptive writing achievement in pretest and posttest of experimental and control groups both in within and between groups. SPSS version 21 was used to analyze the data from the test. The findings of this study showed that both students in experimental and control groups improved significantly in writing descriptive text; however, the students who were taught by using tourism brochures in experimental group improved much better than the students in control group. The result of pair sample t-test in the experimental group showed that t-obtained (13.377) was higher than t-table (2.017), similarly, in the control group t-obtained (4.425) was also higher than t-table (2.017). Furthermore, statistical analyses in paired sample t-test showed that the mean difference in experimental group was higher than the mean difference in control group (24.181>8.636). In addition, statistical analyses in independent sample t-test also showed that the mean score in experimental group was higher than the mean score in control group (61.50>59.27). So, it could be concluded that there was a significant difference in descriptive writing achievement between the students who were taught by using tourism brochures in experimental group and those who were not taught in control group.

Keywords: tourism brochures, descriptive text, writing achievement

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CHAPTER I

INTRODUCTION

This chapter describes: (1) the background of the study, (2) the problem of the study, (3) the objective of the study, and (4) the significance of the study.

1.1 Background

In this global era, English plays an important role in many sectors of life to connect many people all over the world. English has been an international language as a means of communication which denotes that everyone should master English in written and spoken form. According to Umita (2010, p.36), written language is a language which is expressed through idea, feeling, and expression directly in written form such as certificate, letter, document, and etc. Meanwhile, spoken language is expressed in spoken form such as speech, broadcasting, conversation, and etc.

English has four skills; speaking, writing, listening, and reading. According to Harmenita and Tiarina (2013, p.2),

Writing is one of the language skills, besides listening, speaking and reading that must be mastered by English learners. They have to able to express their thoughts in writing to develop their ideas, and make readers interest when their writing read. Through writing, they can also transfer information and knowledge to others. In other words, writing can be said as a means of communication between the writer and the reader.

It is obvious that students need to be taught not only how to communicate orally, but also how to communicate in written form. Writing activity has given an important contribution to human life. In the same way, Harmer (2004, p.4) states, "Writing is used for a wide variety of purposes and it is produced in many different forms." English, especially written English, is very crucial for people to compete in the global era because people need to write letter, proposal, thesis, and paper in English to work in a prestigious company and to study abroad.

Writing is considered as the most complicated skill to learn because it conjoins many aspects, included grammar, diction, ideas, and etc. Spelkova and Hurst (2008, p.1) state, "Writing is connected with speaking in several different ways, but it is often considered much more "difficult" perhaps because of attitudes towards the value of written texts and notions associated with "correctness" and the gravity of errors." Megaiab (2014, p.187) agrees that in writing activity, a student should be able to utilize graphology, grammatical structure, and vocabulary. In other words, students are required to have adequate grammar knowledge and vocabulary, be able to develop their ideas, and to organize the elements of writing to write well.

Writing can be said as the most boring activity for students in the classroom. Harmer (2004) says, "Writing is a weird activity for students because they seldom write even in their own language." So, when teacher asks them to write in English, they get confused because it is hard for them to create the theme and put down their idea in a blank paper. In line with Harmer, Spelkova and Hurst (2008, p.1) state, "Many learners are worried about writing in another language and consider writing to be one of the most difficult and boring parts of learning." In writing, students just sit in the classroom while holding their pens to write. On other side, students also have to think about what to write and consider some rules to create a coherent text. Because of these requirements many students become confused, distressed, or even bored with the demands of their writing assignments. If many students of foreign language have those bad feelings about their writing activities, they would not be able to communicate in written form in the foreign language.

Based on the writer's experience as a trainee teacher in Teaching Practice Program of Sriwijaya University in October 2014 ago located in SMA Negeri 14 Palembang, the writer found that it was very hard for the students to write in English; even they gave up before writing. It was caused by their limited vocabulary, low motivation in studying English, and the minimum grammar knowledge. Their English scores rarely achieved the passing grade which was 75 (see Appendix A). Megaiab (2014, p.190) did a research about the problem faced

by Indonesian students in writing and the result showed that the weakest area in writing English by Indonesian learners of English as a foreign language was in the grammatical aspects. Learners have difficulties in dealing with the grammar of the target language (English). In addition, Myles (2002) states, "It is undoubtedly the act of composing, though, which can create problems for students, especially for those writing in a second language (L2) in academic contexts. Formulating new ideas can be difficult because it involves transforming or reworking information, which is much more complex than writing as telling." Students do not know how to get start and how to generate their ideas on paper. Without any media or teaching aids, it is difficult for students to find out inspiration, especially for those who have low imagination. Teachers are expected to be creative to find out an alternative method to avoid a monotonous teaching and learning process.

Furthermore, this research focused on descriptive text that needed more concrete and detail idea. Based on KTSP (School Based Curriculum) for Senior High School, descriptive text is one of the compulsory materials in English for tenth grade students of Senior High School. Descriptive text is one of the genres that must be taught, so that the students know how to describe any object (person, place or thing) in their surroundings (Depdiknas, 2006). Students are demanded to be able to write a text to describe people, thing, place, and etc.

The followings are some competences in writing at Senior High School based on KTSP (School Based Curriculum):

Table 1

Standard Competence	Basic Competence
3. Express the meaning of short simple functional written text and short essay in the form of narrative, descriptive, and news item in daily life context.	3.1 Expressing the meaning and rhetorical steps in simple short essay accurately, fluently, and acceptably by using written language varieties in daily life context and to access knowledge in form of narrative, descriptive and news item.

Source: Syllabus of 10th Grade of SMA Negeri 14 Palembang

In relation to teaching descriptive text, the writer used tourism brochures as the instructional media to ease them drafting and organizing a paragraph. Tourism brochure, which consists of picture and some important information, is the alternative to make teaching and learning process more interesting. According to Sari and Rozani (2013, p.3), “Tourism brochure is a booklet containing information or advertisement of business.” The aspects of brochure are about the background of the layout, colorful picture, and the style of brochure which can make students interested in the brochure (Putra, 2010, p.9). Similarly, Werff (2003) agrees that pictures are good sources material for practicing speaking, listening, writing, vocabulary, and grammar; it will stimulate students to come up with their many more effective and enjoyable activities. Pictures bring not only images of reality, but can also function as a fun element in the class. Sometimes it is surprising, how pictures may change a lesson, even if only employed in additional exercises or just to create the atmosphere (Joklova, 2009, p.15).

To strengthen the current study, there was a research that has been conducted by Sari and Rozani (2013) entitled “Using Tourism Brochures in Teaching English at Vocational High School of Tourism” published by English Language Teaching Study Program of English Department of FBS UNP, Padang, Indonesia. When the researchers applied tourism brochures as media to teach English language skills, such as speaking, writing, listening, and reading, it showed a significant improvement toward students’ English skills. The researchers mentioned that using tourism brochure was effective and useful because students got more enjoyable and creative. They also hoped that tourism brochure could be alternative to improve students’ English skills.

Based on the problems and condition above, the writer was interested n conducting a research entitled **“The Use of Tourism Brochures to Improve Descriptive Writing Achievement of the 10th Grade Students of SMA Negeri 14 Palembang”**

1.2 The Problem of the Study

The problem of this study is to find out whether or not there is a significant difference in descriptive writing achievement of the tenth grade students of SMA Negeri 14 Palembang between those who are taught by using tourism brochures and those who are not.

1.3 The Objective of the Study

Based on the problem of the study above, the objective of this study is to find out whether there is a significant difference in descriptive writing achievement between the students who are taught by using tourism brochures and those who are not.

1.4 The Significance of the Study

This study was conducted based on the problem and the condition found in real class situation. Hopefully, this study will be helpful for students' achievement in writing descriptive text. The writer also hopes that this study can be a reference for English teacher to motivate students to write in English and students will be more interested in studying English by using this instructional media. In brief, the writer hopes that tourism brochures will be something useful and used as alternative for teaching descriptive text in the classroom.

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