

**THE EFFECTIVENESS OF TOURISM
BROCHURE IN TEACHING WRITING
DESCRIPTIVE TEXT**

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Abstract

The objective of this study was to find out whether using Tourism Brochure was effective for teaching writing in descriptive text or not. The population of this study was the eighth grade students of SMP N 2 Tonjong, Brebes Regency in the academic year 2015/2016. The number of the subjects was 252 students. The samples of the study were class VIII A as experimental class which consisted of 36 students and class VIII B as control class which consisted of 36 students. The design of this study was an experimental study. The writer used tests that consisted of pre-test and post-test in collecting the data and used

quantitative method to analyze the data. The data were analyzed by using SPSS (*Statistical Package for Social Science*) 16 program. After the data had been collected by using tests, it was found that in *Independent Samples Test* between experimental class and control class got score *sig* was 0.240 (more than 0.05) and the score from *t-test* and *Equal Variance Assumed* was 0.021 (less than 0.05). It means that both of classes had same variant but had different achievement. It can be seen from comparing the means both of the classes; it was found that the mean of experimental class was 78.67 which were higher than control class 75.31. Then the result of the mean of post-test of experimental class was 78.67 which were higher than pre-test 64.83. For that reason, it could be concluded that tourism brochure was effective for teaching writing in descriptive text on the eighth grade students of SMP N 2 Tonjong second semester in the academic year 2015/2016).

Keywords: effectiveness, tourism brochure, writing, descriptive text.

A. Introduction

Nunan (2003: 88) states that writing is one of four skills in learning English. It is used to explore or express fact, feelings, thought from writers to the reader in written form. Writing is comprehensive ability involving grammar, vocabulary, organization and other elements. It is one of interesting activities because writing skill can be developed rapidly when the students' concerns and interest are arisen. When students are given many chances to write, students will be more active to write. There are many kinds of text in writing: narrative, descriptive, report, recount, and procedure. One of them is descriptive text.

According to Nurjamal, et al (2011: 71) descriptive text is writing description about an object or situation which is explained like how the object looks like. The generic structures of this text are: 1) Identification (identify the specific object being described), 2) Description (give detailed information about the physical appearance of the object).

Mostly students find it difficult to share their thought in written form. The students should be able to construct sentences with good content, organization, rich of vocabulary, grammar and mechanic correctly (Nurgiyantoro, 2001: 296). One of factor is students' low ability in writing; there is lack of attractive media to deliver the material. In short, it is better for a teacher to use media in the teaching learning process. One of the appropriate media for teaching descriptive text is tourism brochure. Tourism brochure is brochure that contains visual of higher quality, considering that they need to give the impact of the places they advertise and campaign for (Ross Bainbridge, 2006:1).

Furthermore, Thompson (2008: 2) states that teaching using tourism brochure is appropriate for increasing the students' ability in writing because tourism brochure can help teachers to arise students' curiosity and imagination. It will stimulate and improve students' imagination with paying attention and keeping their eyes on brochure. Besides, students will have an opportunity to use the knowledge that they get from outside of the school, such as knowledge of tourism sight and activity in the tourism places. It will help students in generating and creating ideas when they are going to write.

B. Literature Review

The theories reviewed here covers the definition of writing and types of writing, descriptive text, and tourism brochure.

1. Definition of Writing and Types of Writing

Adapted from Tarigan (2008: 22), writing describes symbols of graph that illustrating a language meant by someone, so those others can read and understand those symbols. Meanwhile according to Aquilina (1999: 8), writing used to be taught as the process of building a fixed structure out of “building blocks”. The teaching of writing began with the smallest components, such as: individual letters and their sounds; then moved on to the spelling of individual words, the writing of individual sentences, and finally “composition.

According to Brown (2004: 220), there are four categories of written performance, those are (a) imitative means that to produce written language, the learners must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences; (b) Intensive (Controlled) as the basic imitative of writing, which focus on producing appropriate, vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of a sentence; (c) Responsive needs learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks respond to pedagogical directives, lists of criteria, outlines, and other guidelines. The writer has mastered the fundamentals of sentence-level grammar and is more focused on the discourse conventions that will achieve the objectives of the

written text; (d) Extensive writing implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis.

The scoring system of writing skill according to Nurgiyantoro (2012: 430) are based on these indicators: (a) appropriate sentence structure, (b) appropriate logic organizing of descriptive text, (c) appropriate meaning of whole descriptive text, (d) appropriate words structure and (e) appropriate sentences with pictures.

2. Descriptive Text

Priyana (2008: 18) states that a descriptive text is a kind of text which describes the characteristics of something in order to make clear impression of a person, place, and object or event. While Langan (2011: 185) states that a descriptive text means when you describe someone or something, you give readers a picture in words. To make the word picture as vivid and real as possible, you must observe and record specific details that appeal to your readers' senses (sight, hearing, taste, smell, and touch).

Based on the definition of descriptive text above the purpose of descriptive text is to present the reader with a picture of person and subject or setting. Similar to Langan (2011: 189) the main purpose of a descriptive text is to make readers see –or hear, taste, smell, or feel – what you are writing about. Vivid details are the key to descriptive text, enabling your audience to picture and, in an away, experience what you describe. Meanwhile, Zemach (2005: 25-26) said that there

are four aims of descriptive text; to see, to explain, to persuade, to recreate.

To write a good descriptive text, Karen (1994: 20) states that the key is to use detail that help the person the student are describing. There are two keys to writing good description. The first key is to use space order, and the second key is to use specific detail. The second key is to use specific details. When students describe something, they paint a picture with words.

3. Tourism Brochure

According to Ross Bainbridge (2006: 1) tourism brochure is defined as brochure, but it contains higher quality visual. Ideal tourism brochure should also give information about flights, roads, the shortest way of reaching a particular place, and other information.

Related to the teaching language, based on Thompson (2008: 2) brochure has some advantages as media such as (a) can improve students' curiosity and imagination based on tourism brochure, (b) the students get new vocabulary, (c) it can make the students easy to understand detail information that is shown, and (d) It will help the students in generating and creating ideas when they are writing.

C. Method of Investigation

Therefore, this research will try to answer how tourism brochure influences the writing skill on descriptive text. To be able to answer the research question, pre-test and post-test is conducted to get the data. In analyzing the result of the tests, score was given for each writing result of the students. Analysis is conducted by measuring the score's validity and

reliability. Further, in order to help analyzing the data, SPSS is used through the following steps as stated by Purwanto (2010: 128); (a) Hypothesis of t-test, (b) the formula of analysis design, (c) the result of analysis, and (d) the interpretation of the result.

D. Discussion

The discussion here consists of two parts: findings and interpretation.

1. Findings

The writer analyzed the item by doing validity of the test and reliability of the test. Meanwhile, after the writer conducted pre and post-test, the writer applied the result of the test into a table, found the normality, homogeneity and then compared the mean score of experimental class and control class by using SPSS 16.0 program. The results are described as follows:

a. Analyzing the Item

By using the SPSS 16 program, the Test of Pre-test and Post-test validity is proven, in which the score of Pearson Correlation for score in pre-test and total are 1000 and 1, it means that the instrument of the research was valid. Meanwhile for the reliability of the test, by using SPSS program, it is obtained that the score of Alpha >0.349 (from table *r Pearson*, $df = n-2$, table *r Pearson* can be seen in appendix 34). It means that the item of question was reliable.

b. Applying the Result of the Test to the Table.

In analyzing the data, the writer made a table that contained the result of the test. It is

aimed to compare the mean score of pre-test and post-test of experimental class and control class.

Table 1: The Result of Pre-Test and Post- Test of Experimental Class and Control Class

No Resp.	Experimental Class		Control Class	
	X	X1	Y	Y1
1.	71	85	60	72
2.	72	77	62	72
3.	66	77	70	75
4.	65	85	67	69
5.	61	67	71	75
6.	68	73	60	65
7.	66	73	61	73
8.	64	91	70	79
9.	64	80	57	70
10.	63	79	62	73
11.	66	78	71	82
12.	63	66	72	85
13.	67	81	67	77
14.	63	87	63	84
15.	64	73	62	83
16.	65	80	66	76
17.	70	77	63	83
18.	66	89	61	66
19.	64	82	62	71
20.	67	79	70	80
21.	68	81	62	71
22.	69	79	66	75
23.	59	71	66	75
24.	64	88	71	77
25.	58	82	64	69
26.	64	81	66	70
27.	62	81	56	64

28.	64	82	61	67
29.	65	79	68	82
30.	67	72	67	81
31.	62	77	64	69
32.	60	73	70	88
33.	65	81	68	82
34.	68	73	65	69
35.	63	77	71	78
36.	61	76	73	84
SUM	2334	2832	2355	2711
MEAN	64.83	78.67	65.41	75.31

Based on table above, result of mean of pre-test experimental class, mean of post-test experimental class, mean of pre-test control class, and mean of post-test control class. Each score are in order as follows: 64.83, 78.67, 65.41 and 75.31.

c. Normality

Based on the result of output test of normality done, it can be obtained that the score of sig was $0.200 = 20\% > 5\%$, the experimental class and control class had a normal distribution. Further, based on the position of the spot in Q Plot Line of Normality, it is showed that the experimental class and control class had a normal distribution. In other side, the box plot in the diagram of test normality was in the middle position; it means that visually, the experimental class and control class had a normal distribution.

d. Applying the Data into the Formula t-Test (Equal Test).

It will explain the result of data of homogeneity, comparison between Pre-test and

Post- test of Experimental Class, comparison between Pre-test and Post- test of Control Class, and comparison Post- test of Experimental Class and Control Class. The results are as follows:

1) *Homogeneity*

The homogeneity test was conducted to find out whether the classes were similar on their written descriptive text or not. Homogeneity was to know that both classes are homogeneous. It was important because the similarity of both samples would influence the test result. Based on the Independent Sample Test of Post-test in Experimental Class and Control Class we get the following score; the F score = 1.403 and sig = 0.240 = 24 %. F score was used to measure that between experimental class and control class has same variant. The result Sig score was more than 0.05 = 5%, 24% > 5%, it means the classes had same variant or homogeny.

2) *Comparison between Pre-test and Post-test of Experimental Class*

The test was measured to compare the mean score of pre-test and post-test in experimental class. Based on the Statistics Group Analysis of Pre-test and Post-test Experimental Class, the result of calculation of data with SPSS 16 program was the mean of Pre- test= 64.83 and the mean of Post-test=78.67.

3) *Comparison between Pre-test and Post-test of Control Class*

The test was measured to compare the mean score of pre-test and post-test in control class. Based on the Statistics Group Analysis of Pre-test and Post-test Control Class, the result of calculation of data was 65.42 for the Pre-test and 75.31 for the Post-test.

4) *Comparison between Post-test of Experimental and Control Class*

The test was measured to compare the mean score of post-test between experimental and control class. Based on the Statistics Group Analysis of Post-test Experimental Class and Control Class, the result was 78.67 for the mean of Post-test of Experimental Class and 75.31 for the Control Class.

5) *Interpreting the Result*

Based on the t result, the score of sig was $0.021 = 2.1 \% < 5\%$, so H_0 was rejected; it meant that H_1 was accepted, so the mean score of Experimental Class was different from the mean score of Control Class. To interpret the result, by accepting H_1 , so the mean score of both classes was different. Based on the output of *Group Statistics* in table 13, it could be seen that the mean score of Experimental Class was 78.67, and the mean score of Control Class was 75.31. It showed that the mean score of Experimental Class was better than Control Class ($78.67 > 75.31$). It could be concluded that tourism brochure was effective for teaching writing in descriptive text because there was

difference scores' achievement between experimental and control class.

The teacher had to choose media which was suitable to teach, so English learning process could run well. Media in learning had various types and benefit. One of them was using tourism brochure especially, writing descriptive text. Teaching writing descriptive text with tourism brochure was very benefit to the students because they were given knowledge and experience about tourism object. Besides that, in learning process the students used ability and thinking in making descriptive text based on tourism object by tourism brochure, so they could study to develop their ability and thinking to make descriptive text well which was suitable with the generic structure and the language feature of descriptive text.

Based on the research, the students looked active and enjoy to describe the tourism object because the writer made tourism brochure which was consists pictures and detail information, so it made the students were easy to make descriptive text by arranging the jumbled words into good sentences, match the pictures with sentences they have made, and rearrange the sentences to make a good descriptive text. Besides that, the result of the questionnaires using tourism brochure to teach English, the result were showed and we can see in appendix 35 because according to the students in experimental class, they were agree that tourism brochure made them easier to understand material in descriptive text.

2. Interpretation

Based on the data that were analyzed by using SPSS 16.0 program above, it could be concluded that the post-test mean score of the students that were taught by using tourism brochure was higher than the students that taught conventionally. The pre-test mean score of experimental class before getting the treatment was 64.83 and after getting the treatment was 78.67 ($78.67 > 64.83$). It was higher than control group; the post-test mean score was 75.31. Therefore, it could be said that there was higher improvement scores of pre-test to post-test of experimental class. The score of experimental class was increased because the writer used tourism brochure as the media in teaching writing descriptive text.

It was different from control class. In learning process of writing descriptive text, the writer just gave material conventionally, without particular media, the students only were asked to arrange the jumbled words below into good sentences, match the pictures below with sentences they have made, and rewrite the sentences to make good descriptive text without tourism brochure as media. Consequently, their score in writing was still lower than the score of experimental class which was used tourism brochure as media, so it could prove that using tourism brochure as media can make the students were more understand about descriptive text because in tourism brochure the students could see that information and also pictures which detail about the tourism object. Besides that, the students could make sentences, match the pictures with sentences, and the last rewrite the sentences to make good descriptive text.

In initial condition of the students, they still felt difficult and were not interested to make descriptive text based on questionnaire which was given by the writer before English learning process about the problem that were faced by the students in making descriptive text. The majorities of the students, there were confused and did not understand to make descriptive text because the students did not know the meaning generic structure and language feature descriptive text. Besides that, the students felt bored in English learning process, especially writing descriptive text because the teacher in teaching process did not make the students enjoy and active in English learning process, so the condition in classroom was not alive. Many teachers did not think to finish this problem, the fact to finish this problem was the teachers had to use media which was suitable to teach English because media could become the students interested and enjoy in learning process and the most important of learning was the students could understand the material, especially writing descriptive text and got good score.

E. Conclusion

Based on the results of research findings and interpretation that were analyzed by using SPSS (*Statistical Package for Social Science*) 16.0 program, the writer concluded that there was a significant difference between the students learning writing descriptive text by using tourism brochure and the students using tourism brochure (conventionally). It was found that in *Independent Samples Test* between experimental and control class got score *sig* was 0.240 (more than 0.05) and the score from *t-test* and also *Equal Variance Assumed* was 0,021 (less than 0.05).

It meant that both of classes had same variant, but had different achievement.

It could be seen from comparing the means both of the classes; it was found that the mean of of experimental class was 78.67 which were higher than control class 75.31. Then the result of the mean of post-test of experimental class was 78.67 which were higher than pre-test 68.83.

The writer found that the students were more interested in English learning process by using tourism brochure because the students could get detail information of tourism object. Besides that, the students could make true sentences structures by using tourism brochure.

For that reason, it could be concluded that tourism brochure was effective for teaching writing descriptive text on the eighth grade students of SMP N 2 Tonjong Second Semester in the academic year 2015/2016.

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