

## USING TOURISM BROCHURES IN TEACHING WRITING DESCRIPTIVE TEXT TO IMPROVE THE WRITING ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS AT SMP KARYA IBU PALEMBANG

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### ABSTRACT

*This study aimed at seeing whether the use of tourism brochures was effective to improve students' achievement in writing descriptive text. In particular, it sought to find out whether tourism brochures was an effective means for generating ideas in writing descriptive text. The design selected for this study was a quasi-experimental study using nonequivalent pretest posttest design. The population of the study was all eighth grade students at SMP Karya Ibu Palembang. This study involved 262 students of the eighth graders. The sample was purposively chosen as the sample of the study in which 20 students belonged to the experimental group and 20 students belonged to the control group. The data were obtained by means of writing test as the instruments. The study lasted one and half months in that during the treatment, the student were exposed to a wide range of writing activities including process writing particularly a prewriting activity by using tourism brochures. The result shows that there was a significant difference among the writing test mean scores before and after they were exposed to tourism brochures and there was a significant difference in students' test scores between the students who were taught by tourism brochures and those who were not. The research findings revealed that the use of tourism brochures was effective to improve students' writing achievement. These findings were also supported by the significant improvement in writing achievement between the two groups in terms of the six aspects of writing (topic sentence, supporting detail sentence, concluding sentence, word choice, mechanics and grammar, sensory details). The results of the pre-test and post-test showed a positive response that tourism brochures was very helpful for the students in improving their descriptive writing achievement especially in generating, gathering, exploring and organizing their ideas prior to writing a descriptive text. The study was expected to yield a better quality of writing and build writing habit among students in a greater scale.*

**Key Word:** Writing achievement, Tourism brochures, Descriptive text

### 1. Introduction

Writing is one of the important skills in teaching English. It has always occupied place in most English language courses. Writing skill is good to develop because it can unify ideas and thoughts, and translate somebody's thoughts for other people. It is a creative process which is acted to express the ideas, thoughts and feelings in written form. Many people need to learn writing in English for occupational or academic purposes. To write well, people must have good capabilities in writing. Moreover, someone who wants to write must know the steps in writing process and aspects of writing. The writer must be able to organize the ideas to construct the sentences, to use punctuation and spelling well. Besides, they must be able to arrange the writing into cohesive and coherent paragraphs and text. It has long been recognized that language is the principal means of communication among people. Language is often viewed as a vehicle of thought, a system of expression that mediates the transfer of thought from one person to another (Finegan, 2004, p. 8). It is also believed that human beings and language are deeply embedded in the sense that people own a language and use it to interact with others. According to Fromkin and Rodman (2007, p. 3), the possession of language is more than any other attribute and makes us

human. It is language that is the source of human life and power. In addition, Chaika (2008, p. 2) states language is multilayered and does not show one to one correspond between message and meaning as animals languages do. A lot of people learn languages in order to be able to communicate in different linguistic contexts.

English is known as one of the most important means for acquiring knowledge and information. It is no doubt that English has given a huge contribution to human life in many ways. There has been a strong demand for English mastery as an international language due to the fact that process of communication can be carried out in the form of spoken and written language. In everyday life we normally choose a particular channel of communication either speaking or writing. Learning to communicate in foreign language entails the necessity to learn both language skills and language aspects of the target language. Among the four skills, writing is a determinant of one's success in language learning. Finegan (2004, p. 418) argues that writing is the single most important invention in human history. Writing is a skill which requires organization of ideas to be communicated in a text. Indeed, writing entails many complex components such as grammar, spelling, vocabulary, mechanics

more importantly its unity, coherence and cohesion.

Based on PISA 2009, writing habit of Indonesian people is very low. Indonesia is a sequence of 56 of the 65 countries in the list of the serial on the problem of teaching the English language in the world, especially writing skills (OECD, PISA 2009). The PISA results for Indonesian students are the second lowest in the league table, worse than the last PISA in 2009, when Indonesia ranked 57th. The result shows the Indonesian education system is going nowhere, despite massive investment. It is proving so weak writing skills of students in Indonesia. PISA is a survey of students' skills and knowledge as they approach the end of compulsory education. It is not a conventional school test. Rather than examining how well students have learned the school curriculum, it looks at how well prepared they are for life beyond school. The Program for International Student Assessment (PISA) 2009 is the fourth administration of PISA by the Organization for Economic Cooperation and Development (OECD), an intergovernmental organization of industrialized countries. In 2009, 65 countries and education systems, including the United States, participated as partners in PISA. It is a triennial international survey which aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students. To date, students representing more than 70 economies have participated in the assessment. PISA is unique because it develops tests which are not directly linked to the school curriculum. The tests are designed to assess to what extent students at the end of compulsory education, can apply their knowledge to real-life situations and be equipped for full participation in society. The information collected through background questionnaires also provides context which can help analysts interpret the results.

One way to tackle this problem is to find out the root of the problem why students do not like writing subject. The way how writing is taught may be a factor causing students' dislike toward writing. Students may think that there are too many aspects to consider when they write. It is important to see how writing is viewed by teachers and students. To support this statement, Heaton (1990, p. 135) insists that the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. As a reflection, writing is sometimes neglected by teachers due to lack of strategies of how writing should be taught. According to Warigan (2005, p. 169), writing is difficult skill to learn by most people in general because of psychology, linguistics, and cognitive issues. If analyzed deeply, those factors above have two main keys; they are motivation and input. Students and graduates will become more aware of how important the writing is in order to apply for employment, their further education and participate in the world of academia. In other words, the needs to have writing skill should become a priority in the educational field.

Based on the writer's observation, there were 75% of students who were unable to write a descriptive paragraph. Teachers of English already have taught the material to students well but the students still had the problem in writing descriptive paragraph. In addition, the writer also had looked the teachers of English language teaching by lecture, and then asked the students to write paragraph individually. Hence, student's ability to write descriptive paragraph is very less because the learning methods that is adopted by teachers of English language was a method that does not fit anymore in this day because it reduces the interest and liveliness of the students in the learning process so that students are bored and do not want to continue learning as they have to do.

As generally known, Minimum Mastery Criteria (MMC) of English subject in many schools is 75. From the KKM above, the score is very high for many schools. Because we found that students have difficult to write a text well based on the genre. Especially in descriptive, students face difficulties because of reluctance to three questions or less motivation, difficult to build and develop their ideas, the using of grammar and confuse in determining the generic structure of the text. The teacher just explained the material from the guiding book and after that asked the students to answer the question based on descriptive text that they have read.

The reason why students still got low achievement in writing is not only from students themselves, but also from teacher. The conventional learning method that teacher applied in teaching writing skill is not effective. During learning activities in the classroom, the teacher only asks the students to read the text, translate the text by using dictionary, and rewrite the translation. The students are not asked to practice their writing ability. In addition, the teacher never makes variation in teaching and learning process. This situation made the students' motivation in writing decrease. So, teacher has high responsibility to improve students' achievement in writing. Teacher has to create interesting activities in the classroom so that students can develop their ideas in writing.

In addition, there were a lot of problems that the teacher and students faced in teaching learning process; such as, lack of motivation, lack of media, lack of vocabularies, lack of strategy, and also lack of motivation from the students itself. The students' motivation and improvement of the lesson during the learning process was less. The teachers had responsibility about it. They had to follow many kinds of workshop to make teaching preparation and to change their teaching method itself. Unfortunately, the most important thing is in giving motivation, and lack of strategy to the students while learning process. This condition makes students not interested in learning. Thus, the students did not feel exciting to write and it is hard for a junior high student's writing, such as descriptive text.

To get the writing skill, there are five components of the materials to be taught, namely: structure, reading, vocabulary, conversation/ dialogue and composition or writing. Relating to the importance of teaching writing skill at the junior high school, as far it is known some students are always faced with problems of using the right sentences. In order to help students improve their English writing skill, strategy is needed to be found. There are many strategies that can make English teaching and learning process communicative but none is the best. Therefore a teacher must try to find out the appropriate strategies to teach his or her students because the teacher has a very important role in the teaching and learning process.

Tourism brochure is one of teaching media that can be used by the teaching in teaching descriptive text. It gives visual aid to students in learning writing descriptive text. According to Howard (1998, p. 143), the teaching that uses visual aids will almost certainly be better and will not probably be easier because understanding and idea are most easily discovered by the students. The writer believes that by using tourism brochure the students will find teaching-learning process both stimulating and enjoyable. By tourism brochure, the students will be interested and more enthusiastic in learning writing descriptive text.

Based on the description above, the writer was interested in doing the research with the title "Using Tourism Brochures in Teaching Writing Descriptive Text to Improve the Writing Achievement of the Eighth Grade Students' at SMP Karyaibu Palembang".

The problem of the study was formulated in the following question, "Did using tourism brochures in teaching writing descriptive text improve the writing achievement of the eighth grade students' of SMP Karya Ibu Palembang?"

#### A. Writing Activity

Writing is a very important capability for being owned by students, writing is also an excellent communication tool. Through writing, each person is able to convey feelings, ideas, and announcements to others. According to Sharples (1999, p. 8) actually, writing is an opportunity; it allows students to express, explore, and explain their ideas. Student can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically. Therefore, learning is very important to improve writing in particular learning of English in Indonesia because the writing is a process of transformation of thoughts and ideas into tangible forms of writing. In addition, many people choose writing as a means of effective and efficient communication of information to be conveyed in some ways like posting letters, business letters, and important information in a company's product. Many of us would agree that writing may seem overwhelming. Writing is a form of communication in which one expresses his or her ideas, feelings, and thoughts to convey a message to the reader via a text.

In addition, Sharples (1999, p. 3) claimed that writing is a peculiar activity, both easy and difficult. The more we think about how we do it, the more difficult it becomes. Learning to write is not just a natural extension of learning to speak a language (Raimes, 1983, p. 4). Writing also involves the encoding of message that is a writer translates his or her thoughts into language. Teachers of writing have to make sure that students have frequent opportunities to work on authentic tasks. There have been different approaches to teach writing to help students gain writing competence. According to Byrne (1998, p. 6), the importance of teaching writing is as follows:

1. The introduction and practice of some form of writing enables teachers of writing to provide for different learning styles and needs.
2. Writing work serves to provide the learners with some tangible evidence that they are making progress in the language.
3. It is more effective to integrate the skills since exposure to the language can be done through more than one medium.
4. Writing provides variety in classroom activities.
5. Writing is often needed in formal and informal testing.

Furthermore, Harmer (2005, p. 79) mentions three reasons for teaching writing to students as a foreign language which include reinforcement, language development, learning style and writing as a skill in its own right. It is claimed that teaching writing to the students who are learning English presents a challenge to an increasing number of teachers in writing class. Students may not have had much exposure to English academic writing.

In fact, there is no answer to the question of how to teach writing effectively but teachers make it possible by choosing an appropriate technique. Teachers of writing face a condition where many students do not enjoy writing partly because of the nature of the task and partly because it has little values for them as a form of social interaction (Byrne, 1998, p. 5). He further notes that the reasons why writing is difficult can be explained under three headings as follows:

1. Psychological problems: In writing we are required to write on our own, without the interaction or the benefit of feedback. Writing is essentially a solitary activity.
2. Linguistic problems: In writing we pay attention to organizing our sentence structure or to connecting our sentences. Incomplete and ungrammatical utterances are noticed. The text produced can be interpreted on its own.
3. Cognitive problems: Writing is learned through a process of interaction; we have to master the written form of the language which is less used in speech.

Students learning English face a complex task that must take place gradually throughout learning process. As a productive skill, writing requires more study, practice and efforts on the part of the learners. Therefore, students should be provided with meaningful writing activities.

Byrne (1998, p. 3) said that it is true that writing is clearly much more dependent on how effectively we use the linguistic resources of the language. In addition, Peregoy and Boyle (1993 p. 78) said to become truly effective writers, they must coordinate a broad range of complex skills, including clarity of thoughts and expressions, knowledge of different genres to suit different purposes, and the ability to use conventional spelling, grammar, and punctuation.

As previously mentioned, writing includes a complex process which allows writers to explore ideas and thoughts and make them visible and concrete to the readers. It implies that students pass through several developmental writing stages to produce a good final piece of writing. Raimes (1983, p. 10) states that recently the teaching of writing has begun to move away from a concentration on the written product to an emphasis on the process writing. During the writing process writers rewrite and revise their sentences until they are satisfied that they have expressed their meaning (Byrne, 1998, p. 3).

According to Oshima and Hogue (1999, p. 3), there are four main stages in the writing process: prewriting, planning, writing and revising drafts, and writing the final copy. There are various features that a writer needs to consider in producing a piece of writing. In writing process, time is a crucial element in which the writers should have time to make decision, play around with ideas, time to construct sentences, and time to change their minds (Raimes, 1983, p. 21). It is clear that writing is just like working in a project which considers everything in detail. The teacher has to be involved in the creative process of students' writing. Once the students pick a topic, they may start the writing process which includes the planning, writing, revising, and proofreading and editing of their writing (Leonhard, 2002, p. 40). The five steps in writing process are summarized as follows:

*a) Brainstorming (Generating/Collecting/Planning ideas)*

1. List possible ideas that follow the assignment focus, and make lists and clusters to "get the juices flowing"
2. Determine your focus at this point (limit your topic)
3. Consider whom you are targeting as your audience
4. Examine the ideas and choose the most convincing ones
5. Gather and evaluate information to support the ideas.

*b) Organizing (Refining/ Formalizing plan)*

1. Determine how you will present your ideas

2. Make an outline in which you clearly determine your thesis or topic statement, your subtopics (main points) and specific support.
3. Make changes, add or delete ideas
4. Put the plan aside and take a break. New ideas will occur to you while you are doing something else.
5. Revise the plan some more
6. Get the feedback from peers or teachers
7. Revise the plan

*c) Writing (Composing in longhand or on computer)*

1. Compose the final draft of the paper. Follow the plan composing
2. Try to write without stopping frequently to look up words or revise for fluency
3. New ideas may occur to you. Make changes as needed to include any improvements
4. Put the paper aside for a while and take a break so that you can look at it again with a fresh eye
5. Get feedback from your teachers or peers

*d) Revising (Making major changes)*

1. Return to the paper with an objective eye
2. Be critical thinker. Evaluate the paper whether it is effective
3. Make major changes in the content, organization, and order of support.
4. Make the sentences more complex and smooth

*e) Proofreading and Editing*

1. Correct grammar errors
2. Check for errors in spelling, punctuation, and capitalization
3. Check format (margins, use of lines, labeling, paper type)

Writing process has been enthusiastically embraced by bilingual and ESL teachers, and researchers have pointed out that the important of teaching students composing processes (Peregoy & Boyle, 1993, p. 65). In relation to writing process, Raimes (1983 p. 11) maintains that the writing process becomes the process of discovery for the students: discovery of new ideas and new language forms to express those ideas. According to Peregoy and Boyle (1993, p. 66), in writing process students were experience five interrelated phases namely prewriting, drafting, revising, editing and publishing. For the purpose of this present study, the writer will focus on the four stages (prewriting, drafting, revising, and editing,) that students will complete. In this study publishing phase was not include in the writing process.

**Table 1.** *Writing Process Phases and Strategies*

Phase	Purpose	Strategies
Prewriting	To generate and gather ideas for writing; to prepare for writing; to identify purpose and audience for writing; to identify main ideas and supporting details.	Talking and oral activities; brainstorming, clustering, questioning, reading, keeping journals in all content areas
Drafting	Getting ideas down on paper quickly; getting a first draft that can be evaluated according to purpose and audience for paper.	Fast writing; daily writing; journals of all types; buddy journals, dialogue journals, learning logs.
Revising	Reordering arguments or reviewing scenes in a narrative; reordering supporting information; reviewing or changing sentences.	Show and not tell; shortening sentences; combining sentences; peer response groups; teacher conferences
Editing	Correcting spelling, grammar, punctuation, mechanics, etc.	Peer editing groups; proofreading; computer programs for spelling, etc.
Publishing	Sharing writing with one another, with students, with parents, showing that writing is valued; creating a classroom library; motivating writing.	Programmed materials; mini lessons. Writing may be shared in many formats; papers placed on bulleting boards, and papers published with computers, papers shared in school book fairs, etc.

It is important to note that these activities are not necessarily sequential meaning students can do which step they prefer to complete the process. These also reveal that again writing is not a product but a process

in which there are many steps which make up a final draft to be submitted that a writer is proud of (Linse, 2005, p. 98). In addition, Raimes (1983, p. 11) insists that "writing means writing a connected text and not just single sentences, that writers write for a purpose and a reader, and that the process of writing is a valuable learning tool for all of our students".

In writing student's writer are required to pay particular attention to different aspects of writing at different time. It has been a question how to write a good essay. According to Leonhard (2002, p. 29), points out that effective academic writing has convincing content, effective organization, and correct use of sophisticated grammar and vocabulary. In addition, Perego and Boyle (1993, p. 66) states "Good quality of writing is determined by a number of interrelated factors such as spelling, punctuations, diction, content and organization. In addition, grammar is an important element in producing a good quality of writing. Here are the elements of good writing.

**Table 2.** *Elements of Good Writing*

Elements	Description of Elements
Leads	The opening of a paper, whether the first paragraph, or the first several paragraphs, must capture the reader's interest and / or state purpose clearly.
Focus	The writers must choose and limit a single focus for their writing, omitting information that does not directly contribute to the point of the piece.
Voice	Voice in a paper is that element that lets you hear and feel the narrator as a real person, even if the narrator is fictitious. Voice should remain consistent throughout a piece.
Show not tell	Good writers learn to create pictures for their readers rather than just making flat statements that tell. Examples also help to show not just tell.
Endings	A good ending will suit the purpose of the piece to provide closure on the topic but may take the reader by surprise, or leave the reader interested in hearing more.

*B. The Application Of Tourism Brochures In Teaching Writing*

Tourism brochure is one of media that can generate student's ideas, because tourism brochures are related to places, building, food, culture, and many more. In tourism brochures, there are many pictures, all pictures are colorful and make students enjoy and not bored to join the learning process. Pictures of tourism brochures are familiar with students because the writer

applied the pictures with beautiful view of places and applied local and international brochures.

Tourism brochure is one of teaching media that can be used by teaching descriptive text. It gives visual aid to students in learning writing descriptive text. According to Howard (1998, p. 143), the teaching that uses visual aids will almost certainly be better and will not probably be easier because understanding and idea are most easily discovered by the students. The writer believes that by using tourism brochure the students will find teaching-learning process both stimulating and enjoyable. By tourism brochure, the students will be interested and more enthusiastic in learning writing descriptive text.

Some students in junior high school, tourism may ready to be a tour guide later but reality is not as if we hoped. Materials and media also contribute to the problem. Material is known as one of the cores in learning process and media should be involved along with it. Good materials should achieve impact. It is clearly stated that students' engagement with materials is very important to lead them really stick to the topic until the end and one of the points he stated is attractive presentation. Attractive colors, lots of white space and use of photographs could be the key to keep engaging students during the learning process and they are all available in tourism brochures.

Though tourism brochures are only simple folded colorful paper, it really helps students in their learning English process. Students could find many words that are related with tourism, which is comprehension. Tourism, in other hand, brought meaning that is related to places, peoples, objects, history, foods, colors, cultures and many more and with the help of tourism brochures, students could really understand what they are going to do and what they are going to say.

Furthermore, teaching English by using tourism brochures in junior high school could enlarge students' vocabularies in describing objects, know how to interact and response with tourists, and develop real tour guide in the classroom during learning process. Students could learn how to describe places and response with questions that might come tourists. They could practice and make their skills in English better as well a teacher could see how much their development during the processes of learning by using tourism brochures.

Writing is a very important capability for being owned by students, writing is also an excellent communication tool. Through writing, each person is able to convey feelings, ideas, and announcements to others. According to Sharples (1999, p. 8), writing is an opportunity; it allows students to express something about themselves, explore and explain ideas. Student can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically.

Therefore, learning is very important to improved writing in particular learning of English in Indonesia because the writing is a process of transformation of

thoughts and ideas into tangible forms of writing. In addition, many people choose writing as a means of effective and efficient communication of information to be conveyed in some ways like posting letters, business letters and important information in a company's product.

To improve the writing achievement students' at SMP Karya Ibu Palembang, the writer will give a treatment to students. The writer will explain about writing and descriptive text, which is there are organization, generic structure and purpose. Then, the writer will give a tourism brochure to each student that they must make a descriptive paragraph. Tourism brochures can make students develop their thinking because there are pictures that can make them interested in it. The students write a paragraph using tourism brochure give and they make paragraph minimally seven or eight sentences. Then, ask students to submit it.

### *C. Population And Sample*

#### *a) Population*

A population is a group of elements or cases, whether individuals, objects, or events that conform to specific criteria and to which we intend to generalize the results of the research (McMillan, 1992, p. 69). The subjects from whom data collect all of the eighth grade students of SMP Karya Ibu Palembang in the academic year 2013/2014. There were 262 students from six classes as the population.

#### *b) Sample*

In this study, the sample consisted of eighth grade students of SMP Karya Ibu Palembang from 6 classes. The class size is rather big consisting of 262 students. The writer selected the sample by means of purposive sampling. A form of non-probability sampling in which decisions concerning the individuals to be included in the sample are taken by the researcher, based upon a variety of criteria which may include specialist knowledge of the research issue, or capacity and willingness to participate in the research. A purposive sample, also commonly called a judgmental sample, is one that is selected based on the knowledge of a population and the purpose of the study. The subjects were selected because of some characteristic.

From the test, the writer only took forty students from two classes which is the writer was took twenty students each class due to a large number of the students. Some criteria why the writer selects only forty students from two classes, they were:

1. KKM English score is 75, which is the writer made categories of score students. Score less than average was given a treatment, the score is 50-70.
2. Two classes of English teacher are same, that's make the writer easy to teach the students.

In addition, to decide which class belongs to the either experimental group or control group the writer flipped a coin where the head represented the

experimental group and the tail represented the control group.

**Table 3.** *The Sample of the Study*

No	Group	Number of students
1	The Experimental group	20
2	The control group	20
	<b>Total</b>	<b>40</b>

*D. Technique For Collecting The Data*

In collecting the data, the writer gave a writing test. A writing test was administered as necessary data for the study and to measure students' writing skill. The test was administered twice as a pretest and a posttest which is exactly the same. The test was a descriptive text test in that the students were assigned to write a complete descriptive text consisting ten sentences with the tourism brochures.

*E. Technique For Analyzing The Data*

To score students' essays, the rubric breaks into six aspects of writing which include topic sentence, supporting detail sentence(s), concluding sentence, word choice, mechanics and grammar, and sensory details. Good writing is a complex accomplishment involving the organization of ideas, the select use of vocabulary, attention to readers and purpose, and the "mechanics" of grammar, spelling, punctuation and hard writing. Rubrics provide students information about the qualities and dimensions of good writing and feedback about their progress.

There were two training and experience raters working independently to score students' essays, they were graduated from Pasca Sarjana of Sriwijaya University and they are had many experiences in teaching. The students were received a different score for each aspect.

In analyzing the data, the writer applied *t-test*. To see the difference among the mean scores of writing scores of both groups, pair samples *t-test* was apply. Then independent samples *t-test* also see whether the gain the students show in both tests was contributed by the treatment. In short, the results of pretest and posttest obtained by each group was calculated and compared. According to Popham and Sirotnik (1973, p. 124), claimed that *t-test* is used to determine how great the difference between the two means in order to be judged significant.

*F. Result Of The Study*

The writer attempts to describe the the results of the study. First, statistically the students in the experimental group showed progress in their writing ability before and after the treatment. The result showed that there was a significant difference in writing achievement before and after they were exposed using tourism brochures. Since the *t*-obtained was higher than *t*-table, the null hypothesis ( $H_0$ ) was rejected and the research hypothesis ( $H_1$ ) was accepted.

It can be stated that there was a significant difference in writing achievement before and after treatment in the experimental group. Since there was a significant difference before and after the treatment. The writer could say that using tourism brochure was effective to improve the students' achievement in writing descriptive paragraphs. The writer was convinced that the improvement in writing achievement of experimental group students was a result of the technique and their own efforts. This could be seen from the results of topic sentence, supporting detail sentence, concluding sentence, word choice, mechanics and grammar, and sensory details tests that were used to find out their topic sentence, supporting detail sentence, concluding sentence, word choice, mechanics and grammar, and sensory details mastery. Furthermore, based on the writer's behavioural observations, the students liked English and seemed to high motivation in learning English too. In fact, 85% of the students in experimental group received an excellent score in the post-test.

It is important to note that during the study, the writer applied tourism brochure as a media to help students develop their ideas. Tourism brochure simply served as a means for generating ideas to write a descriptive paragraph and what they were going to write. It gave visual aid to students in learning writing descriptive text. The teaching that uses visual aids will almost certainly be better and will not probably be easier because understanding and idea are most easily discovered by the students (Howard, 1998, p. 143). The purpose of the implementation of tourism brochure was achieved in that the students wrote more paragraphs and the paragraphs they wrote was longer, more organized and showed a sense of English academic writing when they used tourism brochure as a media. In their descriptive paragraphs, they wrote about 10 sentences even more in the post-test.

The use of tourism brochures in writing class is very useful in terms improving writing skill of students. By using tourism brochures, students can find ideas easily because in that tourism brochures there are brief and simple descriptions of places. Besides, it is very useful in generating students' interest in writing due to they have new information and knowledge about the material given by the teacher. Therefore, tourism brochure is one of alternative media that can help either the teacher in teaching writing or the students in generating their ideas in their writing.

Furthermore, the positive significance between the mean scores of the pre-test and post-test was assumed to have been induced by the treatment. Tourism brochure is one of the media that can be used in teaching writing. Tourism brochure contains visual higher quality. By having this, students were pay much attention and it was helped in getting students interest. Besides, it is a vacation guide that is full of maps, pictures of tourist spots, and information pertaining to the land marks and must-visit places (Bainbridge, 2006).

In addition, tourism brochure is a booklet that contains specific information from a place such as hotel, special trips resorts, etc. The features of tourism brochure consists of pictures of places such as hotels, resorts, restaurants and brief description of each places, cost, etc. Because of tourism brochures consists pictures and brief description of places, it was helped students on finding the idea, new vocabulary and constructing the grammar while speaking. Moreover, this kind of media is also easy to be found and simple to be applied in the classroom. Therefore, using tourism brochures in teaching writing was considered as an alternative media to teach writing to junior high school students.

There is much information about tourism places in the brochure that can be used for writing class especially for descriptive text and it was much more effective to generated student's ideas and automatically can improve the student's writing skill. In short, it was helped students to be creative and enjoy in the learning process. Furthermore, according to Thompson (2008), tourism brochure pictures can help teachers arise students' curiosity and imagination. In this study, it was stimulated and improved student's imagination with paying attention and keep their eyes on brochure. Besides, students had an opportunity to use the knowledge that they get from outside of the school, such as knowledge of the tourism sight and activity in the tourism places. It helped students in generate and create ideas when they are going to write.

In addition, brochure is a colorful paper that is used to persuade other and it is usually found in tourism places. It gave information about resorts, special trips, hotels, restaurants, etc and it was consisted pictures of places and a brief description of each places, cost, and availability. The purpose of tourism brochures are to inform about the city and place or advertise the place to people so they would come and visit. Last but not least, the effectiveness of using tourism brochures is really promising because by using it as a media, students was sharpened their writing achievement.

The writer also assumed that the increase in writing achievement as a result of the use of various tourism brochures studied during the treatment. The writer believed that the selected materials were appropriate for them in terms of levels of difficulty in that the students had a little difficulty in understanding them. During the study, the students had many opportunities to write. They also had a lot of opportunities for peer review. It is logical that why they improved their writing skills after the treatment.

Another point to discuss is that the writer employed tourism brochure to make writing a more meaningful and interesting activity for the students. The writer thinks its high time English teacher to move to a process approach when teaching writing in that the teacher should not assess students' writing as a final product only but as a process. Consequently, the teacher has to be involved in the process of writing as a facilitator or a guide who is available to them. The

writing activities would contribute to the increase of students' writing habit. Teachers need to help students build the writing habit so that they recognize writing as being normal part of classroom practice and they come to writing tasks with as much enthusiasm as they do other activities (Harmer ,2005, p. 329).

In addition, it is also important to discuss the significant improvement in control group which was not given any treatment. As we observed the summary findings, the mean difference between pre-test and post-test had an improvement. The writer assumed that the improvement of students' score in the post-test was possibly because the students' still remembered the topic for descriptive paragraph in the pre-test. Besides, it may be due to the short time span between pre-test and post-test which was only one month.

Sometimes in an experiment there is an effect but the effect may not have been caused by the treatment. In fact, the validity of the findings from an experiment can be threatened in a number of ways (Cook and Campbell, 1979). Therefore, in order to see the contribution of tourism brochure to writing descriptive paragraph. The writer thinks that since this is a quasi experimental study, it still has some weaknesses for instance non random sampling which might be representative enough but not possible in this study. There were possibly some extraneous variables that were no controlled.

Based on the analysis of the independent sample test of the post-test in the experimental group and in the control group, there was a significant difference in students' test scores between the students who were taught by using tourism brochures and those who were not. In conclusion, the using tourism brochure was proven to be effective to improve students' writing achievement particularly in generating ideas for writing descriptive paragraph.

### 3. Conclusions And Suggestions

#### Conclusions

There were some findings thta can be concluded in this study. First, tourism brochure was proven to be effective to improve student writers' achievement in descriptive text. It can be stated that there was a significant difference in writing achievement between experimental group and control group before and after treatment. For the student writers, tourism brochure was an effective means for generating ideas for a descriptive paragraph. It can be seen that the mean score of experimental group was higher than the mean score of control group.

By using tourism brochures, they could clearly see the ideas they came up with for their descriptive paragraph. In addition, the use of tourism brochure is plausible to apply in other writing activities. It is worth noting that in the teaching of writing the teacher has to be involved in writing that the students are facilitated in every step of writing. It could be concluded that the



use of tourism brochure was effective to improve students' achievement in writing descriptive paragraph

### Suggestions

Some suggestions were offered to those who are interested to the use of tourism brochure in improving students' achievements in writing other genres. The suggestions are as follows: (1) The researcher should make sure that the technique used in classroom is appropriate for the level of the students since there are some techniques are not applicable to our writing class. (2) If possible, the study covers other kinds of writing such as report, explanation, procedure, report or news item. (3) The study can have a larger scale in participants with randomness so the result would be generalized. (4) The researcher should consider the amount of treatment and lapse time between pre-test and post-test. The researcher could have more meetings to yield better results.

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