

**Using Tourism Brochure to Improve Students' Writing Ability in Report Text:
an Experimental of the Eleventh Grade Students of SMAN I Godong-Purwodadi in
Academic Year 2016/2017**

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Abstract

The objectives of the study are: (1) to find out is the students' ability to writing report text taught using tourism brochure, (2) to find out is the students' to writing report text taught using picture, and (3) to find out whether or not there is a significant different of writing report text between the students who are taught using tourism brochure and taught using picture. This study used true experimental design. The writer used experimental class and control class. The subject of the study was the eleventh grade students of SMA N 1 Godong-Purwodadi. There were 5 classes with 200 students. The writer chose XI mipa 3 with 40 students as the experimental class and XI mipa 4 with 40 students as the control class. The result of the study shows that the students' ability in learning process has significant difference between Tourism Brochure and Picture as media. It could be seen the average score of post-test between experimental class was 78,6 and control class was 68,3. In other hand, the t-test formula shows that t-test is higher than t-table, where $8,91 > 2,021$ (on a level significance 5%). It means that the improvement in post-test of experimental class was higher than control class. The used Tourism Brochure as media in enhancing students' ability in studying English writing report tex. Therefore, the positive hypothesis (H_a) is accepted, and the negative hypothesis (H_o) is rejected. From the results, the writer concludes that the use of Tourism Brochure as a media significantly enhance students writing report text. Moreover, the writer suggests to teachers to use Tourism Brochure as a media to make easy and help students in writing report text and explore their ides, so that they are motivated to study English.

Keywords: *Writing, Report Text, Tourism Brochure*

Introduction

There are four language skills in English learning for SMA; they are listening, speaking, reading, and writing. In this study, the writer focuses on writing is one of the important skills in English. Learning English sometimes very difficult

to understand, one of them is writing. Writing requires not only grammar but also should pay attention to grammar and vocab. Therefore writing in English, including learning very difficult, and it takes a technique by using media. By using media in learning, writing will be very

much easier, and can help students to explore their ideas to develop his knowledge of writing in English.

Selecting the material type of text, the writer chooses tourism brochure as media for teaching report text. The writer assumes that the students may enjoy writing report text using tourism brochure giving complete information. The writer chose brochure as media for teaching learning process because it is easy to obtain the media. Tourism brochure will help students in writing report text and learning will be more meaningful to the students and help the students explore their idea. Students of class the eleventh grade senior high school will be object of research. Based on syllabus senior high school, the writer chose the eleventh grade students because the materials of report text are in the eleventh grade. The writer wanted to provide a new method, so that the student is interested, and have interest in the material to be taught writer. In this study, the writer focuses on using tourism brochure to improve students' writing ability in report text. In this research the writer explains about the statement of the problems. In this case the writer gives three statements of the problem in this research as follow:

1. To what extent is the students' ability to writing report text taught using tourism brochure?
2. To what extent is the students' ability to writing report text taught using picture?
3. Is there any significant different of ability in writing report text between students who taught using tourism brochure and those taught using picture?

Review of Related Theories

Concept of Media

Media is as a tool that is very useful to help students and the writer to teach writing. Bertram (2010:3) says that media is all resources that deliberately try to convey a message: that form of communication that people use to exchange information. These would include news papers, 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 the communication may be to entertain, inform, educate or persuade Bertram (2010:3). 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 students to

look at a variety of brochures. They can then write their own brochure or town guide, using this analysis to help them. It means that brochure is an announcement or a notice regarding a program that can be variety in many ways such as a town, entertainment, health club and etc. There are some things that must be considered in the brochure, as follow:

- 1) Messages or text content that is processed that is the message to be delivered in the brochure should use words that are interesting. So that those who read feel curious about something that is in the brochure.
- 2) Title brochure should use words that are concise and clear. Have appeal and ideas. The title should be positioned on the top of the page with a larger font size of the text.
- 3) Script the text is a section or unit that tells part of the information that must be submitted.
- 4) Illustration selection of illustrations in the brochure must be precise and have a relationship with the theme or content of the brochure.
- 5) Logo The company logo sine qua non in the brochure, first; people become aware of the company logo.
- 6) Color has an impact and can stimulate the eye for evoking emotions, curiosity and so forth.
- 7) Size and paper materials Determine the size of paper to be used , can use A4 paper (21cm x 29.7cm).
- 8) Layout is a layout or layout is the position with regard to the shape and size of the brochure. Election of Typography Selection of the font or font will determine whether a brochure readable or that people do not understand so do not use this type of typography they are difficult to read. Note also the hue of the font should be adapted to the background and color.

Picture is one of media for teaching languages. The teacher can teach writing easily. The students are able to describe things, place, and people easily through pictures. Based on Brown (2004:227), “picture is a drawing of some simple action, object, or something that is down.” One of the media that can be used in teaching learning process is picture. Picture is one of the interesting media to teach writing. By using picture, the students will have new experience of teaching from what they always get in their class. The students will be easy to understand and remember what they are

seeing in class. The students are able to describe things, people, and place easily through pictures. Writing is one of the important skills in English. According to Hyland, K (2004:4) said that writing is a practice based on expectations: the readers chance of interpreting the writer's purpose are increase if the writer takes the problem to anticipate what the reader might be expecting based on previous texts he or she has read of the same kinds. According to Meyer (2005:2) says that writing is the verbal way to communicate with other person, the process of putting the idea on the paper. In addition, Brown (2004:218) says that writing is the exclusive domain of scribes and educational or religious institutions. Every part of life, the people use written word such as business, transactions, record, legal document political and military agreement.

Concept of Writing

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has read of the same kinds. According to Meyer (2005:2) says that writing is the verbal way to communicate with other person, the process of putting the idea on the paper. In addition, Brown (2004:218) says that writing is the exclusive domain of scribes and educational or religious institutions. Every part of life, the people use written word such as business, transactions, record, legal document political and military agreement. From definition, the writer conclude that writing has been practiced by people can communicate to one another over long distance only in a very short limit of time, they can show their ideas or that their thinking paper. Brown (2004:220)states that there are four categories of writing performance. The categories can be seen as follows:

a. Imitative

The category includes the ability to spell correctly. The students must attain in the fundamental, basic tasks of writing letters, word, punctuations and very brief sentences. Context and meaning are secondary focus.

b. Intensive

Meaning and context are some importance in determining correctness and appropriateness but more concern

are form and rather strictly controlled by the test design. The students have to get skill producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the length of sentence.

c. Responsive

The students perform at limited discourse level, connecting sentence into paragraph and creating sequence of two or three paragraphs. It focuses on discourse conventions that will achieve the objectives of the written text. It emphasize on context and meaning.

d. Extensive

Extensive writing implies successful management of all take 1processes and strategies of writing for all purpose up to the length of an essay, a term paper a major research project report or even a thesis.

From the definition, the writer choose responsive will be applied in writing ability through Tourism Brochure. In which Tourism Brochure the students will be connecting sentence into paragraph.

Concept of Genre

Genre is term of grouping text together, representing, how written typically use language to respond to recurring situation. Genre can be recognized from three rhetorical structures. They are social function, schematic structure, and language features. Hyland (2004:4). The concept of genre is based on the idea that members of a community usually have little difficulty in recognizing similarities in the texts they use frequently and are able to draw on their repeated experiences with such texts to read, understand, and perhaps write them relatively easily. Genre can be recognized from three rhetorical structures. They are social function, schematic structure, and language features. Genre differs in terms of their social purposes for which of a culture interact. They also differ with respect to the stages or schematic structure through which the social processes are achieved.

In this case, the writer will show the result of the research from the last final project which related with the writer's research. The first final project with entitle "Using Charlie Chaplin Silent Movie To Improve Students' Writing Skill In Writing Narrative Text a study of eight grade students of SMP NEGERI 8 Pati in Academic Year 2013/2014 written by

Mochamad Rifai, shows that the students' ability to make written narrative text taught using Charlie Chaplin silent movie was better than those taught without using Charlie Chaplin silent movie. It could be concluded that teaching written narrative text using Charlie Chaplin silent movie can be applied and so useful to improve students' ability in writing narrative text. The second previous study is written by Sulis Setiyo Rini (2014) his study entitles "The Effectiveness of Tourism Brochure for Writing Descriptive Text of The Tenth Grade Students of SMA N 2 Rembang in Academic year 2013/2014 shows that result of 30 students. It can be concluded that students' ability in writing descriptive text using tourism brochure is very good, so this research is teaching writing descriptive text using tourism brochure was better than teaching descriptive text without tourism brochure. The writer choose report text and especially focus on text, it is different with previous studies because previous studies using picture in descriptive text.

Research Methodology

The writer uses experimental study in doing the research and the type of the experimental study is true experimental design. According to Creswell (2012:309),

true experiments comprise the most rigorous and strong experimental design because of equating the groups through random assignment. They are two groups investigated in this study which the first group is experimental class and the other group is control class. Experimental class is a class which Tourism Brochure media in teaching writing report text as it is treatment, while control class is a class picture media without treatment. In this research, the writer uses two class, control class and experimental class. Both classes will be given by pre-test, treatment, and post-test. Subject of the study in this research is SMA N 1 Godong-Purwodadi. It consists of population and sample. Population includes all of the people from a set of data. Population is a group of individuals who have the same characteristic (Creswell, 2012:142). The population of this study was the eleventh grade students of SMA N 1 Godong-Purwodadi in the academic year 2016/2017. The population of this research is the eleventh grade students of SMA N 1 Godong-Purwodadi. They are class XI mipa 1 until XI mipa 5 and the total of population is 200. according to Cohen (2007:100:112) state that "smaller group or subset is the sample". They are two main

methods of sampling, a probability and non-probability sample.

The difference between them is this: in a probability sample the chances of members of the wider population being selected for the sample are known, whereas in a non-probability sample the chances of members of the wider population being selected for the sample are unknown. In this research, sample used by the researcher was two class. It was class XI mipa 3 as experimental class and XI mipa 4 as control class. Sample consists of one or more observations from the population. Kothari (2004:55) says "The selected respondents constitute with is technically called a 'sample' and the selection process is called 'sampling techniques. After that, according to Cohen (2007:100:112) state that "smaller group or subset is the sample". They are two main methods of sampling, a probability and non-probability sample. The difference between them is this: in a probability sample the chances of members of the wider population being selected for the sample are known, whereas in a non-probability sample the chances of members of the wider population being selected for the sample are unknown.

Discussion

The study was conducted in SMA N 1 Godong-Purwodadi in which the population was the eleventh grade students in the academic year 2016/2017. This study used true-experimental design that applied pre-test and post-test. The class was given pre-test, treatments, and post-test. Post-test was administered to measure the students' ability in writing report text after being taught using tourism brochure as media. The class that was used was XI mipa 3 class that consists of 40 students and XI mipa 4 class that consist of 40 students. The writer explained the material of report text using tourism brochure. In this class, the students interested in the material because the used of tourism brochure make it easy to understand the material about report text. It was seen by the mean of pre-test 53,85 and the mean of post test 78,55. It attest that the treatment is success to make the students interested and easy to write their experience in a report text. So, it makes them feel difficult to follow learning activity. The result obtained is mean of pre-test 49,5 and the post-test 68,3. It means that there was improvement of teaching writing using Picture.

The research had been conducted since July, 25-29 2016 in SMA N 1 Godong-

Purwodadi. On July, 21 2016, the reaserch did the observation to the school and the teacher. The writer took four meeting to collect the data. The class that was used was XI mipa 3 class that consists of 40 students and XI mipa 4 class that consist of 40 students. The first class XI mipa 3 as experiment class, the first meeting the students was given a pre-test where students were asked to write a report text about their own experience when they visited in some places then analyze generic structure as least hundred words. Next, the students was given treatment how to write report text using tourism given brochure as media. In the last meeting, students were given a post-test where they were asked to write report text based on the tourism brochure given and then analyze generic structure.

The second class XI mipa 4 as control class. The first meeting, the students was given a pre-test where students were asked to write a report text then analyze generic structure as lest hundred words in 45 minutes. Next, the students was given treatment how to write report text using picture as media. In the last meeting, students were given a post-test where they were asked to write report text choose one

of the picture and then analyze generic structure.

Students' ability to writing report text taught using tourism brochure.

The pre-test was conducted on Tuesday, July26th 2016. Pre-test was conducted to measure the students'ability in writing report text before being taught by using tourism brochure. Post-test was conducted on Wednesdy, July 27th 2016, to measure the students' ability in writing report text. Based on the calculation above, the average score of the students' achievement who were taught using tourism brochure was 78,55.

Students` ability to writing report text taught using picture.

The pre-test was conducted on Thursday, July28th 2016. Pre-test was conducted to measure the students'ability in writing report text before being taught by using picture. Post-test was conducted on Friday, July 29th 2016, to measure the students' ability in writing report text. The students were asked to write report text at least hundred words. Based on the calculation, the average score of the students' achievement who were taught using picture was 68,3.

Significant different of ability in writing report text between students who taught using tourism brochure and those taught using picture.

After getting the score post-test experimental class and control class, the writer found out the different of writing ability between students taught using Tourism Brochure and Picture as media. After finding out the t-test score, the writer used t-table to compare t-test. If the result of t-table is lower than t-test, the hypothesis is rejected. if the result of t-table is higher than t-test, the hypothesis is accepted. From the calculation, the score of t-test is 8,91. To get the value of t-table, the researcher used table significant 5% level (0,05 alpa level of significance as usually used in educational level). It found 1,66464 of 40 students. So, it can be conclude that the t-test is higher than t-table. Based on the result of the calculation above, it can be seen that there is significant difference between experimental class and control class. So the positive hypothesis (H_a) is accepted.

Based on the data analysis, students in experimental class have better in getting the idea so that the students could write the report text easier than students in control class. After getting the result of research

findings, it was found that there is any significant difference of the students writing ability who are taught using Tourism Brochure and taught using picture as media. It can be seen by the score of experimental class, 78,55, that is higher than the score of control class is 68,3. It could be seen that the hypothesis to be rejected with the t-test score is higher than t-table ($8,91 > 1,66462$). Therefore, the writer uses the Alternative hypothesis as hypothesis in this research. Based on the previous discussion, this research using Picture has not been able to improve students' writing ability in report text. It showed by Picture make the students they feel bored of the learning process. So, it makes them feel difficult to follow learning activity. It can be seen from the mean of post-test score of students it is 68,3. Therefore, Tourism Brochure they can interested in the material because the used of Tourism Brochure make it easy to understand the material about report text. It can be seen from the mean of post-test score of students it is From the analysis and the discussion in the previous chapters, the writer write some conclusions, as the result of the study in using tourism brochure to improve students' writing ability in report text an experimental of the

elevent grade students of SMA N 1 Godong-Purwodadi in academic year 2016/2017.

Conclusion

From the analysis and the discussion in the previous chapters, the writer write some conclusions, as the result of the study in using tourism brochure to improve students' writing ability in report text an experimental of the elevent grade students of SMA N 1 Godong-Purwodadi in academic year 2016/2017. In this chapter, the writer presents the conclusions and the suggestions to the reader, especially for the students and teachers. The writer presents the conclusions and the suggestions to the reader, especially for the students and teachers. Students' ability to writing report text taught using tourism brochure. The result of XI mipa 3 students' writing ability of SMA N 1 Godong-Purwodadi who taught using tourism brochure was higher than the result of pre test. It was pre-test 53,85 and post-test 78,55. The result of XI mipa 4 students' writing ability of SMA N 1 Godong-Purwodadi who taught using picture was higher than the result of pre test. It was pre-test 49,5 and post-test 68,3. There was significant difference between the students' writing ability who were taught using tourism brochure and who

were taught using picture. It can be seen from the result of t-test value, t-test was 8,91 and t-table 1,66462. Thus, t-test > t-table (8,91 > 1,66462). It means that there was significant difference of the students' ability in writing report text taught using tourism brochure and writing report text taught using picture.

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