

ABSTRACT

Nugraha, M. As'ari . 1202050472 “*The effect of applying tourism brochure towards students’ writing ability in descriptive text at SMP Negeri 5 Medan . skripsi. English department of teacher and training and education, Muhammadiyah University of North Sumatera (UMSU) Medan, 2016.*

This thesis was conducted to describe the effect of applying tourism brochure towards students’ writing ability in descriptive text at SMP Negeri Medan. The method of research was the experimental research method. The population of the study was the eight grade students of SMP Negeri 5 Medan on Jl. Medan - Belawan km 16 Medan for the students of eight grade of Junior High School during the new academic 2015/2016, which consist of one class. They were VIII-1 class. The number of population were 132 students, the classes were divided into one group , namely experimental group used in one-group pretest-posttest. Sample was considered one class (VIII-1). The experimental group was taught by applying tourism brochure. The instrument of research was writing test (pretest-posttest). The writing test is to describe what available in tourism brochure. The data analysis was using T-test. The result showed that the students mean in teaching descriptive text before taught applying tourism brochure is only 56.11. while the students Mean in teaching descriptive text after the being taught applying tourism brochure is 72.50. it was improved, with the t-test analysis that used by researcher, the result of significant value is (0.222), with the significant level 0.05. And the result of t observation 5.30 with t table is 2.042. By comparing the “significant value” that the significant value is smaller than significant level (significant value < significant level). It meant that Ha which states that there is significant effect of using think aloud strategy on student’s writing ability in descriptive text is accepted. Whereas Ho states that there is no significant effect of applying tourism brochure on student’s writing ability in descriptive text is rejected. In other word, it can be concluded that applying tourism brochure is effective to teach English lesson especially for descriptive text at junior high school of SMP Negeri 5 Medan

ACKNOWLEDGMENTS



Assalamualaikum Wr.Wb

In the name of Allah, the most beneficent, the most merciful, praise to Allah the Lord of Universe. Firstly, the researcher would like to thanks to Allah the most almighty who had given her the chances in finishing this skripsi. Secondly, bless and peace was upon the Prophet Muhammad SAW as a figure of good civilization, intellectual, braveness, loving knowledge. That's why the researcher has enough ability in writing study.

In writing this study entitled “ *The Effect of Applying Tourism Brochure Towards Students’ Writing Ability in Descriptive Text*”. With purpose for submitting in partial fulfillment of the requirement for degree in Study Program of English Department, there were so many obstacles faced the researcher an certainly without help for many people, especially the following people. It was difficult for the researcher to accomplish this study. Thus, the researcher would like to express his thanks first to his beloved parents, **Nugroho Sutrisno** and **Raudah**, for their pray, advise, courage, moral, and material support from he born until forever. May Allah SWT always bless them.

Then the researcher also would like to thank:

1. **Dr. Agussani, M.AP** as a Rector of University of Muhammadiyah Sumatera Utara
2. **Elfrianto Nst, S.Pd, M.Pd** the Dean of FKIP UMSU who had given her the recommendation to carry out the research.
3. **Mandra Saragih, S.Pd, M.Hum** and **Pirman Ginting** as the Head and Secretary of English Department at The Faculty Teachers' Training and Education, UMSU for the encouragement in completing the research.
4. **Bambang Panca S, S.Pd, M.Hum**, as the Supervisor who had given a lot of suggestions, ideas, critics, and guidance in writing this research.
5. **Rini Ekayati SS MA**, the researcher's revier academic advier who had given suggestion, advide and comment for the researcher.
6. All lecturers of FKIP of University of Muhammadiyah Sumatera Utara, who has giving knowledge in English teaching for her during academic year at UMSU
7. The employees in English Administration FKIP UMSU who had given help in administrative system service of completing necessary requirements, so all of administrative system could be resolved easily.
8. The librarian of UMSU that has provided the researcher many reference.
9. His beloved brother and sister , **Akbar Nugraha** and **Mutiara Maulida**
Thanks a lot of for your support and pray.
10. Special thanks to **Rawiyah Yus, S.Pd** who has care, supported and give spirit.

11. His beloved friends, **Nurul Rizal Purba, S.P.d, Khairi Ramadhan S.Pd, Sunjaya Desky** and **Dimas Dwi Herlambang** thanks for giving them support, time and motivation and spent a lot of time.
12. **Yuyun Sri Wahyuni, Rizky Aryani, Yunia Nifa Husnira** and **Willa Fitria Ningsih** as his best friend who always given, supported and suggestion. May Allah bless them
13. His special friends especially **Ika Yohana** from Al – Azhar University who have supported and given much suggestion and experience.
14. All people who loves, helps, and supports the researcher during this study. May Allah SWT bless them all, *Amin*

Finally, he wants constructive criticism and advice for the improvement of this study because she realizes that it is still far from being perfect.

Wassalamualaikum Wr.Wb.

Medan, September 2016

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CHAPTER I

INTRODUCTION

A. Background of study

Basically, there are four skill required in English teaching learning program. They are listening, speaking, reading, and writing. Based on those skill, writing is one of the most important skill in language learning. By writing, we can put in the ideas on the papers and share the information to the others. According to expert “writing is frequently useful as preparation for some other activity, in particular when students write sentences as preamble to discussion activities (Harmer, 2007:33)

Junior high school is a formal school in Indonesian and the students who just graduate from elementary school. So, in teaching Junior High School students, teachers need to be creative in correlating the main topic to the real situation and students can learn the linguistic features automatically, because students in this level is students who are in the transition level from elementary school which is basically they are young learner. The teacher’s roll will take important part in the process of motivating the students to get a lot of information about the language itself.

In learning English as the foreign language, we have to know the four basic skills and components. The four skills are reading, speaking, writing and listening, while the components are grammar, vocabulary and

pronunciation. Writing skill is the most difficult to master, because writing consists of other skill and language components, such as organization, grammar and vocabulary. Furthermore, Don Byne (2008: 3) stated that “we can now begin to see why writing is commonly a difficult activity for most people, both in the mother tongue and in a foreign language”.

Writing is called productive skill. It means that writing is a process in which the writer produces something that contains about writer's thoughts, feelings, or ideas. Writing is important for students to learn how to think critically and creatively. Writing improves a person's ability to think concisely and clearly. Students learn to organize their ideas in a cohesive and flowing manner. Writing is an essential part of developing child. Actually writing is to produce a text through activities from someone's thought or idea which start from drafting until revising and editing.

Many students especially beginner stages, they do not require much active production of language. Because of the consideration that English language is difficult to learn, it is appear unconfident from students to conduct writing. They are afraid how to apply the grammar using correct vocabulary. Determining the topic is one of the simple problem for students Junior High School. Where they will do about this topic, also the students do not know what the definition of topic itself. They need some stimulation from the teacher to produce their words and it is impossible if the teacher have to guide

the students one by one. It is not effective in teaching and learning process. They feel difficult to express their idea ,they have any ideas that hidden in their thought.

Actually, writing is fun and we can get many benefits from writing, such as: writing can improve your academic performance, writing allows you to create and maintain a marketable image of yourself in the eyes of potential and current employers because good writing skill suggest a logical mind, an ability to interact with a wide public, and writing enhances personal and community relationship. The teacher selects material to discuss with students, give students book to read and assigns writing for their ability in learning English and express their ideas well.

In curriculum KTSP 2006, in Junior High School there are six genres that should be taught, namely narrative, recount, procedure, descriptive, report and spoof. In learning genre, the student will learn the particular style of texts which have different purposes. All genres have different social functions, general structure, and grammatical features. For Junior High School, one of the texts that they learn is descriptive text which purpose is to describe and reveal a particular person, place or thing.

According to Ervina Evawina (2010: 7) descriptive paragraph is a paragraph that describe about a person, place, or thing.

In this case, the researcher tries to use the media that is using tourism brochures especially to improve writing skill in descriptive text.

By using tourism brochures, the researcher does hope that students can improve their ability in writing, especially in writing a descriptive text. It can motivate to do better. They also will more active, interested and have many ideas to write

The researcher conducted a conversation with English teacher of SMP NEGERI 5 MEDAN, the problems are many students still have difficulties in writing, especially in writing a descriptive text. In this case, the researcher wants to try to apply the tourism brochures as media in teaching writing, whether the media is effective or not. This research is entitled “The Effect of Applying Tourism Brochure Towards Students’ Writing Ability in Descriptive Text.

B. Identification of Study

Based on the background above, there are some problem identified as follow :

1. Students feel difficult in writing descriptive text
2. Students confuse how to elaborate the ideas
3. Students feel unconfident to conduct writing.

C. The scope of limitation

Based on the background of the problem above, the scope of this research focus on writing descriptive text. The limitation in this research is the effect of using tourism brochures toward students’ writing ability in descriptive text.

D. The formulation of problem

Is there any significant effect after being taught by applying tourism brochure in eighth grade students of SMP NEGERI 5 MEDAN ?

E. Objectives of the study

To find out if there is any significant effect after applying tourism brochure in eighth grade students of SMP NEGERI 5 MEDAN

F. The Significance of the Study

The findings of the study are important and it is expected to give some important contribution to those related:

1. Theoritically

Theoritically the study gives easier, interesting way and valuable information in teaching Descriptive text.

2. Practically

a. For the students

1. To help students understand the descriptive text easily.
2. To increase the feeling of pleasure and motivation to learn.

b. For the English Teacher

1. The teacher will teach writing easily by using tourism brochures.
2. Help to improve the quality of teacher professionalism as an

educator.

3. Developing the learning models that are effective, efficient, and able to engage students active in learning English, especially in writing

c. For the Future Researcher

To give information and input for the researcher when they are writing research on the same topic.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting as research, theoris are needed to clarify some terms, which are used. The clarification of the term would avoid misinterpretation and confused in understanding the problem. The terms are many function to give a limited concept, which is specially mean the particular context. In this case it, particular context. In this case, it provides some terms, which are important make clear from the start in order to prevent possible misunderstanding between the researcher and the reader about this covey.

1. Description of Effect

The effect in language teaching technique according to Richard (in Slamento (2003:2) is define to change of ability that the students' have after being treat by using certain technique of teaching. It means that, the effect is process of students' ability that first don't know or disable become able after given the treatment by teacher appropriate with teachers' technique. Effect of teaching in language is related to change of changes of getting something into our cognitive system. The final result of effect in teaching is the improvement of ability. The ability is the result of learning process which involves teachers' and students' which reflect from the knowledge the students have. In other word, effect is influence or impression that can change a condition from bad into good or from good into good.

Based on the definition above, the researcher concludes that the effect is the influence or impression that can change a condition from bad to good after doing something.

2. Description of Tourism Brochure

2.1. Definition of Tourism Brochure

Brochure is also known as a short booklet or pamphlet. It is thin, boundless booklet and usually gives information about something such as forthcoming events, places, holiday sites, products etc.

2.2. Text organization of brochure

- a. Title
- b. Date
- c. Time
- d. Place, and
- e. additional information (ticket box, price)

2.3. Language features of brochure

- a. Present tense
- b. Passive voice

2.4. Advantages of using brochure

- a. it can help the teacher in explaining the material to the students clearly
- b. increasing students motivation in studying
- c. it can bring the students closer to very important of visual context with reality

d. it can save the time

3. Description of Writing

3.1 What is Writing ?

Writing is one of the most difficult English language skills that the second language learners need to build and achieve (Cahyono, 2011: 23). In addition, according to Cohen (1994 : 105), writing can be one of the most effective means of learning. The act of writing is not just a matter of transcribing ideas waiting fully developed in the writer's mind. It is a powerful process for discovering and shaping meaning. Those can be concluded that writing always makes the language learners worry about what they have to write in writing activity. It is because they must master the language component well and have enough experience to be expressed in written form.

When thinking about writing, it is helpful to make a distinction between writing for learning and writing for writing (Harmer, 2007: 112). In this case of the former, writing is a practice tool to help the students practice and work with language they have been studying. Therefore, more the students write; they get more experience and practice about language they learn. As a result their language ability improves well.

On the other hand, writing for writing is directed at developing the students' skill as writers. It means that the main purpose for activities of this type is that students should become better at writing, whatever kind of writing that might be. In writing for learning, the language itself is the main focus of attention, whereas the construction, layout, style and effectiveness of the whole text are the focus of

writing for writing.

The researcher hopes that the students have more practice English through learning writing so that their English skills and components can improve well. Moreover, it is expected that the students are also able to write the correct text by considering content, organization and language use of the whole text. Therefore, the students do writing for learning and writing for writing at the same time.

a. Genre

One of our decisions about what to get students to write will depend on what genres we think they need to write. A genre is type of writing which members of discourse community would instantly recognize for what it was. Such genre analysis will help students to see how typically texts within a genre are constructed. On the other hand, guided writing helps students to produce appropriate even with limited English.

b. Building the writing habit

Many students either think or say that they cannot or do not want to write. This may be the lack of confidence, think it is boring, or believe that they have nothing to say. We need to engage them by giving activities that are easy and enjoyable to take part in, so that writing activities not only become a normal part of classroom life but also as habitual activities. Knowing such issues above the researcher wants to have an activity to teach writing for students at junior level that is giving them tourism brochures that can build writing habit for them. Considering that writing is a complex process, building writing habit toward

students can make them to be commonly doing such complex process and time by time writing will be an easy process. In this case, the researcher provides tourism brochures those are expected will give good effect for the students to be more active in writing and make them fun.

3. 2. Teaching Writing in EFL Class

The reasons for teaching writing to the students of English as second Language include reinforcement, language development, learning style and, most importantly, writing as a skill in its own right (Harmer. 2007: 79).

- a. Reinforcement : Some students acquire languages in a purely oral/aural way, but most of them benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both their understanding of how it allfits together and as an aid to committing the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied it.
- b. Language Development : Actually process of writing (rather like the process of speaking) helps them to learn as learners go along. The mental activity learners have to go through in order to construct proper written text is all part of the on going learning experience.
- c. Learning style : some students are fantastically quick at picking up language just by looking and listening. For the rest of them, it may take the little longer. For many learners the time to thonk through, to produce language in slower way, is invaluable. Writing is appropriate for such learners. It can also be a quite reflective activity instead of the rush and

bother of international face to face communication.

- d. Writing as a skill : by far the most most important reason for teaching writing, of course that is basic language skill, just as important as speaking, listening and reading. The students need to know how to write letters, how to put reports together, how to reply to advertisement and increasingly, how to write using electronic media. They need to know how to pronounce spoken english appropriately.

Based on the reasons above, it can be concluded that writing is very important, especially on English as Second Language because it will be useful for their life. They can produce creations from their ideas or they can record something etc. If writing is not taught for them appropriately, they will be confused how to record or write something, for example if they want to get a job or write a report.

The importance of writing cannot be overestimated. It lies at the basis of other crucial skill, such as reading: Teacher trains to teach students to be able to write; they have to read, and therefore have something interesting they want to write about. It means that to solve problem in writing activity, the students must be interested in what they want to write because it influences in writing product. If the students are not interested in what they write, of course the writing product is not maximal.

One of the most important things a writing class should aim at is bringing the learners to the point where they are willing to revise and feel comfortable about revising what they have written (Murcia, *et.al.*2002: 160). It means that the

teacher must be able to manage condition in writing class be fun and comfort when the student write, it will help them to be easier in writing, for example getting the ideas. The teachers should give opportunity as much as, so the learners can explore their ideas effectively.

Teacher can teach writing by giving the easy themes which is there are in the learners' surroundings, especially for the children where English is still strange for them, so the teacher can teach writing start from their environment, for example about their family, their hobby, experiences, etc., The learners will enjoy this activity and often want to keep writing.

Based on the explanation above, it can be taken a conclusion that in teaching writing especially for young learners, the teachers should use the easy themes for them. It has purposes that by using easy themes, for example about their experiences, the students can write and get ideas easier; also they will be fun to write especially in English.

In this case the researcher also gave simple topic that was something around the students. Then, since the genre was descriptive so the researcher asked students to describe the tourism brochures. By giving tourism brochures accompanied by feedback and also interesting tourism brochures, it can build writing habit for the students, since it is given for several times that is more than twice and can improve students writing ability.

2. 3. Process in writing

The process of writing is important in authentic assessment. The teacher not only focuses on the writing product but also the process. How the processes that are done by both teacher and students could produce good product of writing. There are four stages of the writing process itself, those are: planning (pre-writing), drafting (writing), revising (re-drafting), and editing. And three other stages externally imposed on the students by the teachers, namely responding, evaluating and post-writing (Richards and Renandya, 2002:316). The planned learning experiences for the students while in the process of writing may be described as follows:

a. Planning (pre writing)

pre writing is any activity in the classroom that encourages students to write (Richards and Renandya, 2002:316). It stimulates thoughts for getting started. In the prewriting step, you get ideas to write about. Taking notes is one way to gather ideas. Another way to get ideas is called free-writing. Here is how to do free-writing. Choose a topic and write it at the top of a piece of paper. Then write whatever sentences come into your mind about the topic. Write horizontally across the paper as you do when you write a letter (Hyland, 2004: 28). In this study, the students try to order their ideas and arrange theme according to their priorities. The students put the ideas into subsist based on the main idea and eliminate all the irrelevant ones.

b. Drafting (writing)

At the drafting stage, the students are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft (Richard and Renandya, 2002: 317). In this case, the students begin to write down their ideas based on composition the main ideas in pre-writing stage. Students can consult their ideas to the teachers and ask their help to arrange the sentence structures.

Responding to students' writing by the teachers has a central role to play in the successful implementation of process writing. Response can be oral or in written, after the students have produced the first draft and just before they begin to revise (Richard and Renandya, 2002: 317). In this case, the researcher responses students' writing product using written and oral feedback. Yet, in this case the researcher only gives feedback on the final product not on the first draft.

c. Revising (re-drafting)

When the students revise, they review their draft on the basis of the feedback given in the responding stage. Students reexamine what was written to see how effectively they have communicated their meanings to the reader. In this stage, the students are rewriting their draft after getting feedback from the teachers. Revising is not merely checking for language errors the students writing but it is done to improve globalcontent and the organization of ideas so that students' intent is made clearer. In this stage the students improve their writing product based on the revision from the teacher.

d. Editing

Editing within process writing is meaningful because students can see the connection between such an exercise and their own writing in that correction is not done for its own sake but as part of the process of making communication as clear and unambiguous as possible to a reader (Richard and Renandya, 2002: 319). However, student not always expected to know where and how to correct every errors, but editing to the best of their ability should be done as a matter of course, prior to submitting their work for evaluation each time. At this last stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own for grammar, spelling, punctuation, diction, sentence structures and accuracy of supportive textual material such as quotations, examples, and the like. In this study, the students correct again their own writing after the teacher gives some critics for them (connection between sentences, grammar, diction, etc.) before it is given to the teacher for final evaluation.

In teaching writing, both teacher and students cannot merely concern on the product but also the steps in processing writing. It can be said that the students must know and follow the steps in writing if they want to produce good writing product. In this research, the researcher provides students with shelf-assessment sheet containing the process of writing that should be checked by the students, so the students can realize and remember with the process of writing and do that orderly. The students have to understand how to write properly based on the rules and steps in writing ability.

2. 5. Writing evaluation

Evaluation is an integral part of the teaching process and an important aspect of planning as content is selected, objectives are written and remediation and enrichment are considered (Kindsvatter, et.al, 2006: 336). During a unit of study, evaluation provides continuing feedback to the teacher and students and is an important information source for making adjustments. Evaluating writing is one of the hardest things to do in a reliable and valid way. Nevertheless, we can do what we can make fair and just evaluations about writing.

As well as meeting the requirements of the writing task, the writer is rhetorically proficient with managing the writing triangle of writer, audience, and purpose.

The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical device, but also conceptual and judgments element. The following analysis attempts to group the many and varied skills necessary for writing good prose into five general components or main areas, those are;

1. Language use: the ability to write correct and appropriate sentences
2. Mechanical skills: the ability to use correctly those conventions peculiar to the written language –e.g. punctuation, spelling.
3. Treatment of content : the ability to think creatively and develop thought, excluding all irrelevant information
4. Stylistic skill : the ability to manipulate sentences and paragraph, and use language effectively
5. Judgement skills: the ability to write in an appropriate manner for a

particular purpose with a particular audience in mind, together with an ability to organize and order relevant information (Heaton, 2008; 135).

3. Description of Ability

According to Richard (2009:197) Ability is defined as a learn proficiency in a second language and foreign language as the result of what has been taught or learned after a period of instruction. The ability is the result of learning process which involves teacher with students which is reflected from the knowledge to the students have. The ability in which achieved by the students, they are realize in the form of scores they have reflect their ability in the learning process. Ability is power or capacity to do or act physically, mentally, legally, or financially.

The term ability in this writing is the power of the students to understand the materials given by teacher in the class, the ability of the students in learning itself. The result of the students learning can be seen in the materials of course, there would be a change of behavior or knowledge from not knowing to knowing. The students intention to understand or to produce material is very clearly related to his/her interesting in carrying out the learning task, either for its own sake or in response to external requirement. The factor influence the students in learning and also influence big or her ability.

Slamento (2005:15) the ability in certain proof of success or the ability of a students in doing is their learning activities which based on their level of class. The word ability is derived from the adjective "able" which has the similar meaning as "can". Ability is the learned capacity to carry out pre-determined result often with the minimum outlay of time, energy, or both. Ability can often

be divided into domain-general and domain specific ability. For example, in the domain of work, some general ability would include time management, teamwork and leadership, self motivation and others, whereas domain-specific ability would be useful only for a certain job. Ability usually requires certain environmental stimuli and situation to assess the level of ability being shown and used. The ability must be expressed in their potential by doing something concrete and measurable.

The students' ability is related to the students' effort of getting something into our cognitive system. The ability is the result of learning process. It's because the scores that they have reflect for their ability in the learning process. Ability also as something probability or can be done in a special situation. The student's ability can be seen in their learning achievement and it show whether the students able or unable in learning process of some subject. So by testing the students in questioning test or experience in an easy way to see and measure the capacity of their ability in receiving one subject. Hasan (2005:620) "Ability is the skill or competence of doing something".

Hasan (2005:132) said that human basic potential there are three factors that can make the students ability increasing more :

a. The origin ability (natural ability)

The original ability is a set of basic ability and it is called "fitrah" ability (basic ability that can move all be develop automatically). The basic ability will develop by integral that can move all of this aspect. So, that all of the aspect can influence each other to get special aims

mechanically. Some factors that can improve original ability are talent, instinct, hereditary, intuition and human characters. It means that human being have the original ability that they have get since they were born. Commonly this ability comes since they were babies, in which ability to have a talent will show when we were interested in something and soon.

b. Thinking ability

Hasan (2005:134) said that in the structure of human body where is what is called brain extantion which is used to think of something. Thinking as a sign of soul that can make correlation between incident that has done. There are three processed in thinking ability to form inner ability namely : form of sense, form of thinking, and of decision. This ability needs along process from experience. The experience could be in the form of learning from our surrounding of from our learning process. Some people may have ability by learning process or informal situation.

c. Ability derived from willingness

Hasan (2005:135) willingness as a sign of a soul. Willingness is an effort to someone to raise something in us. Ability derived from willingness can be seen from sign as follow : derives, wishing, interest, inclinations and willingness. Based on explanation above ability is power or capability to do something. Term ability for students to understand the material given by teacher in classroom. The ability of students in learning can be see from the result of the learning itself after the students learn about material of course there is a change in behavior and knowledge.

The ability is the result of learning process which involves teachers with students which is reflected from the knowledge to the students has. The ability in which achieved by the students, they are realize in the students in the class because the scores they have reflect their ability in the learning process.

4. Description of descriptive text

4. 1. Definition of descriptive text

Descriptive text is text which says what a person, a place or a thing is like. Its purpose is to describe and reveal a particular person, place or thing. And this text has two generic structures:

Identification: identifying phenomenon to be described

Description: describing the phenomenon in parts, qualities and characteristics

4. 2. Language features of Descriptive text, such as:

1. Specific participants, for examples: teacher, house, my cat and so on
Detailed noun phrase, for examples: it was a large yard, a sweet young lady and so on.
2. Use simple present tense, e.g. the polar bear **lives** inside the Arctic Circle near the North pole.
3. Any kinds of adjectives, which point out describing, numbering, classifying, for examples: two strong legs, and sharp white fangs
4. Relating verbs to give information about subject, for example: my Mom is really cool, she has very thick fur and so on.

5. Action verbs, for example: our new puppy bites our new shoes.
6. Adverbials, to provide additional information, for examples: fast , at the three house
7. Figurative language, like simile, metaphor, for example: john is white as chalk.

4. 3. What Makes Good Descriptive Text

- a. It keeps the reader/listener guessing about the story
- b. It activates reader/listener memories and emotions, creating visual images and evoking physical reactions
- c. It allows the identification of details, such as a character's first impressions of another character person or place
- d. It provides an additional character who stands outside the action

4. 4. Teaching Descriptive Text Using Tourism Brochure

One of four skills that difficult to do is writing. Because in writing students must take out ideas in their mind. Actually, the key to learning to write is feeling confidence in students' abilities. But, many students do not enjoy writing because they feel that they can not do it correctly and need much time to do it.

Actually all students are capable to becoming excellent writer. The process of writing method values the talents and grows of individual writer and makes them want to continuous writing because they feel good about their writing. But beside that should be any some media to support in the teaching writing activities, one of them is by using tourism brochure.

Tourism brochures is also known as short booklet or pamphlet. It is

thin, boundless booklet and usually gives information about something such as forthcoming events, places, holiday sites, products *etc.* in this case, tourism brochures as type of writing are tools to keep in touch with the writing skill, this lead the students to set out their ideas and to know their comprehension in describing the place which they see in the brochure. When writing students can express their ideas, feels or their thought and give the students chance to describe about a place which they see in the brochure.

In this time, the teacher teaches writing descriptive text by using tourism brochure as follow:

www.timesofmalta.com/articles/view/20080912/education/teaching-writing-ability-49k).

1. The teacher gives the students a brochure of the place. Then, ask students to write description about the place which they see in the brochure. Before write it, the teacher explains about simple present tense because it has relation with descriptive text. The researcher chooses descriptive text as the material because the students still have many difficulties in describing something or place.
2. Students start to write descriptive text. When the students finished the task, they collect their task to the teacher to get the revise and correction about content, organization, vocabulary, and grammar.
3. Finally, using tourism brochure in teaching writing descriptive text will help the teacher to know the difficulties in students

writing and show the students' progress in writing.

B. Conceptual framework

The success of teaching Descriptive text is influenced by the technique that is used in the teaching and learning process. That is why the teacher should select the appropriate technique in teaching Descriptive text. The quality of teaching technique can affect the students' skill in learning process, particularly in classified Descriptive text.

There are many techniques that can be applied to teach about Descriptive text, one of them was using tourism brochure. Tourism brochure is suitable to be applied in teaching Descriptive text. It can also be applied to learn English as an integrated skill. Using tourism brochure lets the students work with imagination. Using tourism brochure improves the students' motivation and the ability to make descriptive text easily. In conclusion, using tourism brochure is a suitable method for teaching Descriptive text because by applying this technique students can feel relaxed and more enjoy in learning English especially in learning Descriptive text. It is the researchers' reason to choose this technique, because the students are very weak in learning process especially in learning Descriptive text.

C. Hypothesis

The hypothesis of this research as follows :

1. Ha : There is an effect of using tourism brochure toward students' writing ability in descriptive text.
2. Ho : There is no effect of using tourism brochure on students' writing ability in descriptive text

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was conducted at SMP NEGERI 5 MEDAN, Jl. Medan Belawan Km. 16 Medan, Sumatera Utara in academic years 2015/2016. The reason for choosing this school because the researcher has interviewed and observed in this school and it found that the students' ability in this school in learning English was still low, especially in learning Descriptive text.

B. Population and Sample

1. Population

Based on the Sugiyono (2013:117) statement which means that population is generalization area that consist of object/subject which has certain quality and characteristic from the researcher to learned and then make conclusion. So based on this theory, the population of this research is taken from eighth grade students' of SMP NEGERI 5 MEDAN, Jl. Medan Belawan Km. 16 Medan, Sumatera Utara in academic years 2015/2016, which consists of four parallel class. There are VIII-1, VIII-2, VIII-3 and VIII-4. Class VIII-1 consist of 36 students, class VIII-2 consist of 30 students, VIII-3 consist of 33 students and VIII-4 consist of 33 students. It can be seen in table 3.1

Table 3.1

No.	Class	Population
1.	VIII-1	36
2.	VIII-2	30
3.	VIII-3	33
4.	VIII-4	33
TOTAL		132

1. Sample

Sample is very important step in conducting a research study. According to Arikunto (2006:109), a sample is part of population of representative of it. Based on Ary Donald (2002:163) a sample is a person of a population. It means that a good sample must be representative of the entire as possible, so that the generalization of the sample as true as population. The researcher used purposive sampling to decide the sample, because the characteristics of sample was expected really appropriate in this researcher. According to Sugiyono (2010: 61), purposive sampling is a technique to decide a sample base on particular consideration. So, the researcher take for class VIII-1 because they have lowest ability in writing especially in make a descriptive text. According the explanation the explanation above the sample of this research is VIII-1 class that consists of 36 students at SMP NEGERI 5 MEDAN in academic year 2015/2016 in learning Descriptive text.

C. Research Design

To understand the meaning of research is truly necessary, because it is impossible to come to the point of research without it. According to Homby (1995:996) research is carefully study on investigation, especially in order to discover new facts or information such as scientific historical research. It means that a study is done carefully and accurately on investigation of an event, problem, and phenomenon about scientific to find out new information. In conducting this research needs a plane some step her or she will take. Consequently, the design of the research should be suitable for the research condition. For these reason, a researcher has to follow the research design, if her or she want their research will be successful.

The design of this research in conducted an experimental research design. According to Ary Donald (2002:276) an experimental is a scientific investigation in which the researcher manipulates on e or more independent variable, control any other relevant variable, and observes the effect of the manipulation on the dependent variable. An experimental design serves two function:

1. It establishes the condition for the comparisons required to test the hypothesis of before and after being taught applying tourism brochure. Then both of the score were computed by using t-test to find out if there is significant influence of teaching reading comprehension by using Think aloud strategy. The design of this research can be seen at the table below: the experiment.
2. It enables the experimenter through statistical analysis of the data to make a meaningful interpretation of the result of the study. This experimental design used

pre- experimental research design (one- group pretest-posttest design) that consist of pre-test, treatment and post-test. The pre-test and post-test are given to take the score of the students' ability.

Table 3.2
Design of Research

Pre-test	Independent variable	Post-Test
Y1	X	Y2

Notes :

Y1 = pre-test

X = Treatment

Y2 = post-test

This research was investigated the effect of applying tourism brochure in learning Descriptive text at SMP NEGERI 5 MEDAN in academic years 2015/2016. The uses of the treatment is aimed at proving whether the increase scores possibly got by the researcher. The effect of this treatment was known the significant score when the students will be taught applying tourism brochure.

1. Pre-test

Pre-test is conduct to find out the students' ability in learning Descriptive text before having treatment. The pre-test is the students will be asked to make random descriptive text.

2. Treatment

After conducting pre-test. The researchers give to the students explanation about descriptive text with applying tourism brochure. The researcher will apply tourism brochure to collect the data from post-test.

3. Post-test

The post-test is the final test in this research. Students was given brochure and students have to make descriptive text base on available in brochure. The result of pre-test and pos-test will be considered as primary data. The administrating of the post-test is meant to find out the differences scores of both pre-test and post-test before and after applying tourism brochure.

D. Research Instrument

Research instrument is tool of collecting data that should be valid and reliable. According to Arikunto (2006:126) the device the researcher uses to collect data is called instrument. The instrument in this research is written test. Arikunto (2006:127) states that “test is a series question, exercise or other means which are used to measure the skill, knowledge, intelligent, ability or talent that have by individual or group”.The data will be collected by giving written test about descriptive text through applying tourism brochure. This test uses to measure the students ability in learning descriptive text before and after they are taught by applying tourism brochure in SMP NEGERI 5 MEDAN.

E. Technique of Collecting Data

The data will be collected by giving the test to the students. The tests use 1 items written test. The test is take from internet. Several steps is use to collect the data:

1. Giving the pre-test to the students about the descriptive text
2. Giving instruction to the students about the study of the test before doing the test
3. Giving 45 minute to do the test
4. Collecting the students paper sheets

Scoring of writing test.

Giving the score to the students' answer, based on the scoring writing, according Heaton (1998 : 146) states that there are five scoring components scales namely content, organization, vocabulary, language usage, and mechanism. This statement to know the students' ability in writing descriptive text by applying tourism brochure.

a. Content

The score of content depend on the students' ability in writing ideas, and information in form of logical sentences. The criteria of scoring are as follows:

27-30	Excelielent to very good: knowledge able substantive thought development of topic sentence-relevant to assigned topic.
22-26	Good to average: some knowledge able of subject-

	adequate range/limited development of topic sentence-mostly relevant to topic, but lack detail.
17-21	Fair to poor: limited knowledge of subject-little substance inadequate development of topic.
13-16	Very poor: does not show knowledge of subject-not substantive not pertinent-or not enough to evaluate.

b. Organization

The organization refers to the students' ability write the ideas, information in logical order. The topic and supporting sentences are clearly stated. The criteria of giving the score use as follow:

18-20	Very good: exact word, effective word choice and usage, word from mastery appropriate register.
14-17	Good to average: limited range, frequent errors of words, choice usage, but meaning not obscured.
10-13	Fair to poor: limited range, frequent errors words, choice usage, meaning confused or obscured.
7-9	Very poor: essentially a translation, knowledge of language vocabulary, word form or enough to evaluate.

c. Vocabulary

Vocabulary refers to the students' ability in using word or idiom to express idea logically. It also refers to ability to use synonym, prefix, suffix, exactly. The criteria of scoring vocabulary used are:

18-20	Very good: exact word, effective word choice and usage, word from mastery appropriate register.
14-17	Good to average: limited range, frequent errors of words, choice usage, but meaning not obscured.
10-13	Fair to poor: limited range, frequent errors words, choice usage, meaning confused or obscured.
7-9	Very poor: essentially a translation, knowledge of language vocabulary, word from or enough to evaluate.

d. Language Usage

The criteria of scoring language usage as follow:

22-25	Excellencet to very good: effective complex construction- few errors arguments, test, word order/function, articles, pronouns, preposition.
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18-21	Good to average: effective but simple constructions-minor problems in complex constructions-several errors of agreement, tense, number word-order/function, articles, pronouns, preposition but meaning, seldom obscured
11-17	Fair to poor: major problem in simple/ complex construction frequents of errors of negotiations, agreement, tense, pronoun, preposition, and or fragments, delectation meaning confused or obscured

e. Mechanism

The criteria of scoring mechanism are given follows:

05	Excellent to very good: demonstrate mastery of conversation few errors spelling, punctutation and capitalization writing sentence
04	Good to average: occasional errors of spelling, punctutation, and capitalization, writing sentence-poor hand writing meaning confused or obscured
03	Fairs to poor: frequent errors of spelling, punctuation, and capitalization, writing sentence
02	Very poor: no mastery of conventions-dominated by errors of spelling, puntuation and capitalization,

	paragraph-hand writing illegible-or not enough to evaluate
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Based on these indicators, then the students' ability in writing Descriptive Text using chronologically order was classifying in quantitative and qualitative systems. The scales are as follows:

Table 3.3
The Scales are as follows:

SKILL	SKILL
Qualitative form	Quantitative form
Good to very good	80-100
Average to good	60-79
Low to bad	40-59

The Technique of Data Analysis

In this research, the researcher used statistical data analysis technique to know the different score between the students' achievement in reading ability before and after being taught by using think aloud strategy. This technique of data analysis belonged to quantitative data analysis and the data were analyzed statistically by using T-test. According to Arikunto (2010:349) the formula of T-test is :

$$t = \frac{md}{\sqrt{\frac{\sum xd^2}{N(N-1)}}}$$

Notes:

Md = Mean of the different between pretest and posttest

X_d = Deviation of every subject ($d - M_d$)

Σ = Total of quadrate deviation

N = Subject of sample

$d.b$ = Decide by $N-1$

CHAPTER IV

DATA AND ANALYSIS

A. The Data Collection

There were totally thirty six students who were taken as sample. There were divided into one group, namely experimental group that consist of 36 students from VIII-1. This group was given pre-test and post-test. The data collection used five indicators that refer to the rule writing, that were: content, organization, vocabulary, language use, and mechanism.

In this research, the researcher used a experimental research about the effect of applying *tourism brochure* toward students' ability at SMP NEGERI 5 MEDAN in academic year 2015/2016. The researcher used three steps: pre-test, treatment and post-test. Pre-test and post-test were done to get descriptive text's scores of the students.

Table 4.1 Student's Score of Pre-test

No	NAMA	PRE-TEST
1	Agil Darmawansyah	50
2	Agista Dian Prastika	45
3	Aisyah Islami Putri	55
4	Bagus Julianto	60
5	Dea Ayu Wahyuni	40
6	Diah Ayu Lestari	65
7	Devi Natalia Hutagalung	55
8	Diva Herianto Sitompul	50
9	Dimas Fajar Adi Putra	60
10	Dito Arya	60
11	Dwi Sabila Hanum	60
12	Egi Fahrezi	55
13	Haidir Malik	50
14	Hari Akbar	40
15	Intan Fadillah	60
16	Irfan Alfian	50
17	Jesika Simanungkalit	55
18	Joel Pamungkas	45

19	Lili Arista	65
20	Maria Yenni	60
21	Melati	55
22	Meliana Marbun	65
23	Muhammad Arfandi	75
24	Muhammad Arrasyid	70
25	Muhammad Ilham	45
26	Muhammad Rifaldi	65
27	Muhammad Fauji	50
28	Muhammad Risky	60
29	Ranti Desra Mayuni	50
30	Ramadhan	55
31	Rendi Hari Pradana	60
32	Risky Septia Hadi	40
33	Putri Indah Lestari	65
34	Alter wahyu jonatan	65
35	Tia Novita Ramadhan	70
36	Widya Nanda Ardika	50

Based on the table 4.1 it has been known that before the students been taught by applying tourism brochure the mean of students' score is 56.11.

Table 4.2. The Students' Score of Post-Test

No	NAMA	POST-TEST
1	Agil Darmawansyah	65
2	Agista Dian Prastika	60
3	Aisyah Islami Putri	75
4	Bagus Julianto	85
5	Dea Ayu Wahyuni	65
6	Diah Ayu Lestari	75
7	Devi Natalia Hutagalung	80
8	Diva Herianto Sitompul	60
9	Dimas Fajar Adi Putra	75
10	Dito Arya	65
11	Dwi Sabila Hanum	75
12	Egi Fahrezi	65
13	Haidir Malik	65
14	Hari Akbar	70
15	Intan Fadillah	65
16	Irfan Alfian	80
17	Jesika Simanungkalit	70
18	Joel Pamungkas	60
19	Lili Arista	75

20	Maria Yenni	70
21	Melati	75
22	Meliana Marbun	85
23	Muhammad Arfandi	80
24	Muhammad Arrasyid	75
25	Muhammad Ilham	70
26	Muhammad Rifaldi	80
27	Muhammad Fauji	75
28	Muhammad Risky	75
29	Ranti Desra Mayuni	80
30	Ramadhan	70
31	Rendi Hari Pradana	65
32	Risky Septia Hadi	70
33	Putri Indah Lestari	70
34	Alter wahyu jonatan	75
35	Tia Novita Ramadhan	85
36	Widya Nanda Ardika	80

Base on table 4.2 it has knowed that after the students been taught by applying tourism brochure the mean of students' score is 72.50

B. Data Analysis

Data analysis was done to know the different score before and after test by searching the gain "d" (score after test and before test). The researcher collected and analyzed the data which had been collected through two kind of test and it was conducted to thirty six students.

The researcher provide the table about the list of pre-test and post-test total score to make easier to identifying mean and T-test. The table is as follow :

Table 4.3 The List Of Students Reading Achievement Before and After Being Taught by Using Think Aloud Strategy

No.	Student	Pre-test (X)	Post-test (Y)	D=Y-X	D (Y-X) ²
1	AD	50	65	15	225
2	ADP	45	60	15	225
3	AIP	55	75	20	400

4	BJ	60	85	25	625
5	DAW	40	65	25	625
6	DAL	65	75	10	100
7	DNH	55	80	25	625
8	DHS	50	60	10	100
9	DFP	60	75	15	225
10	DA	60	65	5	250
11	DSH	60	75	15	225
12	EF	55	65	10	100
13	HM	50	65	15	225
14	HA	40	70	30	900
15	IF	60	65	5	255
16	IA	50	80	30	900
17	JS	55	70	15	225
18	JP	45	60	15	225
19	LA	65	75	10	100
20	MY	60	70	10	100
21	MT	55	75	20	400
22	MM	65	85	20	400
23	MA	75	80	5	25
24	MAS	70	75	5	25
25	MI	45	70	25	625
26	MR	65	80	15	225
27	MF	50	75	25	625
28	MRK	60	75	15	225
29	RDM	50	80	30	900
30	RD	55	70	15	225
31	RHP	60	65	5	25
32	RSH	40	70	30	900
33	PIS	65	70	5	25
34	AWJ	65	75	10	100
35	TNR	70	85	15	225
36	WNA	50	80	30	900
	N = 36	$\sum X = 2020$	$\sum Y = 2610$	$\sum D = 590$	$\sum = 12050$

a. Identify Mean

From the table above, the mean of students' score can be found applying the following formula:

Finding the mean "D"

$$MD = \frac{\sum D}{N} = \frac{590}{36} = 16,39$$

$$N \quad 36$$

Mean from X and Y:

$$M_x = \frac{\sum x}{N} = \frac{2020}{36} = 56,11$$

$$N \quad 36$$

$$M_y = \frac{\sum y}{N} = \frac{2610}{36} = 72,5$$

$$N \quad 36$$

There are 36 students as respondents or subject of the research. The test was conducted by the researcher before and after applying *tourism brochure*. The test in the form of written test which consist of 2 items about descriptive text. The Mean of pre-test is 56.11 and post-test 72.50, so the different Mean is 16.39.

a. Finding T-score

$$\begin{aligned} t &= \frac{md}{\sqrt{\frac{\sum xd^2}{N(N-1)}}} \\ &= \frac{16,39}{\sqrt{\frac{56,11 \cdot 12050}{36(36-1)}}} \\ &= \frac{16,39}{\sqrt{\frac{6761125,5}{36(35)}}} \\ &= \frac{16,39}{\sqrt{\frac{6761125,5}{1260}}} \end{aligned}$$

$$\begin{aligned}
&= \frac{16,39}{\sqrt{5365,97}} \\
&= \frac{16,39}{73,28} \\
&= 0,2222
\end{aligned}$$

Based in the test score t with compare $t_{\text{observation}}$ with t_{table} , where $df = N - 1 = 36 - 1 = 35$, the result of numeral: 2.042 for standard significant 5% = 5.30, it means that more bigger from t_t , at standard. significant 5%. as well as at standard significant 5%, it means the hypothesis null is accepted.

Based on the large of digit significant. In this case decision taken from determinate:

- a. If probability > 0.05 then hypothesis null accepted
- b. If probability < 0.05 Then hypothesis null rejected

it means that teaching descriptive text applying *tourism brochure* toward student's writing ability in descriptive text at second grade of SMP NEGERI 5 MEDAN is accepted.

To find out whether there is difference of student's writing ability in descriptive text before and after being taught applying *tourism brochure*, the researcher used percentage formula and divided the test result into three criteria; those are good, fair and bad. It means that when the students can understand the descriptive text well so they get good score, when the students still confused about the descriptive text, they fair score. Bad score is got by the students when they just understand little descriptive text test.

A. Student's Writing Ability in Descriptive text Before being Taught applying Tourism Brochure.

The researcher used percentage formula and divided the test result into three criteria; those are good, fair, and bad in student's writing ability in descriptive text before applying tourism brochure

Table 4.4. The Percentage of Student's Writing Ability in Descriptive Text Before Applying Tourism Brochure.

INTERVAL CLASS/ STUDENT'S SCORE	GOOD	FAIR	BAD
	%	%	%
Good/very good (80-100)	-	-	-
Enough/fair (60-79)	-	47.23	-
Bad/low (40-59)	-	-	52.77

Based on the table 4.4, it is know that before the students being taught applying *tourism brochure*, there are 47.23% students have enough score, and 52.77% students have bad score. It means that before the students being taught using *tourism brochure*, most of them cannot understand in descriptive text, because half of have bad score

B. Students' Writing Ability in Descriptive Text After being Taught Applying Tourism brochure.

The researcher also used percentage formula and divided the test result into three criteria those are good, fair and bad in students' Writing Ability in Descriptive Text After Applying Tourism Brochure.

Table 4.5. The percentage of Student's Writing Ability in Descriptive Text After Being Taught Applying Tourism Brochure

INTERVAL CLASS/ STUDENT'S SCORE	GOOD	ENOUGH	BAD
	%	%	%
Good/very good (80-100)	25%	-	-
Enough/fair (60-79)	-	75%	-
Bad/low (40-59)	-	-	-

Based on the table 4.5, it knows that after the students were taught applying *tourism brochure*, there are 25% students have good score, 75% students have enough score, and there is no students have bad score. It means that *tourism brochure* can motivate the students to more understand in the descriptive text well. Because there is no students get bad score after the students being taught using *tourism brochure*

Based on the explanation above, it show that a general students' writing ability in good criteria is $75\% > 25\%$. The student's score after they were taught by applying *tourism brochure* is higher score than before they were taught by applying *tourism brochure*. It means that teaching descriptive text applying *tourism brochure* is effective in improving students' writing in descriptive text

C. Research Finding

From the data analysis it could be identify that:

1. When the value of T-score $>$ T-table in $d.f = 36$ with the significant level 0,05, the alternative hyphotesis (Ha) is accepted and the Null Hyphotesis (Ho) is rejected. It means that there is significant different score of writing ability to the second grade students before and after being taught applying tourism brochure.
2. When the value of T-score $>$ T-table in $d.f = 36$ with the significant level 0,05, the Null Hyphotesis (Ho) is accepted and the alternative hyphotesis

(Ha) is rejected. It means that there is no significant different score of writing ability to the second grade students before and after being taught applying tourism brochure.

The mean of total reading test score of 36 students before being taught by applying tourism brochure is (56.11). After getting treatment, the mean score of students' reading is (72.5). It means that the students' score is improved.

Based on the statistical calculation using t-test, the researcher gives interpretation to t_{count} . First, the reseacher considered the *d.f.* with the *d.f.* (36- 1=35). So the researcher checked to the score of "t" at the significance level of 0,05. In fact, with the *d.f.* of (30) and the critical value at 0,05 significance t_{table} was (2.042).

By comparing the "t" that she got in calculation $t_{count} = (5.30)$ and the value of "t" on the $t_{table} = t_{0.05} = (2.042)$. It is known that t_{count} is bigger that $t_{table} = 5.30 > 2.042$

Because the t_{count} is bigger than t_{table} the null hyphotesis (Ho) is rejected and the alternative hyphotesis (Ha) is accepted. It means that there is significance different score writing ability before and after applying tourism brochure.

CHAPTER V

CONCLUSION AND SUGGESTIONS

1. Conclusions

Based on the data analysis, there are some conclusions that can be described as follow :

1. From data analysis, the objective of this research was to know if there was an effect of applying tourism brochure in teaching descriptive text at the

second grade of SMP NEGERI 5 MEDAN

2. The score of descriptive text test before taught by applying tourism brochure is less because the mean of total score of 36 students is only (56.11). After they got treatment, the mean of descriptive text is (72.50). It was improved, with the t-test analysis that used by researcher, the result of t_0 is (5.30).
3. From the finding, it is know that t_0 bigger that t_{table} and H_a is accepted and H_0 is rejected. It means that there is significant effect before and after being taught applying tourism brochure toward students' writing ability in descriptive text.

2. Suggestions

Related to the conclusion, suggestions are put forward as follow:

1. To the English teachers, The teacher suitable applying tourism brochure, especially writing descriptive text, because based on the researcher's finding; it was found significance effects of applying tourism brochure on the students ' writing ability in descriptive text.
2. To the students, the students should be able to write in English. At least a simple text, especially in writing descriptive text. Because writing one of skills in English language. So by applying tourism brochure the students can write descriptive text easily, because they can describe their ideas and their thought clearly.

CHAPTER V

CONCLUSION AND SUGGESTIONS

3. Conclusions

Based on the data analysis, there are some conclusions that can be described as follow :

4. From data analysis, the objective of this research was to know if there was an effect of applying tourism brochure in teaching descriptive text at the second grade of SMP NEGERI 5 MEDAN
5. The score of descriptive text test before taught by applying tourism brochure is less because the mean of total score of 36 students is only (56.11). After they got treatment, the mean of descriptive text is (72.50). It was improved, with the t-test analysis that used by researcher, the result of t_o is (5.30).
6. From the finding, it is know that t_o bigger that t_{table} and H_a is accepted and H_o is rejected. It means that there is significant effect before and after being taught applying tourism brochure toward students' writing ability in descriptive text.

4. Suggestions

Related to the conclusion, suggestions are put forward as follow:

1. To the English teachers, The teacher suitable applying tourism brochure, especially writing descriptive text, because based on the

researcher's finding; it was found significance effects of applying tourism brochure on the students ' writing ability in descriptive text.

3. To the students, the students should be able to write in English. At least a simple text, especially in writing descriptive text. Because writing one of skills in English language. So by applying tourism brochure the students can write descriptive text easily, because they can describe their ideas and their thought clearly.

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