

The Use of Tourism Picture in Teaching Writing of Descriptive Texts for the Tenth Graders of MA NW Rempung

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Abstract

This research was intended to know the effectiveness of tourism picture in teaching writing of descriptive text for the tenth graders of *MA NW Rempung* in school year 2017-2018. The design of this research was a pre-experimental research with pre-test and post-test design. The result of the data was analyzed by using SPSS 22 for windows program. The sample was 26 students of the tenth graders (IPS-X) of *MA NW Rempung* in school year 2017-2018. The instrument was a subjective test in form of writing test. The result was analyzed by using descriptive statistics and a paired sample *t-Test* to prove whether the alternative hypothesis was accepted or not. The researcher found that the mean score of pre-test was 59.62 while the mean score of post-test was 75.15. In paired-sample *t*-test there was a significant difference in the mean scores between pre-test and the post-test, $t (df=25) = 44.16$ at $p = .000$, it means that the null hypothesis was rejected and alternative hypothesis was accepted. It implies that Tourism Picture was significantly effective in teaching writing of descriptive text for the tenth graders of *MA NW Rempung* in school year 2017-2018.

Keywords: tourism picture, writing, descriptive text

1. Introduction

Language is an important device and very beneficial means for human being to communicate with other people so they can talk and understand each other. Language also symbolizes the identity of a region or country. Language is a key to human life in this world, and language is a resource for social life. Therefore, the language can be a liaison in communicating with others around us.

English is becoming more important in Indonesia as it is for different purpose, such as teaching, cultural and among others. In Indonesia, English is as one of foreign languages which are taught from elementary school, junior high school, senior high school up to university level. In teaching English, we know there are four skills, they are; listening, speaking, reading and writing. These four skills have to be mastered and learned especially for writing skill.

Writing is one of the language skills that more important than the other skills. It is commonly known that writing is process of transferring thinking or feeling into written language. (Nunan, as cited in Baroroh & Pujihartono, 2016, p. 1) states that writing is one of four skills in learning English. It is used to explore or express fact, feelings, thought from writers to the reader in written form. Writing is comprehensive ability involving grammar, vocabulary, organization and other elements. It is one of interesting activities because writing skill can be developed rapidly when the students' concerns and interest are arisen. When students are given many chances to write, students will be more active to write. There are many kinds of text in writing: narrative, descriptive, report, recount, and procedure. One of them is descriptive text. According to Nurjamal et al (2011, p. 71) descriptive text is writing description about an object or situation which is explained like how the object looks like.

In teaching and learning process students in MA NW Rempung still have difficulties in writing. In the present researcher's view, students sometimes do not understand and know how to begin to write their ideas. Besides, these students were not able to make a good sentence. They have trouble how to combine grammar in paragraph.

Media is taken an important part to support teachers' method in teaching. It can makes students interested in learning English especially in writing. One of the appropriate media for teaching descriptive text is tourism picture or brochure. Tourism brochure is brochure that contains visual of higher quality, considering that they need to give the impact of the places they advertise and campaign for (Ross Bainbridge, 2006, p. 1)

Furthermore, (Thompson, as cited in Baroroh & Pujihartono, 2016, p. 54) states that teaching using tourism brochure is appropriate for increasing the students' ability in writing because tourism brochure can help teachers to arise students' curiosity and imagination. It will stimulate and improve students' imagination with paying attention and keeping their eyes on brochure. Besides, students will have an opportunity to use the knowledge that they get from outside of the school, such as knowledge of tourism sight and activity in the tourism places. It will help students in generating and creating ideas when they are going to write.

All the explanations above gave the researcher an inspiration to conduct a research because the researcher wanted to know how far the tourism picture improves the students' writing skill of descriptive text in MA NW Rempung. Thus the researcher conducted the research entitled "The Effectiveness of Tourism Picture in Teaching Students' Writing of Descriptive Text for the Tenth Graders of MA NW Rempung in School Year 2017-2018".

Referring to the above theories and study, the problems were formulated in the form of questions as follows:

- 1) Is tourism picture effective in teaching students' writing of descriptive text for the tenth graders of *MA NW Rempung* in school year 2017-2018?
- 2) How is the effectiveness of tourism picture in teaching the students' writing of descriptive text for the tenth graders of *MA NW Rempung* in school year 2017-2018?

2. Method

2.1 Participants

The population of this research was the tenth graders of *MA NW Rempung* in school year 2017-2018. The numbers of population was 26 students because there was only one class of tenth graders. In this research, the researcher took the sample using purposive sampling (non-probability samples) because there was only a single class of the tenth graders. So the samples were 26 students of the tenth graders of *MA NW Rempung* in school year 2017-2018.

2.2 Data Collection

2.2.1 Instrument of Collecting Data

In this research, the researcher used subjective test in form of writing test to collect the data. The instrument was tourism picture with instruction to know the students ability in writing descriptive texts.

2.2.2 Techniques for Collecting Data

There are three steps which have been conducted in collecting data base on the research design. Those are pre-test, treatment, and post-test.

The pre-test gave before the treatment. The pre-test was conducted on 4th May 2018. In this stage, without explanation about the materials, the researcher gave the students a series of tourism picture and asked the students to make minimal three paragraph of descriptive text based on the tourism picture that they choose.

The researcher gave the students treatment. The treatment conducted in four meetings. The first meeting of treatment was on 5th May 2018. In this part, the researcher gave the student a descriptive text with the picture and the topic of was "My Neighbor". After gave the text, the researcher explain about the topic and the detail of the text. Then the researcher explained the identification and description, how was the picture of "My Neighbor" look like and how to describe it. After that, the researcher explained about grammar, vocabulary, and mechanism of the text. The next was the researcher divided the students into group of 5 and asked each group to discuss and made the descriptive text. After that, the researcher asked each group to share their descriptive text in front of others group.

The second meeting of treatment was on 7th May 2018. In this meeting, the researcher explained descriptive text about the thing. The topic of this treatment was "My Pet Volvo". The researcher gave the students a text with picture and asked the students about the picture without saw the text first (what kind of animal is this? How its look like? Is it cute or not? Etc.). After that the researcher asked the students saw the the text and the researcher explained about the organization of the text that how to describe thing or animal. After the researcher explained about the topic, the researcher provided the task individually to describe thing or animal and then collated their task.

The third meeting of treatment was on 8th May 2018. In this meeting, the present researcher told the students about the topic that will be taught on that day. The topic was

“pink Beach” and was kind of tourism destination. The researcher gave the students the text of descriptive text entitled “pink Beach” completed with the picture. As usual, the research explained the students the content, organization, grammar, and mechanics of the text, how to made description about tourism based on the picture, etc. After that, the researcher guided the students to identified the vocabulary (verb, noun, and adjective of the text) and grammatical of the text (tense of present tense). The next step was when the students have done, the researcher provided the students the task to made descriptive text about tourism.

The last treatment was conducted on 9th May 2018. The topic on the fourth treatment was about historical building “Borobudur Temple”. It was kind of tourism destination also. Same of the previous treatment, the researcher explained about aspect of writing descriptive text (content, organization, grammar, vocabulary, and mechanic). Teacher gave the students a paper of descriptive text about “Borobudur Temple” completed with the picture. After that, the researcher asked the students to describe the Borobudur Temple by the students based on the students’ comperension. After the students done with their task, the researcher asked them to submit the task.

The post-test gave after applying treatment to know whether the tourism picture was effective or not for teaching writing skill as the purpose of this study. The post-test was conducted on 11th May 2018. In post-test, the researcher gave the series tourism pictures same with the pictures in pre-test. After that, the researcher asked the students to describe the tourism picture that they had choosen and made descriptive text into three paragraaph or at least 50 words. The las was the researcher asked the students to submitted the task.

2.3 Data Analysis

For the data analysis, result of the research was analyzed descriptively. The researcher analyzed the descriptive statistic, normality testing, homogeneity testing, and paired-sample t-test for testing hypothesis.

Descriptive Statistics

The data of this research was analyzed by using descriptive statistic. It used to know the mean and the standard deviation of students’ score in writing test. To obtain the mean and the standard deviation score of the instrument, the researcher used SPSS Statistics 22 for windows.

Normality

Normality was used to know the data was normal or not. The data is normal if the values of the significant $p < .05$. The result of this research was normal by used one-sample Shapiro-Wilk test in SPSS Statistics 22 for windows.

Homogeneity

Homogeneity testing was used to know whether data homogenous or not. The data was performed the homogeneity test for pre-test and post-test with One-Way ANOVA using SPSS Statistics 22 for windows. The data was said homogeneous if the value of the significance level was higher than .05.

Testing Hypothesis

To know the effectiveness of tourism picture in teaching writing of descriptive text, the researcher used Paired-Sample t-test to testing the hypothesis from SPSS Statistics 22 for windows. As the output, the SPSS statistic showed the result of the descriptive which indicated that the hypothesis was accepted or rejected.

3. Findings

In this part, the researcher found the description about the teaching descriptive text by using tourism picture for the tenth graders of *MA NW Rempung*. Based on the result of the calculation, the researcher found that there was difference of students' teaching descriptive before and after having been taught by using tourism picture. After counting the data, the present researcher found the lowest and the highest score of pre-test and post- test. In pre-test, the students got highest and lowest score were 66 and 54. In the post-test, the highest and lowest score were 83 and 70.

Therefore, the calculation of the data was conducted in which resulted of mean score from pre- test and post- test. The mean score of pre-test was 59.62 while in post-test was 75.15. In addition, the standard deviation of pretest was 3.16 and posttest 3.84. The mean scores of post-test was higher than the mean scores of pre-test, it means that the tourism picture had an effect in teaching descriptive text.

In the hypothesis testing, the calculation of normality testing was used to check whether the distribution of pre-test and post-test was normal or not. The researcher performed the data used One-Sample Shapiro-Wilk. Moreover, the data was said to be normal if the values of p (Sig.) level of pre-test and post-test were more than .05. Based on the result, the statistic of pre-test was .93 and p-value was .10, while the statistic of post-test was .92 and p-value was .06. This implied that the data was normal.

Meanwhile, the Homogeneity test using One-Way ANOVA to check whether of pre-test and post-test was homogeneity or not. the researcher found that the levene's statistic was 1.36 for pre-test and .38 for post-test, while the $p = .25$ for pre-test and $p = .54$ for post-test. The counting of the data shown that the data was homogenous because the values of p was greater than $p = .05$.

After knowing the data was normal and homogenous, the researcher used Paired-Samples t-test to get the hypothesis' answer. Hypothesis testing was conducted to know whether null hypothesis was accepted or rejected. After performing a paired-samples t-test, the researcher found that there was a significant difference in the mean scores between the pre-test and the post-test, $t(df25) = 44.16$ at $p = .000$, meaning that the null hypothesis was rejected and alternative hypothesis was accepted. It meant that there was the significantly effective of tourism picture in teaching writing of descriptive text for the tenth graders of *MA NW Rempung* in the school year 2017-2018.

4. Discussion

In the relevant study was conducted by Ida Prasasti Baroroh & Lis Gunarto Pujihartono (2016) showed the result that tourism brochure was effective in teaching writing descriptive text. Based on the result, the data were analyzed using SPSS16 program. It was found that the mean score of experimental were higher than controlled class and the mean score of post-test of experimental class were higher than pre-test. It can be concluded that tourism brochure was significantly effective in teaching writing descriptive text. Tourism brochure was a booklet containing information or advertisement of business or tourism destination. While, tourism brochure was one of the teaching media that can be used in teaching descriptive text, it gave visual aid to students in learning writing descriptive text (Putri, 2012. p. 5).

The researcher research was similar with the previous research. This research was focused on treatment of the effectiveness of tourism picture in teaching writing of descriptive text for the tenth graders of MA NW Rempung in the school year 2017-2018. The implementation of the treatment has positive result. It was proved through the activities conducted by the researcher which could increase student's interest in studying English especially writing of descriptive text. Tourism picture was commonly used to give illustration or represent about people, place, and thing with clear detail to help the readers visualize an object that was a good paragraph. Tourism picture was expected to help students improve their ability in writing descriptive text.

4. Conclusions

On the basis of the results, some answers of the research questions, it can be concluded that tourism picture was effective in teaching writing of descriptive text for the tenth graders of MA NW Rempung in school year 2017- 2018. It came from the mean score of pre-test was 59.62 and post-test 75.15. the mean score of pre-test was lower than the post-test. In addition, tourism picture was significantly effective in teaching writing of descriptive text for the tenth graders of MA NW Rempung in school year 2017-2018. It can be seen from the result of Paired-Sample t-test in which $t(df25)=44.16$ at $p(sig.2)= .000$ and lower than .05.

Based on the result of this research, it is suggested that the teachers try to use this tourism pictures as media to stimulate the students to write. Beside this media is powerful to be used to stimulate students to write, this media also effective to create good and fun atmosphere in the class.

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