

A RESEARCH PROPOSAL

**IMPROVING THE STUDENTS' DESCRIPTIVE WRITING ABILITY BY
USING TOURISM BROCHURE PICTURES AT THE SEVENTH
GRADERS OF SMP N 5 BATANGHARI NUBAN SATU ATAP
EAST LAMPUNG**

By:

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English Education Study Program

Tarbiyah Department

STATE ISLAMIC COLLEGE (STAIN) JURAI SIWO METRO

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EAST LAMPUNG**

Presented as a Partial fulfillment of the Requirements for the Degree of Sarjana
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ABSTRACT

By :

YUNITA SURYA NINGSIH

The research aimed to know whether tourism brochure pictures can improve the students' ability in writing descriptive text in teaching learning process. The objective of this research was twenty one students in SMP N 5 Batanghari Nuban Satu Atap East Lampung in the academic year 2015/2016. The action was done in two cycles. In cycle I was done three meetings, in cycle II was done three meetings and last for seventy minutes (70 minutes) each. Each cycle consisted of planning, action, observation and reflection. The material which was used in this research was description about locations and tourist spot. In this research the students were given pre survey test before treatment and post test.

This research is a classroom action research (CAR). The research is conducted in two cycles: each cycle consist of planning, acting, observing, and reflecting. In collecting the data, the researcher uses observation, test, documentation and field note.

The finding of this research shows that there is improving the students' descriptive writing ability by using tourism brochure pictures. It can be seen from the progress of the average score in pre-survey test, post-test I, and post test II. The score of pre-survey test in cycle I were 64,85 and post test II were 79,47. Its mean that the improving students score in cycle I to cycle II were 14,62 point. The percentage of students who success in second cycle is 90%. It is greater than 70% which has been set by the researcher up in this study. The conclusion of this research was using tourism brochure pictures to improve students' descriptive writing ability at the seventh grade of SMP N 5 Batanghari Nuban Satu Atap East Lampung..

**UPAYA PENINGKATAN KEMAMPUAN MENULIS DESKRIPTIF
SISWA DENGAN MENGGUNAKAN GAMBAR BROSUR PARIWISATA
DI SMP N 5 BATANGHARI NUBAN SATU ATAP LAMPUNG TIMUR**

ABSTRAK

Oleh :

YUNITA SURYA NINGSIH

Penelitian ini bertujuan untuk mengetahui apakah gambar brosur pariwisata dapat meningkatkan kemampuan siswa dalam menulis teks deskriptif dengan benar dalam proses pembelajaran. Objek dalam penelitian ini adalah 21 siswa di SMP N 5 Batanghari Nuban Lampung Timur tahun akademik 2015/2016. Penelitian ini dilakukan dalam dua tingkatan (siklus). Dalam siklus pertama ada 3 pertemuan dan siklus kedua ada 3 pertemuan dan setiap pertemuan memerlukan waktu 70 menit. Setiap siklus terdiri dari empat tahapan yaitu, perencanaan (*planning*), pelaksanaan (*action*), pengamatan (*observation*), dan pengayaan (*reflection*). Materi yang digunakan dalam penelitian ini adalah deskripsi tentang tempat pariwisata. Dalam penelitian ini siswa diberikan tes awal (*pre survey test*) sebelum pelaksanaan penelitian dan tes akhir (*posttest*) setelah pelaksanaan penelitian.

Penelitian ini adalah penelitian tindakan kelas. Penelitian ini dilaksanakan dalam dua siklus: Masing-masing siklus terdiri dari perencanaan, pelaksanaan, pengamatan, dan refleksi. Dalam mengumpulkan data, peneliti menggunakan metode observasi, tes, dokumentasi dan catatan lapangan.

Hasil penelitian ini menunjukkan bahwa terdapat peningkatan kemampuan siswa dalam penggunaan gambar brosur pariwisata pada menulis teks deskriptif. Peningkatan ini dapat dilihat dari kemajuan nilai rata-rata siswa di pre-survey test, post test I dan post-test II. Skor pre survey test pada siklus I adalah 64,85 dan post test II adalah 79,47. Ini berarti terdapat peningkatan nilai pada siklus 1 ke siklus II sebesar 14,62 poin. Persentase siswa yang sukses pada siklus 2 adalah 90%. Itu lebih baik daripada 70% yang telah ditentukan peneliti dalam penelitian ini. Kesimpulan dari penelitian ini adalah penggunaan media gambar brosur pariwisata untuk meningkatkan kemampuan menulis deskriptif siswa kelas VII di SMP N 5 Batanghari Nuban Satu Atap Lampung Timur.

CHAPTER I

INTRODUCTION

A. Background of Study

English has four basic skills. They are listening, speaking, reading, and writing. Writing is one of four basic skills. It is very important in teaching and learning English. Writing is one of all forms of written language use, which require different treatment when compared with the activity of the use of language in spoken form. Writing is one of the language skills that should be taught besides the other skills. Writing is considered as a productive skill it aims at assisting students in expressing their idea written.

The process of writing integrates visual, motor and conceptual abilities. Therefore, the students must have extensive knowledge if they want to write something. Based on the curriculum of Junior High School which recommended by the government, there are some texts which have to be mastered by the students. One of the texts is descriptive text.

Descriptive text is a text which purpose is to describe and reveal a particular person, place or thing. The arranged of descriptive paragraph that means to write by words that make a reader as if looking the object who description.

In learning descriptive text, students may have difficulties in learning it. Students may be confused what to write although they know the topic which has been given by the teacher. They are confused to write their idea about the

topic. Lack of idea influenced of the learning in the class, so students do not interest to concern of the explaining teacher. It does because the students forget of the material easily.

Based on the result of pre survey in the second semester at the seventh grade of SMP N 5 Batanghari Nuban Satu Atap on February 14, 2014 takes one class, the researcher get data about the English score. The researcher uses test to get the data of descriptive writing ability. The data can show as follows:

Table 1
The Data of the Students' Descriptive Writing Ability

No	Grade	Explanation	Frequency	Percentage (%)
1	≥ 72	Passed	4	19,05%
2	< 72	Failed	17	80,95%
Total			21	100%

Source: The result of Students' Descriptive Writing Ability at The Seventh Grades of Junior High School 5 Batanghari Nuban Satu Atap

Based on the pre survey result above, the researcher assumes that the students' descriptive writing ability at the seventh grade of SMP N 5 Batanghari Nuban Satu Atap still low. From the 21 students, there are 17 students (80,95%) who get score < 72 . There are 4 students (19,05%) who get score ≥ 72 .

Based on the problem and pre survey data above, the researcher wants to try a media to help the students' difficulties. The media is tourism brochure. Tourism brochure is one of teaching media that can be used by

teacher in descriptive text. It gives visual aid to students in learning writing descriptive text.

According to Thompson, tourism brochure pictures can help teachers in arise students' curiosity and imagination. It will stimulate and improve students' imagination with paying attention and keeping their eyes on brochure. By using tourism brochure students will more focus and interest to study. Because tourism brochure contains visuals higher quality that is include colorful and pictures and tourist spots. Students can get new information about flights, roads and the shortest way to reach a particular place. Based on Under Thesis "The Effectiveness of Teaching Writing Descriptive Text Using English Tourism Brochure at the Eight Grade Students of SMP N I Kepil Wonosobo in Academic Year 2012/2013" by Tidar Tinaworo Putri stated that tourism brochure is effective media to use in English learning.

Based on the reasons stated above, the researcher tends to conduct the research about improving the students' descriptive writing ability by using tourism brochure pictures.

The researcher hopes by using tourism brochure as media, the students can be easier to write what should write in descriptive text. Hopefully, this media is expected can help the students more understand and interest in writing a descriptive text.

B. Problem Identification

Based on the background above the problem can be identified as follows:

- 1) The students have low motivation in learning English.
- 2) The students are not interested in learning writing.
- 3) The students are bored in learning writing especially in descriptive text.
- 4) The students are lack of vocabulary.
- 5) Media is used less attractive so that students easily forget lessons have been given.

C. Problem Formulation

Based on the background of the study above, the researcher would like to identify the problem as follows:

“Can the use of tourism brochure improve the student’s descriptive writing ability at the seventh graders of SMP N 5 Batanghari Nuban Satu Atap?”

D. Problem Solving

Based on the problem formulation above, the researcher would like to solve the problem as follows:

1. Using tourism brochure in teaching descriptive text.
2. Using tourism brochure to improve the student’s descriptive writing ability.

E. The Objective of the Study

The objective of the study is to investigate how far the improving descriptive writing ability and make the students more focus at the learn English in the class.

F. The Benefit of the Study

1. For the Students

It is hoped that the students will be active in teaching learning process so that the ability in English will be increase.

2. For the English Teacher

This research is expected to give the positive contributions teacher to improve descriptive writing ability by using teaching aid. Hopefully the teacher can use this way to increase his ability in teaching English.

3. For the headmaster

It is hoped that this research can give the information about the importance of uses tourism brochure in teaching learning process. It is also expected to improve the quality of education.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Theoretical Review

1. The Concept of Descriptive Writing Ability

a. The Concept of Writing Ability

Brown stated that written language is simply the graphic representation of spoken language, and that written performance is much like oral performance, the only difference lying in graphic instead of auditory signals.¹ Mc Crimmon states that writing is a process that can be learned and used; it is not, like height, a product of the genes about which little or nothing can be done.² In addition, Sanggam Siahaan stated that writing is the skill of a writer to communicate information to a reader or group of readers.³

Based on the statements from the experts above the researcher draws the conclusion that writing is psychological activity to express ideas with different purpose.

Moreover the word *ability* in Oxford Advanced learners' Dictionary can be defined as to do something the fact that somebody/something is able to do something and a level of skill or

¹Brown, H.Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (New York, 2000).p.355

²James McCrimmon, *Writing with a Purpose, Short Edition* (USA: Houghton Mifflin Company, 1973).p.3

³ Sanggam Siahaan, *The English Paragraph* (Yogyakarta:Graha Ilmu, 2008) p.2

intelligence.⁴ Therefore *writing ability* is a skill to express ideas, thought, and feeling to other people in written symbols to make other people or readers understand the ideas conveyed.

b. Characteristics of Written text

H. Douglas Brown explains that the characteristics of written text are:

1) Permanence

Something which has been written by writer and to intended audience, obviously the writer abdicates a power. The work is written on a paper, become a permanence work. Therefore, the teacher can do as a guide and facilitator to help students to receive and refine their work before final submission will help give them confidence in their work.

2) Production time

The good writing is that given appropriate stretches of time, a writer can indeed become a good writer by developing efficient process for achieving the final product. The bad writing is that many educational context demand student writing within time limits, or writing for display.

3) Distance

Good writer can read their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict

⁴A.S Hornby, *Oxford Advanced Learners' Dictionary*. (New York: Oxford University Press, 2000) p.2118

the audience's general knowledge, cultural and literary schemata, specific subject matter knowledge, and very important, how their choice of language will be interpreted.

4) Complexity

Written must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety and much more.

5) Vocabulary

Written language places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary.⁵

c. Writing Process

Writing process is the stages a writer produces something in its final written form. This process, of course is affected by the content of the writing, the type of the writing, and the medium it is written.

Based on Jeremy Harmer, process writing as a classroom activity incorporates the four basic stages. They are planning, drafting, revising, and editing.

a) Planning (pre-writing)

In planning stages, writer has to think about three main issues. In the first place, they have to consider the purpose of their writing since this will influence not only the type of the text they wish to produce,

⁵*Ibid.* p.341-342

but also the language they use and the information they choose to include. Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language. Thirdly, writer have to consider the content structure of the piece, that is, how best to sequence the fact, ideas, or arguments which they have decided to include.⁶

b) Drafting (writing)

In drafting stage, the writer focus on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. Writer can refer to the first version of a piece of writing as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process, process into editing, a number of drafts may be produced on the way to the final version.⁷

a procedure for drawing up a preliminary sketch. As the second stage in the writing process, drafting is a series of strategies designed to organize and develop a sustained piece of writing.

c) Revising

In revising stage, the writer looks for feedback from a teacher or another student. The teacher does not need to be the only person to give students feedback. Besides learning to revise on their own, their classmate, caregivers, or classroom aides can help students revise.

⁶Jeremy Harmer, *How to Teach Writing*, Person Longman, England,2004. p.3

⁷Jack C.Richard and Willy A.Renandya, *Methodology in Language Teaching: An Anthology of Current Teaching*, University Press, New York, p.316

When the students revise, they review their text on the basis of the feedback given in the responding stage. They re-examine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language errors. It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.⁸

d) Editing

In the editing stage, students reengage in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peers' work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples, etc. Formal editing is deferred till this phase in order that its application not disrupts the free flow of ideas during the drafting and revising stages.⁹

d. The Composition of Writing

In writing, there are topic comments which can be used to know the students' writing score. According to Joy M. Reid, the topic comments can be shown in the table below:¹⁰

⁸*Ibid* p.317

⁹*Ibid* p.319

¹⁰ Joy M.Reid, *Teaching ESL Writing*, (Prentice Hall Regents, 1993), p. 236-237.

Table 2
ESL Composition Profile

Student Score	Level	Criteria	Topic Comments
Content	30-27	Excellent to Very Good	Knowledgeable, substantive, development of thesis, relevant to assigned topic.
	26-22	Good to Average	Sure knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lacks detail.
	21-17	Fair to Poor	Limited knowledge of subject, little substance, inadequate development of topic.
	16-13	Very Poor	Does not show knowledge of subject, non- substantive, not pertinent, OR not enough to evaluate.
Organization	20-18	Excellent to Very Good	Fluent expression, ideas clearly stated/ supported, succinct, well-organized, logical sequencing, cohesive.
	17-14	Good to Average	Somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to Poor	Non-fluent, ideas confused or disconnected, lacks logical sequencing and development.
	9-7	Very Poor	Does not communicate, no organization, OR not enough to evaluate.
Vocabulary	20-18	Excellent to Very Good	Sophisticated range, effective word/idiom choice and usage, word form mastery, appropriate register.
	17-14	Good to Average	Adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.
	13-10	Fair to Poor	Limited range, frequent errors of word/idiom form, choice, usage, meaning confused or obscured.
	9-7	Very Poor	Essentially translation, little knowledge of English vocabulary, idioms, word form, OR not enough to evaluate.
Language	25-22	Excellent to Very Good	Effective, complex constructions, few errors of agreement. Tense, number, word order/function, articles, pronouns, prepositions..
	21-18	Good to	Effective but simple construction, minor

		Average	problems in complex constructions, several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions, but meaning seldom obscured..
	17-11	Fair to Poor	Major problem in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, meaning confused or obscured.
	10-5	Very Poor	Virtually no mastery of sentence construction rules, dominated by errors, does not communicate, OR not enough to evaluate.
Mechanic	5	Excellent to Very Good	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
	4	Good to Average	Occasional errors of spelling, punctuations, capitalization, paragraphing, but meaning not obscured.
	3	Fair to Poor	Frequent errors of spelling, punctuation, capitalization, paragraph in poor handwriting, meaning confused or obscured.
	2	Very Poor	No mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, OR not enough to evaluate..

e. The Concept of Descriptive Text

1) The Meaning of Descriptive Text

When we want to describe something, we must be able to make readers understand what we mean. Describe means to show what something looks like. In order to describe something accurately, writer must look at, observe, or learn the thing carefully and closely.

Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.¹¹The context of this kind of text is the description of particular thing, animal, person, or others. For instance, the student wants to describe her mother to her new friend. In her mind, she has a very clear picture of her mother, including the short hairs and the oval face. Her friend however has no past image of her mother. He or she must rely on her words. Her goal, then, is to use enough carefully chosen, specific details in her description so that her friend could pick her mother out of a group of people. Social function or communicative approach of descriptive text is to describe a particular person, place, or thing in detail or clearly.

2) The generic structure of description text

The structures of descriptive text have two parts.

- a) Introduction is the part of the paragraph that introduces the character.
- b) Description is the part of the paragraph that describes the character.¹²

¹¹Alice Oshima, *Introduction to Academic Writing, Third Edition* (New York: Pearson Education, 2007).p.61

¹²Artono Wardiman, et.al., *English in Focus* (Depok:CV Arya Duta, 2008).p.16

According to Wikipedia, descriptive writing has a goal, characteristic and uses. Here are the explanations:

- a. Goal : descriptive writing clearly describes a person, place, or thing in such a way the reader can visualize the topic and enter into the reader's experience.
- b. Characteristics : the general characteristics of descriptive writing include:
 - 1) Describe language.
 - 2) Explore, clear, and detail.
 - 3) Using figurative language such as simile, hyperbole, metaphor, symbolism and personification.
 - 4) Showing the active verbs and precise modifiers.
- c. Uses : descriptive writing appears almost everywhere and is often included in other genre, such as in a descriptive introduction of a character in a narrative.¹³

The following is the example of descriptive text.

¹³<http://www.thewritingsite.org/resources/genre/descriptive.asp>

THE SEA EAGLE	
Introduction	There is an eagle nesting on the tree top near my grandparent's house in Pangandaran. It was a sea eagle.
Description	<p>The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It hunts for fish in the sea but sometimes it hunts chickens and small birds.</p> <p>Eagles have many sizes, shapes, and color, but the sea eagle is easy to recognise because it has a strong a streamlined, sharp beak and a stream-line body.</p> <p>Its forelimbs (or arms) serve as wings. This means that they are of little use for anything except flying. It walks on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers, and for many other jobs that non-flying animals do with paws, claws, or hands on their forelimbs.</p>

Table 3. Example of Descriptive Text

From the example of descriptive text above, it can be seen that the generic structures of the text consist of two parts: they are introduction and description. In Introduction stage identify the topic being described “**THE SEA EAGLE**”. In other hand, description tells The Sea Eagle more clearly, such as parts and its characteristics.

2. The concept of Tourism Brochure Pictures

a. The meaning of Tourism Brochure Pictures

Media cannot be separated to the teaching learning process. Media in education has an important role in supporting teacher to reach the teaching learning goals. In teaching English as a foreign language where the students get minimal exposure to the language outside the classroom, the use of media is really useful. It can help teacher to inspire students by bringing a piece of real life into the classroom.

Every teacher probably has his or her own media in teaching English as foreign language. An effective teacher has a multitude of media and must be able to select the ones, which will be the most efficient in leading the learners to the desired terminal behavior. To reach the success in teaching and learning process, teacher needs some teaching media such as regalia, chart, or picture. Another media, which can be used by the teacher in teaching writing to junior high school student, is by using tourism brochure.

Tourism brochure is one of teaching media that can be used in teaching descriptive text. It contains visual higher quality. By having this, students will pay much attention and it will helps in getting students interest.

Brochures are advertising pieces mainly used to introduce a company or organization and inform about products and services to a

target audience.¹⁴ Tourism brochures are a form of print media intended for tourists, offering information on, for example, locations and events.¹⁵ Based on the statement above tourism brochures are print media that used in advertisement and contain information like as locations, events and places.

In addition, Bainbridge stated that tourism brochure is a vacation guide that is full of maps, pictures of tourist spot, and information pertaining to the land marks and must-visit places.¹⁶ Moreover, Thompson says that tourism brochure picture can help teachers in arise students' curiosity and imagination.¹⁷ It will stimulate and improve students' imagination with paying attention and keeping their eyes on brochure.

There is much information about tourism places in the brochure that can be used for writing class especially for descriptive text and it will be much more effective to generate students' ideas and automatically can improve the students' writing skill.

¹⁴Wikipedia, "Brochure" *Open Dictionary Wikipedia*.
(<http://en.m.wikipedia.org/wiki/Brochure>, accessed on June 5, 2015).

¹⁵ Tuomo Hiippala, Master's Thesis: "*A Multisemiotic Analysis of Tourist Brochures*" (Helsinki: University of Helsinki, 2007). 5

¹⁶ Bainbridge, Ross. "*Travel Brochures*" 2006. Web. 13 February 2015.
http://ezinearticles.com/?expert=Ross_Bainbridge

¹⁷ Thompson, G, Julia. *Using Tourism Brochure to Enrich Students' Lives*(2008).1-5.
Web. 18 December 2015.

b. Procedure of Tourism Brochure Pictures in Teaching Descriptive Text

Writing is usually considered as the most frustrating to master for the students who are learning English. This is also true for Junior High School students. This particular genre requires its writer to be able to convince the audience about a case through the writing. Students often feel discouraged to write a genre of this kind. Prior to the implementation of the study, a preliminary study was conducted. The preliminary study, which was set at SMP N 5 Batanghari Nuban Satu Atap, was aimed at determining the Junior High School students' actual difficulties, especially in writing descriptive text. The result of the preliminary study shows that the students of SMP N 5 Batanghari Nuban Satu Atap have difficulties in writing descriptive text, particularly in terms of the content and organization. The result of the preliminary study also reveals one of the major problems the students have in writing is how to start writing. This fact encouraged the researcher to focus on helping the students generate ideas.

Before teaching in the classroom, teacher should plan and prepare all aspect that related of conducted in learning process. In using tourism brochures pictures, teacher must do the following preparation.

a. Material

Descriptive text is used as the material in teaching learning. The use of tourism brochure picture in teaching writing to Junior High School students is meant to generate or create ideas for the students in order to be able to describe thing, event, and place that exist in the tourism brochure.

b. Media

The teacher can use tourism brochure pictures as media in learning process. It can help students creating ideas in describing things. In the learning process, the teacher distributes brochures which have been printed to each student, or maybe teacher can show it through power point. To attract students' attention and interest, the brochure are printed colorfully and make it as real brochures so that they are motivated in learning, and the brochure should be an authentic and new for the students so that they can build new knowledge about material.

c. Lesson Plan

Teacher should make a lesson plan to have a well organized class in teaching and learning process. The list is usually called as a lesson plan which contains the steps of teaching. There are three stages in activities: pre teaching, whilst teaching and post teaching. In addition, the lesson plan design can be applied in to meetings because teacher has to make sure that students understand the

integrated material first before ask them to show what they got and it usually takes a quite long time.

Kurniawan indicates that tourism brochure pictures can be divided in three phases in teaching and learning process as follows:

a. Pre teaching activity

Pre-teaching activity is conducted at the beginning of the class. The teacher gives students overview about what is the lesson look like. Then, the teacher begins the lesson by greeting. After that, teacher asks the student's condition and checking the students' list. Next, the teacher builds the background knowledge of students by showing them picture about tourism places in power point.

b. Whilst teaching activity

Whilst-Teaching activities are activities conducted during the discussion teaching materials. The teacher explains the material to the students. In teaching writing descriptive text by using tourism brochure pictures, the activity is divided into three phases. They are exploration, elaboration, and confirmation.

c. Post teaching activity

Post-Teaching activities are activities are conducted in the end of teaching learning process. The teacher gives feedback to the students toward the process and learning achievement; it can be like giving reward to the students. Then the teacher concludes or summarizes the lesson together with the students. The teacher

reviews the activity and gives refreshing their mind after learning like sing a song together.¹⁸

c. Advantages using of Tourism Brochure Pictures

According to Werff pictures are good sources media for practicing listening, speaking, writing, vocabulary and grammar.¹⁹ Tourism brochure is a booklet that contains specific information from a place such as hotel, special trips resorts, etc. the features of tourism brochure consists of pictures of places such as hotels, resorts, restaurants and brief description of each places, cost, etc. Because of tourism brochures consists pictures and brief description of places, it will help students on finding the idea, new vocabulary and constructing the grammar while writing. It will help students to be creative and enjoy in the learning process. It gives visual aid that is suitable in learning writing descriptive text. There are some important parts of tourism brochure that must make it to the brochure printing process.²⁰

¹⁸CandraKurniawan, "Using Tourism Brochure Pictures to Generate Ideas in Improving Junior High School Student's Speaking Ability" *Journal of English Language Teaching*, (Padang, UNP), Vol. 1 No. 2, Maret 2013,p.403-407

¹⁹ Werff, Joep Van Der. "Using Pictures from Megazines." *The Internet TESL Journal* 10.7 (2003): 1-2. Web. 15 February 2015.

²⁰ Kaye Z.Marks. Advertisement. *Time* 29 June, 2010: Print

1) The promotional cover

Cover always be part of the most important. This part can make the tourists or readers to interest see it. It contains the best full color pictures, with most artful and attractive text.

2) Displayed benefits

This parts tell the reader what they can get or its benefits. Usually, it display the best benefits when the readers visit tourist destination or service.

3) Extra information and trivia

This parts contains the history, timeline and even titbits of statistical data are good interesting points to consider for a tourist.

4) Options and prices

It is important to give the readers about options and the prices involved with your tourist service or destination.

5) Contact Information

It contains the contact information such as telephone number, mobile number, the email of company, the website, fax numbers, addresses, a twitter account and Facebook page.

6) Location map and directions

On this part is contained location maps and directions of tourist service or business. Besides, add a map and text directions to make things clear of readers.

7) Call to action

The last important part of tourism brochure is a call to action element. Statements that tell people what they need to do, words like “buy now”, or “until supplies last!” are big attractors for immediate action.

B. Action Hypothesis

Based on the frame of theories and assumptions above, the researcher formulates the hypothesis by using tourism brochure, the students’ ability at the seventh grades of SMP N 5 Batanghari Nuban Satu Atap in writing descriptive text will improve.

CHAPTER III

RESEARCH METHODOLOGY

A. Object of the Study

The object of this study was improving the students' descriptive writing ability by using tourism brochure pictures at the seventh graders of SMP N 5 Batanghari Nuban Satu Atap. The researcher has chosen this school because their English teacher still used usual media in teaching writing, especially writing descriptive text. It showed that the teacher has not use yet the effective media in writing lesson. The collaborator in this research was the English teacher at the seventh graders of SMP N 5 Batanghari Nuban Satu Atap. Her name is Metri Susanti, S.Pd.

B. Subject of The Study

The subject of the study was whole students of class VII A at SMP N 5 Batanghari Nuban Satu Atap East Lampung. The researcher chose class VII A of SMP N 5 Batanghari Nuban at East Lampung as a sample. There are 21 students in the class. It did consisted 9 students of male and 12 students of female.

C. Setting

This research was classroom action research and the research has done done in the seventh graders of the SMP N 5 Batanghari Nuban Satu Atap, East Lampung, in the academic year of 2015/2016 on the first semester.

D. Action Plan

This research applied the classroom action research because the researcher wanted to know whether tourism brochure as media has improving students' descriptive writing ability. Anne explained that Action Research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice.¹ It meant that action research was given by teacher with directive from teacher that was done by students.

According to Eileen stated that action research is classroom action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.² It meant that action research was a practical way of looking at your practice in order to check whether it was done as you feel it should be.

The purpose of action research was to generate living theories about how learning has improved practice and was informing new practices. The main social purpose of action research included the following:

1. It aimed to improve workplace practices through improving learning.
2. It aimed to promote the ongoing democratic evaluation of learning and practices.
3. It aimed to create good social orders by influencing the education of social formation.

¹ Anne Burns, *Doing Action Research in English Language Teaching; A Guide for Practitioners*, (New York: Routledge 270 Madison Ave, 2010).p.2

²Ferrance, Eileen, *Themes in Education: Action Research*, (New York: Northeast and Islands Regional Educational Laboratory At Brown University. 2000), p.1

Action research deal with a social practice and it involved the direct interaction of teacher and group of the students, it was portrayed as a cyclical spiral process involving steps of planning, action, observing, and reflecting. It was normal for a project to go through two or more cycles in a interactive process, the improvements of the research could be seen from a series of cycles, each incorporating lesson from previous cycles.

The research has done through collaborative with an English teacher of the SMP N 5 Batanghari Nuban Satu Atap. Collaborative action research which be done together by helping friends. Teacher were encouraged to reach their own solution and conduction, this was far more impact than being presented with ideals which cannot at trained. This action was teaching descriptive text by using tourism brochures.

In this classroom action research, the researcher did like to hold the research in two cycles. There were four steps in cycle; they were planning, acting, observing, and reflecting. If the first cycle has failed, the cycle was repaired in the second cycle and so on. That could be illustration by these procedures as follows:

1. Cycle 1

a. Planning

Planning was the first step of the teaching context and it was prepared before the researcher did the action. Planning that was conducted by the researcher were:

1. The researcher prepared the lesson plan, list of the student's name, materials, and some tourism brochure pictures as teaching media.
2. Preparing a test and evaluation

b. Action

Before the treatment was done, the researcher did the pre test to the students, and the students were given some pictures then they should do it with appropriate with their ability.

In the action, the teaching learning process was done in the seventh graders of SMP N 5 Batanghari Nuban Satu Atap related to schedule of English subject in the these graders. Every performance was 2x45 minutes. The researcher was done this research in two cycles. In the cycles the researcher did action in 3 activities, they were:

- 1) Pre teaching activities
 - a) The teacher began the lesson by greeting to catch students attention.
 - b) The teacher asked the student's condition before began the learning process and teaching the students by checking the students' list.
 - c) The teacher checked the students' readiness to study.
 - d) The teacher built the background knowledge of students by showing them picture about tourism brochure.

- e) The teacher discussed about tourism brochure with student by asking some questions, they were:
 - (1) Have you ever seen this picture before?
 - (2) What does this picture talk about?
 - (3) Where do you see it?
 - f) The teacher built knowledge of students first in order to make students ready to learn the topic and made them easier to explore more about the topic in next phases.
 - g) The teacher introduced tourism brochure pictures to the students to help them built their ideas in writing.
- 2) While activity
- a) Exploration
 - (1) The teacher described one of tourism brochure to the students; example was taken from Karimun inn Resort.
 - (2) The teacher described the picture to the students like in sentences. The sentences were usually called as identification and description in descriptive text.
 - (3) The teacher explained the generic structure of descriptive text.
 - (4) The teacher explained the communicative purpose of descriptive text and language feature of the text.

b) Elaboration

- (1) The teacher distributed of tourism brochure and asked the students to choose one of all picture in brochure.
- (2) The teacher asked students to describe characteristics of the place picture in brochure.

c) Confirmation

- (1) The teacher checked the students' comprehension by asking some questions related to the lesson.
- (2) The teacher facilitated the students to do reflection to get learning experience.

3) Post activity

- a) The teacher gave feedback to the students toward the process and learning achievement, it could be like giving reward to the students that wanted to explain anymore about descriptive text by use the picture in brochure.
- b) The teacher concluded or summarized the lesson together with the students.
- c) The teacher reviewed the activity that has been done consistently.
- d) The teacher gave home assignment.
- e) The teacher closed the meeting

After the students were given the treatment in the cycle 1, they were given the post test. The instrument that was used has different mode with the instrument that was given in the pre test.

c. Observing

Observing was the effects of the action in this context. The observation was done in teaching learning process. The important things in teaching learning process were observed by collaborator by using observation sheet. And the outlines of observation in this step such as, student's ability in question answer, students' writing and error, and students' good participant.

d. Reflecting

Reflecting was the last step of this process the researcher analyzed and discussed observation and the result during teaching learning process. In this step the researcher used the data for evaluation to make improvement for the second cycle. And the cycle 2, was conducted mark up from cycle 1.

2. Cycle 2

a. Planning

1. The researcher studied of the reflection result in the first action.
2. The researcher discussed about the action that has done cycle 2.
3. The researcher arranged the detail plan about the action on cycle 2.

4. The researcher collected the subject material and the learning media.

b. Action

1. The researcher did the treatment.
2. The researcher gave the post test.

c. Observing

The collaborator observed and collected the data when the learning process was going.

d. Reflecting

The researcher and the collaborator corrected and analyzed the result of the action. By reflecting, the researcher did know the strength and weakness of the action. In this step the researcher compared the score distribution of pre-test and post-test, the writer reviewed and reflected on the students attitude whether it is positive or negative, enough in the second cycle or need for next second.

E. Data Collection Method

The data collection was the accumulation of specific evidence that enable the researcher to properly analyze the results of all activities by his research design and procedures.³ The purpose of data collection method in this research was expressing the variable fact which was researched through the

³Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Delhi: New Age Internasional (P) Ltd, 2006).p.212

efficient and accurate ways. In the collecting data, the researcher used as follows:

1. Test

In this research, researcher used tests for the instrument. Test was some questions or exercise that used to measure the skill, knowledge, intelligent, capability. In this research, researcher was chosen objective of written test where the test was work sheet form.

2. Observation

The researcher used observation to get data about students and teacher activities in learning process. The researcher noted their activities in learning process in the class.

3. Documentation

The researcher used this method to get the data about history of the school, the sum of the teachers, official employed and students at SMP N 5 Batanghari Nuban Satu Atap, and learning activities in classroom.

4. Field note

Field note was various observations on aspects of learning in the classroom, the classroom atmosphere, classroom management, and teacher interaction with students, student interaction with students and some other aspects.

F. The Data Analysis

Data analysis has been conducted by step by taking the average score of the pre test and post test. Furthermore to know the gain, the writer compared between pre test and post test. Then, the result was matched by the minimum standard in this school at least 72. If from cycle 1, there were some students not successful, so the researcher must conducted cycle 2. The minimum cycle in classroom action research was two cycle. If from cycle 2 all of the students were successful, the cycle able to stop until cycle 2 only.

To analyze the result of the study, the researcher used the formula below:

$$M = \frac{\sum X}{N}$$

M = mean or average score

$\sum X$ = the sum of the scores or values of the items

N = the total numbers of items⁴

G. Validity

Validity was the complement to reliability and refers to the extent to which what we measure reflects what we expected to measure.⁵ An instrument could be said valid if instrument can show the data that is researched accurately. There are four validities were used in doing this research:

⁴*Ibid.*p.286

⁵Gary Anderson, *Fundamentals of Educational Research* (USA: G.Anderson, 1998).p.13

a. Democratize validity

The researcher was given a chance to collaborate and reviewed the suggestion from related parties. Democratize validity was openness from the teacher as implementer of classroom action research.

b. Content validity

It was asking how to relation between instrument with the purpose and the description of the materials that has been learned.

c. Construct validity

It referred to whether the instrument actually reflected the true theoretical meaning of a concept.

d. Dialogic validity

It was where the researcher and collaborator discussed about the action that they did.

H. Indicator of Success

Indicator it could be started successful in teaching learning process if the result of the cycle II more successful that cycle I. The students were called success if 70% students get referring Minimum Mastery Criteria (MMC) is 72.

There were some indicators of success in teaching tourism brochure picture, as follows:

1. The students could response the questions from the teacher.
2. The students could answer the question that given by teacher.
3. The students could make notes of the materials.
4. The students could do the assessment about the text.

I. Collaboration

In my research the researcher elaborated with English teacher Metri Susanti, S.Pd to do in this research. In using tourism brochure pictures the researcher as teacher in the class to improve the students' descriptive writing ability, and applied this media in teaching English. The teacher as observer to observe the researcher in teaching English in the class. The teacher could use tourism brochure pictures to improve students' descriptive writing ability in teaching English subject.

2. The Profile of the School

- a. Name : SMP N 5 Batanghari Nuban Satu Atap
- b. Address : Gedung Dalam Baru, Batanghari Nuban
- c. Province : Lampung
- d. Regency : East Lampung

3. The Buildings of SMP N 5 Batanghari Nuban Satu Atap

Table 4

Sketch location in SMP N 5 Batanghari Nuban Satu Atap

No	Kinds of Room	Total	Condition
1	Classroom	10	Good
2	Bussiness center	1	Good
3	Computer Laboratory	1	Good
4	Library Room	1	Good
5	School Health Serves (UKS) Room	1	Good
6	Head Masters' Room	1	Good
7	Teachers' Room	2	Good
8	Official Employees Room	1	Good
9	OSIS' Room	2	Good
10	Rest room/WC of Teacher	3	Good
11	Rest room/WC of Student	5	Good
12	Mosque	1	Good
13	Security Guards Room	1	Good
14	Canteen	4	Good
15	Ceremony field	1	Good

Source: *Documentation at SMP N 5 Batanghari Nuban Satu Atap in the Academic Year of 2015/2016.*

4. The Quantity of SMP N 5 Batanghari Nuban Satu Atap Students in the Academic Year of 2015/2016

The quantity of SMP N 5 Batanghari Nuban Satu Atap students in the academic year of 2015/2016 can be identified as follows:

Table 5
The Quantity of the Students of SMP N 5 Batanghari Nuban Satu Atap
in the Academic Year of 2015/2016

No	Class	Amount
1	Class VII	176
2	Class VIII	150
3	Class IX	145
	Total	471

Source: *Documentation at SMP N 5 Batanghari Nuban Satu Atap in the Academic Year of 2015/2016.*

B. Result of the Research

In this research, the researcher is as an English teacher with Mrs. Metri Susanti, S.Pd as collaborator. Before the learning process begin the researcher and the collaborator plan what have to do. This research was conducted in two cycles and before research the researcher did pre test. The researcher used tourism brochure pictures to improve descriptive writing ability. The study result was gotten through test that was conducted to the students in the end of each cycle while the data of activity was gotten from the observation when the learning activity was happened.

1. Action and Learning Activity in cycle 1

1) Meeting before Action

This activity was begun on Monday, January 4th, 2016 for 2x45 minutes. Test was conducted before the students given the actions. In this chance, the test became the opening of the meeting. The test was about the students' descriptive writing ability. The kind of the test was written test. Some students were very enjoying to do

their test and others were looked annoying. Table below shows the data and the frequency of the students' test score:

Table 6
The Result of the Students' Score in Pre Test

No	Student's Name	Score	Target >72
1.	NF	62	Failed
2.	WI	61	Failed
3.	RS	66	Failed
4.	RN	75	Passed
5.	SW	66	Failed
6.	MA	50	Failed
7.	CS	62	Failed
8.	AF	62	Failed
9.	WF	70	Failed
10.	RW	72	Passed
11.	SS	69	Failed
12.	BH	67	Failed
13.	VI	75	Passed
14.	YL	68	Failed
15.	ZP	66	Failed
16.	DC	50	Failed
17.	RS	62	Failed
18.	MS	66	Failed
19.	IAP	61	Failed
20.	NAP	71	Failed
21.	DP	61	Failed
	Total	1362	
	Average	64,85	

Based on the result of pre test showed that the score of the students were various. The highest score is 75 and the lowest score is 50. The average score of pre-test is 64,85. From the table 6, we know

that there were 18 students failed to achieve the Minimum Standard Score (MSC) and 3 students got score above the MSC. .

Based on the result of pre test above, it can be inferred that the students still have low ability in descriptive writing ability. Furthermore, this condition was appropriate with the background problem in the chapter I and they need new media to improve their writing ability.

2. Cycle 1

a. Planning

In this stage the researcher and the collaborator planned to give material about writing. The researcher and the collaborator prepared several things related to teaching and learning process as follows:

- 1) Prepared the material about writing descriptive text.
- 2) Prepared the lesson plan.
- 3) Made the instrument that would be examined as the pre-test and post-test in the cycle 1.
- 4) Prepared the media that used in learning writing.
- 5) Prepared observation sheet of the students activity.
- 6) Identified the problem and found the cause of problem at the first and the end of learning activities.
- 7) Planned to give evaluation to measure how far the material that have been taught can be accepted by the students.

b. Action

The action in the cycle 1 consisted of 3 meeting. The first meeting was used to pre-test. The second meeting was used to the action and the third meeting as the last meeting in the cycle 1 used to post-test 1. The explanation of every meeting will be explained below:

1) The First Meeting

The first meeting was conducted on Tuesday, January 5th, 2016 for 2x45 minutes. This meeting was started the class by greeting, praying, and checking attendance, and asking the students condition. The condition of the class was less effective because the collaborator handed the class to make sure the students' effectiveness before the researcher was doing research in the class. It showed that some students gave their full nice attention to the researcher during the learning process. The researcher started the lesson by asking question about the descriptive text. Next the researcher asked about their knowledge in descriptive text. After that, the researcher explained about definition, generic structure and example of descriptive text. The researcher also explained about fotmat story grammar in descriptive text. In the end of meeting, the researcher reminded students about the activities for next meeting that was using tourism brochure pictures. Then, the researcher greets to closing the meeting.

2) The Second Meeting

The second meeting was used as the implementation of the action in the cycle 1. The second meeting was conducted on Wednesday, January 6th, 2015 for 2x45 minutes. The meeting was started by praying and greeting, checking the attendance list, asking the students condition, and giving motivation to students. Then the researcher ask the students about descriptive text. After that, the researcher gave the example about descriptive text. Then, the researcher make a pair, a pair consist of 2 persons. Then the researcher gives different tourism brochure pictures to each student in a pair. The researcher gives them a time to discuss their tourism brochure pictures and make a descriptive text. In the end of meeting, the researcher gave motivation to the students and stimulating the students to conclude the material. And then, the researcher greets to closing the meeting.

3) The Third Meeting

The third meeting was conducted on Tuesday January 12th, 2016 for 2x45 minutes. This meeting used to post-test after the students given action. This meeting started by praying, greeting, checking the attendance list, and asking the students condition. Then, the researcher gave post-test to the students. The kind of test is written test, the researcher gave a tourism brochure pictures, and then the researcher gave time about 70 minutes to

students and they should make a descriptive text based on tourism brochure pictures. In the post-test only 13 students who got good score, but the result of the students test was better than the students test before giving treatment.

Table 8
The Result of Students Post-Test 1 Score

No	Student's Name	Score	Target >72
1.	NF	73	Passed
2.	WI	72	Passed
3.	RS	74	Passed
4.	RN	75	Passed
5.	SW	73	Passed
6.	MA	60	Failed
7.	CS	65	Failed
8.	AF	66	Failed
9.	WF	77	Passed
10.	RW	75	Passed
11.	SS	72	Passed
12.	BH	68	Failed
13.	VI	80	Passed
14.	YL	68	Failed
15.	ZP	66	Failed
16.	DC	72	Passed
17.	RS	80	Passed
18.	MS	82	Passed
19.	IAP	76	Passed
20.	NAP	71	Failed
21.	DP	61	Failed
	Total	1506	
	Average	71,71	

The table above is the result of post-test 1, it can be seen that the score of the students were various. The highest score is 82 and the lowest score is 61. The average score of post-test I is

71,71. It can be concluded that there is an improving of students' descriptive writing ability during the study by using tourism brochure pictures. This cycle also shows that average of the score in the pre-test of the students is 64,85. Meanwhile, the average of the score in the post-test 1 of students is 71,71. It shows that there is any significant effect between pre-test and post-test 1 in this cycle.

c. Observation

The observation was conducted when the learning process run, by using the observation sheet that was made. There were observations that had been done such as; observation on the students' activities and the teacher's activity in the class. This observation was conducted by the collaborator, Mrs. Metri Susanti S.Pd; she is one of English teachers of SMP N 5 Batanghari Nuban 5 Satu Atap.

1. The Result of Students' Activities Observation in Learning Process

Based on the observation sheet, there were several students who did not pay attention because they were very busy in talking with other students. Besides, some of them were not active in class and just a few students who made notes from the lesson. A highly appreciation came to their interest in doing the task because they found that the media was very interesting. The data of the students' activity can be seen in the following table:

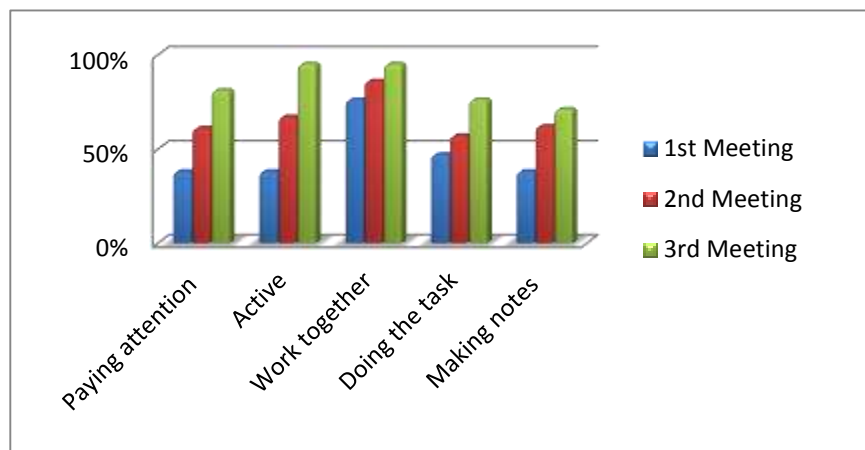
Table 10
The Result of the Students' Activity in
the Learning Process of Cycle I

No	Students' Activity	Cycle I			Increasing		Average
		1 st Meeting	2 nd Meeting	3 rd Meeting	1 st – 2 nd Meeting	2 nd – 3 rd Meeting	
1	Paying attention to the teachers' explanation	8 (38,09%)	13 (61,90%)	17 (80,95%)	23,81%	19,05%	60,31%
2	Active in the groups	8 (38,09%)	14 (66,67%)	20 (95,23%)	28,58%	28,56%	66,66%
3	Work together	16 (76,19%)	18 (85,71%)	20 (95,23%)	9,52%	9,54%	85,71%
4	Doing the task	10 (47,61%)	12 (57,14%)	16 (76,19%)	9,53%	19,05%	60,31%
5	Making notes from the material	8 (38,09%)	13 (61,90%)	16 (71,42%)	23,81%	9,52%	57,13%
	Average	53,96%	66,66%	83,80%	19,05%	17,14%	66,02%

Furthermore, to see the comparison of the students' activities in cycle 1, can be seen on figure 1.

Figure 1

The Comparison of the Students' Activities in cycle 1



Based on the table above, it was revealed that 60.31 % of the students paying attention, 66.66% of the students active in groups, 85.71% of the students work together, 60.31% of the students doing the task and 57.13% of the students making notes from the material. It could be concluded that there was an improving of students' learning activities during study time through tourism brochure pictures especially in writing class.

2. The Result of Teacher's Activities Observation in Learning Process

During learning process, the teacher's activities (researcher) was observed by observer (English Teacher). The teacher's activities was good or not, it will influence the students' learning in the class. The result of teacher's activities in observation sheet can be seen on table 10.

Table 11

The Result of Teacher's Activities Observation in Cycle I

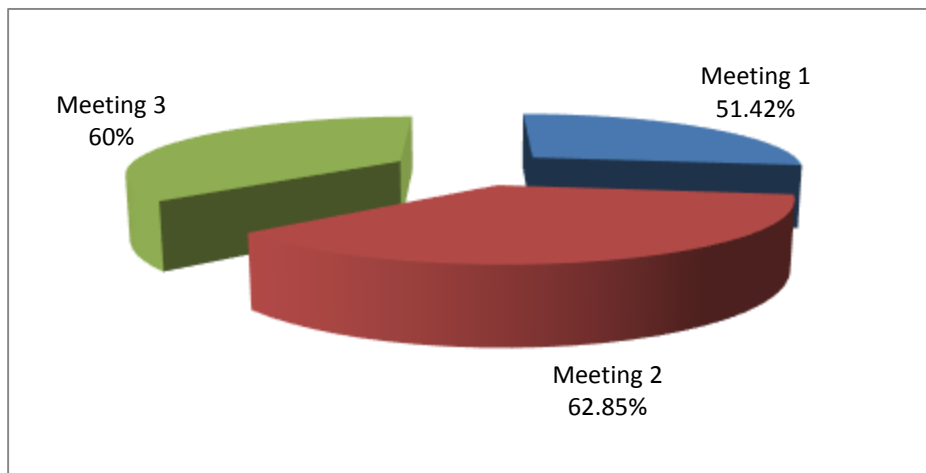
No	Aspect was observed	Score		
	Teacher	Meeting 1	Meeting 2	Meeting 3
1	Activities Learning 1) Giving the apperception. 2) Giving the motivation. 3) Explaining procedure learning of using tourism brochure pictures.	3	4	4
2	Mastery of Materi: 1) Explanation the material fluently. 2) Ability of answering questions. 3) Giving several of examples.	3	3	3

3.	Presentation of material: 1) Completeness of presentation material.			
	2) Explanation of material aim at the purpose.	2	3	3
4	Using Media: 1) Appropriate of choosing media. 2) Appropriate of using media. 3) Using of media in learning process. 4) Using of source in learning process: a. Boardmarker b. Tourism Brochure Pictures c. Book English in Focus For Grade VII Junior High School (SMP/MTs)	3	3	3
5	Performance: 1) Clearness of the teacher's sound. 2) Communication between teacher and students 3) Flexibility of teacher's attitude and students. 4) Flexibility teacher's attitude and students during learning grouply.	2	3	3
6	Giving motivation: a. Teacher's enthusiasm in teaching. b. Teacher's pay attention toward students. c. Motivate students to active	3	3	3
7	Post Activities Skill: 1) Teacher makes conclusion. 2) The conclusion is made by together. (teacher and students) 3) Teacher gives evaluation. 4) Teacher gives assessments.	2	2	3
Total		18	21	22
Percentage		51.42%	60%	62,85%

Furthermore, to see the comparation of the students' activities in cycle 1, can be seen on figure 2

Figure 2

The Comparison of Teacher's Activities in cycle 1



Based on the table above, it can be seen that that the teacher's activities during learning process achieved 51.42 % in the first meeting, 60% in the second meeting and 62.85% in the last meeting of cycle I.

d. Reflection

In the end of the action in the cycle 1, the researcher and the collaborator did the reflection together, to study about the action in the next cycle.

According to the result of observation above, it can be inferred that tourism brochure pictures has positive effect for the students in teaching learning process, and it can be seen from the result score of the students at the cycle 1 although the students who got score ≥ 72 only 13 students but there was an improving.

In spite of there was an improving of the result from cycle 1 but the teaching learning process by using tourism brochure pictures has

not been achieved the criteria of success of the research. This failure can be seen that the students who got score ≥ 72 were less than 62%.

The common mistakes of the students became a reference and the media must be used in cycle 2 to reach the students' writing ability.

3. Cycle 2

a. Planning

Based on observation and reflection in cycle 1, it showed failure. The researcher and the collaborator made the planning of the action in cycle 2 as follows:

- 1) Preparing the material for implementing tourism brochure pictures.
- 2) Preparing the lesson plan.
- 3) Preparing the media that used will be examined as the post test II in the end of this cycle.
- 4) Preparing of the observation sheet of the students' and the teacher's activities.

b. Action

1) The First Meeting

The first meeting was done on Wednesday, January 13th 2016. The meeting was started by praying and greeting, checking the attendance list, asking the students condition, and giving motivation to students. The reseacher gave explanation the material about descriptive text more clearly. The researcher

gave explanation of definition, generic structure, format story grammar and example of descriptive text. Then, the researcher distributed the worksheet to the students and asked them to try a simple descriptive text based on the topic in worksheet. The researcher guided students in their activities learning and gave the opportunity to the students if they were still confused about the material. After that, students submitted their works to the researcher. In the end of meeting, the researcher reminded students about the activities for next meeting. And then, the researcher greets to closing the meeting.

2) The second meeting

The second meeting was done Tuesday January 19th, 2016. The meeting was started by praying and greeting, checking the attendance list, asking the students condition, and giving motivation to students. Then the researcher reminded students about descriptive text. After that, the the researcher make a pair, a pair consist of 2 persons. Then the researcher gives different tourism brochure pictures to each student in a pair. Then, the researcher guides students in discussion. The students gave full attention for this action. Some students wanted to know more about it, they asked the researcher to explain it again, and the researcher explain it one more. And the last the researcher give exercise.

3) The Third Meeting

The third meeting was conducted on Wednesday January 20th, 2016. This meeting was used as the post test II in the end of cycle II for 2x45 minutes. The result of the students' score in post test II can be seen in the following table:

Table 12
The Result of Students Post-Test 2 Score

No	Student's Name	Score	Target >72
1.	NF	78	Passed
2.	WI	75	Passed
3.	RS	77	Passed
4.	RN	80	Passed
5.	SW	85	Passed
6.	MA	69	Failed
7.	CS	85	Passed
8.	AF	80	Passed
9.	WF	85	Passed
10.	RW	82	Passed
11.	SS	78	Passed
12.	BH	78	Passed
13.	VI	82	Passed
14.	YL	77	Passed
15.	ZP	75	Passed
16.	DC	80	Passed
17.	RS	85	Passed
18.	MS	85	Passed
19.	IAP	77	Passed
20.	NAP	80	Passed
21.	DP	76	Passed
	Total	1669	
	Average	79,47	

The table above is the result of post-test II, it can be seen that the score of the students were various. The highest score is 85 and the lowest score is 69. The average score of post-test I is 79,47. It can be concluded that there is an improving of students' descriptive writing ability during the study by using tourism brochure pictures. This cycle also shows that average of the score in the post-test 1 of the students is 71,71. Meanwhile, the average of the score in the post-test 2 of students is 79,47. It shows that there is any significant effect between post-test 1 and post-test 2 in this cycle.

c. Observation

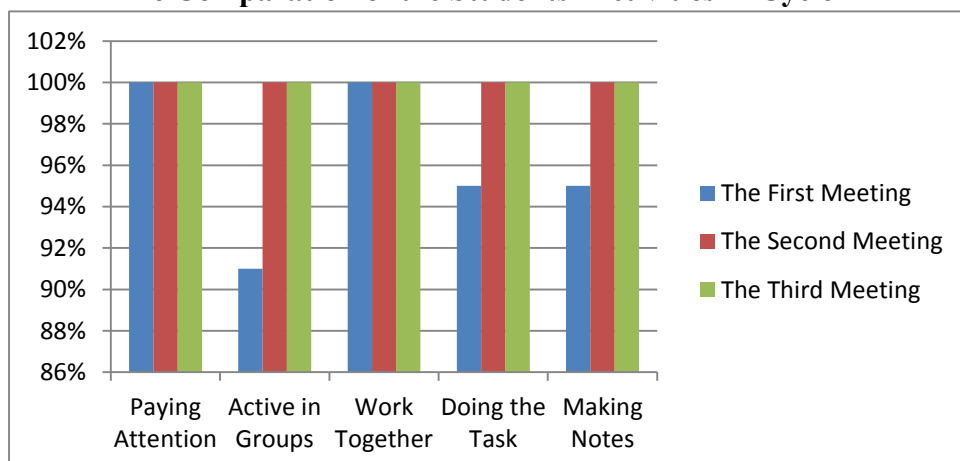
The observation on the students' and the teacher's activity was conducted when the learning process was continuing. It was conducted by the researcher and the collaborator by using observation sheet. In this stage, the students were more enthusiastic in following the teaching learning process. It can be seen in the following table:

Table 14
The Result of the Students' Activity in
The Learning Process of Cycle II

No	Students' Activity	Cycle II			Increasing		Average
		1 st Meeting	2 nd Meeting	3 rd Meeting	1 st – 2 nd Meeting	2 nd – 3 rd Meeting	
1	Paying attention to the teachers' explanation	21 (100%)	21 (100%)	21 (100%)	0%	0%	100%
2	Active in the groups	19 (90.47%)	21 (100%)	21 (100%)	9.53%	0%	96.82%
3	Work together	21 (100%)	21 (100%)	21 (100%)	0%	0%	100%
4	Doing the task	20 (95.23%)	21 (100%)	21 (100%)	4.77%	0%	98.41%
5	Making notes from the material	20 (95.23%)	21 (100%)	21 (100%)	4.77%	0%	98.41%
Average		96.18%	100%	99.04%	3.8%	0%	98.72%

Furthermore, to see the comparison of the students' activities in cycle 2, can be seen on figure 3.

Figure 3
The Comparison of the Students' Activities in Cycle 2



Based on the table above, it was revealed that 95,24% of the students paying attention in the class, 100% of the students active in groups, 98,41% of the students work together, 95,24% of the students doing the task and 82.53% of the students making notes from the material. It could be concluded that there was an improving of students' learning activities during study time through tourism brochure pictures especially in writing class.

Table 15

The Result of Teacher's Activities Observation in Cycle 2

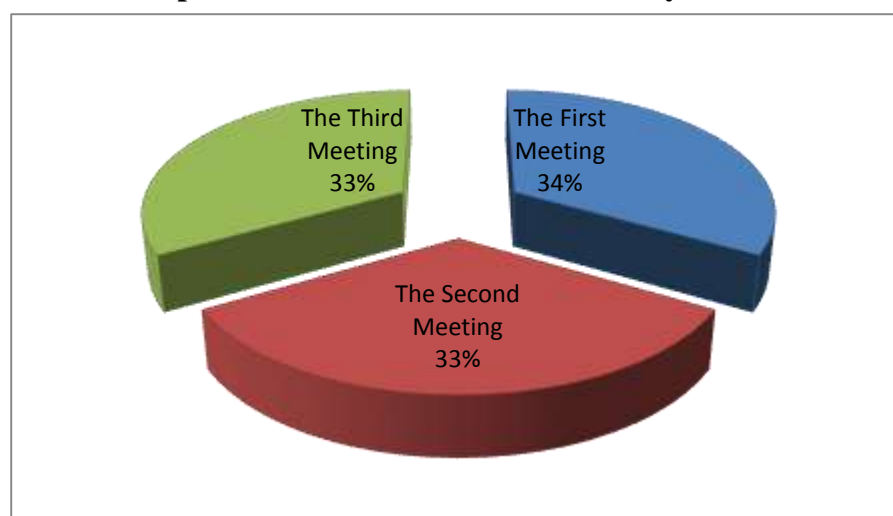
No	Aspect was observed	Score		
	Teacher	Meeting 1	Meeting 2	Meeting 3
1	Activities Learning 1) Giving the apperception. 2) Giving the motivation. 3) Explaining procedure learning of using tourism brochure pictures.	3	4	4
2	Mastery of Materi: 1) Explanation the material fluently. 2) Ability of answering questions. 3) Giving several of examples.	4	4	4
3.	Presentation of material: 1) Completeness of presentation material. 2) Explanation of material aim at the purpose.	3	4	4
4	Using Media: 1) Appropriate of choosing media. 2) Appropriate of using media. 3) Using of media in learning process. 4) Using of source in learning process: a. Boardmarker b. Tourism Brochure Pictures c. Book English in Focus For	3	4	4

Grade VII Junior High School (SMP/MTs)				
5	Performance: 1) Clearness of the teacher's sound. 2) Communication between teacher and students 3) Flexibility of teacher's attitude and students. 4) Flexibility teacher's attitude and students during learning grouply.	3	3	4
6	Giving motivation: 1) Teacher's enthusiasm in teaching. 2) Teacher's pay attention toward students. 3) Motivate students to active	3	4	4
7	Post Activities Skill: 1) Teacher makes conclusion. 2) The conclusion is made by together. (teacher and students) 3) Teacher gives evaluation. 4) Teacher gives assessments.	3	3	4
Total		22	26	28
Percentage		62,85%	74,28%	80%

Furthermore, to see the comparison of the students' activities in cycle 1, can be seen on figure 4.

Figure 4

The Comparison of Teacher's Activities in cycle 2



Based on the figure above, it can be seen that that the teacher's activities during learning process achieved 62,85 % in the first meeting, 74,28% in the second meeting and 80% in the last meeting of cycle 2.

d. Reflection

The implementation of using tourism brochure at the cycle 2 was better than cycle 1. It could be seen from the students' activities and the students' score that were more increase.

The students' score increased in cycle 2. The average score of Test 1 in cycle 1 was 71.71 there were 12 students who were success and 9 students who were not success. While in the Test 2, the average score was 79.47 that showed 20 students who were success. It can be concluded that the students fulfilled the minimum standard score; 72.

Seeing the result of learning process of cycle 1 and cycle 2 the researcher analyzed that generally using tourism brochure pictures in the students' descriptive writing ability had been improved. Most of the students enjoyed when they were studying and they had good interested in writing class either asked and answered question. They also became active in writing activities.

C. Result of the Research Explanation

a. The Improving the Students' Descriptive Writing Ability By Using Tourism Brochure Pictures

1) The Result of the Students' Learning in Cycle 1

The first using of tourism brochure pictures, the researcher found that the score of test I was better than the pre test. The score can be seen in the following table:

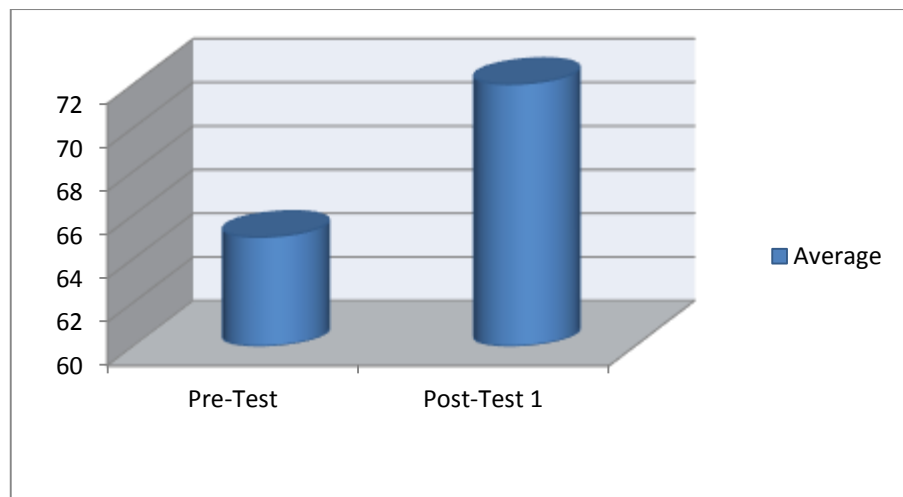
Table 16
The Result of the Students' Descriptive Writing Score in Pre Test and Post Test I

No	Students Code	Pre-Test	Post-Test 1	Increasing Score	Note
1	NF	62	73	11	Increase
2	WI	61	72	11	Increase
3	RS	66	74	8	Increase
4	RN	75	75	0	Constant
5	SW	66	73	7	Increase
6	MA	50	60	10	Increase
7	CS	62	65	3	Increase
8	AF	62	66	4	Increase
9	WF	70	77	7	Increase
10	RW	72	75	3	Increase
11	SS	69	72	3	Increase
12	BH	67	68	1	Increase
13	VI	75	80	5	Increase
14	YL	68	68	0	Constant
15	ZP	66	66	0	Constant
16	DC	50	72	22	Increase
17	RS	62	80	18	Increase
18	MS	66	82	16	Increase
19	IAP	61	76	15	Increase
20	NAP	71	71	0	Constant
21	DP	61	61	0	Constant
Total		1362	1506	144	
The Highest		75	82	22	
The Lowest		50	61	0	
Average		64,85	71,71	6,85	

According to the table above, it can be explained that there were 16 students (76,19%) improved their scores. The students who gained scores <72 were 5 students (23,81%) they had not been achieved the minimum standard score; 72. It can be concluded that the result of the post test I has improved. The chart of improvement is presented below:

Figure 5

Chart of the Students' Result in Pre-Test and Post-Test 1



From the chart above, it could be concluded that there was an improving of students' result in pre test and post test 1. It could be seen from the average result in pre test and post test 1. In pre test the average is 64,85 and become 71,71 in post test 1. It means that the average score of the students' improve 6.86 from pre test to post test 1.

2) The Result of the Students' Learning in Cycle 2

Significant improvement from post test I up to post test II occurred in cycle 2. The score of the result in cycle 2 can be seen in table below:

Table 18
The Result of the Students' Descriptive Writing Score in
Post Test I and Post Test II

No	Students Code	Post-Test 1	Post-Test 2	Increasing Score	Note
1	NF	73	78	5	Increase
2	WI	72	75	3	Increase
3	RS	74	77	3	Increase
4	RN	75	80	5	Increase
5	SW	73	85	8	Increase
6	MA	60	69	9	Increase
7	CS	65	85	20	Increase
8	AF	66	80	14	Increase
9	WF	77	85	8	Increase
10	RW	75	82	7	Increase
11	SS	72	78	6	Increase
12	BH	68	78	10	Increase
13	VI	80	82	2	Increase
14	YL	68	77	9	Increase
15	ZP	66	75	9	Increase
16	DC	72	80	8	Increase
17	RS	80	85	5	Increase
18	MS	82	85	3	Increase
19	IAP	76	77	1	Increase
20	NAP	71	80	9	Increase
21	DP	61	76	15	Increase
Total		1506	1669	159	
The Highest		82	85	20	
The Lowest		61	69	1	
Average		71,71	79,47	7,57	

From the table above, we know that the students' score increased cycle by cycle. It can be seen from their average score is 71,71 in post-test 1 in cycle 1 became 79,47 in post-test 2 in cycle 2. It could know that tourism brochure pictures could improve the students' descriptive writing ability. The students were enthusiasts during the learning process. All students attended the class from the first treatment until the last treatment. They were also interest to ask and answer the questions.

Table 19

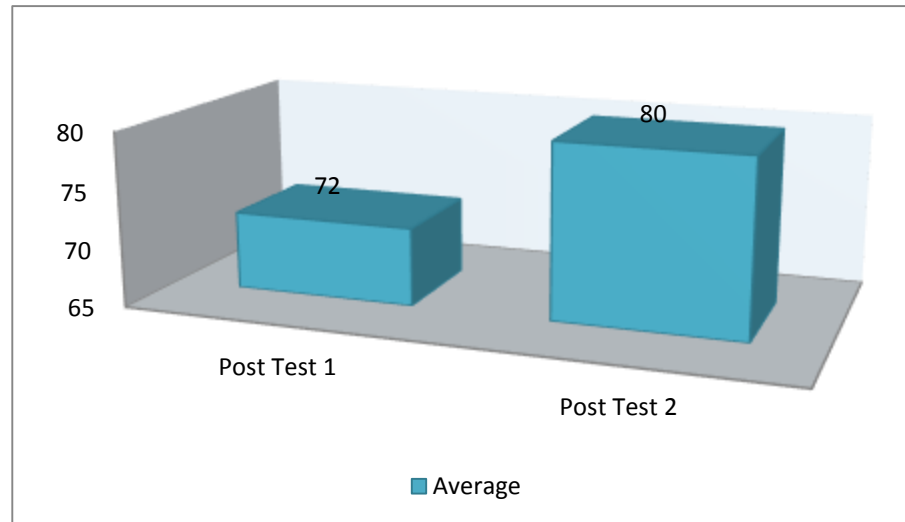
The Frequency of the Students' Post-Test 2 Score

No	Grade	Explanation	Frequency	Percentage (%)
1	≥ 72	Passed	20	95,23%
2	< 72	Failed	1	4,76%
Total			21	100%

According to the table above, it can be explained that there were 20 students (95,23%) successfully reached out the minimum standard score 72 and 1 student (4,76%) were not success to reach out the minimum standard. It can be concluded that the result of the post test II has improved. The chart of improvement is presented below:

Figure 6

Chart of the Students' Result in Post-Test I and Post-Test II



From the chart above, it could be concluded that there was an increasing of students' result in post test 1 and post test 2. It could be seen from the average result in post test 1 and post test 2. In post test 1 the average is 71.71, and become 79.47 in post test 2.

It means that the average score of the students increase 7.76 from post test 1 to post test 2.

3) Result of the Study

The table below will show the recapitulation of the students' improvement in descriptive writing score from pre test, post test 1 and post test 2:

Table 20

The Recapitulation of Students' Improvement in Descriptive Writing Score.

No	Students' Code	Pre-Test	Post-Test 1	Post-Test 2	Note
1	NF	62	73	78	Increase
2	WI	61	72	75	Increase
3	RS	66	74	77	Increase
4	RN	75	75	80	Increase
5	SW	66	73	85	Increase
6	MA	50	60	69	Increase
7	CS	62	65	85	Increase
8	AF	62	66	80	Increase
9	WF	70	77	85	Increase
10	RW	72	75	82	Increase
11	SS	69	72	78	Increase
12	BH	67	68	78	Increase
13	VI	75	80	82	Increase
14	YL	68	68	77	Increase
15	ZP	66	66	75	Increase
16	DC	50	72	80	Increase
17	RS	62	80	85	Increase
18	MS	66	82	85	Increase
19	IAP	61	76	77	Increase
20	NAP	71	71	80	Increase
21	DP	61	61	76	Increase
Total		1362	1506	1669	Increase
Average		64,85	71,71	79,47	Increase
The Highest Score		75	82	85	Increase
The Lowest Score		50	61	69	Increase

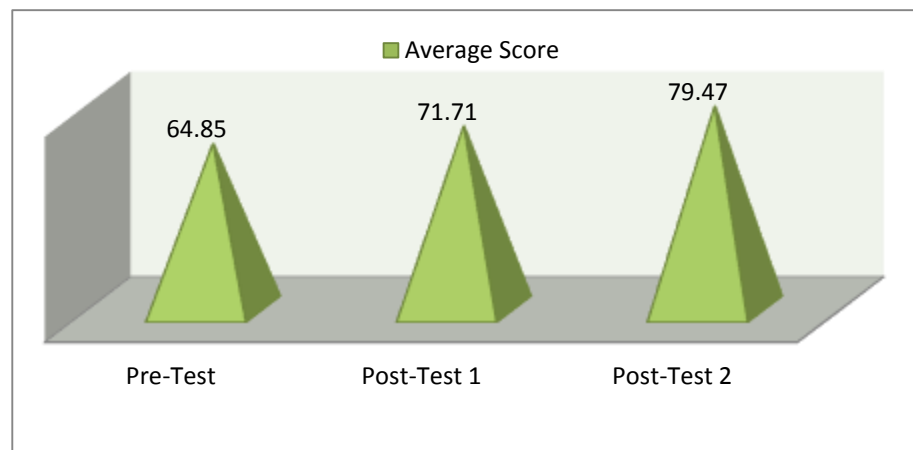
The data on the table above presented the improving score of the students' descriptive writing ability. It can be seen from the result of the students' score in pre test; the mean score was only 64.85 which

were far from satisfying but after using of tourism brochure pictures the score improved and increased 6.86 point; from 64,85 up to 71,71.

The proof of the students' descriptive writing ability had an improvement that can be examined from the result of the post test I and post test II where the mean score of the students' score in post test I was 71.71 and the mean score of post test II was 79.47; the score has increased 7.76 point. The improvement can be seen in the chart below:

Figure 8

Chart of the Students' Result in Pre-Test, Post-Test 1, and Post-Test 2



Based on the chart above, it can be concluded that the using of tourism brochure pictures can improve the students' descriptive writing ability. It can be seen from the chart, there were improvement from the students' average score from the pre test, and post test I and post test II. 20 students (95,23%) successfully reached out the minimum standard score namely 72 and the target of success in this research; 80% of total number of the students.

b. The Improving of the Observation Sheet on Cycle 1 and Cycle 2

1) The Result of the Students' Observation Sheet

This observation sheet result was gotten when the teaching learning process happened in the classroom by the researcher. The comparison of the activities of cycle 1 and cycle 2 can be seen in the table below:

Table 21

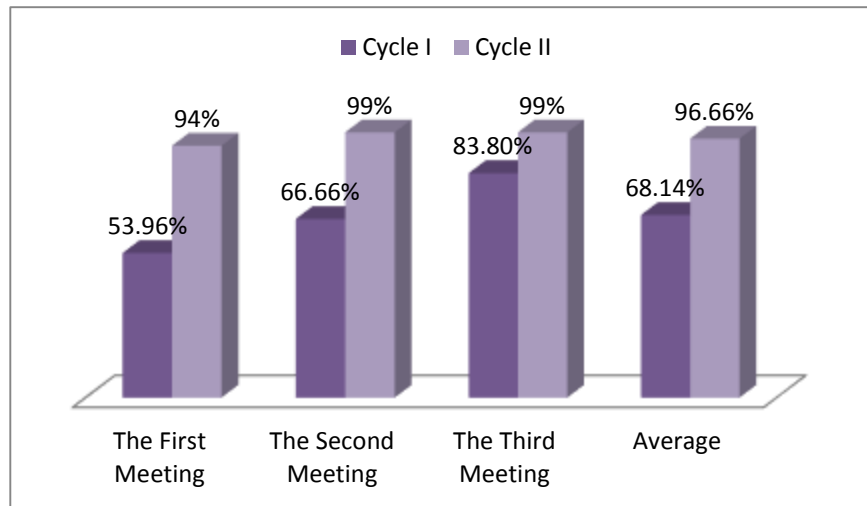
The Result of the Students' Activity in Cycle 1 and Cycle 2

	1st Meeting	2nd Meeting	3rd Meeting	Total	Average	Note
Cycle I	53,96%	66,66%	83,80%	204,42%	68,14%	Increase
Cycle II	93.33%	98.33%	98.33%	289,99%	96,66%	Increase

The result of the students' learning activities was gotten from observation sheet of students' activities during learning process showed that the average of students' learning activities that was improving from cycle 1 until cycle 2.

The comparison of the students' activities can be also seen on figure 9.

Figure 9
Chart of the comparison of the students' activities in
Cycle 1 and 2



Based on table and chart above, the average of percentage students' activities in cycle 1 was 68,14% and in cycle 2 was 96,66%. From the data, it can be known that there were any improving of the students' activities from cycle 1 until cycle 2 about 28.52 %. It means that using of tourism brochure pictures had positive effect toward the teaching learning process.

2) The Result of the Teacher's Observation Sheet

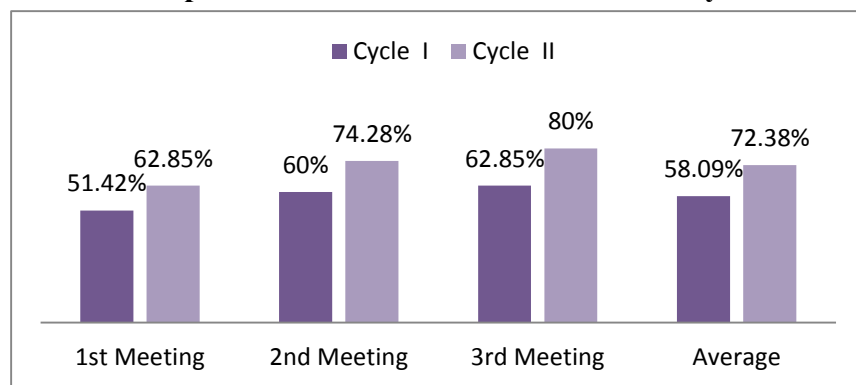
This observation sheet result was gotten when the teaching learning process happened in the classroom by the collaborator. The comparison of the activities of cycle 1 and cycle 2 can be seen in the table below:

Table 22
The comparison of the teacher's activities in Cycle 1 and
Cycle 2

	1st Meeting	2nd Meeting	3rd Meeting	Total	Average	Note
Cycle I	51.42%	60%	62,85%	174,27%	58,09%	Increase
Cycle II	62,85%	74,28%	80%	217,13%	72,38%	Increase

The comparison of the teacher's activities can be also seen on figure 10.

Figure 10
The comparison of the teacher's activities in cycle 1 and 2



Based on table and figure above, the average of percentage teacher's activities in cycle 1 was 58,09% and in cycle 2 was 72,38%. From the data, it can be known that there were any increasing of the teacher's activities from cycle 1 until cycle 2 about 14,29%.

D. Discussion

Based on the results of the data analysis of student learning activities derived from observation sheet of students in learning activities, it was known that the average student activity during two cycles of 82,40%. The activity of students had achieved with the expected >72%.

In the first aspect, pay attention to the teacher's explanation, since the beginning of the meeting in the cycle I until the end of the meeting cycle II have been improved. The students who were indifferent to the teacher's explanation about using of tourism brochure pictures, have started enthusiastically and do not be embarrassed to ask the difficult of the writing. Enthusiastic of the students will be able to help them to understand the writing material.

In the second aspect, active in the group, since the beginning of the meeting in the cycle I until the end of the meeting cycle II have been improved. The students was less active in the groups and only rely on their friends to do the task group, then the students have started to be interested in writing a descriptive text.

In the third aspect, work together, since the beginning of the meeting in the cycle I until the end of the meeting cycle II have been improved. The students who initially did not cooperate with his friend to write descriptive text, finally interested in the task of descriptive text for the using of the tourism brochure pictures.

In the fourth aspect, doing the task, since the beginning of the meeting in the cycle I until the end of the meeting cycle II have been improved. The students who did not want the task begin to want to do the work and they were more enthusiastic about writing because they were attracted by the tourism brochures pictures.

In the fifth aspect, making notes from the material, since the beginning of the meeting in the cycle I until the end of the meeting cycle II have been improved. The students who lazy to record the teacher explanation has begun actively to make notes from the material.

The enthusiasm of the students to follow the teaching learning descriptive text make them more understood with the material being learn. So that students can make descriptive text by correctly.

Based on the observation the teacher activities data showed that teachers have to implement all aspects observed, although there were still some aspects that have not been implemented optimally. Based on the data teachers activities in the cycle I to the cycle II improved about of 14%. This improving was caused teachers feel need to improve its activity during the learning so that students' descriptive writing ability be better. Activities performed by the teacher descriptive writing ability oriented program.

Based on the result of the students' score, the data showed that there were improving in cycle 2. The average score of post test 1 in cycle 1 was 71.71 there were 12 students who were success and 9 students who were not success. While in the Test 2, the average score was 79.47 that showed 20 students who were success. It can be concluded that the students fulfilled the minimum standard score; 72.

In teaching learning process, the researcher found problems in the research. The problem were the lack of adequate media in schools and the

lack of closeness between teachers and students so they were reluctant to be open about the difficulties in learning to write descriptive text. When the researcher started to do the research, the researcher found that the students' factors influenced in their learning process. The results showed that tourism brochure pictures can improve students' interest and motivation, attention and participation in writing class. In applying this media at the seventh graders of SMP N 5 Batanghari Nuban Satu Atap, the researcher found that students were more active in giving their contribution because they focused on media. According to explanation above, it can be concluded that tourism brochure pictures is one of media to be taught in order to improve students' descriptive writing ability and students' involvement in the class. The other factor is teacher's factors that included of choosing the material and teacher's classroom management. For this research, the researcher chose the material based on the students' level, that was material for students of the seventh graders of SMP N 5 Batanghari Nuban Satu Atap.

Moreover, the researcher chose media that can help the students' learning in writing class. In addition, the researcher explained the material clearly and briefly. The researcher also controlled the class better in cycle 2.

Referring to the explanation above, the researcher concluded that using of tourism brochure pictures can improve students' descriptive writing ability, especially in describing the place, and tourists spot.

CHAPTER V

CONCLUSION AND SUGGESTION

Considering from all the data gathered in the classroom action research, the researcher gets some conclusion of the research and some suggestions that support the research result.

A. Conclusion

Based on the result of classroom action research, the researcher would like to conclude the research as follows:

Using tourism brochure pictures as media especially in English subject was very effective to improve the students' descriptive writing ability at the seventh graders of SMP N 5 Batanghari Nuban Satu Atap East Lampung. Even though in cycle 1 the students' descriptive writing ability got enough score but at the cycle 2 most of the students could achieve the target of success in this research.

It can be seen from the result of the average of students' score was improved from 64,85 to 71,71 and finally became 79,47. So, the improving students score in cycle I to cycle II were 7,76 point. The percentage of students who success in second cycle is 90%. It is greater than 70% which has been set by the researcher up in this study. It was clearly appeared that the score improved significantly from pre-test up to post test 2. From the students' result test, it can be seen that cycle II is higher than cycle I, it means that by

using tourism brochure pictures the students can improve their writing ability in learning process of descriptive text.

B. Suggestion

Based on the results of research conducted and conclusions obtained, the researcher would like to suggest as follow:

1. By applying tourism brochure pictures as media the students' writing ability on descriptive text can improve, so tourism brochure pictures can used as an alternative way in learning process because tourism brochure is one of media can be understood easily by student in exploring their idea.
2. By applying tourism brochure in learning process of the students writing ability on descriptive text can make student interest, so tourism brochure pricture can improve the students motivation.
3. For the other researcher, the reseacher suggest to conduct another quality research in this field to improve education quality in our country.

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