THE EFFECTIVENESS OF USING TOURISM BROCHURES IN TEACHING WRITING DESCRIPTIVE TEXT AT THE EIGHTH GRADES OF MTs AL-KHAIRAAT BOBALO

THESIS

Submitted as a Partial Fulfill one of the Requirements to Obtain a bachelor's Degree of Education (S.Pd) in English Tadris Study Programmer Faculty of Tarbiyah and Teacher Training State Islamic University Datokarama Palu

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STATEMENT OF THE AUTHENTICITY

I hereby declare that the thesis entitled: The Effectiveness of Using Tourism Brochures in Teaching Writing Descriptive Text at The Eighth-Grade of MTs Al-Khairaat Bobalo has been officially approved as my work and it has not been and will not be submitted in the whole or part to another university/institute for the award of any other degree. If later, this thesis is found to be fabricated either in whole or in part, I declare that I must comply with the rules and regulations of the university, and I must be ready for all consequences thereafter due to this misconduct.

Palu, 07th February 2024
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APPROVAL PAGE

The Thesis entitled**:** "The Effectiveness of Using Tourism Brochures in Teaching Writing Descriptive Text at The Eighth Grade of MTs Al-Khairaat Bobalo", written by Ricky, NIM 19.1.16.0026, a student of English Tadris Study Program, Faculty of Tarbiyah and Teaching Training, State Islamic University (UIN) Datokarama Palu, after having thorough observation and careful correction, each supervisor decides that the proposal has met all the requirements needed and therefore it can be submitted for examination.

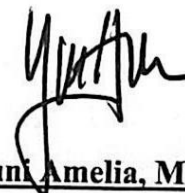Palu, 19th January 2024 AD
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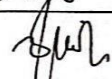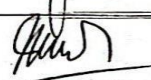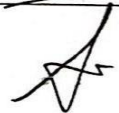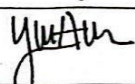NIP. 19830711 201101 1 006

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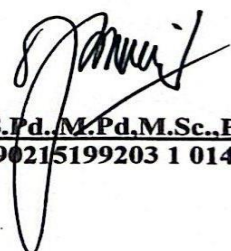
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بِسْـــمِٱللَّهِٱلرَّحْمَٰنِٱلرَّحِيـــمِ

Assalamu'alaikum Wr. Wb

إِنَّ الْحَمْدَ لِلَّهِ نَحْمَدُهُ وَنَسْتَعِينُهُ وَنَسْتَغْفِرُهُ وَنَعُوذُ بِاللهِ مِنْ شُرُورِ أَنْفُسِنَا وَ مِنْ سَيِّئَاتِ أَعْمَالِنَا مَنْ

يَهْدِ اللَّهُ فَلاَ مُضِلَّ لَهُ وَمَنْ يُضْلِلْ فَلاَ هَادِىَ لَهُ وَأَشْهَدُ أَنْ لاَ إِلَهَ إِلاَّ اللَّهُ وَحْدَهُ لاَ شَرِيْكَ لَهُ وَأَشْهَدُ

أَنَّ مُحَمَّدًا عَبْدُهُ وَرَسُولُهُ اللَّهُمَّ صَلِّ عَلَى نَبِيِّنَا مُحَمَّدٍ وَعَلَى آلِهِ وَمَنْ تَبِعَهُمْ بِإِحْسَانٍ إِلَى يَوْمِ

الدِّيْن أما بعد

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Palu, 20th January 2024
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TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

ABSTRACT

Name   : RICKY
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Thesis Title : THE EFFECTIVENESS OF USING TOURISM BROCHURES IN TEACHING WRITING DESCRIPTIVE TEXT AT THE EIGHT GRADE OF MTS AL-KHAIRAAT BOBALO

In general, writing descriptive texts is one of the essential skills that students must master. However, many students still struggle to compose structured and coherent texts. Therefore, engaging and interactive learning materials are needed to help them improve their writing skills. One such medium is tourism brochures, which are expected to help students describe objects, places, and events more clearly and systematically.

Concerning this, the description in this thesis departs from the problem of the research is the use of tourism brochures be effective in improving the descriptive writing skills at the eighth grade of MTs Al-Khairaat Bobalo?

This research employs a pre-experimental design with a single-class sample consisting of 11 students. A total sampling technique was used to ensure that all students in the selected class participated in this research. Data were collected through pre-test and post-test assessments. The obtained data were then analyzed statistically using IBM SPSS Version 29 to measure the significance of improvement in students' descriptive writing skills after the implementation of tourism brochures.

The findings of this research indicate a significant difference in students' writing abilities before and after the treatment. The mean score of the experimental class before the treatment was 35.00, whereas, after the treatment, it increased to 71.3. Furthermore, statistical analysis revealed that the obtained t-obt value was 94.491, which was significantly higher than the t-table value of 1.812 (t-obt > t-table). These results confirm that the hypothesis of this study is accepted, proving that the use of tourism brochures is an effective strategy for teaching descriptive text writing.

Based on the conclusions obtained, it is recommended that English teachers utilize tourism brochures as an innovative tool in teaching writing skills, especially descriptive texts. This way, students can more easily understand the material and effectively improve their writing skills.

CHAPTER I

INTRODUCTION

A. Background of The Research

Harmenita and Tiarina state that writing is one of the language skills that English learners must master, apart from listening, speaking, and reading[1]. Writing is often used to explore or express facts, feelings, and thoughts from the writer to the reader in written form. In other words, writing can be a means of communication between writers and readers.

Writing is a comprehensive skill that involves grammar, vocabulary, organization, and other elements.[2] Writing is one of the most interesting activities because the ability to write can develop quickly when students' attention and interest are aroused. attention and interest of students are aroused. When students are given many opportunities to write, students will be more active in writing. The process of creating or producing writing in a format that others can read and understand is called writing ability[3]. Writing has many types of text types: narrative, descriptive, report, retelling, and procedure. One of them is descriptive text.

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[1] Reszy Yuli Harmenita and Yuli Tiarina, "Teaching Writing a Descriptive Text by Using Environmental Observation Strategy," *Journal of English Language Teaching* 1, no. 2 (2013): 29–38.

[2] Nunan David, *Practical English Language Teaching* (Singapore: McGraw-Hill, 2003).

[3] Ramadayanti Yovie, "The Use Of Estafet Writing Method to Improve The Students Writing Ability At the Eleventh Grade of SMA Muhammadiyah 1 Ponorogo" (2019): 14–21.

According to Nurjamal, et al, descriptive text is writing a description about an object or situation which is explained as how the object looks like. The generic structures of this text are:

1. Identification (identify the specific object being described)
2. Description (give detailed information about the object's physical appearance).[4]

The primary goal of descriptive text is to vividly describe a person, place, or thing so that the reader or listener can form a clear picture in their mind.[5]

Most students find it difficult to express their thoughts in writing. The students need to be able to there are several factors that cause students' low ability in writing. among them are several factors that can cause students difficulties in writing English. Some of these factors include; Vocabulary and grammar limitations, and students' habit of writing in their mother tongue making it difficult for them to write English[6], and the last factor is the absence of media that helps the learning process. The use of media by a teacher in the learning process greatly affects students' learning ability to receive and understand the material taught in the teaching and learning process.

In this study, the writers use tourism brochures for teaching writing descriptive texts to students. This is based on the supporting components that exist in tourism brochures as learning media, especially writing, as Putra said that these

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[4] Daeng Nurjamal, Warta Sumirat;, and Riadi Darwis, *Terampil Berbahasa* (Bandung: Alfabet, 2011).

[5] "Descriptive Writing," *Reading Rocket*, accessed April 16, 2023, https://www.readingrockets.org/strategies/descriptive_writing.

[6] John Harbord, "The Use of the Mother Tongue in the Classroom," *ELT Journal* 46, no. 4 (1992): 350–355.

aspects are about the background, layout, colorful images, and brochure style that can attract students' interest[7].

According to Ross Bainbridge, a tourism brochure is a brochure that contains visuals of higher quality, considering that they need to give the impact of the places they advertise and campaign for[8]. Werff in a statement said pictures are an excellent source of material to train speaking, listening, writing, vocabulary, and grammar; this will stimulate students to engage with various activities more effectively and enjoyably"[9].

Thompson, further stated that teaching using tourism brochures is very appropriate to improve students' ability in writing because tourism brochures can help teachers to arouse students' curiosity and imagination. It will stimulate and enhance students' imagination by paying attention and keeping their eyes on the brochure[10]. In addition, students will have the opportunity to use the knowledge they get from outside the school, such as knowledge about tourist attractions and activities in tourism brochures. This will help students in generating and creating ideas when they will write. Therefore, the author feels that, if the tourism brochure will be very much more effective if it is used as a learning media to improve students' writing skills. As a result, this research will concentrate on improving students' descriptive text-writing skills through the use of tourism brochures. The effectiveness of using tourism brochures in teaching descriptive texts will be

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[7] A. E Putra, "Improving Class XI IPS 1 Students' Speaking Achievement by Using Brochure at SMA Negeri 1" (Universitas Muhammadiyah, 2012).

[8] Ross Bainbridge, "Travel Brochures," *Ezine Articles*, May 31, 2006, https://ezinearticles.com/?Travel-Brochures&id=210050.

[9] J.V. Werff, "Using Picture from Magazines," *The internet TESL journal* 9, no. 7 (2003).

[10] G Thompson and Julia, "Using Travel Brochures to Enrich Student Lives," last modified 2008, accessed July 3, 2023, http://www.vate.org/pdf/ideas/travelbrochures.

investigated in the study titled The Effectiveness of Using Tourism Brochures in Teaching Descriptive Texts in the eighth grade of MTs Al-khairaat Bobalo.

B. Problem of The Research

Based on the problems mentioned in the background, the research questions can be formulated as follows: "Is the use of tourism brochures be effective in improving the descriptive text writing ability of the eighth-grade students of MTs Al-Khairaat Bobalo?".

C. Objectives and Significance of The Research

1. Objective of The Research

Based on the problem statements above, the objectives of the study is: To find out whether or not the use of tourism brochures is effective in improving the descriptive text writing ability of the eighth-grade students of MTs Al-Khairaat Bobalo?".

2. Significance of The Research

This research is expected to make a very useful contribution to teachers in improving students' English writing skills, especially in writing descriptive texts to create a more relaxed, interesting, and fun learning atmosphere in the classroom. This research is expected to provide students with knowledge and experience about tourism objects, thus becoming a valuable tool in teaching writing skills.

D. Operational Definition

Here is the operational definition for the thesis title "The Effectiveness of Using Tourism Brochures in Teaching Writing Descriptive Text":

1. Effectiveness

In this research, effectiveness refers to the extent to which the use of tourism brochures improves students' ability to write descriptive texts. Effectiveness is measured by the improvement in students' scores in terms of vocabulary, grammar, organization, and clarity of description before and after using tourism brochures as a learning media.

2. Tourism Brochures

Tourism brochures are printed materials, such as leaflets or pamphlets, that contain information about tourist destinations, including descriptions of places, facilities, attractions, and supporting images. In this study, brochures are used as a teaching medium to help students understand and write descriptive texts.

3. Teaching Writing Descriptive Text

Teaching writing descriptive text refers to the process of teaching writing skills, specifically focusing on descriptive texts, which aim to help students write clear and well-structured descriptions. This teaching process involves the use of tourism brochures as reference materials to assist students in generating ideas, selecting appropriate vocabulary, and organizing descriptive paragraphs effectively.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Findings of Previous Related Research

The first research by Gayatri, L. (2015) entitled: "*The Use of Tourism Brochures to Improve Descriptive Writing Achievement of The Tenth Grade Students of SMA Negeri 14 Palembang".* The results of this study revealed that both students in the experimental and control groups improved considerably in writing descriptive text; however, the students in the experimental group who were taught using tourist brochures improved significantly more than the students in the control group. While the difference between this research and previous research is in the subject and research methods. the subject of previous research was tenth-grade students of SMA Negeri 14 Palembang, with the method used quasi-experimental[1].

The second research by Kurniadi, D. (2014) entitled: "*Th*e *Effectiveness of Japanese Short Anime Cartoon Movies in Teaching Learning Process of Writing Descriptive Text (At SMP N 1 Kesesi Kab Pekalongan in the Academic Year of 2013/2014)"* The purpose of this study is to find how Japanese anime cartoon films can be effective in descriptive text learning and to find the factors that influence the effectiveness. the study used an experiment with a population of SMP 1 Kesesi students and a sample of two classes. the results of the average scores of the control class and the experimental class were 74.14 and 74.85. After applying the t-test formula, the difference was considered significant where the t-

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[1] Lensi. Gayatri, "The Use of Tourism Brochures To Improve Descriptive Writing Achievement of The Tenth Grade Students of SMA Negeri 14 Palembang" (2015).

table was 2.03 and the t-test was higher at 2.38. in other words, the t-test value was greater than the t-table. so, it can be concluded that the experimental class had higher results than the control class, and it can be said that the Japanese cartoon anime film was effective in learning descriptive text.[2]

In the third research by Mutiara Yusitaria (2017), "*Using Tourism Brochures in Teaching Descriptive Writing the Tenth Grade Hotel Accommodation Students of SMK Negeri 6 Palembang*" Purposive sampling was used in this study, with 60 students chosen as samples and divided into two groups (the experimental group and the control group), each of which had 30 students. After doing the pre-test and post-test, it was discovered that the control group had the most difficulty compared to the experimental group. The experimental group was taught using tourism brochures, while the control group did not.[3]

The research by Amelia & Suryatika (2016) entitled: "*Using Tourism Brochures in Teaching Writing Descriptive Text to Improve the Writing Achievement of The Eight-grade Students at SMP Karya Ibu Palembang*". The results of this study show that tourism brochures are very effective in improving the achievement of descriptive text writing in students, especially in generating, collecting, exploring, and creating and organizing their ideas before writing in the form of descriptive text. this study involved 262 purposively selected eighth-grade students, who were then divided into two groups, each group of 40, of which 20 students were for the control group and 20 students as the experimental group.

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[2] Didit. Kurniadi, *"The Effectiveness Of Japanese Short Anime Cartoon Movies in Teaching Learning Process Of Writing Descriptive Text (At SMP N 1 Kesesi Kab Pekalongan in the Academic Year of 2013/2014)"* (Diponegoro University, 2014), www.eprints.undip.ac.id.

[3] Mutiara Yusitaria, *"Using Tourism Brochures in Teaching Descriptive Writing to the Tenth Grade Hotel Accommodation Students of SMK Negeri 6 Palembang."* (Palembang: UIN Raden Fatah Palembang, 2017).

this study uses quasi-experimental so that the data taken is the data or results of the student's writing.[4]

The journal by Emaliana, (2011) entitled: "*Writing to Speak: Integrating Oral Communication Skills Through a Tourist Brochure*". argue that creating the Tourist Brochure as a project has positive effects on the learning process by giving students a context, a real-world purpose for writing, and a strong desire to locate the words and develop the writing abilities that will fulfill their needs. This strategy enables students to expand their writing activity to the oral presentation, breaking down the barriers between traditional courses by merging writing and speaking skills.[5]

In this study, there are several similarities and differences with previous studies which the author will describe in a table, as follows:

Table 2. 1 Comparison of Previous Research

No.	Researcher Name	Titel	Similarities	Differences
1.	Gayatri Lensi	*THE USE OF TOURISM BROCHURES TO IMPROVE DESCRIPTIVE WRITING ACHIEVEMENT OF THE TENTH GRADE STUDENTS OF SMA NEGERI 14 PALEMBANG*	1. Independent Variable: Tourism Brochures	1. Quasi-experimental method 2. Object of Research: SMA Negeri 14 Palembang. 3. Sampling Method: Purposive Sampling 4. Research period 2015

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[4] Regy Amelia and Desi Surayatika, *"Using Tourism Brochures in Teaching Writing Descriptive Text to Improve the Writing Achievement of the Eighth Grade Students at SMP Karya Ibu Palembang,"* Global Expert Jurnal Bahasa Dan Sastra 5, no. 1 (2016): 32–40.

[5] Ive Emaliana, *"Writing to Speak: Integrating Oral Communication Skills Trought a Tourist Brocure,"* Educafl E-Jornal (Online), last modified 2012, educafl.ub.ac.id/index.php/educafl.

2.	Didit Kurniadi	*THE EFFECTIVENESS OF JAPANESE SHORT ANIME CARTOON MOVIES IN TEACHING LEARNING PROCESS OF WRITING DESCRIPTIVE TEXT (AT SMP N 1 KESESI KAB PEKALONGAN IN THE ACADEMIC YEAR OF 2013/2014)*	1. Dependent Variable: Writing descriptive text.	1. Independent Variable: Japanese Short Anime Cartoon 2. Leraning media: Movie 3. Quasi-experimental method 4. Sampling Method: Purposive random sampling. 5. Research period 2014 6. Object of Research: SMP N 1 Kesesi Kab Pekalongan.
3.	Mutiara Yusitaria	*USING TOURISM BROCHURES IN TEACHING DESCRIPTIVE WRITING THE TENTH-GRADE HOTEL ACCOMMODATION STUDENTS OF SMK NEGERI 6 PALEMBANG*	1. Independent Variable: Tourism Brochures 2. Dependent variable: Teaching Descriptive Writing	1. Quasi-experimental method 2. Sampling Method: Purposive sampling 3. Research Periode 2017. 4. Object of Research: Tenth Grade Hotel Accommodation Students of SMK Negeri 6 Palembang.
4.	Regy Amelia & Desi Suryatika	*USING TOURISM BROCHURES IN TEACHING WRITING DESCRIPTIVE TEXT TO IMPROVE THE WRITING ACHIEVEMENT OF THE EIGHT-GRADE STUDENTS AT SMP KARYA IBU PALEMBANG*	1. Independent variable: Tourism Brochures 2. Dependent Variable: Writing Descriptive text. 3. Research Subject: Class 8 at the junior high school level.	1. Quasi-experimental Method. 2. Object of Research: Students at SMP Karya Ibu Palembang 3. Sampling Method: Purposive Sampling 4. Research Period 2016.
5.	Ive Emalina	*WRITING TO SPEAK: INTEGRATING ORAL COMMUNICATION SKILLS THROUGH*	1. Pre-experimental Method 2. Learning Media: Tourist Brochures	1. Independent Variable 2. Dependent Variable: Tourist Brochures 3. The previous research used Tourism Brochure

		A TOURIST BROCHURE		by integrating writing and speaking skills. 4. Research Period 2011

B. General Concept of Writing

1. Definition of Writing

Writing is one of the four primary English skills. According to Harmer, writing is one of the skills included in the English syllabus, along with listening, speaking, reading, and writing[6]. According to Linda Flower and Jhon R Hayes, writing is a cognitive process that involves planning, revising, and editing complex mental activities such as organizing thoughts, structure, and written language.[7] Writing abilities are defined as the capacity to generate effective and high-quality writing in academic, professional, and personal contexts. Good writing skills allow a person to express ideas, notions, and concepts clearly and precisely, resulting in easy-to-understand and enjoyable written works.

From this, it can be concluded that writing is one of the cognitive abilities of a person which revolves around structuring, assembling, and language that is easily understood by the reader.

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[6] Jeremy Harmer, *How to Teach Writing*, ed. Keith Rigley (Stenton Associates,Saffron Walden, Essex, UK., 2004):31.

[7] Linda Flower and Jhon R Hayes, "A Cognitive Process Theory of Writing" 32, no. 4 (1981): 365–387.

2. Process of Writing

There are several steps in writing. According to Donald Murray, writers and writing teachers often use the four stages of the writing process[8]. Here is a brief explanation of each stage in this model:

a. Pre-writing

This stage involves activities such as thinking about the topic, gathering ideas and information, and designing an outline. At this stage, writers need to understand the purpose of their writing and formulate the main concepts they want to convey.

b. Writing

At the start of this stage, the writer systematically begins to jot down their ideas and information gleaned from the pre-writing stage. Their sole focus should be writing and tackling their first draft, without worrying about errors or flaws.

c. Rewriting

Included in the writing skills grammar component is the ability to master the structure of adverbs, adjectives, verbs, nouns, and other elements, along with the stage of improving the structure, style, and logic of the already-written content. This improvement stage also allows for replacing unnecessary parts and missing details to be added for optimal writing.

d. Editing

The writer enters the final phase of the 4-Stage model, editing. Here, they make manual corrections to the manuscript to eliminate grammar, spelling,

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[8] Donald Murray, "Teach Writing as a Process Not Product," *The leaflet* 71, no. 3 (1972): 11–14.

and typing mistakes. Not only that, but they also make changes to the writing style, format, and layout to make it more appealing and polished.

3. **Types and Indicator of Writing Performance**

   According to Brown, there are four types of written performance[9]:

   a. Imitative means that to produce written language, the learners must attain skill in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the learner's ability to spell correctly and understand the phoneme-grapheme correspondences found in the English spelling system.

   b. Intensive (controlled) as the fundamental imitative of writing, focusing on the production of acceptable vocabulary within a context, collocations and idioms, and accurate grammatical elements up to the length of a sentence.

   c. Responsive

   In this type, Learners must perform at a limited discourse level when connecting sentences into paragraphs and generating a logically connected sequence of two or three paragraphs. Tasks are assigned in response to pedagogical directives, criterion lists, blueprints, and other guidelines. The writer has learned the principles of sentence-level grammar and is more concerned with the discourse rules that will achieve the written text's objectives.

   d. Extensive

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[9] H Douglas Brown and Priyanvada Abeywickrama, "Language Assessment," *Principles and Classroom Practices. White Plains, NY: Pearson Education* (2004): 220.

Extensive writing entails the successful management of all writing processes and tactics or strategies, up to the length of an essay, term paper, large research project report, or even a thesis.

According to Brown, there are five indicators of writing are[10]:

a. Content refers to the material or information conveyed in writing. Writing content includes ideas, notions, facts, arguments, and thoughts expressed in written form.

b. Organization refers to the way a writer organizes and groups information in their writing. Good organization in writing includes a clear structure, logical flow, and orderly arrangement of the ideas presented.

c. Mechanics or writing mechanics relate to the technical aspects and grammar rules that must be observed in writing, including grammar, spelling, punctuation, capitalization, and the correct use of words.

d. Grammar is a collection of rules and principles that govern the structure, formation, and use of language.

e. Vocabulary refers to the choice and use of words in writing. It relates to the writer's ability to use words that are appropriate, diverse, and appropriate to the context of the writing.

C. Descriptive Text

According to Harmer, descriptive text is a type of text that aims to give a picture of something. It uses lots of detailed descriptions and imagery to help

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[10] H. Douglas Brown, *Language Assessment : Principles and Classroom Practices* (New York: Longman, 2003).

readers imagine and understand the subject being described.[11] According to Brown and Yule, descriptive text is a type of text that describes a person, place, or thing in detail. This text aims to provide a clear and vivid picture of the subject being described.[12]

Descriptive text is a style of writing that seeks to provide a full description of a person, location, thing, or event. It employs sensory elements to assist readers in imagining and experiencing what is being portrayed. Descriptive language can convey information about various topics, such as the look, behavior, and characteristics of living organisms and the traits and properties of non-living things. The goal of descriptive language is to paint a vivid and captivating picture in the imagination of the reader so that they can better understand and appreciate the subject being described.

The social function of descriptive text is to describe a particular person, place, or thing. The schematic and generic structure of the descriptive text is identification and description. The identification is always in the first paragraph and the description is in the next paragraph.

1. **The Generic Structure of Descriptive Text**

Munir Fuady, divides the generic structure or structure of descriptive text into three main parts, namely:13

a. Identification

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[11] Jeremy Harmer, *The Practice of English Language Teaching*, 4th ed. (England: Longman, 2007).

[12] Marion Owen, "Discourse Analysis. Cambridge: Cambridge University Press," *Journal of Linguistics* 21, no. 1 (1985): 241–245.

[13] Munir Fuady, *Genre-Based Approach in Teaching Writing* (Yogyakarta: Pustaka Pelajar, 2012).

This part is the core part that contains the introduction of the topic to be described. In this section, the writer usually provides information about the name, place, or object to be described.

1) Identifying the phenomenon to be described.

2) Statement that describes the object that we will describe generally.

3) The statement must be interesting, so the reader will be interested to read it completely.

4) Using the adjective or degree of comparison.

b. Description

This part is the core of the descriptive text itself, where in this part or stage the writer will provide a detailed and detailed explanation of the object being described. The explanation can be in the form of characteristics, features, or characteristics of the object to be described.

1) Describing the object that we can be described

2) Descriptive the phenomenon in parts, qualities, and characteristics.

3) Using a good grammatical pattern, such as tenses (simple present tense), verbs (be, have, linking verbs), and using adjectives used for describing the condition of the object.

c. Evaluation

This last stage usually contains how the author's personal opinion assesses or evaluates the object described. at this stage, it is usually filled with suggestions and recommendations for using or improving the object.

2. Language Feature of Descriptive Text

According to Siahaan, the language feature of the descriptive text is:[14]

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[14] S. Siahaan, *Developing English Competencies for Grade XII of Language Program* (Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional, 2008).

a. Focus on sensory details

Descriptive text often describes something in a way that appeals to the reader's senses. The descriptive text paints a vivid and interesting picture of the subject by using adjectives, adverbs, and figurative language.

b. Chronological organization

Descriptive texts can be organized chronologically or spatially, with the writer describing the subject in a logical order or relation to its physical location.

c. Objective or subjective tone

The tone of a descriptive text can be objective or subjective, depending on the author's intent and point of view. Subjective descriptions express the writer's views and opinions, while objective descriptions provide factual facts about an object.

d. Use of present tense

Descriptive texts are often written in the present tense to create a sense of immediacy and make the description feel more vivid and real to the reader.

D. Visual Media in English Learning

McQuail's definition of media as "organized and systematic social communication channels involving the delivery of information, messages, or other messages delivered through technology"[15] refers to its function as a means of conveying messages or information from a source to a receiver via communication channels. This includes newspapers, magazines, radio, novels, television, textbooks, photographs, cartoons, films, and so on.

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[15] Denis McQuail, *McQuail's Mass Communication Theory*, 6th ed. (London: Sage Publications Ltd, 2010).

Therefore, it is not uncommon for media to also be used by teachers as a tool in the learning process in this modern era. In the increasingly advanced digital era, media has also undergone a significant transformation, where traditional media such as television, radio, and newspapers are increasingly replaced by online platforms such as social media, blogs, podcasts, and news websites. This shows that the definition of media can change as technology develops and socio-cultural changes.

Visual aids are very important in assisting the implementation of education and teaching of students, especially in language teaching and learning practices, including foreign language teaching, as described above.

1. **The Advantages of Visual Aids Pictures in Brochures**

According to Liao and Huang, the use of images or visual aids in brochures can help improve understanding and remembering of the information conveyed by the brochure. This is because humans find it easier to remember images than words or writing[16]. Meanwhile, according to Lin, the use of images in brochures can help build a positive image of a product or service offered. Images can give a strong visual impression and can show the advantages of a product or service visually[17].

Pictures are one of the teaching aids because they are the cheapest, simplest, and most practical way to teach language well. Pictures have high value because they look like real objects and make word descriptions more meaningful. Pictures can also be used in basic language practice.

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[16] Pei-Chen Liao and Yi-Chen Huang., "The Effectiveness of Visual Aids in Enhancing EFL Learners' Reading Comprehension," *International Journal of Emerging Technologies in Learning* 12, no. 5 (2017): 96–109.

[17] Chen Ting Lin, "Applying Semiotics to Visual Design: An Exploratory Study of Tourist Brochures," *Journal of Hospitality and Tourism Management*, no. 31 (n.d.): 107–116.

2. The Disadvantages of Visual Aids Pictures in Brochures

The students may misunderstand the pictures, so the teacher needs to guess first how the students understand the pictures. The same illustration can mean different things to different people depending on their vision, age level, habits, and experiences. In this case, every teacher must teach or communicate the purpose of the lesson so that students can better understand what is being taught. Otherwise, students will be confused in understanding the instructional process and the material the teacher is teaching. In some cases, Teachers usually have difficulty preparing pictures for teaching purposes. Therefore, teachers must choose the right pictures that are suitable for teaching. This problem, of course, causes difficulties for the teacher because the teacher has to think about whether the picture is suitable for the level of the students, etc.

3. Tourism Brochures as Instructional Media

According to Buhalis and Law, a tourism brochure is a form of visual communication that aims to provide information about an attractive tourist destination. An ideal tourism brochure should also include information about planes, roads, the fastest route to a particular location, and other relevant information[18].

A tourism brochure is a marketing tool to promote a tourist destination. This brochure usually contains information about tourist attractions, accommodations, and other facilities available in the
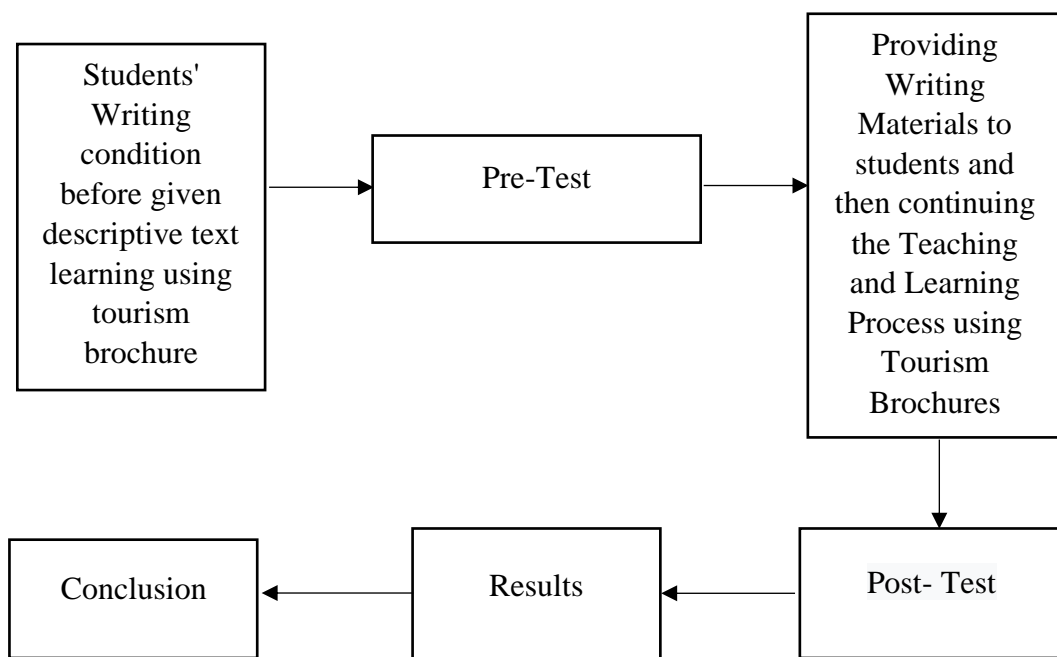
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[18] Dimitrios Buhalis and Rob Law, "Progress in Information Technology and Tourism Management: 20 Years on and 10 Years after the Internet—The State of ETourism Research," *Tourism Management* 29, no. 4 (August 1, 2008): 609–623.

destination. A tourism brochure aims to attract potential tourists and promote tourist destinations to be better known by the wider community.[19]

D. Framework of Research

Table 2. 2 Conceptual Framework

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┌─────────────────┐                ┌──────────────┐                ┌──────────────────┐
│ Students'       │                │              │                │ Providing        │
│ Writing         │                │              │                │ Writing          │
│ condition       │                │              │                │ Materials to     │
│ before given    │───────────────▶│  Pre-Test    │───────────────▶│ students and     │
│ descriptive text│                │              │                │ then continuing  │
│ learning using  │                │              │                │ the Teaching     │
│ tourism         │                │              │                │ and Learning     │
│ brochure        │                │              │                │ Process using    │
│                 │                │              │                │ Tourism          │
│                 │                │              │                │ Brochures        │
└─────────────────┘                └──────────────┘                └──────────────────┘
                                                                            │
                                                                            ▼
┌─────────────────┐                ┌──────────────┐                ┌──────────────────┐
│  Conclusion     │◀───────────────│   Results    │◀───────────────│   Post- Test     │
└─────────────────┘                └──────────────┘                └──────────────────┘
```

The research conceptual framework demonstrates and explains systematically and dynamically the process of teaching descriptive text writing using travel brochures.

F. Hypothesis of Research

The hypothesis of this research is:

1. Alternative Hypothesis (Ha): state that " the use of tourism brochures has a significant effect on teaching writing descriptive texts at the eighth grade of MTs Alkhairaat Bobalo.

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[19] Alastair M Morrison, *Marketing and Managing Tourism Destinations* (Routledge, 2013).

This hypothesis assumes that there is a significant difference in students' writing skills in descriptive texts before and after using tourism brochures as a teaching aid. In other words, if this hypothesis is proven true, the use of tourism brochures can effectively improve student's ability to write descriptive text.

2. Null Hypothesis (H0): The use of tourism brochures has no significant effect on teaching writing descriptive texts at the eighth grade of MTs Alkhairaat Bobalo.

   In this research, this hypothesis was tested by comparing students writing performance before and after implementing tourism brochures in the learning process.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Approach and Design

According to John W. Creswell, the research design is the overall structure for solving a research problem that guides the writer in integrating the major components of the study into a coherent framework.[1] The research design refers to the overall strategy utilized to carry out research[2] that defines a succinct and logical plan to tackle established research question(s) through the collection, interpretation, analysis, and discussion of data.

The selection of a research design also needed to be based on the problem wanted to be investigated, personal experiences, and the target audience. In this case, the writer used a pre-experimental design with a One-Group Pretest-Posttest Design. This design involved only one group of subjects without a control group and measured the variables under study before and after the intervention. This design was chosen because the writer did not have a control group to compare, making it impossible to conclude a definite cause-and-effect relationship.

According to John W. Creswell, a pre-experimental design is "a design that uses no control group and no random selection to assign subjects to different groups." He also lists three types of pre-experimental designs: a one-group pre-test

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[1] J W Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd ed. (Singapore: SAGE Publications, 2009).19-21.

[2] Zach Claybaugh, "'Research Guides: Organizing Academic Research Papers: Types of Research Designs'.," *Library.Sacredheart.Edu*, accessed May 23, 2023, https://library.sacredheart.edu/c.php?g=29803&p=185902.

post-test design, a one-group post-test-only design, and a one-group design with no control group.[3] Cohen. He stated that there are three types of pre-experimental designs: one group pre-test post-test design, one group post-test only design, and nonequivalent group design. In this study, the writer used one-group pre-test and post-test design. This design includes a pre-test followed by a treatment and then a post-test for one group.[4]

The research design can be presented as follows:[5]

Table 3. 1 Research Design

Pre-test	Independent Variable	Post-test
O1	X	O2

Notes:

O1: Before doing the treatment (Pre-Test)

X: Treatment

O2: After doing the treatment (Post-Test)

B. Population and Sample

1. Population

The population is the group that is the target of our research, namely people or objects that have characteristics relevant to the research question. A population is the total collection of elements that the writer wants to infer from.

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[3] John W. Creswell and j. David. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th ed. (Sage Publications Ltd, 2014).208-209.

[4] Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education*, 6th ed. (New York: Longman, 2007):282-283.

[5] Ibid.

Population elements are the individual participants or objects on which measurements are made.[6]

In the context of this study, the VIII-grade students of MTs Al-khairaat Bobalo will be the research population.

Table 3. 2 Composition of the Research Population

Class	Male	Female	Total
VIII	2	9	11

2. Sample

A sample is a group of individuals, units, or elements taken from a larger population, intended to represent the population. According to Cooper and Schindler, a sample is a group of people or things selected from a larger population to collect data. Information obtained from a sample is used to explain, predict, or generalize about the population.[7]

In this study, the writer used the total sampling technique. Total sampling is a sampling technique where the number of samples is the same as the population with the total population[8]. The more samples used, the smaller the error rate. Because this technique is considered the most accurate and free from the influence of sample error, the sampling technique that is suitable for use in this study is Total Sampling, because the eighth-grade students of MTs Al-Khairaat Bobalo would be the sample of this study.

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[6] R.Donald Cooper and S.Pamela Schindler, *Business Research Methods*, *Proceedings of the Annual Reliability and Maintainability Symposium*, 12th ed. (New York, NY: McGraw-Hill/Irwin, 2014):338.

[7] Ibid.

[8] Amalla Rizki Putri, Maison Maison, and Darmaji Darmaji, "Kerjasama Dan Kekompakan Siswa Dalam Pembelajaran Fisika Di Kelas XI MIPA SMA Negeri 3 Kota Jambi," *EduFisika: Jurnal Pendidikan Fisika* 3, no. 02 (2018): 32–40.

C. The Research Variable

According to Cooper and Schindler, variables are distinct concepts or attributes that can vary across individuals or units under study. Variables can be measured, observed, and linked to research objectives to understand the relationships and implications of those variables[9].

There are two variables in this research, namely the independent variable and dependent variable as follows:

1. **The Independent Variable**

   An Independent variable is a variable that affects or which is the cause of the change and the emergence of the dependent variable. The Independent Variable in this study is the application of Tourism Brochures when learning to write a descriptive text. Tourism Brochures will be integrated into the learning system as additional teaching material.

2. **The Dependent Variable**

   A dependent variable is a variable whose value is affected by or depends on the independent variable[10]. This variable is the variable that is measured or observed in research to see the effects or changes caused by the independent variable. The dependent variable in this study is the writing ability to write a descriptive text.

D. Research Instrument

According to Leedy and Ormrod, research instruments are tools or techniques used to collect data in research. The research instrument of this research

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[9] Cooper and Schindler, *Business Research Methods*.

[10] Paul D Leedy and Jeanne Ellis Ormrod, *Practical Research: Planning and Design*, *Journal of Crohn's and Colitis*, 11th ed. (United States: Pearson, 2015).

was a written test (making English composition of descriptive texts). A pre-test, treatment, and post-test. A pre-test is the first test that writers give to students before treatment. The pre-test was designed to determine students' ability to write a descriptive text.The post-test was a test that writers gave to students after treatment. The post-test was designed to assess whether the use of tourist images could improve students' ability to write descriptive text.

E. Data Collection Procedures

In that study, the writer used tests. These tests were employed to explore the needs and progress of the research subjects and the effectiveness of the methods utilized in the research. Therefore, in that study, the writer used a pre-test and post-test to gather data from research in the field.

1. **Pre-test**

   The pre-test was conducted before the intervention to obtain initial data on students' ability in writing descriptive text before being given tourism brochures.

2. **Treatment**

   The tourism brochure was provided for four meetings as additional teaching material for students to learn to write a descriptive text. The tourism brochure was designed to assist students in understanding the concept and organizing information in a descriptive text.

3. **Post-test**

   After completing the intervention, the writer again measures students' ability in writing descriptive text, using the same assessment tool as the pre-test. The post-test was conducted after the intervention to obtain definite data on students' ability to write descriptive texts after receiving tourism brochures as teaching materials.

E. Technique of Data Analysis

To analyze the data obtained from the results of the study, the writers employed descriptive statistical analyses and SPSS. The data collected from the pre-test and post-test scores were compared to determine whether a difference existed between the pre-test value and the post-test value. Testing the difference in value was solely conducted on the average of the two values, and for this purpose, a technique known as the t-test was utilized. Thus, the steps in analyzing experimental data with the experimental model of the one-group pre-test design were as follows:

a. Descriptive Statistical Data Analysis

It is a statistic used to analyze data by describing or describing the data that has been collected during the research process and is quantitative. research process and is quantitative. The steps in the preparation through this analysis are as follows:

1) Scoring the student writing descriptive text. Based on the scoring rubric and scoring analytics[11]

Table 3. 3 Scoring Analytic

Criteria	Score
Content	30
Organization	20
Mechanics	5
Grammar/Syntax	25
Vocabulary	20
Total	100

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[11] H. Douglas Brown, "Testing, Assessing, and Teaching," *Language Assessment: Principles and Classroom Practices* (2003): 243.

2) Scoring answers of pre-test and post-test by using this formula:

$$score = \frac{Total\ score\ of\ students}{Maximum\ score} x\ 100\%$$

3) Scoring the student answer the researcher use formula as a follow (Depdikbud)[12]:

Table 3. 4 Scoring The Student Answer

Score	Classification
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly Good
56-65	Fair
46-55	Poor
0-45	Very Poor

b. Hypothesis Test

Hypothesis testing in this research was conducted to determine whether the formulated hypothesis is accepted or rejected. The hypothesis test aims to analyze the significance of the research results by comparing the pre-test and post-test scores of students after the implementation of tourism brochures in teaching descriptive text writing.

In this study, a paired sample t-test was used to compare the mean scores of the pre-test and post-test. The analysis was performed using IBM SPSS Version 29 to determine whether there was a significant difference in students' writing abilities before and after the treatment.

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[12] Dependikbud, *Buku II Keterampilan Berbicara Dan Pengajarnya.* (Jakarta, 1985).

Technically, the calculation of hypothesis testing was conducted using the Statistical Product and Service Solution (SPSS) software. The conclusion criteria for hypothesis testing are:

1. If t_obt > t_table, then H_0 is rejected, and H_1 is accepted. This means that there is a significant difference between the pre-test and post-test scores, indicating that the use of tourism brochures effectively improves students' writing skills.

2. If t_obt < t_table, then H_0 is accepted, and H_1 is rejected. This means that there is no significant difference between the pre-test and post-test scores, indicating that the use of tourism brochures does not have a meaningful impact on students' writing skills.

In this study, the hypothesis test was conducted at a 0.05 significance level (α = 0.05). This implies that the probability of making an incorrect conclusion (Type I error) is 5%, while the confidence level of the results is 95%. The statistical analysis showed that t_obt (94.491) > t_table (1.812), leading to the rejection of H_0 and the acceptance of H_1. This confirms that the use of tourism brochures significantly enhances students' ability to write descriptive texts.

Table 3. 5 Scoring Rubric of Writing by Brown

Component of Assessment	Score	Classification	Indicator
1. Content	25 – 30	Excellent	Essay Addresses the assigned topic, the ideas are concrete and thoroughly developed, no extraneous material, essay reflects thought.
	19– 24	Good	Essay addresses the issues but misses some points, ideas could be more fully developed, some extraneous material is present.
	13 – 18	Fair	Development of ideas not complete or essay is somewhat off the topic, paragraphs aren't divided exactly right.
	7 - 12	Poor	Ideas incomplete, essay does not reflect careful thinking or was hurriedly written, inadequate effort in area of content.
	1 - 6	Very Poor	Essay is completely inadequate and does not reflect college-level work, no apparent effort to consider the topic carefully.
2. Organizations	17 – 20	Excellent	appropriate title, effective introductory paragraph, topic stated, leading into the content, transitional expressions used, arrangement of material shows a plan (can be deciphered by the reader), supporting evidence given for generalisations, logical and complete conclusion.
	13 – 16	Good	Adequate title, introduction, and conclusion, body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed, sequence is logical but transitional expressions may be absent or misused.

Component of Assessment	Score	Classification	Indicator
	9 – 12	Fair	Mediocre or scant introduction or conclusion, problems with the order of ideas in body, the generalizations may not be fully supported by the evidence given, problems of organizations interfere.
	5 – 8	Poor	Shaky or minimally recognizable introduction, organization can barely be seen, severe problems with ordering of ideas, lack of supporting evidence, conclusion weak or illogical, inadequate effort at organization.
	1 – 4	Very Poor	Absence of introduction or conclusion, no apparent organization of body, severe lack of supporting evidence, writer has not made any effort to organize the composition (could not be outlined by reader).
3. Mechanics (Punctuation, spelling, and Mechanics)	5	Excellent	Correct use of English writing conventions, left and right margins, all needed capitals, paragraph indented punctuation and spelling, very neat.
	4	Good	Some problems with writing conventions or punctuation, occasional spelling errors, left margin correct, paper is neat and legible.
	3	Fair	Uses general writing conventions but has errors, spelling problems distract the reader, and punctuation errors interfere with ideas.
	2	Poor	Serious problems with the format of the paper, parts of the essay not legible, errors in sentence punctuation and final punctuation, unacceptable to educated readers.

Component of Assessment	Score	Classification	Indicator
	1	Very Poor	Complete disregard for English writing conventions, paper illegible, obvious capitals missing, no margins, severe spelling problems.
4. Grammar	21 - 25	Excellent	Native like fluency in English grammar, correct use of relative clauses, prepositions, modal, articles, verb forms, and tense sequencing no fragments or run-on sentences.
	16 - 20	Good	Advanced proficiency in English grammar, some grammar problems don't influence communications, although the reader is aware of them, no fragments or run-on sentences.
	11 - 15	Fair	Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on communication, run-on sentences or fragments present.
	6 - 10	Poor	Numerous serious grammar problems interfere with communication of the writer ideas, grammar review of some areas clearly needed, difficult to read sentences.
	1 - 5	Very poor	Severe grammar problems interfere greatly with the message, reader can't understand what the writer was trying to say, unintelligible sentence structure.
5. Vocabulary	17 - 20	Excellent	Precise vocabulary usage, use parallel structures, concise, register good.
	13 - 16	Good	Attempts variety, good vocabulary, not wordy, register ok, style fairly concise.
	9 -12	Fair	Some vocabulary misused, lacks awareness of register, may be too wordy.

Component of Assessment	Score	Classification	Indicator
	5 -8	Poor	Poor expression of ideas, problems in vocabulary, lack of variety of structure.
	1 - 4	Very Poor	Inappropriate use of vocabulary, no concept or register or sentence variety.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. The Findings

In this research, researchers analyzed and presented the data collected through data collection approaches, namely tests, pre-test, and post-test. This study examined data from the Pre-test and Post-test of the class. The Pre-test-Post Test of one of the sample classes assessed students' ability in producing descriptive text before and after treatment. The results of each test were compared to see whether the use of tourism brochures as learning media affects students' ability to produce descriptive writing. The researcher used the SPSS 29 application to calculate and analyze the data.

1. Descriptive Statistical Analysis

Descriptive statistical analysis is intended to obtain an overview of student learning outcomes in English language subjects writing descriptive text) before (Pre-test) and after (Post-test) by using tourism brochures as learning media for eighth-grade students at MTs Al-Khairaat Bobalo.

Table 4. 1 Result of Description Analysis Pre-test and Post-test using IBM SPSS

Descriptive Statistics						
	N	Min	Max	Sum	Mean	Std. Deviation
Pre-test	11	31	41	385	35.00	2.864
Post-test	11	68	74	787	71.55	1.916
Valid N (listwise)	11					

2. Result of the Pre-test

Before the treatment was given, the researcher gave a pre-test to students to see or measure students' abilities in writing descriptive text. As for the pre-test results of eighth-grade students of Mts Al-Khairaat Bobalo, we can see as follows.

Table 4. 2 Score Result of Pre-test

No	INITIAL	SCORE	CATEGORY	QUALIFICATION
1	AF	36	Very Poor	Failed
2	FY	41	Very Poor	Failed
3	IT	38	Very Poor	Failed
4	KJ	34	Very Poor	Failed
5	MA	32	Very Poor	Failed
6	NS	33	Very Poor	Failed
7	SH	35	Very Poor	Failed
8	ZH	34	Very Poor	Failed
9	ZI	31	Very Poor	Failed
10	MAF	37	Very Poor	Failed
11	NN	34	Very Poor	Failed
	Total	385		

Based on table 4.1, it can be seen that the minimum value is **31** and the maximum value is **41** with the average value (mean) obtained on the post-test is **35.00** from a total value of **385** with a standard deviation value of **2.864**.

3. Result of the Post-test

After giving the treatment, the researcher administered a Post-test. The result of the Post-test is as follows:

Table 4. 3 Score Result of Post-test

No	INITIAL	SCORE	CATEGORY	QUALIFICATION
1	AF	74	Fairly Good	Succesful

2	**FY**	71	**Fairly Good**	**Succesful**
3	**IT**	72	**Fairly Good**	**Succesful**
4	**KJ**	69	**Fairly Good**	**Succesful**
5	**MA**	70	**Fairly Good**	**Succesful**
6	**NS**	74	**Fairly Good**	**Succesful**
7	**SH**	72	**Fairly Good**	**Succesful**
8	**ZH**	72	**Fairly Good**	**Succesful**
9	**ZI**	68	**Fairly Good**	**Succesful**
10	**MAF**	72	**Fairly Good**	**Succesful**
11	**NN**	73	**Fairly Good**	**Succesful**
Total		**787**		

Based on Table 4.1, it can be seen that the minimum value is **68** and the maximum value is **74** with the average value (mean) obtained on the post-test is **71.55** from a total value of **787** with a standard deviation value of **1.916**.

4. Comparison of pre-test and post-test results

From the discussion above, when presented in a table, the difference in learning outcomes in writing the descriptive text of students before the pre-test and after the treatment (Post-test) was shown in the following table:

Table 4. 4 Distribution of Pre-test and Post-test

NO	Statistical	Statistical Value	
		Pre-test	Post-test
1	Sample	11	11
2	Maximum	41	74
3	Minimum	31	68
4	Range	10	6
5	Mean	35.00	71.55

6	Standard deviation	2.864	1.916
7	Sum	385	787

From the table above, it can be illustrated that the average value of students after being given the learning media of tourism brochures (post-test) is higher, 71.55 with a range of values of 6 compared to the Pre-test or before treatment is carried out, 35.00 with a range of values of 10. thus, the learning outcomes of descriptive text writing of eighth-grade students of MTs Al-Khairaat Bobalo increased after being given treatment using learning media in the form of tourism brochures.

5. Normality analysis test

The normality test is calculated or carried out to prove whether the population is normally distributed or not. In this calculation, researchers used the Shapiro-Wilk test because the data used was less than 30. Decision-making is done as follows:

- If the significance value is greater than 0,05 then the research data is declared normally distributed.
- If the significance value is smaller than 0,05 then the research data is not normally distributed.

The result of the normality test can be seen in the table below:

Table 4. 5 Result of Analysis Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test	.182	11	.200[*]	.955	11	.709
Post Test	.230	11	.107	.928	11	.394
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Tests of Normality

Based on the SPSS output table above, we can see that the Pre-Test significance value (Sig) of 0.709 is greater than 0.05, and the Post-Test significance value of 0.394 is greater than 0.05. So based on the results above, the decision-making in the Shapiro-Wilk normality test can be concluded that the data is normally distributed.

B. Testing Hypothesis

Hypothesis testing was carried out by Statistical Software Product and Service Solution (SPSS) version 29, namely the Paired sample t-test technique, this hypothesis test was carried out to determine the temporary conjecture formulated by the research. The following hypothesis has previously been determined by the researcher:

$$H_o : \quad \mu d \quad = \quad 0$$

$$H_1 : \quad \mu d \quad \neq \quad 0$$

Note:

μd: The mean difference between pairs (e.g., the difference between two measurements on one subject)

H_1: There is a significant effect of using tourism brochures in teaching descriptive text at the eighth grade of Mts Al-Khairaat Bobalo.

H_o: There is no significant effect of using tourism brochures in teaching descriptive text at the eighth grade of Mts Al-Khairaat Bobalo.

Table 4. 6 Result Paired Sample T-test

			Paired Differences						Significance	
					95% Confidence Interval of the Difference					
			Std. Deviatio n	Std. Error Mean	Lower	Upper	t	df	One-Sided p	Two-Sided p
		Mean								
Pair 1	Pre-test Post-est	-36.545	2.945	.888	-38.524	-34.567	-41.158	10	<,001	<,001

The testing technique used was the Paired Sample t-test with a significant level α = **0.05**. Based on the results of data processing with SPSS version 29 the sig (Two-Sided p) value of **0.001 < 0.05** is obtained, so we can conclude that there is a significant effect of using tourism brochures in teaching descriptive text at the eighth grade of Mts Al-Khairaat Bobalo

Table 4. 7 Hypothesis of Result Paired Sample T-test

Ha : There is a significant effect of using tourism brochures in teaching writing descriptive text at the eighth grade of Mts Al-Khairaat Bobalo	Accepted
H_0 : There is no significant effect of using tourism brochures in teaching writing descriptive text at the eighth grade of Mts Al-Khairaat Bobalo	Rejected

C. Discussion

This research reveals the effectiveness of using tourism brochures in teaching writing descriptive text at the eighth grades of MTs Al-Khairaat Bobalo. The purpose of this study was to determine whether there was or was not the effectiveness of the use of tourism brochures in teaching descriptive text writing at the eighth grade of MTs Al-Khairaat Bobalo.

Based on the previous data management results, it is indicated that the learning outcomes of descriptive text writing skills for eighth-grade students at MTs Al-Khairaat Bobalo before the implementation of tourism brochures as a learning media for descriptive text writing can be considered very low. This is evidenced by the results of the pre-test conducted on Saturday, August 19, 2023, where students obtained scores falling within the "Very Poor" category, with an average score ranging from 31 to 41 out of the total number of students participating in the pre-test. These results are significantly below the Minimum Mastery Criteria (KKM), which is 70.

In the first meeting, the researcher gave a pre-test to the students and gave them 25 minutes to complete the pre-test. After each student's pre-test was collected, the researcher explained the definition, generic structure, language features, grammar, particularly simple present tense, and vocabulary in writing descriptive text.In the second, third, fourth, and fifth meetings, the researcher always asked questions to review whether students already understood about the descriptive text. to deepen students' knowledge about descriptive text, the researcher gave or showed pictures of tourism brochures where the tourism brochure would be a medium for students' learning in writing descriptive text. Students are given time to analyze the image of the tourism brochure, such as the name of the place, the address of the place, and interesting things from the place all must be analyzed by the students accompanied by the researcher, if there are students who want to ask questions and do not understand the image given, the researcher always directs students in analyzing the image. after that, the researcher asks students to write a descriptive paragraph about the image that has been given in Indonesian and then translate it into English. after

that, the researcher will check and give explanations on how to compose a descriptive paragraph of good and correct text.

For the last meeting, the researcher gave students a post-test this was done to measure how far students' understanding in writing descriptive text using tourism brochures as learning media.

The results of data analysis of student learning outcomes after the application of tourism brochure learning media show that the descriptive text writing skills of eighth-grade students of MTs Al-Khairaat Bobalo have increased. This is by the results of the Post-test conducted on Monday, 4 September 2023, it is found that in the category of student learning outcomes, the average score is 68 for the lowest score and 74 for the highest score, which is in the "Fairly Good" category.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and data analysis, it can be concluded that the use of tourism brochures effectively improves students' writing skills in descriptive text in grade eight of MTs Alkhairaat Bobalo. The alternative hypothesis (Ha), stating that "the use of tourism brochures has significant effect in teaching writing descriptive texts in the eighth grade of MTs Alkhairaat Bobalo" is accepted. this hypothesis is strengthened based on research findings that show a significant difference in students' writing ability before and after using tourism brochures as a learning tool. Data analysis showed that the post-test mean score (71.3) was much higher than the pre-test mean score (35.00), which indicated a significant improvement in students' writing ability. Furthermore, the statistical analysis shows that the obtained t-obt value (94.491) is greater than the t-table value (1.812), which confirms that students' writing ability is statistically significantly improved. thus, tourism brochures can be an innovative and interesting learning tool or media for MTs Al-Khairaat Bobalo students to improve their writing skills, particularly in descriptive texts.

B. Suggestion

After discussing the conclusions about the results of the data analysis above, the researcher would like to include some suggestions as follows:

1. For the teacher, teachers should emphasize using interactive and engaging learning materials, such as tourism brochures, in the teaching and learning process. Implementing such materials can enhance students' motivation and improve their ability to structure descriptive texts effectively.

2. For the students, students are encouraged to utilize tourism brochures and similar visual media to develop their descriptive writing skills. Exploring various brochures can help them generate ideas and organize their descriptions more clearly and creatively.

3. For future researchers, further research can be conducted with a larger sample size or in different educational contexts to strengthen the findings of this study. Additionally, other interactive materials can be explored to determine their effectiveness in improving students' writing skills.

It is suggested that teachers consider using tourism brochures as an effective tool to enhance students' engagement and writing proficiency in descriptive text writing.

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APPENDICES

Appendix 1 Pre-test Sheet

<div align="center">

PRE-TEST

</div>

Name :

Class :

Instruction

- **Please describe your village at least 2 paragraphs!**

Questions

1) **What is the specific name of the places?**
2) **In which region location this place be found?**
3) **Please explain! What makes this place interesting and charming?**

Appendix 2 Post-Test Sheet

POST-TEST

Name :

Class :

Instruction

- **Choose one of your favourite tourism places.**
  1. **Ogomojolo waterfall**
  2. **kucing Beach**
  3. **Lolaro Hill**
  4. **Belanda Brige**
- **Please describe the tourism place at least 2 paragraphs!**

Questions

1) **What is the specific name of the places?**
2) **In which region location this place be found?**
3) **Please explain! What makes this place interesting and charming?**

Appendix 3 Lesson Plan

LESSON PLAN

School Name	**: MTs Al-Khairaat Bobalo**
Class / Semester	**: VIII / ganjil**
Subject	**: Bahasa Inggris**
Meeting	**: 1**
Time Allocation	**: 2x 40 minute**

A. Basic Competencies and indicators of competency achievement

Basic Compentencies	Indicators
Understand the social function, text structure, and linguistic elements of descriptive text related to tourist attractions following the context of use.	Identify the sentence structure in a descriptive text.

B. Learning Objectives

The objectives of learning activities using a differentiated approach with a discovery-based learning model:

1. Learners can understand the social function, text structure, and linguistic elements of descriptive text from pictures of tourist brochures.
2. Learners can differentiate the social function, text structure, and linguistic elements of the text read or picture given.
3. Learners can compose descriptive texts about tourist attractions by paying attention to social functions, text structures, and correct language elements according to the context in written form.

C. Learning Materials

Social Function:

- The social function of the text descriptive is to describe the object by detailing or describing the condition of the object from the author's point of view.
- Text descriptive is a text to describe and reverse a particular person, place, or thing.

Language elements:

1. Pronoun: She, he, it.
2. Adjective
3. Penggunaan Has / have
4. To be

Text Structure:

1. Identification: to introduce what will be describe
2. Description: that consists of parts, qualities or characters, etc.

First Meeting Material

https://www.ruangguru.com/blog/bahasa-inggris-kelas-7-pengertian-tujuan-ciri-ciri-dan-struktur-descriptive-text

1. *Find specific information from descriptive texts*
2. *Identify the structure of descriptive texts*
   - Identification: to introduce what will be describe
   - Description: that consists of parts, qualities or characters, etc
3. *Read and understand descriptive texts.*
   Link ; https://pin.it/45ATvgvkh

Borobudur Temple

Borobudur Temple is one of the most beautiful tourist resorts in Indonesia. It is situated in central java. Borobudur Temple is one of the seven wonders of the world which needs to be preserved its circumstances.

Borobudur Temple was built by Syallendra Dynasty during the Eighth Century. It need more than two million river stones. It is the biggest temple in the world. The people all over the world know that Borobudur is one of the greatest art works that ever known since long time ago.

D. Approach, Method, and Learning Model

- Approach : Differentiate
- Method : Discussion, QnA, Assignment
- Learning Model : discovery learning

E. Media/Learning Tools

1. Media

- ❖ Pictures
- ❖ Brochures
- ❖ Worksheet

2. Learning Tools

- ❖ Laptop
- ❖ Smartphone
- ❖ Blackboard

F. Learning Materials and Resources
- ❖ English online Dictionary (U-Dictionary)
- ❖ Student Book
- ❖ Internet

G. Learning Steps

Introduction (10 Minute)
Teacher : ↓ The teacher opens the learning activity with greetings and prayers. ↓ Teacher asks for news and checks students' attendance ↓ Teacher conveys the learning objectives to be achieved ↓ Teacher provides apperception and motivation ↓ Teacher conveys the material scope, learning steps, and assessment techniques.

Core Activities (60 Minutes)	
	Learning Activities
Stimulation observing	↓ Learners observe pictures that contain tourist attractions. ↓ The educators provide as a PPT on descriptive text that explains the social function, text structure, and linguistic elements. ↓ The educators provide material about the characteristics of the place's attraction to be described, the rhetorical steps, and the purpose of the text read.
Problem Statement	↓ Discuss the material with students about the characteristics of the place / tourist attraction to be described, the rhetorical steps and the purpose of the text read. ↓ After looking at the picture of the place to be described, learners are given the opportunity to give responses about the descriptive text.

Data collection	Learners are actively involved in discussions related to: 🔸 Social function, text structure, and linguistic elements of descriptive text. 🔸 Characteristics of the place/tourist attraction to be described, rhetorical steps, and purpose of the text read.
Data Processing	🔸 Learners write the results of the discussion on the student activity sheet
Verification	🔸 The educator asks each learner to explain what they learnt from the descriptive text related to social function, text structure, and linguistic elements. 🔸 The educator assesses the learners' activeness (individual and group) in the class.
Generalization	🔸 Learners summarise the learning outcomes about descriptive text related to social function, text structure, and linguistic elements. 🔸 Educators reinforce by explaining the material being learned.
Closing Activities 10 minutes	🔸 Educators together with students reflect on the activities that have been carried out; and provide feedback on the learning process and results. 🔸 The educator conveyed the learning plan for the next meeting.

H. Assessment

1. *Knowledge Competence*
   a. Assessment Technique: Written test
   b. Assessement Instrumen: Worksheet

2. *Skill Competence*
   a. Assessment Technique: Written test
   b. Assessement Instrumen: Worksheet

Dongkalan,   2023
Guru Mata Pelajaran

Ricky
NIM: 191160026

LESSON PLAN

School Name   : MTs Al-Khairaat Bobalo

Class / Semester   : VIII / ganjil

Subject   : Bahasa Inggris

Meeting   : 2

Time Allocation   : 2x 40 minute

A. Basic Competencies and indicators of competency achievement

Basic Compentencies	Indicators
Understand the social function, text structure, and linguistic elements of descriptive text related to tourist attractions following the context of use.	Identify the sentence structure in a descriptive text.

B. Learning Objectives

The objectives of learning activities using a differentiated approach with a discovery-based learning model:

1. Learners can understand the social function, text structure, and linguistic elements of descriptive text from pictures of tourist brochures.

2. Learners can differentiate the social function, text structure, and linguistic elements of the text read or picture given.

3. Learners can compose descriptive texts about tourist attractions by paying attention to social functions, text structures, and correct language elements according to the context in written form.

C. Learning Materials

Second Meeting Material

Practice Writing

https://www.celebes.co/air-terjun-ogomojolo-parigi-moutong

Find specific information from descriptive texts

1. **Identify the structure of descriptive texts**
   - Identification: to introduce what will be describe
   1. Name place
   2. Location
   3. Information about the place
      - Description: that consists of parts, qualities or characters, etc
      1. Interesting things about the place
2. **Read and understand descriptive texts.**
   Link
   https://www.celebes.co/air-terjun-ogomojolo-parigi-moutong

Ogomojolo Waterfall

Ogomojolo waterfall is a stunning natural offering located in Palasa. Hidden within the dense green layers of the forest, the waterfall exudes an irreplaceable beauty and serenity.

Ogomojolo waterfall is very famous among the people inside and outside Palasa sub-district, so it is not uncommon for this waterfall to be one of the people to do a family holiday. There are several interesting things in this waterfall, one of which is a very beautiful photo spot where the surrounding rocks and beautiful nature

D. Approach, Method, and Learning Model
- Approach   : Differentiate
- Method   : Discussion, QnA, Assignment
- Learning Model   : discovery learning

E. Media/Learning Tools
1. **Media**
   ❖ Pictures
   ❖ Brochures
   ❖ Worksheet
2. **Learning Tools**
   ❖ Laptop
   ❖ Smartphone
   ❖ Blackboard

F. Learning Materials and Resources
   ❖ English online Dictionary (U-Dictionary)
   ❖ Student Book
   ❖ Internet

G. Learning Steps

Introduction (10 Minute)
Teacher :
♦ The teacher opens the learning activity with greetings and prayers.
♦ Teacher asks for news and checks students' attendance
♦ Teacher conveys the learning objectives to be achieved
♦ Teacher provides apperception and motivation

	Teacher conveys the material scope, learning steps, and assessment techniques.

Core Activities (60 Minutes)	
	Learning Activities
Stimulation observing	✦ Learners observe pictures that contain tourist attractions. ✦ The educators provide as a PPT on descriptive text that explains the social function, text structure, and linguistic elements. ✦ The educators provide material about the characteristics of the place's attraction to be described, the rhetorical steps, and the purpose of the text read.
Problem Statement	✦ Discuss the material with students about the characteristics of the place / tourist attraction to be described, the rhetorical steps and the purpose of the text read. ✦ After looking at the picture of the place to be described, learners are given the opportunity to give responses about the descriptive text.
Data collection	Learners are actively involved in discussions related to: ✦ Social function, text structure, and linguistic elements of descriptive text. ✦ Characteristics of the place/tourist attraction to be described, rhetorical steps, and purpose of the text read.
Data Processing	✦ Learners write the results of the discussion on the student activity sheet
Verification	✦ The educator asks each learner to explain what they learnt from the descriptive text related to social function, text structure, and linguistic elements. ✦ The educator assesses the learners' activeness (individual and group) in the class.

Generalization	↓ Learners summarise the learning outcomes about descriptive text related to social function, text structure, and linguistic elements. ↓ Educators reinforce by explaining the material being learned.
Closing Activities 10 minutes	↓ Educators together with students reflect on the activities that have been carried out; and provide feedback on the learning process and results. ↓ The educator conveyed the learning plan for the next meeting.

H. Assessment

1. *Knowledge Competence*
   a. Assessment Technique: Written test
   b. Assessement Instrumen: Worksheet

2. *Skill Competence*
   a. Assessment Technique: Written test
   b. Assessement Instrumen: Worksheet

Dongkalan,   2023
Guru Mata Pelajaran

Ricky
NIM: 191160026

LESSON PLAN

School Name	**: MTs Al-Khairaat Bobalo**
Class / Semester	**: VIII / ganjil**
Subject	**: English**
Meeting	**: 3**
Time Allocation	**: 2x 40 minute**

A. Basic Competencies and indicators of competency achievement

Basic Compentencies	Indicators
Understand the social function, text structure, and linguistic elements of descriptive text related to tourist attractions following the context of use.	Identify the sentence structure in a descriptive text.

B. Learning Objectives

> The objectives of learning activities using a differentiated approach with a discovery-based learning model:

1. Learners can understand the social function, text structure, and linguistic elements of descriptive text from pictures of tourist brochures.
2. Learners can differentiate the social function, text structure, and linguistic elements of the text read or picture given.
3. Learners can compose descriptive texts about tourist attractions by paying attention to social functions, text structures, and correct language elements according to the context in written form.

C. Learning Materials

> *Fourth Meeting Material*

Practice Writing

Find specific information from descriptive texts

1. **Identify the structure of descriptive texts**

    - Identification: to introduce what will be describe

    1. Name place

    2. Location

    3. Information about the place

        - Description: that consists of parts, qualities or characters, etc

        2. Interesting things about the place

2. **Read and understand descriptive texts.**

    Link https://www.celebes.co/pantai-kucing-parigi-moutong

Kucing Beach

Kucing Beach is one of the most beautiful and interesting tourism spots located in Marantale Village, Parigi Moutong Regency. The

beach is currently one of the tourist destinations such as in the Palu and Parigi areas. In this place there is a resort that is so comfortable

The owner of the village built a pier with a long bridge overhanging the beach area. The bridge is very helpful for visitors who later want to do snorkelling activities around the beach. Not only that, with the long pier it is indeed very suitable for photos or just sitting back and enjoying the cool beach air.

D. Approach, Method, and Learning Model
- Approach   : Differentiate
- Method   : Discussion, QnA, Assignment
- Learning Model   : discovery learning

E. Media/Learning Tools
  1. Media
- ❖ Pictures
- ❖ Brochures
- ❖ Worksheet

  2. Learning Tools
- ❖ Laptop
- ❖ Smartphone
- ❖ Blackboard

F. Learning Materials and Resources
- ❖ English online Dictionary (U-Dictionary)
- ❖ Student Book
- ❖ Internet

G. Learning Steps

Introduction (10 Minute)
Teacher :
↓ The teacher opens the learning activity with greetings and prayers.
↓ Teacher asks for news and checks students' attendance
↓ Teacher conveys the learning objectives to be achieved
↓ Teacher provides apperception and motivation
↓ Teacher conveys the material scope, learning steps, and assessment techniques.

Core Activities (60 Minutes)	
	Learning Activities

Stimulation observing	↳ Learners observe pictures that contain tourist attractions. ↳ The educators provide as a PPT on descriptive text that explains the social function, text structure, and linguistic elements. ↳ The educators provide material about the characteristics of the place's attraction to be described, the rhetorical steps, and the purpose of the text read.
Problem Statement	↳ Discuss the material with students about the characteristics of the place / tourist attraction to be described, the rhetorical steps and the purpose of the text read. ↳ After looking at the picture of the place to be described, learners are given the opportunity to give responses about the descriptive text.
Data collection	Learners are actively involved in discussions related to: ↳ Social function, text structure, and linguistic elements of descriptive text. ↳ Characteristics of the place/tourist attraction to be described, rhetorical steps, and purpose of the text read.
Data Processing	↳ Learners write the results of the discussion on the student activity sheet
Verification	↳ The educator asks each learner to explain what they learnt from the descriptive text related to social function, text structure, and linguistic elements. ↳ The educator assesses the learners' activeness (individual and group) in the class.
Generalization	↳ Learners summarise the learning outcomes about descriptive text related to social function, text structure, and linguistic elements. ↳ Educators reinforce by explaining the material being learned.

Closing Activities 10 minutes	✦ Educators together with students reflect on the activities that have been carried out; and provide feedback on the learning process and results. ✦ The educator conveyed the learning plan for the next meeting.

H. Assessment

   1. *Knowledge Competence*
   a. Assessment Technique: Written test
   b. Assessement Instrumen: Worksheet

   2. *Skill Competence*
   a. Assessment Technique: Written test
   b. Assessement Instrumen: Worksheet

Dongkalan,   2023
Guru Mata Pelajaran

Ricky
NIM: 191160026

LESSON PLAN

School Name	**: MTs Al-Khairaat Bobalo**
Class / Semester	**: VIII / ganjil**
Subject	**: English**
Meeting	**: 4**
Time Allocation	**: 2x 40 minute**

A. Basic Competencies and indicators of competency achievement

Basic Compentencies	Indicators
Understand the social function, text structure, and linguistic elements of descriptive text related to tourist attractions following the context of use.	Identify the sentence structure in a descriptive text.

B. Learning Objectives

The objectives of learning activities using a differentiated approach with a discovery-based learning model:

1. Learners can understand the social function, text structure, and linguistic elements of descriptive text from pictures of tourist brochures.
2. Learners can differentiate the social function, text structure, and linguistic elements of the text read or picture given.
3. Learners can compose descriptive texts about tourist attractions by paying attention to social functions, text structures, and correct language elements according to the context in written form.

C. Learning Materials

Third Meeting Material

Practice Writing

Find specific information from descriptive texts

1. ***Identify the structure of descriptive texts***
   - Identification: to introduce what will be describe
   1. Name place
   2. Location
   3. Information about the place
      - Description: that consists of parts, qualities or characters, etc
   1. Interesting things about the place

   Link

Lolaro Hill

Lolaro Hill, located in the village of Tinombo, is an amazing tourist attraction with a height of up to 300 meters above sea level. The location is often a favorite destination for the community, both day

and night, thanks to good and wide road access to the place. The beauty of Lolaro Hill is further enriched by the stunning panorama of the hills, providing stunning views over the sea and the village of Tinombo.

However, the attraction of this hill does not only lie in its natural beauty. Lolaro Hill has also become a take-off point for paragliding activities, adding a dimension of adventure and excitement for visitors looking for a unique experience. The decision to make Lolaro Hill the paragliding take-off point is based on the very favorable wind direction, creating ideal conditions for free flight and enjoying spectacular views from a height. With a combination of natural beauty and exciting adventure opportunities, Lolaro Hill is transformed into an alluring tourist destination in Tinombo Village.

D. Approach, Method, and Learning Model
- Approach   : Differentiate
- Method   : Discussion, QnA, Assignment
- Learning Model   : discovery learning

E. Media/Learning Tools
3. Media
- ❖ Pictures
- ❖ Brochures
- ❖ Worksheet

4. Learning Tools
- ❖ Laptop
- ❖ Smartphone
- ❖ Blackboard

F. Learning Materials and Resources
- ❖ English online Dictionary (U-Dictionary)
- ❖ Student Book
- ❖ Internet

G. Learning Steps

Introduction (10 Minute)
Teacher :
↓ The teacher opens the learning activity with greetings and prayers.   ↓ Teacher asks for news and checks students' attendance   ↓ Teacher conveys the learning objectives to be achieved

↓ Teacher provides apperception and motivation ↓ Teacher conveys the material scope, learning steps, and assessment techniques.	

Core Activities (60 Minutes)	
	Learning Activities
Stimulation observing	↓ Learners observe pictures that contain tourist attractions. ↓ The educators provide as a PPT on descriptive text that explains the social function, text structure, and linguistic elements. ↓ The educators provide material about the characteristics of the place's attraction to be described, the rhetorical steps, and the purpose of the text read.
Problem Statement	↓ Discuss the material with students about the characteristics of the place / tourist attraction to be described, the rhetorical steps and the purpose of the text read. ↓ After looking at the picture of the place to be described, learners are given the opportunity to give responses about the descriptive text.
Data collection	Learners are actively involved in discussions related to: ↓ Social function, text structure, and linguistic elements of descriptive text. ↓ Characteristics of the place/tourist attraction to be described, rhetorical steps, and purpose of the text read.
Data Processing	↓ Learners write the results of the discussion on the student activity sheet
Verification	↓ The educator asks each learner to explain what they learnt from the descriptive text related to social function, text structure, and linguistic elements.

	The educator assesses the learners' activeness (individual and group) in the class.
Generalization	↓ Learners summarise the learning outcomes about descriptive text related to social function, text structure, and linguistic elements. ↓ Educators reinforce by explaining the material being learned.
Closing Activities 10 minutes	↓ Educators together with students reflect on the activities that have been carried out; and provide feedback on the learning process and results. ↓ The educator conveyed the learning plan for the next meeting.

H. Assessment
   1. *Knowledge Competence*
      a. Assessment Technique: Written test
      b. Assessement Instrumen: Worksheet
   2. *Skill Competence*
      a. Assessment Technique: Written test
      b. Assessement Instrumen: Worksheet

Dongkalan,   2023
Guru Mata Pelajaran

Ricky
NIM: 191160026

LESSON PLAN

School Name	**: MTs Al-Khairaat Bobalo**
Class / Semester	**: VIII / ganjil**
Subject	**: English**
Meeting	**: 5**
Time Allocation	**: 2x 40 minute**

A. Basic Competencies and indicators of competency achievement

Basic Compentencies	Indicators
Understand the social function, text structure, and linguistic elements of descriptive text related to tourist attractions following the context of use.	Identify the sentence structure in a descriptive text.

B. Learning Objectives

The objectives of learning activities using a differentiated approach with a discovery-based learning model:

1. Learners can understand the social function, text structure, and linguistic elements of descriptive text from pictures of tourist brochures.
2. Learners can differentiate the social function, text structure, and linguistic elements of the text read or picture given.
3. Learners can compose descriptive texts about tourist attractions by paying attention to social functions, text structures, and correct language elements according to the context in written form.

C. Learning Materials

Third Meeting Material

Practice Writing

Find specific information from descriptive texts

1. *Identify the structure of descriptive texts*
   - Identification: to introduce what will be describe
   1. Name place
   2. Location
   3. Information about the place
      - Description: that consists of parts, qualities or characters, etc
1. Interesting things about the place

   Link

Belanda Bridge

The Dutch Bridge, located in Palasa District, Parigi Moutong Regency, Central Sulawesi, is a silent witness to the Dutch colonial era imprinted in history. Standing firmly since 1936, this bridge has become an inseparable part of the cultural heritage of Parigi Moutong Regency, accompanied by a new trans road bridge.

As a cultural heritage, this bridge invites visitors to experience a tourist experience that combines natural charm with traces of the fascinating past. The Dutch Bridge in Palasa sub-district is not just a standing stone structure, but a gateway to nostalgia and a deep understanding of the history of the region.

D. Approach, Method, and Learning Model
- Approach   : Differentiate
- Method   : Discussion, QnA, Assignment
- Learning Model   : discovery learning

E. Media/Learning Tools
  1. Media
   - ❖ Pictures
   - ❖ Brochures
   - ❖ Worksheet

  2. Learning Tools
   - ❖ Laptop
   - ❖ Smartphone
   - ❖ Blackboard

F. Learning Materials and Resources
   - ❖ English online Dictionary (U-Dictionary)
   - ❖ Student Book
   - ❖ Internet

G. Learning Steps

Introduction (10 Minute)
Teacher :
- The teacher opens the learning activity with greetings and prayers.   - Teacher asks for news and checks students' attendance   - Teacher conveys the learning objectives to be achieved   - Teacher provides apperception and motivation   - Teacher conveys the material scope, learning steps, and assessment techniques.

Core Activities (60 Minutes)	
	Learning Activities
Stimulation observing	➕ Learners observe pictures that contain tourist attractions. ➕ The educators provide as a PPT on descriptive text that explains the social function, text structure, and linguistic elements. ➕ The educators provide material about the characteristics of the place's attraction to be described, the rhetorical steps, and the purpose of the text read.
Problem Statement	➕ Discuss the material with students about the characteristics of the place / tourist attraction to be described, the rhetorical steps and the purpose of the text read. ➕ After looking at the picture of the place to be described, learners are given the opportunity to give responses about the descriptive text.
Data collection	Learners are actively involved in discussions related to: ➕ Social function, text structure, and linguistic elements of descriptive text. ➕ Characteristics of the place/tourist attraction to be described, rhetorical steps, and purpose of the text read.
Data Processing	➕ Learners write the results of the discussion on the student activity sheet
Verification	➕ The educator asks each learner to explain what they learnt from the descriptive text related to social function, text structure, and linguistic elements. ➕ The educator assesses the learners' activeness (individual and group) in the class.
Generalization	➕ Learners summarise the learning outcomes about descriptive text related to social function, text structure, and linguistic elements.

	♣ Educators reinforce by explaining the material being learned.
Closing Activities 10 minutes	♣ Educators together with students reflect on the activities that have been carried out; and provide feedback on the learning process and results. ♣ The educator conveyed the learning plan for the next meeting.

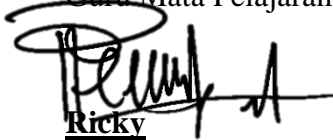**H. Assessment**

1. *Knowledge Competence*
   a. Assessment Technique: Written test
   b. Assessement Instrumen: Worksheet

2. *Skill Competence*
   a. Assessment Technique: Written test
   b. Assessement Instrumen: Worksheet

Dongkalan,   2023
Guru Mata Pelajaran

Ricky
NIM: 191160026

Appendix 4 Tourism Brochures Picture

BROCHURES

1. BOROBUDUR TEMPLE

https://pin.it/45ATvgvkh

2. OGOMOJOLO WATERFALL
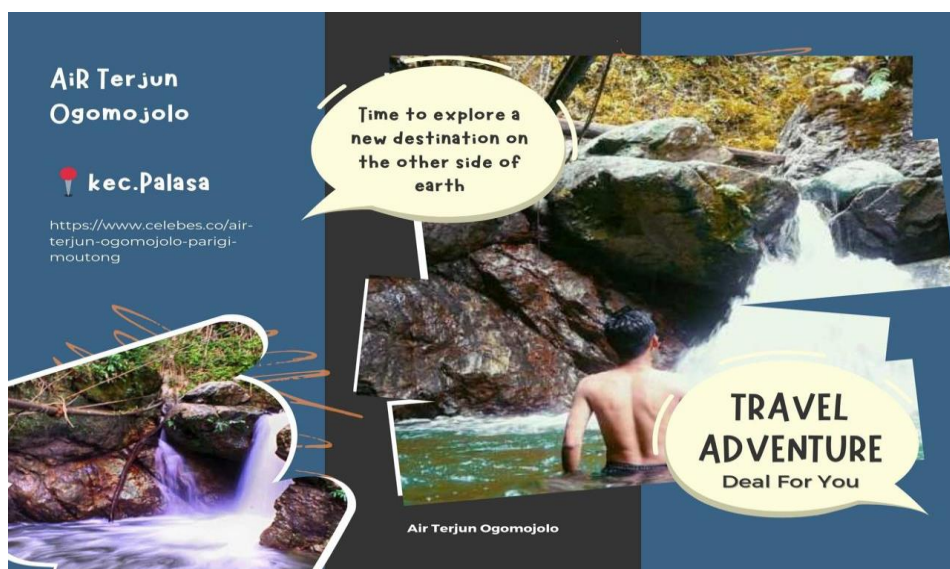
3. KUCING BEACH

4. LOLARO HILL

5. BELANDA BRIGE
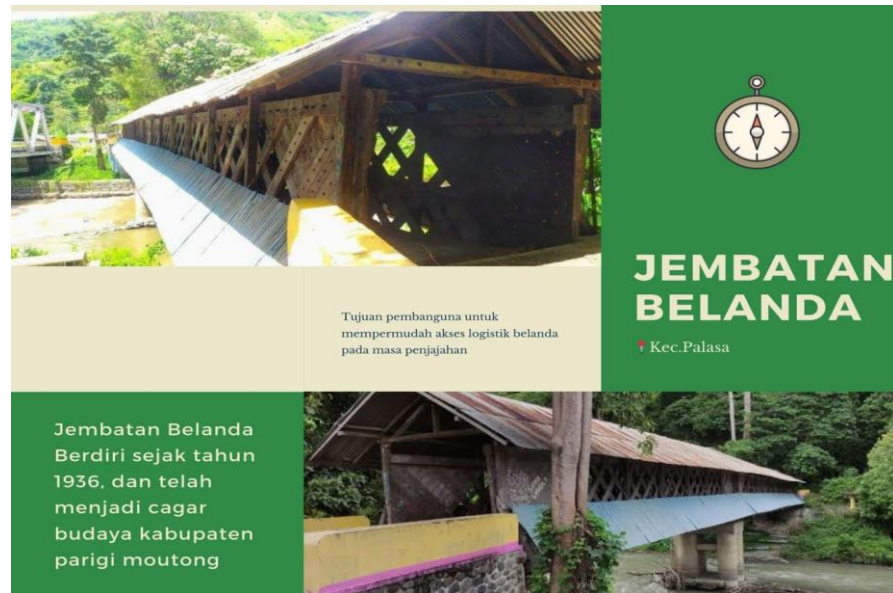
Appendix 5 Title of Submission Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
جامعة داتوكاراما الإسلامية الحكومية فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

PENGAJUAN JUDUL SKRIPSI

Nama	: RICKY	NIM	: 19160026
TTL	: 30 SEPTEMBER 2000	Jenis Kelamin	: LAKI –LAKI
Program Studi	: TADRIS BAHASA INGGRIS	Semester	: 6
Alamat	: Jl. ASAM 3	HP	: 082332937497
Judul	:		

○ Judul I

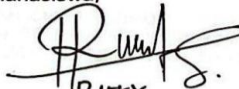THE EFFECTIVENESS OF LOOK-SAY METHOD TO TEACHING VOCABULARY MASTERY

○ Judul II

IMPROVING STUDENTS READING COMPREHENSION OF DESCRIPTIVE TEXT THROUGH " LOOK-SAY " METHOD

☑ Judul III

THE EFFECTIVENESS OF USING TOURISM BROCHURES IN TEACHING OF WRITING DESCRIPTIVE TEXT.

Palu, 16 MARET 2022
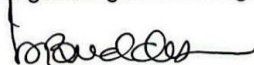Mahasiswa,

Nama. RICKY
NIM. 19160026

Telah disetujui penyusunan skripsi dengan catatan:

Referevew : Articles (international journal) 2016-2022

Pembimbing I : Dr. Abdul Gafur Marzuki, S.Pd. M.Pd
Pembimbing II : Yuni Amelia, S.Pd. M.Pd

a.n. Dekan
Wakil Dekan Bidang Akademik
dan Pengembangan Kelembagaan

Dr. Arifuddin M. Arif, S.Ag., M.Ag.
NIP. 19751107 200701 1 016

Ketua Program Studi,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D
NIP. 19690815 199203 1 013

Appendix 6 Title Decree

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
NOMOR : 418   TAHUN 2022

TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Menimbang : a. bahwa penulisan karya ilmiah dalam bentuk skripsi merupakan salah satu syarat dalam penyelesaian studi pada jenjang Strata Satu (S1) di Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu, untuk itu dipandang perlu menetapkan pembimbing proposal dan skripsi bagi mahasiswa;
b. bahwa saudara yang tersebut namanya di bawah ini dipandang cakap dan mampu melaksanakan tugas tersebut;
c. bahwa berdasarkan pertimbangan pada huruf a dan b tersebut, perlu menetapkan keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
5. Peraturan Menteri Agama Nomor 39 Tahun 2021 tentang Statuta Universitas Islam Negeri Datokarama Palu;
6. Keputusan Menteri Pendidikan Nasional Nomor 178/U/2001 tentang Gelar dan Lulusan Perguruan Tinggi;
7. Keputusan Menteri Agama tentang Pengangkatan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu Nomor 454/Un.24/KP.07.6/12/2021 masa jabatan 2021-2023

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALU TENTANG PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU

KESATU : Menetapkan saudara :
1. Dr. Abd. Gafur Marzuki, S.Pd., M.Pd.
2. Yuni Amelia, S.Pd., M.Pd.
sebagai Pembimbing I dan II bagi Mahasiswa :
Nama   : Ricky
NIM   : 191160026
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : THE EFFECTIVENESS OF USING TOURISM BROCHURES IN TEACHING WRITING DESCRIPTIVE TEXT

KEDUA : Tugas Pembimbing tersebut adalah membimbing dan mengarahkan mahasiswa, mulai penyusunan proposal sampai selesai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

KETIGA : Segala biaya yang timbul sebagai akibat dikeluarkannya keputusan ini, dibebankan pada dana DIPA UIN Datokarama Palu Tahun Anggaran 2022

KEEMPAT : Keputusan ini mulai berlaku sejak tanggal ditetapkan dengan ketentuan bahwa apabila di kemudian ternyata terdapat kekeliruan dalam keputusan ini maka diadakan perbaikan sebagaimana mestinya

KELIMA : SALINAN keputusan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Palu
Pada Tanggal :
Dekan   Maret 2022

Dr. H. Askar, M.Pd.
NIP. 19670521 199303 1 005

Appendix 7 Consultation Book

Buku Konsultasi Pembimbingan Skripsi

JURNAL KONSULTASI
PEMBIMBINGAN PENULISAN SKRIPSI

Nama : Ricky
NIM : 1911600026
Program Studi : Tadris Bahasa Inggris
Judul : The effectiveness of using Tourism Brochures in Teaching Writing Descriptive Text.

Pembimbing I :
Pembimbing II : Yuni Amelia, M.Pd.

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
1.	Selasa / 23 Mei '23	I.	Lihat PPKT make the chapter I more effective.	
		III	Past tense → Future tense writing. Scans where of writing	yudu
2.	Jumat / 26 Mei '23		Lesson plans, finish them! Research Procedure in Indonesian	yudu

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
3.	Selasa / 6 Juni 2023		Could be presented in proposal seminar.	yudu.
4.	7 Juni 2023	I	Lihat lnslah	
5.	9 Juni 2023	II	''	
6.	12 Juni 2023	III		

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
7.	Senin, 15 January '24	IV	Complete the calculation / data analysis. Elaborate the conclusion (based on the findings).	
8.	Rabu, 17 January '24		The thesis draft can be examined	
9.	Rabu, 24 January 24	0.III	Past Tense, Previous Research	
10.	Kamis, 25 January 24	V	Conclusion	
11.	08/01/2024	.	Revise abstract	
12.	20/01/2024	1	Revise typos and unnumerical sentences	

No	Hari / Tanggal	Bab	Saran Pembimbingan	Tanda Tangan
13.	27/01/2024		Revise Result	

Appendix 8 Invitation of Proposal Seminar

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website: www.uindatokarama.ac.id, Email: humas@uindatokarama.ac.id

Nomor	: 2300 /Un.24/F.I/PP.00.9/06/2023	Palu, 26 Juni 2023
Sifat	: Penting	
Lamp	: -	
Hal	: **Undangan Menghadiri Seminar Proposal Skripsi**	

Kepada Yth.

1. Dr. Abdul Gafur Marzuki, S.Pd., M.Pd.   (Pembimbing I)
2. Yuni Amelia, S.Pd., M.Pd.   (Pembimbing II)
3. Dzakiah, S.Pd., M.Pd.   (Penguji)
4. Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Datokarama Palu

Di-
Palu

Assalamu'alaikum warahmatullahi wabarakatuh

Dalam rangka kegiatan seminar proposal skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri (UIN) Datokarama Palu yang akan dipresentasikan oleh:

Nama : Ricky
NIM : 19.1.16.0026
Jurusan : Tadris Bahasa Inggris (TBIG)
Judul Skripsi : The Effectiveness of Using Tourism Brochures in Teaching Writing Descriptive Text at the Eighth Grade of MTs Al-Khairaat Bubalo

Maka dengan hormat diundang untuk menghadiri Seminar Proposal Skripsi tersebut yang insya Allah akan dilaksanakan pada:

Hari/Tanggal : Senin, 03 Juli 2023
Waktu : 09.00 Wita - Selesai
Tempat : Lt. 1 Rektorat UIN Datokarama Palu

Wassalamu'alaikum warahmatullahi wabarakatuh

a.n Dekan
Sekretaris Jurusan TBIG

Hijrah Syam, S.Pd., M.Pd.
NRD. 2009058603

Catatan : Undangan ini difotokopi 6 rangkap, dengan rincian:
a. 1 rangkap untuk dosen pembimbing I (dengan proposal Skripsi).
b. 1 rangkap untuk dosen pembimbing II (dengan proposal Skripsi).
c. 1 rangkap untuk Ketua Jurusan
d. 1 rangkap untuk Subbag Umum Fakultas Tarbiyah dan Ilmu Keguruan.
e. 1 rangkap Subbag AKMAH Fakultas Tarbiyah dan Ilmu Keguruan.
f. 1 rangkap untuk ditempel pada papan pengumuman.
g. 1 rangkap untuk dosen penguji (dengan proposal Skripsi)

Appendix 9 Proposal Seminar Card

KARTU SEMINAR PROPOSAL SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
UNIVERSITAS ISLAM NEGERI (UIN) DATOKARAMA PALU

FOTO 3x4

NAMA	Ricky
NIM	191160026
PROGRAM STUDI	Tadris Bahasa Inggris

No	HARI/TANGGAL	NAMA	JUDUL SKRIPSI	DOSEN PEMBIMBING	TANDA TANGAN DOSEN PEMBIMBING
1	RABU 13 APRIL 2022	Nur. Auliyah	The effectiveness of using silent way Method with spelling Be in Improving students vocabulary at SMPN 8 Palu	1. Drs. Muhammad Insan, M.Ag 2. Dzakiah, S.Pd., M.Pd	
2	SELASA 19 APRIL 2022	Salinda Novita Sari	The Implementation of visual flashcards Media to improve english vocabulary for class VII student of SMPN 13 Palu	1. Prof. H. Nurdin, S.Pd, S.sa, M.com,Ph.D 2. Raswi., S.Pd., M.Pd.	
3	SELASA 19 APRIL 2022	Muhasonah	The effectiveness of using Total Physical Response Method to improve students vocabulary at seventh grade class of MTs N 3 Donggala	1. Dr. Mohammad Insan, M.Ag 2. Raswi, S.Pd, M.Pd.	
4	SENIN	Haenatuhlisa	The effect of english animated movies on the improvement students vocabulary mastery at the eleventh grade of Madrasah	1. Ruslin, s.Pd.M.Sc, Ph.D 2. Hijrah Syam. s.Pd.M.Pd	
5	SENIN 20 FEBRUARI 2023	Nurul Syafaahuddin	The use of educational YouTube Videos as a Means of learning english for the first class at SMP Madani Palu	1. Dannal, S.pd. M.Pd 2. Ruslin,S.Pd. M.Sc. Ph.D	
6	SELASA 14 MARET 2023	Azzahra Ramadhani	The effectiveness of hidden object game to improve vocabulary mastery of students at the eight year of SMPN 2 Toli-Toli	1. 2.	
7				1. 2.	
8				1. 2.	
9				1. 2.	
10				1. 2.	

Catatan : *Kartu ini merupakan persyaratan untuk mendaftar seminar menempuh ujian skripsi*

Appendix 10 Proposal Seminar Assesment Sheet

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

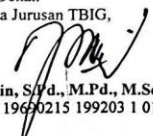Pada hari ini Senin, tanggal 03 Juli 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama	:	Ricky
NIM	:	19.1.16.0026
Program Studi	:	Tadris Bahasa Inggris (TBIG)
Judul Proposal	:	The Effectiveness of Using Tourism Brochures in Teaching Writing Descriptive Text at the Eighth Grade of MTs Al-Khairaat Bubalo
Pembimbing I	:	Dr. Abdul Gafur Marzuki, S.Pd., M.Pd.
Pembimbing II	:	Yuni Amelia, S.Pd., M.Pd.
Penguji	:	Dzakiah, S.Pd., M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

| No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	84	Lihat naskah
2.	BAHASA & TEKNIS PENULISAN	84	
3.	METODOLOGI	84	
4.	PENGUASAN	84	
	Jumlah		
	Nilai Rata-rata	84	

Palu, 26 Juni 2023

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Pembimbing I,

Dr. Abdul Gafur Marzuki, S.Pd., M.Pd.
NIP. 19830711 201101 1 006

Catatan
Nilai Mengunakan Angka:

Nilai Angka	Nilai Huruf	Keterangan
85-100	A	Harap memberikan nilai dalam bentuk angka
80-84	A-	
75-79	B+	
70-74	B	
65-69	B-	
60-64	C+	
55-59	C	
50-54	D	
0 - 49	E (mengulang)	

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini Senin, tanggal 03 Juli 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama	:	Ricky
NIM	:	19.1.16.0026
Program Studi	:	Tadris Bahasa Inggris (TBIG)
Judul Proposal	:	The Effectiveness of Using Tourism Brochures in Teaching Writing Descriptive Text at the Eighth Grade of MTs Al-Khairaat Bubalo
Pembimbing I	:	Dr. Abdul Gafur Marzuki, S.Pd., M.Pd.
Pembimbing II	:	Yuni Amelia, S.Pd., M.Pd.
Penguji	:	Dzakiah, S.Pd., M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	85	
2.	BAHASA & TEKNIS PENULISAN	86	
3.	METODOLOGI	86	
4.	PENGUASAN	88	
	Jumlah	345	
	Nilai Rata-rata	86,25	

Palu, 26 Juni 2023

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Pembimbing II,

Yuni Amelia, S.Pd., M.Pd.
NIP. 19900629 201801 2 001

Catatan
Nilai Mengunakan Angka:

Nilai Angka	Nilai Huruf
85-100	A
80-84	A-
75-79	B+
70-74	B
65-69	B-
60-64	C+
55-59	C
50-54	D
0 - 49	E (mengulang)

Keterangan
Harap memberikan nilai dalam bentuk angka

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

BERITA ACARA
UJIAN PROPOSAL SKRIPSI

Pada hari ini Senin, tanggal 03 Juli 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama	:	Ricky
NIM	:	· 19.1.16.0026
Program Studi	:	Tadris Bahasa Inggris (TBIG)
Judul Proposal	:	The Effectiveness of Using Tourism Brochures in Teaching Writing Descriptive Text at the Eighth Grade of MTs Al-Khairaat Bubalo
Pembimbing I	:	Dr. Abdul Gafur Marzuki, S.Pd., M.Pd.
Pembimbing II	:	Yuni Amelia, S.Pd., M.Pd.
Penguji	:	Dzakiah, S.Pd., M.Pd.

SARAN-SARAN PENGUJI/PEMBIMBING

No.	Aspek Penilaian	Nilai	Catatan
1.	ISI	82	- Put the indicators of writing's explanation on chapter two.
2.	BAHASA & TEKNIS PENULISAN	80	- Elaborate your data analysis steps in your chapter 3. - Explain the theories of total sampling - Fix some grammatical errors, punctuation, etc. or.
3.	METODOLOGI	80	
4.	PENGUASAN	82	
	Jumlah	324 ·	
	Nilai Rata-rata	81	

Palu, 26 Juni 2023

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Penguji,

Dzakiah, S.Pd., M.Pd.
NIP. 19920629 201903 2 017

Catatan
Nilai Mengunakan Angka:

Nilai Angka	Nilai Huruf	Keterangan
85-100	A	Harap memberikan nilai dalam bentuk angka
80-84	A-	
75-79	B+	
70-74	B	
65-69	B-	
60-64	C+	
55-59	C	
50-54	D	
0 - 49	E (mengulang)	

Appendix 11 List of Attendances of the Proposal Seminar

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
الجامعة الإسلامية الحكومية داتوكاراما فالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Diponegoro No. 23 Palu Telp. 0451-460798 Fax. 0451-460165
Website : www.iainpalu.ac.id, email : humas@iainpalu.ac.id

DAFTAR HADIR SEMINAR PROPOSAL SKRIPSI
TAHUN AKADEMIK 2022/2023

Pada hari ini Senin, tanggal 03 Juli 2023 telah dilaksanakan Seminar Proposal Skripsi:

Nama	:	Ricky
NIM	:	19.1.16.0026
Program Studi	:	Tadris Bahasa Inggris (TBIG)
Judul Proposal	:	The Effectiveness of Using Tourism Brochures in Teaching Writing Descriptive Text at the Eighth Grade of MTs Al-Khairaat Bubalo
Tgl / Waktu Seminar	:	03 Juli 2023/09.00 Wita

NO.	NAMA	NIM	SEM / PRODI.	TTD	KET.
1	Anisa Faradila	19116010	VIII/TBI		
2.	Tri purwaningsi	19116012	VII/TBI		
3.	Abdul Latif	19101008 5	VIII/PAI		
4	Nur hidaya	17101021	PAI		
5.	Diau rahmawat	1810 4057	PGMI/X		
6.	Fira Rangkoly	18109010 0	PGMI/X		
7.	Reski Indah Pertiwi. M. Rauli	181040004	4		
8.	mousamas ajers	18109010 4	Pgmi/x		
9.	AFIFA	20105004 9	PIAUD		
10.	Safia Shaili fatnah	20105005 9	Piaud		
11.	NURUL ANISA	20105004 6	Piaud		

Pembimbing I,

Dr. Abdul Gafur Marzuki, S.Pd., M.Pd.
NIP. 19830711 201101 1 006

Pembimbing II,

Yuni Amelia, S.Pd., M.Pd.
NIP. 19900629 201801 2 001

Palu, 26 Juni 2023
Penguji,

Dzakiah, S.Pd., M.Pd.
NIP. 19920629 201903 2 017

Mengetahui
a.n. Dekan
Ketua Jurusan TBIG,

Ruslin, S.Pd., M.Pd., M.Sc., Ph.D.
NIP. 19690215 199203 1 013

Appendix 12 Research Permit

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI DATOKARAMA PALU
جامعة داتوكاراما الإسلامية الحكومية بالو
STATE ISLAMIC UNIVERSITY DATOKARAMA PALU
Jl. Trans Palu-Palolo Desa Pombewe Kec. Sigi Biromaru Telp. 0451-460798 Fax. 0451-460165
Website : www.uindatokarama.ac.id, email : humas@uindatokarama.ac.id

Nomor   : 2794 /Un.24/F.I/PP.00.9/7/2023   Palu, 2 Juli 2023
Lampiran : -
Hal   : **Izin Penelitian Untuk**
            Menyusun Skripsi

Yth. Kepala MTs Al Khairaat Bobalo

Di
        Tempat

Assalamualaikum wr.wb.

        Dengan hormat, dalam rangka Penyusunan Tugas Akhir (Skripsi) oleh Mahasiswa pada Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Datokarama Palu :

Nama	:	Ricky
NIM	:	191160026
Tempat Tanggal Lahir	:	Babalo, 30 September 2000
Semester	:	VIII (Delapan)
Program Studi	:	Tadris Bahasa Inggris
Alamat	:	Jl. Asam 3
Judul Skripsi	:	The Effectiviness Of Using Tourism Brochures In Teacing Writing Descriptive Text At The Eight Grade Of MTS Al Khairaat Babalo
No. HP	:	085314529398

        Dosen Pembimbing :
        1. Dr. Abdul Gafur Marzuki, S.Pd., M.Pd.
        2. Yuni Amelia, S.Pd., M.Pd

maka bersama ini kami mohon kiranya agar mahasiswa yang bersangkutan dapat diberi izin untuk melaksanakan penelitian di Sekolah yang Bapak/Ibu Pimpin.

Demikan, atas perkenannya diucapkan terima kasih.

                                        Wassalam,
                                        Dekan,

                                        Dr. H. Askar, M.Pd.
                                        NIP. 196705211993031005

Appendix 13 Certificate of Completion Research

MAJELIS PENDIDIKAN ALKHAIRAAT
MADRASAH TSANAWIYAH ALKHAIRAAT BOBALO
KECAMATAN PALASA KABUPATEN PARIGI MOUTONG
Alamat : Jl. Trans Sulawesi Desa Dongkalan Kec. Palasa KodePos 94477 gmail : mts.bobalo@gmail.com

SURAT KETERANGAN
Nomor : 060/091/MTs.A/BBL/VIII/2023

Yang bertanda tangan di bawah ini Kepala MTs. A Bobalo menerangkan bahwa :

Nama	: **RICKY**
NIM	: 191160026
Tempat tanggal lahir	: Bobalo, 30 September 2000
Semester	: VIII (Delapan)
Program Study	: Tadris Bahasa Inggris

Benar mahasiswa tersebut telah melaksanakan kegiatan penelitian di Madrasah Tsanawiyah Alkhairaat Bobalo pada tanggal 19 Agustus 2023. Judul Penelitian : **The Effectiviness Of Using Tourism Brochures In Teacing Writing Descriptive Text At The Eight Grade Of MTs Alkhairaat Bobalo.**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana perlunya.

Dongkalan, 28 Agustus 2023
Kepala Madrasah

RATNI, S.Pd.I

Appendix 14 Result Pre and Post-test

Pre-Test

Initial	Content	Organization	Mechanics	Grammar	Vocabulary	Score
AF	15	9	2	5	5	36
FY	17	10	3	5	6	41
IT	15	10	3	4	6	38
KJ	15	8	2	4	5	34
MA	15	8	1	3	5	32
NS	15	7	2	4	5	33
SH	15	9	2	4	5	35
ZH	15	8	2	4	5	34
ZI	15	6	2	3	5	31
MAF	16	7	3	5	6	37
NN	15	8	2	4	5	34
Total						385

Post-Test

Initial	Content	Organization	Mechanics	Grammar	Vocabulary	Score
AF	20	14	4	20	16	74
FY	20	12	4	19	16	71
IT	20	13	4	19	16	72
KJ	20	11	4	19	15	69
MA	20	12	4	19	15	70
NS	20	14	4	20	16	74
SH	20	12	4	20	16	72
ZH	20	12	4	20	16	72
ZI	20	12	3	18	15	68
MAF	20	12	4	20	16	72
NN	20	13	4	20	16	73
Total						787

Appendix 15 Documentation

Documentation of MTs Alkhairaat Bobalo

Documentation with the Principal of MTs Alkhairaat Bobalo

Documentation o Eight-Grade Attendance

Documentation of Pre-test Result Collection

Documentation of learning process

Documentation of Post-test Result Collection

CURRICULUM VITAE

RICKY

Education
- SD INPRES 1 BOBALO
- MTS AL-KHAIRAAT BOBALO
- SMA NEGERI 1 SIDOAN

Telephone
08575628601

Email:
M *rickytreasure7@gmail.com*

Instagram
kee_ryrk07

Name : **Ricky**

Place : **Bobalo**

Tanggal lahir : **30 September 2000**

Religion : **Islam**

Address : **Dongkalan**

Ricky was born in Bobalo, Palasa District, Parigi Moutong Regency, Central Sulawesi Province on September 30, 2000, to Mr. Masrun Lapanca and Mrs. Nahalima.

The author's first education level was at SD Inpres 1 Bobalo in 2007 and graduated in 2013. After completing elementary school, the author continued his education at MTs Al-Khairaat Bobalo in 20013 and graduated in 2016. After that, the author continued his education at SMAN 1 Sidoan in 2016 and graduated in 2019. In the same form, the author was accepted at the Faculty of Tarbiyah and Teacher Training at State Islamic University Datokarama (UIN) Palu with the Tadris Language Study Program Since being accepted as a student of the Faculty of Tarbiyah and Teacher Training the author completed his thesis proceedings with the title "The Effectiveness of using tourism brochures in teaching writing descriptive text at the eighth-grade of MTs Al-khairaat Bobalo".