



**THE EFFECT OF USING TOURISM BROCHURES  
ON STUDENTS' WRITING DESCRIPTIVE TEXT  
AT THE TENTH GRADE OF MAS BAHARUDDIN  
TAPANULI SELATAN**

**A THESIS**

Submitted to the State Institute for Islamic Studies (IAIN)  
Padangsidimpuanas a partial fulfillment of the requirement  
for Graduate Degree of Education (S.Pd) in English

Written by:

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**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2021**



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Padangsidempuan, 03 Maret 2021  
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To: **Dean**  
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*Assalamu 'alaikum wr.wb.*

After reading, studying and giving advice for necessary revision on the thesis belongs to **Fahma Hidayah** entitled "**The Effect of Using Tourism Brochures of Students' Writing Descriptive Text at the Tenth Grade of MAS Baharuddin Tapanuli Selatan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

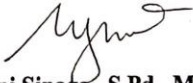
Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

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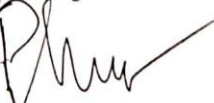
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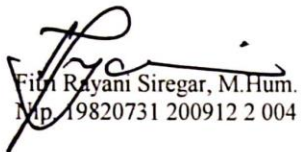
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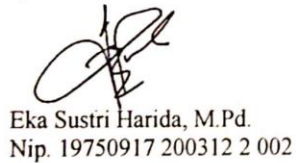
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**Thesis : THE EFFECT OF USING TOURISM BROCHURES  
ON STUDENTS' WRITING DESCRIPTIVE TEXT  
AT THE TENTH GRADE OF MAS BAHARUDDIN  
TAPANULI SELATAN**

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### **ABSTRACT**

This research intended to investigate the effect of using tourism brochures on students' writing descriptive text at tenth grade of MAS Baharuddin Tapanuli Selatan. The problems that faced by students in writing descriptive text were: 1) Students have lack of vocabulary, 2) Students are confused to understand the text, 3) Students are lack of understanding grammar in writing descriptive text.

The formulations of the problem in this research are: 1) How is the students' writing ability in descriptive text before using tourism brochures, 2) How is the students' writing ability after using tourism brochures, 3) Is there any significant effect before and after using tourism brochures at the tenth grade of MAS Baharuddin Tapanuli Selatan. The purpose of this research is to answer the formulation of the problem in this research.

This research used experimental quantitative method with pre-test and post-test design. The population are all of the students at the tenth grade of MAS Baharuddin Tapanuli Selatan. The sample are X-IPA as experimental class that consisted of 13 students and X-Agama as control class that consisted of 12 students. The data were collected through pre-test and post-test in essay test form and analyzed by using t-test formula.

The result of research showed that the mean score of experimental class was higher than the mean score of control class after using tourism brochures. The mean score of experimental class in pre-test was 47 and the mean score of control class in pre-test was 35. Meanwhile, the mean score of experimental class in post-test after doing treatment by using tourism brochures was 80 and the mean score of control class in post-test without treatment was 48. In addition, after doing T-test, the researcher found that  $t_{\text{count}} > t_{\text{table}}$  ( $15.02 > 1.714$ ). Therefore, alternative hypothesis ( $H_a$ ) of this research was accepted and null hypothesis ( $H_0$ ) was rejected. It can be concluded that there was significant effect of using Tourism Brochures on Writing Descriptive Text at The Tenth Grade of MAS Baharuddin Tapanuli Selatan.

**Key Words:** *Tourism Brochures, Writing Descriptive Text.*



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**Judul Skripsi** : Pengaruh Penggunaan Brosur Pariwisata dalam Menulis Teks Deskriptif Siswa Kelas X MAS Baharuddin Tapanuli Selatan.

### ABSTRAK

Penelitian ini fokus pada pengaruh penggunaan brosur pariwisata dalam menulis teks deskriptif pada siswa kelas X MAS Baharuddin Tapanuli Selatan. Ada beberapa masalah-masalah yang dihadapi siswa dalam menulis teks deskriptif diantaranya: 1) Siswa lemah dalam penguasaan kosa-kata, 2) Siswa bingung dalam memahami teks, 3) Siswa lemah dalam memahami tatabahasa pada teks deskriptif.

Rumusan masalah dalam penelitian ini adalah 1) Bagaimana kemampuan siswa sebelum menggunakan brosur pariwisata, 2) Bagaimana kemampuan siswa setelah menggunakan brosur pariwisata, 3) Apakah ada pengaruh yang signifikan penggunaan media brosur pariwisata terhadap kemampuan siswa dalam menulis teks deskriptif di kelas X MAS Baharuddin Tapanuli Selatan. Penelitian ini bertujuan untuk menjawab rumusan masalah dalam penelitian ini.

Penelitian ini menggunakan metode kuantitatif eksperimen dengan desain *pre-test* dan *post-test*. Populasinya adalah keseluruhan murid kelas X MAS Baharuddin Tapanuli Selatan. Sampelnya adalah kelas X IPA sebagai kelas eksperimen yang terdiri dari 13 siswa dan X-Agama sebagai kelas kontrol yang terdiri dari 12 siswa. Data dikumpulkan melalui *pre-test* dan *post-test* dalam bentuk soal essay dan dianalisis menggunakan rumus T-test.

Hasil penelitian menunjukkan bahwa hasil rata-rata skor kelas eksperimen lebih tinggi daripada kelas control sesudah menggunakan brosur pariwisata. Rata-rata skor dari kelas eksperimen di *pre-test* adalah 47 dan skor rata-rata kelas control di *pre-test* adalah 35. Sedangkan skor rata-rata kelas eksperimen di *post-test* setelah melakukan treatment menggunakan brosur pariwisata adalah 80 dan skor rata-rata kelas control di *post-test* tanpa perlakuan adalah 48. Selain itu, setelah dilakukan uji-t ditemukan bahwa  $t_{hitung} > t_{table}$  ( $15.02 > 1.714$ ). Oleh karena itu, hipotesis alternative ( $H_a$ ) dari penelitian ini diterima dan hipotesis nol ( $H_0$ ) ditolak. Dapat disimpulkan bahwa ada pengaruh yang signifikan dari penggunaan brosur pariwisata dalam menulis teks deskriptif siswa kelas X di MAS Baharuddin Tapanuli Selatan.

**Kata Kunci:** *Brosur Pariwisata, Menulis Teks Deskriptif.*

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This thesis is presented to the English Education Study Program of the State Institute for Islamic Studies Padangsidempuan (IAIN Padangsidempuan) as partial fulfillment of the requirement for degree strata 1 (S1).

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Padangsidempuan, 06 July 2021

Researcher

**FAHMA HIDAYAH HASIBUAN**

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# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

Language is one of the keys in communicating with other people. By the language, people can connect one individual to other individuals around the world. Then, it is a unifying tool and as own identity or uniqueness for a region. Therefore, it is necessary to learn some languages in the world especially English that has been determined as an International language. English has four basic skills that students have to be learnt, they are listening, speaking, reading, and writing. Listening and reading are receptive skills while speaking and writing are productive skills.

Writing is an action by the writer to make communication with the audience through the sentences, the written should be readable or can make the reader understand what the writer means in the context. Writing is important for students to learn how to think critically and creatively. Writing improves person's ability to think concisely and clearly. So the existence of the writing can organize some ideas and enhance imagination by students.

There are many kinds of writing text must be learnt by students of senior high schools in learning writing skills. They are expository text, persuasive, narrative, descriptive and others. Descriptive text is a text that main function to explain the things so that people can imagine or feel it.

Descriptive text is a text that describes about something like person, place, animal and other things in the form text.

Descriptive text has been studied since junior high school as an introduction on types of text, then clarified the discussion in senior high school. But, the problems that always arise are the students feel confused in descriptive text and use of grammatical structure whereas they have studied it in a very long period of time. So it is necessary for the teacher to make teaching and learning process in writing descriptive text more interesting and easy to understand.

Based on interviewed with English teacher at the tenth grade of MAS Baharuddin, named Rahma said that:<sup>1</sup> “When she taught descriptive text, first she explained the definition of descriptive text as an introduction of text. Then, she explained the parts of descriptive text such as generic structure, namely identification and description also the example of its. She asked the students to memorize vocabulary commonly used in daily life and taught how to pronounce the words that had been prepared by students.

She also adds that she used printed pictures as a media to make students more understand in descriptive text. She showed the picture that had been chose such as pictures of animals or places so that the students immediately described them, what was in the picture, how about the situation

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<sup>1</sup>Rahma Yanti S.Pd, *Private Interview with the English Teacher of MAS Baharuddin*, (Padangsidempuan: November 10<sup>th</sup>, 2020).

around them, how it looked like and so on. So, she could know whether the students understand about the text or not.

From the explanation above, the problems that occur to students are: First, students lack of vocabulary so that they feel difficult to make a sentence in descriptive text. Second, students are confused to understand the text so that they are also difficult to determine parts of descriptive text such as generic structure and language features. Third, students are unable to make paragraph well by using correct sentence because they are lack of understanding grammar. In this case, the researcher wanted to apply a media in teaching writing descriptive text.

Media is a vehicle for channeling learning information or messaging.<sup>2</sup> Media is also a tool used to convey the information and very important to help students in understanding the lesson well. There are some medias those can use in teaching writing for overcome the difficulties above like picture, video, brochure, and so on. The researcher chooses tourism brochures as a media to teach writing descriptive text because the researcher found an expert who said that tourism brochures is suitable for stimulating students' imagination in teaching writing descriptive text.

Tourism brochures is a booklet that contains specific information from a place such as hotel, special trips resort, restaurants and brief description of

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1. <sup>2</sup>Robert B Kozma, "Learning with Media," *Review of Educational Research* 61, no. 2 (1991):



each places, cost, etc. Thompson in Reni Hafizah states that teaching using tourism brochure is appropriate for increasing the students' ability in writing descriptive text because tourism brochure can help teachers to arise students' curiosity and imagination. It will stimulate and improve students' imagination with paying attention and keeping their eyes on brochure.<sup>3</sup> From three of students' problems above, the most immediate effect was the first point and after using tourism brochure the students started to know about vocabulary and can make a sentence in descriptive text because the brochure consists of colorful pictures and information.

Based on explanation above, the researcher tries to apply the tourism brochures as a media in teaching writing descriptive text, whether the media is effective or not. This research is entitled "The Effect of Using Tourism Brochures on Students' Writing Descriptive Text at the Tenth Grade of MAS Baharuddin Tapanuli Selatan".

## **B. Identification of the Problem**

From the background of the study, the writer identifies several problems as follows.

1. Students have lack of vocabulary.
2. Students are confused to understand the text.

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<sup>3</sup>Reni Hafizah, "The Use of Tourism Picture in Teaching Writing of Descriptive Texts for the Tenth Graders of MA NW Rempung," *Voices of English Language Educarion Society* 3, no. 1 (2019): 2, <https://doi.org/10.29408/veles.v3i1.924.g734>.

3. Students are lack of understanding grammar in writing descriptive text.

### **C. Limitation of the Problem**

To clarify the problem above, the researcher only focuses on understanding grammar in writing descriptive text. Actually there are many genres which can be taught to the students but the researcher focuses on descriptive text because this genre has been studied since junior high school then clarified in senior high school so the students have known about it also the researcher wants to teach descriptive text by using other media from the teacher who usually uses, it is tourism brochures. The researcher wants to know the effect by using tourism brochures to students writing descriptive text at the tenth grade of MAS Baharuddin Tapanuli Selatan.

### **D. Formulation of the Problem**

Here are research problems formulated by the researcher, in which this research tries to find answer for the following problems:

1. How is the students' writing ability in descriptive text before using tourism brochures at the tenth grade of MAS Baharuddin Tapanuli Selatan?
2. How is the students' writing ability in descriptive text after using tourism brochures at the tenth grade of MAS Baharuddin Tapanuli Selatan?
3. Is there any significant effect before and after using tourism brochures at the tenth grade of MAS Baharuddin Tapanuli Selatan?

### **E. Objectives of the Research**

Based on formulation of the problem above, the purpose of this research can be formulated as follows:

1. To know students' ability in writing descriptive text before using tourism brochures at the tenth grade of MAS Baharuddin Tapanuli Selatan.
2. To know the students' ability in writing descriptive text after using tourism brochures at the tenth grade of MAS Baharuddin Tapanuli Selatan.
3. To examine the significant effect before and after using tourism brochures at the tenth grade of MAS Baharuddin Tapanuli Selatan.

### **F. Significances of the Research**

There are three significant implications expected from the research:

1. For the headmaster, this research is expected can motivate the English teacher to teach English in a good way.
2. For English teachers, this research is expected to give helpful information for English teacher in teaching descriptive text using English tourism brochures.
3. For the next researchers, this research is expected to be useful information for the next researcher to conduct other research about other media in teaching descriptive text.

## **G. Definition of Operational Variables**

### 1. Using Tourism Brochures (Variable X)

Tourism brochures is a bunch of paper that contains a lot of pictures, information and even the spots which present in a map.

### 2. Students' Writing Descriptive Text (Variable Y)

Descriptive text is a text that describes a particular person, place or thing. It tells how something looks, smells, tastes, feels and sound and can make people imagine the object.

## **H. Outline of the Thesis**

This research is organized into five chapters. Each chapter consists of many sub chapters with detail. Chapter one consists of introduction, they are: the background of the problem, the identification of the problem, the limitation of the problem, the definition of operational variables, the formulation of the problem, the purposes of the research, the significances of the research, and the outline of the thesis.

Chapter two consist of theoretical description with some sub theory about definition of writing, descriptive text, media, and tourism brochures, review of related findings, conceptual framework, and the hypothesis of the research.

Chapter three consist of methodology of the research, included in: the place and time of the research, the research design, the population and sample,

the instrument of the research, the validity and reliability of instrument, the procedures of the research and the technique of data analysis.

Chapter four is the result of the research talking about the analysis of the data. It is consist of description of data, hypothesis testing, discussion and the threats of research.

Chapter five consist of conclusion about the result of research and suggestion which is given by researcher.

## CHAPTER II

### THEORITICAL DESCRIPTION

#### A. Theoretical of the Research

##### 1. Nature of Writing

###### a. Definition of Writing

Writing is an action to share the writer's ideas and experiences in written form. When people want to write their idea or experience, it needs to pay attention on more so that the people can get lot of vocabulary and make a good writing. Student can convey the ideas by organizing into good text.

Writing is an ability to stimulate imagination. Nunan states that writing is both physical and mental act the most basic level.<sup>4</sup> In other side, writing is the mental work to find the idea by someone. Basically the writing skill requires a well-structured way of the presentation of thoughts in an organized and planned way.<sup>5</sup> Means writing is a process to express ideas into clear and structured statement.

Writing is an activity for producing and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, thus writing skill is the activity to transfer the ideas through words and

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<sup>4</sup>David Nunan, *Practical English Language Teaching*, (New York: McGraw.Hill, 2003), p. 88.

<sup>5</sup>Muhammad Javed and Wu Xiao Juan, A Study of Students' Assessment in Writing Skills of the English Language, "*International Journal of Instruction*" 6, no. 2 (2013), <http://repository.uinbanten.ac.id>.

sentences the idea will change to scientific.<sup>6</sup> It means writing is expressing what we want to write in our mind in daily life.

From some explanations above, the researcher concludes that writing is a process of expressing ideas in written form. It involves someone's physical and mental also the activity to change the idea scientifically.

#### **b. Purpose of Writing**

Many experts said that writing is very important skill. It can be seen from what purposes are. One of the experts are Reinking and Hart. They said that there are some purposes of writing, they are:

- 1) To Inform  
The most common writing purpose is to inform what people write in their writing. People often present the information in their writing.
- 2) To Persuade  
People sometimes write to make someone do or believe something by giving some reasons.
- 3) To Express  
People writes almost everything includes their self-expression. Writing also provides opportunity to show their personality.
- 4) To Entertain  
Writing is also able to entertain. By reading the funny story writing, people may laugh and it can really entertain someone with this purpose.<sup>7</sup>

From some purposes above, the researcher concludes that writing is done to present the information, to persuade someone believing something

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<sup>6</sup>Rayendriani Fahmei Lubis, "Writing Narrative Text," *English Education* 2, no. 1 (2014): 6, <https://jurnal.iain-padangsidempuan>.

<sup>7</sup>James A Reinking and Andrew W. Hart, "*Strategies for Succesful Writing*", (New Jersey: Prentice-Hall, 1986), p. 4.



with some arguments and reasons, to express writer's personality, and to entertain the people with some funny stories in their writing.

**c. The Process of Writing**

Writing process as the steps that writer have to do in order to produce something in final written form. According to Dorothy there are four processes:

- 1) Pre-writing. This stage is the writer chooses the topic, think about what will the writer wants to write about the topic, decides which the ideas that want to talk about the first, next until the last.
- 2) Drafting. At the drafting stage, the writer start to focus on the writing in order to the reader can understand the idea easily.
- 3) Reviewing and revising. Reviewing stage is checking what had written. Revising is the writer searching the information more from the places where it can add the information, asks the people to read the written written for getting readers' opinions to make it clear and effective.
- 4) Rewriting. In this stage, the writer checks the final text for some mistakes in their written.<sup>8</sup>

In conclusion, the writer has to pass some steps to make good in his or her writing. Starting from pre-writing, which the writer

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<sup>8</sup>Dorothy E. Zemach and Lisa A. Rumisek, *Academic Writing from Paragraph to Essay*, (Oxford: Macmillan, 2003), p.3.

should decide about ideas want to be used in elaborating the topic, making draft to make the reader can understand the topic easily, reviewing to check and make sure about all ideas that is poured in the writing, and rewriting to check for some mistakes in their writing.

#### **d. Types of Writing**

There are some types of writing, as follows:

- 1) Expository. Expository writing explains or informs. It talks about a subject without giving opinions. Expository writing's main purpose is to explain. It is a subject-oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions. These types of essays or articles furnish you with relevant facts and figures but do not include their opinions. This is one of the most common types of writing. You always see it in textbooks and how-to articles. The author just tells you about a given subject, such as how to do something.
- 2) Persuasive. Persuasive writing tries to bring other people around to your point of view. Persuasive writing's main purpose is to convince. Unlike expository writing, persuasive writing contains the opinions and biases of the author. To convince others to agree with the author's point of view, persuasive writing contains justifications and reasons. It is often used in letters of complaint, advertisements or commercials, affiliate marketing pitches, cover letters, and newspaper opinion and editorial pieces.
- 3) Narrative. A narrative tells a story. There will usually be characters and dialogue. Narrative writing's main purpose is to tell a story. The author will create different characters and tell you what happens to them (sometimes the author writes from the point of view of one of the characters—this is known as first person narration). Novels, short stories, novellas, poetry, and biographies can all fall in the narrative writing

style. Simply, narrative writing answers the question: “What happened then?”

- 4) Descriptive. Descriptive writing focuses on communicating the details of a character, event, or place. Descriptive writing's main purpose is to describe. It is a style of writing that focuses on describing a character, an event, or a place in great detail. It can be poetic when the author takes the time to be very specific in his or her descriptions.<sup>9</sup>

Based on explanation above, the researcher concludes that there are some genres of writing: expository, descriptive, persuasive and narrative.

#### **e. Writing Assesment**

Writing assessment is important in writing ability because it can be used to know whether the students' ability good or not, to see the skill of students in writing, also the students' weakness in writing. Hyland says that “assessment refers to the variety of ways used to collect information on a learner's language ability achievement”.<sup>10</sup> So, assessment is the way to collect students' ability in writing.

Heaton in Hilda Safitri stated that there are four significant components of writing, they are content, organization, grammar and vocabulary.

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<sup>9</sup>Zulaika, Eka Agustina, and M. Muklas, "An Analysis Students' Ability in Writing Descriptive Text of Second Semester of English Educational Program at STKIP Nurul Huda OKU Timur", *Jurnal Darussalam* 10, no. 1 (2018): 12–30, <https://core.ac.uk.ac.id>.

<sup>10</sup>Siti Masitoh and Dasep Suprijadi, "Improving Students' Ability in Writing Descriptive Text Using Genre Based Approach (GBA) at the Eight Grade Students of SMP Islam Terpadu Fitrah Insani", *ELTIN Journal* 3, no.1 (2015): 4, <http://e-journal.stkipsiliwangi.ac.id>.

1) Content

Kane stated that content should be clear so that the readers can understand the message conveyed and get information from it. A good content should be well unified and completed.

2) Organization

Heaton stated that organization is the ability to develop ideas and topic which relevant in a united form. Organization writing involves coherence, order of importance, general to specific, specific to general, chronological order and spatial pattern.

3) Grammar

Harmer stated that writer should master grammar in order that she can result good writing. Good writing is writing that has correct sentences, using appropriate tenses, words, and others

4) Vocabulary

Hughes stated that vocabularies are collection of words that are arranged into a sentences, paragraph, or essay. Good writing consists of appropriate words in order that there is no misunderstanding from the audiences when they read his writing.<sup>11</sup>

The researcher concludes that there are 4 criterias significant components of writing assessment, those are content, organization, grammar and vocabulary.

## 2. Descriptive Text

### a. Definition of Descriptive Text

Descriptive text is a text that describes about something like person, place, animal, and other things so that the people can know or

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<sup>11</sup>Hilda Safitri, "The Use of Personal Photograph as Media in Teaching Writing Descriptive Text to The Second Grade Students of Alauddin State Islamic University of Makassar", 2017. <https://repositori.uin.alauddin.ac.id>.

imagine how the object looks like. Descriptive text is a kind of text which the content is a description clearly.

Descriptive writing or text is usually used to help writer to develop an aspect of their work, e.g. to create a particular mood and atmosphere or to describe a place so the reader can create vivid pictures or characters, places, objects etc.<sup>12</sup> It means descriptive text makes someone to express everything in their mind.

Wishon in Pipit Rahayu states: "descriptive writing reproduces the way things look, smell, taste, or sound; or it may also evoke moods, such as happiness, loneliness, or fear".<sup>13</sup> According to Gerrot and Wignell in Junita Siahaan descriptive text is a text which is intended to describe a particular person, place or thing.<sup>14</sup> It means descriptive text is a skill that involves feeling and imagination by someone in describing something.

Descriptive writing is taught by teacher in order to make students know how to describe themselves and everything in their life. Furthermore, the purpose of descriptive text is to describe objects or

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<sup>12</sup>Nurfiryaliandi, Jamiluddin, and Hastini, "Improving Writing Skill by Using Free Writing," *Journal of English Language Teaching Society (ELTS)* 2, no. 3 (2014): 2-3, <http://journal.unigha.ac.id>.

<sup>13</sup>Pipit Rahayu, "An Analysis of the Students' Skill in Writing Descriptive Text," *Jurnal Mahasiswa Prodi Bahasa Inggris UPP* 3, no. 1 (2017), p. 3, <http://ejournal.radenintan.ac.id>.

<sup>14</sup>Tanti Sukmahidayanti, "The Utilization of Instructional Media in Teaching English to Young Learners," *Journal of English Educational* 3, no. 2 (2015): 2, <https://media.neliti.com>.

person in which the writer is interested.<sup>15</sup> Description gives sense impressions the feel, sound, taste, smell and look of things. The component of descriptive text are identification and description.

From all theories of descriptive text the researcher makes conclusion that descriptive text is a text for describing person, places, objects and also involves the emotions.

### **b. Generic Structure of Descriptive Text**

The generic structure are as follow:

- 1) Identification: identifies the phenomenon to be described.
- 2) Description: describes features in order of parts, qualities, and characteristics of something or someone in detail.<sup>16</sup>

### **c. Language Features of Descriptive Text**

Knapp in Suprijadi writes there are several grammatical features of descriptive writing as the following:

- 1) In descriptive text, the present tense is predominantly used.
- 2) Although present tense may be used in literary description, it is past tense that tends to dominate.
- 3) Relational verbs are used when classifying and describing appearance/qualities and parts/function of phenomenon.
- 4) Action verbs are used when describing behaviors/ users.
- 5) Mental verbs are used when describing feeling in literary descriptions.
- 6) Adjective are used to add extra information to nouns and may be technical, everyday, or literally, depending on the text.

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<sup>15</sup>Asri Yanti, "Students' Ability in Writing Descriptive Text at the Eight Grade of SMP N 3 Sawit," (Universitas Muhammadiyah Surakarta: 2014), <http://eprints.ums.ac.id>.

<sup>16</sup>Umu Kalsum, "The Effectiveness of Using Picture in Teaching Writing of Descriptive Text at the Eight Grade Students of MTs N Purworejo" 2016, 17–18, <http://e-journal.upp.ac.id>.

7) Personal and literary description generally deal with individual things.<sup>17</sup>

#### **d. The Example of Descriptive Text**

##### **Aek Sijornih**

1) Identification :

Aek Sijornih is one of tourist destinations targeted by people. If translated in English “aek” means “water” and “sijornih” means “clear”. It is located in Aek Libung village, Sayur Matinggi sub-district, South Tapanuli regency, North Sumatera

2) Description :

This place is about 20km from Padangsidimpuan and takes about an hour to reach the location. As the name implies, this waterfall is indeed so beautiful, clear and refreshing. The charm of its beauty that is different from other waterfalls increasing conjures eyes. This 10m high waterfall is so unique because it is located between terraced rocks with white sandy surfaces. Its location is surrounded by palm trees that stand firmly, green views around the waterfall also add extraordinary comfort. The waterfall remains swift and clear eventhough the dry season. There are

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<sup>17</sup>Siti Masitoh and Dasep Suprijadi, "Improving Students' Ability in Writing Descriptive Text Using Genre Based Approach (GBA) at the Eight Grade Students of SMP Islam Terpadu Fitrah Insani", *ELTIN Journal* 3, no.1 (2015): 4 (2015), <http://e-journal.stkipsiliwangi.ac.id>.

various souvenirs and taste the food that is available along the road.

At last, there's also waterfall itself. There is a pool for children and a pool for adults. Near the pool, there is a clean and comfortable prayer room so that even when on vacation, visitors can still do the praying there.<sup>18</sup>

### **3. Conventional Method**

#### **a. Definition of Conventional**

Conventional teaching or traditional teaching refers to a teaching method involving instructors and the students interacting in a face-to-face manner in the classroom.<sup>19</sup> Cottel and Millis in Belias Dimitrios mentions that, the teaching technique may differ in terms of degree of influence on active learning.<sup>20</sup> Means conventional teaching method is a method commonly used by the teacher where the teacher and students have to meet face to face in classroom as is generally done in the school and university .

#### **b. Classification of Conventional Method**

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<sup>18</sup>Tribun-medan, <https://medan.tribunnews.com>

<sup>19</sup>Yap Wei Li, "Transforming Conventional Teaching Classroom to Learner-Centred Teaching Classroom Using Multimedia-Mediated Learning Module," *International Journal of Information and Education Technology* 6, no. 2 (2016): 105–12, <https://doi.org/10.7763/IJET.2016.V6.667>.

<sup>20</sup>Belias Dimitrios et al., "Traditional Teaching Method vs Teaching Through The Application of Information and Communication Technology in The Accounting Field : Quo Vadis ?," *European Scientific Journal* 9, no. 28 (2013): 73–101, <https://eujournal.org.ac.id>.



There are many kinds of teaching technique that can apply by teacher. One of teaching technique is conventional technique. Conventional technique can divided in some kinds.<sup>21</sup> They are; lecturer method, project method, catechize method, problem solving method, homework, recitation method, role play method, and so on. Lecturer method is a method that used by the teacher in MAS Baharuddin Tapanuli Selatan because this method is a general method that has long been used in education.

### **c. Steps of Lecturer Method**

There are some steps before showing this method, they are:

- 1) Preparation, create learning condition to students.
- 2) Implementation, teacher conveys material then give opportunity to students for connecting and comparing material of lecturer that accepted through catechizing
- 3) Evaluation, give test to students for looking students' comprehension about material that learned.<sup>22</sup>

From some steps of lecturer method above, the researcher emphasized that procedure used by the English teacher in MAS Baharuddin Tapanuli Selatan are; preparation is an introduction in learning activities at school where the teacher starts the lesson with

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<sup>21</sup>Syaiful Bahri Djamarah, *Strategy Belajar Mengajar*, (Jakarta: PT Asdimahasatya, 2006), p.83.

<sup>22</sup>Djamarah, p. 99.

greetings, reads the prayer, and mentions learning objectives. Then, implementation is an application where the activities include the teacher starts to explain how the descriptive text is, gives the example, divides students into several groups to describe and analyze pictures of tourist attractions given by the teacher. At last is evaluation, where the teacher observes and assesses students' result and concludes the learning together.

#### **4. Media**

##### **a. Definition of Media**

Media is anything that can be used to send messages from the sender and receiver to arise learners' curiosity and encourage them to learn.<sup>23</sup> It can stimulate the thoughts, feelings, interests and concerns of students in learning occurs. Media is used to help students understand easier about the topic what is discussing about.

##### **b. Classification of Media**

Sanjaya in Umu Kalsum states that media can be classified as follows:

- 1) Audio media: media which can be heard or only has voice element likeradio and recoded.
- 2) Visual media: media which can be watched and does not have voice element like photo transpiration, printing picture.

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<sup>23</sup>Tanti Sukmahidayanti, "The Utilization of Instructional Media in Teaching English to Young Learners," *Journal of English Educational* 3, no. 2 (2015): 2, <https://media.neliti.com>.

3) Audio visual media: media which not only has voice but also has visual element which can be watched like video recorded, film and television. Media serve a variety of roles in education. Their primary role is to facilitate student' learning.<sup>24</sup>

So, the researcher concludes that media is all the components which can be used to transfer information and suitable to make learning process effectively.

## **5. Tourism Brochures**

### **a. Definition of Tourism Brochures**

Brochure is a media that has advertisement value to offer something. Tourism Council West Australia adds that the brochure plays an important role besides the flyer because consumers need something that can be brought something related to promotion or information. Travel connoisseurs (tourists) bring something as a handle at the tourist destination or accommodation when they arrive.<sup>25</sup> So, tourism brochures is a media that contains of pictures and information about a product and tourist destination

Brochure is an announcement or a notice regarding a program or service. Harmer states that brochure is an announcement or a notice regarding a program that can be variety in many ways such as a town,

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<sup>24</sup>Umu Kalsum, "The Effectiveness of Using Picture in Teaching Writing of Descriptive Text at the Eight Grade Students of MTs N Purworejo," 2016, 17–18, <http://repository.umpwr.ac.id>.

<sup>25</sup>Kalsum.

entertainment, health club, and so on.<sup>26</sup> Tourism brochure is one of teaching media that can be used by the teaching in teaching descriptive text. It gives visual aid to students in learning writing descriptive text. Doughlas states: “we can get students to look at a variety of brochures (e.g for a town, entertainment venue, health club or leisure complex) to analyze how they are put together.”<sup>27</sup> So tourism brochures is suitable for stimulating students’ idea in writing descriptive text.

From all definition above, the researcher makes conclusion that tourism brochures is a media that contains of pictures and information about a product and tourist destination. It is an announcement or a notice regarding a program or service.

#### **b. Procedures of Tourism Brochures**

Teachers need effective and efficient ways to make the students interested in descriptive text. Tourism brochures used to motivate students in writing descriptive text and students can describe a resort in their country. There are some steps to teach writing descriptive text:

- 1) The teacher gives the students a brochure of the place. Then, ask students to write description about the place which they see in the brochure. Before writing it, the teacher explains about simple present tense because it has relation with descriptive text. The researcher chooses descriptive text as the material

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<sup>26</sup>Roswita Aboe, “Utilizing Tourism Brochures in Descriptive Writing,” 2020, 3–4, <https://doi.org/10.13140/RG.2.2.16813.64485>.

<sup>27</sup>H. Doughlas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edit, (California: Pearson 2000), p. 336.

because the students still have many difficulties in describing something or place.

- 2) Students start to write descriptive text. When the students finished the task, they collect their task to the teacher to get the revise and correction about content, organization, vocabulary, grammar and mechanic. Finally, using tourism brochure in teaching writing descriptive text will help the teacher to know the difficulties in students writing and show the students' progress in writing.<sup>28</sup>

Based on the steps above, tourism brochures can be applied in teaching learning process especially in writing descriptive text.

Kurniawan and Rosa also propose some steps in teaching descriptive text by using tourism brochures, they are:

- 1) Teacher explains about descriptive text to the students (the purpose, the generic structures, and the language features).
- 2) Teacher correlates descriptive text with tourism brochures.
- 3) Teacher shows the example of tourism brochures to the students.
- 4) Teacher teaches the students how to read tourism brochures.
- 5) Teacher asks the students to write what they see in the tourism brochures (the colorful picture and the brief description in the brochure).
- 6) Teacher asks the students to write what they see in the tourism brochures.
- 7) From their list, they can develop their descriptive paragraph.
- 8) Teacher divides the tourism brochures one by one.
- 9) Students work to create a descriptive paragraph base on the tourism brochures given.
- 10) Teacher gives respond toward students' writing.
- 11) Students revise and edit their writing.

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<sup>28</sup>Arina Fauzia Fatma, "Teaching Writing of Descriptive Text by Using Printed Media at the Tenth Grade of MA Infarul Ghoy," (Semarang: 2017), p. 22, <http://eprints.walisongo.ac.id>.

12) Teacher asks the students to read their descriptive paragraph in front of the class.<sup>29</sup>

From the explanation above, there are two procedures of using tourism brochures but the researcher only chooses one of them, that is steps in teaching descriptive text by using tourism brochures by Kurniawan and Rosa.

### c. Advantages of Tourism Brochures

Media is an important component in the teaching and learning process, it can make students easier to understand the material in learning. So, there are some advantages of brochures as the media in this research such as:

- 1) Can improve students' curiosity and imagination based on tourism brochure
- 2) The students get new vocabulary.
- 3) It can make the students easy to understand detail information that is shown.
- 4) It will help the students in generating and creating ideas when they are writing.<sup>30</sup>

In conclusion, brochures give positive effect for stimulating students' mind in writing form because it can improve imagination, add

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<sup>29</sup>Rusdi Noor Rosa Candra Kurniawan, "Using Tourism Brochure Pictures to Generate Ideas in Improving Junior High School Student's Speaking Ability," *Journal of English Language Teaching* 1, no. 2 (2013): 292–300, <http://ejournal.unp.ac.id>.

<sup>30</sup>Ida Prasasti and Lis Gunarto Pujihartono, "The Effectiveness of Tourism Brochure in Teaching Writing Descriptive Text," *Dialektika* 4, no. 1 (2016): 57, <https://journal.peradaban.ac.id>.

the knowledge about vocabulary, easy to understand the information and make the students are able to organize the ideas.

**d. Disadvantages of Tourism Brochures**

Media also has its own weaknesses because not all the media are suitable for students such as:

- 1) Cannot depict motion as film does.
- 2) If not unique, can seem uninteresting to students.
- 3) Depicting a specific purpose might be difficult to locate.
- 4) Uneven use of the photo for students and less effective in sight.<sup>31</sup>

Actually, the brochures didn't use to all students at the tenth grade of MAS Baharuddin Tapanuli Selatan but only used to X-IPA as experimental class in order to know whether the effect after using this media to students' writing descriptive text or not. For X-Agama as a control class, the researcher taught by using teacher's strategy.

**B. Review Related Findings**

The researcher reviewed a number of studies related to the strategy of introducing students' writing descriptive text. Based on this part, the researcher presents findings which are: First, a study regarding to the use of picture media was conducted by Zahra. She took 80 students and divided them into 2 classes. For the first class, she used experimental group by giving the treatment through pictures. For the second class, she used control group by

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<sup>31</sup>Maylia Suryani, "The Implementation of Using Picture Media to Improve Students' Writing Performance in Descriptive Text," 2016, p. 13, <http://e-repository.perpus.iainsalatiga.ac.id>.

giving the treatment using conventional teaching. Both of classes had been given pretest previously, and the end her found that students of the first group were improved more effectively toward their writing ability than the second group. She concluded that using pictures media not only helped the teachers to teach writing ability but also achieved the learning goals.<sup>32</sup>

Second, the research by Gayatri. In the study, she found that there was a significant improvement in students' descriptive writing achievement by using tourism brochures as the media. In the beginning, students' scores increased and students' motivation in studying becomes higher. It also showed that tourism brochures is effective to be media in teaching and learning activity. The difference is she chose the venue for research in Senior High School but the writer in Vacational High School while there are several similiarities between the study and writer's study. There are: (1) both studies by using tourism brochures as media to teach English, (2) booth studies choose a descriptive writing skill, (3) both studies choose the level of students at the tenth grade students.<sup>33</sup>

Third the thesis by Karomatuz. She was using Tourism brochure as a medium to improve students writing ability in descriptive text, The application of tourism brochure in teaching writing also benefited, using

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<sup>32</sup>Zahra, "The Effectiveness of Teaching Descriptive Text Using Picture Media on Students Ability", 2014, <https://ejurnal.seminar-id.com>.

<sup>33</sup>Gayatri, "Using Tourism Brochures to Improve Descriptive Writing Achievement of The Tenth Grade Students of SMA Negeri 14 Palembang", 2015, <https://repository.unsri.ac.id>.



tourism brochure can make the students are more enthusiastic and motivated to write, they also more enjoy when conducting writing. The result showed that the mean of students' score in writing before they are taught by using tourism brochures was 72.13. While the mean of students' score after they are taught by using tourism brochures was 85.39. The t-count was 14.207, whereas t-table with significant level 5% was 2.042.<sup>34</sup>. Besides that, this research was conducted with tenth grade students of MA.Infarul Ghoy Semarang, whereas her research was conducted in MTs AL Huda Bandung.

From three related finding above simply that using tourism brochures as media gives positive effects towards students' writing ability. It has been verified by the result of the data analysis that there is significant difference between students' writing ability before and after taught by using tourism brochure at the tenth grade of MAS Baharuddin Tapanuli Selatan.

### **C. Conceptual Framework**

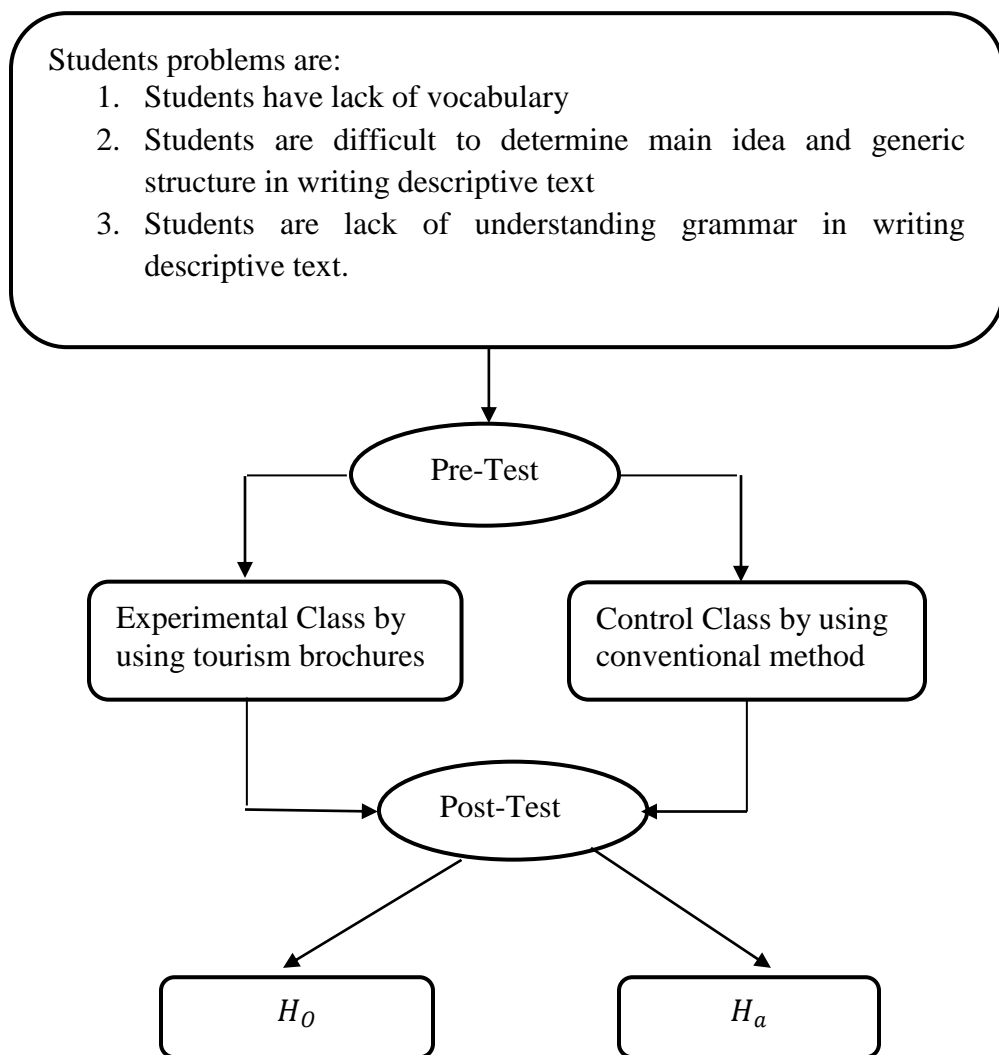
Writing plays an important role in language acquisition. The goal of writing is to express the ideas, experiences and feelings. Teaching writing for students need more attention from the teacher in order to be successful in learning English. In this study, the media is very important to motivate students and make teaching-learning process enjoyable. One of media is by using tourism brochures. It can make students understand the materials easily

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<sup>34</sup>Evie Septyana Karomatuz, "The Effectiveness of Using Tourism Brochures toward Students' Writing Descriptive Text", 2014, <http://repo.iain-tulungagung.ac.id>.

and not feel bored when teaching and learning process. Of course, the teacher have to select the media which are suitable to teach a certain item on suitable to the theme and tourism brochures is suitable for stimulating students' idea in writing descriptive text.

The diagram of the theoretical framework can be seen as follow:



The researcher found the problem that students have lack of vocabulary, difficult to determine main idea and generic structure in writing descriptive text and lack of understanding grammar. In this case, researcher uses tourism brochures to solve the problems. Before conducting tourism brochures, researcher would descriptive text by using conventional method to control class and by using tourism brochures to experimental class. After that the researchet give posttest to students about students' writing descriptive to both classes. Then, researcher would compare the writing result of pre-test and post-test between control class and experimental class to prove the hypothesis.

#### **D. Hypothesis**

The hypothesis of the research presented as follows:

Alternative hypothesis ( $H_a$ ) : There is a significant effect of using tourism brochures on students' writing descriptive text at the tenth grade of MAS Baharuddin Tapanuli Selatan.

Null hypothesis ( $H_o$ ) : There is no significant effect of using tourism brochures on students' writing descriptive text at the tenth grade of MAS Baharuddin Tapanuli Selatan.

**CHAPTER III**  
**RESEARCH METHOD**

**A. Place and Time of Research**

The location of this research is in MAS Baharuddin Tapanuli Selatan. It is located in road Sumatera KM 14 street, Muara Tais III district, Padangsidempuan city. The time of research started from November 2019 up to July 2021.

**B. Research Desain**

In this research, the researcher used quantitative method to count and classify, built statistical models and explained what was observed. The data analysed quantitatively. The researcher used experimental class and control class. The experimental class was the class that taught by using tourism brochures. Meanwhile, the control class was the class that taught by using teacher's media.

**Table 1**  
**Table of the Design of Collecting Data**

Class	Pre-test	Treatment	Post-test
Experimental Class	√	√ Tourism Brochures	√
Control Class	√	×	√

### C. Population and Sample

#### 1. Population

Population is a group which the researcher is interested in gaining information. The population of this research was the students at the X grade of MAS Baharuddin Tapanuli Selatan. There were 2 classes namely X-Agama and X-IPA. This research did in X-Agama and X-IPA class with 25 students. It can be seen from the table follows:

**Table 2**  
**Population of the Research**

No	Class	Total Students
1	X-Agama	12
2	X-IPA	13
<b>TOTAL</b>		<b>25</b>

#### 2. Sample

The sample of this research used random sampling technique with two classes, they were X-Agama and X-IPA. Those classes were considered homogeneous which had the same knowledge and characteristics. X-IPA as the experimental class and X-Agama as the control class. So, there were 25 students as a total sample.

### D. Instrument of Collecting Data

Instrument is the researcher necessity for gathering information about the research problem. In this research, the researcher used writing test; pre-test and post test to students' writing descriptive text.

The control class used conventional strategy while the experimental class used tourism brochures media. The form of the test was essay test.

**Table 3**  
**Indicators of Writing Descriptive Text from H. Douglas Brown**

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	Excellent to very good	3x
	3	Good to average	
	2	Fair to poor limited	
	1	Very poor	
Organization (O) 30% - Identification - Description	4	Excellent to very good	3x
	3	Good to average	
	2	Fair to poor limited	
	1	Very poor	
Grammar(G) 20% - Present Tenses - Agreement	4	Excellent to very good	2x
	3	Good to average	
	2	Fair to poor limited	
	1	Very poor	
Vocabulary (V) 20% - Word choice - Word mastery	4	Excellent to very good	2x
	3	Good to average	
	2	Fair to poor limited	
	1	Very poor	

$$\text{Score: } \frac{3C+3O+2G+2V}{40} \times 100^{35}$$

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<sup>35</sup>H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Second Edit, (New York: Longman, 2007), p.357.

## **E. Validity and Reliability**

The result of research must be valid and reliable. For this research, researcher used construct validity to demand instrument valid or not. Construct validity was a test validity based on the judgment of expert. In this case, expert gave opinion about the instrument, what was instrument can be used or may be the instrument is failed.

Also the result of the research must be reliable. Reliability meant the result of the test had similarity. A research instrument said to have a high reliability value, if the test were made to have consistent results in a measure that would be measured.

## **F. Procedure of Collecting Data**

In collecting data the researcher used 2 techniques by giving the test, they were:

### **1. Pre-Test**

Pre-test was conducted to find out the homogeneity of the sample. The students had to do the pre-test to find the mean score of writing descriptive achievement. The researcher applied the steps as follow:

- 1) The researcher prepared the essay test about descriptive text
- 2) The researcher distributed the paper of the test and the answer sheet to students of experimental class and control class
- 3) The researcher explained what students need to do

- 4) The researcher gave the time for students to answer the question
- 5) The students answered the question
- 6) Researcher checked the answer and counts the students' score.

## 2. Treatment

The experimental group and the control group were given same material, which consisted of communication aspects that took by the teacher in different ways. In experimental class gave the treatment, it took by using tourism brochures while control class only did writing descriptive text without treatment but used the teacher method.

## 3. Post-Test

The post-test was given after implementing tourism brochures for the experimental class and teacher's media for control class in order to know the students' ability in writing descriptive text after the treatment. This post-test was the final test in the research, especially measured treatment "whether the effect or not". After conducting the post-test, the researcher analyzed the data, then found out the effect of using tourism brochures in experimental class.



- 1) The researcher prepared about descriptive text.
- 2) The researcher distributed the paper of test to students of experimental class and control class.
- 3) The researcher explained what the students need to do.
- 4) Researcher gave time.
- 5) The students answered the question.
- 6) Researcher collected the students' paper test.
- 7) The researcher checked the answer and counted the students' score.

## **CHAPTER IV**

### **THE RESULT OF RESEARCH**

In this chapter, the researcher has collected the data and gave the test to the students. The test was divided into two aspects, they are pre-test and post-test. Pre-test was done before conducted the treatment, and post-test was done after conducted the treatment. The researcher used the formulation of T-test to test the hypothesis and researcher described the data as follow.

#### **A. Description of Data**

##### **1. Description of Data before Using Tourism Brochures**

###### **a. Description Data of Pre-test Experimental Class**

As the experimental class, the researcher took class X-IPA. Based on the students' answer in pre-test, the researcher calculated the result of the students' answering the question. The researcher gave them the test about description of destination in Tabagsel that students have been visited. Then, checked their answer-sheet and gave the score based on indicator of writing.

After getting the students' score of experimental class in pre-test, the researcher found the total score. Then, the researcher arranged it from the low score until the high score in interval class form. Then, the researcher calculated it by using formula based on statistic formula. The

researcher calculated it to get the mean score, median, modus, range, interval, variants and standard deviation.

The total score of experimental class in pre-test was 551, mean was 47.3, median was 45, modus was 46, range was 30, interval was 6, standard deviation was 5.46 and variant was 46.58, the researcher got the highest score was 55 and the lowest score was 25. The score of experimental class in pre-test can be seen in the following table:

**Table 4**  
**The Score of Experimental Class in Pre-test**

<b>Description</b>	<b>Result</b>
Total	551
Highest score	55
Lowest score	25
Mean	47.3
Median	45
Modus	46
Range	30
Interval	6
Standard deviation	5.46
Variant	46.58

After finishing the result of mean, median and modus, the researcher wants to the next step which is determining midpoint of all the intervals. Then, the researcher made it into percentages to see the dominants score that got by the students.

The students' score in interval class between 25 – 30 was 2 students (15.36 %), interval class between 31 – 36 was 1 student (0,76 %), interval class between 37 – 42 was 1 student (0.76 %), interval class between 43 –

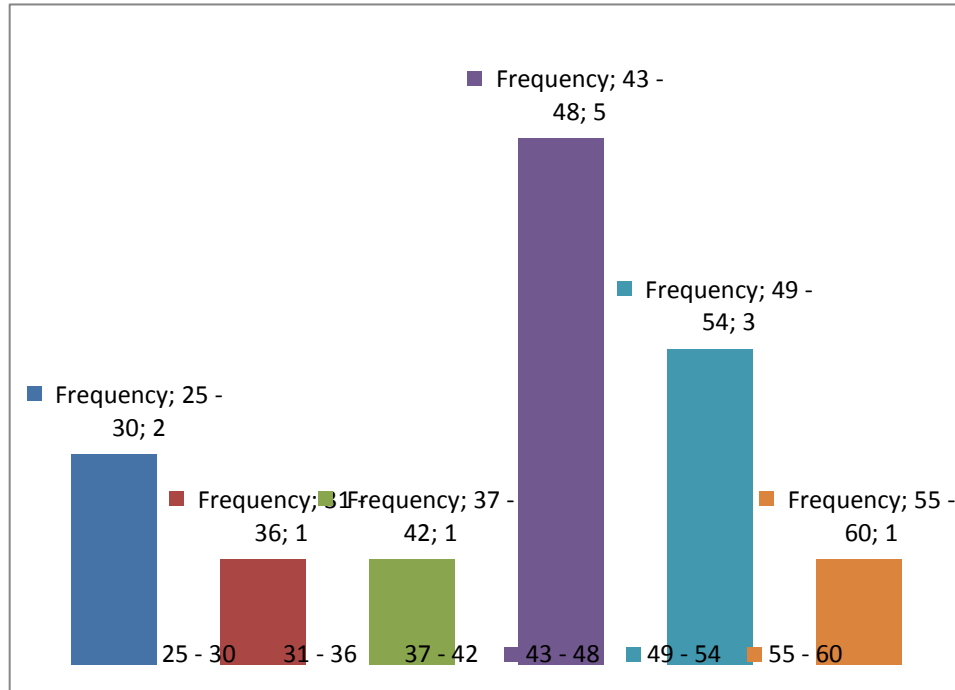
48 was 5 students (38,46 %), interval class between 49 – 54 was 3 students (23,07 %), and the last interval class between 55 – 60 was 1 student (0.76 %). It can be concluded that the most students are in interval 43-48 (5 students 38.46%). The least students are in interval 55-60 (1 student 0.76%).

The frequency distribution of the students' score of experimental class in pre-test could be applied into table frequency distribution as follows:

**Table 5**  
**Frequency Distribution of Experimental Class in Pre-test**

<b>No</b>	<b>Distribution</b>	<b>Mid point</b>	<b>F</b>	<b>Percentages</b>
1	25-30	27.5	2	15.36%
2	31-36	33.5	1	0.76%
3	37-42	39.5	1	0.76%
4	43-48	45.5	5	38.46%
5	49-54	51.5	3	23.07%
6	55-60	57.5	1	0.76%
<b><i>I=6</i></b>			<b>13</b>	<b>79.17%</b>

To get the description of the data clearly and completely, the researcher presented them in histogram on the following figure:



**Figure 1. Histogram Result Score of Students' Writing Descriptive Text in Experimental Class in Pre-test**

**b. Description Data of Pre-test Control Class**

As the control class, the researcher took class X-IPA. Based on the students' answer in pre-test, the researcher calculated the result of the students' answering the question. The researcher gave them the test about description of destination in Tabagsel that students have been visited. Then, checked their answer-sheet and gave the score based on indicator of writing.

After getting the students' score of experimental class in pre-test, the researcher found the total score. Then, the researcher arranged it from

the low score until the high score in interval class form. Then, the researcher calculated it by using formula based on statistic formula. The researcher calculated it to get the mean score, median, modus, range, interval, variants and standard deviation.

The total score of control class in pre-test was 462, mean was 35, median was 45, modus was 37.8, range was 25, interval was 5, standard deviation was 9 and variant was 64.69, the researcher got the highest score was 50 and the lowest score was 25. The score of control class in pre-test can be seen in the following table:

**Table 6**  
**The Score of Control Class in Pre-test**

Description	Result
Total	462
Highest score	50
Lowest score	25
Mean	35
Median	39.5
Modus	37.8
Range	25
Interval	5
Standard deviation	9
Variant	64.69

After finishing the result of mean, median and modus, the researcher gone to the next step is determining midpoint of all the intervals. Then, the researcher made it into percentages to see the dominants score that got by the students.

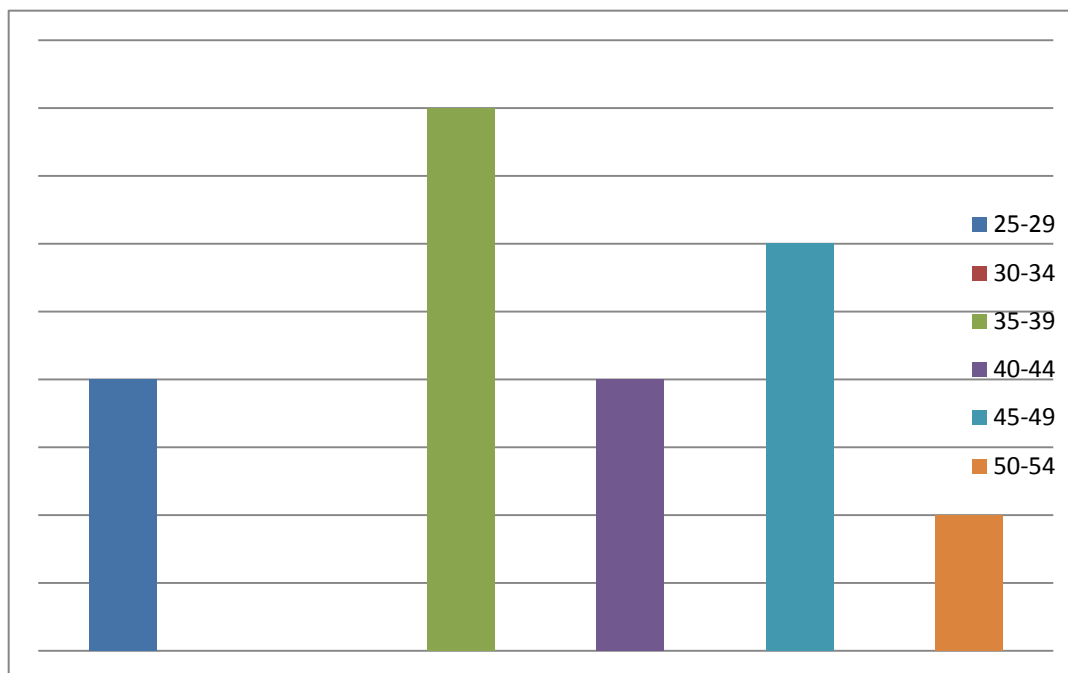
The students' score in class interval class between 25 – 29 was 2 students (16.66 %), interval class between 30 – 34 was 0 students (0 %), interval class between 35 – 39 was 4 students (33.33 %), interval class between 40 – 44 was 2 students (16,66 %), interval class between 45 – 49 was 3 students (0.25 %), and the last interval class between 50 – 54 was 1 students (0.83 %). It can be concluded that the most students are in interval 35-39 (4 students 33.33%). The least students are in interval 50-54 (1 student 0.83%).

The frequency distribution of the students' score of experimental class in pre-test could be applied into table frequency distribution as follows:

**Table 7**  
**Frequency Distribution of Control Class in Pre-test**

No	Distribution	Mid point	F	Percentages
1	25-29	27	2	16.66%
2	30-34	32	0	0%
3	35-39	37	4	33.33%
4	40-44	42	2	16.66%
5	45-49	47	3	0.25%
6	50-54	52	1	0.83%
<b><i>I=5</i></b>			<b>12</b>	<b>67.73%</b>

To get the description of the data clearly and completely, the researcher presented them in histogram on the following figure:



**Figure 2. Histogram Result Score of Students' Writing Descriptive Text in Control Class in Pre-test**

## **2. Description of Data after Using Tourism Brochures**

### **c. Description data of Post-test Experimental Class**

As the experimental class, the researcher calculated the result of the students' answering the question in post-test. The researcher gave them the test about "choose and write down one of destination places that had been prepared by the researcher". Then, checked their answer-sheet and gave the score based on indicator of writing.

After getting the students' score of experimental class in post-test, the researcher found the total score. Then, the researcher arranged it from the low score until the high score in interval class form. Then, the



researcher calculated it by using formula based on statistic formula. The researcher calculated it to get the mean score, median, modus, range, interval, variants and standard deviation.

The total score of experimental class in post-test was 885, mean was 80.49, median was 71.4 modus was 74.28, range was 45, interval was 9, standard deviation was 12.42 and variant was 18.51, the researcher got the highest score was 80 and the lowest score was 35. The score of experimental class in pre-test can be seen in the following table:

**Table 8**  
**The Score of Experimental Class in Post-test**

<b>Design</b>	<b>Result</b>
Total	885
Highest score	80
Lowest score	35
Mean	80.49
Median	71.4
Modus	74.28
Range	45
Interval	9
Standard deviation	12.42
Variant	18.51

After finishing the result of mean, median and modus, the researcher gone to the next step is determining midpoint of all the intervals. Then, the researcher made it into percentages to see the dominants score that got by the students.

The students' score in interval class between 35 – 43 was 1 students (0.76 %), interval class between 44 – 52 was 1 students (0,76 %), interval

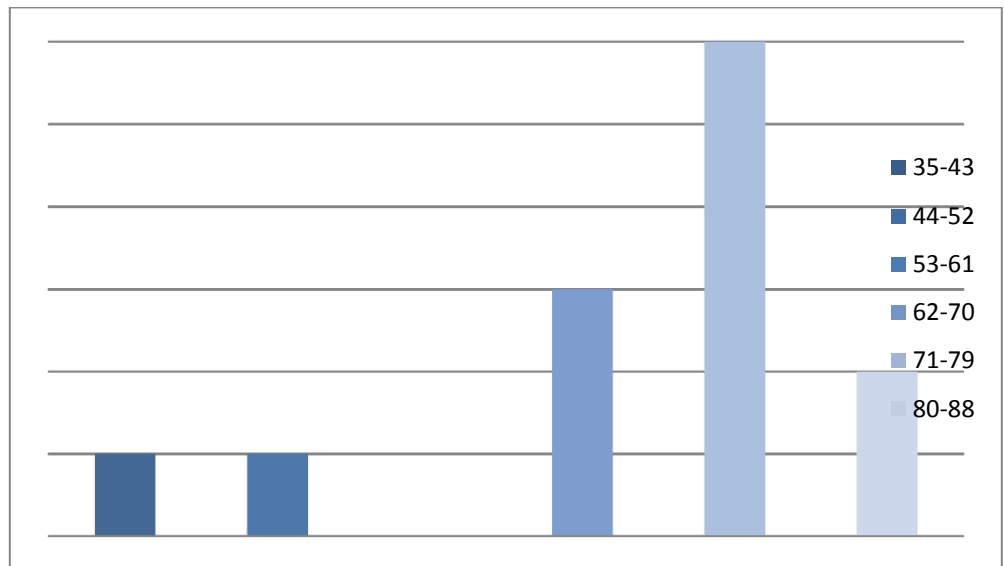
class between 53 – 61 was 0 student (0 %), interval class between 62 – 70 was 3 students (23.07 %), interval class between 71 – 79 was 6 students (46.15 %), and the last interval class between 80 – 88 was 2 students (15.38 %). It can be concluded that the most students are in interval 71 – 79 (6 students 46.15%). The least students are in interval 80 – 88 was 2 students (15.38 %).

The frequency distribution of the students' score of experimental class in pre-test could be applied into table frequency distribution as follows:

**Table 9**  
**Frequency Distribution of Experimental Class in Post-test**

No	Distribution	Mid point	F	Percentages
1	35-43	39	1	0.76%
2	44-52	48	1	0.76%
3	53-61	57	0	0%
4	62-70	66	3	23.07%
5	71-79	75	6	46.15%
6	80-88	84	2	15.38%
<b><i>I = 9</i></b>			<b>13</b>	<b>86.12%</b>

To get the description of the data clearly and completely, the researcher presented them in histogram on the following figure:



**Figure 3. Histogram Result Score of Students' Writing Descriptive Text in Experimental Class in Post-test**

**d. Description data of Post-test Control Class**

As the experimental class, the researcher calculated the result of the students' answering the question in post-test. The researcher gave them the test about "choose and write down one of destination places that had been prepared by the researcher". Then, checked their answer-sheet and gave the score based on indicator of writing.

After getting the students' score of control class in post-test, the researcher found the total score. Then, the researcher arranged it from the low score until the high score in interval class form. Then, the researcher calculated it by using formula based on statistic formula. The researcher calculated it to get the mean score, median, modus, range, interval, variants and standard deviation.

The total score of control class in post-test was 568, mean was 48, median was 46.47, modus was 48.14, range was 40, interval was 8, standard deviation was 10.4 and variant was 6.32, the researcher got the highest score was 70 and the lowest score was 30.. The score of control class in pre-test can be seen in the following table:

**Table 10**  
**The Score of Experimental Class in Pre-test**

<b>Design</b>	<b>Result</b>
Total	568
Highest score	70
Lowest score	30
Mean	48
Median	46.47
Modus	48.14
Range	40
Interval	8
Standard deviation	10.4
Variant	6.32

After finishing the result of mean, median and modus, the researcher gone to the next step is determining midpoint of all the intervals. Then, the researcher made it into percentages to see the dominants score that got by the students.

The students' score in interval class between 30 – 37 was 2 students (16.66 %), interval class between 38 – 45 was 3 students (0,25 %), interval class between 46 – 53 was 4 student (33.33 %), interval class between 54 – 61 was 2 students (16.66 %), interval class between 62 – 69 was 0 student (0 %), and the last interval class between 70 – 77 was 1 student (0.83 %). It

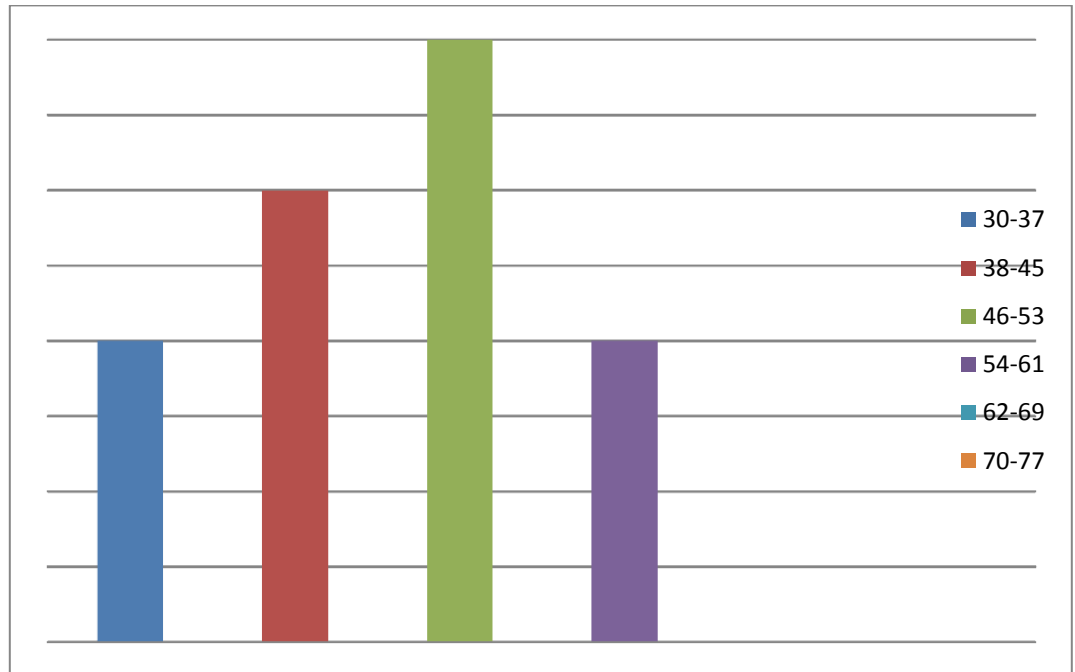
can be concluded that the most students are in interval 46 – 53 (4 students 33.33%). The least students are in interval 70 – 77 was 1 student (0.83 %).

The frequency distribution of the students' score of control class in pre-test could be applied into table frequency distribution as follows:

**Table 11**  
**Frequency Distribution of Control Class in Post-test**

No	Distribution	Mid point	F	Percentages
1	30-37	33.5	2	16.66%
2	38-45	41.5	3	0.25%
3	46-53	49.5	4	33.33%
4	54-61	57.5	2	16.66%
5	62-69	65.5	0	0%
6	70-77	73.5	1	0.83%
<i>i= 8</i>			12	67.73%

To get the description of the data clearly and completely, the researcher presented them in histogram on the following figure:



**Figure 4. Histogram Result Score of Students' Writing Descriptive Text in Control Class in Post-test**

## **B. Data Analysis**

To analyze the data, the researcher used requirement test and hypothesis test. To clear explanation can be seen in description below:

### **3. Requirement Test**

Requirement test is the test to find out mean score of the data also to prove whether the data is normality and homogenous or not.

#### **c. Normality and Homogeneity of Experimental and Control Class in Pre-test**

##### **3) Normality of Experimental and Control Class**

The researcher calculation found that the score of experimental

class  $L_o = -1.81 < L_t = 7.815$  with  $n = 13$  and control class  $L_o = -1.99 < L_t = 5.991$  with  $n = 12$  and real level  $\alpha = 0.05$ . Cause  $L_o < L_t$  in the both classes. So  $H_a$  was accepted. It means that experiment class and control class were distributed normal. To clear information can be seen in the table below:

**Table 12**  
**Normality in Pre-test**

Class	Normality Test	
	$X_{count}$	$X_{table}$
<b>Experimental Class</b>	<b>-1.81</b>	<b>7.815</b>
<b>Control Class</b>	<b>-1.99</b>	<b>5.991</b>

**4) Homogeneity of Experimental and Control Class in Pre-test**

The coefficient of  $f_{count} = 1.34$  was compare with  $f_{table}$ . Where  $f_{table}$  was determined at real level  $\alpha 0.05$ , and the different numerator  $dk = N-1 = 13-1 = 12$  and denominator  $dk = N-1 = 12-1 = 11$ . So, by using the list of critical value at F distribution is got from  $f_{table} = 2.98$ . It showed that  $f_{count} 1.34 < f_{table} 2.98$ . So, the researcher concluded that the variant from data of students' writing ability in descriptive text at MAS Baharuddin Tapanuli Selatan by experimental and control class was homogenous.

**Table 13**  
**Homogeneity in Pre-test**

Class	Normality Test	
	$f_{count}$	$f_{table}$
<b>Experimental Class</b>	<b>1.34 &lt; 2.98</b>	
<b>Control Class</b>		

#### d. Normality and Homogeneity of Experimental and Control Class in

##### Post-test

##### 3) Normality of Experimental and Control Class

The researcher calculation found that the score of experimental class  $L_o = -1.48 < L_t = 12.59$  with  $n = 13$  and control class  $L_o = 4.01 < L_t = 11.070$  with  $n = 12$  and real level  $\alpha = 0.05$ . Cause  $L_o < L_t$  in the both classes. So  $H_a$  was accepted. It means that experiment class and control class were distributed normal.

**Table 14**  
**Normality in Post-test**

Class	Normality Test	
	$X_{count}$	$X_{table}$
Experimental Class	-1.48	12.59
Control Class	4.01	11.070

##### 4) Homogeneity of Experimental and Control Class in Post-test

The coefficient of  $f_{count} = 2.92$  was compare with  $f_{table}$ . Where  $f_{table}$  was determined at real level  $\alpha 0.05$ , and the different numerator  $dk = N-1 = 13-1 = 12$  and denominator  $dk = N-1 = 12-1 = 11$ . So, by using the list of critical value at F distribution is got from  $f_{table} = 2.98$ . It showed that  $f_{count} 2.92 < f_{table} 2.98$ . So, the researcher concluded that the variant from data of students' writing ability in descriptive text at Baharuddin by experimental and control class was homogenous. The calculation can be seen in appendix 10.



**Table 15**

**Homogeneity in Post-test**

Class	Normality Test	
	$f_{count}$	$f_{table}$
Experimental Class	2.92 < 2.98	
Control Class		

**4. Hypothesis Test**

After calculated the data of post-test, to analyze the hypothesis the researcher used parametric test by using T-test. Hypothesis alternative ( $H_a$ ) of the research was “there is the significant effect of Tourism Brochures on writing descriptive text”.

**Table 16**

**Result of T-test from Both Averages**

Pre-test		Post-test	
$t_{count}$	$t_{table}$	$t_{count}$	$t_{table}$
-4.28	1.714	15.02	1.714

Based on table above, researcher found that  $t_{count}$  15.02 while  $t_{table}$  1.714 in post-test with opportunity  $(1-\alpha) = 1 - 5\% = 95\%$  and  $dk = n1 + n2 - 2 = 13 + 12 - 2 = 23$ . Cause  $t_{count} > t_{table}$  ( $15.02 > 1.714$ ), it means that hypothesis  $H_a$  was accepted and  $H_0$  was rejected. So, there is significant effect of Tourism Brochures on writing ability in descriptive text.

**C. Discussion**

The researcher discussed the result of this research. Based on the result of the data analysis, the researcher got the mean score of experimental in pre test

was 47.3 and in post-test was 80. The enhancement was 15.02. Then, the mean score of control class in pre-test was 35 and in post-test was 48. The enhancement was -4.28. So, based on its comparing can be concluded that the enhancement of experimental class was higher than control class. So, tourism brochures gives the significant effect on students' writing descriptive text.

The researcher also provided the result of the research to Miss Zahra. She took 80 students and divided them into 2 classes. For the first class, she used experimental group by giving pictures. For the second class, she used control group by using conventional teaching. At the end, she found that students of the first group were improved more effectively toward their writing ability than the second group. She concluded that using pictures media not only helped the teachers to teach writing ability but also achieved the learning goals.<sup>36</sup>

Tourism brochures can use for teaching writing. This research supports the theory used by Miss Gayatri. In the beginning, students' scores increased and students' motivation in studying becomes higher. It also showed that tourism brochures is effective to be media in teaching and learning activity. The result of pair sample t-test in the experimental group showed that t-obtained (13.377) was higher than t-table (2.017), similarly, in the control group t-obtained (4.425) was also higher than t-table (2.017). In addition, statistical analyses in independent sample t-test also showed that the mean score in experimental group was higher

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<sup>36</sup>Zahra, "The Effectiveness of Teaching Descriptive text Using Picture Media on Students Ability", 2014, <https://ejurnal.seminar-id.com>.

than the mean score in control group (61.50>59.27). So, it could be concluded that there was a significant difference in descriptive writing achievement between the students who were taught by using tourism brochures in experimental group.<sup>37</sup>

The result of this research also supports what has found by Karomatuz. She was using Tourism brochure as a medium to improve students writing ability in descriptive text. Using tourism brochure can make students are more enthusiastic and motivated to write. The result showed that the mean of students' score in writing before they are taught by using tourism brochures was 72.13. While the mean of students' score after they are taught by using tourism brochures was 85.39. The t-count was 14.207, whereas t-table with significant level 5% was 2.042.<sup>38</sup> Besides that, this research was conducted with tenth grade students of MA Infarul Ghoy Semarang, whereas her research was conducted in MTs AL Huda Bandung.

So, the result of this research found that the students' writing ability in descriptive text by using tourism brochures is higher than the students writing ability in descriptive text without using tourism brochures at X grade in MAS Baharuddin Tapanuli Selatan. The treatment of experimental class using tourism brochures and control class was conventional method. It can be seen from  $H_0$  is

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<sup>37</sup>Gayatri , "Using Tourism Brochures to Improve Descriptive Writing Achievement of The Tenth Grade Students of SMA Negeri 14 Palembang", 2015, <https://repository.unsri.ac.id>.

<sup>38</sup>Evie Septyana Karomatuz, "The Effectiveness of Using Tourism Brochures toward Students' Writing Descriptive Text", 2014, <http://repo.iain-tulungagung.ac.id>.

rejected and  $H_a$  is accepted. It means that there was a significant effect of using tourism brochures toward students' writing ability in descriptive text at X grade MAS Baharuddin Tapanuli Selatan.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusions

Based on the result of the research and calculation of the data that had described in the previous chapter, the researcher got the conclusions as follow:

1. Before using tourism brochures, students' writing was unsatisfied. The mean score of pre-test for experimental class was 47 and the lowest was 35.
2. After using tourism brochures, students' score was better. The mean score of pos-test for experimental class was 80 and the lowest was 35.
3. There was significant effect of using tourism brochures on students' writing descriptive text. It can be seen from the result was found that alternative hypothesis ( $H_a$ ) was accepted and null hypothesis ( $H_0$ ) was rejected.

#### B. Suggestion

The researcher got many informations after finishing this research. Therefore, the researcher saw some things need to be improve. It makes the researcher gives some suggestions below:

1. For the headmaster, to give the motivation the English teacher to tourism brochures and another medias in teaching writing.
2. For the English teacher, it is hoped to tourism brochures in teaching descriptive text to make students more active and creative in writing.
3. For the other researchers, this research can help the other researchers who will conduct further research in the same topic.

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## CURRICULUM VITAE



### A. Identity

Name : Fahma Hidayah  
Reg. No. : 16 203 00081  
Place/Birth : Purwodadi, July 22<sup>th</sup> 1998  
Sex : Female  
Religion : Islam  
Address : Rantauprapat, JL. SM Raja, Labuhanbatu

### B. Parents

Father's name : Syahrial Hasibuan  
Mather's name : Arnel Waridah Nasution

### C. Educational Background

Elementary School : SD N 116824 Simpang Mangga, Rantauprapat, Kel. Bakaran Batu (2010)  
Junior High School : SMP N 1 Rantau Selatan (2013)  
Senior High School : SMA N 1 Rantau Selatan (2016)  
Institute : IAIN Padangsidempuan (2021)

## **Appendix 1**

### **RENCANA PELAKSANAAN PEMBELAJARAN (CONTROL CLASS)**

Satuan pendidikan	: MAS Baharuddin Padangsidempuan
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: X/1
Materi pokok	: Teks deskriptif lisan dan tulis sederhana, tentang tempat wisata
Alokasi waktu	: 4 x 40 menit

#### **A. Kompetensi Inti**

1. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
2. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

#### **B. Kompetensi dasar dan indicator pencapaian kompetensi:**

##### **Kompetensi Dasar (KD):**

- 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi

terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya

#### 4.4 Teks deskriptif

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal

4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

### **C. Tujuan pembelajaran :**

1. Menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait teks descriptive tentang tempat wisata terkenal.
2. Mengidentifikasi fungsi sosial, structure teks dan unsur kebahasaan pada teks descriptive sederhana tentang tempat wisata atau bangunan terkenal
3. Merespon makna dalam teks descriptive, lisan dan tulis, sederhana, tentang orang.
4. Menyusun teks descriptive lisan dan tulis sederhana tentang tempat wisata dunia atau bangunan terkenal.

#### **D. Materi Pembelajaran**

Struktur Descriptive Text (generic structure) adalah :

1. Identification (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.
2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive Text :

1. Menggunakan simple present tense
2. Menggunakan attribute verb, seperti be (am, is, are)
3. Fokus pada satu objek tersebut.

Unsur kebahasaan

- 1 Kata benda yang terkait dengan orang/benda/tempat/binatang
- 2 Kata sifat yang terkait dengan sifat orang/binatang/benda
- 3 Kata kerja bentuk pertama (present tense)
- 4 Ejaan dan tulisan tangan dan cetak yang jelas dan rapi
- 5 Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

#### **E. Metode Pembelajaran**

1. Lecturing method (conventional strategy)

#### **G. Alat dan Sumber Pembelajaran**

1. Alat : papan tulis, spidol.
2. Sumber : buku bahasa Inggris, internet.

## H. Langkah-langkah Kegiatan Pembelajaran

<b>Kegiatan</b>	<b>Deskripsi Kegiatan</b>	<b>Alokasi Waktu</b>
<b>Pendahuluan</b>	<ol style="list-style-type: none"><li>1. Guru memulai kegiatan dengan salam</li><li>2. Guru meminta salah satu siswa untuk memimpin doa sebelum pelajaran dimulai</li><li>3. Guru menanyakan kabar siswa sekaligus mengabsen siswa</li><li>4. Menyebutkan tujuan pembelajaran dan kegiatan yang akan dilakukan</li></ol>	<b>10 menit</b>
<b>Kegiatan Inti</b>	<p><b>Mengamati</b></p> <ol style="list-style-type: none"><li>1. Guru memberikan contoh mengenai pengucapan kata dan kalimat yang ada dalam teks deskriptif tentang tempat wisata dan siswa menirukan.</li><li>2. Guru bersama siswa menganalisis fungsi sosial, unsur kebahasaan, dan generic structure yang ada di dalam teks deskriptif.</li></ol> <p><b>Menanya</b></p> <ol style="list-style-type: none"><li>1. Guru membimbing siswa untuk</li></ol>	<b>40 menit</b>

	<p>menanyakan perbedaan berbagai teks deskripsi terutama tentang fungsi social, struktur teks dan unsur kebahasaan.</p> <p>2. Siswa mempertanyakan gagasan pokok, informasi rinci dari teks deskriptif tentang tempat wisata dunia.</p> <p><b>Mengeksplorasi</b></p> <p>1. Siswa dibagi menjadi beberapa kelompok untuk menemukan informasi rinci dan mendeskripsikan gambar tempat wisata yang diberikan oleh guru.</p> <p><b>Mengasosiasi</b></p> <p>1. Dalam kerja kelompok guru membimbing siswa untuk menganalisis gambar tempat wisata dengan focus pada fungsi social, struktur teks dan unsur kebahasaan.</p> <p>2. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap</p>	
--	---	--

	<p>yang disampaikan dalam kerja kelompok</p> <p><b>Mengkomunikasi</b></p> <p>1. Siswa menyampaikan hasil kerja kelompok tentang tempat wisata sesuai dengan panduan guru.</p>	
<b>Penutup</b>	<p>1. Guru mengamati dan menilai presentasi siswa dari aspek keterampilan.</p> <p>2. Siswa dengan bimbingan guru menyimpulkan pembelajaran yang telah dipelajari. .</p> <p>3. Guru meminta salah satu siswa untuk memimpin doa setelah pembelajaran.</p> <p>4. Guru menutup pembelajaran dengan salam.</p>	<b>10 menit</b>

## I. Penilaian

1. Teknik : Tes tertulis
2. Bentuk : Menyusun teks deskriptif
3. Instrumen : Write the descriptive text about describing tourism place!

## J. Pedoman Penilaian

Rubrik Penilaian:

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	Excellent to very good	3x
	3	Good to average	
	2	Fair to poor limited	
	1	Very poor	
Organization (O) 30% - Identification - Description	4	Excellent to very good	3x
	3	Good to average	
	2	Fair to poor limited	
	1	Very poor	
Grammar (G) 20% - Present Tenses - Agreement	4	Excellent to very good	2x
	3	Good to average	
	2	Fair to poor limited	
	1	Very poor	
Vocabulary (V) 20% - Word choice - Word mastery	4	Excellent to very good	2x
	3	Good to average	
	2	Fair to poor limited	
	1	Very poor	

$$\text{Score: } \frac{3C+3O+2G+2V+M}{40} =$$

Padangsidimpuan, 2021

Mengetahui

Guru Mata Pelajaran

Peneliti

Rahma Yanti, S.Pd.

Fahma Hidayah Hasibuan  
Reg. No. 16 203 00081



## **Appendix 2**

### **RENCANA PELAKSANAAN PEMBELAJARAN (EXPERIMENT CLASS)**

Satuan pendidikan : MAS Baharuddin Padangsidempuan

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : X / 1

Tema : Descriptive Text (describing place)

Alokasi Waktu : 4 x 40 menit

#### **A. Kompetensi Inti**

1. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
2. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

#### **B. Kompetensi Dasar**

- 3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

## 4.7 Teks Deskriptif

4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.

4.7.2 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### **C. Indikator Pencapaian Kompetensi**

Siswa dapat mengkomunikasikan secara terintegrasi lisan dan tulis tentang deskripsi orang (termasuk diri sendiri), tokoh, untuk tujuan membanggakan/ mengenalkan/ mengambil teladan, secara kontekstual, terkait ketiga aspek teks berikut ini:

#### **1. Fungsi Social**

Menentukan (menyebutkan/memilih) secara lisan dan tulis:

- a. Tujuan dari beberapa teks pendek dan sederhana tentang orang/ tokoh yang berbeda.
- b. Fokus yang dibicarakan dalam masing-masing deskripsi
- c. Pembaca yang akan tertarik membaca masing-masing deskripsi.
- d. Manfaat yang dapat dipetik dari masing-masing deskripsi.

## **2. Struktur Text**

Menentukan (menyebutkan/menyalin/membacakan) secara lisan dan tulis:

- a. Nama orang/tokoh, pekerjaan/jabatan/perannya, serta orang-orang lain yang terkait serta pekerjaan/jabatan/perannya.
- b. Karakteristik fisik/psikis/personal lainnya dari masing-masing orang/tokoh.
- c. Kebiasaan/pekerjaan/kegiatan rutin/tertentu yang menjadi ciri masing-masing orang/tokoh,
- d. Aspek lain yang dipaparkan untuk mendeskripsikan masing-masing orang/tokoh

## **2. Unsur Kebahasaan**

Menentukan (menyebutkan/menyalin/membacakan) secara lisan dan tulis unsur-unsur kebahasaan yang mendukung cara pendeskripsian orang/tokoh:

- a. Makna kata dan ungkapan tertentu (verba, nomina, adjectiva, adverbial)
- b. Tata bahasa (kalimat, klausa, verba, nomina, konjungsi, dll).
- c. Ucapan, tekanan kata, dan intonasi yang benar.
- d. Ejaan dan tanda baca yang benar.
- e. Tulisan tangan yang rapih dan benar.

#### **D. Tujuan Pembelajaran**

Setelah melewati proses pembelajaran yang menerapkan 5M:

1. Siswa mampu membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.
2. Siswa menangkap makna secara kontekstual terkait fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda.
3. Siswa menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

#### **E. Materi Pembelajaran**

1. The definition of descriptive text
2. The purposes of descriptive text
3. Generic structures of a descriptive
4. Generic features of a descriptive text
5. Example of descriptive text

## F. Metode Pembelajaran

1. Metode/media : Tourism Brochures Media
2. Teknik : Ceramah, diskusi, tanya jawab, pemberian tugas.

## G. Alat dan Sumber Pembelajaran

1. Alat : papan tulis, spidol, bolpoin, gambar terkait materi.
2. Sumber : buku bahasa Inggris dan internet.

## H. Langkah-langkah Kegiatan Pembelajaran

Teacher's Activities	Procedures of Tourism Brochures	Students' Activities
<b>Pre-Teaching</b>		
1. Teacher comes to the class by saying salam or greeting.		1. Students answer salam together.
2. Teacher asks the students to pray before starting the lesson.		2. Students pray on their beliefs.
3. The teacher checks the students' attendance list and asking their condition.		3. Students listen and raise their hand depends on their name.
4. Teacher asks the students to prepare their self to study as comfortable as		4. Students prepare their selves to study.
		5. Students listen to the goal of study.
		6. Students respond to teacher question based on

<p>possible.</p> <p>5. The teacher mentions the goal of the study.</p> <p>6. The teacher involves the lesson by using tourism brochures to know the students' background knowledge.</p>		<p>the topic.</p>
<b>While Teaching</b>		
<p>1. The teacher introduces or explains what descriptive text is</p> <p>2. The teacher asks students some questions about tourism brochures for connecting to the topic</p> <p>3. The teacher shows tourism brochures</p>	<p>1. Explain descriptive text to the students (the purpose, the generic structures, and the language features).</p> <p>2. Correlates descriptive text with tourism brochures to connect the lesson.</p> <p>3. Show the example of</p>	<p>1. The students listen to the teacher's explanation about descriptive text.</p> <p>2. The students give the question about the material which is related to the topic</p> <p>3. The students pay attention to the</p>

<p>(about Aek Sijornih)</p> <p>4. The teacher guides the students to make some groups and discuss the tourism brochures</p> <p>5. The teacher asks one of each group to write down their result</p> <p>6. The teacher and the students discuss it together</p> <p>7. The teacher gives addition and appreciates their work</p> <p>8. The teacher asks</p>	<p>tourism brochures about in Tabagsel, that's Aek Sijornih.</p> <p>4. Teach the students how to read tourism brochures.</p> <p>5. Ask the students to write what they see in the tourism brochures (the colorful picture and the brief description in the brochures).</p> <p>6. From their list, they can develop their paragraph in descriptive text guided by the teacher.</p> <p>7. Teacher divides the tourism brochures one by one.</p>	<p>picture that given by the teacher</p> <p>4. The students discuss the picture and make into a paragraph or sentence based on tourism brochures</p> <p>5. One students of each group write down their discussion on the white board</p> <p>6. The students respond to the teacher question about their work</p> <p>7. The students listen to teacher's addition or reviewing</p> <p>8. The students start to make a</p>
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<p>students to make a descriptive paragraph</p> <p>9. The teacher checks students' writing, explains where the generic structure is, language feature and social function of descriptive text based on students' paragraph</p> <p>10. The teacher asks students to correct students' paragraph after giving a respond</p> <p>11. The teacher asks the students to read their descriptive paragraph</p>	<p>8. Students work to create a descriptive paragraph based on the tourism brochures given</p> <p>9. Teacher gives respond toward students' writing</p> <p>10. Students revise and edit their writing</p> <p>11. Asks the students to read their descriptive paragraph in front of the class.</p>	<p>descriptive paragraph</p> <p>9. The students' pay attention to the teacher's explanation</p> <p>10. Students' revise and edit their writing to make it better</p> <p>11. One of the students of each group show their work to other group</p>
<b>Post-Teaching</b>		
<p>1. Teacher reviews the lesson and ask the students to conclude the</p>		<p>1. Students listen to the teacher's review and some</p>



<p>lesson.</p> <p>2. The teacher gives feedback to students' performance and informs the next topic.</p> <p>3. The teacher asks the students to convey their feeling while learning process.</p> <p>4. The teacher asks the students to pray after learning and then, the teacher closes the learning by saying salam</p>		<p>of them conclude the lesson by guiding the teacher.</p> <p>2. Students listen to the teacher's feedback.</p> <p>3. Students express their feeling about the learning process.</p> <p>4. Students pray after learning and answer the teacher's greeting/salam.</p>
---	--	--

## I. Penilaian

1. Teknik : Tes tertulis
2. Bentuk : menyusun teks deskriptif
3. Instrumen : Write the descriptive text about describing place by using tourism brochures!

## J. Pedoman Penilaian

Rubrik Penilaian:

Aspect	Score	Performance Description	Weighting
Content (C) 30% - Topic - Details	4	Excellent to very good	3x
	3	Good to average	
	2	Fair to poor limited	
	1	Very poor	
Organization (O) 30% - Identification - Description	4	Excellent to very good	3x
	3	Good to average	
	2	Fair to poor limited	
	1	Very poor	
Grammar(G) 20% - Present Tenses - Agreement	4	Excellent to very good	2x
	3	Good to average	
	2	Fair to poor limited	
	1	Very poor	
Vocabulary (V) 20% - Word choice - Word mastery	4	Excellent to very good	2x
	3	Good to average	
	2	Fair to poor limited	
	1	Very poor	

$$\text{Score: } \frac{3C+3O+2G+2V}{40} \times 100$$

Padangsidempuan, 2021

Guru Mata Pelajaran

Peneliti

Rahma Yanti, S.Pd.

Fahma Hidayah Hasibuan  
Reg. No. 1620300081

## **Appendix 3**

### **INSTRUMENT FOR PRE-TEST**

#### **A. Pengantar**

Test ini bertujuan untuk menjaring data dari siswa/i mengenai student's ability in writing descriptive text dan jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.

#### **B. Petunjuk**

1. Tulislah teks descriptif berdasarkan pengetahuan anda sebanyak 2 paragraf terdiri atas identification dan description.
2. Paragraf descriptive ditulis dengan minimal 100 kata dan maksimal 130 kata.
3. Waktu yang disediakan hanya 40 menit.
3. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.

#### **C. Soal**

1. Write down the descriptive text about destination in Tabagsel that you have been visited!

Validator

Yusni Sinaga, S.Pd., M.Hum.  
NIP. 197007152005012010

Researcher

Fahma Hidayah Hasibuan  
1620300081

## **Appendix 4**

### **INSTRUMENT FOR POST-TEST**

#### **A. Pengantar**

Test ini bertujuan untuk menjaring data dari siswa/i mengenai student's ability in writing descriptive text dan jawaban anda tidak mempengaruhi kedudukan anda di sekolah ini.

#### **B. Petunjuk**

1. Tulislah teks deskriptif berdasarkan pengetahuan anda sebanyak 2 paragraf terdiri atas identification dan description.
2. Paragraf descriptive ditulis dengan minimal 100 kata dan maksimal 150 kata
3. Waktu yang disediakan hanya waktu 40 menit.
4. Apabila ada pertanyaan yang kurang jelas, tanyakan langsung kepada pengawas.

#### **C. Soal**

1. Choose one of the topics below and write down the descriptive text about destination below!
  - a. Masjid Raya Sipirok
  - b. Torsibohi
  - c. Sibio-bio

Validator

Researcher

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## Appendix 5

### Score of Pre-test in Experimental and Control Class

#### 1. Pre-test Score of Experimental Class

Subject	Score
AA	5
AR	5
DM	3
JR	5
MI	0
MH	0
NA	5
NJ	5
RA	5
SM	5
SS	3
FS	5
ZK	0
TOTAL	11

#### 2. Pre-test Score of Control Class

Subject	Score
AR	0
AF	5
AR	3
AH	3
NF	5
PS	0

	RS	3
	RA	5
	TH	5
	YA	3
	JR	0
	TF	0
	TOTAL	2

## Appendix 6

### Result of Normality in Pre-test

#### A. Result of Normality Test of X-IPA in Pre-test

1. The score of X-IPA class in pre-test from low score to high score:


2. High = 55

Low = 25

Range = high – low

= 55 – 25

= 30

3. Total of classes =  $1 + 3.3 \log (n)$

=  $1 + 3.3 \log (13)$

=  $1 + 3.3 (1.11)$

=  $1 + 3,63$

=  $4,63 = 5$

4. Length of classes =  $\frac{\text{range}}{\text{total of classes}} = \frac{30}{5} = 6$

Mean

terval class						2
25-30		5				
31-36		5				
37-42		5				
43-48		5				
49-54		5				
55-60		5				
I = 6						

$$\begin{aligned}
 M_x &= M^1 + i \frac{\sum f x'}{N} \\
 &= 45,5 + 6 \left( \frac{4}{13} \right) \\
 &= 45,5 + 1,8 \\
 &= 47,3
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum f x'^2}{n} - \left( \frac{\sum f x'}{n} \right)^2} \\
 &= 6 \sqrt{\frac{12}{13} - \left( \frac{4}{13} \right)^2} \\
 &= 6 \sqrt{0,92 - 0,09} \\
 &= 6 \sqrt{0,83} \\
 &= 6 \times 0,91 \\
 &= 5,46
 \end{aligned}$$

Table of Normality Test with Chi Kuadrat Formula

of score	er limit	ore	arge of the area	of area			$\left(\frac{fo - fh}{fh}\right)$
60	.5	1	920				
54	.5	1	049	08	4		0.03
48	.5	1	832	32	6		0.27
42	.4	7	0215	10	8		1.84
36	.5	7	2442	6	8		0.51
30	.5	7	0107	02	6		.84
	.5	7	0076	00			1
$X^2$							.81

Based on table before, the researcher found that  $x^2_{count} = -1.81$  white  $x^2_{table} = 7.815$ . Cause  $x^2_{count} < x^2_{table}$  ( $-1.81 < 7.815$ ) with degree of freedom (dk) = 6-3 = 3 and significant level  $\alpha = 5\%$ . So distribution of X-IPA in pre-test is normal.

### 5. Median

fo	Interval	F	Fk
1	25-30	2	2
2	31-36	1	3
3	37-42	1	4
4	43-48	5	9
5	49-54	3	12
6	55-60	1	13



Position of  $M_e$  in the interval of classes is in number 4, that:

$$Bb = 42.5$$

$$F = 5$$

$$Fm = 4$$

$$i = 6$$

$$n = 13$$

$$1/2n = 6.5$$

$$\begin{aligned} M_e &= Bb + i \left( \frac{\frac{n}{2} - f}{fm} \right) \\ &= 42.5 + 6 \left( \frac{6.5 - 5}{4} \right) \\ &= 42.5 + 6 (0.375) \\ &= 42.5 + 2.25 \\ &= 44.75 = 45 \end{aligned}$$

## 6. Modus

fo	Interval	F	Fk
1	25-30	2	2
2	31-36	1	3
3	37-42	1	4
4	43-48	5	9
5	49-54	3	12
6	55-60	1	13

$$L = 42.5$$

$$d_1 = 4$$

$$d_2 = 2$$

$$i = 6$$

$$Mo = L + i \left( \frac{d_1}{d_1 + d_2} \right)$$

$$\begin{aligned}
&= 42.5 + 6 \left( \frac{4}{4+2} \right) \\
&= 42.5 + 6 (0.66) \\
&= 42.5 + 3.96 \\
&= 46.46
\end{aligned}$$

**B. Result of Normality Test of X-Agama in Pre-test**

1. The score of X;Agama class in pre-test from low score to high score:


2. High = 50

Low = 25

Range = high – low

$$= 50 - 25$$

$$= 25$$

3. Total of classes =  $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (12)$$

$$= 1 + 3.3 (1.07)$$

$$= 1 + 3.53$$

$$= 4.53 = 5$$

4. Length of classes =  $\frac{\text{range}}{\text{total of classes}} = \frac{25}{5} = 5$

5. Mean

terval class						2
25-26						
30-34						
35-39						
40-44						

45-49						
50-54						
i = 5						

$$\begin{aligned}
 M_x &= M^1 + i \frac{\sum f x'}{N} \\
 &= 37 + 5 \left( \frac{-5}{12} \right) \\
 &= 37 + -2.05 \\
 &= 34.95 = 35
 \end{aligned}$$

$$\begin{aligned}
 SD_t &= i \sqrt{\frac{\sum f x'^2}{n} - \left( \frac{\sum f x'}{n} \right)^2} \\
 &= 5 \sqrt{\frac{41}{12} - \left( \frac{-5}{12} \right)^2} \\
 &= 5 \sqrt{3,41 - 0,16} \\
 &= 5 \sqrt{3,25} \\
 &= 5 \times 1,80 \\
 &= 9
 \end{aligned}$$

Table of Normality Test with Chi Kuadrat Formula

of score	er limit	pre	large of the area	of area			$\left(\frac{fo - fh}{fh}\right)$
54	5		0239				
49	5		4463	42			0.80
44	5		3531	09			.77
39	5		1915	16			.04
34	5		48006	28	5		2.19
29	5		27093	20			-1
	5		12302	14			.19
$X^2$							,99

Based on table before, the researcher found that  $x^2_{count} = -1.99$  white  $x^2_{table} = 5.991$ . Cause  $x^2_{count} < x^2_{table}$  ( $-1.99 < 5.991$ ) with degree of freedom (dk) = 5-3 = 2 and significant level  $\alpha = 5\%$ . So distribution of X-Agama in pre-test is normal.

## 6. Median

fo	Interval	F	Fk
1	25-29	2	2
2	30-34	0	2
3	35-39	4	6
4	40-44	2	8
5	45-49	3	11
6	50-54	1	12

Position of  $M_e$  in the interval of classes is in number 3, that:

$$Bb = 34.5$$

$$F = 4$$

$$Fm = 2$$

$$i = 5$$

$$1/2n = 6$$

$$\begin{aligned} M_e &= Bb + i \left( \frac{\frac{n}{2} - f}{fm} \right) \\ &= 34.5 + 5 \left( \frac{6-4}{2} \right) \\ &= 34.5 + 5 (1) \\ &= 34.5 + 5 \\ &= 39.5 \end{aligned}$$

## 7. Modus

fo	Interval	F	Fk
1	25-29	2	2
2	30-34	0	2
3	35-39	4	6
4	40-44	2	8
5	45-49	3	11
6	50-54	1	12

$$L = 34.5$$

$$d_1 = 4$$

$$d_2 = 2$$

$$i = 5$$

$$M_o = L + i \left( \frac{d_1}{d_1 + d_2} \right)$$

$$\begin{aligned} &= 34.5 + 5 \left( \frac{4}{4+2} \right) \\ &= 34.5 + 5 (0.66) \\ &= 34.5 + 3.3 \\ &= 37.8 \end{aligned}$$

## Appendix 7

### Homogeneity Test in Pre-test

Calculation of parameter to get variant of the first class as experimental class sample 1 and variant of the second class as control class sample 2 are used homogeneity test by using formula:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypothesis :

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

A. Variant of the X-IPA class is:

		93

$$n = 13$$

$$\sum xi = 551$$





$$\begin{aligned} n &= 12 \\ \sum xi &= 467 \\ \sum xi^2 &= 18891 \end{aligned}$$

$$\begin{aligned} S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{12(18891) - (467)^2}{12(12-1)} \\ &= \frac{226629 - 218089}{12(11)} \\ &= \frac{8540}{132} \\ &= 64.69 \end{aligned}$$

To test the hypothesis the formula was:

$$\begin{aligned} F &= \frac{\textit{The Biggest Variant}}{\textit{The Smallest Variant}} \\ &= \frac{64.69}{46.58} \\ &= 1.34 \end{aligned}$$

After doing the calculation, the researcher found that  $f_{\text{count}} = 1.34$  with  $\alpha = 5\%$  and  $dk = 10$  and  $10$  from distribution list  $f$ , researcher found that  $f_{\text{table}} = 2.98$ , cause  $f_{\text{count}} < f_{\text{table}}$  ( $1.34 < 2.98$ ). So, there is no different variant between X-IPA and X-Agama class. It means that the variant is homogenous.

## Appendix 8

### Score of Post-test in Experimental and Control Class

#### 1. Post-test Score of Experimental Class

Subject	Score
AA	75
AR	80
DM	65
JR	80
MI	72
MH	75
NA	72
NJ	35
RA	63
SM	78
SM	45
SS	75
ZK	70
TOTAL	85

#### 2. Post-test Score of Control Class

Subject	Score
AR	0
AF	0
AR	0
AH	7
NF	3
PS	0

	RS	5
	RA	5
	TH	3
	YA	0
	JR	0
	TF	0
	TOTAL	8

**Appendix 9**

**Result of Normality in Post-test**

**A. Result of Normality Test of X-IPA in Post-test**

1. The score of X-IPA class in post-test from low score to high score:


2. High = 35

Low = 80

Range = high – low

$$= 80 - 35$$

$$= 45$$

3. Total of classes =  $1 + 3.3 \log (n)$

$$= 1 + 3.3 \log (13)$$

$$= 1 + 3.3 (1.11)$$

$$= 1 + 3.66$$

$$= 4.66 = 5$$

4. Length of classes =  $\frac{\text{range}}{\text{total of classes}} = \frac{45}{5} = 9$

5. Mean

terval class						2
35-43						
44-52						
53-61						
62-70						
71-79						
80-88						
i = 9						

$$\begin{aligned}
M_x &= M^1 + i \frac{\sum fx'}{N} \\
&= 75 + 9 \left( \frac{8}{13} \right) \\
&= 75 + 5.49 \\
&= 80.49
\end{aligned}$$

$$\begin{aligned}
SD_t &= i \sqrt{\frac{\sum fx'^2}{n} - \left( \frac{\sum fx'}{n} \right)^2} \\
&= 9 \sqrt{\frac{30}{13} - \left( \frac{8}{13} \right)^2} \\
&= 9 \sqrt{2.30 - 0.37} \\
&= 9 \sqrt{1.93} \\
&= 9 \times 1.38 \\
&= 12.42
\end{aligned}$$

Table of Normality Test with Chi Kuadrat Formula

Interval of score	Real upper limit	Z-score	Limit of large of the area	Large of area			$\left( \frac{fo - fh}{fh} \right)$
88	88.5	0.64	0.2389				
79	79.5	-0.07	0.47210	-0.23	2.99	2	-1.66
70	70.5	-0.80	0.21186	0.26	3.38	6	0.77
61	61.5	-1.52	0.06426	0.14	1.82	3	0.64
52	52.5	-2.25	0.01222	0.05	0.65	0	-1
43	43.5	-2.97	0.00149	0.10	1.3	1	-0.23

	34.5	-3.70	0.00011	0.00	0	1	0
						$X^2$	.48

Based on table before, the researcher found that  $x^2_{\text{count}} = -1.48$  white  $x^2_{\text{table}} = 12.592$  Cause  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $-1.48 < 12.592$ ) with degree of freedom (dk) =  $9-3 = 6$  and significant level  $\alpha = 5\%$ . So distribution of X-IPA in post-test is normal.

#### 6. Median

No	Interval	F	Fk
1	35-43	1	1
2	44-52	1	2
3	53-61	0	2
4	62-70	3	5
5	71-79	6	11
6	80-88	2	13

Position of  $M_e$  in the interval of classes is in number 4, that:

$$Bb = 70.5$$

$$F = 6$$

$$Fm = 5$$

$$i = 9$$

$$n = 13$$

$$1/2n = 6.5$$

$$\begin{aligned}
M_c &= Bb + i \left( \frac{\frac{n}{2} - f}{fm} \right) \\
&= 70.5 + 9 \left( \frac{6.5 - 6}{5} \right) \\
&= 70.5 + 9 (0.1) \\
&= 70.5 + 0.9 \\
&= 71.4
\end{aligned}$$

### 7. Modus

No	Interval	F	Fk
1	35-43	1	1
2	44-52	1	2
3	53-61	0	2
4	62-70	3	5
5	71-79	6	11
6	80-88	2	13

$$L = 70.5$$

$$d_1 = 3$$

$$d_2 = 4$$

$$i = 9$$

$$\begin{aligned}
Mo &= L + i \left( \frac{d_1}{d_1 + d_2} \right) \\
&= 70.5 + 9 \left( \frac{3}{3+4} \right) \\
&= 70.5 + 9 (0.42) \\
&= 70.5 + 3.78 \\
&= 74.28
\end{aligned}$$

### B. Result of Normality Test of X-Agama in Post-test

1. The score of X-Agama class in post-test from low score to high score:


2. High = 70

Low = 30

Range = high – low

= 70 – 30

= 40

3. Total of classes = 1 + 3.3 log (n)

= 1 + 3.3 log (12)

= 1 + 3.3 (1.07)

= 1 + 3.53

= 4.53 = 5

4. Length of classes =  $\frac{\text{range}}{\text{total of classes}} = \frac{40}{5} = 8$

5. Mean

Interval class	F	X	X'	Fx'	x'2	Fx'2
30-37	2	33.5	+2	4	4	8
38-45	3	41.5	+1	3	1	3
46-53	4	49.5	0	0	0	0
54-61	2	57.5	-1	-2	1	2
62-69	0	65.5	-2	0	4	0
70-77	1	73.5	-3	-3	9	9
i = 8	12			2		22

$$M_x = M^1 + i \frac{\sum fx'}{N}$$

$$= 49.5 + 8 \left( \frac{2}{12} \right)$$

$$= 49.5 + (1.5)$$



$$= 48$$

$$SD_t = i \sqrt{\frac{\sum fx'^2}{n} - \left(\frac{\sum fx'}{n}\right)^2}$$

$$= 8 \sqrt{\frac{22}{12} - \left(\frac{2}{12}\right)^2}$$

$$= 8 \sqrt{1.83 - 0.01}$$

$$= 8 \sqrt{1.82}$$

$$= 8 \times 1.3$$

$$= 10.4$$

Table of Normality Test with Chi Kuadrat Formula

Interval of score	Real upper limit	Z-score	Limit of large of the area	Large of area	Fh	Fo	$\left(\frac{fo - fh}{fh}\right)$
70-77	75.5	2.64	0.4959				
62-69	69.5	2.06	0.4803	0.01	0.12	1	7.3
54-61	61.5	1.29	0.4015	0.07	0.84	0	-1
46-53	53.5	0.48	0.1844	0.21	2.52	2	-0.20
38-45	45.5	-0.24	0.40517	-0.22	-2.64	4	-2.51
30-37	37.5	-1.00	0.15866	0.24	2.88	3	0.04
	29.5	-1.77	0.03836	0.12	1.44	2	0.38
$X^2$							4.01

Based on table before, the researcher found that  $x^2_{\text{count}} = 4.01$  white  $x^2_{\text{table}} = 11.070$ . Cause  $x^2_{\text{count}} < x^2_{\text{table}}$  ( $4.01 < 11.070$ ) with degree of freedom  $(dk) = 8-3 = 5$  and significant level  $\alpha = 5\%$ . So distribution of X-Agama in post-test is normal.

## 6. Median

No	Interval	F	Fk
1	30-37	2	2
2	38-45	3	5
3	46-53	4	9
4	54-61	2	11
5	62-69	0	11
6	70-77	1	12

Position of  $M_e$  in the interval of classes is in number 3, that:

$$Bb = 45.5$$

$$F = 4$$

$$Fm = 5$$

$$i = 8$$

$$n = 12$$

$$1/2n = 6$$

$$\begin{aligned}
 M_e &= Bb + i \left( \frac{\frac{n}{2} - f}{fm} \right) \\
 &= 45.5 + 8 \left( \frac{6-4}{12} \right) \\
 &= 45.5 + 8 (0.16) \\
 &= 45.5 + 1.28 \\
 &= 46.47
 \end{aligned}$$

## 7. Modus

No	Interval	F	Fk
1	30-37	2	2
2	38-45	3	5
3	46-53	4	9
4	54-61	2	11
5	62-69	0	11
6	70-77	1	12

$$L = 45.5$$

$$d_1 = 1$$

$$d_2 = 2$$

$$i = 8$$

$$\begin{aligned} Mo &= L + i \left( \frac{d_1}{d_1 + d_2} \right) \\ &= 45.5 + 8 \left( \frac{1}{1+2} \right) \\ &= 45.5 + 8 (0.33) \\ &= 45.5 + 2.64 \\ &= 48.14 \end{aligned}$$

## Appendix 10

### Homogeneity Test in Post-test

Calculation of parameter to get variants of the first class as experimental class sample 1 and variant of the second class as control class sample 2 used homogeneity test by using formula:

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

Hypothesis :

$$H_0 : \sigma_1^2 = \sigma_2^2$$

$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

**A. Variant of the X-IPA class is:**

	75	625
	80	400
	65	225
	60	400
	72	184
	75	625
	72	184
	35	225
	63	969
	78	084
	45	025
	75	625
	70	900
		471

$$n = 13$$

$$\sum xi = 885$$

$$\sum xi^2 = 62471$$

$$\begin{aligned} S^2 &= \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)} \\ &= \frac{13(62471) - (885)^2}{13(13-1)} \\ &= \frac{812123 - 783225}{13(12)} \end{aligned}$$

$$= \frac{28898}{156}$$

$$= 18.51$$

**C. Variant of the X-Agama class is:**

No.	Initial name	Pre-test
1.	50	2500
2.	40	1600
3.	30	900
4.	47	2209
5.	38	1444
6.	40	1600
7.	35	1225
8.	55	3025
9.	53	2809
10.	50	2500
11.	60	3600
12.	70	4900
	568	28312

$$n = 12$$

$$\sum xi = 568$$

$$\sum xi^2 = 28312$$

$$S^2 = \frac{n\sum xi^2 - (\sum xi)^2}{n(n-1)}$$

$$= \frac{12(28312) - (568)^2}{12(12-1)}$$

$$\begin{aligned}
&= \frac{339744 - 322624}{132} \\
&= \frac{17120}{132} \\
&= 6.32
\end{aligned}$$

To test the hypothesis the formula was:

$$\begin{aligned}
F &= \frac{T \square e \text{ Biggest Variant}}{T \square e \text{ Smallest Variant}} \\
&= \frac{18.51}{6.32} \\
&= 2.92
\end{aligned}$$

After doing the calculation, the researcher found that  $f_{\text{count}} = 2.92$  with  $\alpha = 5\%$  and  $dk = 10$  and  $10$  from distribution list  $f$ , researcher found that  $f_{\text{table}} = 2.98$ , cause  $f_{\text{count}} < f_{\text{table}}$  ( $2.92 < 2.98$ ). So, there is no different variant between X-IPA and X-Agama class. It means that the variant is homogenous.

## Appendix 11

### T-test of Both Averages in Pre-test

The researcher used the both averages to analyze the hypothesis stated that there is no difference between experimental class and control class in pre-test before doing treatment. To answer the hypothesis, the researcher used T-test formula as follows:

$$\begin{aligned} T_t &= \frac{M1 - M2}{\sqrt{\left(\frac{(n1-1)s_1^2 + (n2-1)s_2^2}{n_1+n_2-2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\ &= \frac{35 - 47.3}{\sqrt{\left(\frac{(13-1)46.58 + (12-1)64.69}{13+12-2}\right)\left(\frac{1}{13} + \frac{1}{12}\right)}} \\ &= \frac{-12.3}{\sqrt{\left(\frac{12(46.58) + 11(64.69)}{23}\right)(0.07+0.08)}} \\ &= \frac{-12.3}{\sqrt{\frac{558.96+711.59}{23} (0.07+0.08)}} \\ &= \frac{-12.3}{\sqrt{\left(\frac{1270.55}{23}\right)(0.15)}} \\ &= \frac{-12.3}{\sqrt{(55.24)(0.15)}} \\ &= \frac{-12.3}{\sqrt{2.286}} \\ &= \frac{-12.3}{2.87} \\ &= -4.28 \end{aligned}$$

Based on researcher calculation result of hypothesis test of both averages, researcher found that  $t_{count} = -4.28$  with opportunity  $(1-\alpha) = 1 - 5\% = 95\%$  and  $dk =$

$n_1 + n_2 - 2 = 13 + 12 - 2 = 23$ ,  $t_{table} = 1.714$ . So,  $t_{count} < t_{table}$  ( $-4.28 < 1.714$ ) and  $H_0$  is accepted, it means no difference the average between the first class as experimental class and the second class as control class in this research.



## Appendix 12

### T-test of Both Averages in Post-test

The researcher used the both averages to analyze the hypothesis stated that there is no difference between experimental class and control class in pre-test before doing treatment. To answer the hypothesis, the researcher used T-test formula as follows:

$$\begin{aligned} T_t &= \frac{M1 - M2}{\sqrt{\left(\frac{(n1-1)s_1^2 + (n2-1)s_2^2}{n_1+n_2-2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} \\ &= \frac{80 - 48}{\sqrt{\left(\frac{(13-1)18.51 + (12-1)6.32}{13+12-2}\right)\left(\frac{1}{13} + \frac{1}{12}\right)}} \\ &= \frac{\sqrt{\left(\frac{12(18.51) + 11(6.32)}{23}\right)(0.07+0.08)}}{32} \\ &= \frac{\sqrt{\frac{22.212+6.952}{23}}(0.15)}{32} \\ &= \frac{\sqrt{\left(\frac{6974.21}{23}\right)(0.15)}}{32} \\ &= \frac{\sqrt{(30.32)(0.15)}}{32} \\ &= \frac{\sqrt{4.54}}{32} \\ &= \frac{2.13}{32} \\ &= 15.02 \end{aligned}$$

Based on researcher calculation result of hypothesis test of both averages, researcher found that  $t_{\text{count}} = 15.02$  with opportunity  $(1-\alpha) = 1 - 5\% = 95\%$  and  $dk = n_1 + n_2 - 2 = 13 + 12 - 2 = 23$ ,  $t_{\text{table}} = 1.714$ . So,  $t_{\text{count}} > t_{\text{table}}$  ( $15.02 > 1.714$ ) and  $H_a$  is accepted, it means there was the difference average between the first class as experimental class and the second class as control class in this research.

**Appendix 13**

**Chi-Square Table**

<b>Dk</b>	<b>Significant level</b>					
	<b>50%</b>	<b>30%</b>	<b>20%</b>	<b>10%</b>	<b>5%</b>	<b>1%</b>
<b>1</b>	0,455	1,074	1,642	2,706	3,841	6,635
<b>2</b>	1,386	2,408	3,219	4,605	5,991	9,210
<b>3</b>	2,366	3,665	4,642	6,251	7,815	11,341
<b>4</b>	3,357	4,878	5,989	7,779	9,488	13,277
<b>5</b>	4,351	6,064	7,289	9,236	11,070	15,086
<b>6</b>	5,348	7,231	8,558	10,645	12,592	16,812
<b>7</b>	6,346	8,383	9,803	12,017	14,067	18,475
<b>8</b>	7,344	9,524	11,030	13,362	15,507	20,090
<b>9</b>	8,343	10,656	12,242	14,684	16,919	21,666
<b>10</b>	9,342	11,781	13,442	15,987	18,307	23,209
<b>11</b>	10,341	12,899	14,631	17,275	19,675	24,725
<b>12</b>	11,340	14,011	15,812	18,549	21,026	26,217
<b>13</b>	12,340	15,119	16,985	19,812	22,362	27,688
<b>14</b>	13,339	16,222	18,151	21,064	23,685	29,141
<b>15</b>	14,339	17,222	19,311	22,307	24,996	30,578
<b>16</b>	15,338	18,418	20,465	23,542	26,296	32,000
<b>17</b>	16,338	19,511	21,615	24,769	27,587	33,409
<b>18</b>	17,338	20,601	22,760	25,989	28,869	34,805
<b>19</b>	18,338	21,689	23,900	27,204	30,144	36,191
<b>20</b>	19,337	22,775	25,038	28,412	31,410	37,566
<b>21</b>	20,337	23,858	26,171	29,615	32,671	38,932
<b>22</b>	21,337	24,939	27,301	30,813	33,924	40,289
<b>23</b>	22,337	26,018	28,429	32,007	35,172	41,638
<b>24</b>	23,337	27,096	29,553	33,196	35,415	42,980
<b>25</b>	24,337	28,172	30,675	34,382	37,652	44,314
<b>26</b>	25,336	29,246	31,795	35,563	38,885	45,642
<b>27</b>	26,336	30,319	32,912	36,741	40,113	46,963
<b>28</b>	27,336	31,391	34,027	37,916	41,337	48,278
<b>29</b>	28,336	32,461	35,139	39,087	42,557	49,588
<b>30</b>	29,336	33,530	36,250	40,256	43,773	50,892

## Appendix 14

### Z-Table

Z	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
-3.9	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
-3.8	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
-3.7	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
-3.6	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
-3.5	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
-3.4	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
-3.3	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
-3.2	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
-3.1	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
-3.0	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
-2.9	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
-2.8	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
-2.7	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
-2.6	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.00368	0.00357
-2.5	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
-2.4	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
-2.3	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
-2.2	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
-2.1	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
-2.0	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
-1.9	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
-1.8	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938
-1.7	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
-1.6	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551
-1.5	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
-1.4	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
-1.3	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
-1.2	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
-1.1	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
-1.0	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
-0.9	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
-0.8	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
-0.7	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
-0.6	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
-0.5	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
-0.4	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
-0.3	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
-0.2	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
-0.1	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
-0.0	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

**Z-Table**

<b>z</b>	<b>0.00</b>	<b>0.01</b>	<b>0.02</b>	<b>0.03</b>	<b>0.04</b>	<b>0.05</b>	<b>0.06</b>	<b>0.07</b>	<b>0.08</b>	<b>0.09</b>
<b>0.0</b>	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
<b>0.1</b>	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
<b>0.2</b>	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
<b>0.3</b>	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
<b>0.4</b>	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
<b>0.5</b>	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
<b>0.6</b>	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
<b>0.7</b>	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
<b>0.8</b>	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
<b>0.9</b>	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
<b>1.0</b>	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
<b>1.1</b>	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
<b>1.2</b>	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
<b>1.3</b>	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
<b>1.4</b>	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
<b>1.5</b>	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
<b>1.6</b>	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
<b>1.7</b>	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
<b>1.8</b>	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
<b>1.9</b>	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
<b>2.0</b>	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
<b>2.1</b>	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
<b>2.2</b>	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
<b>2.3</b>	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
<b>2.4</b>	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
<b>2.5</b>	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952



**Appendix 15**

**Research Documentation**









**SIPIROK  
GRAND MOSQUE**  
Located in Tapanuli Selatan, Sumatera Utara

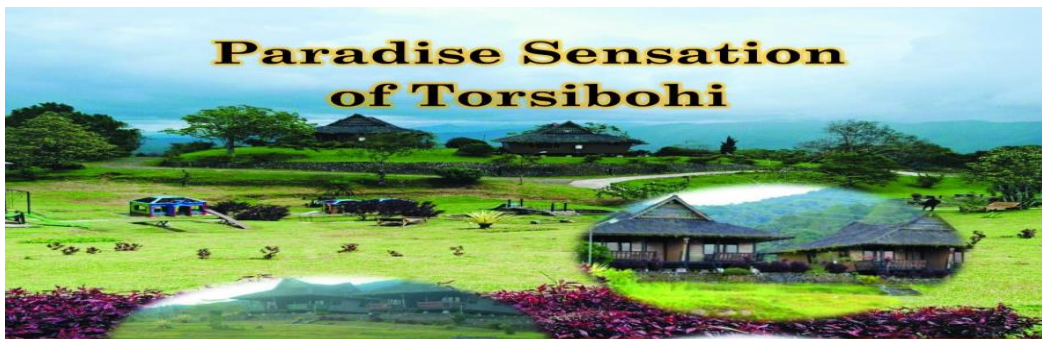









**ABOUT THE AREA :**

- FOUNTAINS+SEATS
- CENTRAL PARK
- SMALL LIGHT OF THE ROAD
- SEVERAL OFFICES (REGENT'S OFFICE, HOUSE OF REPRESENTATIVE, SERVICE OFFICE)



**Paradise Sensation  
of Torsibohi**

**Facilities**

- Hotel
- Swimming Pool
- Playground for Children
- Mosque
- Beautiful view to relax+take photos with a beautiful Scenery
- Restaurant
- Futsal Courts
- Big Hall

**CONTACT US**


Fahma : 0813 6298 9349  
Nikmah : 0812-6932-1413  
Nisa : 0822-7497-7739



## WISATA Sibio-bio Aek Sabaon

**Facilities :**

- Café
- Playground
- Artificial Lake
- Small chairs around the lake
- Mosque
- Karaoke Place
- Fish Pond
- Little Cottages

  
 +62 813 6298-9349

## Aek Sijorni Trip

**Facilities :**

- Swimming Pool for Children and Adult
- Prayer Room
- Various Souvenirs
- Taste Food

**CONTACT PERSON : +62 813-6298-9349 (FAHMA)**