A THESIS

**IMPROVING THE WRITING ABLITIY OF THE TENTH YEAR
STUDENTS OF SMA NEGERI 1 PAREPARE BY USING
TOURISM BROCHURE**

By

HERANI
Reg Num: 19.1300.074

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2024

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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
For the Decree of Sarjana Pendidikan (S.Pd.)

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ii

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SUPERVISORY COMMISSION APPROVAL

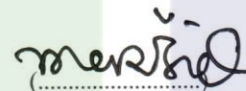|	
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بِـــــسْمِ اللهِ الرَّحْمنِ الرَّحِيْمِ

الْحَمْدُ لِلهِ رَبِّ الْعَالَمِيْنَ وَالصَّلاَةُ وَلسَّلاَمُ عَلَى أَشْرَفِ ألأَنْبِيَا وَالْمُرسَلِينَ وَعَلَى اَلِهِ وَصَحْبِهِ أَجْمَعِينَ أَمَّا بَعْدُ

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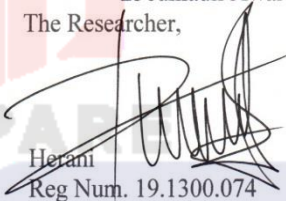
Another side, the writer would also deliver special thanks to:

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Parepare, January 02nd, 2024
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DECLARATION OF THE RESEARCH AUTHENTICITY
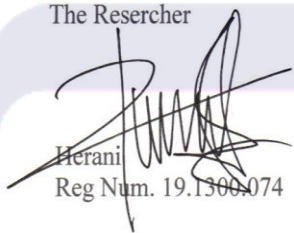
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Stated that herself conducted this thesis, if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

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ABSTRACT

Herani. *Improving the Writing Ability of the tenth Year Students of SMA Negeri 1 Parepare by Using Tourism Brochure* (Supervised by Arqam and Humaeroah)

Improving writing ability often involves honing skills such as organizing ideas logically, using appropriate language conventions, and creating engaging and coherent written pieces. The purpose of this research is toknow either the using of tourism brochure able to improve writing ability of the tenth year students of SMA Negeri 1 Parepare.

This research used pre-experiment design. Research sampel was 30 students and instrument of research used writing test. There were 7 meetings including pretest, treatment and posttest. The data analysis used automatic calculation by SPSS version 26.

The result showed that there was improvement of students' writing ability after using tourism brochure at the tenth year students of SMA Negeri 1 Parepare with proved by statistical analysis which score pretest for 45.00 and post test for 89.00 and result data of t_{hitung} for $3.870 > 2,645$. Then the h_o was rejected and the h_1 hypothesis was accepted. So, there was improvement of students' writing ability after using tourism brochure.

Keywords: Writing Ablitiy; Tourism Brochure,

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CHAPTER I

INTRODUCTION

A. Background

In this global era, English plays an important role in many sectors of life to connect many people all over the world. English has been an international language as a means of communication which denotes that everyone should master English in written and spoken. English language is very important because Indonesia is one of the countries that has many tourism destination as one of the biggest potentials. Therefore, all of us must understand more about the English language, and it will help us communicate with other people, especially foreigners.[1]

Writing skill is one of the language skills that taught to students. It is based on the standard of graduate competency, stated in Kepmendiknas No.23/2006, in the writing skill, the graduate of senior high school must be able to write short written functional texts and simple essays in the forms of recount, narrative, procedure, descriptive, news item, report, analytical exposition, spoof, explanation, discussion, and review in the daily life context. In line with this policy, the teacher should try hard to encourage the students reach the purpose of English learning, especially in writing. The students need to learn writing in order to be able to express their ideas, thoughts, and feelings in the best possible ways on the page. There are several reasons as the bases of why writing should be mastered by the students.First, the effective communication can take place through the medium of writing. It means that writing can be a means of communication. Second, the academic writing is emphasized on much greater

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[1]Helin, Ferdinandus, M. Dahlan Bahang, and Andi Haeriati Alimuddin. "USING Tourism Brochures In Teaching Writing At The Sixth Semester Students Of Stkip Ypup Makassar." *Journal English Education* 3.1 (2022): 44-56.

accuracy and formal language that can be used by the students to reach their informational level[2]

Because of consideration that English language is difficult to learn, it appears unconfident from students to conduct writing. They are afraid of how to apply the grammar using correct vocabulary. Determining the topic is one of the simple problems for the students in junior high school. Where they will do about this topic, also the students do not know what the definition of the topic it self. They need some stimulation from the teacher to produce their words and it is impossible if the teacher has to guide the students one by one. It is not effective in teaching and learning process. They feel difficult to express their ideas, they have any ideas that are hidden in their thought.

Concerning about the research problem above, writing skill is not easy, most of students cannot pass in writing test, and for instance, based on the observation in SMA Negeri 1 Parepare, the researcher has interviewed the English teacher there and she said that scored of the students is still low. This problem appeared at the X students of SMA Negeri 1 Parepare in academic year 2023. The English teacher there also allow me to observe their learning writing activity and the fact showed that their rate score is 65 It means that they have not pass the minimal criteria of achievement (KKM) that is 72. This problem may be caused by their teacher's way in teaching, for instance election of method or media and strategy is not appropriate. Besides the students is lack of idea.

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[2]Ramadani, Saptania Ayu. "Improving Students' Writing Ability in Writing Descriptve Texts Through Field Trip at SMA N 1 Godean." *Yogyakarta: English Language Education Department Faculty of Language and Arts State University of Yogyakarta (Unpublished Thesis)* (2013).

The researcher tries to help the students and facilitate them in using tourism brochures especially to improve writing skill in descriptive text. Tourism Brochure is also known as a short booklet or pamphlet. It is thin, boundless booklet and usually gives information about something such as forthcoming events, places, holiday sites, products *etc*. By using tourism brochures, the researcher does hope that students can improve their ability in writing, especially in writing a descriptive text. It can motivate the students to do better. They also will be more active, interested and have many ideas to write. The reason using tourism brochure for senior high school students is very helpful, joyful, interesting and avoid the boring students in learning english. The students can write a descriptive text in a good organization of text. Moreover, using tourism pictures to teach a descriptive text can help students to express their ideas briefly and build students' knowledge for a new experience they got from tourism brochure. It is suggested for the teachers and education practitioner to apply the use of tourism brochure to improve the student's ability in writing a descriptive text.

From the description above, the present study attempts to find out the improving of using tourism brochures in teaching writing. The subjects of this research are the X students of SMA Negeri 1 Parepare. Therefore, the researcher intended to conduct an experimental research under the tittle *"Improving the Writing Ability of the X Students of SMA Negeri 1 Parepare by Using Tourism Brochure"*.

B. Research Question

Based on the background of the study above, the research formulates research question as a follows: Is the using of tourism brochureable to improve writing ability of the tenth year students of SMA Negeri 1 Parepare?

C. The Objective of the Research

Based on the research question, the objective of this research is formulated; To know either the using of tourism brochureable to improve writing ability of the tenth year students of SMA Negeri 1 Parepare.

D. Significance of Research

The significance of the research is hopelly give contribution for:

1. Students

The result of this research is expected to give more information which really important to be known as students. The students' hopelly know the Students 'Writing.

2. Teachers

The teacher can understand the students' pronunciation so that they can give/use appropriate materials, tasks, methods, technique to teach their students.

3. For other researcher

Especially for language researchers, they can adapt the technique/media used in this research as an alternative to teach students. They also can use the data taken in this research (for example the field note) as source to make a consideration the next teaching learning.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Research Finding

Many researcher's have conducted their research on using of tourism brochure. Their findings are consecutively presented below:

First previous research by Rizka Johan "Introducing Descriptive Text to the Students Use English Tourism Brochures". The findings reveal that using English tourism brochures to improve the understanding of the students in writing descriptive text generally brings positive effect. This can be seen in the increasing number of students of "Fair" and "Poor" levels. On the other hand, the number of students with "Very Poor" ability decreased. It is necessary to consider that the use of the brochures need to be supported by the readiness of students in several aspects, such as vocabulary, grammatical structure, creation of ideas, and organization ideas.[3]

Other quasi-experimental research by Sitti nurlaela "Using Tourism Brochure to Improve Students' Writing Ability in Report Text: an Experimental of the Eleventh Grade Students". The result of the study shows that the students' ability in learning process has significant difference between Tourism Brochure and Picture as media. It could be seen the average score of post-test between experimental class was 78,6 and control class was 68,3. In other hand, the t-test formula shows that ttest is higher than t-table, where 8,91> 2,021 (on a level

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[3]Rizka Johan, "INTRODUCING DESCRIPTIVE TEXT to the STUDENTS USE ENGLISH TOURISM BROCHURES," 2018, 99.

significance 5%). It means that the improvement in post-test of experimental class was higher than control class.[4]

Third research condected by Lensi Gayatri *"The Use Of Tourism Brochures To Improve Descriptive Writing Achievement Of The Tenth Grade".* The findings of this study showed that both students in experimental and control groups improved significantly in writing descriptive text; however, the students who were taught by using tourism brochures in experimental group improved much better than the students in control group[5].

There are many studies have been reported to expose identification of students' writing ability in learning English to make process successful. There are some researchers can be used as references:

Putri (2013) , in her research entitled "The effectiveness of Teaching Writing Descriptive Text Using English Tourism Brochure at the Eighth Year Students of SMP Negeri 1 KepilWonosobo in Academic year 2012/2013", points out that the students' progress of experimental group in masteriy descriptive text is really good. While in this research the researcher is intended to use tourism brochure that apply in SMA Negeri 1 Parepare.

Other research on writing from Kurniawan (2013) entitled "Using Tourism Brochure Pictures to Generate Ideas in Improving SMA Students' Speaking Ability", shows the use of tourism brochures in speaking class is very useful in terms improving speaking skill of students. While in this research the

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[4]Siti Nurlaela and Mohammad Wahyu Widiyanto, "Using Tourism Brochure to Improve Students' Writing Ability in Report Text: An Experimental of the Elevent Grade Students of SMAN I Godong-Purwodadi in Academic Year 2016/2017," *ETERNAL (English Teaching Journal)* 7, no. 1 (2018), https://doi.org/10.26877/eternal.v7i1.2961.

[5] Lensi Gayatri, "The Use Of Tourism Brochures To Improve Descriptive Writing Achievement Of The Tenth Grade Students Of Sma Negeri 14 Palembang," no. 1 (2015): 1–27.

researcher is intended to use tourism brochure that apply in SMA Negeri 1 Parepare to improve students writing ability.

The last is the research from Chasanatul (2013) entitled "The Effectiveness of Teaching Writing in Short Descriptive Paragraph by Using Born to Shop (pictures) at the Seventh Grade of MTs Negeri Bandung", showed that after the researcher given the treatments, the average of students' writing is higher than before. It can be seen from the mean score of written test in pretest and posttest. Moreover, the majority of students give positive response toward the implementation of Born to Shop Game. The students felt that learning writing taught using born to shop game are challenging and fun. It can be concluded that teaching writing using born to shop game is really effective in writing short descriptive paragraph at seventh grade.

Based on the previous research findings above, the researcher concluded that there are three researchers that can be used as references, they are :Putri, Kurniawan, and Chasanatul. All of the previous researcher have done their research in teaching English by using tourism brochure and picture. Based on the result, the use of Tourism Brochure media is effective to improve students' abilty. In this research, the researcher will use descriptive text in teaching writing. Tourism brochure seems as a picture but it gives additional information about something such as forthcoming events, places, holiday sites, products etc. By using tourism brochure in teaching writing at the eight year students, teaching writing expected be more fun. It also can attack and increase students' motivation in teaching and learning process.

B. Some Pertinent Ideas

a. The Concept of Writing

In this section, the researcher discusses several points. The first is the definition of writing; the second is types of writing; the third is teaching of writing; the last is process of writing;

1. Definition of Writing

Writing is one of the most difficult English language skills that the second language learners need to build and achieve. In addition, writing can be one of the most effective means of learning[6]. The act of writing is not just a matter of transcribing ideas waiting fully developed in the researcher mind. It is a powerful process for discovering and shaping meaning. Those can be concluded that writing always makes the language learners worry about what they have to write in writing activity. It is because they must master the language component well and have enough experience to be expressed in written form.

When thinking about writing, it is helpful to make a distinction between writing for learning and writing for writing[7]. In this case of the former, writing is a practice tool to help the students practice and work with language they have been studying. Therefore, more the students write; they get more experience and practice about language they learn. As a result their language ability improves well.

On the other hand, writing for writing is directed at developing the students' skill as writers. It means that the main purpose for activities of this type is that students should become better at writing, whatever kind of writing that might be. In

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[6] Saeideh Ahangari and Maryam Babapour, "The Effect of Self-Correction and Peer-Correction on Efl Learners ' Writing," *Modern Journal of Language Teaching Methods* 5, no. 2 (2015): 465–73.

[7] Utami Widiati and Bambang Yudi Cahyono, "The Teaching of EFL Writing in the Indonesian Context:The State of the Art," *Jurnal Ilmu Pendidikan* 13, no. 3 (2001): 139–50.

writing for learning, the language it self is the main focus of attention, whereas the construction, layout, style and effectiveness of the whole text are the focus of writing for writing.

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

2. Kind of Writing

There are some types of writing that are taught in high school[8], they are :

a) Recount, writing has functioned to retell events for the purpose of informing or entertaining. The generic structure of this text consists of orientation, events, and reorientation.

b) Report. It function to describe the way thing are with reference to a range of natural, man-made and social phenomena in our environment. The generic structure of this text consists of general classification and description tells what the phenomena under discussion.

c) Discussion, a text which purpose to present (at least) two points of view about an issue.

d) Explanation, it has function to explain the process involved in the formation or workings of natural or socio cultural phenomena. The generic structures

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[8]Hui Tzu Min, "The Effects of Trained Peer Review on EFL Students' Revision Types and Writing Quality," *Journal of Second Language Writing* 15, no. 2 (2006): 118–41, https://doi.org/10.1016/j.jslw.2006.01.003.

ofthis text are a general statement to position the reader and sequenced explanation of why or how something occurs.

e) Exposition (analytical), it functions to persuade the reader or listener that something is the case. It generic structures are thesis, arguments, andreiteration.

f) Exposition (hortatory), its function is to persuade the reader or listener that something should or should not be the case. The generic structures are thesis,arguments, and recommendation.

g) News item, a text functions to inform readers, listeners, or viewers about events the day considered newsworthy or important. The generic structures are new sworthy events, backgrounds events, and sources.

h) Anecdote is a text to share with others an account of unusual or amusingincident. The generic structures are abstract, orientation, crisis, reaction, andcoda.

i) Narrative has function to amuse, entertain, and to deal with actual or vicarious experiences in different ways. The generic structures consist of orientation, complication, resolution, and reorientation.

j) Procedure is a text to describe how something accomplished through a sequence of action or steps. The generic structures contain goal, materials, and steps.

k) Descriptive is writing to describe a particular person, place or thing. The generic structures are identification and description.

l) Review is to critique an art work, event for a public audience. The generic structures are orientation, interpretative recount, evaluation, and evaluation summation.

Based on the explanation above, the researcher concluded that there are many types or genres of the text based on its function. The researcher decides to use descriptive text as a learning material for teaching writing based on the syllabus of the eighth year of junior high school. Taking descriptive text types are important. It is caused by consideration of media will be used.

3. Rubric of Writing

Table 2.1 The rubric of the writing can be explained below:

Criteria	Description
Suitability	5: Addresses the topic or prompt effectively; demonstrates a thorough understanding of the subject matter; content is highly relevant and perfectly tailored for the intended audience; maintains exceptional focus and coherence throughout the writing.
	4: Addresses the topic or prompt effectively; demonstrates a clear understanding of the subject matter; content is relevant and appropriate for the intended audience; maintains strong focus and coherence throughout the writing.
	3: Addresses most aspects of the topic or prompt effectively; demonstrates a satisfactory understanding of the subject matter; content is generally relevant and appropriate for the intended audience; maintains reasonable focus and coherence throughout the writing.

	2: Partially addresses the topic or prompt; demonstrates a limited understanding of the subject matter; content may be somewhat irrelevant or inappropriate for the intended audience; lacks focus and coherence.
Arrangement	5: Organizes ideas impeccably and cohesively; employs an outstanding structure with a compelling introduction, well-developed body paragraphs, and a conclusive conclusion; transitions seamlessly between ideas and sections; each paragraph serves a distinct purpose and contributes significantly to the overall flow of the writing. 4: Organizes ideas logically and cohesively; uses appropriate structure with a clear introduction, well-developed body paragraphs, and a satisfactory conclusion; transitions smoothly between ideas and sections; each paragraph serves a distinct purpose and contributes effectively to the overall flow of the writing. 3: Organizes ideas reasonably well; employs an acceptable structure with an adequate introduction, body paragraphs, and conclusion; transitions adequately between ideas and sections; each paragraph serves a purpose and contributes

	somewhat to the overall flow of the writing.
	2: Organizes ideas poorly; structure lacks coherence and clarity; transitions between ideas and sections are weak or non-existent; paragraphs lack purpose and contribute little to the overall flow.
Context	5: Considers the broader context and background extensively; provides rich background information that greatly enhances understanding; incorporates highly relevant details and examples to support arguments or points; demonstrates exceptional awareness of cultural, historical, or situational context if applicable.
	4: Considers the broader context and background effectively; provides sufficient background information to enhance understanding; incorporates relevant details and examples to support arguments or points; demonstrates good awareness of cultural, historical, or situational context if applicable.
	3: Considers the broader context and background adequately; provides necessary background information to enhance understanding; incorporates some relevant details and examples to support arguments or points; demonstrates moderate awareness of cultural, historical, or situational

	context if applicable.
	2: Fails to consider the broader context and background adequately; provides minimal background information; lacks relevant details and examples to support arguments or points; demonstrates little awareness of cultural, historical, or situational context if applicable.
Spelling and Form	5: Demonstrates flawless spelling, grammar, and punctuation; utilizes impeccable sentence structure and varied sentence lengths; consistently applies appropriate formatting with perfect indentation and paragraph breaks; adheres meticulously to any specific formatting guidelines or requirements.
	4: Demonstrates accurate spelling, grammar, and punctuation with rare minor errors; utilizes proper sentence structure and varied sentence lengths effectively; consistently applies appropriate formatting with mostly accurate indentation and paragraph breaks; adheres to most specific formatting guidelines or requirements.
	3: Demonstrates generally accurate spelling, grammar, and punctuation with occasional errors; utilizes mostly proper sentence structure and varied sentence lengths; applies appropriate formatting

| | with occasional inaccuracies in indentation and paragraph breaks; generally adheres to specific formatting guidelines or requirements. |
| | 2: Demonstrates frequent errors in spelling, grammar, and punctuation; utilizes improper sentence structure and lacks varied sentence lengths; applies inconsistent formatting with frequent inaccuracies in indentation and paragraph breaks; often fails to adhere to specific formatting guidelines or requirements. |

Sources : Hyland, Genre and Second Language Writing.[9]

1. Teaching of writing

According to Harmer[10] there are four reasons for teaching writing to the students of English as second Language include reinforcement, language development, learning style and, most importantly, writing as a skill.

a) Reinforcement

Some students acquire languages in a purely oral/aural way, but most of them benefit greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both their understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentences using new language shortly after they have studied it.

[9] Hyland, Ken. *Genre and Second Language Writing*. (London: The University of Michigan Press, 2021)

[10] Jeremy Harmer, "Review of How to Teach Handwriting," Journal of Applied Psychology 3, no.2(2004):

b) Language development

Actually process of writing (rather like the process of speaking) helps them to learn as learners go along. The mental activity learners have to go through in order to construct proper written texts is all part of the ongoing learning experience.

c) Learning style

Some students are fantastically quick at picking up language just by looking and listening. For the rest of them, it may take a little longer. For many learners the time to think through, to produce language in a slower way, is invaluable. Writing is appropriate for such learners. It can also be a quite reflective activity instead of the rush and bother of interpersonal face to face communication.

d) Writing as a skill

By far the most important reason for teaching writing, of course, is that it is a basic language skill[11], just as important as speaking, listening, and reading. The students need to know how to write letters, how to put written reports together, how to reply to advertisement and increasingly, how to write using electronic media. They need to know some of writing's special convention (punctuation, paragraph construction, etc) just as they need to know how to pronounce spoken English appropriately.

Based on the expalanation above, the researcher concluded that writing is very important, especially on English as Second Language because it will be useful for their life. They can produce creations from their ideas or they can record something etc. If writing is not taught for them appropriately, they will be confused

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[11]Jeremy Harmer, *The_Practice_of_English_Language_Teachin.Pdf*, 2010.

how to record or write something, for example if they want to get a job or write a report.

e) Process of writing

there are four basic stages of the writing process itself[12], they are: planning (pre-writing), drafting (writing), revising and editing.

(1)   Planning (pre-writing)

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In the pre-writing step, students get ideas to write about. The pre-writing process is mainly about generating ideas. It is often difficult for the students to get started and find ideas. Pre-writing usually begins with motivation and students awareness; what is the students trying to write, why it is important to write it well and who is the reader for this written.

(2) Drafting (writing)

After pre-writing stage, the students will be focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft. In this stage, the students begin to organize and put their structure on their writing. The main goal is expressing main ideas clearly and developing the content with the plenty of specific details. The students are able to express ideas freely and ignores about the correct grammar, puntuation, or spelling. They write without afraid of making mistakes.

(3) Revising

When the students revise, they review their draft on the basis of the feedback given in the responding stage. Students re examine what is written to see how effectively they have communicate their meanings to the reader. In this stage,

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[12]Longman, "First Step in Academic Writing Second Edition," 2016, 1–23.

the students are rewriting their draft after getting feedback from the teachers. Revising is not merely checking for language errors the students writing but it is done to improve global content and the organization of ideas so that students' intent is made clearer. In this stage the students improve their writing product based on the revision from the teacher.

(4) Editing

The next stage in writing process is editing. Editing within process writing is meaningful because students can see the connection between such an exercise and their own writing in that correction is not done for its own sake but as part of the process of making communication as clear and unambiguous as possible to a reader. At this last stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own for grammar, spelling, punctuation, diction, sentence structures and accuracy of supportive textual material such as quotations, examples, and the like. In this study, the students correct again their own writing after the teacher gives some critics for them (connection between sentences, grammar, diction, etc.) before it is given to the teacher for final evaluation[13].

Based on the explanation above, the researcher concluded that writing is not easy as we think. There are some process that must be done by the people to create a good written began planning (prewriting), drafting (writing), revising until presenting and if all the steps we do, the written that we made will have few mistakes more over

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[13]Alice Oshima and Ann Hogue, *Introduction to Academic Writing : Answer Key*, *Pearson Education Limited*, 2007, https://edisclipnes.usp.br/plueginefile.php/3928474/mod_resource/content/1/IntroductiontoAcademicWriting.pdf.

nothing mistakes. In this research, the researcher wants to make sure that running all the steps of the using memorable picture in writing process will lead us to have a fun and good writing.

a. The Concept of Tourism Brochure

1) Definition of tourism brochure

Brochure is also known as a short booklet or pamphlet. It is thin, boundless booklet and usually gives information about something such as forthcoming events, places, holiday sites, products etc.[14]Text organization of brochure consist of (1) Title, (2) date, (3) time, (4) place, and (5) additional information (ticket box, price). The most common types of single sheet brochures are the bifold (a single sheet printed on both sides and folded into halves) and the trifold (the same, but folded into thirds). A bifold brochure results in four panels (two panels on each side), while a trifold results in six panels (three panels on each side)[15].

Bainbridge defines brochures contains visuals of higher quality, considering that they need to give the right feel and impact of the places they advertise and campaign for. It is full of maps, pictures of tourist spots, and information pertaining to the landmarks and must brochure should al reaching a particular place, and other such information. Another definition of brochure is a small thin book especially one giving instructions or details of a service offered, from money, holiday brochures, a

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[14]Nurdian Sari and An Fauzia Rozani Sy, "Using Tourism Brochures in Teaching English," *Journal of English Language Teaching* 1, no. March (2013): 97–105.

[15]Renzo Mocini, "The Verbal Discourse of Tourist Brochures," *Annali Della Facoltà Di Lingue e Letterature Straniere Dell'Università Di Sassari* 2005, no. 2009 (2009): 153–64.

small book or magazine containing pictures and information about product or service.[16]

There are many kinds of brochure. One of them is tourism brochure. Tourism Brochures is a kind of media which can be easily obtained whenever or wherever in the market, even on the trees along the road, on the walls and in any instance which familiar to public relation and advertising or promotion center. Tourism brochure mainly promotes tourism object in one area such as tourism object in South Sulawesi[17].

By using tourism brochure, students could find many words that are related with tourism, which is comprehension. Tourism in other hand, brought meaning that is related to places, peoples, objects, history, foods, colors, cultures and many more and with the help of tourism brochures, students could really understand what a they going to do and what are they going to say.[18]

In this research, the researcher will focus on tourism brochure. Tourism brochures or travel brochure are more or less like other brochures but they contain visuals of higher quality, considering that they need to give the right feel and impact of the places they advertise and campaign for. Apart from this, it a list of hotels, it is full of maps, pictures of tourist spots, and visit places. The researcher expects by using brochures as a media able to improve students writing abilty.

2) Teaching descriptive text using tourism brochures

Descriptive text is text which says what a person, a place or a thing is like. Its purpose is to describe and reveal a particular person, place or thing. Linawati

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[16]Siti Katijah Johari, "Building Vocabulary and Improving Writing While Developing a Tourist Brochure," *English Teaching Forum* 46, no. 2 (2008): 38–42.

[17]Johari.

[18]Eniko Terestyényi, "Translating Culture-Specific Items in Tourism Brochures," *SKASE Journal of Translation and Interpretation* 5, no. 2 (2011): 13–22.

concluded descriptive text has two generic structures: a) identification, and b) description, identification talks about identifying phenomenon to be described, and description is describing the phenomenon in parts, qualities and characteristics.

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

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

In this time, the researcher teaches writing descriptive text by using tourism brochure by her following steps:

a. The teacher gives the students a brochure of the place. Then, ask students to write description about the place which they see in the brochure. Before write it, the teacher explains about simple present tense because it has relation with descriptive text. The researcher chooses descriptive text as the material because the students still have many difficulties in describing something or place.

b. 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.

c. 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.

Based on the explanation above the researcher assumes that students writing ability will improve if the teacher give a good media in teaching writing. One of the examples of media is tourism brochure. Teaching writing by using tourism brochure is really suitable with descriptive text because students can describe anything about the brochure. The researcher expectation, students will more understand about the material and can write descriptive text well by using tourism brochure.

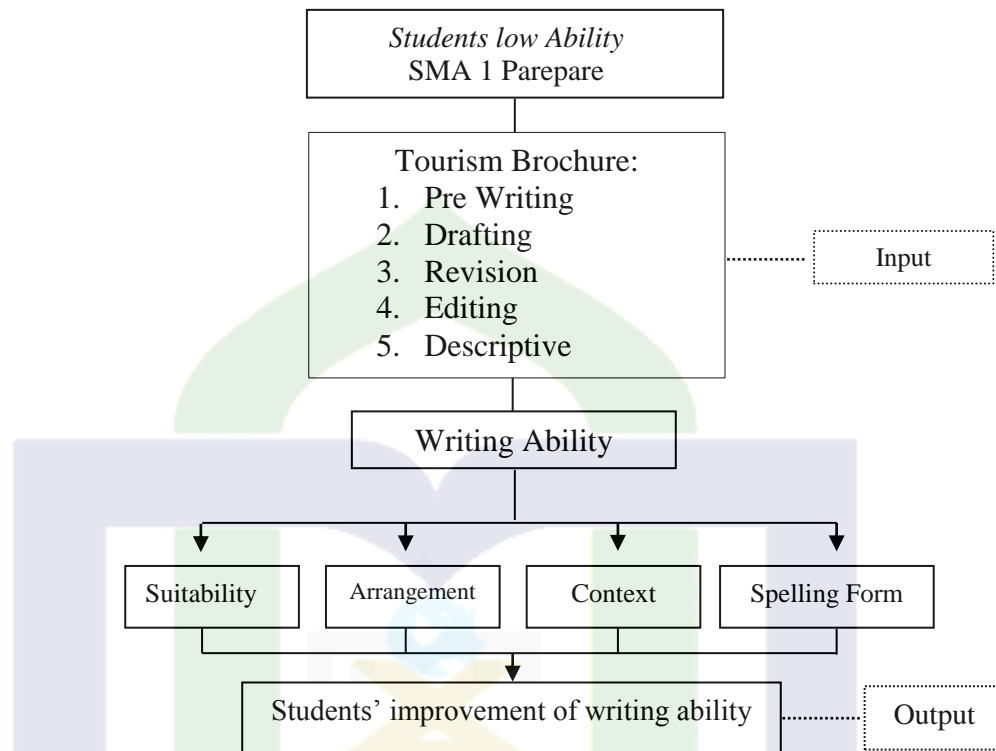3) Advantage and disadvantage of tourism brochure

First, it provides students an opportunity to use the knowledge that they get from outside of the school, such as knowledge of the tourism sight and activity in the tourism places. Next, it makes students acquire English vocabulary speaking skill that they require in their career purpose (maybe become a tour guide) and students will be more realized that English as a tool they might need for their future jobs or studies, this is relevant with their major of study. 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.

There are some disadvantages of tourism brochure because brochures often provide a curated and idealized version of a destination, focusing on its positive aspects and tourist attractions. This selective representation may lead to unrealistic expectations and disappointment for learners when they actually visit the location and alsobrochures may lack depth and comprehensive information, offering only a superficial overview of the destination. Learners may miss out on a nuanced understanding of the local culture, history, and community dynamics.[19]

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[19]Sari and Sy, "Using Tourism Brochures in Teaching English."

C. Conceptual Framework


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            ┌─────────────────────────┐
            │   Students low Ability  │
            │      SMA 1 Parepare     │
            └─────────────────────────┘
                        │
            ┌─────────────────────────┐
            │   Tourism Brochure:     │
            │   1.  Pre Writing       │·············· ┌─────────┐
            │   2.  Drafting          │               │  Input  │
            │   3.  Revision          │               └─────────┘
            │   4.  Editing           │
            │   5.  Descriptive       │
            └─────────────────────────┘
                        │
               ┌─────────────────┐
               │  Writing Ability │
               └─────────────────┘
                        │
     ┌──────────┬──────────┬──────────┬──────────┐
┌──────────┐┌────────────┐┌─────────┐┌──────────────┐
│Suitability││Arrangement ││ Context ││Spelling Form │
└──────────┘└────────────┘└─────────┘└──────────────┘
                        │
   ┌───────────────────────────────────────────┐
   │ Students' improvement of writing ability  │·············· ┌─────────┐
   └───────────────────────────────────────────┘               │ Output  │
                                                                └─────────┘
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D. Hypothesis

The researcher formulated the hypothesis as follow:

1. Ho : There is no improvement of students' writing ability after using tourism brochure.

2. H_1: There is improvement of students' writing ability after using tourismbrochure.

CHAPTER III

RESEARCH METHODOLOGY

A. **Research Design**

This research used pre-experimental research design by using pre-test and post-test with quantitative approach, because the researcher want to established possible cause and effect between dependent and independent variable. The researcher intended to improve students' writing ability by using Tourism Brochure at SMAN 1 Parepare.

Table 3.1 Pretest-Posttest Design

$$O_1 \ X \ O_2$$

Keterangan:

O_1 : Pretest

X   : Treatment

O_2 : Posttest

B. **Location and duration of the research**

The location of the research conducted in SMAN 1 Parepare. It located in Jl. Matahari No.3, Mallusetasi, Kec. Ujung, Kota Parepare, Sulawesi Selatan 64212, and the research did the research about a month including ofanalysis data.

C.   **Population and Sample of the Research**

1. **Population**

The population of this research was the eleventh grade at SMAN 1 Parepare. Population of Research can be explained below:

Table 3.1 Population

NO	CLASS	NUMBER STUDENTS'
1	X CERDAS 1	30
2	X CERDAS 2	30
3	X CERDAS 3	30
4	X CERDAS 4	30
5	X CERDAS 5	30
6	X CERDAS 6	30
TOTAL		180

2.Sample

According to Sugiyono the simple was part of the number and characteristics possessed by the population. So the sampling technique in this research is *Purposive Sampling*. According to Sugiyono purposive sampling is about sample which proper to the criteria of the class X Grade 1 are accuracy of content with themes, sentence structure, coherence between sentences, vocabulary and spelling, punctuation. There were some who already understand grammar structure, there was also those who have mastered a lot of vocabulary, so that's the reason for these 4 criteria as my assessment material in writing. The sample of this research was X Grade 1 that consist of 30 students.[20] By purposive sampling because the researcher get the class which all effective to be sample and the sample already proper to become sample.

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[20] Suharsimi Arikanto, *Dasar Evaluasi Pendidikan*, Edition of Refisi (Cet. X, Jakarta: Bumi Aksara, 2009), p.245

D. Procedure of Collecting Data

a) Pre-test was an activity to test the level of students' writing test of the material had been delivered, the pre-test was carried out before teaching activities begin. Before researcher giving the treatment on the first meeting researcher gave pre-test to students' to identify the students' writing test.

b.) Treatment

The researcher gave the treatment to students'and some materials about pronounciation material. This treatment conducted for 7 meetings. The procedure of the treatments follow:

1) The research great to the students' to open the class.

2) The research gave direction to pray before learning.

3) The researcher introduced herself to all the students'.

4) The researcher gave motivation to the students' before teaching the materials.

5) The research checked the attendance list.

6) The research explained the material and the activity will be used.

7) The researcher used tourism brochure at class.

c). The post-test was the test that the researcher after the treatments. Post-test was the final evaluation when the material taught on that day has been given a post-test in other words whether students have improvment in pronouunciation. The smilar test gave from pretest.

E. Instrument of the research

The research instrument employed in this study is a writing test, during this assessment, students were granted the flexibility to choose a topic from a set of three options provided by the researcher. The topics themselves were carefully selected to ensure they spanned a range of subjects, thereby allowing students to

express their creativity and preferences within the parameters of descriptive writing. The task required students to compose a paragraph ranging from 100 to 150 words, emphasizing concise yet expressive communication.

F. Technique of Data Analysis

In quantitative research, data analysis techniques directed to answer the problem formulation has been determined. Caused the data was quantitative, then analyzes the data using statistical methods that have been available.

1. Descriptive Analysis

The method that serves gave overview of the object under study through data or samples that have been collected did not exist without doing analysis and making conclusions, this analysis focused on mean, standard deviation and some of any testbefore conducting infrential analysis.

a) Scored the students' correct answer of pre-test and post-test by using formula :

$$score = \frac{Student\ correct\ answer}{The\ total\ number\ of\ them} \times 100$$

Data analysis used descriptive statistic, which describes the existing data to obtain fact from respondents, hence more easily to understand. The analysis used with descriptive statistic was done by collecting, compiling, presenting, and analyzing all data of all variables in terms of percentage, frequency distribution, histogram, diagram, graph, mean, mode, median, and standard deviation.

b) Classifying the score students' classification as follow:

Table 3.2 Classification of Score

No	Scores	Classification
1	80-100	Very good
2	66-79	Good
3	56-65	Fair
4	40-55	Poor
5	<39	Very poor [21]

(*Score: Shuharsimi Arikanto, 2013;281)*

c) Percentage of students' score using the following formula[22]:

$$P = \frac{F}{N} \times 100\%$$

Where:

P : Percentage

F : Frequency

N : Total Number of Students

a) To find out the average score following formula :

$$\overline{x} = \frac{\sum x}{N}$$

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[21] Suharsimi Arikanto, *Dasar Evaluasi Pendidikan*, Edition of Refisi (Cet. X, Jakarta: Bumi Aksara, 2009), p.245

[22]Sugiyono, *MetodologiPenelitianKuantitatif Kualitatifdan R&D*, (Bandung: Alfabeta, 2008), Cet.Ke-4. P. 243

Where :

$\overline{x}$: Mean Score

$\sum x$: The total number of the students score

N   : The number of student

d) Calculating standard deviation of students' score in pre-test and post-test following formula:

$$S = \sqrt{\frac{SS}{N}}, \text{ where SS} = \sum X^2 - \frac{(\sum x)^2}{N}$$

Where :   S   : The standard Deviation

SS   : The square root of the sum of square

$\sum X^2$: The sum of square

$(\sum x)^2$: Total square of the sum

N   : Total number of student [23]

Standard deviation used for measuring the mean score as valid as result data, which become generally score for representative the population average.

e) The formula used in finding out the difference between students' score in pre-test and post-test following formula:

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[23] Rukminingsi, M.Pd, Dr. Gunawan Adhnan,. Ph.D, Prof. Muhammad Adnan Latief, M.A., Ph. D, Metode Penelitian Pendidikan Penelitian Kuantitatif, Penelitian Kualitatif, Penelitian Tindakan Kelas, 2020

$$t = \frac{\bar{x}1 - \bar{x}2}{\sqrt{\left(\frac{SS1 + SS2}{n1 + n2 - 2}\right)\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

Where :

t	: Test of significance
$\overline{x}1$	: Mean score of Pre Test
$\bar{x}2$	: Mean score of Post Test
SS_1	: Sum square of Pre Test
SS_2	: Sum square of Post Test
n_1	: Number of students' of Pre Test
n_2	: Number of students' of Post Test
1	: Constant number
2	: Number of class [24]

T-test become very essential test for comparing the two findings result data which has different category of sample and average result.

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[24] Nurvitasyari, skripsi, The Use of Show and Tell (S&T) Method in Teaching Vocabulary at The Second Year Students' of Juniar High School (SMP) Negeri 4 Galesong Selatan Kabupaten Takalar, 2017.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This research conducted at X grade of SMA Negeri 1 Parepare. This research conducted using pre-experimental research design by pre-test and post-test with quantitative approach. The findings explained below:

1. Using Tourism Brochure in Teaching Writing Ability

This research focused on the using of tourism brochure in teaching writing ability, the using of brochure conducting in improving students writing ability for 7 meetings at tenth grade of SMA Negeri 1 Parepare. The explanation of the treatment can be explained below:

Table 4.1 Processed Using Tourism Brochure

Activities	Treatment Processed
Opening Activities	a. Researcher came to the class every morning at 08.00
	b. Researcher opened the class by greeting to the students
	c. Researcher asked the student condition and felling
	d. Researcher checked the attendance list
	e. Researcher mentioned the materials will be delivered
	Noted : This processed repeated 5 times of treatment
Main Activities	a. Researcher explained the purposes of study
	b. Researcher showed the tourism brochure to the

students

c. Researcher divided the students into 6 group

d. Researcher spread the brochure to each group

e. Researcher explained the meaning of the brochure

f. Researcher explained about the structure of the brochure in writing context.

Suitability

g. Researcher showed about the suitability of the brochure from the first paragraph to the last paragraph of the brochure

h. Researcher again mentioned about the suitability between one paragraph to the other explanation

Arrangement

i. Researcher explained about the arrangement of the content from one explanation to the other explanation

j. Researcher gave example to each group of the students for how to make arrangement writing

k. Researcher asked the student to make arrangement explanation

Context

l. Researcher explained how to make context oin correct and proper writing

m. Researcher explained about how to explained

something using writing

n. Researcher asked the students for each group discussed about one topic to be writing

Spelling Form

o. Researcher explained about the important of spelling form which very important for the students in their writing.

p. Researcher explained about how to using full stop (.) and comma (,)

Noted : This processed repeated 5 times

q. Researcher asked the students to make writing for each individuals

r. Researcher asked one of the representative group explained their writing result

s. Researcher explained and correct the miswriting of the students

t. Researcher asked another students to make writing also

u. Researcher explained again the materials for closing class

Closing Activities

a. Researcher summarized the materials after all group explained their writing

b. Researcher evaluated each group together for explained the writing

c. Researcher explained about next materials with the same materials today

Noted : This processed repeated 5 times

Sources: Research Data, 2023

According to the explanation above, the researcher did research in opening class, main class and closing class which teaching about writing ability, the indicator improvement were suitability, Arrangement, Context, Spelling Form.

2. Students Writing Ability at Tenth Grade

The students writing ability explained after evaluating pre and post test at tenth grade of SMA Negeri 1 Parepare, the result analyzed used Microsoft excel and SPSS during the evaluation processed. The result can be explained below:

Table 4.2 Pretest Students Writing Ability

N0	Category	Result Writing Test (Pretest)	
		Frequency	**Percent**
1	(Very Good) 80-100	0	0%
2	(Good) 66-79	0	0%
3	(Fair) 56-65	8	26,77%
4	(Poor) 40-55	18	62,06%
5	(Very Poor) <39	4	13,03%
	Total	**30**	**100**

Sumber : Result Data, 2024

According to the data above, the students got score in interval of 80-100 with 0%, the interval score for 66-79 with 0%, the interval score for 56-65

with 8 students with 26,77%, the score with interval 40-55 with 18 with 62,06% and the interval score for <39 with 13,03%.The indicator of the students writing test referred to the suitability, arrangement, context, spelling:

Table 4.3 Indicator Result of Writing Test

No	Indicator	Correct Answer Pre test
		Percent
1	Suitability	50%
2	Arrangement	30%
3	Context	30%
4	Spelling Form	40%

Sources: Research Data, 2023

According to the data above, the indicator of suitability scored with 50%, the indicator of arrangement scored with 50%, the indicator of context scored with 30%, the indicator of spelling form scored with 40%. According to the data above, the researcher accumulation data from the students' writing skill by conducting data from SPSS which showed below:

Table 4.4 Accumulation Score for Pretest students' writing skill

Descriptive Statistics Pre Test

	N	Minimum	Maximum	Mean	Std. Deviation
Data Sample	30	30	60	45,00	21,980
Valid N (listwise)	30				

Source: SPSS Windows 24

According to result above, the researcher categorized the students' writing ability in category of *Poor* with regarding to the table 4.3 Classification of Students' writing ability.

Table 4.5Posttest Students Writing Ability

N0	Category	Result Writing Test (Posttest)	
		Frequency	Percent
1	(Very Good) 80-100	0	0%
2	(Good) 66-79	21	70,00%
3	(Fair) 56-65	8	26,66%
4	(Poor) 40-55	1	3,33%
5	(Very Poor) <39	0	0%
	Total	**30**	**100**

According to the data above, the students got score in interval of 80-100 with 0%, the interval score for 66-79 with 70%, the interval score for 56-65 with 26,66%, the score with interval 40-55 with 3,33% and the interval score for <39 with 0%.The indicator of the students 'writing ability can be showed below:

Table 4.6 Indicator Result of Writing Ability

No	Indicator	Correct Answer Pre test
		Percent
1	Suitability	80%
2	Arrangement	70%

3	Context	80%
4	Spelling Form	80%

According to the data above, the indicator of suitability scored with 80%, the indicator of arrangement scored with 70%, the indicator of context scored with 80%, the indicator of spelling form scored with 80%. According to the data above, the researcher accumulation data from the students' writing ability by conducting data from SPSS which showed below:

Table 4.7 Accumulation Score for students' writing ability

Descriptive Statistics Post Test

	N	Minimum	Maximum	Mean	Std. Deviation
Data Sample	30	40	75	89.00	23,098
Valid N (listwise)	30				

Source: SPSS Windows 24

According to result above, the researcher categorized the students' writing ability in category of *Very Good* with 89,00 mean score which regarding to the table 4.6Classification of Students' writing ability.

According to the data which identification through data evaluation, the data can be explained based on the test. The test consisted by pre and posttest. The accumulation of the test can be showed based on the result below:

Table 4.8 Accumulation of Pre-Post Test

No	Test Result	Mean	Category
1	Pre Test	45,00	Poor
2	Post Test	89,00	Very Good

Based on the data above it showed result of pretest categorized as *poor* and post test categorized as ***very good level***.

a) T test Independent

The purpose of this test was to see if there is an average difference between two paired data. Following were the results of the data description:

Table 4.9 T-Test

			Paired Differences						
Paired Samples Test									
				Std. Error Mean	95% Confidence Interval of the Difference				
		Mean	Std. Deviation		Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre_test Post_test	67,00	21,224	4.890	27.980	9.870	3.870	30	,000

Sources: SPSS Windows Version 24

Based on the results of the analysis, it was obtained that the t-test value was 3.870 where to find out whether the t-count value was significant with a 95% confidence interval, it must be compared with the score in the t table. And to see the t table it must be based on (dk) or degrees of freedom (df) whose magnitude was n-1, in this case it mean 30-1 = 29. It refer to the t table score of 2,645.

If the calculated t-score was 3.870and the t value from the table (t distribution table) was 2,645, then the researcher concluded that there was a significant difference between the two groups of data being compared. In this context, the null hypothesis which states that there was no difference between the two data groups can be rejected. The alternative hypothesis

which states that there was a difference between the two groups of data be accepted.

Thus the results of the analysis obtained t-score 3.870>2,645, then the null hypothesis was rejected and the h_1 hypothesis was accepted. So, there was improvement of students' writing ability after using tourism brochure.

B. Discussion

According to the findings the researcher explained about the using of tourism brochure to improve writing ability of the tenth year students of SMA Negeri 1 Parepare. According to the data, it showed that, students result were improved after using brochure in their writing. The research conducted at SMA Negeri 1 Parepare focused on enhancing students' writing ability at the tenth grade using tourism brochures as a teaching tool. The study utilized a pre-experimental research design with pre-test and post-test assessments, employing a quantitative approach. The findings are presented in the form of activities undertaken during the treatment process and the results of the pre-test and post-test evaluations.

The treatment process involved a series of activities conducted over five sessions. These included opening activities, main activities focusing on explaining the purpose of the study and using tourism brochures, and closing activities involving summarizing and evaluating each group's writing. The activities targeted key aspects such as suitability, arrangement, context, and spelling form in writing.

The structured treatment process aimed at improving students' writing abilities by familiarizing them with the content and structure of tourism brochures. It covered aspects like the suitability of content, arrangement of information, understanding context, and paying attention to spelling form. According to the findings that the pretest results revealed that a significant portion of students scored in the categories of Poor and Very Poor.

The posttest results demonstrated a considerable improvement in students' writing abilities. The majority of students scored in the categories of *"Good" and "Very Good,"* with significant increases in percentages for all indicators. The highest improvement was observed in the arrangement category (70%).

The students experienced significant improvement in their writing skills after incorporating brochures into their learning process. By utilizing brochures, students were exposed to real-world examples, allowing them to understand and apply key writing concepts more effectively.[25] The structured activities involving the brochures, such as analyzing suitability, arrangement, context, and spelling form, provided practical insights. Notably, the post-test results showed a clear enhancement, with students achieving a Very Good categorization. The use of brochures not only made the learning experience more engaging but also demonstrated the positive impact of incorporating tangible, everyday materials in teaching writing. This approach proved instrumental in refining students' writing abilities in a way that was accessible, relatable, and, most importantly, effective.

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[25] Fauzia Rozani Sy, "Using Tourism Brochures in Teaching English," *Journal of English Language Teaching* 1, no. March (2013).

Throughout the teaching process, the activities were meticulously designed and executed to maximize the effectiveness of using tourism brochures in enhancing students' writing abilities. the researcher embarked on a comprehensive exploration of the purposes of the study, unveiling the potential of tourism brochures as a writing tool. The students were actively engaged as the researcher introduced the brochures, forming groups to encourage collaborative learning. The meticulous process of distributing the brochures to each group and explaining their significance laid the groundwork for the subsequent discussions on meaning, structure, suitability, arrangement, context, and spelling form within the realm of writing.

The researcher focused efforts on specific aspects of writing were particularly evident in the subsequent activities. The exploration of suitability delved into an analysis of the entire brochure, emphasizing the interconnectedness of paragraphs.[26] Arrangement skills were honed through examples provided to each group, fostering a hands-on approach to understanding the intricacies of structuring written content. Contextualization, explained in subsequent activities, brought attention to the importance of clarity and precision in conveying ideas in writing. The students were actively involved in group discussions, a key element of the teaching process that promoted collaborative learning and diversified perspectives.

Addressing the finer details of spelling form and punctuation, the researcher underscored their importance in effective writing, guiding students in the correct use of full stops and commas. This process was systematically

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[26] Longman, "First Step in Academic Writing Second Edition," 2016.

reiterated over five sessions, allowing students ample opportunities for practice and refinement of their writing skills.

The accumulation of each session involved individual writing tasks, group presentations, corrections, and additional writing exercises. The closing activities served as a reflective and evaluative moment, where the researcher summarized the key learnings, assessed each group's performance collaboratively, and provided insights into the forthcoming materials. This cyclical approach, repeated five times, not only reinforced the learning objectives but also allowed for continuous improvement and refinement of writing abilities.

The structured treatment process, with it was meticulously planned and repeated activities, created a dynamic and engaging learning environment. The systematic approach not only facilitated the transfer of knowledge but also provided students with practical and applicable skills in writing.[27] Through the repetition of activities and the careful scaffolding of concepts, the teaching process effectively empowered students with improved writing abilities grounded in real-world applications

According to this research, the comparison between this research and previous research was from Sitti nurlaela shows that the students' ability in learning process has significant difference between Tourism Brochure and Picture as media. It could be seen the average score of post-test between experimental class was 78,6 and control class was 68,3. In other hand, the t-test formula shows that ttest is higher than t-table, where 8,91> 2,021 (on a

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[27] Yudi Cahyono, "The Teaching of EFL Writing in the Indonesian Context:The State of the Art," *Jurnal Ilmu Pendidikan* 13, no. 3 (2001).

level significance 5%). It means that the improvement in post-test of experimental class was higher than control class.[28]The comparison between the current research and the study conducted by Sitti Nurlaela reveals notable insights into the effectiveness of different teaching media, specifically tourism brochures and pictures, in enhancing students' learning process. In the research by Sitti Nurlaela, the focus was on comparing the impact of using Tourism Brochures and Pictures as instructional media, while the current research emphasizes the positive influence of using Tourism Brochures in teaching writing skills.

The findings from Sitti Nurlaela's study indicated a significant difference in students' learning outcomes when utilizing Tourism Brochures compared to Pictures as instructional media. Specifically, the average post-test score for the experimental class. According to the result, the theory stated that one of four skills that difficult to do is writing. Because in writing students must take out ideas in their mind. Actually, the key to learning to write is feeling confidence in students' abilities. But, many students do not enjoy writing because they feel that they cannot do it correctly and need much time to do it.[29]

Actually all students were capable of becoming excellent writer. The process of writing method values the talents and grows of individual writer and makes them want to continuous writing because they feel good about their

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[28]Siti Nurlaela and Mohammad Wahyu Widiyanto, "Using Tourism Brochure to Improve Students' Writing Ability in Report Text: An Experimental of the Elevent Grade Students of SMAN I Godong-Purwodadi in Academic Year 2016/2017," *ETERNAL (English Teaching Journal)* 7, no. 1 (2018), https://doi.org/10.26877/eternal.v7i1.2961.

[29] Sari and Sy, "Using Tourism Brochures in Teaching English."

writing. But beside that should be any some media to support in the teaching writing activities, one of them is by using tourism brochure.[30]

This research delved into the significant enhancement of tenth-grade students' writing abilities through the innovative incorporation of tourism brochures as a teaching tool at SMA Negeri 1 Parepare. The meticulously designed treatment process, comprising opening, main, and closing activities, effectively engaged students in analyzing suitability, arrangement, context, and spelling form within the realm of writing. The findings revealed a substantial improvement in post-test scores, with a majority of students achieving a categorization of "Good" and "Very Good," demonstrating the efficacy of utilizing tourism brochures in teaching writing skills.

The research addressed the challenges students face in writing, emphasizing the importance of fostering confidence in their abilities. Writing is often perceived as a difficult skill, and students' reluctance is attributed to self-doubt and the perceived complexity of the task. However, the incorporation of tourism brochures not only makes the learning experience more engaging but also instills confidence by providing tangible, real-world examples. The concluding remarks highlight the potential of innovative teaching methodologies, grounded in practical applications, to transform the learning landscape and empower students to become proficient writers.

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[30]Eniko Terestyényi, "Translating Culture-Specific Items in Tourism Brochures," *SKASE Journal of Translation and Interpretation* 5, no. 2 (2011): 13–22.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the data findings, the conclusion of researched showed that there was improvement of students' writing ability after using tourism brochure at the tenth year students of SMA Negeri 1 Parepare with proved by statistical analysis which score pretest for 45.00 and post test for 89.00 and result data of t-score $3.870 > 2,645$. Then the null hypothesis was rejected and the h_1 hypothesis was accepted. So, there was improvement of students' writing ability after using tourism brochure.

B. Suggestion

1. For Teacher, it suggested for continue for implementing using tourism brochure in order to develop students writing ability.

2. For Students, to be more creative in make brochure writing text

3. For Next Researcher, was suggested to do research for more variable in research.

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Appendix 01 : Instrument

	KEMENTERIAN AGAMA REPUBLIK INDONESIA **INSTITUT AGAMA ISLAM NEGERI PAREPARE** **FAKULTAS TARBIYAH** Jl. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
	INSTRUMEN PENELITIAN PENULISAN SKRIPSI

Name of The Student   : Herani

The Title of Thesis   : Improving The Writing Ablitiy Of The Tenth Year
                                    Students of SMA Negeri 1 Parepare By Using Tourism
                                    Brochure

Student Reg. Number   : 19.1300.074

Faculty   : Tarbiyah

Study Program   : English Education Program

Instrument   : Writing Ability

PRE TEST

Please Write about the Destination of the Agency below:

POST TEST

Please write the descriptive of the brochure below:

What to See

Paris, France would not be Paris if it weren't for it's most celebrated and memorable monuments in recent history. These include: The Eiffel Tower, the Louvre Museum, The Arc De Triomphe, and many more. Something magical and magestic happens when these monuments are illuminated by the city lights throughout the evening.

Eiffel Tower

The Eiffel Tower is the one monument most visitors won't want to miss. The symbol of the capital stands 324 m tall and weighs 10,100 tons. It's creation took 2 years, 2 months and 5 days to finish. The Eiffel Tower was built for the Exposition Universelle of 1889 and just recently celebrated it's 120th year anniversary in 2009. You can travel up the tower either by stairs or by lift.

On the first floor of the monument, there are shops. On the second floor is the famous Jules Verne restaurant where visitors can eat 125 meters above ground. On the third floor, you're at cloud level and you get a full 360° view.
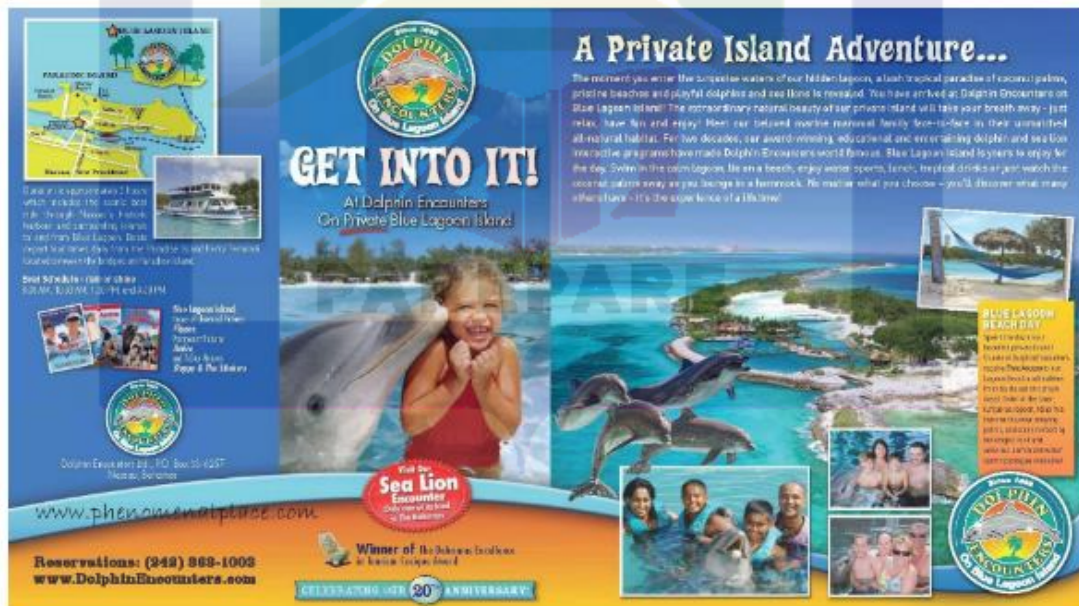
Online booking:
www.tour-eiffel.fr
Telephone reservations for individuals:
+33 (0) 8 92 70 12 39
Telephone reservations for groups:
+33 (0) 8 92 70 00 16

Arc De Triomphe

This momument located at the Place de l'Etoile, overlooking the Champs-Elysées, is the biggest arch in the world. The arch was commissioned in 1806 by Napoleon to celebrate his victory at Austerlitz. This Louis Phillipe architectural design was worked on by architects Chalgrin, Joust and Blouet. From the top of the arch visitors get a panoramic veiw of Paris from two viewpoints.

Paris, France
The City of Lights

A Private Island Adventure...

GET INTO IT!
At Dolphin Encounters
On Private Blue Lagoon Island

Reservations: (242) 363-1003
www.DolphinEncounters.com

www.phenomenalplace.com

Memories to last a lifetime

Actually consisting of about 330 islands, the 'Pulau Seribu' archipelago boasts a beautiful natural environment just an hour or two north of Jakarta that has the potential of being Indonesia's very own Maldives. With only a few operational resorts and many privately owned islands, the region is slowly awakening to a bright future. You'd be surprised to find beautiful corals, an amazing variety of fish and bird life, white sand beaches and aquamarine waters so close to the urban metropolis that is Jakarta.

http://www.jakarta-tourism.go.id

"Kepulauan Seribu"
Thousand Beauty for 1000 Happiness

Adventure Works

Designed By www.pixelldesign.com

LEGOLAND FLORIDA

Q. Who owns LEGOLAND Parks?
A. LEGOLAND Parks are a part of Merlin Entertainments Group, the second largest attractions operator in the world. Merlin Entertainments is the leading name in location based, branded, family entertainment and currently owns 62 attractions worldwide serving more than 38 million visitors annually.

Q. Isn't there already a LEGOLAND in Florida linked to the LEGO toy shop in Disney?
A. While both give a terrific experience, LEGOLAND Florida is a full-day theme park with more than 50 rides, shows and attractions whereas the LEGO store in Downtown Disney is a LEGO brand retail store.

Q. How much will tickets cost?
A. Ticket prices are still to be determined but will be comparable to other theme parks in the area. Currently, LEGOLAND California admission is $57 for children ages 3 to 12 and seniors and $67 for adults.

Q. When will jobs be available?
A. LEGOLAND Florida is already hiring and the latest positions available can be found at www.LEGOLANDFloridaResort.com

LEGOLAND FLORIDA
www.LEGOLAND.com

LEGO, the LEGO logo, the Brick and Knob configurations, the Minifigure and LEGOLAND are trademarks of the LEGO Group. ©2010 The LEGO Group. LEGOLAND FLORIDA IS A PART OF THE MERLIN ENTERTAINMENTS GROUP. Prices, times and schedules subject to change without notice.

Frequently Asked Questions

Appendix 02 : Result Score

No	Name	Final Test	
		Pre Test	Post Test
1	AHMAD FARID	60,00	70,00
2	AINUN MUFTIAH HASANG	40,00	60,00
3	ANDI DHINDA VIRGIN ANANDA YAHYA	40,00	60,00
4	ANDI LISTYA SAHARANI	60,00	70,00
5	ANDI NADIVA HAJRA MAHARANI	40,00	60,00
6	DINDA PUTRI JELITA	40,00	70,00
7	DINDA TRI RESKY AULIA	40,00	50,00
8	EUNIKE PETER LIM	60,00	70,00
9	HUMAERAH	40,00	70,00
10	IKMAL JALIL	40,00	60,00
11	JIHAN ZULHASBI	40,00	60,00
12	JONATHAN PRAWIRA RIZAL	30,00	60,00
13	LISA FEBRIANTI	60,00	70,00
14	MAGFIRAH RAMADHANY	30,00	60,00
15	MOHAMMAD MURFY	40,00	70,00
16	MUHAMMAD ALIF ALFIAN AGUS	60,00	70,00
17	MUHAMMAD DWI REZKY	40,00	70,00
18	MUHAMMAD SATRIO WIRATAMA	40,00	70,00
19	MUHAMMAD ZAKY MUFLIH IRWANTO	60,00	70,00
20	NABILLAH SERIAL	40,00	70,00
21	NINA PUTRI WULANDARI	40,00	70,00
22	NOVITA SELA	60,00	70,00
23	NUR AULIA RAMADHANI JUR	30,00	60,00
24	NUR HIKMAH	60,00	70,00
25	NURAHMA SYAHRIR	40,00	70,00
26	RENATA ROMBE TASIK	30,00	70,00
27	RIZKY PALEMBANGAN	40,00	70,00
28	SANWA FIDYA AZZAHRAN	40,00	70,00
29	SALUAAH	40,00	70,00
30	SALWA NUR AINI	40,00	70,00
	RATA RATA	**45,00**	**89,00**

Appendix 02 : RPP

LESSON PLAN

Experimental Group

School : PAREPARE 1 Public High School

Subjects : English

Class / Semester : X Smart 1/ 1 (One)

Main Material : Short and simple descriptive text, about people, things or places

Time Allocation : 4 x 2 JP (8 X 40")

A. CORE COMPETENCIES

KI 1: Appreciate and live the teachings of the religion one adheres to.

KI 2: Appreciate and appreciate honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), politeness, self-confidence, in interacting effectively with the social and natural environment within the reach of one's interactions and existence.

KI 3: Understand knowledge (factual, conceptual and procedural) based on curiosity about science, technology, art, culture related to visible phenomena and events.

KI 4: Trying, processing and presenting in the concrete domain (using, parsing, assembling, modifying and creating) and the abstract domain (writing, reading, calculating, drawing and composing) according to what is learned at school and other similar sources in point of view/theory.

B. Basic competency and comprtency achievement indicators

o	Basic competation	Indicators of competence achivement
.	Grateful for the opportunity to learn English as the language of instruction for international communication which is manifested in a passion for learning.	Demonstrate motivation to develop English language skills.
.	2.2 Demonstrate honest, disciplined, confident and responsible behavior in carrying out transactional communication with teachers and friends.	- Students express everything honestly. - Students obey the rules given (discipline). - Students carry out the tasks given (responsibility). - Students make presentations with full confidence.
	3.10 Apply text structure and linguistic elements to carry out the social function of descriptive text by stating and asking about descriptions of people, animals and objects, short and simple, according to the context of use.	- -Students can write descriptive text structures by stating and asking about a person, thing, or place, short and simple, (based on the theme of the tourism brochure).
	4.12 Compose oral and written descriptive texts, short and simple, about people, animals and objects, taking into	- Create/write short and simple descriptive texts (100 – 150 words) about a person, thing or place

	account social function, text structure and linguistic elements that are correct and appropriate to the context.	- Make statements and activities by paying attention to text structure and linguistic elements regarding short and simple descriptive texts

A. LEARNING OBJECTIVES

At the end of learning, students are able to skillfully understand and express descriptive text, spoken and written, short and simple, about a person, object or place, to carry out interpersonal communication with teachers and friends, use expressions using social functions, text structure, and linguistic elements that are correct and appropriate to the context, honestly, disciplined, confident and responsible.

B. LEARNING MATERIALS

1. Main Material

   Descriptive text is text that describes an object, person, or place.

   Generic Structure

   1) Identification: Contains information about what things will be explained.

   2) Description: Contains various detailed explanations of the things being described.

2. Social Function

   Boasting, selling, introducing, identifying, criticizing, etc.

3. Linguistic Elements

   1) Verbs are in Simple Present tenseVocabulary: Adjectives that describe something by explaining its properties

      1)The connecting verb is is

      2) Correct use of singular and plural nominals, with or without

   a, the, this, those, my, their, etc. in nominal phrases

3) Pronunciation, word stress, intonation, when presenting orally

4) Spelling and punctuation in clear and neat handwriting

A. LEARNING METHODS/APPROACHES

    1) Approach: Scientific Learning

    2) Model: Discovery Learning

    3) Method: Role-play and Demonstration

    4) Techniques: Lectures, discussions, questions and answers, giving assignments

B. LEARNING MEDIA

    1) Media: White Board

    2) Tools and Materials: Markers, paper

    3) Tourism Brochure (Images relevant to the theme)

    4) Translator (Translator)

    5) Internet

C. LEARNING STEPS

    Meeting I

    A. Introduction (10 Minutes)

    1) Greeting and praying

    2) The teacher checks student attendance

    3) Teachers prepare students psychologically and physically to participate in the learning process

    4) The teacher explains the learning objectives or Basic Competencies that will be achieved

    5)The teacher divides the groups before giving brochures

> **Observing**

　　1) The teacher explains material about Descriptive Text by paying attention to the structure of the text

　　2) Students observe the visual aids in the form of a "Tourism Brochure" image according to the theme.

　　3) The teacher shows examples of sentences in Descriptive Text about the theme

> **Questioning**

　　1) Students are given the opportunity to ask questions about things they do not understand

　　2) The teacher gives appreciation to students who ask questions

　　3) The teacher gives students the opportunity to answer questions to students who ask

　　4) The teacher gives appreciation to students who answer questions

　　5) The teacher explains or completes the opinions expressed by students.

> **Collecting Information**

　　1) Students list words related to the theme in writing Descriptive Text

　　2) Students receive worksheet distribution

> **Analyzing Data or Reasoning (Associating)**

　　1) Students write Descriptive Text based on the themein the Tourism Brochure

> **Communicating**

　　1) The teacher appoints several students to write the results of their work on the blackboard

2) The teacher gives students the opportunity to check the work on the blackboard

3) The teacher helps students check the answers on the blackboard

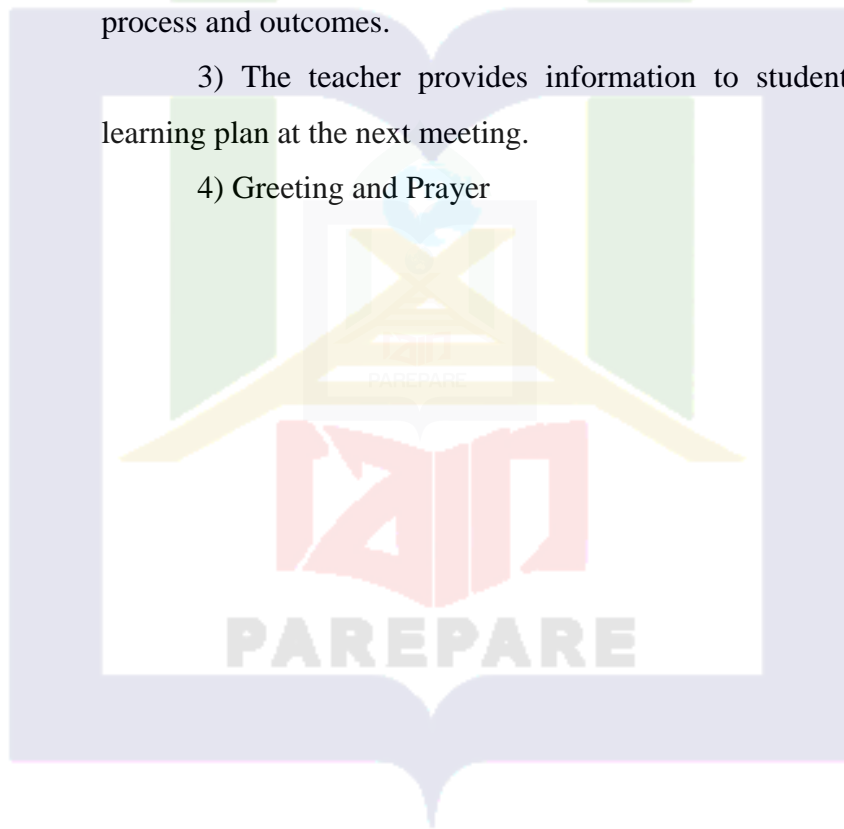4) The teacher collects student work

A. Closing (10 Minutes)

1) Students and teachers reflect on learning activities and their benefits

2) Students and teachers provide feedback on the learning process and outcomes.

3) The teacher provides information to students about the learning plan at the next meeting.

4) Greeting and Prayer

Appendix 03 : Documentation

Appendix 05: Administration

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 904 TAHUN 2023
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa Tahun 2023;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.

Memperhatikan : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2023, tanggal 30 November 2022 tentang DIPA IAIN Parepare Tahun Anggaran 2023;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 164 Tahun 2023, tanggal 13 Januari 2023 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2023.

MEMUTUSKAN

Menetapkan : KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2023;

Kesatu : Menunjuk saudara; 1. Dr. Arqam, M.Pd.
2. Humaeroah, M.Pd.
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Herani
NIM : 19.1300.074
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Improving The Writing Ability Of English Year Students Of SMA Negeri 1 Parepare By Using Tourism Brochure

Kedua : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;

Ketiga : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;

Keempat : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 16 Februari 2023
Dekan,

Dr. Zulfah, M.Pd.
NIP. 19830420 200601 2 010

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor   : B.4462/In.39/FTAR.01/PP.00.9/09/2023   26 Oktober 2023
Lamp.   : 1 berkas draf proposal penelitian
Hal.   : **Undangan Menguji Proposal Penelitian**

Kepada

Yth.   1. Dr. Arqam, M.Pd.   (Pembimbing Utama)
       2. Humaeroah, M.Pd.   (Pembimbing Pendamping)
       3. Dr. Magdahalena Tjalla, M.Hum.   (Penguji I)
       4. Dr. Mujahidah, M.Pd.   (Penguji II)
di,-,
         Parepare

Dengan hormat kami mengundang Bapak/Ibu untuk menghadiri Seminar Proposal Penelitian untuk penyusunan skripsi bagi mahasiswa berikut :

Nama	: HERANI
NIM	: 19.1300.074
Program Studi	: Pendidikan Bahasa Inggris
Judul Usulan Penelitian	: IMPROVING THE WRITING ABLITIY OF TEN YEAR STUDENTS OF SMA NEGERI 1 PAREPARE BY USING TOURISM BROCHURE

Seminar proposal penelitian tersebut akan dilaksanakan pada :

Hari/Tanggal	: Selasa/31 Oktober 2023
Pukul	: 10.10-11.25 WITA
Tempat	: Ruang Munaqasyah Lantai 2 Fakultas Tarbiyah

Partisipasi aktif dalam pelaksanaan Seminar Proposal Penelitian sangat diharapkan terutama dalam memberikan koreksi dan masukan yang berkaitan dengan penelitian tersebut.

atas perhatian dan kesediaan Bapak/Ibu dihartukan terima kasih.

a.n Dekan,
Wakil Dekan Bid. AKKK

Bahtiar, M.A

Tembusan :

1. Ketua Program Pendidikan Bahasa Inggris;
2. Mahasiswa Ybs;
3. Arsin:

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor   : B-5408/In.39/FTAR.01/PP.00.9/12/2023
Lampiran : 1 Bundel Proposal Penelitian   27 Desember 2023
H a l   : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Dinas Penanaman Modal dan PTSP
Provinsi Sulawesi Selatan
di,-

    Kota Makassar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama   : HERANI

Tempat/Tgl. Lahir   : Parepare, 7 September 2001

NIM   : 19.1300.074

Fakultas / Program Studi   : Tarbiyah/Pendidikan Bahasa Inggris

Semester   : IX (Sembilan)

Alamat   : Jln Rambutan No. 3, Kel. Kampung Baru Kec. Bacukiki Barat
                              Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul **"Improving the Writing Ability of the Tenth Year Students of SMA Negeri 1 Parepare by Using Tourism Brochure"**. Pelaksanaan penelitian ini direncanakan pada bulan Januari Tahun 2024 sampai bulan Februari 2024. Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

                                                        Dekan

                                                        Dr. Zulfah, M.Pd.
                                                        NIP. 19830420 200801 2 010

Tembusan:

1. Rektor IAIN Parepare

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl.Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : http://simap-new.sulselprov.go.id Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor	: **32366/S.01/PTSP/2023**	**Kepada Yth.**
Lampiran	: -	Kepala Dinas Pendidikan Prov. Sulsel
Perihal	: **Izin penelitian**	

di-
Tempat

Berdasarkan surat Dekan Fak. Tarbiyah Institut Agama islam Negeri Parepare Nomor : B-5408/In.39/FTAR.01/PP.00.9/12/2023 tanggal 27 Desember 2023 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

N a m a	:	HERANI
Nomor Pokok	:	19.1300.074
Program Studi	:	Pendidikan Bahasa Inggris
Pekerjaan/Lembaga	:	Mahasiswa (S1)
Alamat	:	Jl. Amal Bakti No. 8 Soreang Kota Parepare

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" IMPROVING THE WRITING ABLITIY OF THE TENTH YEAR STUDENTS OF SMA NEGERI 1 PAREPARE BY USING TOURISM BROCHURE "

Yang akan dilaksanakan dari : Tgl. *28 Desember 2023 s/d 28 Januari 2024*

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 28 Desember 2023

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN

ASRUL SANI, S.H., M.Si.
Pangkat : PEMBINA TINGKAT I
Nip : 19750321 200312 1 008

Tembusan Yth
1. Dekan Fak. Tarbiyah Institut Agama islam Negeri Parepare;
2. *Pertinggal.*

PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 1 PAREPARE
Alamat: Jl. Matahari No.3 Telp.21369 Parepare 91111
Website: WWW.sman1parepare.sch.id email: sma1parepare@yahoo.co.id

SURAT KETERANGAN
Nomor 422/0275-UPT SMA 1 Parepare/Disdik

Yang Bertanda tangan dibawah ini, Kepala UPT SMA Negeri 1 Parepare menerapkan bahwa

Nama	:	HERANI
Nim	:	19.1300.074
Program studi	:	Pendidikan Bahasa Inggris
Lembaga	:	Instititu Agama Islam Negeri (IAIN) Parepare
Alamat	:	JL. Rambutan No.3

Benar telah melakukan penelitian di SMA NEGERI 1 Parepare pada tanggal 28 Januari s.d 28 Februari Tahun 2024 dalam rangka pentyusunan skripsi yang berjudul

"IMPROVING THE WRITING ABLITY OF THE TENTH YEAR STUDENTS OF SMA NEGERI 1 PAREPARE BY USING TOURISM BROCHURE"

Demekian surat keterangan penelitian ini diberikan untuk dipergunakan seperlunya

Parepare, 28 Februari 2024

Kepala,

Drs. Muhammad Anshar Rahim, M.Pd.
Pangkat Pembina Tk I
NIP 19660716 199103 1 010

Curriculum Vitae

Name HERANI, born in Parepare on September 7, 2001. She is the third child out of four siblings born to Mr. Sultan and Mrs. Hj. Rasida. Her educational journey includes attending SDN 24 Kota Parepare and graduating in 2013, followed by enrollment in SMPN 1 Parepare in 2013 and graduation in 2015-2016. She then continued her education at SMAN 2 Parepare and graduated in 2019. Subsequently, she pursued her undergraduate studies at the State Islamic Institute (IAIN) Parepare, choosing the English Education program in the Faculty of Islamic Education. For her final project, she completed a thesis titled "Improving The Writing Ability Of the Tenth Year Students Of SMA NEGERI 1 PAREPARE By Using Tourism Brochure."