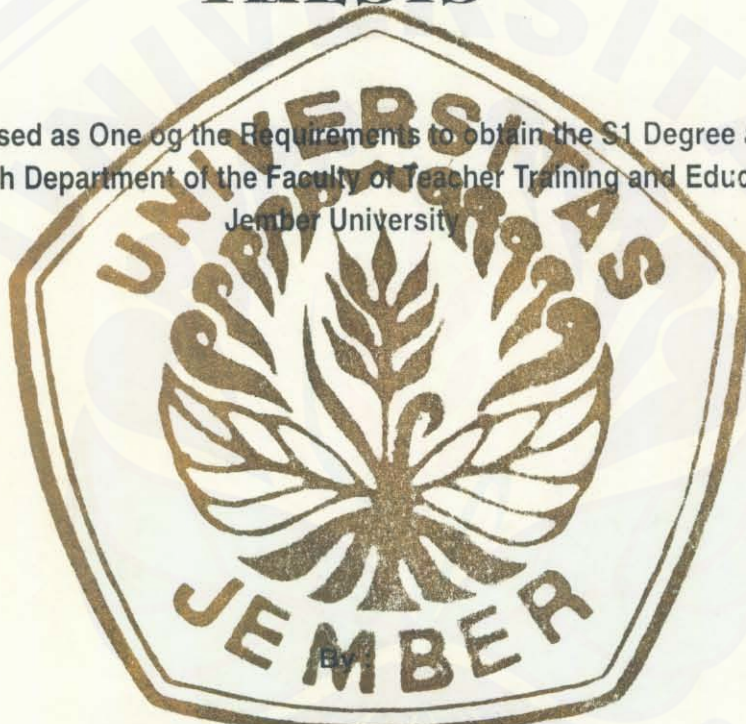




**A DESCRIPTIVE STUDY OF WRITING ABILITY IN DESCRIBING
TOURISM OBJECTS OF THE THIRD YEAR STUDENTS OF
TOURISM DEPARTMENT OF SMKN I JEMBER
IN ACADEMIC YEAR 2000/2001**

THESIS

Proposed as One of the Requirements to obtain the S1 Degree at
the English Department of the Faculty of Teacher Training and Education
Jember University



ANANG BUDI PRAYITNO

NIM : 9402107259

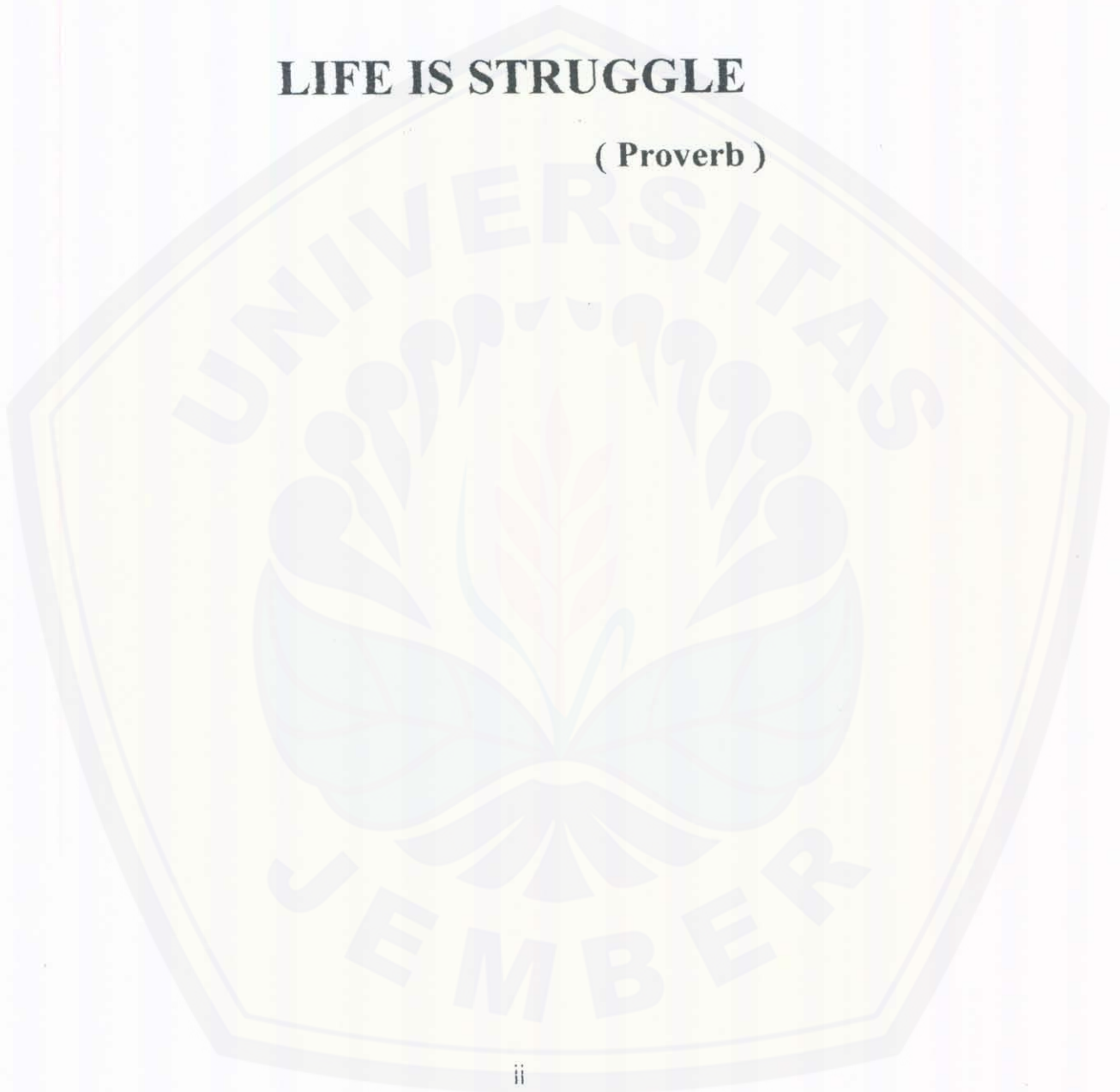
**FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2001**

| | | | |
|-----------|-------------|-------|---|
| Asal | U-1148 | Kelas | S |
| Terima | 22 SEP 2001 | 808 | |
| No. Untuk | 10236689 | PRA | |
| | | d | |

MOTTO

LIFE IS STRUGGLE

(Proverb)



DEDICATION

This thesis is dedicated to :

1. My late father, Slamet Syaifoedin, and my late mother, Munti'ah

You had done a lot of things for my future, thanks for your everything for me. Actually, I can not say in words about your kindness. I hope you are in peace in hereafter and Allah SWT willings you. Amien

2. My parents in - law, Papa, Abdul Murad Arief and Mama, Habibah

Thanks for your praying time and motivation. I can not say in words about your kindness. You are really like own my father and my mother. I love you

3. My beloved wife, Nurhaida

Thanks for your kindness and faith. I hope we are always on this best way of Islam and struggle together to return the life of Islam. I do love you

4. My beloved Brothers, Eko Sulistiono, Didik Sugianto, Hery Sudaryono, Widodo and my beloved twin sisters, Ani and Erna

I hope you are always on the right way of Islam and become good moslem

5. My sister in – law, Nurlina

Thanks for your help and suggestions. I hope you are always on the best way of Islam and struggle it.

6. My almameter, Jember University

A DESCRIPTIVE STUDY OF WRITING ABILITY IN DESCRIBING TOURISM
OBJECTS OF THE THIRD YEAR STUDENTS OF TOURISM DEPARTMENT OF
SMKN 1 JEMBER IN ACADEMIC YEAR 2000/2001

THESIS

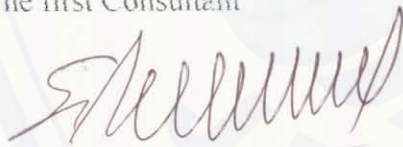
Proposed for being defended to the examiner team for a requirement to obtain the degree
of S 1 at the Language and Arts Education, the English Education Program, at the
Teacher Training and Education Faculty,
Jember University

BY

Name : ANANG BUDI PRA YITNO
Identification Number : 9402107259
Class Level : 1994
Place of Birth : Kediri
Date of Birth : October 4, 1974
Department : Language and Art Education
Program : English Education

Approved by

The first Consultant



Drs. H. M. Sulthon, M.Pd
NIP. 130 937 190

The second Consultant



Drs. I Putu Sukmaantara, M.Ed
NIP. 131 878 793

APPROVAL

Approved and received by the examination committee of the Teacher Training and Education Faculty on :

Day : Wednesday
Date : 25th July 2001
Place : Teacher Training and Education Faculty,
Jember University

The Chairman


(Dra. Wiwiek Eko B. M.Pd)
NIP : 131 475 844

The Secretary


(Drs. I Putu Sukmaantara, M.Ed)
NIP : 131 878 793


The members :

1. Dra. Wiwiek Istianah, M.Kes. M.Ed (.....)
NIP : 131 472 785
2. Drs. H. M. Sulthon, M.Pd (.....)
NIP : 130 937 190






The Dean,


(Drs. Dwi Suparno, M.Hum.)
NIP : 131 274 727

ACKNOWLEDGEMENTS

First of all, I would like to express my thanks to Allah SWT for His leading and blessing so that I can finish writing the thesis. My special gratitude is also due to :

1. The Dean of The Teacher Training and Education Faculty of Jember University.
2. My consultants, Drs. H. M. Sulthon, M.Pd and Drs. I Putu Sukmaantara, M.Ed, who have spent their precious time for guiding me during the thesis writing.
3. The principal, the teacher, the staff, and the third year students of the Tourism Department of SMKN 1 Jember for the facilities and the time given to me.
4. All of my friends at the English Education Program who have encouraged me to finish this thesis.
5. All of my friends who are in the way of Allah SWT who always " istighol wa istiqomah" to reach the winning of Islam. I am sure this activity makes our life meaningful.

I hope the readers will find the value in this thesis. I accept the responsibility for any weakness, which may remain.

Jember, July 2001

The writer

List of Table

| No | The Names of Tables | Page |
|----|--|------|
| 1. | The Classification of the Score Level | 29 |
| 2. | The Results of Interview | 30 |
| 3. | The Score of Indicator of students' Essay | 35 |
| 4. | The Students' Writing Ability in Describing Tourism Objects | 38 |
| 5. | Summary of Data Analysis | 38 |

TABLE OF CONTENTS

| | |
|--|-----------|
| TITLE | i |
| MOTTO | ii |
| DEDICATION | iii |
| CONSULTANT APPROVAL | iv |
| APPROVAL OF THE EXAMINER TEAM | v |
| ACKNOWLEDGMENTS | vi |
| LIST OF TABLE | vii |
| TABLE OF CONTENTS | viii |
| ABSTRACT | 1 |
| CHAPTER I. INTRODUCTION | 1 |
| 1.1 Background of The Study | 1 |
| 1.2 Problem of Formulation | 3 |
| 1.2.1 The General Problem | 4 |
| 1.2.2 The Specific Problem | 4 |
| 1.3 Operational Definition | 4 |
| 1.3.1 Writing Ability | 4 |
| 1.3.2 Tourism Objects | 5 |
| 1.4 Objectives of The Research | 5 |
| 1.4.1 The General Objective | 5 |
| 1.4.2 The Specific Objectives | 5 |
| 1.5 Significances of The Research | 6 |
| 1.5.1 For English Teachers | 6 |
| 1.5.2 For Other Researchers | 6 |
| CHAPTER II. REVIEW OF RELATED LITERATURE | 7 |
| 2.1 Writing | 7 |
| 2.1.1 Writing Skill in Describing Tourism Objects in Curriculum SMKN I Jember | 8 |
| 2.2 Descriptive Essay | 8 |
| 2.2.1 The Introductory Paragraph | 9 |
| 2.2.2 The Body Paragraph | 11 |
| 2.2.2.1 Supporting Details | 11 |
| 2.2.2.2 Organisation | 13 |
| 2.2.2.3 The Use of Senses | 15 |
| 2.2.3 The Concluding Paragraph | 17 |
| 2.3 Tourism Objects | 19 |
| 2.3.1 The Definition of Tourism Objects | 19 |
| 2.3.2 Kinds of Tourism Objects | 20 |
| 2.3.2.1 Natural Amenities | 20 |
| 2.3.2.2 Man – Made Supply | 20 |
| 2.3.2.3 The Way of Life | 21 |

| | | |
|--|---|-----------|
| 2.3.3 | The Performance of Describing Tourism Objects | 21 |
| 2.3.3.1 | Natural Amenities | 21 |
| 2.3.3.2 | Man – Made Supply | 22 |
| 2.3.3.3 | The Way of Life | 23 |
| CHAPTER III. RESEARCH METHODS | | 24 |
| 3.1 | Research Design | 24 |
| 3.2 | Area Determination Method | 24 |
| 3.3 | Respondent Determination Method | 25 |
| 3.4 | Data Collection Method | 25 |
| 3.4.1 | Documentation | 26 |
| 3.4.2 | Interview | 27 |
| 3.5 | Data Analysis Method | 28 |
| CHAPTER IV. RESEARCH RESULTS AND DISCUSSION | | 30 |
| 4.1 | Supporting Data | 30 |
| 4.1.1 | The Results of Documentation | 30 |
| 4.1.2 | The Results of Interview | 30 |
| 4.2 | Primary Data | 31 |
| 4.2.1 | The Result of Documentation | 31 |
| 4.2.2 | Data Analysis | 31 |
| 4.2.2.1 | The Indicators' Analysis | 32 |
| 4.2.2.2 | The Sub – Variables' Analysis | 35 |
| 4.3 | Discussion | 38 |
| 4.3.1 | Introductory Paragraph | 38 |
| 4.3.2 | Body Paragraph | 40 |
| 4.3.3 | Concluding Paragraph | 45 |
| CHAPTER V. CONCLUSION AND SUGGESTION | | 50 |
| 5.1 | Conclusion | 50 |
| 5.2 | Suggestion | 50 |
| 5.2.1 | The English Teachers | 50 |
| 5.2.2 | For The Students | 51 |
| 5.2.3 | For The Other Researchers | 51 |
| BIBLIOGRAPHY | | |
| Appendixes : | | |
| 1. | The Research Matrix | |
| 2. | The Guideline of Instruments | |
| 3. | List of Respondents | |
| 4. | Students' Essay of Tourism Objects | |
| 5. | The Results of Data Analysis | |
| 6. | Permit letter of SMKN I Jember | |
| 7. | The Consultant sheets | |
| 8. | Lembar Perbaikan Skripsi | |

ABSTRACT

Anang Budi Prayitno, July 2001, A Descriptive Study of Writing Ability in Describing Tourism Objects of The Third Year Students Of Tourism Department of SMKN I Jember in The Academic Year 2000/2001.

Thesis, English Program, Language and Art Department, Teacher Training and Education Faculty, Jember University.

Consultants : 1. Drs. M. Sulthon, M.Pd.
2. Drs. I Putu Sukmaantara, M.Ed.

Teaching English for Specific Purposes (ESP) in vocational school is mainly aimed at getting skill correlated with the career or studies. Describing tourism objects is one of the abilities that must be studied by the students in Tourism Department. The problem in this reasearch was : how is the writing ability in describing tourism objects of the third year students of Tourism Department of SMKN I Jember in academic year 2000/2001. The respondents taken were 29 students. The technique used was population. The methods used to collect the secondary data were interview, documentation, while the document research was used to collect the primary data. The result of document research was analysed descriptive quantitatively. It can be concluded that the third year students of Tourism Department of SMKN I Jember in the academic year 2000/2001 had more than enough in their writing ability. It is shown by that result of writing ability in describing tourism objects was 71,26 % or more than enough classification. The result in describing tourism objects of the body paragraph with supporting details and the use of senses were 37.93 % or very poor classification while stated introductory paragraph was 89.65 % or very good classification. And then, concluding paragraph 82.75 % or good classification. Finally, it is suggested that the students should be trained their writing ability by giving assignments and being given explanation how to make a good essay of describing tourism objects involved introductory, body and concluding paragraph.

The key words : writing ability in describing tourism objects.



CHAPTER I INTRODUCTION

1.1 Background of the Study

Governments worldwide have awoken to the economic potential of tourism. For some the move from slumber has been slow whilst others have taken to the industries quickly and moved to maximize its potential. The Asia Pacific region is to the forefront of tourism development in the world with new destinations opening up and inbound/outbound travelling rates above the world norm.

Archer (in Nuryanti,1995:35) says that by any criterion tourism is a major world industry, second only to petroleum as a source of foreign currency exchange. From approximately 160 billion international tourist arrivals in 1970, the number increased to 285 million in 1980 and over 440 million in 1990. The latest estimated was 500 million in 1993 over the same period international tourism receipts rose from under US \$ 18 billion interviewed 1970 to US \$ 102 billion interviewed 1980 and US \$ 255 billion in 1990. The latest estimated was US \$ 324 billion for 1993.

Ande (in Nuryanti;1995:24) says that Indonesia has rich local cultures, heritage and natural environments which are attractive for international tourism. Bali and Yogyakarta are some examples of tourism growth caused by the attraction to local cultures, heritage and natural environment and its also have seen as tourist destination grow from 11th most important in Asia to 6th in the period from 1985 to 1994, and the growth rate for tourism in Indonesia in 1994 alone was an impressive of 17,8%.

According to Hasibuan (1993 : V) in the guidelines of the state policy, it is stated that tourism industries should become a reliable economic activity to expand and disseminate business and employment opportunities especially

to the local population. The guidelines of the state policy is reflected in the rapid expansion of the tourism industries in this country. Tourist destination are spread throughout the nation from Irian Jaya to Banda Aceh. Places such as Kuta Beach and Ulu Watu in Bali, Bromo Mountain in East Java, Tanjung Putting in Central Kalimantan, once considered remote, have now become tourist destinations. Another obvious indication of the rapid expansion of tourism is the emergence of academic training for higher learning such as the Academy of Tourism and other institutions. Moreover, it need preparing the English material that will be given. This English material must be appropriate with the purpose of learning and also need an approach to language teaching in which all decisions as content and method are based on the learners' reasons for learning. This is called English for Specific Purposes (ESP).

According to Hasibuan (1993 : V) English for Specific Purposes (ESP) is a type of restricted linguistic corpus. It is the part of English which will be most useful to learners in the pursuit of their academic, vocational or life-enriching goals. ESP has become more popular recently, since learners motivation to study English is higher when there is an immediate need for it in their career or studies.

Describing tourism objects is one of the abilities that must be studied by the students or learners in tourism department. It involves a describing tourism objects in spoken and written form. The oral form deals with speaking ability. How do the students of tourism department describe tourism object in oral form ? Therefore, speaking ability is needed in this skill. Then, written form deals with writing ability. How do the students of tourism department describe the tourism objects in written form ?Therefore, The writing ability is needed in this skill. Describing tourism objects in writing form is the main point in this research. Therefore, the writing ability of the students will be measured.

instrument will be used. Meanwhile, Ali (1987 : 36) states that formulation of knows well how to start and how to carry out the research and what researcher has to formulate the problem clearly, so that the researcher Arikunto (1993 : 17) says that in order to conduct a research, the writer to focus the investigation on specific problems.

Based on the background of study, it is important to limit the problem being investigated to avoid broad problem in this study. Besides, it helps the

1.2 Problem Formulation

an object in the research. choose the third year students of Tourism department of SMKN 1 Jember as objects is Tour Guiding and tour planning. Therefore, it is very relevant to the second year of tourism department. The subject of describing tourism of SMKN 1 Jember is that describing tourism objects had been being taught in The reason of choosing the third year students of Tourism department objects comprehensively.

study will give the information about how to write descriptions of tourism the title of this research. By conducting the research, it is also hoped that this Department of SMKN 1 Jember in the Academic Year 2000/2001" become Describing Tourism Objects of the Third Year Students of Tourism Based on the opinion above "A Descriptive Study of Writing Ability in complicated and hard.

However, writing in a foreign language is not easy, especially for foreign language learners. Among the four language skills, writing is also considered to be the most difficult one to be mastered. Writing is not a skill which can be learned in isolation. In composition, writing is dependent upon progress in the other skills, since writing is quite different from the mere putting together of language elements (Rivers, 1981 : 296). It also happens because it's especially for writing. It stands to reason that writing is

the problem can be written in the form of question around the problem of the research. Based on these statements, the researcher can conclude that the problem must be formulated clearly, so that it can determine steps to start, to carry out and to choose suitable instrument. Considering the conclusion above, the writer formulates the problem of this research in the following questions.

1.2.1 The General Problem

How is the writing ability in describing tourism objects of the third year students of Tourism department of SMKN 1 Jember in the academic year 2000/2001?

1.2.2 The Specific Problems

1. How is the writing ability in composing introduction paragraph of tourism objects of the third year students of Tourism department of SMKN 1 Jember in the academic year 2000/2001?

2. How is the writing ability in composing body paragraph of tourism objects of the third year students of Tourism department of SMKN 1 Jember in the academic year 2000/2001?

3. How is the writing ability in composing conclusion paragraph of tourism objects of the third year students of Tourism department of SMKN 1 Jember in the academic year 2000/2001?

1.3 Limitation of The Research

This research was just taken the data from the secondary data of the students' writing ability in describing tourism objects of the third year students of Tourism Department of SMKN 1 Jember in academic year 2000/2001. The researcher was not able to control anything concerning the data.

1.4 Operational Definitions

1.4.1 Writing Ability

Writing ability in this research is in describing tourism objects that refers to the ability in writing essay of describing tourism objects. It involves introduction, body and concluding paragraphs.

1.4.2 Tourism Objects

Tourism objects in the research covers natural amenities, man-made supply and the way of life. These three kinds of tourism objects are a choice for the students to choose one of them to describe it into a good descriptive essay.

1.5 Objectives of the Research

There are two kinds of objectives in this research: a general objective and specific objectives. The general objectives is drawn from the general problem, while the specific objectives are taken from the specific problems.

1.5.1 The General Objective

Based on the general problem, the general objective of this research is to know the students' writing ability in describing tourism objects of the third year students of Tourism department of SMKN 1 Jember in the academic year 2000/2001.

1.5.2 The Specific Objectives

Following the general problem, there are three specific objectives formulated as follows :

a. To know the students' writing ability in composing introduction paragraph of Tourism object of the third year students of Tourism department of SMKN 1 Jember in academic year 2000/2001.

1.5 Significance of the Research
It is greatly hoped that the result of the research will give input for the following people: English teachers and other researchers.

1.5.1 For English Teachers
Knowing the students writing ability in describing tourism object will help the teacher especially at SMKN 1 Jember, consider how to teach it well, especially writing introduction, body and conclusion paragraphs of tourism objects.

1.5.2 For Other Researchers
The result of the research will hopefully become an input in conducting the same research about writing especially about describing tourism objects.

According to Brammer and Sedley (1981:381) there are three forms of writing, they are: essay, summary and letter. Essay is divided into descriptive, narration and argumentation essay. In this research, descriptive essay is: the main point of the discussion, especially how the students of tourism department describe tourism objects in writing form.

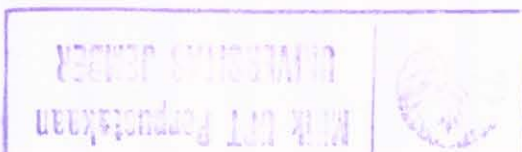
Expressing the thought in writing is not as easy as expressing it in speaking, because in speaking, there is a face to face or direct communication between the speaker and the interlocutor. They have chance to ask each other directly whenever or not they understand the message sent or received, while in writing, the readers communicate indirectly through the writer's work. The readers cannot ask the writer directly to help them understand the message as intended by the writer if they have problems. Finally, in order to understand the writer's thought, the messages are sent by the writer must be expressed clearly and effectively.

Everybody who wants to write down something must have ideas or thoughts in their mind. It is written in order that someone else knows his thoughts. In order to be able to write effectively, the writer has to think of who will read his writing work. Therefore, it is good if the reader will be specific. Because it is not all the people who read the written work understand the message in it. As it is said by D'Angelo (1980:5), writing is a form of thinking for particular audience, and for particular occasion. Consequently the writer must know who the reader is and what the purpose of it is.

2.1 Writing

REVIEW OF RELATED LITERATURE

CHAPTER II



2.1.1 Writing Skill in Describing Tourism Objects in Curriculum SMK I Jember

The curriculum of Tourism Department at SMK I Jember uses 1993 Curriculum. The subject of tourism that refer to writing skill in describing tourism object is tour guiding that is taught twice a week, while tour planning is taught four time a week. It is also supported by practising in the field of tourism for one month (GPBB, 1993 :4)

2.2 Descriptive Essay

Smalley (1985 : 51) states that a description is verbal picture of a pattern, place or object . Thus, a descriptive essay is the one that describes a person, place or object. In addition, D'Angelo (1980 : 116-117) states that a description is a mental process, a way of perceiving object in space and time. It is really a mode of analysis. Describing is a way of picturing images in some kind of logical or associational pattern.

According to D'Angelo (1980 : 117) the most important consideration is describing a person, an object, or a scene purpose, for our purpose will determine the nature of our description. For example; informative description will enable our reader accurately to identity the object we are describing. Persuasive description will enable us to appeal to the senses of our reader in such a way as to induce action. Evocative, description will enable our reader to experience a mood or an emotion. Informative describing is taken for this research.

D'Angelo (1980 : 117) states descriptive essay can be found in almost any kind of writing; but it is frequently found in books of travel, history book, guide books, geography books, scientific articles, magazines articles, brochores for art galleries, brochures for tourism objects, character sketches and short stories.

Oshima in Karim and Rachmadi (1996 :77) divides an essay into at least three main parts namely an introduction; a body and a concluding paragraph.

2.2.1 The Introductory Paragraph

Karim and Rachmadi (1996 : 125) suggest that the introduction of an essay should start with several sentences that attracts the reader's interest. It should then advance the central idea or thesis that will be developed in the essay. The thesis often includes a plan of development – a preview of the major point that will support the thesis. These supporting point should be listed in the order in which they will appear in the essay. In some cases, the plan of development is presented in a sentence separate from the thesis, in other cases it is omitted .

Introduction serves four purposes (Carino, 1991:170), namely

1. To get the reader's attention.
2. To move the reader into your paper by defining the topic before you state the thesis.
3. To limit an essay by moving from a general discussion of the topic to the specific thesis that your paper wants to illustrate.
4. To state an thesis before moving to the body paragraphs that illustrate it.

The following is an example of the introduction paragraph of descriptive essay (Peta Kilometer dan Petunjuk Pariwisata : 9)

TAMAN MINI “INDONESIA INDAH”

Sebuah taman besar seluas 100 hektar yang terletak di daerah Pasar Rebo Jakarta Selatan.

Dipintu gerbangnya terdapat sebuah Tugu indah sebagai Tugu Api Pancasila, sedangkan didalamnya terdapat pavilyun – pavilyun propinsi diseluruh Indonesia yang masing – masing menggambarkan ciri khas, kehidupan dan kebudayaan daerahnya. Ditengah – tengah

pavilyun tersebut terdapat Kepulauan Indonesia dalam bentuk pulau – pulau buatan yang cukup mengesankan.

Dua jenis kendaraan disediakan bagi pengunjung, yaitu sky lift (kendaraan udara) yang dapat melihat hampir keseluruhan taman mini ini dari atas, sedangkan kereta api mini dan bis untuk keliling sambil melihat seluruh pavilyun – pavilyun yang ada.

Selain itu terdapat pula tempat – tempat ibadah dari segala agama yang ada di Indonesia, meliputi Masjid, Gereja, pura dan vihara. Borobudur dalam ukuran mini, kolam ikan, air terjun buatan, museum binatang, taman ria dan lain – lain.

Bagaimanapun kunjungan ke Taman Mini sangat mengesankan dan menyenangkan karena akan menambah pengetahuan kita tentang kebudayaan daerah – daerah di Indonesia

Taman Mini Indonesia Indah

“Taman Mini Indonesia Indah” is a big park. It’s about 100 hectares which is located in Pasar Rebo, South Jakarta Indonesia.

There are three kinds of interesting things that we can see. First, there is a beautiful monument in the main entrance. It is called “Tugu Api Pancasila” that shows us the variety of the Indonesia culture, in unity. Second, if we go into Taman Mini Indonesia Indah, we will meet pavillions from all of Indonesian provinces which illustrate its custom, life, and its local culture. Next, Indonesia archipelago is in the form of created Island or miniature which is very impressive one.

The visitors can use three modes of transportation. (1) The sky lift from which we can see almost of all parts of Taman Mini Indonesia Indah from the air. (2) The small train. (3) Buses can bring us go around all of pavillions.

There are also places for praying of all religions in Indonesia and recreation places, including Mosque, Church, Hindu and Budhist temples. There is Borobudur temple in its small form. Besides, there are an animal museum, created water-fall, pleasure park and others

However, if we visit Taman Mini Indonesia Indah, we will get an interesting impression and happiness, because it will increase our knowledge about culture of Indonesia regions.

In this descriptive essay, we can identify that its thesis in the first paragraph or introductory paragraph of the first sentence. “Taman Mini Indonesia Indah is a big park”. This short sentence is the main point that will be described on the body paragraph.

2.2.2 The Body Paragraph

The length of a paragraph depends on its purpose as part of the essay. It usually contains of 50 to 200 words. This number is a rough estimated, and it would be foolish to count words in a paragraph to see if it fits this role. To develop a point in detail, however, it usually needs at least 50 words. (Carino, 1991:147)

Writing a descriptive essay should take several points into consideration : supporting details, organisation, use of senses, unity and coherence. This research just uses supporting details, organisation and use of senses as indicators, because it refers to the respondents of the third year students of SMK I Jember.

2.2.2.1 Supporting Details

Any type of data which will expand illustrate, or explain sub-topics that potential content. We often find that the most natural may even find it expedient to jot down these ideas while we are working methods of development will occur to us as we construct outline. We are out pattern of thought in this way. It is very possible that a well-devised outline may present no problems at all in gathering content. Nevertheless most writers rely upon their knowledge of the major forms of supporting material. It is called supporting details. (Gerber, 1959:34)

The supporting details in the example above as many details as we can that will support the general impression as follow :

Begin on the second paragraph .

1. There are three kinds of interesting things that we can see its
 - a. The first, there is a beautiful monument
 - b. The second, Pavilions
 - c. The third, Indonesia archipelago is in the form of created island

2. The visitors can use three modes of transportation.
 - a. Sky lift
 - b. Train
 - c. Bus
3. There are also places for praying from all religions in Indonesia and recreation place
 - a. They include Mosque, Church, Hindu and Budhist Temples
 - b. An animal museum, Taman Ria, created water-fall

After making a list of many details, we arrange in the perfect paragraph. See this example(Peta Kilometer dan Petunjuk Pariwisata : 9)

TAMAN MINI “INDONESIA INDAH”

Sebuah taman besar seluas 100 hektar yang terletak di daerah Pasar Rebo Jakarta Selatan.

Dipintu gerbangnya terdapat sebuah Tugu indah sebagai Tugu Api Pancasila, sedangkan didalamnya terdapat pavilyun – pavilyun propinsi diseluruh Indonesia yang masing – masing menggambarkan ciri khas, kehidupan dan kebudayaan daerahnya. Ditengah – tengah pavilyun tersebut terdapat Kepulauan Indonesia dalam bentuk pulau – pulau buatan yang cukup mengesankan.

Dua jenis kendaraan disediakan bagi pengunjung, yaitu sky lift (kendaraan udara) yang dapat melihat hampir keseluruhan taman mini ini dari atas, sedangkan kereta api mini dan bis untuk keliling sambil melihat seluruh pavilyun – pavilyun yang ada.

Selain itu terdapat pula tempat – tempat ibadah dari segala agama yang ada di Indonesia, meliputi Masjid, Gereja, pura dan vihara. Borobudur dalam ukuran mini, kolam ikan, air terjun buatan, musem binatang, taman ria dan lain – lain.

Bagaimanapun kunjungan ke Taman Mini sangat mengesankan dan menyenangkan karena akan menambah pengetahuan kita tentang kebudayaan daerah – daerah di Indonesia

Taman Mini Indonesia Indah

Taman Mini Indonesia Indah is a big park. It's about 100 hectares which is located in Pasar Rebo, South Jakarta Indonesia.

There are three kinds of interesting things that we can see. First, there is a beautiful monument in the main entrance. It is called "Tugu Api Pancasila" that shows us the variety of the Indonesian culture, in a unity. **Second**, if we go into Taman Mini Indonesia Indah, we will meet **pavillions** from all of Indonesia provinces in which illustrate its custom, life, and its local culture. **Next, Indonesia archipelago is in the form of created Islands** or miniature which is very impressive one.

Visitors can use three modes of transportating. (1)**The sky lift** from which we can see almost of all parts of Taman Mini Indonesia Indah from the air. (2)**The small train** and (3) **buses** can bring us go around all of pavilions.

There are also places for praying of all religions in Indonesia and recreation places. Including **Mosque, Church, Hindu and Buddhist Temple**. There is Borobudur temple in its small form. Besides there are **an animal museum, created water-fall, pleasure park** and others.

However, if we visit Taman Mini Indonesia Indah, we will get an interesting impression and happiness, because it will increase our knowledge about culture of Indonesia regions.

2.2.2.2 Organisation

Karim and Rachmadi (1996 : 126) the organizing of essay uses any one or combination the following methods.

1. In terms of physical order, namely move from left to right, far to near, up to bottom or in some other consistent order.
2. In terms of size, namely begin with large features or objects and work down to smaller ones.
3. In terms of a special order that is appropriate to the subject.

For example(Peta Kilometer dan Petunjuk Pariwisata : 9)

TAMAN MINI “INDONESIA INDAH”

Sebuah taman besar seluas 100 hektar yang terletak di daerah Pasar Rebo Jakarta Selatan.

Dipintu gerbangnya terdapat sebuah Tugu indah sebagai Tugu Api Pancasila, sedangkan didalamnya terdapat pavilyun – pavilyun propinsi diseluruh Indonesia yang masing – masing menggambarkan ciri khas, kehidupan dan kebudayaan daerahnya. Ditengah – tengah pavilyun tersebut terdapat Kepulauan Indonesia dalam bentuk pulau – pulau buatan yang cukup mengesankan.

Dua jenis kendaraan disediakan bagi pengunjung, yaitu sky lift (kendaraan udara) yang dapat melihat hampir keseluruhan taman mini ini dari atas, sedangkan kereta api mini dan bis untuk keliling sambil melihat seluruh pavilyun – pavilyun yang ada.

Selain itu terdapat pula tempat – tempat ibadah dari segala agama yang ada di Indonesia, meliputi Masjid, Gereja, pura dan vihara. Borobudur dalam ukuran mini, kolam ikan, air terjun buatan, museum binatang, taman ria dan lain – lain.

Bagaimanapun kunjungan ke Taman Mini sangat mengesankan dan menyenangkan karena akan menambah pengetahuan kita tentang kebudayaan daerah – daerah di Indonesia

Taman Mini Indonesia Indah

Taman Mini Indonesia Indah is a big park. It's about 100 hectares which is located in Pasar Rebo, South Jakarta Indonesia.

There are three kinds of interesting things that we can see. **First**, there is a beautiful monument in **the main entrance**. It is called “Tugu Api Pancasila” that shows us the variety of the Indonesia culture, in unity. **Second**, if we **go into Taman Mini Indonesia Indah**, we will meet pavillions from all of Indonesian provinces which illustrate its custom, life, and its local culture. **Next**, Indonesia archipelago is in the form of created Island or miniature which is very impressive one.

The visitors can use **three modes of transportation**. (1) **The sky lift** from which we can see almost of all parts of Taman Mini Indonesia Indah from the air. (2) **The small train**. (3) **Buses** can bring us go around all of pavillions.

There are also places for praying of all religions in Indonesia and recreation places, including **Mosque, Church, Hindu and Buddhist temples**. There is Borobudur temple in its small form.

Besides , there are **an animal museum, created water-fall, pleasure park and others**

However, if we visit Taman Mini Indonesia Indah, we will get an interesting impression and happiness, because it will increase our knowledge about culture of Indonesia regions.

The descriptive essay above is organized well, in terms of physical order for example : it is began from the first, the second, the next and in terms of a special order, for example three modes transportation include lift, the small train, buses . Places for praying include Mosque, Church, Hindu and Budhist temple. Recreation places include an animal museum, created water-fall, taman ria and another. Therefore, all of this, there is a correlation each sentence in a paragraph; topic sentence and supporting details.

2.2.2.3 The Use of Senses

Using as many senses as possible in describing a person – chiefly use sight, but to an extent may be able to use touch, hearing, smell, and perhaps even taste as well. It is through the richness of senses impression that the reader will gain picture of what the writer are trying to describe (Karim and Rachmadi, 1996:128).

Possibly the first and most abundant source of supporting details for themes and speeches will be furnished by fine senses. Ranked according to the quantity of details the writer furnishes; the five sense are sight, hearing, touch, taste and smell. Here are some of the general and specific kinds of details (Gerber, 1959:34).

| | | |
|---------|---------------|-----------------------------------|
| Sight | general | more specific |
| | color | red, crimson, emerald green |
| | demension | wide, thin, six – feet, tall |
| | shape | globular, square, curved |
| | motion | speedy, racing, meandering |
| | intensity | brilliant, dim, flash, blinding |
| | condition | soaked, polished, dull, ragged |
| Hearing | type of sound | rumbling, screech, roar |
| | volume | ear – splittling, whisper |
| | pitch | high, low, bass, treble |
| | rate | show, fast, zoom, drag, buzz |
| | quality | soothing, irritating, melodious |
| Touch | shape | sharp, pointed, flat, round |
| | texture | metallic, gritty, silky, feathery |
| | substante | mushy, solid, pliable, spongy |
| | temperature | scalding, icy, tepid, clammy |
| | weight | leaden, two – poun |
| Taste | temperature | frozen, lukewarm |
| | texture | oily, syrupy, wry, gristly |
| | quality | sugary, sour, bitter |
| | intensity | bland, spicy, “hot” |
| Smell | quality | putrid, fragrant, acrid |
| | intensity | stifling, whiff, choking, reeking |

We can see what kinds of the following essay are used of the senses
(Peta Kilometer dan Petunjuk Pariwisata : 9)

TAMAN MINI “INDONESIA INDAH”

Sebuah taman besar seluas 100 hektar yang terletak di daerah Pasar Rebo Jakarta Selatan.

Dipintu gerbangnya terdapat sebuah Tugu indah sebagai Tugu Api Pancasila, sedangkan didalamnya terdapat pavilyun – pavilyun propinsi diseluruh Indonesia yang masing – masing menggambarkan ciri khas, kehidupan dan kebudayaan daerahnya. Ditengah – tengah pavilyun tersebut terdapat Kepulauan Indonesia dalam bentuk pulau – pulau buatan yang cukup mengesankan.

Dua jenis kendaraan disediakan bagi pengunjung, yaitu sky lift (kendaraan udara) yang dapat melihat hampir keseluruhan taman mini ini dari atas, sedangkan kereta api mini dan bis untuk keliling sambil melihat seluruh pavilyun – pavilyun yang ada.

Selain itu terdapat pula tempat – tempat ibadah dari segala agama yang ada di Indonesia, meliputi Masjid, Gereja, pura dan vihara. Borobudur dalam ukuran mini, kolam ikan, air terjun buatan, museum binatang, taman ria dan lain – lain.

Bagaimanapun kunjungan ke Taman Mini sangat mengesankan dan menyenangkan karena akan menambah pengetahuan kita tentang kebudayaan daerah – daerah di Indonesia

Taman Mini Indonesia Indah

Taman Mini Indonesia Indah is a big park. It's about 100 hectare which is located in Pasar Rebo, South Jakarta Indonesia.

There are three kinds of **interesting** things that we can see. First, there is a beautiful monument in the main entrance. It is called "Tugu Api Pancasila" that shows us the variety of the Indonesian culture, in unity. Second, if we go into Taman Mini Indonesia Indah, we will meet pavillions from all of Indonesian provinces which illustrate its custom, life, and its local culture. Next, Indonesia archipelago is in the form of created Island or miniature which is very **impressive** one.

The visitors can use three modes of transportation. (1) The sky lift from which we can see almost of all parts of Taman Mini Indonesia Indah from air. (2) The small train. (3) Buses can bring us go around all of pavillions.

There are also places of praying from all religions in Indonesia and recreation places, including Mosque, Church, Hindu and Budhist temples. There is Borobudur temple in its small form. Besides, there are an animal museum, created water-fall, pleasure park and others

However, if we visit Taman Mini Indonesia Indah, we will get an **interesting impression** and **happiness**, because it will increase our knowledge about culture of Indonesia regions.

The words ; interesting, impressive, a beautiful, impression, hapiness were bolded to show us the senses that is used in this essay. They include sight and touch.

2.2.3 The Concluding Paragraph

The concluding paragraph often summarizes the essay by restating briefly the thesis and at times, the main supporting points of essay . In addition a concluding thought about the subject of the essay is presented.

The concluding paragraph also has purpose (Carino, 1991:179). They are:

1. Concluding paragraph can stress the importance of the thesis in essay. It often repeats thesis but in different words to emphasize it one more.
2. Concluding paragraph also gives essay a sense of completeness so that the reader does not feel that you have dropped the topic abruptly before developing it fully.
3. Concluding paragraph gives one last chance to leave a lasting impression on the reader.

The following is an example of the concluding paragraph of descriptive essay (Peta Kilometer dan Petunjuk Pariwisata : 9)

TAMAN MINI “INDONESIA INDAH”

Sebuah taman besar seluas 100 hektar yang terletak di daerah Pasar Rebo Jakarta Selatan.

Dipintu gerbangnya terdapat sebuah Tugu indah sebagai Tugu Api Pancasila, sedangkan didalamnya terdapat paviliun – paviliun propinsi diseluruh Indonesia yang masing – masing menggambarkan ciri khas, kehidupan dan kebudayaan daerahnya. Ditengah – tengah paviliun tersebut terdapat Kepulauan Indonesia dalam bentuk pulau – pulau buatan yang cukup mengesankan.

Dua jenis kendaraan disediakan bagi pengunjung, yaitu sky lift (kendaraan udara) yang dapat melihat hampir keseluruhan taman mini ini dari atas, sedangkan kereta api mini dan bis untuk keliling sambil melihat seluruh paviliun – paviliun yang ada.

Selain itu terdapat pula tempat – tempat ibadah dari segala agama yang ada di Indonesia, meliputi Masjid, Gereja, pura dan vihara. Borobudur dalam ukuran mini, kolam ikan, air terjun buatan, musem binatang, taman ria dan lain – lain.

Bagaimanapun kunjungan ke Taman Mini sangat menyenangkan dan menyenangkan karena akan menambah pengetahuan kita tentang kebudayaan daerah – daerah di Indonesia

Taman Mini Indonesia Indah

Taman Mini Indonesia Indah is a big park. It's about 100 hectare which is located in Pasar Rebo, South Jakarta Indonesia.

There are three kinds of interesting things that we can see. First,

there is a beautiful monument in the main entrance. It is called "Tugu

Api Pancasila" that shows us the variety of the Indonesian culture, in

unity. Second, if we go into Taman Mini Indonesia Indah, we will

meet pavilions from all of Indonesian provinces which illustrate its

custom, life, and its local culture. Next, Indonesia archipelago is in the

form of created island or miniature which is very impressive one.

The visitors can use three modes of transportation. (1) The sky

lift from which we can see almost of all parts of Taman Mini Indonesia

Indah from air. (2) The small train. (3) Buses can bring us go around all

of pavilions.

There are also places of praying from all religions in Indonesia

and recreation places, including Mosque, Church, Hindu and Buddhist

temples. There is Borobudur temple in its small form. Besides, there

are an animal museum, created water-fall, pleasure park and others

However, if we visit Taman Mini Indonesia Indah, we will

get an interesting impression and happiness, because it will increase

our knowledge about culture of Indonesia regions.

2.3 Tourism Object

2.3.1 The Definition of Tourism Object

The definition of Tourism that is stated by Hunziker and Krapf in 1942

in Yoeti (1990:106) is as follow:

Tourism is the total of the relationship and phenomena arising from the travel and stay of strangers provide the stay does not imply the establishment of a permanent resident

The limitation of this definition had been stated by Hunziker and Krapf as the limitation of definition that had been received by the Association

Internationale des Experts Scientifique du Tourisme (AIEST). Besides, Wahab made the definition of Tourism in (Yoeti, 1990:106) is as follow:

A proposeful human activity that serves as a link between people either within one same country or beyond the geographical limite or states. It involves the temporary displacement of people to another region, country or continent for the satisfaction of varied needs other than exercising a remunerated function

In the western tourism literatures are not met about the term of tourism object such in Indonesia. They generally use the term tourism attraction. It is everything that interest people to visit the certain place. So that the tourism object is used specifically in Indonesia.

2.3.2 Kinds of Tourism Objects

According to Mariotti in Yoeti (1990:107) tourism objects can be divided into three parts :

2.3.2.1 Natural Amenities

Natural amenities is the kind of tourism object that refer to the existence object that is served by the universe. They include :

1. Weather
Including : clean water, sunny day, mild, dry, hot, wet.
2. Land configuration and landscape
Including : plains, scenic mountain, lakes, river, beach, water-fall, volcanoes and panoramic views.
3. The sylvan elements
Including: large forest and trees.
4. Flora and fauna
Including : uncommon vegetation, birds, fish, wild life, national parks, hunting and photographic safari.

5. Health center

Including : natural spring of mineral water, mud baths, hot spring in which it is hoped to cure the kinds of disease.

2.3.2.2 Man-Made Supply

Man-made supply is the creativity of people that refer to historical, cultural and religion. For examples:

1. Historical monument
2. Museum, art, gallery, library, folk art and handicraft
3. Praying places, for examples:
 - a. Mosques
 - b. Churches
 - c. Buddhist temples
 - d. Hindu temples

2.3.2.3 The Way of Life

Marrioti in Yoeti (1990 : 108) states that the way of life refers to the way of traditional life from the society that is a important source for offering to the tourists or visitors. How are their life, their custom, and everything that specific existed in that society.

For example:

1. Corpse cremation (Ngaben) in Bali
2. Burial ceremony in Tana Toraja
3. Batagak Penghulu ceremony in Minangkabau
4. Circumuze ceremony in Parahyangan
5. Sekaten ceremony in Yogyakarta
6. Waysyak ceremony in Mendut and Borobudur Temple
7. Bull race in Madura
8. Sewang Orang Aweng, and so on

2.3.3 The Performance of Describing Tourism Objects

2.3.3.1 Natural Amenities

NAMALATU BEACH

Namalatu Beach lies 14 km South of the central part of the town, at a village named Latulahat, but still is included in municipal town of Ambon. The word "Namalatu" derives from two words. *Nama* means name and *latu* or *Raja* mean king.

The beach faces the open Banda Sea. It is not a sandy beach but a beautiful white coral beach. Its clear water surrounded by coral reefs is ideal for bathing, fishing, snorkling and scuba diving since it has beautiful under water scenery. It is one of the marine Tourism activity centre in the island.

A four room motel is provided on the beach and equipped with snorkling and scuba diving gears. On request, visitors can be entertained with some attraction such as "Bambu Gila" performance, traditional dances, vocal group and "toto buang" music.

Latulahat is a village where people make cloves handicrafts such as boats, tissue holders, basket, etc. It is also a village where people make red bricks in a traditional way.

On the way to Namalatu beach one can have a look at some other tourist attraction. In examples : Doolan memorial at Kudamah, Gunung Nona, Batu Capeau and Siwalima museum at Amahusu. (Maluku Regional Tourist Office : 1)

2.3.3.2 Man-Made Supply

PURA ULUWATU

The temple Pura Uluwatu, also known as "Pura luwur" is one of Bali's 6 major temples collectively known of as the "Pura Sad Khayangan". The others classified in this same group are Pura Lempuyangan, Pura Goa Lawah, Pura Watukaru, Pura Bukit Pengalengan and Pura Besakih.

Uluwatu temple is not far from Denpasar, approximately 30 km to the south of Pecatu, Kuta district. On the map it can be seen at the base of the island of Bali, nearby the village of the Tanjung Benoa, Kampial, Kutuh, Ungasan and Nusa Dua with its hotel complexes.

There are two opposing opinions regarding the origin of Uluwatu. The first is that the temple was built by Empu Kuturan during the rule of Marahata in the 9th century. Another opinion states that this temple in concering with the history of Dang Hyang Nirartha also known as Pedanda Sakti Wawu Rauh from Daha, East Java, a Hindu

priest who attained Muksa at this site. This priest came to Bali with his family at the time of the rule of Dalem Waturengong in Bali, around 1546 BC.

At that time it is said he built this temple because here the much admired priest attained muksa or “ngelawur”. This could be why the local people called the temple Pura “luwur uluwatu”. Other temples in the same area related to Dang Hyang Hirtha are Pura Kulat, Pura Batu Diri, Pura Pererepan and Pura Labuhan Sait.

A unique feature of Uluwatu is its high position, perched on a cliff top approximately 70 m above the sea, almost as if it is floating above the sea; only the eastern most area connected to the land. Also, the temple building face the East; which is dissimilar to other Balinese temple; most of which face the West or South.

In addition if the tourists enter the temple they must scale a full flight of stairs. The Indonesian Ocean that surrounds the temple runs in deep swells and waves extremely popular on surfing enthusiasts.

The westwards view is extremely beautiful; especially the sunset; as the sun disappears into the ocean. The temple anniversary at Pura Uluwatu begins on a day known as “Anggara Kasih, Wuku Medangsia” lasting for 3 days. Hindu believers from nearby and far come at this time to pay their respects and pray. (Brochure of Tourism , 1997 : 1)

2.3.3.3 The Way of Life

ORANG AMENG SEWANG

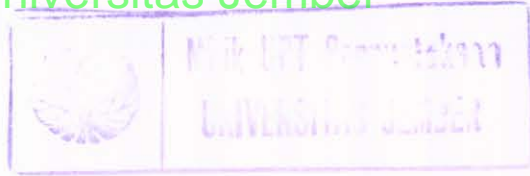
Orang Ameng Sewang have lived for centuries on small islands surrounding the islands of Bangka and Belitung. In 1668, Dutch ships that wanted to dock at Belitung island were attacked by Orang Ameng Sewang. This fact shows that, at that time, these sea people had great power in the coastal areas. Now Orang Ameng Sewang still sail across the Bangka and Belitung coastal water.

Orang Ameng Sewang live in “kolek” – boats that also function as their homes. A “kolek” usually houses a family: the parents and their small children. Teenagers from different families live together in a different boat; apart from their families.

A pregnant woman from this tribe is forbidden to do many things. To avoid the attack of evil spirits, she must not leave home in the middle of the day, at twilight and in the middle of the night. Hurting and killing animals are also prohibited. To give birth, she is assisted by a midwife. The delivery takes place in the boat which is floating and is surrounded by other boats. It is believed that in this way the delivery process will be smooth.

Orang Ameng Sewang spend almost ten months in their “kolek” fishing, and two months on land. They stay on an island during the monsoon, which is a dangerous season for fishing (LIA,1999 : 15)





CHAPTER III

RESEARCH METHODS

3.1 Research Design

Research design is a design of research made by the researcher as the guideline to carry out a research (Arikunto, 1993:23). It means that one design is chosen by the writer to keep the research on the right track.

In this research, the writer uses descriptive documentation research, a research which has an objective to make a description of certain situation systematically, accurately and factually (Suryabrata, 1989:19). The variable of this research is the students' writing ability in describing tourism objects. The procedures taken to conduct this research are :

- (1) determining research area by purposive sampling method.
- (2) determining respondents of the research population
- (3) collecting the primary data by documentation and collecting the secondary data by interview and documentation, and
- (4) analyzing the data using descriptive statistics

3.2 Area Determination Method

Determining research location is an important step in conducting a research. Research area is the area where the research is conducted. The area is determined by using purposive method which means that the writer directly decides the research area in particular place. SMK I Jember is chosen as the research area, because it is known as the institution that prepares some of students to be skilled workers in the tourism field. It is also based on the consideration in which this school provides time and facilities to conduct this research.

3.3 Respondent Determination Method

In obtaining the valid data, the writer selected the respondents as the data researches who give responses or answers to the researcher's questions either in written or oral forms (Arikunto, 1993:102). The respondents of this research are the third year students of third Cawu of tourism department of SMKN I Jember in the academic year 2000/2001. It is caused by the assignments that was given by the teacher in describing tourism objects.

There are two ways of determining respondents of a research, population and subject research (Arikunto, 1993:73). Further, she states that if the number of population is less than 100 persons, it is better to use them all. More than 100, it is allowed taking 10% up to 15%, 20% up to 25%, or more from the whole subject (Arikunto, 1993:73). The number of the third year students of tourism department of SMK I Jember is 29 students who are in a single class. Thus, it is better to take all of them, because it is less than 100 students. That is why the writer uses population method in this research.

3.4 Data Collection Method

Collecting data is an important step in research since the research is conducted by analyzing the data collected. To gain the required data, researcher should choose the simplest, cheapest, and really needed data in supporting the research (Arikunto, 1993:123)

There are six kinds of data collecting methods. They are test, questionnaire, interview, observation, rating scale and documentation. In this research, the data collection methods used are documentation and interview.

3.4.1 Documentation

Arikunto (1993 : 321) states that documentation research is a research which is done from information of documentation in the form of record as well as picture, sound, written or the others record that is known as content analysis. The primary data took from the documents, which are the students' writing on tour guiding subject. The students were given the task to write a kind of descriptive essay about tourism objects as qualification to follow the productive practice of final test. The researcher will use the documents research and then analyse them based on the indicators given in this research

Moreover, documentation method in this research is used to get the data about the total number and the names of the third year students of tourism department SMKN I Jember.

In this research the indicators looked upon from the students' writing are thesis statement, supporting details, organisation, the use of senses.

The writer looked whether there are indicators in the students' writing or not. Then the result were counted using percentage.

3.4.2 Interview

The interview method chosen in this research is free-guided interview. In this research the interviewer uses a frame work of questions as the outline about the things that will be asked (Arikunto, 1993:128).The writer used free-guided interview because the interviewer not only asked the structural and completely questions but the interviewer could ask some free questions about schedule of teaching. The interview here was done orally to the informant for five times. The informant is the English teacher. The information that is asked to him is about the curriculum used in the school books used for teaching materials, and the tasks assigned to the students.

3.5 Data Analysis Method

This research uses quantitative statistical method. It is used to calculate the percentage of writing ability in describing tourism objects made by the students .

$$\text{The formula is : } E = \frac{n}{N} \times 100\%$$

Notes :

E : The percentage of total scores

N : Total score of the Items

n : Total score which is obtained by the students

(Ali, 1987:84)

The steps in analyzing the data are as follows

1. Identifying the data of the respondents answer from document given based on scoring guideline.
2. Finding out the score and the percentage of each indicator.
3. Describing the students' writing ability in describing tourism objects.

Meanwhile to know the degree of writing ability in describing Tourism Objects, the writer will use the classification of score level in the following.

Table I : The Classification of Score Level

| Score | Interpretation |
|------------|------------------|
| 96% - 100% | Excellent |
| 86% - 95% | Very good |
| 76% - 85% | Good |
| 66% - 75% | More than enough |
| 56% - 65% | Enough |
| 46% - 36% | Bad |
| 0% - 35% | Very bad |

(Adapted from Depdikbud, 1990:10)



CHAPTER IV

RESEACH RESULTS AND DISCUSSION

This chapter deals with supporting data collected by documentation, interview, and primary data gained by documentation research. In addition, discussion is also presented in this chapter.

4.1 Supporting data.

4.1.1 The results of documentation.

SMKN I Jember is located at Jl. Jambu No. 17 Jember. The number of the third year students at the Tourism Department is 29 students. In addition, the personnel of SMKN I Jember consists of 55 teachers. The English teacher in SMKN I Jember is 7 teachers, the English teacher who teaches in the third years at the Tourism Department is only one person; he is Edy Teguh. The name of the research respondents which was collected by documentation is presented on Appendix 3.

4.1.2 The Results of Interview.

The table 2 : The results of interview

| No | The data taken | The results of interview |
|----|---|--|
| 1. | The Curriculum of SMKN I Jember especially in Tourism Department. | The 1993 Curriculum of Vocational school. |
| 2. | The kinds of subjects refer to describe tourism objects. | 1. Tour Planning 2. Tour Guiding 3. Ticketing |
| 3. | Assignment of writing tourism objects. | It was assigned on the productive practice of final test. |
| 4. | The frequency of giving assignment of writing test. | Beginning on the second class after field study and also on the third class. |

Moreover, the Tourism subjects are Tour Planning, Tour Guiding and Ticketing. They are thought twice a week of 6 hours and also as qualification of productive practice of Final test. The teacher give a final task to the students relate to those subjects. Tour Guiding is the subject that there is correlation with this research. The final task of Tour Guiding is describing Tourism Objects in written form and it will be presented in orally form in front of their teacher and practicer from Tourism Industry. The guided book for the students of Torism Department are *Tour Conducting I* published by BPLP Bandung, 1991 and *Teknik Pemandu Wisata* written by Drs. Oka Yoeti, Bandung, 1993.

4.2 Primary Data

4.2.1 The Result of Documentation Research

The primary data of this research was collected by using documentation research. The examples of document reserch are presented on Appendix 4. The result of the documentation research can be seen on Appendix 5.

4.2.2 Data Analysis

Having obtained the main data that were the data about students of writing ability in describing tourism object, the reseacher intends to analyze them.

We have to analyze the data obtained by using the following formula :

$$E = \frac{n}{N} \times 100 \%$$

3. Stated three (3) Supporting Details

7

$$\text{-----} \times 100 \% = 24.14\%$$

29

4. Unstated Supporting Details

3

$$\text{-----} \times 100 \% = 10.34 \%$$

29

5. The whole of stated Supporting Details

26

$$\text{-----} \times 100 \% = 89.65 \%$$

29

C. The students' writing ability of organisation**1. stated introduction, body and conclusion**

24

$$\text{-----} \times 100 \% = 82.76 \%$$

29

2. stated introducton and body

2

$$\text{-----} \times 100 \% = 6.90 \%$$

29

3. Unstated both of them

3

$$\text{-----} \times 100 \% = 10.34 \%$$

29

D. The students' writing ability of the use of senses**1. Stated the Use of Senses is :**

$$\frac{12}{29} \times 100 \% = 41.38 \%$$

2. Unstated the Use of Senses is :

$$\frac{17}{29} \times 100 \% = 58.62 \%$$

Based on the result of the data analysis of indicators, it is found that :

1. The students' writing ability of thesis statement is 89.65 %
 - a. Stated Thesis Statement is 89.66 %
 - b. Unstated Thesis Statement is 10.34 %
2. The students' writing ability of supporting details are :
 - a. Stated one (1) Supporting Detail is 41.38 %
 - b. Stated two (2) Supporting Details is 24.14 %
 - c. Stated three (3) Supporting Details is 24.14 %
 - d. Unstated of Supporting Details is 10.34 %
 - e. The whole of stated Supporting Details is 89.66 %
3. The students' writing ability of organisation are
 - a. Stated introduction, body and conclusion are 82.76 %
 - b. Stated introduction and body are 6.90 %
 - c. Unstated both of them is 10.34 %
4. The students' writing ability of the use of senses is 79.31 %
 - a. Stated the Use of Senses is 41.38 %
 - b. Unstated the Use of Senses is 58.62 %

Those result are consulted to the table of score level classification presented in the following :

Table 3 : The score of indicator of students' essay

| NO | INDICATORS | SCORE (%) | CLASSIFICATION |
|----|--|-----------|----------------|
| 1. | Thesis Statement | 89.66 | Very good |
| 2. | Supporting Details | 89.66 | Very good |
| | Use of one Supporting Detail | 41.38 | |
| | Use of two Supporting Details | 24.14 | |
| | Use of three Supporting Details | 24.14 | |
| 3. | Organisation : | 82.76 | Good |
| | Stated Introductory, Body and Concluding Paragraph | 82.76 | |
| | Stated Introductory and Body Paragraph | 6.90 | |
| 4. | Use of Senses | 41.38 | Bad |

4.2.2.2 The Sub – Variables' Analysis

The data analysis for Introductory, body and concluding paragraph are as follow :

A. The students' writing ability in describing introductory paragraph of tourism objects with Thesis Statement are :

n = Total of students' Introductory Paragraph = 26

N = The total number of respondents = 29

26

----- x 100 % = 89.65 %

29

B. The students' writing ability in describing body paragraph of tourism objects :

1. with one Supporting Detail and use of senses :

n = 5 of The Body Paragraph with Supporting Details and Use of Senses

$$\frac{5}{29} \times 100 \% = 17.24 \%$$

2. with two Supporting Details and Use of senses :

n = 2 of The Body Paragraph with Supporting Details and Use of Senses

$$\frac{2}{29} \times 100 \% = 6.90 \%$$

3. with three Supporting Details and Use of Senses :

n = 5 of The Body Paragraph with Supporting Details and Use of Senses

$$\frac{5}{29} \times 100 \% = 17.24 \%$$

4. with one Supporting Detail and without Use of Senses :

n = 9 of The Body Paragraph with Supporting Details

$$\frac{9}{29} \times 100 \% = 31.03 \%$$

5. with two Supporting Details and without Use of Senses :

n = 5 of The Body Paragraph with Supporting Details

$$\frac{5}{29} \times 100 \% = 17.24 \%$$

6. The total The Body Paragraph with Supporting Details and Use of Senses is :

. n = The total of The Body Paragraph with Supporting Details and Use of Senses

$$\frac{12}{29} \times 100 \% = 41.38 \%$$

7. The total of The Body Paragraph with just Supporting Details is :

. n = The total of The Body Paragraph with Supporting Details

$$\frac{14}{29} \times 100 \% = 48.27 \%$$

C. The students' writing ability in describing concluding paragraph of tourism objects :

. n = The total of Concluding Pargraph

$$\frac{24}{29} \times 100 \% = 82.75 \%$$

D. Students' writing ability in describing tourism objects :

n = The total of Introductory, Body and Concluding Paragraph = 64

N = 3 items x 29 respondents = 87

$$\frac{62}{87} \times 100 \% = 71.26 \%$$

Those result are consulted to the table of score level clasification presented in the following table :

Table 4 : The students' writing ability in describing tourism objects

| NO | SUB-VARIABLES | SCORE (%) | CLASSIFICATION |
|----|---|-----------|------------------|
| 1. | Introductory Paragraph with Thesis Statement | 89.65 | Very good |
| 2. | Body Paragraph with Supporting Details and Use of Senses | 37.93 | Bad |
| 3. | Concluding Paragraph | 82.75 | Good |
| | Writing Ability of the Students in Describing Tourism Objects | 71.26 | More than enough |

Table 5 : Summary of Data Analysis

| No | Classification | Frequency | % |
|----|------------------|-----------|-------|
| 1. | Excellent | 12 | 41.38 |
| 2. | More than enough | 14 | 48.28 |
| 3. | Very bad | 3 | 10.34 |
| | Total | 29 | 100 |

4.3 Discussion

4.3.1 Introductory Paragraph

The students' writing ability in describing introductory paragraph of tourism objects of the third year students of Tourism Department of SMKN 1 Jember in academic year 2000/2001 with thesis statement is 89.66 %. The example of student' essay who states Introductory paragraph with thesis statement that was written by Erwin is as follow :

PETIK LAUT MUNCAR

Petik laut is special event in muncar. This traditional sea festival is performed on every 15th of javanese month Sura as thanksgiving to the God for the succesful fish – catching in he whole year round.

At 10.00 A.M on the 15th of Sura one group of Gandrung dancers perform the dance in the “ offering boat” loaded with go (sixty) kinds of sacrifice which is then thrown into the sea. This events is called “Lebah Sesaji”.

The next program is holding the Makam Gandrung, feast at the holegrave of sayid Yusuf. Completed by Gandrung dance joined all participants, burning fresh bananas etc.

The program is ended by returning to Muncar + fish harbour, which are sometimes sprayed with water by all muncar fisherman.

Finally , this event is very special because only in especially time it happens. So if we will see the ceremony, we can go to muncar and enjoy this event.

The introductory paragrah with thesis statement of essay above is :

Petik laut is special event in muncar. This traditional sea festival is performed on every 15th of javanese month Sura as thanksgiving to the God for the succesful fish – catching in he whole year round.

Petik laut is special event in Muncar is as Thesis Statement of Introductory paragraph above.

The students didn't use thesis statement just 10.34 %. It may be caused the students didn't understand the function of thesis statement . The example of student' essay who didn't state introductory paragraph that is written by Dewi Tri Prasasti is as follow :

PAPUMA BEACH

Lying beside watu ulo beach, there is papuma beach with its white sand that seems more interesting. Along the beach spreads white beautiful sandy to see and enjoy being set foot on it due to softness. The beach is always made as the place of sun bathing for forign tourist. In spite of the beauty nature. It also has the riches of fauna like lizard,

forest cock, various birds, pig, deer, porcupine, scalyanteater and many others. For some protection in enjoying of panorama at PAPUMA there is available reataurant which serve Indonesian and spesific papuma food, baked fish, getting there the visitors can go by public transprtation, rental car and in 30 minutes from central town.

This paragraph can't be identified as introductory, body or concluding paragraph, because it's just one paragraph.

It can be said that the students' writing ability in describing introductory paragraph of tourism object of the third year students of Tourism Department of SMKN I Jember in academic year 2000/2001 is very good. It refers to the result of the document research that was taken by the researcher.

4.3.2 Body Paragraph

The students' writing ability in describing body paragraph of tourism objects of the third year students of Tourism Department of SMKN I Jember in academic year 2000/2001 are 17.24 % with one supporting detail and use of senses, 6.90 % with two supporting details and use of senses, 17.24 % with three supporting details and use of senses but also 31.03 % just with one suppoting details and 17.24 % with two supporting details.

The example of the student' essay who use one supporting detail and use of senses that was written by Siti Fatimah.

PLENGKUNG BEACH

Plengkung beach offering one on the finest surfing sites, plengkung fascinates with is breathtaking scenery and natural beauty. Located about 88 km southern of Banyuwangi east java Indonesia.

It presents the famous rolling ocean wave. 20 feet in height, 2 miles in leght and 5 minutes break in interval, a really paradise for the surfers. The wave which is one of the best five in the world combine with take **beautiful** sandy beach, cottages, tower and camping ground will the best one for choice in vacation.

Finally if you like adventure (surfing) and you visit there, this place is your paradise (surfers) you will get impression and happiness. Because this place really paradise for the surfers.

Supporting details of essay above is :

It presents the famous rolling ocean wave :

- a. 20 feet in height
- b. 2 miles in length
- c. 5 minutes break in interval

The use of senses of essay above is beautiful

The example of the students' essay who use two supporting details and use of senses that was written by Eka Tuwiningsih.

Rembangan Tourist Object

Rembangan is a mountain tourist object. The located at Kemuning Lor village, Arjasa subdistrict at the slope of Argopuro Mountain, on the altitude of 540 m from sea surface with air temperature of 25 degrees and rainfall of 4626 mm every years.

There are many kinds of facilities in rembangan tourist resort. The first, there is **Melati two hotel with restaurant.** We get good service and relax in that hotel. And then, this tourist object has **swimming pool.** We can swim in that place. The water in that place is **very cool & fresh.** The next, we can playing and see **the beautiful scenery with various kind of plants** as coffe, clove, durian and banana the great.

We can do something in that place, such as **horse riding and mountain bike sports.** If we like adventure, we can go to rembangan tourist resort because it's **very good** for special interest tour.

Finally, if we visit to rembangan tourist resort, we will happy and relax, because that place is silent, cool and fresh with beautiful scenery.

The supporting Details of essay above are :

1. There are many kinds of facilities in Rembangan tourist resort :
 - a. Melati two hotel with restaurant
 - b. swimmingpool

- c. The beautiful scenery with various kind of plants
2. We can do something in that place :
 - a. Horse riding
 - b. Mountain bike sport

The use of senses of essay above are :

- a. very cool and fresh
- b. beautiful
- c. very good

The example of student' essay who use three supporting details with use of senses that was written by Dina Ariani.

MERU BETIRI NASIONAL PARK

Meru betiri is a big park. It is about 58.000 hectare which located in south of Banyuwangi, East Java Indonesia.

There are still pocket of true tropical rain forest and some of the more exotic plant, especially **Rafflesia Zolingriane** and also there are **340 medicinal plant**.

Meru betiri is protect many kind of animal, that completed by wild animal such as **wild pigs, deer, black phanters, leopard, monkeys, several of bird** and especially **four species of turtles** which open lying eggs at the night.

The visitor can see the interesting places that surrounding of Meru Betiri National Park. That is **Rajegwesi beach, Teluk hijau (green bay) feeding ground, and grown over by vegetation** as lushly tropical.

Finally, if we visit in Meru Betiri National park, we will get knowledge about many kind of plant and animal that protected by government.

The supporting details of essay above are :

1. There are still pocket of true tropical rain forest and some of the more exotic plant :
 - a. Rafflesia Zolingriane
 - b. 340 medicinal plant

2. Meru Betiri is protect many kind of animal :
 - a. wild pigs
 - b. deer
 - c. black phanters
 - d. leopards
 - e. monkeys
 - f. several of bird
 - g. four species of turtles
3. The visitor can see the interesting places that surrounding of Meru Betiri National park :
 - a. Rajegwesi beach
 - b. Green Bay
 - c. Feeding ground
 - d. Grown over by vegetation

The use of senses of essay above are :

- a. Exotic

The example of student' essay who use just with one supporting details and without use of senses that was written by Prestin Fandika.

GUNUNG GAMBIR

Gunung Gambir is one of tourist object in Jember regency. This place has tea place plantation and the high is 1.100 meters from the sea level.

The location of Gunung Gambir is in Sumberbaru, Jember and the weather of tea plantation of Gunung Gambir is very cold, because the land of Gunung Gambir is high. Its field built in 1928, serves 1913, 1917, 1922 tea trees plant.

When we visit in Gunung Gambir tea plantation we can do tea – walk, tea processing sightseeing and tea taste of three tea types. Exported product of Gunung Gambir tea was called “Bir Tea”.

The supporting Detail of essay above is :

The location of Gunung Gambir ,the weather and the tea plantation is built :

- a. Sumberbaru, Jember
- b. Very cold
- c. 1928

The example of student' essay who use two supporting details and without use of senses that was written by Titin Kasiyani.

BALURAN NATIONAL PARK

Baluran National Park is 250 km² wild life ceserve occupying the north west corner of East Java. It's located in Bajulmati distric, Situbondo, near with Banyuwangi city.

In Baluran National Park, **there are a lot of wild animals like : buffalos, leopards, monkeys, peacocks, tigers, birds and etc.** Usually they live in the wide savannah to find their food to eat. The visitors can be easily watched them from observation tower with a telescope.

The visitors to Baluran are advised to stop at the Banyuwangi PPA (forestry service) office to obtain a map and to book a observation in one of the very basic park guest houses. The visitors must bring the own food supplies as there are no restaurant facilities.

If you visit the Baluran National Park, you will get a lot of experiences in there. You can enjoy the adventure in the forest like in africa forest.

The supporting details of essay above are :

1. There are a lot of wild animals :
 - a. Buffalos
 - b. Leopards
 - c. Monkeys
 - d. Tigers
 - e. Birds

2. The visitors to baluran are advised to stop at Banyuwangi PPA (foresta service) :
 - a. to obtain a map
 - b. to book a observation

The example the student who didn't state introductory, body and concluding paragraph is an essay written by Hartatik. It can be seen in followong :

“GRAJAGAN”

One of the Banyuwangi beaches that shows the combination of the rolling ocean waves, on one side and the dense forest on the other one. In the places we will be able to see the beautiful Panorama of the Grajagan fishing village. Located at about 52 km from Banyuwangi. Here you are can find old cave, wich were restricted by Japanese soldiers. If you want to stay, there also available cottage, café and playing area for children.

This result of analysis shows that the writing ability of students in describing body paragraph of tourism object of third year students of Tourism Department of SMKN I Jember in academic year 2000/2001 is very poor.

4.3.3 Concluding Paragraph

The students' writing ability in describing concluding paragraph of tourism object of SMKN I Jember is 82.75 %. The example of student' essay who states the concluding paragraph that was written by Ermawati is as follow :

IJEN PLATEAU

Ijen plateau is a mountainous, that very suitable for adventure tour. It is located in Banyuwangi, East Java, Indonesia.

There are three important point if we go to there pass Banyuwangi and Jember. The first we will meet “ paltuding”. It is a place which became first destination and first step for climb Ijen. The

temperature is about 12 ° and 18 ° C. So if we go to there, we must bring jacket and the masker if need. The second we climb ijen and at the last one km we will meet “pondok ijen” and “pondok bunder”, which a rest stop for climbers, there is a small shop that sell somebrands soft drinks. We can buy it more expensive than if we buy in another places. In pondok ijen, we'll see sulphur minners weight their sulfur from plateau. Every sulphur minners can bring 40 – 60 kg sulphur every day. The last one we will see the top after climbing 3 km from paltuding. The colour of crater is lumerous blue/green. The diameter of crater about 1 km and 175 meter in deep from caldera to the top.

Ijen plateau reachable by any kinds of vehicles but at the second part of the trip covering distances 3 km must take there on foot (jungle track) was explanation above.

There is also local guide, who can help us during our trip to the top.

Finally,if we will make “Ijen Plateau tour” I think it is only for people who have enough ability for climbing. For example : High school student, junior high school students. And it become suitable place for people who love advature very much.

The Concluding Paragraph above is :

Finally,if we will make “Ijen Plateau tour” I think it is only for people who have enough ability for climbing. For example : High school student, junior high school students. And it become suitable place for people who love advature very much.

The students didn't state the concluding paragraph just 17.24 %. The example of student' essay who didn't state Concluding paragraph that was written by Hartati as follow :

“GRAJAGAN”

One of the Banyuwangi beaches that shows the combination of the rolling ocean waves, on one side and the dense forest on the other one. In the places we will be able to see the beautiful Panorama of the Grajagan fishing village. Located at about 52 km from Banyuwangi. Here you are can find old cave, wich were restricted by Japanese soldiers. If you want to stay, there also available cottage, café and playing area for children.

This result of analysis shows that the writing ability of students in describing concluding paragraph of tourism objects of Tourism Department of SMKN I Jember in academic year 2000/2001 is good.

The best organisation of essay with introductory, body and concluding paragraph was written by Lilis Andriani :

BROMO MOUNTAIN

The area of Bromo Tengger Semeru National Park covers 50,273.30 Hectares of mountainous highland and fertile valley, between 1.000 – 3.675 m above sea level. Besides nominated by mountainous, there are also 4 lakes inside, namely : Banu Dani (1 ha), Ranu Regulo (0,75 ha), Ranu Kumbolo (14 ha), and Ranu Darongan (0,50 ha).

The temperature of the national park ranges from 3° c to 20° c with intense heat waves than cause Bush – fire in the June – August period and stifling humidity of 80 % can be felt during the wet season.

The vegetation of the park area consists of four main vegetation types : highland forest, alvin forest, Casarua forest and Grassland.

It is predicted about 600 species of flora inhabit the park and only about 16 species of mammals and 70 species of birds. The mammals are : wild pig (suscrofa), Barking Deer (Mountiacus Muntjak), Panther (panthea pardos), Silver leaf monkey (presbytis cristata), and common porcopine (Nysstrix Brachyora). The common birds are Hornbiu (Rhyctieros Undolatus), Banded Pitta (pitta guajana), Crested Spent Eagle (spilornis cheela), and Australian Grey Cock (anas superciliosa) at Ranu Pani and Ranu Kumbolo.

Once a year in Bromo Tenggerese people celebrate the kasodo ceremony on the 14th day of the last month of the Tenggerese calender when the moon is full. At midnight on the special day of celebration a priest is choosen to represent the peole and lead them in prayers and sacrifice. Those who have annually prayed for blessing such as good harvest or to cure certain physical afflictions, have to descend down the slope of the crater to reave the offering thrown in by the believers. Normally, fruits, vegetables and flows are sacrificed. But at times even a whole “sapi” (bull) has been thrown in by the believers.

If we visit in Bromo Mountain, we can see the scenery around the mountain. Village lands and the green motorally can make me fresh, enjoy and interesting adventure. If you want to lost your stress cause work Bromo Mountain is the best choice.

The introductory paragraph of essay is :

The area of Bromo Tengger Semeru National Park covers 50,273.30 Hectares of mountainous highland and fertile valley, between 1.000 – 3.675 m above sea level. Besides nominated by mountainous, there are also 4 lakes inside, namely : Banu Dani (1 ha), Ranu Regulo (0,75 ha), Ranu Kumbolo (14 ha), and Ranu Darongan (0,50 ha).

The thesis statement is :

The area of Bromo Tengger Semeru National Park covers 50,273.30 Hectares of mountainous highland and fertile valley, between 1.000 – 3.675 m above sea level.

The supporting details of essay above are :

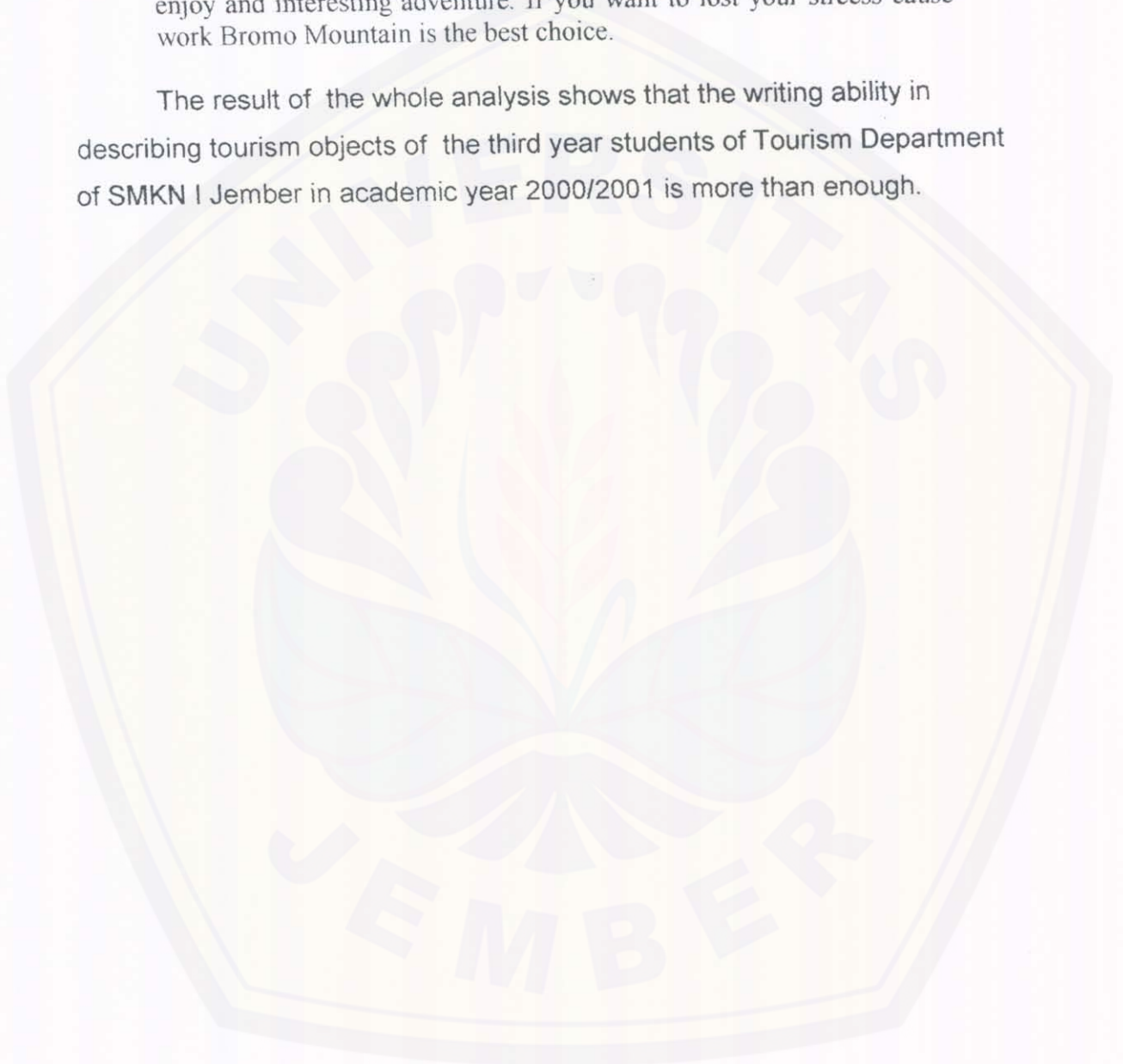
1. The temperature of the National Park:
 - a. ranges from 3° c to 20°c
 - b. humidity of 80 %
2. The vegetation of the National Park area consists of four main vegetation types :
 - a. highland forest
 - b. alvin forest
 - c. casuarina forest
 - d. grassland
3. Once a year in Bromo Tenggeresse people celebrate the *Kasodo* ceremony on the 14th day of the last month of the Tenggeresse calender when the moon is full :
 - a. At midnight on the special day of celebration a priest is choosen to represent the people and lead them
 - b. have to descend down the slope of the crater to reave the offering thrown in by the believers.

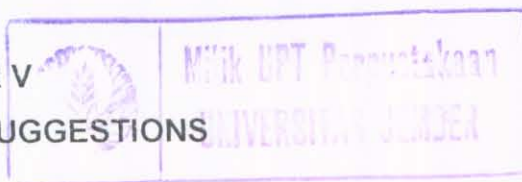
The use of senses of essay above is intensive **heat wave**

The concluding paragraph of essay above is :

If we visit in Bromo Mountain, we can see the scenery around the mountain. Village lands and the green motorally can make me fresh, enjoy and interesting adventure. If you want to lost your stress cause work Bromo Mountain is the best choice.

The result of the whole analysis shows that the writing ability in describing tourism objects of the third year students of Tourism Department of SMKN I Jember in academic year 2000/2001 is more than enough.





5.1 Conclusion.

Based on result of the data analysis and discussion in the chapter IV, there are some main points can be down here.

- a. General conclusion : the students' writing ability in describing tourism objects of the third year students of Tourism department of SMKN I Jember in academic year 2000/2001 was 71.26 % or **more than enough**.
- b. Specific conclusions :
 - The students' writing ability in describing introductory paragraph of tourism objects was 89.65 % or **very good**
 - The students' writing ability in describing body paragraph of tourism objects was 37.93 % or **bad**
 - The srudents' writing ability in describing concluding paragraph of tourism objects was 82.75 or **good**

5.2 Suggestion.

The students' writing ability in describing tourism objects, based on the research finding was more than enough. Therefore, the researcher would like to give some suggestions to the following persons :

5.2.1 The English Teacher :

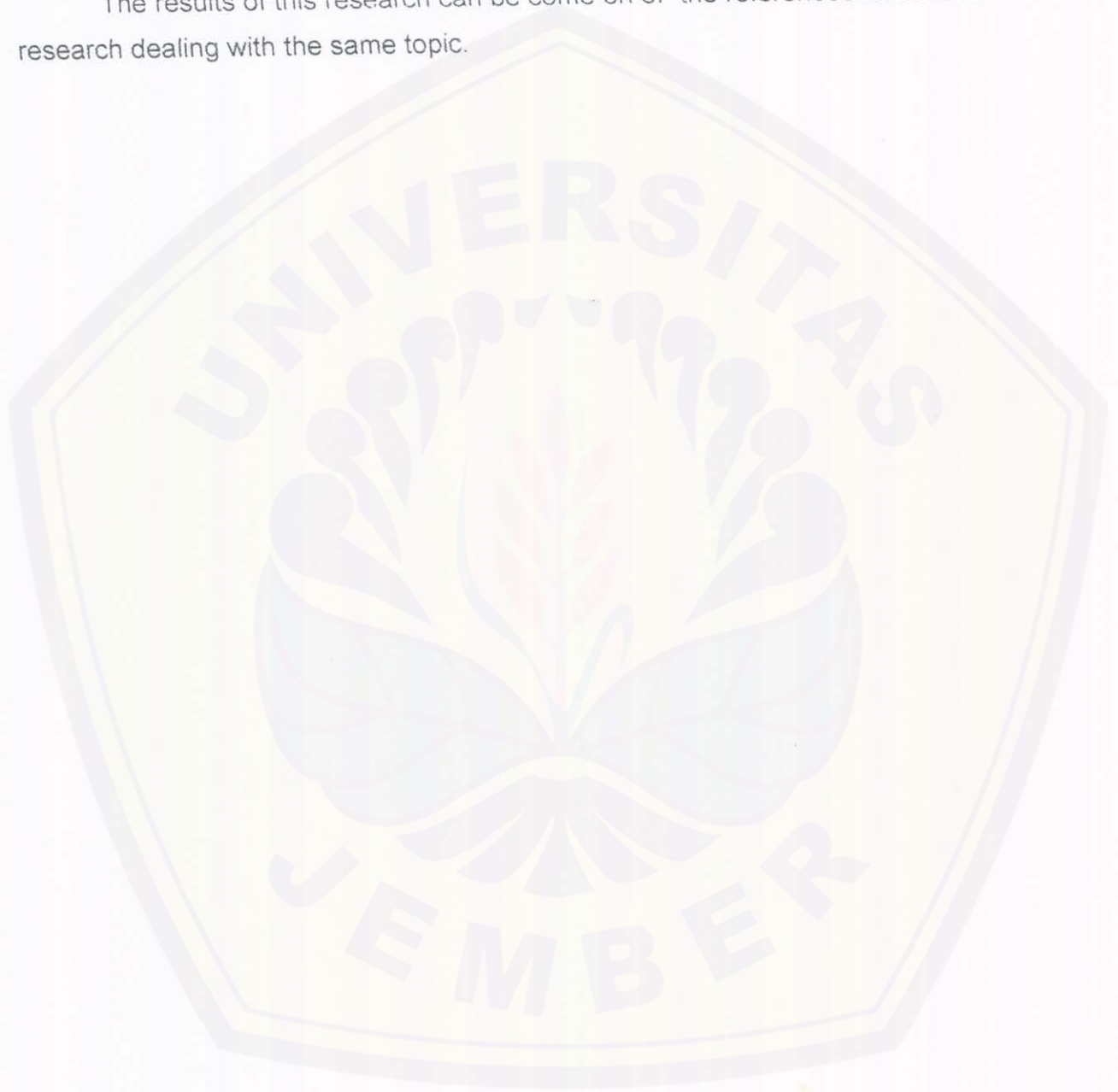
- a. To improve the students' writing ability in describing tourism objects by giving more assignment.
- b. To continually create and apply new techniques to improve the teaching of writing.
- c. To give more examples of brochures tourism objects as comparing with the students' writing form.

5.2.2 For the students :

To improve their writing ability in describing tourism objects by seeing the brochures of tourism objects.

5.2.3 For other researchers :

The results of this research can be come on of the references to conduct research dealing with the same topic.



BIBLIOGRAPHY

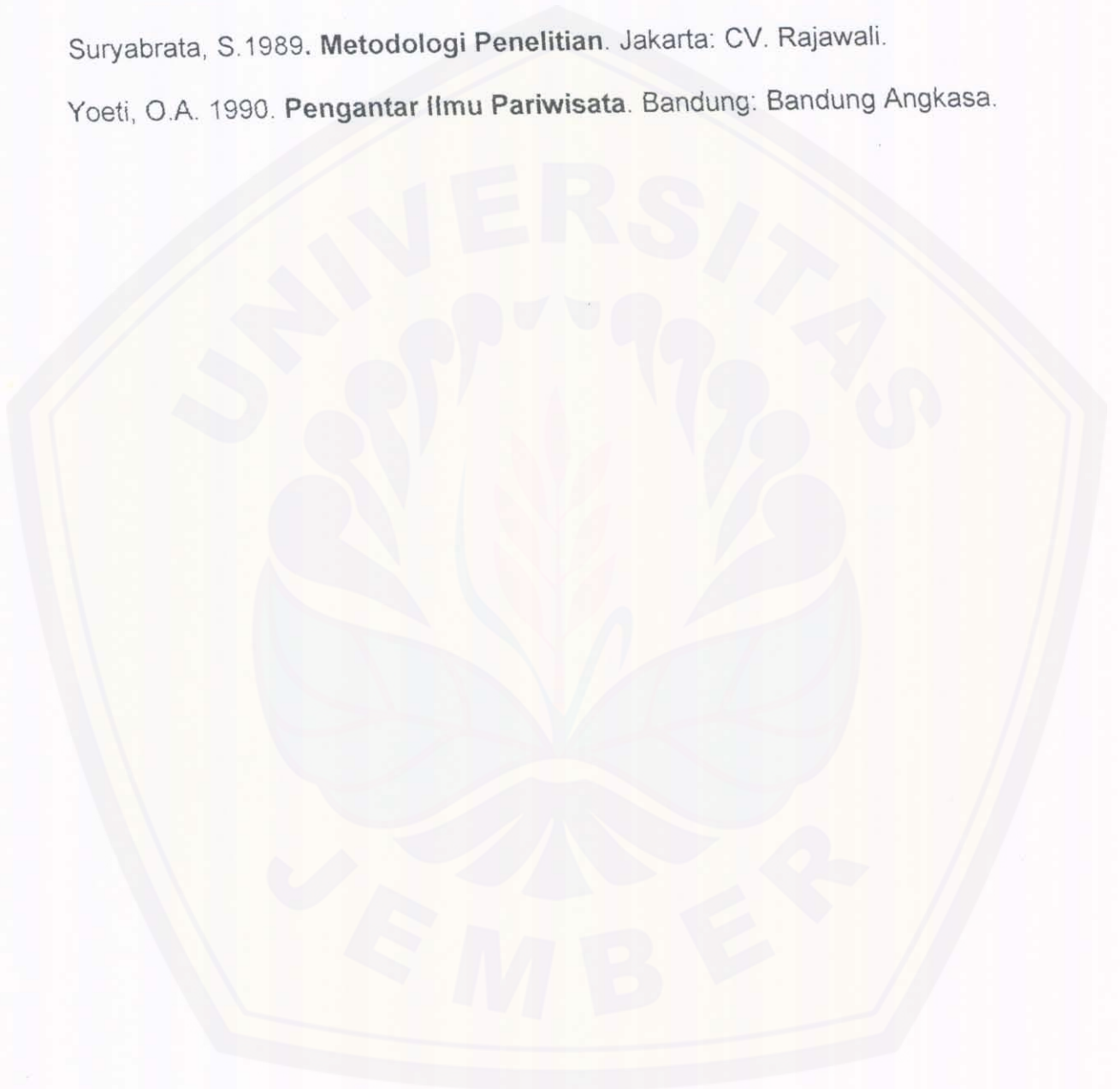
- Ali, M. 1987. **Penelitian Kependidikan Prosedur dan Strategi**. Bandung:Bandung Angkasa.
- Arikunto, S. 1993. **Prosedur Penelitian**. Jakarta: Rineka Cipta.
- Brammer, G.R and Sedley, D. 1981. **Writing for Reader**. Ohio: Bell and Howel Company.
- Brochure of Tourism, 1997.**Pura Uluwatu**. Denpasar: Bali Regional Tourist Office.
- Carino, P. 1991. **Basic Writing A first Course**. USA: Harper Collens Publishers Inc.
- D'Angelo, F.J. 1977. **Process of Thought in Composition**. Massachusetts : Inc Cambridge.
- Depdikbud, 1980. **GBPP, Kurikulum Sekolah Menengah Kejuruan**. Jakarta: Depdikbud.
- Gerber, P. L. 1959. **Effective English**. New York: Random House.
- Hasibuan,R.S. 1993. **English for Specific Purposes: Tourism Hotel**. Jakarta: Dian Rakyat.
- Karim, M. and Rachmadi,S. 1996. **Writing**. Jakarta: Depdikbud.
- Karya Pembina Swajaya, P.T. **Peta Kilometer dan Petunjuk Tamasya**. Surabaya: PT Karya Pembina Swajaya.
- Lembaga Indonesia Amerika,1999. **CONTACT**. Yogyakarta:Yayasan LIA Publication.
- Maluku Regional Tourist Office – Ambon – Indonesia, **Indonesia enjoy Namalatu beach in Maluku**. Jakarta: Sukses.
- Nuryanti, W. 1995. **Tourism and Culture Global Civilization in Change**. Yogyakarta: Gadjah Mada University Press.

Rivers, W.M. 1983. **Communicating Naturally in A Second Language**.
Cambridge : Cambridge University Press.

Smalley, L.C. 1982. **Ways to Writing; Task and Process**. New York:
Martallan Publishing Company.

Suryabrata, S. 1989. **Metodologi Penelitian**. Jakarta: CV. Rajawali.

Yoeti, O.A. 1990. **Pengantar Ilmu Pariwisata**. Bandung: Bandung Angkasa.



RESEARCH MATRIX

| TITLE | PROBLEM | VARIABLE | SUB VARIABLE | INDICATOR | DATA RESOURCES | RESEARCH METHOD |
|--|--|---|---|---|---|--|
| A Descriptive of study writing ability in describing tourism objects of the third year students of SMK I Jember in the academic year 2000/2001 | <p>1. The General Problem : How is the writing ability in describing tourism objects of the third year students of SMK I Jember in the academic year 2000/2001?</p> <p>2. The Specific Problem</p> <ul style="list-style-type: none"> - How is the writing ability in describing introduction paragraph of tourism objects of the third year students of SMK I Jember in the academic year 2000/2001? - How is the writing ability in describing body paragraph of tourism objects of the third year students of SMK I Jember in the academic year 2000/2001? - How is the writing ability in describing concluding paragraph of tourism objects of the third year students of SMK I Jember in the academic year 2000/2001? | The writing ability of the students in describing tourism objects | <ol style="list-style-type: none"> 1. Introduction paragraph 2. Body paragraph 3. Concluding paragraph | <ol style="list-style-type: none"> 1. Thesis statement 2. Supporting details 3. Organisation 4. Use of senses | <ol style="list-style-type: none"> 1. Respondents The third years students of Tourism department of SMKN I Jember in the academic year 2000/2001 2. Informants -The Principal -The English Teacher -Administration Staffs 3. Documents | <ol style="list-style-type: none"> 1. Area determination method - purposive 2. Respondent determination method - population 3. Data collecting method - Interview - Documentation research 4. Data analysis Method Descriptive Statistics : $E = \frac{n}{N} \times 100\%$ <p>where : E = the percentage of total score n = the score which is obtained N = total respondents</p> |

The Guideline of Instrument

A. The Interview Questions

| No. | The Data Taken | Data Resources |
|-----|---|---------------------|
| 1. | What is the curriculum of SMK I especially in Tourism department ? | The English teacher |
| 2. | What kinds of Subjects refer to describe tourism objects ? | The English teacher |
| 3. | Do the English teacher assign the students to write about tourism objects ? | The English teacher |
| 4. | How many times were the writing task assigned to the students ? | The English teacher |

B. The Guideline of Documentation

| No. | The Data Taken | Data Resources |
|-----|--|---------------------------|
| 1. | The total number of the third year students at SMKN I Jember | The administration staffs |
| 2. | The name of Respondents | The administration staffs |

Appendix 3

The names of the Respondents of the third year of tourism department of SMK I Jember.

| NO | NAMES |
|-----|---------------------|
| 1. | Ahmad Nur Afandi |
| 2. | Ahmad Yakup |
| 3. | Anik Rofiah |
| 4. | Arie Sayekti |
| 5. | Deasy Tri Widiarini |
| 6. | Dewi Tri Prasasti |
| 7. | Dina Ariani |
| 8. | Eka Tuwiningsih |
| 9. | Elysa Dwi Ermawati |
| 10. | Ernawati |
| 11. | Erwin Sugiarti |
| 12. | Hartatik |
| 13. | Leni Puspitasari |
| 14. | Moh. Firman |
| 15. | Lilis Andriyani |
| 16. | Moh. Amsye Eko L |
| 17. | Nafiah Fauziah |
| 18. | Nurul Hidayati |
| 19. | Prestin Fandika |
| 20. | Rani Soraya |
| 21. | Siti Fatimah |
| 22. | Siti Maryana |
| 23. | Siti Maryam |
| 24. | Titin Kasiani |
| 25. | Tri Wahyuni Diyah |
| 26. | Yanuar Dwi D |
| 27. | Yeni Hendraeni |
| 28. | Yulia Nur Verawati |
| 29. | Yohanes M.F |

Petik Laut Muncar

Petik Laut is special event in Muncar. This Traditional sea festival is performed on every 15th of javanese month Sura as thanksgiving to the God for the successful fish-catching in the whole year round.

At 10.00 A.m on the 15th of Sura one group of Gambrung dancers perform the dance in the "

"Offering boat" loaded with 60 (sixty) kinds of sacrifice which is then thrown into the sea. This event is called "Labeti Sragi"

The next program is holding the Matam Gambrung, feast at the holgrave of sayid Yusup. Completed by Gambrung dance joins all participants, burning fresh bananas etc.

The program is ended by returning to Muncar - fish harbour, which are sometimes sprayed with water by all Muncar fishermen.

Finally this event is very special because only in especially time it happens, so if we will see this ceremony we can go to Muncar and enjoy this event.

by: Erwin S

Erwin

"GAGAGAN"

One of the Banyuwangi beaches that shows the combination of the rolling ocean waves, on one side and the dense forest on the other one. In this places we will be able to see the beautiful Panorama of the Gagagan fishing village. Located at about 50 km from Banyuwangi. Here you can find a cave, which were restricted by Japanese soldiers. If you want to stay, there also available cottage, cafe and playing area for children.

NAME : HARTATI
SMK N I JEMBER
{ UPW }

08 FEBRUARI 2001

REMBANGAN TOURIST OBJECT

Rembangan is a mountain tourist object. The located at Kemuninglor village, Arjasa subdistrict at the slope of Argopuro Mountain, on the altitude of 540 m from sea surface with air temperature of 25 degrees and rainfall of 4626 mm every years.

There are many kinds of facilities in rembangan tourist resort. The first, there is Melati two hotel with restaurant. We get good service and relax in that hotel. And then, this tourist object has swimming pool. we can swim in that place. The water in that place is very cool & fresh. The next, we can playing and see the beautiful scenery with various of plants as coffe, clove, durian and banana the great.

We can do something in that place, such as horse riding and mountain bike sports. If we like Adventure, we can go to rembangan tourist resort, because it's very good for special interest tour.

Finally, if we visit to rembangan tourist resort, we will happy and relax, because that place is silent, cool and fresh with beautiful scenery.

BROMO MT.

THE AREA OF BROMO TENGERE SEMERU NATIONAL PARK COVERS 50,270.20 HECTARE OF MOUNTAINOUS HIGHLAND AND FERTILE VALLEY, BETWEEN 1.000 - 3.675 M ABOVE SEA LEVEL BESIDES DOMINATED BY MOUNTAINOUS, THERE ARE ALSO 4 LAKES INSIDE, NAMELY: RANU KINI (1 HA), RANU PECCO (0.175 HA), RANU RUMBOLU (14 HA), AND RANU QANCREAN (0.80 HA)

THE TEMPERATURE OF THE NATIONAL PARK RANGES FROM 3°C TO 20°C WITH INTENSE WET WINDS THAT CAUSE BUSH-FIRE IN THE DUNE-ADJACENT PERIOD AND STRIKING HUMIDITY OF 80% CAN BE FELT DURING THE WET SEASON.

THE VEGETATION OF THE PARK AREA CONSISTS OF FOUR MAIN VEGETATION TYPES: (1) HIGHLAND FOREST, (2) ALPIN FOREST, (3) CASUARINA FOREST AND (4) GRASSLAND.

IT IS REPORTED ABOUT 600 SPECIES OF FLORA INHABIT THE PARK AND ONLY ABOUT 16 SPECIES OF MAMMALS AND 70 SPECIES OF BIRDS. THE MAMMALS ARE: WILD PIG (*SUS SCROFA*), TRILING DEER (*MUNTJAC MONTJAK*), PANTHER (*PANTHERA PARDUS*), SILVER LEAF MONKEY (*PROSBYTIUS CRISTATA*), AND COMMON PORCUPINE (*HYSTRIX BRACHYURA*). THE COMMON BIRDS ARE HORNBILL (*RHYTHICEROS UNDOULATUS*), BANNED PITA (*PITTA GAYANA*), CHECKED SPENT TEE (*SPILORNIS CHEELA*), AND AUSTRALIAN GREY DUCK (*ANAS SERVICIOSA*) AT RANU RUMBOLU.

ONCE IN A YEAR IN BROMO, TENGERESE PEOPLE CELEBRATE THE DASUKO CEREMONY ON THE 14th DAY OF THE LAST MONTH OF THE TENGERESE CALENDAR WHEN THE MOON IS FULL AT MIDNIGHT ON THE SPECIAL DAY OF CELEBRATION A PRIEST IS CHOSEN TO REPRESENT THE CLERG AND LEAD THEM IN PRAYERS AND SACRIFICE, THOSE WHO HAVE ANNUALLY PRAYED FOR BLESSING SUCH AS GOOD HARVEST OR TO CURE CERTAIN PHYSICAL AFFLICTIONS, ARE TO DESCEND DOWN THE SLOPE OF THE CRATER TO RECEIVE THE OFFERING THROWN BY THE BELIEVERS. NORMALLY, FRUITS, VEGETABLES AND FISHES ARE SACRIFICED AT AT TIMES EVEN A WHOLE "SAPI" (CURL) HAS BEEN THROWN IN BY THE BELIEVERS.

IF WE VISIT IN BROMO MT. WE CAN SEE THE SCENERY AROUND THE MOUNTAIN, VILLAGES, LAKES AND THE CRATER NATURALLY CAN MAKE ME FRESH, ENJOY AND INTERESTING ADVENTURE. IF YOU WANT TO LOSE YOUR STRESS COME HERE BROMO MT. IS THE BEST CHOICE.

Lilis Anoriani
116/OPW

GUNUNG GAMBIR (The tea plantation)

Gunung gambir is one of tourist object in Jember regency. This place has tea plantation and the high is 1.100 meters from the sea level.

The location of Gunung gambir is in Sumberbaru, Jember. The weather of tea plantation of Gunung Gambir is very cold, because the land of Gunung Gambir is high. Its field built in 1928, serves 1913, 1917, 1922 tea trees plant.

When we visit in Gunung Gambir tea plantation we can do tea-walk, tea processing sightseeing and tea taste of three tea types. Exported product of Gunung Gambir tea was called "BIR TEA".

Prestin. Fandhika
III G12

PLENGKUNG BEACH

Pleungkung beach offering one on the finest surfing sites, pleungkung fascinates with its breathtaking scenery and natural beauty. Located about 88 km southern of Banyuwangi east Java Indonesia.

It presents the famous rolling ocean wave 20 feet in height, 2 miles in length and 5 minutes break in interval, a really paradise for the surfers. The wave which is one of the best five in the world combine with take beautiful sandy beach, cottages, tower and camping ground will be the best one for choice in vacation.

Finally if you like adventure (surfing) and you visit there, this place is your paradise (surfers) you will get impression and happiness. Because this place really paradise for the surfers.

Siti fatimah
3 upw

NAME : Ermawati
No. absent 19

IJEN PLATEAU

Ijen plateau is a mountainous, that very suitable for adventure tour. It is located in Banyuwangi, East Java, Indonesia.

There are three important point if we go there pass Banyuwangi and Jember. The first we will meet "Paltuding". It is a place which became first destination and first step for climb Ijen. The temperature is about 16° and 18° C. So if we go there, we must bring jacket and the masker if needed. The second we climb Ijen and at the last one km we will meet "Pondok Ijen" or "Pondok Bunder", which a rest stop for climbers, there is a small shop that sell some brands soft drinks. We can buy it more expensive than if we buy in another places. In pondok Ijen, we'll see sulphur miners weight their sulphur from plateau. Every sulphur miners can bring 40-60 kg sulphur every day. The last one we will see the top after climbing 3 km from paltuding. The colour of ^{crater} is luminescent blue/green. The diameter of crater about 1 km and 175 meter in deep from caldera to the top.

Ijen plateau reachable by any kinds of vehicles but at the second part of the trip recovering distances 3 km must take there on feet (Jungle track). Was explanation above.

There is also local guide, who can help us during our trip to the top.

Finally, if we will make for "Ijen plateau tour". I think it is only for people who have enough ability for climbing. for example: high school student, junior high school students. And it became suitable place for people who love adventure very much.

PAPUMA BEACH

Lying beside wafu ulu beach, there is papuma beach with its white sand that seems more interesting. Along the beach spreads white beautiful sandy to see and enjoy being set foot on it due to softness. The beach always made as the place of sunbathing for foreign tourist. In spite of the sandy nature, it also has the riches of fauna like lizard, forest cock, various birds, pig, deer, porcupine, seal ant eater and many others. For more protection in enjoying of panorama at PAPUMA there is available restaurant which serve Indonesian and specific papuma food, baked fish, setting then the visitors can go by public transportation, rental car and in 30 minute from central town.

DEWI TRI PRACASTI

Appendix 5 : The Result of Analysis

| NO | Thesis Statement | | Supporting Details | | | Organisation | | Use of Senses | | Stated | Unstated | % | Degree of Capability classification |
|-------|------------------|----------|--------------------|---|---|--------------|-------|---------------|--------|--------|----------|-----|-------------------------------------|
| | Stated | Unstated | 1 | 2 | 3 | Unstated | I.B.C | I.B | Stated | | | | |
| 1 | V | | V | | | | | | | | | 75 | More than enough |
| 2 | V | | V | | | | | | | | | 75 | More than enough |
| 3 | V | | V | | | | | | | | | 75 | More than enough |
| 4 | V | | V | | | | | | | | | 75 | More than enough |
| 5 | | V | | | | V | | | | | | 0 | Very bad |
| 6 | | V | | | | V | | | | | | 0 | Very bad |
| 7 | V | | | V | | | | V | | | | 100 | Excellent |
| 8 | V | | | V | | | | V | | | | 100 | Excellent |
| 9 | V | | V | | | | | V | | | | 75 | More than enough |
| 10 | V | | V | | | | | V | | | | 75 | More than enough |
| 11 | V | | | V | | | | V | | | | 100 | Excellent |
| 12 | | V | | | V | | | | | | | 0 | Very bad |
| 13 | V | | V | | | | | V | | | | 75 | More than enough |
| 14 | V | | V | | | | | V | | | | 75 | More than enough |
| 15 | V | | V | | V | | | V | | | | 100 | Excellent |
| 16 | V | | V | | V | | | V | | | | 75 | More than enough |
| 17 | V | | | V | | | | V | | | | 100 | Excellent |
| 18 | V | | | V | | | | V | | | | 75 | More than enough |
| 19 | V | | | V | | | | V | | | | 100 | Excellent |
| 20 | V | | | V | | | | V | | | | 100 | Excellent |
| 21 | V | | | V | | | | V | | | | 75 | More than enough |
| 22 | V | | | V | | | | V | | | | 100 | Excellent |
| 23 | V | | V | | | | | V | | | | 75 | More than enough |
| 24 | V | | V | | | | | V | | | | 75 | More than enough |
| 25 | V | | V | | V | | | V | | | | 100 | Excellent |
| 26 | V | | V | | V | | | V | | | | 75 | More than enough |
| 27 | V | | | V | | | | V | | | | 100 | Excellent |
| 28 | V | | V | | V | | | V | | | | 100 | Excellent |
| 29 | V | | | V | | | | V | | | | 100 | Excellent |
| Total | 26 | 3 | 12 | 7 | 7 | 3 | 24 | 2 | 3 | 90 | 26 | | |

Notes : I.B.C = Introductory, Body , Concluding Paragraph.

I. B = Introductory and Body Paragraph.

DEPARTEMEN PENDIDIKAN NASIONAL
SEKOLAH MENENGAH TINGKAT ATAS
SMK NEGERI I JEMBER
JL. JAMBU NO. 17 TELP. 483108 JEMBER

SURAT KETERANGAN

NO. ~~067/I04.32/SMK.01/PL/2001~~

Yang bertanda tangan di bawah ini Kepala SMK Negeri I
Jember,
Menerangkan bahwa mahasiswa :

Nama : Anang Budi Prayitno
NIM : 940 210 7259
Jur. / Program : PBS/Pendidikan Bahasa Inggris

Benar – benar telah melaksanakan penelitian di SMK Negeri I
Jember yang mulai tanggal 23 – 31 Mei 2001, dengan judul :

A DESCRIPTIVE STUDY OF WRITING ABILITY IN
DESCRIBING TOURISM OBJECTS OF THE THIRD YEAR
STUDENTS OF SMKN I JEMBER IN ACADEMIC YEAR
2000/2001

Demikian surat keterangan ini dibuat untuk digunakan
sebagaimana mestinya.

Jember, 23 Mei 2001

Kepala SMK Negeri I Jember



Sunyoto, S.sos
NIP. 130 895 529

Kepada
Yth. Kepala SMK Negeri I Jember
Di Jember

Hal : Permohonan Ijin Penelitian

Dengan hormat

Sehubungan dengan penyelesaian tugas akhir (skripsi) saya :

Nama : Anang Budi Prayitno
NIM : 940 210 7259
Jur /Program : Pendidikan Bahasa Inggris
Fakultas : KIP

Dengan ini meminta ijin untuk dapat melaksanakan penelitian di SMK Negeri I Jember. Adapun judul yang akan saya tulis adalah

“ A Descriptive Study of Writing Ability in Describing
Tourism Objects of the Third Year Students of Tourism
Department of SMKN I Jember in Academic Year
2000/2001”

Demikian permohonan ijin saya ajukan, atas pemberian ijinnya,
saya mengucapkan banyak terima kasih.

Jember, 23 Mei 2001

Mengetahui

Kepala SMK Negeri I Jember

Mahasiswa Pemohon



Sunyo, S.sos

NIP : 130 895 529

Anang Budi Prayitno
NIM : 940 210 7259

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : Anang Budi Prayitno
 NIM / Angkatan : 9402107259
 Jurusan / Program Studi : PBS/Pend. BHS. Inggris
 Judul Skripsi : A Descriptive Study of Writing Ability in Describing Tourism Objects of The Third Year Students of Tourism Department of SMKN I Jember in Academic Year 2000/2001
 Pembimbing I :
 Pembimbing II : Drs. I Putu Sukma Antara, M.Ed

KEGIATAN KONSULTASI

| NO | Hari / Tanggal | Materi Konsultasi | T.T Pembimbing |
|----|----------------|-------------------|--|
| 1 | 4/10/1999 | Judul & Matriks |  |
| 2 | 19/7/2000 | BAB I |  |
| 3 | 08/9/2000 | BAB I & II |  |
| 4 | 10/2/2001 | BAB I, II & III |  |
| 5 | 9/5/2001 | BAB I, II & III |  |
| 6 | 22/5/2001 | Seminar Proposal |  |
| 7 | 12/6/2001 | BAB IV |  |
| 8 | 11/7/2001 | BAB II & III |  |
| 9 | | | |
| 10 | | | |
| 11 | | | |
| 12 | | | |
| 13 | | | |
| 14 | | | |
| 15 | | | |

- CATATAN :
1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

LEMBAR KONSULTASI PENYUSUNAN SKRIPSI

Nama : Anang Budi Prayitno
 NIM / Angkatan : 9402107259
 Jurusan / Program Studi : PBS/Pend. BHS. Inggris
 Judul Skripsi : A Descriptive Study of Writing Ability in Describing Tourism Objects of The Third Year Students of Tourism Department of SMKN I Jember in Academic Year 2000/2001
 Pembimbing I : Drs. M. Sulthon, M.Pd
 Pembimbing II :

KEGIATAN KONSULTASI

| NO | Hari / Tanggal | Materi Konsultasi | T.T Pembimbing |
|----|----------------|-------------------|--|
| 1 | 28/9/1999 | Matrix & judul |  |
| 2 | 28/6/2000 | BAB I | |
| 3 | 18/7/2000 | BAB I, II, III | |
| 4 | 4/2/2001 | BAB I, II, III | |
| 5 | 22/5/2001 | Seminar proposal | |
| 6 | 26/6/2001 | BAB II & III | |
| 7 | 8/7/2001 | BAB IV & V | |
| 8 | 10/7/2001 | BAB IV & V | |
| 9 | | | |
| 10 | | | |
| 11 | | | |
| 12 | | | |
| 13 | | | |
| 14 | | | |
| 15 | | | |


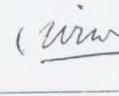
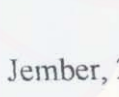
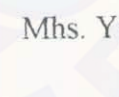
- CATATAN :
1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
 2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

LEMBAR PERBAIKAN SKRIPSI

Nama Mahasiswa : ANANG BUDI PRAYITNO
 NIM : 9402107259
 Judul Skripsi : A Descriptive Study of Writing Ability in Describing
 Tourism Objects of The Third Year Students of
 Tourism Department of SMKN I Jember in The
 Academic Year 2000/2001
 Tanggal Ujian : 25 Juli 2001
 Pembimbing : 1. Drs. H. M. Sulthon, M.Pd.
 2. Drs. I Putu Sukmaantara, M.Ed.

MATERI PEMBETULAN

| Halaman | Hal – hal yang perlu diperbaiki |
|-----------|--|
| i | Pembetulan halaman sampul |
| iii | Susunan “Dedication” perlu diurutkan |
| 1 | Pembetulan tulisan beberapa kata yang salah ketik pada Abstract |
| 4 | Penambahan Limitation of The Research |
| 29 | Peringkasan Classification of Score Level |
| 30 | Tambahkan perincian kurikulum sekolah yang dipakai |
| 35, 38,50 | Penyesuaian dengan peringkasan Classification of Score Level Memperkecil Research Matrix Melampirkan tugas siswa yang asli |

| Nama | Nama Tim Penguji | Tanda Tangan |
|------------|--------------------------------------|--|
| Ketua | - Dra. Wiwiek Eko Bindarti, M.Pd | () |
| Sekretaris | - Drs. I Putu Sukmaantara, M.Ed | () |
| Anggota | 1. Dra. Wiwiek Istianah, M.Kes, M.Ed | () |
| | 2. Drs. H.M. Sulthon, M.Pd | () |

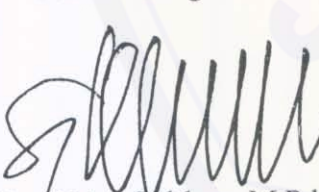
Mengetahui, Menyetujui,

Pembimbing I


Pembimbing II

Jember, 28 Agustus 2001

Mhs. Yg bersangkutan



Drs. H.M. Sulthon, M.Pd
 NIP. 130 937 190


Drs. I Putu Sukmaantara, M.Ed
 NIP. 131 878 793


Anang Budi Prayitno
 NIM. 940 210 7259

Mengetahui,

Ketua Jurusan P. Bahasa dan Seni


Dra. Wiwiek Eko Bindarti, M.Pd
 NIP. 131 475 844