

**THE USE OF TOURISM BROCHURES AS MEDIA IN IMPROVING
STUDENTS' VOCABULARY MASTERY**

(Undergraduate Thesis)

By

Dwita Rama Ayuningrum



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG**

2024

ABSTRACT**THE USE OF TOURISM BROCHURES AS MEDIA IN IMPROVING
STUDENTS' VOCABULARY MASTERY****By****DWITA RAMA AYUNINGRUM**

This research aimed to find out whether there was a statistically significant increase of students' vocabulary improvement between pretest and posttest after the implementation of tourism brochure as media. The research was quantitative research using one group pretest and posttest design. The samples of this research were thirty four students in class XI.-1, majoring in tourism at SMKN 1 Kalianda in the academic year 2022/2023. The data were collected using pretest and posttest of vocabulary test. In order to analyze the result, Paired Sample T-test was used to test the hypothesis. It was proven by the increase of the students' mean score in the pretest was 59.41 and the students' mean score in the posttest was 78.82. It showed that the gain of students' improvement was 19.41. The result showed that there was a statistically significant increase of students' vocabulary with the significant level ($0.00 < 0.05$) and the t-value (11.184) was higher than t-table (2.0345). This suggests that teaching vocabulary using tourism brochure facilitates students to improve their vocabulary mastery.

Keywords: *Vocabulary mastery, tourism brochure, improvement.*

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of Teacher Training and Education Faculty**



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DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
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Menyatakan bahwa skripsi ini adalah hasil karya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, maka sepenuhnya akan menjadi tanggung jawab saya.

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CURRICULUM VITAE

Dwita Rama Ayuningrum was born in Bandar Lampung, December 22nd, 1998. She is the second child of three children in the family of Musripin, S.Pd., and his late wife Ms. Netty. She has one eldest sister whose name Putri Ayu Eka Ramadhani, M.Pd., and one youngest sister whose name Jihan Rifat Salsabilla.

She started her educational life at TK Tri Dharma in 2005. She continued her study to SDN 5 Sukaraja in the early 2009 and graduated in 2011. In the same year, she continued her study at SMPN 3 Bandar Lampung. After she graduated from junior high school in 2014, she entered SMAN 9 Bandar Lampung to continue her study as a senior high school student. During her study in senior high school, she joined an English Club named Niners English Club. Then, in 2017, she was registered as the student of English Education Study Program at Teacher Training and Education Faculty at Lampung University. Besides doing her regular activity as an undergraduate, she was active in organization; Society of English Education Students (SEEDS). In January to February 2020, she dedicated her social life to community service program in Pulau Pangung, Tanggamus. She also had been experiencing her skill as a teacher to the pre-teaching service program (PLP) in SMA Muhammadiyah 2 Bandar Lampung from August to October 2020.

DEDICATION

*In the name of Allah Subhanahu
wa Ta'ala, this script is proudly dedicated to:*

My greatest father Musripin, S.Pd., who always loves and supports me
unconditionally.

The love of my life, my late mother Netty.
The one who takes care us now, my mom, Zahria Hadiyati, S.Pd.

My beloved sisters, Putri Ayu Eka Ramadhani, M.Pd., and Jihan Rifat Salsabilla.

My lecturers at English Education Study Program.

My beloved friends in English Education Study Program batch 2017.

My Almamater, Lampung University.

MOTTO

“So, verily, with every difficulty, there is relief. Verily, with every difficulty there is relief.”

(QS. Al- Insyirah, 94: 5-6).

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Finally, the writer realizes that this thesis still have some weaknesses. Therefore, criticism and suggestions are very welcome for the writer to improve herself better. Hopefully, this research project can give benefits to the readers.

Bandar Lampung, March 2024

The Writer,

Dwita Rama Ayuningrum

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I. INTRODUCTION

This chapter is concerned with the introduction of the research, which deals with several points consisting of the background of the problems, research questions, objectives of the research, uses, scope and definition of terms as elaborated in the following sections.

1.1 Background of The Problems

According to Alqahtani (2015), vocabulary is crucial for the successful use of a foreign language since, without a wide vocabulary, a language learner will be unable to use the structures and functions they may have learnt for understandable communication. McCarthy (1990) says that no matter how well the students learn grammar or how successfully the sounds of language are mastered, without words, communication cannot happen any meaningful way. Therefore, vocabulary is an important skill for students to learn (Annisa, 2013). This is in line with Thornbury (2002:13) says that without grammar, very little can be said; without vocabulary, nothing can be said. That means that students must master vocabulary. These imply that without having many kinds of vocabulary knowledge, students will face more difficulties in many aspects of language learning.

In fact, not every student is good at vocabulary. Some students have difficulty learning vocabulary. However, Triariani (2020) found that the students had problems memorizing the meaning of the words, and the students were afraid to speak. In the same way, Wijayana et al. (2021) stated that the majority of students had difficulty pronouncing the words, the students were difficult to write and to spell the vocabulary, the students did not know the meaning of the words, and they easily to get bored while learning English in the class. Rohmatillah (2014) states that there are several indicators that students' vocabulary is lacking. First, the written form of English differs from the spoken form. Second, the amount of words that children must learn is enormous. Third, information sources are limited. This circumstance indicates that acquiring vocabulary is not an easy task for the majority of English learners. According to the factors mentioned above, the teacher must be able to pique students' interest in learning English vocabulary by offering an effective teaching method that makes students enjoy and want to acquire it. Brown (2002:18) states that meaningful learning will lead to better long-term retention than rote learning. Through meaningful learning, the learners will better understand the lesson.

As a result, in order to keep students interested in learning vocabulary and able to communicate in English, the researcher believes that it is critical to create a pleasant atmosphere in the classroom by selecting an interesting media for transferring material and also to pay attention to the media that will be used in the class. There are several media alternatives for teaching vocabulary. There are songs, a word wall, movies, brochures, and many more.

One type of media that can be used to teach vocabulary is tourism brochures. According to Sari & Sy (2013), a tourism brochure is only superficial, folded colorful paper. Tourism brochures convey information on places, people, things, history, food, colors, cultures, and so on. Students could clearly comprehend what they were going to do and say with the assistance of a tourism brochure. Moreover, Thompson in Pujihartono & Baroroh (2016) states that tourism brochures contain a large amount of information about tourist places. Tourism brochures can help teachers pique students' interest and creativity. It will excite and develop students' imaginations by requiring them to pay attention and keep their eyes on the brochure. It means that the students' vocabulary will grow as they read it.

Besides, with this media, the students are expected to achieve some vocabulary in English and be able to know the meaning of the word. By using this aid and using an appropriate technique in teaching, the researcher expected the students can strengthen their memorizing ability. Then they can enjoy the material in the teaching-learning process.

Moreover, there have been several studies dealing with teaching vocabulary with tourism brochure as media that have been conducted by other researchers. The first previous study was conducted by Sari & Sy (2013) showed that the used tourism brochures as media to teach English language skills such as speaking, writing, listening, and reading, and the students' English abilities improved significantly. The researchers mentioned that using a tourism brochure was effective and useful because students got more enjoyable and creative.

Nguyen Thai Luu (2010), a 10th student at Luong Van Tuy Gifted High School, Hanoi, also found that a brochure is a great source of information, and students may gain a lot of vocabulary from it. Ning (2008) conducted his research on students majoring in English with a specialization in Tourism and Hospitality or Professional Communication in China. He showed that using hotel brochures in the teaching-learning process had a significant impact on students' vocabulary mastery. Students were encouraged to acquire many new words by using brochures as a teaching and learning tool.

The result of the research conducted by Pujihartono & Baroroh (2016) showed that a tourism brochure was successful in teaching descriptive text writing. According to the findings, the mean score of the experimental class was higher than the controlled class, and the mean score of the experimental class's post-test was higher than the pre-test. It can be concluded that the tourism brochure was quite helpful in teaching descriptive text writing. The students were more interested in the English learning process when they used tourist brochures since they could get detailed information on tourism objects. In addition, by utilizing a tourism brochure, the students may create proper sentence structures. Further, the study conducted by Kurniawan & Rosa (2013) also showed that The use of tourism brochures in speaking classes is extremely beneficial in terms of enhancing students' speaking skills. Students may easily find ideas by using tourism brochure because it includes short and simple descriptions of places. For instance, the study conducted by Ismawarningtyas (2015) showed that the students became more active and enthusiastic in learning vocabulary items by using tourism brochure. The tests result also showed that

there was an improvement in the students' motivation to learn vocabulary items. Hajrah et al. (2019) also found that tourism brochure is effective in teaching writing descriptive text to the tenth-grade students of MA. Alkhairaat Sigeni, because they practiced descriptive text more and repeatedly by using brochure.

In reference to the previous research above, it can be inferred that the use of tourism brochure as media in the teaching and learning process could better increase students' vocabulary mastery. Hence, the researcher intended to conduct research dealing with the effectiveness of using tourism brochure to improve students' vocabulary mastery. However, there are some differences between the previous research and this research. In this research, the level, the participants and the subjects are not the same. In consideration of all this, the researcher conducted a study on the use of tourism brochures as media in improving students' vocabulary mastery.

1.2 Research Questions

Based on the background above, the problem arose was:

Is there any significant improvement in students' vocabulary mastery after the implementation of tourism brochure as media?

1.3 Objectives of the Research

Formulated from the research questions above, the objectives of this research were:

To find out the improvement of the students' vocabulary mastery after the implementation of tourism brochure as media.

1.4 Use of the Research

The researcher hoped that this research can be used theoretically and practically in the field of:

1. Theoretically:

To support and extend the previous theory about tourism brochures in teaching vocabulary.

2. Practically

- a. As information for teachers to raise their awareness concerning with their own learning and teaching techniques.
- b. To motivate the students in learning vocabulary by using Tourism Brochure.

1.5 Scope of the Research

This research was quantitative research which focused on finding out the result of the implementation of tourism brochure in improving students' vocabulary mastery of eleventh grade students from tourism department at SMK N1 Kalianda in the second semester of 2022/2023 academic year. This research also focused on content words rather than other types of vocabulary, because content words are the key building blocks of understanding and expressing meaningful information. By prioritizing content words, students can communicate effectively. Content words itself are the words that name objects of reality and their qualities. Content words also consist of word that can be associated into and it has various parts such as nouns, adjectives, verbs, and adverbs. Pre-test and post-test in form of multiple choices were used in this research in order to measure the improvement of students' vocabulary mastery.

1.6 Definition of Terms

In order to specify the topic of the research, the research provided some definitions of terms related to this research:

1. Vocabulary Mastery

Vocabulary mastery refers to students' ability to identify and comprehend the entire number of words provided in the vocabulary test (Hariati, 2020).

2. Media

Media is the tool used to facilitate or support the learning process. Students' capacity to experience something has been enhanced or extended through media (hear, smell and so on) (Sari & Putri, 2018).

3. Tourism brochure

Tourism brochure is defined as brochure; it is a type of printed promotional item used to reach out to existing or future tourists (Molina & Esteban, 2006)

4. Improvement

According to Hornby (1995:598), improvement refers to the act of process making something better, and it involves positive change and progress.

II. LITERATURE REVIEW

This chapter discusses the literature review that will be used in this study, and they are; the concept of vocabulary, types of vocabulary, vocabulary mastery, the concept of teaching vocabulary, the concept of tourism brochure, the procedure of teaching vocabulary through tourism brochure, the advantages using tourism brochure, theoretical assumption, and hypothesis.

2.1 Concept of Vocabulary

Vocabulary is word knowledge and its meaning. Many experts give definitions of vocabulary. Hatch & Brown (1995:1) state that vocabulary refers to a list or group of words for a certain language or a list group of words that various speakers of a language may use. Vocabulary is the only system involved in alphabetical order (Hatch & Brown, 1995). In addition, Hiebert & Kamil (2005) define vocabulary as the understanding of words meaning.

Vocabulary is commonly defined as all words known and used by a particular person. Schmitt (2002) confirms that the foundation of communication is vocabulary and lexical units. Without the use of vocabulary, no amount of grammatical or other linguistic expertise can be used in communication. This is in line with Pan & Xu (2011) who claim that

vocabulary is one of the essential parts required to learn a foreign language. Without having many kinds of vocabulary knowledge in their mind, they will face difficulty in producing good sentences and difficulty understanding what they hear in communication. In the case of vocabulary acquisition, the input must carry meanings and be understandable in order for students to connect form to meaning. (Ismail et al., 2017).

Conversely, Afzal (2019) claims that the language of the human being depends on the vocabulary used or gained. Thus, without vocabulary is impossible. It is supported by Richard (2002) vocabulary is a critical component of language skills and forms the basis for how well learners speak, listen, read, and write. Learners often achieve less than their potential and may be discouraged from taking advantage of language learning opportunities available for them if they do not have a large vocabulary or strategies.

To sum up, vocabulary refers to the words used in a language to communicate with others. It is the comprehension of words and their meanings. It is about the words in the language to express meaning. As a result, vocabulary plays an important role in developing their English.

2.2 Types of Vocabulary

Some experts have classified types of vocabulary. According to Hiebert and Kamil (2005), there are two kinds of vocabulary. First, receptive or recognition vocabulary comprises terms for which the meaning is known when we write or read silently. Second, productive vocabulary is the collection of words for which

we are familiar with the meanings when we talk or read aloud. The types of vocabulary will be discussed below:

2.2.1 Receptive or recognition vocabulary

Receptive or recognition vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are frequently underutilized. Individuals may be able to assign meaning to them even if they are unaware of the full nuances of distinction. These are typically words that people do not use on their own. However, when people come across these words, they recognize them, although imperfectly.

2.2.2 Productive vocabulary

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar and used frequently.

Fries (1974) classifies English vocabulary or words into several types, namely, Content Words, Function Words, Substitute Words, and Distributed Words:

1. Content words

Content words represent the name of objects or things, that is, concrete nouns (hotel, beach), action done by or with these things, that is, verbs (eat, play, walk), and the qualities of these things, that is adjectives (good, large) and adverbs (at the market, slowly).

2. Function words

Function words are used to indicate grammatically structural relations, such as conjunctions (and, but), articles (a, an, the), and auxiliaries (do, does, did).

3. Substitute words

Substitute words are ones that indicate a certain object or specification as a substitute (anyone, anybody).

4. Distributed words

Distributed words are words that are distributed in use depending on grammatical factors such as the presence of negative as an example (too, any, either, yet).

For the level of vocational high school, especially in second-grade students, the researcher suggests that the material is focused on content words.

Based on the statements above, vocabulary has some types of purpose. This research focused on the content word because content words consist of words that can be associated with and it has various parts, such as noun, verb, adjective, and adverb. The kind of text as a material to learn vocabulary is a short functional text because it is a kind of text which is based on the curriculum.

2.3 Content Words

Content words represent the name of the subject or things. Based on the explanation by Fries (1974), content words are divided into four types. There are concrete nouns, verbs, adjectives, and adverbs.

1. Nouns

According to Fries (1974), nouns are defined in terms of the grammatical categories to which they belong. Such meanings are often language-specific because nouns are not classified in the same classes in all languages. Nouns are words that relate to a person, place, object, event, substance, quality, or amount. Furthermore, Frank (1972) says that nouns may belong to more than one of the types, they are:

1) A concrete noun is a noun that names anything (or anyone) that can be perceived through physical sense. A concrete noun such as in:

a. There are *pencils* in the pencil case.

b. She gives me a pretty *dress*.

2) Proper noun

In writing, a proper noun begins with a capital letter. It comprises human names as well as the names of geographical units such as nations, towns, rivers, and so on. For example, Mr George Washington (personal name), America (name of country), etc.

3) An abstract noun is usually a word for a concept. It is an idea that exists in our mind (shine, pretty, antique, laughter).

4) Countable noun

Any item (or someone) that can count is known as a countable noun, which has both a singular and plural form. Such as in:

a. There were many *cows* in the yard.

b. She buys new *clothes*.

A non-countable noun is one that does not have a plural form. In a sentence, it always takes a singular verb. An example of a non-countable noun such as in:

- a. He doesn't like to drink *milk*.
- b. My cousin is playing *sand* on a beach.

5) The collective noun is a word for a group of people, animals or objects considered as a single unit. Examples:

- a. *The school committee* held a meeting.
- b. *This class* is very clean.

2. Verbs

A verb is a unit of speech that does not include case inflection but is inflected for tense, person, and number to indicate an action or process that has been completed. Verbs typically have four or five forms (play, played, playing, etc.) There are five different categories for verbs. As follows:

1) Finite and Non-Finite Verb

A finite verb is a verb that contains a subject and can be the primary verb in a phrase. For example:

They *got* home very late last night. (*they* is the subject, *got* describes what the subject does and *got* is a finite verb).

A non-finite verb does not have a subject, tense, or number. The only non-finite verb forms are infinitive (indicated by *to*). The gerund or the participle.

For example:

The *sleeping* cat is gray.

2) Auxiliary verb

Two interlaced verbs can occur in a statement or phrase. The core action is given by the main verb, while the auxiliary verb offers minor detail. Common auxiliary verbs, also known as helping verbs, serve as supports to other verbs.

For example:

- a. The artists *are having* a concert today.
- b. We *will be* there in three minutes.

3) Reflexive verb

A reflexive verb is a verb in which the subject takes action that is directed towards it. Its object is usually a reflecting pronoun. Example:

- a. He *agreed*.
- b. She *stopped herself* from eating another slice of cake.

4) Transitive and Intransitive verb

A transitive verb affects an object, connecting the sentence's subject and object, and as a result, requires the existence of both. For an example of a transitive verb:

- a. I *closed* the window.
- b. He *caught* the ball.

An intransitive verb does not operate on an object and hence acts independently. It can link the subject to the object, but it requires a preposition to do so. As an example:

My little sister just *passed* by here.

5) Linking verb

Linking verb does not express action. Instead, they connect the subject to the verb to provide additional information about the subject. The predicting or linking verbs as in the sentences:

- a. I *am* a dentist.
- b. We *feel* awful about forgetting his birthday.
- c. The cake *smells* yummy.
- d. They *seem* very excited.

3. Adjectives

An adjective is a word that describes or classifies a noun. Adjectives characterize objects by offering information about their size, shape, height, color, origin, or substance.

According to Khamying (2007), there are eleven types of adjectives:

- 1) Descriptive adjectives are used to attribute or qualify people, animals, things, or places to characterize their characteristics. For example, Stephen Curry is a *fantastic* basketball player.
- 2) Proper adjectives are used to modify nouns in terms of nationality. This type originates from proper nouns. For example, He employs a *Korean* book.
- 3) Quantitative adjectives are used to modify nouns in order to quantify certain aspects. For example:
 - a. He ate *much* rice at school yesterday.
 - b. *Eight* black horses are selected for that shoot.

- 4) Numeral adjectives are used to modify nouns for specific details in precise quantifying, which is classified in three perspectives:
- a. Cardinal number (exact quantity)
My hand has *five* fingers.
 - b. Ordinal number (hierarchical number)
I am the *seventh* son of my family.
 - c. Multiplicative number (double number)
Some roses are *double*.
- 5) Demonstrative adjectives are adjectives that are used to point out or identify a certain noun or pronoun, such as this, that, these, and those. For examples:
- a. I invited *that* boy to come to my birthday party.
 - b. I really like *those* books.
- 6) Interrogative adjectives are words that are used to ask questions about nouns or in regard to nouns, such as who, which, what, whose, and where. For examples:
- a. *What* book is he reading in the room for two hours?
 - b. *What* is your favorite color?
- 7) Possessive adjectives are used to identify the owner or possessor of an object. Such as my, your, our, his, her, your, and their. For examples:
- a. That is *my* novel.
 - b. That is *your* rubber.

- 8) Distributive adjectives are used to modify nouns by dividing or separating them into different parts. For example, *Every* soldier is punctually in his place.
- 9) Emphasizing adjectives are used to change nouns by highlighting or emphasizing the texts. For example, Karina is my *own* girlfriend.
- 10) Exclamatory adjectives are used to modify nouns by using interjection words. For example: *What* a man he is!
- 11) Relative adjectives are used to modify nouns and combine sentences that are connected to each other in the first and second sentences. For example: Give me *what* money you have.

Further, Frank (1972) categorizes the types of adjectives into three determiners article (a, an, the), such as:

- a. I have just a *half* tank of gasoline left.
- b. He is the *greediest* man I have ever met
- c. He gives her an *expensive* ring.

4. Adverb

Adverbs describe how an activity is carried out. Adverbs are a non-inflected component of speech. Adverbs do not change form but do have distinctive forms of their own. Nouns and pronouns are the only things it is used to change. Adverb has five categories, adverb of manner (quickly, gently, slowly), adverb of place (above, inside, on), adverb of time (yesterday, tomorrow), adverb of

frequency (always, sometimes, rarely), and adverb of degree (so, little, most) For example:

- a. The baby walks *slowly*.
- b. We will visit Grandmother *on* Sunday.
- c. I am *so* excited about moving to Chicago.

2.4 Vocabulary Mastery

Mastering vocabulary is very important to make it easier to communicate with others. Vocabulary mastery refers to students' ability to identify and comprehend the entire number of words (Hariati, 2020). As stated by Hornby (1995:721), mastery is comprehensive knowledge; great competence; accomplishing or obtaining mastery of numerous languages, show total expertise in dealing with a challenging circumstance. In addition, Bloom (1971:47) states that mastery is defined as a learner's capacity to absorb the core of the lesson as a whole. Mastery results from a comprehensive set of teaching and learning activities. Moreover, Thornbury (2002) states that mastering vocabulary implies that students have a thorough understanding of vocabulary, including their meanings, spoken and written forms, grammatical behavior, word derivation, collocations of words, register of the word - spoken and written, connotation or associations of the word, and word frequency. This means one of the indicators of success in learning English is understanding and mastering vocabulary.

Vocabulary mastery can be measured by the needs of generalization (being able to define words) and application (selecting an appropriate use for it). In addition, Schmitt & McCarthy (1997:326) point out receptive and productive

knowledge may show to be the only realistic way to measure the amount of vocabulary knowledge. Further, Terry & Madsen (1983:12) say that the objective of vocabulary tests is to measure the comprehension and production of words.

In conclusion, vocabulary mastery is a complete skill to understand the stock of words and their meanings in a particular language. Vocabulary mastery refers to students' ability to comprehend and apply vocabulary.

2.5 Teaching Vocabulary

Teaching vocabulary is essential in language acquisition since languages are built on words (Alqahtani, 2015). It is difficult to develop vocabulary without words; even human communication is based on words. For students, mastering vocabulary is critical. That is why teachers have to teach vocabulary first rather than other skills and aspects to the students. If the students already have a decent vocabulary, it will be easier for them to converse with one another and acquire other aspects of English.

According to Harmer (1991:154), one of the difficulties in teaching vocabulary is deciding which words to teach. Teaching vocabulary is an activity in which the teacher teaches the vocabulary and how to use it in everyday situations. The teacher must select appropriate instructional strategies, methods, and materials. It will make it easier for students to be active and motivated, which could be helpful as a chance to explore their interests. Furthermore, it can be utilized to avoid the dullness of the learning process.

More operationally, Thornbury (2007) suggests some techniques for teaching vocabulary.

1. Definitional procedures are any methods in which a student is provided with a word and its definition. The emphasis of this strategy is to acquire the meanings of the words through practice or by looking them up in a dictionary or glossary. It is regarded as the simplest and least time-consuming method of vocabulary learning.
2. Contextual methods of vocabulary instruction task the students to create a meaning for a word based on the rest of the sentence or paragraph. Contextual evidence assists the learner in determining the meanings of new words.
3. Organizational or semantic framework instruction, students understand the relationship between and among similar words. The use of idea maps, semantics maps, and other visual organizers is common in this kind of teaching. When semantic maps are used as a vocabulary teaching technique, the teacher selects a central word from the book and highlights important concepts along with new connections
4. Mnemonic instructional uses pictures to help students learn and memorize new vocabulary. It is regarded as a simple and useful method of vocabulary acquisition.

Based on the theories presented above, the researcher believes that a good approach to teaching vocabulary will make it more pleasurable, fascinating, and motivating for students, preventing them from becoming bored with the process and learning. It means that the teacher has to be aware of the teaching strategy

that will be used to achieve the aim of the teaching-learning process. Aside from the approach, the teacher should examine the vocabulary that will be taught. Students are more likely to learn and have a desire to learn if the teaching material is concise and related to their daily life and surroundings.

2.6 Concept of Media

Media is the tool used to facilitate or support the learning process. Students' capacity to experience something has been enhanced or extended through media (hear, smell and so on)(Sari & Putri, 2018). To improve student comprehension and the efficiency of communication between teacher and student, media as teaching aids are required. One of the key purposes of the teaching media is to engage as a teaching tool that will affect the classroom atmosphere that the teacher has arranged and prepared (Arsyad, 2000). In addition, media have a purpose which is to capture and sustain the students' interest and attention, and they can give more impressions conveying and explaining information, messages, ideas, etc. However, in the teaching process, the use of media and teaching material should be suitable.

Generally, Media can be classified into three kinds, they are:

1. Visual

Visual aids are objects that can only be seen. For example, pictures, photo slides, posters, brochures, leaflets, comics, etc.

2. Audio aids

Audio aids just can be listened to, for example, recorder, tramples, electronic, radio, etc.

3. Audiovisual. Audiovisual aids can be heard and seen, for example, film and TV.

A suitable media that can be applied in teaching vocabulary is visual media. Smaldino et al. (2005:9) claim that visual media is frequently utilized to improve learning. They include diagrams on a poster, drawing on chalkboards, photographs or pictures, graphics in books, cartoons and so on. It implies that visual media can aid in improving the learning process and make it easier for students to follow the teaching and learning process. According to Harmer (2007), materials, pictures, and other objects can be utilized as learning media to convey and modify languages and engage students in activities. Students' ability to recognize or describe someone or something will be helped by the media in defining the context. Media is also one of the lesson plans that the teacher must be prepared before entering the classroom, which must include educational activities given by students. Anything that connects and transmits a message from teacher to student is considered learning media.

In supporting the description above, Nurlaela & Widiyanto (2018) list several benefits of using media in the teaching process as follows:

1. Clearly stated the instruction such that it would not be verbalized.
2. Manage limited space, time, and sense.
3. Using suitable and varied media might help students become less passive.
4. The teacher will be able to transmit motivation, knowledge, and perspective equally.

However, media is a teaching tool. Learning and teaching activities cannot be effective without them. Because each student's learning style is unique, media, particularly visual aids like brochures, can have a good influence or inspire learners in their academic endeavors. By using brochure can attract the students' attention to be focused on the learning objective.

2.7 Tourism Brochure as Instructional Media

Visual media includes any form of material that may be enjoyed by the visual sense and can encourage learning in students, such as a brochure.

2.7.1 Concept of Brochure

A brochure is a pamphlet or booklet that contains summary or introductory information or an advertisement. Brochure is one type of visual aid. It consists of pictures and words. According to Luu (2010), brochures pervade almost all aspects of our lives. We look at them in doctors' waiting offices, pick them up at travel agencies or airports when we travel, and request them from educational institutions when enrolling in courses.

Harmer (2007:119) states that we can get students to look at a variety of brochures. Furthermore, illustrated images on brochures help enhance students' enthusiasm for learning. The inclusion of illustrated images and brief explanations on brochures helps learners understand the content offered. Learning tools in the form of brochures that are simply understood and memorized by students will make the learning process more exciting.

According to Marista et al. (2014), a brochure has two functions: informative brochures and advertisement brochures.

- 1) An informative brochure is commonly used to notice the customer about a company, products or services offered by the company, or the company's latest changes that are explained shortly.
- 2) An advertisement brochure is a brochure that advertises one or more of the goods or services that a business or individual offers to the client.

These two functions should have interaction. The brochure should be the result of that interaction. Otherwise, it will not be effective.

According to Nurlaela & Widiyanto (2018), there are some things that must be considered in the brochure, as follow:

- 1) Messages or text content that is the message should use languages that are engaging to the reader. So that readers would be intrigued by anything in the brochure.
- 2) The title of the brochure should be brief and straightforward. The title should be placed at the top of the page, with the text in a bigger font size.
- 3) Script the text is a section or unit that tells part of the information that must be submitted.
- 4) The illustration selection of illustrations in the brochure must be precise and have a relationship with the theme or content of the brochure.
- 5) The company logo makes people become aware.
- 6) Color has an effect on the eye and can elicit emotions, interest, and so on.

- 7) Size and paper materials determine the size of paper to be used.
- 8) Layout is the position with regard to the shape and size of the brochure.
- 9) The election of typography selection of the font will determine whether a brochure is readable

To summarize, a brochure is an announcement or information about a service that can be variety, such as a town, entertainment, health club, and so on.

2.7.2 Tourism Brochure

Tourism brochure is a booklet that provides an interesting page, and it contains specific information from places such as hotels, special trips, resorts, etc. (Amelia & Surayatika, 2016). According to Molina & Esteban (2006), tourism brochure is a type of printed promotional item used to reach out to existing or future tourists. However, Kurniawan & Rosa (2013) define a tourism brochure as a pamphlet containing particular information or advertising for a business. On the other hand, tourism has provided meaning associated with locations, people, objects, history, food, colors, cultures, cost, availability, a brief description of each place and so on. The objective of a tourist brochure is to tell people about the city and location or to publicize the destination so that they will come and visit.

Besides, Bainbridge (2006) claims that tourism brochure is similar to other brochures, but it has higher-quality pictures because they need to convey the correct mood and effect of the areas they advertise and campaign for. It has detailed maps, photographs of tourist attractions, and information on the sites. A good tourism brochure should also include information about

flights, highways, and the quickest route to get to a specific location because a tourism brochure provides images and brief descriptions of locations. It aided learners in developing ideas, learning new vocabulary, and creating grammar while speaking. Furthermore, this type of media is easy to find and apply in the classroom. Therefore, using a tourism brochure can assist students in understanding what they will say.

Furthermore, Walker & Harding (2009) mention the type of vocabulary usually appears in tourism brochures are:

1) Nouns

- a. “Architecture” means the design of building
- b. “Tourism attractions” means place for tourists to see
- c. “Grocery store/supermarket” means place to buy food to take home
- d. “Monument” means a statue/structure that honors an event or person
- e. “Museum” means a place where historical items displayed
- f. “Voucher” means a piece of paper that shows you have paid
- g. “Scenery” means natural beauty to look at
- h. “Market” means a place to buy fresh food and homemade items

2) Verbs

- a. “Enjoy” means having a good experience
- b. “Recommend” means to suggest
- c. “Show someone around” means take people to see an area

d. “Relax” means sit back and enjoy time in peace

3) Adjectives

a. “Ancient” means very old

b. “Beautiful/gorgeous” means very nice looking

c. “Breathtaking” means when a view is very impressive

d. “International” means around the world

e. “Popular” means liked by many

f. “Heritage” means of historical importance

Based on the definition above, it can be concluded that an English tourism brochure is a booklet that contains information about an area, particularly a tourist destination. The information shows people about tour programs, culinary and historical places. It is also one of the instructional media that may be used to teach vocabulary. It also assists teachers in stimulating students' interest and inventiveness.

2.8 Advantages of Using Tourism Brochure

According to Sari & Sy (2013), in the implementation of using tourism brochures there are some advantages. They are as follows:

1. Students feel comfortable and enjoy studying.
2. Brochures can assist students in learning new vocabulary and improving their English skills.
3. Brochures can provide students with new knowledge about tourist destinations.
4. Brochures are straightforward, colorful, and easy to use.

In addition, Johari (2008) mentions several advantages of using a tourism brochure in class.

1. It gives students a chance to put their understanding of tourist attractions and activities.
2. It encourages students to develop the English vocabulary and public speaking abilities necessary for their professional goals.

Those are the advantages of utilizing a tourism brochure. Based on the description above, the writer concludes that using tourism brochures in the teaching-learning process can improve students' vocabulary mastery.

2.9 The procedure of Teaching Vocabulary through Tourism Brochure

Teaching English vocabulary through Tourism Brochure can be done by having the following procedures (Melvina, 2015).

1. The teacher should divide the class into four or five teams.
2. The teacher copies a tourism brochure and shows it to the students.
3. Mentioning and discussing tourism brochures and vocabulary indicators.
4. Have the students brainstorm ideas for the lesson's theme and elicit them on the board.
5. Explain the instructions for conducting the activity by using brochures.
6. Give the aid (an unstructured word with blank boxes) and tell the class to write the answer.
7. Ask the representative of the group to fill in the blank information on the white board.

8. If it is correct, give the point. If it is incorrect, ask the other group to provide additional information or explain the differences. Give them the point if it is correct.
9. The students may consult the dictionary
10. Concluding the task.

In addition, Sari & Sy (2013) also elaborated the procedures as follows:

1. The teacher shows the tourism brochure to the learners.
2. The teacher could ask them some questions to draw on their prior knowledge and get them ready to learn.
3. The teacher hands out tourism brochures to the students.
4. The teacher allows the learners a moment to look at the brochures.
5. The teacher leads classroom discussions with students in which they name the qualities of the object. This phase is to ensure that learners understand the information about the object or place mentioned.
6. Teachers give some words that describe various things and places. Students will learn how to describe places and things through this practice.
7. The teacher gives the exercise.

Based on the steps above, the teacher proposes the following activities to be applied in the classroom. In teaching vocabulary using tourism brochures, the researcher follows the following procedure:

Pre-Activity:

- a. The teacher builds the background knowledge of students by showing them a tourism brochure.
- b. The teacher starts to guide the students to come to the learning materials by mentioning the topic of the lesson, the indicators of the lesson and the learning objectives.

- The teacher gives some questions to the students about the material that will be learned. They are:

T: Have you ever seen this brochure before?

What does this brochure talk about?

Where do you see it?

- The teacher told students about the learning material they were going to learn and mentioned the indicators.

T: We will learn about the brochure, especially the tourism brochure, today. Now, students, in this learning material, I have some indicators which have to be reached after learning this material. The first is the students are able to analyze some vocabulary, especially verb, noun, adjective and adverb. Second, students are able to identify the language features of a brochure, and third, students are able to understand the meaning contextually in a tourism brochure. Last, students are able to produce a sentence based on some vocabulary they have found.

Whilst-Activity

- a. The teacher distributes the brochure and tells them to read it.
- b. The teacher guides the students to find difficult words from the brochure and categorize the words (verb, noun, adjective, and adverb).
- c. The teacher explains what the tourism brochure tells about.
- d. The teacher gives students exercises about vocabulary that are related to tourism brochure.
- e. The teacher discusses the result of the works.

Post-Activity

- a. The teacher gives a chance to the students for asking about the materials.
- b. The teacher asks what the students have gotten and what they have learnt.
- c. The teacher concludes the lesson

2.10 Theoretical Assumption

As mentioned earlier, in teaching vocabulary, an English teacher should be able to help the students to memorize a word. In order to make the learning process efficient and engaging, learning media is one of the crucial aspects. It seems that using a tourism brochure can improve students' vocabulary mastery. Compared to the other types, it might have the most impact and make it simpler for students to comprehend new vocabulary. Besides that, it also can make the learning activity more interesting.

The students who are taught using tourism brochures can improve their vocabulary because they are easier to understand, and the teacher also can be

easier to explain the material. The researcher assumes that using tourism brochures as media is able to change abstract knowledge to be created, which can improve students' vocabulary mastery. Hopefully, by using tourism brochures, the students' results in English will increase, and the goal of teaching-learning activity will be achieved.

2.11 Hypothesis

Regarding the theories and theoretical assumption above, the researcher formulated the hypothesis as follows:

H₀:

- There is no significant improvement in students' vocabulary mastery after being taught by using tourism brochures.

H₁:

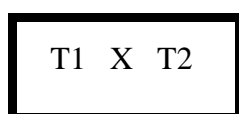
- There is a significant improvement in students' vocabulary mastery after being taught by using tourism brochures.

III. RESEARCH METHOD

This chapter dealt with the design and procedures of the research. This refers to research design, population and sample, a variable of the research, data collection technique, research instruments, validity and reliability, research procedure, scoring system, data analysis, and hypothesis testing.

3.1 Research Design

This research aimed to find out whether there was any significant difference in students' vocabulary mastery after the implementation of tourism brochure as teaching media. The researcher applied a quantitative experimental design which uses One-Group Pretest-Posttest. This design can be illustrated as follows:



The design could be further described as follows:

T1: refers to the pre-test

X: is concerned with tourism brochure

T2: Post-test

(Setiyadi, 2018)

3.2 Population and Sample

The population of this study was the second grade of SMKN 1 Kalianda in the academic year 2022/2023. There were 2 classes in the tourism department for the second grade students of SMKN 1 Kalianda. The sampling technique of this research was purposive sampling. Purposive sampling is used with the aim that the individual or selected case can represent a case that can answer the research problem (Setiyadi, 2018) in the sense that sampling is determined by certain considerations. The researcher chooses 2 classes: X2 as an experimental class and X1 as a tryout class. This research was conducted in six meetings which were one meeting for the tryout, one meeting for conducting the pretest, three meetings for conducting treatment and one meeting for conducting the posttest.

3.3 Variable of the Research

Regarding Fraenkel & Wallen (2012:77), variable is a concept- a noun that stands for variation within a class of objects. There were two kinds of variables named independent and dependent variables. In this case, there was only one variable used. It was vocabulary mastery as the dependent variable. More operationally, the dependent variable was measured to see the effect of the implementation of tourism brochures as media.

3.4 Data Collecting Technique

In order to collect the data, the researcher applied some techniques as follows:

1. Vocabulary test

Try out test was conducted in order to find out the quality of the test before it was used to obtain the data for the research. The test included multiple choices consisting of 60 items with five alternative options a, b, c, d, and e, one correct answer and five distracters.

2. Pretest

Pre-test was administered to see the students' vocabulary mastery before the treatments of the use of tourism brochures as media given in the class. The students were given some questions with multiple choices.

3. Treatment

Treatment was conducted after giving the pretest. Treatment was the process of teaching the students by using tourism brochures as media. This treatment was conducted in three meetings, in which the time for each meeting is 2 x 45 minutes.

4. Posttest

The posttest was administered after the treatment was given to the students. This test was designed to find out the improvement of students' vocabulary mastery after the implementation of a tourism brochure in teaching vocabulary.

3.5 Research Instrument

Instrument of this research was a vocabulary test. The vocabulary test was used in order to find out the answer to the research question of this research. The tests consisted of pre-test and post-test to assess the significant difference in students' vocabulary. Before the pre-test and post-test were given to students, the

writer conducted a try-out class in SMKN 1 Kalianda. Try out was aimed at checking the validity and reliability of the test. The amount of test items were 60 questions. The questions consisted of content words in terms of nouns, verbs, adjectives, and adverbs. Pre-test was conducted in the first meeting before the treatment was given in order to see the vocabulary increase by the students. The result of pre-test was compared with the post-test in order to find out their increase in vocabulary mastery. Moreover, post-test was administered by the time after the treatments were applied in the class. This test was given to know students' improvement after the implementation of the treatment. It was done to find out how far the students had mastered the vocabulary after being taught through a tourism brochure. The students were given a chance to answer the questions for about 90 minutes in both tests.

Thus, from the explanation above, the instruments of this research were vocabulary tests which were pre-test and post-test.

3.6 Try out

Try out was carried out to determine whether the items had good quality or not before using them for pretest and posttest. The test was designed with multiple-choice questions with five options (a, b, c, d or e). The total number of the tests were 60 multiple-choice questions. The test was considered to have good quality if it demonstrated good validity, reliability, level of difficulty, and discrimination power. There were some elements tested as follows:

3.6.1 Validity

A test can be said to be valid if the test measures the object to be measured and is suitable with the criteria (Hatch & Farhady, 1982:250). There were several types of validity according to the different purposes of the test. In this research, content validity and construct validity were used.

1. Face Validity

According to Oluwatayo (2012), Face validity relates to researchers' subjective judgments of the presentation and relevance of the measuring instrument, specifically if the items appear to be relevant, rational, unambiguous, and clear. In this regard, face validity includes the physical look of the exam, the language used, the instruction provided, and any additional aspects.

2. Content Validity

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. It is also the extent to which a test measure a representative sample of the subject matter content. The focus of content validity is the adequacy of the sample and simply on the appearance of the test (Hatch & Farhady, 1982:251). According to Setiyadi (2018), content validity is intended to analyze whether the items as a whole have represented the material to be measured. If the measuring instrument has represented all ideas related to the material to be measured, the measurement tool has fulfilled the aspect of content validity. Here the researcher correlated the test with the

syllabus and curriculum 2013 for Vocational High School. This meant that the material was based on the basic competence in the syllabus. In other words, the researcher made a test based on material in the curriculum.

3. Construct Validity

Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language (Shohamy, 1985:74). It means that the test items should really test the students or really measures the students' ability in vocabulary mastery. According to Nurweni (2019), construct validity refers to test validity in terms of whether test items or tasks have been written based on the theory of what is being tested. In construct validity, the researcher measured the students by using a vocabulary test. The form of the test was multiple choices with five alternatives. Each item of the test will be provided in terms of word classes of vocabulary– noun, verb, adjective, and adverb.

Table 3.1 Specification of a Try-Out Test

No	Types of Content Words	Number of Items	Percentage	Item Numbers
1.	Noun	15	25%	2, 4, 10, 11, 15, 17, 19, 24, 27, 29, 31, 32, 43, 57, 59.
2.	Verb	15	25%	1, 7, 16, 20, 21, 26, 30, 34, 35, 39, 40, 45, 55, 56, 60.

3.	Adjective	15	25%	8, 9, 12, 18, 23, 22, 28, 36, 38, 42, 44, 48, 50, 51, 58.
4.	Adverb	15	25%	3, 5, 6, 13, 14, 25, 33, 37, 41, 46, 47, 49, 52, 53, 54.
Total		60	100%	

Table 3.1 showed that there were 60 items in the vocabulary test. There were 10 items were bad and dropped because they did not fulfill the criteria of level difficulty and discrimination power. The dropped items were categorized as an easy or difficult item in level of difficulty and poor result for discrimination power.

Table 3.2 Specification of Pretest Items

No	Types of Content Words	Number of Items	Percentage	Item Numbers
1.	Noun	12	24%	2, 4, 10, 14, 16, 18, 25, 26, 28, 29, 48, 50.
2.	Verb	12	24%	1, 7, 15, 19, 20, 24, 27, 31, 32, 36, 39, 47.
3.	Adjective	12	24%	8, 9, 11, 17, 21, 22, 33, 35, 38, 41, 43, 49.
4.	Adverb	14	26%	3, 5, 6, 12, 13, 23, 30, 34, 37, 40, 42, 44, 45, 46.

Total	50	100%	
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Based on Table 3.2, it was found that 50 items were good and administered for pretest and posttest. Additionally, the post test was held after all treatments were conducted and the researcher gave the same test with different formations which consisted of 50 items.

3.6.2 Reliability

Reliability refers to the consistency of the measure. Hatch & Farhady (1982:144) mention that a test is said to be reliable if its score remains relatively stable from one administration to another. It means it is reliable if it has a stable score from one test to another test. Setiyadi (2018) says that reliability is a consistency of measurement or how far that measurement can be measured by similar subjects at different times but show the same result. In this research, to gain the reliability of the test, the result of the test can be examined by Split-Half method, odd and even number in Statistical Package for Social Sciences (SPSS).

After getting the students' final score and calculating the score, the researcher will use Pearson-Product Moment Formula in SPSS to see whether the test (pre-test and post-test) is reliable or not. The formula of Pearson Product Moment is:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum X)^2][\sum y^2]}}$$

Description:

r_{xy} : refers to the coefficient of correlation between odd and even numbers

x : indicates the odd numbers

Y : concerns with even numbers

$\sum xy$: refers to the total number of the odd and even numbers

$\sum x^2$: described the total score of odd number of items

$\sum y^2$: denotes the total score of even number of items

After getting the reliability of the test, the researcher will use the formula designed by Spearman Brown's Prophecy formula to determine the reliability of the whole test as follows:

$$r_k = \frac{2r_{xy}}{1 + r_{xy}}$$

The design can be further described as follows:

r_k : relates to the reliability of the whole tests

r_{xy} : denotes the reliability of half tests

The criteria for the reliability are:

0.00 – 0.19: Very low

0.20 – 0.39: Low

0.40 – 0.59: Average

0.60 – 0.79: High

0.80 – 1.00: Very high

(Hatch & Farhady, 1982:246)

After analyzing the result of the vocabulary test using split-half method, the result of the reliability of the vocabulary test in this research was 0.945 (see appendix 4). Seeing the criteria of the test of the reliability that the researcher proposed above, the reliability of this test was very high, while the criterion for very high reliability was in the range 0.80-1.00, it could be stated that the test had fulfilled the criteria of reliability. In other words, the test was reliable.

3.6.3 Level of Difficulty

The difficulty level of an item shows how easy or difficult the particular item is done by the participant. It can be calculated by the following formula:

$$LD = \frac{U + L}{N}$$

Description:

LD : refers to the level of difficulty

U : relates to the number of upper group who answer correctly

L : relates to the number of lower group students who answer correctly

N : relates to the number of students who join the test

The criteria of level of difficulty are:

<0.30 : Difficult

0.30 – 0.70 : Average

>0.70 : Easy

(Shohamy, 1985:70)

Table 3.3 Difficulty Level of Test Items

Number of Item	Computation	Criteria
11, 24, 28, 40, 43, 44, 47, 50, 56, 60.	< 0.30	Difficult
2, 3, 4, 5, 6,7, 8, 9,12, 13, 14, 15,17, 18, 19, 20, 23, 25, 26, 27, 32, 33, 34, 35, 36, 37, 38, 39, 41, 45, 46, 48, 49, 51, 52, 53, 54, 55, 57, 58, 59.	0.30– 0.70	Average
1, 10, 16, 21, 22, 29, 30, 31, 42.	>0.70	Easy

The try-out test consisted of 10 difficulty items; 41 average items; and 9 easy items.

3.6.4 Discrimination Power

Discrimination power is the ability of the scale to differentiate between the good students and the low students in the class. The discrimination power is calculated by the following formula:

$$DP = \frac{U - L}{\frac{1}{2} N}$$

Description:

DP : refers to the discrimination power

U : relates to upper group of students who answer correctly

L : indicated lower group of students who answer correctly

N : is concerned with the total number of the students

The criteria of discrimination power are:

0.00 – 0.20: Poor items

0.21 – 0.40: Satisfactory items

0.41 – 0.70: Good items

0.71 – 1.00: Excellent items

- (Negative) means the bad items, it should be omitted.

(Heaton, 1975:180)

Table 3.4 Discrimination Power of Test Items

Number of Item	Computation	Criteria
7, 9, 17, 22, 23, 24, 25, 28, 40, 41, 47.	<0.20	Poor
1, 3, 4, 5, 8, 10, 12, 15, 16, 21, 29, 30, 31, 32, 34, 36, 37, 39, 44, 54, 55, 57.	0.20	Satisfactory
2, 6, 11, 17, 18, 19, 20, 26, 27, 33, 35, 37, 38, 42, 43, 45, 46, 48, 49, 50, 51, 52, 53, 56, 58, 59, 60.	>0.20	Good

Based on analyzing the discrimination power, there were 11 poor items; 27 good items and 22 satisfactory items.

Some of poor and difficult items were dropped. The items that had criteria level of difficulty >0.70 and had average and poor discrimination power were revised, meanwhile the items which had average level of difficulty and good and satisfactory discrimination indexes were administered for pretest and posttest.

There were 15 revised items (1, 7, 9, 10, 16, 17, 21, 22, 23, 25, 29, 30, 31, 41, 42) while the average and satisfactory items were administered in the pretest and posttest.

After analyzing the criteria of good test by using level of difficulty and discrimination power, it could be seen that 10 items were dropped, such as numbers 11, 24, 28, 40, 43, 44, 47, 50, 56, and 60. The criteria for the item that should be dropped was the number of item which has easy or difficult in level of difficulties and poor result for discriminating power.

After analyzing the level of difficulty and discrimination power, it was found that 50 items were good and administered for pretest and posttest. On the other hand, 10 items were bad and dropped because they did not fulfill the criteria of level difficulty and discrimination power. From the explanation above, the researcher would give the test consisted of 50 points of questions.

3.7 Research Procedure

In this subchapter, the researcher explains the research procedure.

1. Determining the Problem

The focused of this research was to investigated whether there was a significant improvement in students' vocabulary mastery after being taught by using tourism brochure as media.

2. Determining the population and sample

The population of this research was the second-grade students of SMKN 1 Kalianda. Meanwhile, in determining the sample in this research, the researcher chose one to be the experimental class and one class as a tryout.

3. Selecting the material

The teaching materials were arranged based on the curriculum of the second-grade students' vocational high school in SMKN 1 Kalianda. The material is emphasized their vocabulary mastery.

4. Vocabulary test

Tryout test was administered to identify the quality of the test before it is used to obtain the data for the research. The test was multiple choices and consisted of 60 items with five alternative options a, b, c, d and e.

5. Administering the pretest

Pre-test was administered to see the students' vocabulary mastery before the treatment of the use of tourism brochure media given in the class. The students were given some questions with multiple choices. Further, the time given to answer the question was approximately 90 minutes.

6. Giving treatment

After giving the pre-test, the treatment of the use of tourism brochures as media was applied in the class. This treatment was conducted in three meetings, in which the time for each meeting is 2 x 45 minutes.

7. Conducting posttest

The post-test was administered after the treatment was given to the students. This test aimed to measure the progress of the students' vocabulary mastery.

8. Analyzing the data

Both of pre-test and post-test in quantitative data were analyzed. In order to see whether there was a significant improvement towards the students' vocabulary mastery to the students before and after the treatment applied in the class, those data were analyzed by using SPSS version 26.0 software program.

3.8 Implementation of Using Tourism Brochure as Media in Teaching Vocabulary

The researcher conducted this research at SMKN1 Kalianda in class XI-2, majoring in tourism, for tryout and XI-1 for experimental class, which consisted of 34 students. It took around five meetings, the researcher gave a pretest to the students. After getting the pretest data, the researcher provided treatment by delivering material about vocabulary in the tourism brochure to the students in the second, third, and fourth meetings. At the end of the session, the students had to take a post-test.

The pre-test was given to see the students' previous knowledge about vocabulary, students understood about the use of vocabulary and the types of vocabulary. In the test which was given, it consisted of 50 items with a number of multiple choices. After taking the pre-test, the researcher checked the result to know how well they could understand vocabulary. Additionally, the researcher observed the student's faults and what things need to be concerned about in the material and the teaching process later so that the students were able to obtain the material to the fullest.

Afterward, the researcher provided students with material about the brochure in the treatment process. The material started from the brochure's definition, social function, the structure, and language features. In addition, the researcher showed the model or example of brochure taken from the internet to make the students easier to understand the material.

After learning about the brochure, the researcher introduced them to tourism brochure. The researcher gave tourism brochure to the students to be material in treatment process. While seeing the tourism brochure, the students are asked to categories noun, verb, adjective and adverb, focusing on words in tourism brochure to find out students' basic understanding. After that, researcher gave explanations about the noun, different types of verbs such as action verb, adjectives and adverbs and explained the importance of each word type in conveying precise meaning and describing actions to make the students understand about types of vocabulary. After the explanations of the material, it was continued by giving students some exercises. The students are asked to categorized difficult words into kinds of content words (noun, verb, adjective, and adverb). After they found the difficult words, the students are asked to made simple sentences. The students were very enjoy and enthusiastic followed in every step of treatment. Because tourism brochure provided pictures, and most of the students were interested because tourism brochure looked colorful and conveyed information on places, people, things, history, food, colors, cultures,

Then, in the treatment process, the researcher had two tourism brochure options students could choose as a material to be discussed in the treatment process. After selecting the tourism brochure, the researcher grouped them based on the brochure they choose before. The purpose of grouping them was to make the researcher will be easier to guide and control them. The researcher asked to find sentences in the brochure that used simple present tense. They were given a task to discuss. After they finished their task, researcher switched their work to other groups and discussed together.

After holding the treatment process, the students had to do the post-test. In the post-test, they were given a test. In the test which was given, it consisted of 50 items with a number of multiple choices. In conclusion, the researcher did the experiment successfully in five meetings. Hopefully, the student's vocabulary mastery could increase after getting the treatment.

3.9 Scoring System

The scoring system that was used in this research was dividing the right answer by total items.

To calculate the score of pre-test and post-test, the researcher used the formula which was employed.

$$S = R \frac{W}{N - 1} \times 100$$

Where:

S : The score of the test

R : The total of the right answers

W : Refers to number of wrong answers

N : The total of items

(Arikunto, 1997)

3.10 Data Analysis

In order to find out the students' progress in mastering the vocabulary, the researcher analyzed the data using some steps as follows:

1. Scoring the pre-test and post-test
2. Finding the mean of the pre-test and post-test by using formulas. The researcher computed the mean score using formula which was designed by Arikunto (2006) as follows:

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

This formula is described as follows:

X : mean score

$\sum xy$: sum of individual score

N : number of students

3. Drawing conclusions by comparing the means of the pre-test and post-test that could be statistically analyzed by using *Repeated T-Test (Paired Sample T-Test)* to examined whether there was a significant difference between students' vocabulary mastery after the implementation of Tourism Brochure as Media.

3.11 Hypothesis Testing

After collecting the data, the researcher analyzed them to find out whether there was an improvement of students' vocabulary mastery after being taught through tourism brochures. The researcher used Repeated Measured T-Test to find out the difference of the treatment effect. This test was statistically computed by using SPSS 26.0. The hypothesis was as follows.

The formula of criteria of acceptance:

$$H_0 = \text{Sig} > 0.05$$

$$H_1 = \text{Sig} < 0.05$$

H₀: There is no significant improvement of the students' vocabulary mastery after being taught through tourism brochures.

H₁: There is a significant improvement of the students' vocabulary mastery after being taught through tourism brochures.

V. CONCLUSION AND SUGGESTIONS

This chapter describes the conclusion of the result of the research and also suggestions are provided for English teachers who want to apply tourism brochure in teaching vocabulary.

5.1 Conclusion

Having conducted the researcher at the second grade of SMKN1 Kalianda major tourism department and analyzing the data, the researcher draws the conclusion as follows:

1. There was a significant improvement of the students' vocabulary mastery after being taught through tourism brochure. Tourism brochure was applicable to encourage the students to improve their vocabulary mastery. It was proved by the increase of the students' mean score in the post-test (78.82) was higher than the mean of the pre-test (59.41). In addition, the result of hypothesis shows that the significant level is 0.00 and it was lower than $\text{sig} < 0.05$. The t-value score of the result analysis was also higher than the t-table ($11.184 > 2.0345$). It indicates that the hypothesis is accepted. It happened because implementing tourism brochure as media in improving students' vocabulary mastery, thereby creating a more enjoyable and engaging learning experience.

2. Students find it challenging to remember, comprehend meaning and use the word based on the context. However, those difficulties are considered to be less disruptive and difficult to be resolved. Using tourism brochure in vocabulary learning helps overcome those difficulties because students can easily remember new words by looking at the pictures in brochures. In learning process when the teacher used tourism brochure, the students were enthusiastic since they could get detailed information on tourism objects.

5.2 Suggestions

Considering the conclusion, some suggestions were proposed as follows:

1. Since there is significant increase in students' vocabulary mastery after being taught through tourism brochure. English teachers are encouraged to apply this technique in teaching vocabulary, especially to help students who lack in vocabulary. Besides, it might be able to improve the students' way of learning to remember both the given word and the new word; also enriching their overall vocabulary.
2. In order to minimize the students' problem in learning vocabulary through tourism brochure. The teacher should focus on students, providing feedback at the end of the class. Giving feedback at the end of a lesson is really important for helping students learn new words from tourism brochures. This feedback does a few important things. It helps students remember what they've learned by going over it again. It also helps clear up any confusion they might have about the words. Then, it gives them a chance to use the new words right away, which helps them remember them better. Giving feedback

at the end of the lesson is a really helpful way to make sure students learn and remember new words well.

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