

AN ANALYSIS OF STUDENTS' ABILITY IN WRITING TOURISM  
ADVERTISEMENTS LOCATED IN NIAS ISLAND AT SMP NEGERI 1 GIDO

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| ARTICLE INFO   | ABSTRACT   |
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| <p><b>Article history:</b><br/>Received: July 10, 2025<br/>Revised: July 19, 2025<br/>Accepted: August 09, 2025<br/>Published: August 31, 2025</p> <p><b>Keywords:</b><br/>Students' Writing Ability<br/>Tourism Advertisements<br/>Nias Island<br/>Persuasive Language<br/>Qualitative Research</p>   | <p>This study tourism plays a significant role in promoting local culture and contributing to regional economic growth. In recent years, educational institutions have recognized the importance of integrating tourism-related topics into language learning as a way to enhance students' communication skills while fostering cultural awareness. In the context of Nias Island, which is known for its unique traditions and natural beauty, introducing tourism advertisement writing in English can serve as a means of promoting local destinations to a wider audience. This study focuses on analyzing the ability of ninth-grade students to write tourism advertisements, highlighting both their strengths and areas that need improvement. Investigates the writing abilities of ninth-grade students at SMP Negeri 1 Gido in crafting tourism advertisements about Nias Island. Through a qualitative descriptive approach, data were collected via observations, interviews, and documentation from 32 students in class IX-A. Results reveal that students possess strong skills in identifying content and creativity (96%) but face difficulties in grammar (43%), structure (66%), and persuasiveness (66%). Limited vocabulary, underdeveloped persuasive techniques, and insufficient knowledge of local attractions hinder their writing effectiveness. The findings highlight the importance of integrating persuasive writing instruction and cultural content into English lessons to support tourism promotion.</p> <div></div> |
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## INTRODUCTION

Writing is the process of expressing ideas, thoughts, and information in written form. According to Rianti et al. (2022) writing is the process of creating written text that obtains ideas, feelings, thoughts, and desires to other person. Mrp et al. (2022) states that the function of writing is as means of conveying ideas, feeling and intention to other people and it is very important skill on daily life. Several types of writing are recognized in language education, each with specific purposes and characteristics. In the context of advertising, writing plays an important role in crafting persuasive and impactful messages aimed at influencing the target audience. According to Kotler and Keller (2020), advertising relies heavily on written communication to inform, persuade, and remind consumers about a product, service, or idea. Through effective writing, ads can convey a clear and compelling message that highlights the benefits of what is being promoted, ultimately driving interest and engagement. Advertising writing also combines creativity and strategic language choices to generate interest and connect with travelers.

Advertising is a form of communication designed to influence the attitudes, interests, and actions of the target audience toward a product, service, or idea. Essentially, advertising functions to capture attention and generate consumer interest, encouraging them to take certain actions, such as purchasing a product or visiting a tourist destination. Advertising is a component of the promotional mix aimed at creating value, communicating with consumers, and influencing their perceptions of a product or service. Some fundamental elements of effective advertising include: Clear Objective, Target Audience, Clear and Compelling Message, Advertising Media.

Advertising plays a vital role in introducing and promoting tourist destinations, including Nias, to attract both local and international tourists. Nias offers unique cultural and natural attractions, such as the traditional stone jumping, war dances, and the beautiful beaches and waves famous for surfing. However, without effective promotion through advertising, these unique features may not be widely known to potential visitors. Relationship between advertising and tourism in Nias, namely : highlighting local uniqueness advertising can emphasize the cultural and natural uniqueness of Nias. According to Pike (2023), effective tourism advertising not only showcases the physical attractions of a destination but also provides an emotional and cultural experience of the place. In Nias, advertisements featuring traditional stone jumping or war dances can help create a unique and authentic image of the destination. Boosting the local economy through tourism: effective advertising can attract more tourists, ultimately contributing to the local economy. Allah Verdi yeva et al. (2024: 20) emphasized that advertising can be a very useful way for companies to reach more customers without expanding their own physical or online store

In the Nias Islands, developing skills in writing tourism advertisements is essential to support efforts to promote local culture and tourism, especially in attracting domestic and international tourists. Harsono (2018) argues that high school students trained in writing tourism advertisements have greater opportunities to contribute to promoting local

destinations, as they belong to a generation closely connected to technology and social media, which are now the main platforms for promotion. However, many students still face challenges in writing in a persuasive and engaging style, which is crucial for tourism advertising. Brown (2021) emphasizes that persuasive writing skills require an understanding of rhetorical techniques and careful word choice—skills that students often struggle to master. Therefore, studies are needed to analyze students' abilities in writing tourism advertisements to better understand the challenges they encounter and to identify effective strategies for improving their skills.

According to Habib & Fitriyansyah (2022) conveyed that advertising is defined as information that aims to encourage or persuade the general public to be interested in the products or services offered.

Based on the results of my initial observations on ninth-grade students at SMP Negeri 1 Gido, there are several factors contributing to their limited abilities in writing tourist destination advertisements, particularly in writing effectively and correctly. One of the main issues is their limited mastery of specific vocabulary. Many students have a restricted English vocabulary, especially terms relevant to the tourism industry, such as "exotic," "breathtaking," or "hidden gem." This limitation results in advertisements that are less engaging and persuasive.

Additionally, students often struggle to understand the structure of advertisements. They have difficulty crafting an effective structure that includes an engaging opening (headline), a detailed explanation of advantages (body copy), and a call to action. This lack of understanding makes their writing monotonous and fails to highlight the attractions of the tourist destinations. Furthermore, many students demonstrate low creativity when writing advertisements. They lack the descriptive skills necessary to uniquely convey the appeal of tourist destinations, which makes their advertisements less captivating. Another challenge is the lack of knowledge about local tourist destinations. Some students do not have sufficient information about the culture, natural beauty, or history of local places. This lack of knowledge hampers their ability to effectively promote the unique attractions of these destinations. Moreover, their writing is often riddled with grammar and spelling errors, indicating a lack of technical writing skills in English. Lastly, most students focus only on providing factual information rather than employing persuasive language that could capture the audience's attention. This demonstrates their limited understanding of the primary purpose of advertisements, which is to promote and persuade rather than just inform. These factors collectively hinder the students' ability to write compelling and effective tourist destination advertisements. Therefore, researchers are motivated to raise the research title is *An Analysis of Students Ability in Writing Tourism Advertisements Located In Nias Island*

## RESEARCH METHOD

This research employs a qualitative research methodology aimed at providing an in-depth description of phenomena through descriptive data. Qualitative research is

characterized as a method that uses descriptive data, which can be presented in written or oral form, originating from individuals and participants who can be observed. This qualitative framework is applied to explain and study phenomena, events, social dynamics, attitudes, beliefs and perceptions at both individual and group levels. Sugiyono (2018) explains that descriptive methods are used to describe facts and phenomena systematically without manipulating variables. Furthermore, qualitative research methodology based on philosophical teachings is applied to study scientific scenarios, especially experiments, where the researcher functions as the main instrument.

The researcher decided to use a qualitative method in this study because it is considered the most appropriate approach to achieve the research objectives. The qualitative method allows the researcher to explore in-depth information about students' abilities in writing tourism advertisements, taking into account various factors that influence their writing outcomes, such as language knowledge, creativity, and their understanding of tourism concepts. Moreover, this approach provides flexibility in data collection through observation, interviews, and document analysis. By using a qualitative method, the researcher can understand the social, cultural, and educational contexts underlying the learning process and students' writing outcomes. This supports a more in-depth and comprehensive analysis compared to the quantitative approach, which tends to focus on statistical data. Therefore, the use of the qualitative method is expected to produce research findings that are not only descriptive but also interpretative, contributing significantly to the development of teaching materials and learning methods that effectively support the promotion of local tourism destinations through English language education.

A variable is an element, aspect, or factor examined in research that can change. This research focuses on two variables, namely the dependent variable students' ability to write and the independent variable tourism advertisements. This variable refers to the level of student competency in creating tourism advertisements, including aspects of vocabulary use, grammar, creativity, cohesion, and relevance of content to the tourism theme in the Nias Islands. For more detailed analysis, the main variable can be broken down into several sub variables. These subvariables include content, which refers to the suitability of the written message to the tourism theme; language use, reflecting the quality of grammar and vocabulary; creativity that highlights the uniqueness and attractiveness of the advertisement; organization, which considers the structure of the text, including introduction, body, and conclusion; and persuasiveness, which evaluates a text's ability to engage and attract readers or audiences.

If the research aims to explore additional variables, such as factors that influence students' abilities, then the research can include the teaching methods or learning resources used by students. However, based on the title, the main focus of this research is to analyze students' writing skills in writing tourism advertisements, so this research mainly focuses on two variables. Therefore, the variables in this study consist of two. The dependent variable in this research is writing skills and the independent variable is tourism advertisements of Nias Island.

This research be done at SMP Negeri 1 Gido This research is adjusted to the English lesson schedule for grade IX students at the school. This research be done in the second semester according to the schedule set by the school for English learning in grade IX-A, with a total of 32 students. This research began until the time that had been determined and had received the results of the research. The research process began with the preparation of data collection, which included activities to prepare research instruments and organize everything needed for data collection. After preparation, the researcher conducted observations to see how students wrote tourist destination advertisements according to the research objectives. In addition, a trial was conducted to ensure that the methods used in the research were running well and in accordance with the research context. The researcher also conducted evaluations at each stage of the research to ensure that the research process and results were in accordance with expectations and relevant to the topic being studied.

As noted by Purwanto (2018), the primary function of research instruments is to act as tools for the collection of data during research activities. Furthermore, Sugiyono (2019: 156) also states that a research instrument is a device used to assess observed natural and social phenomena. This tool is essential in research, as it assists in the collection and retrieval of data, making the research process more efficient. Based the explanation above, research instruments will be used by the researcher in this study are guidelines interview and observation list. In this research, researcher will collect data through several instruments as follows.

Observation fundamentally involves the engagement of the five senses sight, smell, hearing, touch, to gather the necessary information for addressing a research question. The outcomes of such observations manifest as activities, events, objects, specific conditions or environments, as well as individual emotional responses. Creswell (2018) explains that observation is a systematic data collection method that involves closely watching, listening, and recording behaviors and events in their natural setting to understand specific phenomena. In making observations, researchers look, listen, then take measurements with the instruments they carry. Observations were carried out directly on students while participating in the teaching and learning process in class IX of SMP Negeri 1 Gido.

Observation is one of the essential data collection techniques used in this research to analyze the students' ability in writing tourism advertisements. The observation was conducted in class 9A of SMP Negeri 1 Gido, consisting of 32 students. The main objective of this observation was to evaluate how well students could compose tourism advertisements, identify their strengths and weaknesses in writing, and determine the factors that influenced their performance.

Tourism advertisements require a specific writing structure, including persuasive elements, clear organization, and effective language use. Since students in this study were at the junior high school level, their ability to produce well-structured and engaging advertisements was expected to vary. The observation process focused on students' engagement during the writing activity, the organization of their texts, their creativity in

presenting tourism attractions, their grammar and vocabulary use, and the challenges they faced while completing the task.

The observation was conducted during a series of English lessons, where students were assigned a writing task related to tourism advertisements. They were instructed to create a short advertisement promoting a tourist destination in Nias Island. The researcher carefully observed their performance during the writing process, noting their level of participation, their ability to follow the structure of an advertisement, their use of language, and the difficulties they encountered.

## RESULT AND DISCUSSION

### Students' Writing Ability

This chapter presents the research findings regarding the students' ability in writing tourism advertisements located in Nias Island at SMP Negeri 1 Gido. The data were gathered from observation, interview, and documentation involving 32 students from class IX-A. The purpose of this chapter is to reveal how well the students are able to compose tourism advertisements and what factors affect their writing performance.

In general, writing tourism advertisements requires not only technical writing skills such as grammar, vocabulary, and sentence structure, but also creative and persuasive elements to promote a specific location effectively. It also involves cultural awareness, especially when the advertisement aims to introduce local destinations like those found in Nias Island.

Based on the data obtained, it was found that students' writing ability varied significantly. Some students demonstrated a clear understanding of the advertisement structure and included appropriate content related to tourist destinations. However, many students struggled with organizing their ideas logically, using persuasive language, and applying correct grammar and vocabulary. In addition, the limited exposure to writing advertisements in the classroom and lack of knowledge about local tourism reduced the effectiveness of their texts.

The findings are presented in detail through three main sources of data observation results, interview responses, and documentation analysis. These findings help provide a clearer picture of the students' strengths and weaknesses in writing tourism advertisements, as well as the implications for teaching practices in English writing classes.

## Influencing Factors

Based on the results of observations, interviews, and documentation, several factors were found to influence the students' ability in writing tourism advertisements. One of the most prominent factors is the students' limited vocabulary, particularly vocabulary related to tourism. Many students lacked the appropriate words to describe tourist destinations in an engaging and persuasive manner. This limitation affected the overall quality of their advertisements, making them less attractive to potential readers.

Another significant factor is the students' insufficient understanding of advertisement structure. Most students were unfamiliar with how to properly construct an advertisement that includes a captivating headline, an informative and detailed body, and a clear call to action. As a result, their advertisements often lacked coherence and failed to emphasize the unique selling points of the tourism destinations. Creativity also played a major role in influencing students' writing performance. Some students demonstrated low levels of creativity, resulting in advertisements that were repetitive and unoriginal. They often relied on basic descriptions and showed limited ability to use storytelling or emotional appeal to capture the reader's interest.

In addition, a lack of knowledge about local tourist destinations in Nias Island also contributed to the students' difficulties. Several students were not well-informed about the cultural, natural, and historical aspects of Nias, which made it challenging for them to promote these destinations effectively. Without sufficient background knowledge, their advertisements lacked depth and failed to highlight the unique features that could attract tourists.

Grammatical errors and incorrect sentence structures were also common among the students' works. These technical issues reduced the clarity and effectiveness of their advertisements. Furthermore, many students did not fully understand the purpose of advertisements. Instead of using persuasive language, they often focused on providing factual information only, which limited the persuasive power of their writing.

Motivation was another crucial factor influencing the students' performance. According to Hyland (2020) and Graham et al. (2018), motivation can significantly enhance students' engagement and outcomes in writing tasks. The data from interviews revealed that students were more motivated when the writing tasks were relevant to their personal experiences or interests. When given the freedom to choose which aspect of Nias tourism to write about, students felt more responsible and involved in the task. Social interaction through peer feedback and collaborative writing activities also encouraged students to improve their writing skills.

Feedback from teachers helped students identify their strengths and weaknesses, which motivated them to revise and improve their writing. Moreover, writing for an authentic audience, such as potential tourists or local communities, gave students a greater sense of purpose. Writing tasks that were culturally relevant and connected to their own traditions and local identity increased their interest and involvement.

In conclusion, students' ability to write effective tourism advertisements is influenced by a combination of linguistic, cognitive, motivational, and contextual factors. Addressing these issues through improved instructional strategies, increased practice, and culturally relevant writing tasks can significantly enhance their performance and enable them to become more effective promoters of local tourism through English writing.

## Discussion

The interview results showed that almost all students in Class IX-A were familiar with tourism advertisements. They recognized advertisements from various sources, such as social media, television, brochures, and posters. Many students recalled encountering tourism advertisements promoting Nias Island, particularly those that highlighted its natural beauty, cultural heritage, and unique attractions. Some students specifically mentioned seeing advertisements on local tourism websites and social media pages, which provided insights into how destinations in Nias are promoted. Their responses align with Kotler et al.'s (2019) view that advertisements play a crucial role in influencing public perception and attracting visitors to a destination.

When asked about their understanding of tourism advertisements, students generally defined advertisements as promotional texts designed to persuade people to visit a particular place. They believed that advertisements should contain engaging language, attractive visuals, and clear information about the destination being promoted. This understanding is consistent with the perspective of Belch & Belch (2021), who argue that effective tourism advertisements should highlight a destination's uniqueness, appeal to emotions, and encourage immediate action from potential tourists.

However, despite their familiarity with tourism advertisements, students encountered several challenges when attempting to write their own. One of the most common difficulties was the use of persuasive language. Many students found it challenging to craft engaging and compelling promotional messages, often relying on simple and generic descriptions rather than strong persuasive techniques. Their struggle with persuasion resulted in advertisements that were more informative rather than promotional. This finding supports argument that persuasive writing requires the strategic use of rhetorical techniques, emotional appeals, and strong calls to action.

Another significant challenge students faced was structuring their advertisements properly. Some students were unclear about the essential components of an advertisement, leading to disorganized content. They struggled with incorporating key elements such as an eye-catching headline, a well developed body text, and an effective call to action. As a result,



their advertisements lacked coherence and impact. This aligns with Arens et al. (2020), who emphasize that a well-structured advertisement should follow a logical sequence to maximize its effectiveness in capturing the audience's attention and persuading them to take action.

In addition to issues with persuasion and structure, students also faced difficulties with vocabulary limitations. Many of them found it challenging to select the appropriate words to describe the uniqueness of Nias Island's tourist attractions in a compelling way. Some students mentioned that they often repeated the same words and phrases, which made their advertisements less engaging. Their struggles with vocabulary support the findings of Richards & Schmidt (2018), who assert that vocabulary plays a critical role in persuasive writing, as the choice of words can influence the reader's perception and interest in the destination being advertised.

During the writing process, students expressed a range of emotions based on their proficiency levels. High-proficiency students felt enthusiastic and confident, enjoying the opportunity to express their creativity and experiment with different persuasive techniques. They found the activity challenging but rewarding, as it allowed them to apply their knowledge in a meaningful way. Medium-proficiency students, on the other hand, experienced some difficulties but still found the learning process engaging. While they appreciated the opportunity to write advertisements, they felt that they needed more guidance and examples to fully grasp the structure and style of effective promotional writing. In contrast, low proficiency students struggled significantly with the task, feeling anxious and lacking confidence in their ability to write persuasively. Many of them were hesitant to experiment with new vocabulary or sentence structures, fearing that they would make mistakes. A high level of anxiety can act as a barrier to learning, while a supportive and encouraging environment can enhance students' motivation and performance.

Students also shared their thoughts on the effectiveness of the teaching media and methods used during the lessons. Most students agreed that the use of visual materials, such as sample advertisements, images, and promotional videos, was helpful in understanding effective writing techniques. They found that real-world examples gave them a clearer idea of how advertisements should be structured and what kind of language should be used. However, some students felt that they needed more guided practice and direct feedback from teachers to improve their writing. Their responses support Harmer's (2007) view that input and feedback are essential in the development of writing skills. Without proper guidance and constructive criticism, students may struggle to refine their writing and improve their ability to create effective advertisements.

When asked about how to improve the learning process, students provided several suggestions based on their experiences. Many of them recommended incorporating more multimedia resources, such as video advertisements and interactive activities, to make the lessons more engaging and informative. They believed that exposure to high-quality examples would help them develop a better understanding of persuasive writing techniques. Additionally, students suggested implementing structured writing exercises, where they could

receive step-by-step guidance on how to craft effective tourism advertisements. They felt that breaking down the writing process into smaller, manageable tasks would help them grasp key concepts more easily. Furthermore, students emphasized the importance of vocabulary development, particularly in learning tourism-related terms. They expressed interest in having vocabulary lists or glossaries that contain commonly used words and phrases in tourism advertisements, as this would help them expand their language repertoire and improve the quality of their writing. Their suggestions align with Brown's (2001) argument that scaffolded learning experiences—where students receive gradual support before becoming independent writers—can significantly enhance their confidence and ability to produce high-quality written work.

The interviews revealed that while students have an interest in learning to write tourism advertisements, they face several challenges, particularly in using persuasive language, structuring their advertisements, and expanding their vocabulary. These difficulties indicate the need for more targeted teaching strategies that focus on developing students' persuasive writing skills and providing them with the necessary tools to construct compelling advertisements. The findings suggest that incorporating diverse teaching media, offering structured writing exercises, and implementing targeted vocabulary instruction can help students overcome these challenges and improve their writing abilities. Additionally, teacher support and constructive feedback play a crucial role in building students' confidence and enhancing their skills in crafting effective promotional texts.

By addressing these challenges and considering students' suggestions, educators can design more effective teaching strategies that enhance students' ability to create compelling tourism advertisements for Nias Island. Through the use of engaging learning materials, structured guidance, and continuous feedback, students can develop stronger persuasive writing skills and become more demonstrate interest in writing advertisements, they require further guidance and practice to effectively use persuasive language, organize content logically, and expand their vocabulary to produce compelling tourism advertisements.

## CONCLUSION

Students at SMP Negeri 1 Gido demonstrate potential in writing tourism advertisements, especially in expressing ideas and creativity. However, grammar accuracy, persuasive techniques, and local tourism knowledge remain areas for development. Teachers are encouraged to incorporate more contextual writing activities and provide clear examples of effective tourism advertisements. Future research could explore the impact of digital media integration in improving tourism writing skills among junior high students.

Other researchers have explored similar challenges in advertisement writing. Sugiyo (2019, 2021) found that applying Genre-Based Approaches (GBA) significantly improved students' ability to write structured and persuasive tourism advertisements. Similarly,

Dokainubun (2019) emphasized the importance of contextualized learning, where students engaged in real-world writing tasks, boosting their motivation and relevance of the material.

In terms of content, Belch and Belch (2021) outline criteria for effective advertisements: attention, interest, desire, and action (AIDA). These elements must be reflected in student texts to achieve impactful messaging. Effective ads must not only present information but evoke emotion and encourage response.

The structured interview questions addressed teacher perspectives on student proficiency, strategies used in teaching advertisement writing, and observed student challenges. Student interviews explored their understanding of advertisements, familiarity with local tourism, and writing experiences. Observation sheets were used to rate student performance across multiple aspects such as relevance, creativity, grammar, structure, and persuasiveness.

These findings support previous studies that emphasize the need for integrated and purposeful instruction. For instance, writing tasks that connect personal experience with local culture are more likely to motivate students. Furthermore, students need exposure to multimodal examples (video ads, brochures, and digital content) to enhance their understanding of how persuasive techniques work in different formats.

It is also recommended that schools collaborate with local tourism agencies to provide authentic writing opportunities for students. These partnerships could allow students to develop promotional materials used in real campaigns, making the learning experience more meaningful and impactful. This study contributes to scientific knowledge in the fields of English language education and educational tourism promotion by demonstrating that students' writing skills can be enhanced through contextually relevant tasks, such as creating tourism advertisements. It shows that integrating local cultural elements, particularly those from Nias Island, into learning materials can increase students' motivation and cultural awareness, enriching the literature on culturally responsive teaching in EFL contexts. The findings also provide empirical evidence of students' challenges in applying rhetorical techniques and persuasive vocabulary, offering valuable insights for developing effective persuasive writing strategies at the junior high school level. Furthermore, this research expands the understanding that schools can actively promote local tourism through students' written work, highlighting the role of English language learning as both an academic and promotional tool. Finally, the results serve as a foundation for future studies exploring the use of digital media, school-tourism collaborations, and project-based learning to improve writing skills and support the promotion of local tourism destinations.

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