

**THE EFFECTIVENESS OF GENRE-BASED APPROACH
ON JUNIOR HIGH SCHOOL STUDENTS'
DESCRIPTIVE WRITING SKILL
AT MTSN 5 NGANJUK**

THESIS

State Islamic University of Syekh Wasil Kediri

In Partial Fulfillment of the Requirement

for the Degree of *Sarjana* in English Language Education



By:

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I hereby declare that this thesis entitled "*The Effectiveness of Genre-Based Approach on Junior High School Students' Descriptive Writing Skill at MTsN 5 Nganjuk*" is truly my original work. To the best of my knowledge and belief, this thesis contains no material previously published or written by another person except where due reference is made in the text.

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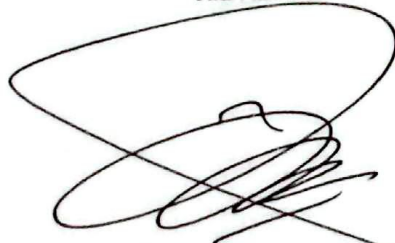
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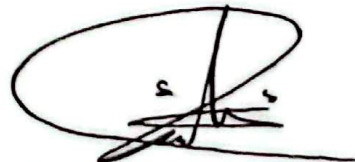
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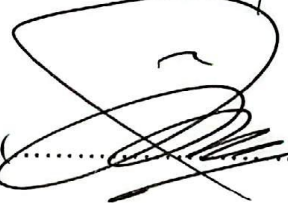
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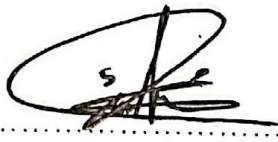
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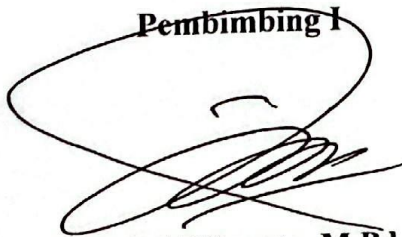
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harapan dalam waktu yang telah ditentukan dapat disajikan dalam Sidang
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Demikian agar maklum dan atas kesediaan bapak kami
ucapkan banyak terima kasih.

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Setelah diperbaiki materi dan susunanya, sesuai dengan
beberapa petunjuk dan tuntutan yang diberikan dalam Sidang Munaqasah
yang dilaksanakan pada tanggal 19 Mei 2026 kami dapat menerima dan
menyetujui hasil perbaikannya.

Demikian agar maklum adanya.

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MOTTO

“Difficult roads often lead to meaningful destinations”

(Zig Ziglar)

DEDICATION

The completion of this thesis would not have been possible without:

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ABSTRACT

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Key words: *Descriptive writing skill, Genre-Based Approach, Product-Based Approach.*

Writing ranks among the essential skills that English-learning students must master. Yet, numerous students continue to struggle with structuring their ideas, grasping genre-specific structures, and employing suitable linguistic elements in descriptive writing. This study sought to establish if the genre-based approach was more effective than the product-based approach in teaching descriptive writing at MTsN 5 Nganjuk.

This research utilized a quasi-experimental design with two groups: an experimental group and a control group. The study involved 64 seventh-grade students, with 32 participants in each group. Data were collected via a descriptive writing test. Two raters evaluated the students' writings, and inter-rater reliability was computed using Pearson Product-Moment Correlation. Analysis was conducted with the Mann-Whitney U Test via IBM SPSS Statistics.

The study results revealed a post-test significance value of 0.001, below the 0.05 threshold, confirming a statistically significant difference in descriptive writing ability between two groups. Additionally, the experimental group posted a higher mean score (71.02) compared to the control group (63.20). Thus, the genre-based approach proved more effective than the Product-Based Approach for enhancing descriptive writing skills among junior high school students at MTsN 5 Nganjuk.

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