

CHAPTER 1

INTRODUCTION

Writing constitutes a single of the essential language skill pupils must master in learning English. Via writing, learners attain the capacity to their thoughts, ideas, and knowledge in an orderly and substantive way. However, writing is often considered one of the most challenging. As a result, appropriate instructional strategies are required to assist students in developing their skill to compose, particularly in the composition of descriptive texts.

A. Background of the Study

As an international language, English has become a valuable language in many industries including education, business, and technology. Within Indonesia, English is imparted to be an EFL and assimilated into the scholastic curriculum of Indonesian educational institutions. Writing is well-known as one of the four most important language skills. It is critical not just as a means of communication but also as a way of reinforcing students' understanding of grammar, vocabulary, and sentence structure. Writing permits students to express their patients and share vital information. Writing entails thinking about ideas before structuring them into phrases and paragraphs. Writing is in excess of simply placing words on paper; it is a complex process in which writers investigate, formulate, and convey their ideas, while readers derive insights and meaning from what they read.

In consonance with Harmer (2007), teaching writing enables students to reinforce knowledge of a language enhance language abilities, and accommodate different styles of learning. Instruction in writing is a key component of language acquisition since this offers encourages them to write about what they think and

know. There are various ways teachers can use to teach writing, both in and out of the teaching environment. During this process, teachers must determine whether lessons should focus on the writing process or the final product. With different methods, this can encourage students to learn various genres or improve their skill to write creatively individually and collaboratively.

However, despite its importance, many junior high school students still find difficulties on writing. They often face problems in generating ideas, organizing sentences, and using appropriate grammar and vocabulary (Maulani, 2021). Based on a statement from Inggriyani and Pebriyanti (2021) writers will have difficulty expressing their ideas if they have no writing skill. At MTsN 5 Nganjuk, was selected as the research site because findings on preliminary observations that have been conducted show that many students have difficulty writing descriptive texts effectively. Findings on preliminary observation show they tend to translate ideas directly from Indonesian to English, which results in grammatical errors and incoherent sentences. In addition, they do not know the sentence structure for writing descriptive texts, which results in them just writing sentences randomly. Their restricted vocabulary results in tricky for them to fully express themselves in detailed texts. Therefore, an effective teaching approach is needed to help students understand which texts are formed and the ways in which language works in context.

The common approach of instruction employed in the classroom is another important aspect. Research on scaffolding techniques proposed by Widiananda and Sabiq (2021) states that in writing instruction, gradual support from teachers helps students in the writing process, whereas traditional, more passive approaches do

not always provide the step-by-step structure that students need to construct texts well. Students consequently receive little assistance and few chances to practice writing in a meaningful way.

Within this circumstantial framework, the utilization of GBA is deemed relevant since it delivers stages for learning designed to help learners understand the organization and linguistic qualities of texts in a systematic manner. GBA focuses on comprehensive guidance of text kinds through four main stages: Building Knowledge of the Field (BKOF), Modeling, Joint Construction, and Independent Construction.

Earlier studies, exemplified by Ulya (2023), administered CAR toward eighth-grade learners to instruct them about recount text. The findings revealed that GBA successfully boosted students' writing proficiency. Nevertheless, this study does not match the current one in areas of research design, textual style, and comparison approach. Ulya (2023) implemented CAR and refrained from employing a determinate comparative framework, whereas the extant study utilizes a quasi-experimental configuration and contrasting GBA with a product-based approach in descriptive writing teaching.

An additional study executed by Maulani (2021), employed a quasi-experimental analysis in tenth graders to determine whether or not there existed significant distinctions between students instructed via a genre-based approach versus those taught using conventional methods in creating descriptive written work. The study discovered substantial differences between the two populations, suggesting that GBA was performed more efficiently. However, our research differs from the present study in terms of comparison approach and educational

level. Therefore, this study provides further investigation using a more specific and structured comparison method in a different context.

However, although a number of studies have investigated the genre-based approach, several research gaps still exist. Most prior studies were carried out in different educational settings, and none of them particularly studied the efficacy of the GBA used at MTsN 5 Nganjuk.

Then, most studies compared genre-based approach with conventional teaching methods, while limited research has compared GBA with other effective approach such as product-based approach. As a result, it remains unclear whether GBA possesses superior efficacy in comparison product-based approach rather than merely more effective than traditional instruction.

Ultimately, research about the GBA focused on descriptive writing at the middle school level, particularly among seventh-grade students, is scarce. Seventh-grade learners represent a core level of English learning following elementary school, where basic language skills are developed. Moreover, descriptive text is a basic text type introduced at this level, thus it is critical to investigate the efficiency of GBA in assisting students' early development of English writing ability.

Accordingly, this study has the goal to close these gaps by assessing the implementation of GBA in Grade VII at MTsN 5 Nganjuk and comparing the outcomes of both approaches on students' descriptive writing performance.

Given the identified classroom problems and the proven effectiveness of the GBA, this study was carried out to investigate the effectiveness of the approach on students' descriptive writing skill and to compare whether students

received treatment the genre-based approach achieved higher descriptive writing scores more than students who employing the product-based approach. In this way, the challenges encountered by the majority of students can be overcome using an appropriate learning technique.

As a result, the study's title is "The Effectiveness of a Genre-Based Approach on Junior High School Students' Descriptive Writing Skill at MTsN 5 Nganjuk".

B. Research Question

Based on the background of the study, the research questions is formulated as follows:

Is the genre-based approach more effective than the product-based approach on students' descriptive writing skill at MTsN 5 Nganjuk?

C. Research Objective

This research was designed to accomplish the following objectives:

To investigate the effectiveness of the Genre-Based Approach compared to the Product-Based Approach on students' descriptive writing skill at MTsN 5 Nganjuk.

D. Research Hypothesis

1. H_0 : There is no significant differences in descriptive writing skill between students taught using the genre-based approach and students taught using product-based approach.
2. H_1 : There is significant differences in descriptive writing skill between students taught using the genre-based approach and students taught using product-based approach.

E. Significance of the Study

The research may contribute theoretically as well as academically in several ways:

1. Theoretical Significance

It is expected that this research will contribute to enrich previous studies concerning the application of the Genre-Based Approach in teaching writing, particularly descriptive text. It may help improve the area of language instruction by giving actual evidence on the usefulness of genre-based education in increasing students' writing proficiency.

2. Practical Significance

a. For English Teachers

This study may shed light on how the genre-based approach might be effectively utilized in the classroom. The findings can assist teachers choose instructional tactics that help students better understand text structure and language elements.

b. For Students

GBA implementation may help students improve their skill for organize ideas, use appropriate vocabulary, and produce more coherent descriptive texts.

c. For Schools

The findings can be used by the school to support the improvement of teaching practices, curriculum development, and training programs that emphasize genre-based instruction.

d. For Future Researchers

Future research on writing instruction, genre-based approach, or comparable quasi-experimental studies may refer to this work. Additionally, it may encourage researchers to investigate GBA in different contexts or with various kinds of text.

F. Scope and Limitation

The study was conducted to examine whether the GBA is effective when delivering descriptive writing to students in junior high school at MTsN 5 Nganjuk. The study limited to descriptive texts and tested no other types of texts. The effectiveness was measured only by written tests without including qualitative evaluations from teachers or students.

G. Definition of Key Terms

1. Writing Skill

Skill to write refers to the student's ability to transmit ideas, thoughts, and knowledge in written form in an effective and coherent manner. Content generation, structure, vocabulary utilization, grammatical precision, and mechanics like punctuation and spelling are all part of the process. In this study, writing skill is defined explicitly as students' capacity to compose descriptive text using proper general structure and linguistic elements.

2. Descriptive Text

Descriptive writing is a style of writing that attempts to describe a certain person, place, or item in depth. Its objective is to provide unambiguous information to the reader by presenting distinct characteristics, qualities, and

aspects of the thing under consideration. Descriptive text is composed on two basic generic structures: identification and description.

3. Genre-Based Approach

GBA is teaching approach which centers on helping students comprehend and generate specific sorts of texts (genres) through explicit instruction, modeling, guided practice, and independent building. The GBA walks students through a sequence of building knowledge, modeling, joint construction, and autonomous construction to help them understand the text's arrangement and language use for the intended purpose.

4. Product-Based Approach

A product-based writing method centers around the end written product. In this strategy, students are frequently given a template for text and instructed to create a similar document while paying attention to its structure, vocabulary, grammar, and organization.