

CHAPTER II

REVIEW OF RELATED LITERATURE

At this following section gives the supporting theories for the investigation. Chapter three examines the two main teaching styles employed in this study: genre-based and product-based. Last but not least, past research is offered to support the findings.

A. Writing in EFL Context

The writing is a productive language skill that involves the generation, organization, and expression of ideas in written form. Harmer (2015) mentioned that planning, drafting, revising, and editing is the process of writing to create a clear and meaningful written text. Writing is used not only for social interaction, but also to demonstrate students' linguistic proficiency. However, unlike speaking, which allows immediate clarification, writing requires learners to generate ideas, organize thoughts, apply appropriate grammar, and use accurate vocabulary simultaneously. As a result, writing is often considered a challenging skill, particularly for EFL learners, because it demands mastery of grammar, vocabulary, content, organization, and mechanics.

This complexity is further emphasized in EFL classrooms, Writing needs both linguistic knowledge and cognitive processes. According to Harmer (2015), writing in EFL contexts requires learners to manage these processes simultaneously, making it difficult for students whose exposure to English is limited. As a result, numerous learners struggle to properly explain ideas they have in writing.

In line with this issue, students in EFL contexts frequently experience difficulties in expressing ideas due to limited vocabulary, insufficient grammatical competence, and a lack of familiarity with text organization. Brown (2015) states that EFL learners tend to focus heavily on grammatical accuracy, which may hinder their skill to develop ideas fluently. This problem is most noticeable throughout junior high school students, who also are still establishing basic language competency and academic writing skills.

Furthermore, writing skill in EFL settings is strongly influenced by the instructional approaches used by teachers. Hyland (2016) emphasizes that effective writing instruction should provide explicit guidance on how texts are constructed along with the way language functions within specific genres. Without such guidance, students often produce unorganized texts with unclear purposes. Therefore, teaching writing in EFL classrooms should not only emphasize language forms but also guide students in understanding the purpose, structure, and social context of texts.

B. Teaching Writing

Instruction in writing is a methodical procedure that aims to assist students to develop their writing skills. Approaches to teaching writing have shifted from focusing on the end result to focusing on the process and social context. In the opinion of Harmer (2015), successful writing teaching must strike a balance between linguistic precision (grammar, spelling) and fluency in idea communication.

It has three primary techniques to teaching writing:

1. The Product Approach: Focuses the ultimate result and mimics text models.

2. The Process Approach emphasizes the writing steps (pre-writing, drafting, rewriting, and editing).
3. The Genre Approach: Integrates social context, communicative purposes, and text structure.

Teachers act as facilitators who provide scaffolding (step-by-step support), offer constructive feedback, and create an environment that supports linguistic experimentation. In their model, Badger and White (2000) emphasize that writing instruction must address three aspects simultaneously: language, context, and cognitive process.

C. Problem in Teaching and Learning Writing

Various difficult challenges exist while teaching and learning writing in the context of EFL, both it comes from the students' and teachers' perspectives. These challenges can affect the learning process as well as students' overall writing proficiency.

From the students' perspective, there are several key issues. First, limited vocabulary and grammar proficiency act as barriers to expressing ideas in writing. Students often struggle to choose the right words and construct sentences that adhere to English language rules (Hyland, 2016). Second, students also face difficulties in organizing their ideas. Many students are unable to construct coherent and cohesive paragraphs, resulting in writing that tends to be unstructured and difficult to understand. Third, writing anxiety also affects student performance. Fear of making mistakes and low self-confidence can hinder students from developing their ideas optimally (Brown and Lee, 2015). Additionally, low learning motivation is a significant factor, as students often

view writing as a difficult and less engaging activity compared to other language skills.

Meanwhile, from the teachers' perspective, there are several challenges in the writing instruction process. One of these is the difficulty in providing effective feedback, which involves the process of offering detailed and meaningful corrections to students' writing.

D. Genre-based Approach (GBA)

GBA include in the one of instructional approach who emphasizes the utilization of language as a socially significant resource. Genre is a sort of literature that is employed to achieve a specific communicative goal within a given social context. From Hyland (2016), genres are publicly acknowledged ways of utilizing language to achieve specific aims. In language instruction, GBA tries to help students comprehend how texts are ordered and how language choices are influenced by their social goals.

Emilia (2022) states that GBA particularly effective for EFL learners because it offers clear guidance and systematic support, allowing students to comprehend how texts are formed and why specific language elements are used. This explicitness helps learners overcome Difficulties in arranging ideas and writing coherent texts.

Furthermore, GBA emphasizes the role of scaffolding in learning. In accordance with Emilia (2022), teachers take on a crucial part in guiding students through stages of learning, gradually decreasing assistance as students gain independence. This approach will enable learners to develop confidence and competence in producing texts independently.

GBA's theoretical underpinning is based on Systemic Functional Linguistics (SFL), which sees language as a resource for meaning rather than a collection of grammatical rules. Emilia (2022) highlights that SFL teaches pupils how language works to express meaning, build relationships, and organize information inside texts. This understanding enables learners to gain more control over their writing.

GBA implements a teaching-learning cycle with four sequential stages. Rothery's (1996) model includes Building Knowledge of the Field (BKoF), which introduces the social context and vocabulary, Modeling of the Text (MoT), which analyzes expert sample texts, Joint Construction of the Text (JCoT), in which teachers and students work together to construct the text, and Independent Construction of the Text (ICoT), in which students write on their own.

GBA delivers numerous significant advantages for teaching English as a foreign language, notably writing skills. One of GBA's primary features is that it provides pupils with precise instructions on how to structure and develop a text. Students develop a comprehensive understanding of the structure and language qualities of various genres. Then, through model analysis and supervised practice, students become more familiar with the general structure of texts. Students learn writing by reading and evaluating model texts. As a result, they concurrently increase their reading comprehension and writing skills. They understand the structure, and conclusions are organized within a text. The scaffolding technique also helps them gradually gain confidence in writing.

Despite GBA provides numerous advantages, it also has several drawbacks that must be addressed in study. One of its main disadvantages is that

it has the potential to make learners largely passive and limit student expression through overly structured model texts. Being that the teacher provides explicit instruction and guidance, some critics argue that GBA can become overly teacher-centered unless it is applied cautiously.

The GBA is supported by more than one key theories in language learning and teaching have had a considerable influence on GBA, including Systemic Functional Linguistics (SFL), sociocultural theory, and constructivist learning theory. Halliday (1978) established the SFL theory, which highlights the correlation across language and its social functions. Language is more than just a set of grammatical rules; it is also a communication tool with certain goals. Throughout SFL, each piece is written to serve a social need. As that occurs, students must master more than just grammar and vocabulary, but also the manner in which language works within a specific genre. Each genre has its own generic structure and linguistic characteristics. For example, descriptive prose is frequently used to describe a person, place, or item using particular participants, adjectives, and the simple present tense.

The sociocultural theory developed by Vygotsky (1978) specifically the concept of scaffolding and the Zone of Proximal Development (ZPD), acts as a different crucial foundation for GBA. Vygotsky contends that learning takes place through social contact and instruction from more knowledgeable individuals, such as teachers or peers. In GBA, scaffolding is accomplished by the teacher gradually assisting students during the writing process. Early on, students are given extensive assistance through examples and collaborative writing exercises. Gradually, support is minimized until pupils can write independently.

In summary, the GBA provides strong theoretical framework for teaching language in EFL classrooms. The GBA emphasizes explicit instruction, meaningful context, and guided learning, making it an effective approach for developing students' writing ability.

E. Product-based Approach

Product-Based Approach is refers to a classic strategy to teaching writing that emphasizes the final product of students' writing. This approach focuses on the accuracy of grammar and spelling, as well as the alignment of the writing with the text model provided by the teacher.

This approach has several key characteristics. First, the primary focus is on linguistic accuracy, such as grammar, vocabulary, and writing mechanics. Students' work is evaluated based on their level of linguistic accuracy and its conformity to the model text. Second, this approach emphasizes model imitation, where students are given a text example (model text) that is analyzed in terms of structure and style, and then students are asked to imitate or modify that text to produce their own writing (Steele, 2014). Third, the writing learning process in this approach tends to be linear, starting from the presentation of the model, analysis, imitation, to the production of the final product. In practice, the revision stage is often overlooked or limited to correcting surface errors.

Furthermore, the Product-Based Approach offers both advantages and disadvantages. The product-based approach offers numerous substantial advantages in writing teaching, especially for students with limited to moderate skill. One of the primary advantages is that students receive model texts to use as

examples for their writing. These models help pupils grasp how a text should be structured. Students are introduced to the language and idioms used in example texts. This exposure enhances their vocabulary knowledge. This advice is especially valuable for inexperienced writers. Using this technique is also widely embraced by writing teachers, who have identified several substantial advantages.

Notwithstanding its advantages, the product-based approach has several advantages, but it also has considerable drawbacks. Students may become overly reliant on model texts and set arrangements. As a result, individuals may have few opportunity to express their personal thoughts creatively. In PBA, teachers have a significant influence over learning activities. Students frequently become passive participants, primarily following directions. The product-based approach emphasizes the ultimate written product over the steps of planning, drafting, revising, and editing. As a result, children may not completely establish their own writing strategies.

Structural linguistics serves as a significant theoretical underpinning for the product-based approach. This theory developed by Bloomfield (1933) regards language as a system made up of grammatical structures and linguistic patterns. Structural linguistics emphasizes that learners must understand sentence patterns, grammatical rules, and vocabulary in order to produce correct language. As a result, writing training emphasizes on correctness and proper use of language structures. In keeping with Raimes' (1983) theory, writing refers to the finished work that must exhibit grammatical precision, coherence, cohesiveness, and suitable text structure. As a result, the quality of writing is frequently determined by the accuracy of the final content rather than the process of writing it.

The case of this study, the product-based approach serves as a contrasting method for the control group. The technique was chosen since it is one of the traditional writing styles often used in EFL classrooms. The product-based approach, which uses model imitation and guided writing exercises, focuses on the final written product and language accuracy. Students are expected to write descriptive texts using the structures and language qualities provided in model texts. As a result, this study seeks to assess the efficacy of the product-based approach with the genre-based approach in teaching descriptive writing to seventh-grade students at MTsN 5 Nganjuk.

F. Descriptive Text as Genre of Writing

Descriptive is an example of writing that seeks to describe a specific object so that the reader can envision and comprehend it fully. As noted by Gerot and Wignell (1994), descriptive writing is intended to describing a specific person, place, or item and expose its qualities. This genre focuses on providing thorough information using specific vocabulary and descriptive language.

In regard to generic structure, descriptive text is often composed of two major components: identification and description. The identification introduces what is being described, whereas the description refers to specific aspects that include appearance, traits, habits, or functions. This style allows writers for organizing what they think systematically and guarantees that the description is consistent and focused (Gerot & Wignell, 1994).

Descriptive texts also have distinctive language features. Simple present tense, adjectives, relational verbs (is, have), and specific nouns. Additionally, descriptive writing often employs sensory details to help readers imagine the

object being described. Knapp and Watkins (2005) state that the skillful use of descriptive language enables writers to generate vivid and relevant depictions of their themes.

In the EFL context at the level of middle school, descriptive text is considered a fundamental genre. It acts as an introductory genre that helps students develop basic writing skills, which might include language use, phrase structure, and paragraph arrangement. But several EFL learners struggle to write descriptive texts because of to their lack of vocabulary, grammatical control, and grasp of text structure.

Therefore, appropriate instructional approaches are needed to help students master descriptive writing. Teachers can help students write with greater clarity and efficiency by offering specific instruction on the basic structure and linguistic aspects of descriptive texts. This results in descriptive text a useful genre for improving students' writing ability in EFL settings.

G. Previous Study

Previous academics did numerous studies on the use of the approach and the students ability had to write. Sulistianingsih, Rahayu, and Mukaddamah (2022) used the GBA in a classroom action research to increase students' writing skills in the tenth grade. Their result indicate a considerable achievement in students' writing outcomes once three cycles completed, demonstrating that GBA can successfully assist students master text structure and language elements. The current research supports the use of GBA in the current study because it reveals GBA's effectiveness in writing instruction.

Maulani (2021) also explored the use of the GBA to improve descriptive writing skills in tenth-grade students at MA YPI Darul Huda Lubuk Harjo. The use of a quasi-experimental methodology, the researcher compared students who were taught with GBA to those provided with traditional methods. The study concluded that GBA improved students' capacity to generate ideas, organize their writing, and create clearer descriptive prose. This study confirms the usefulness of the GBA, but it differs from the current studies in key respects. While Maulani focused on senior high school learners, the current study investigates its application at the junior high school level, which presents different cognitive and linguistic characteristics.

The positive impact of GBA is further supported by Haryanti and Sari (2019) conducted a quasi-experimental study comparing the GBA and the did a quasi-experimental investigation in teaching narrative writing. They reported that students who give the treatment using GBA reach a higher writing performance than those taught conventionally.

Furthermore, Ulya (2023) found that GBA effectively improved students' recount-text writing and significantly increased their classroom engagement, showing that the approach enhances both text mastery and learning motivation. This result is useful and consistent with the current research since it demonstrates GBA's broader educational strength across diverse text kinds.

Previous research has demonstrated that GBA is beneficial in improving students' writing skill across a variety of genres, including narrative, recount, and descriptive text. Some researchers have even applied GBA at the seventh-grade level and reported positive improvements in students' competency to organize

ideas and understand text structure. These results suggest that GBA is appropriate for early secondary students who are still establishing core the skill to write.

However, despite the existence of research conducted at the seventh-grade level, several gaps remain unaddressed. First, the available studies on seventh-grade descriptive writing were carried out in different school contexts—both in terms of geographical location and institutional characteristics. Because no research has been conducted at MTsN 5 Nganjuk, the effectiveness of GBA in this specific setting has not yet been empirically evaluated. School context is important because students' learning motivation, teacher strategies, and classroom environment can differ significantly from one school to another.

Second, several previous studies compared the GBA with conventional teaching methods (Maulani, 2021; Haryanti and Sari, 2019). However, there is still limited research who compare GBA and the product-based approach in teaching descriptive writing. Most previous studies mainly focused on comparing GBA with traditional or conventional methods. As a result, this study tried to close the gap by determining if the genre-based method was more effective than the product-based approach in improving students' descriptive writing skills.

Third, several previous studies were conducted using Classroom Action Research (CAR), which mainly focused on improving students' writing achievement within a particular classroom context. Therefore, further research using a quasi-experimental design is needed to provide clearer evidence regarding the effectiveness of the primary approach compared to another teaching approach.

Fourth, there is a lack of research focusing explicitly on descriptive writing in junior high school level. Whereas GBA has been tested on narrative,

recount, and descriptive writing, studies on descriptive writing for junior high school students using GBA are not widely found yet, despite descriptive text being a foundational genre in the junior high curriculum.

There are still few studies that look at the GBA to teaching descriptive writing skill in middle school level, notably in seventh grade. Seventh-grade students are at an introductory stage of English learning after completing elementary education, where fundamental language competencies begin to be formally developed. In addition to that, descriptive text is considered one of the first text kinds taught at this level, making the investigation of GBA important for understanding its role in fostering students' basic English writing skills.

Therefore, although studies using GBA in Grade VII descriptive writing do exist, no research has examined the implementation of GBA in Grade VII at MTsN 5 Nganjuk, nor has any study compared GBA with the product-based approach in this context. This study would like to fill these gaps by presenting both comparative evidence and school-specific insights.

H. Theoretical Foundation & Instrument Justification

The theories of writing competency and descriptive text served as the foundation for the development of this study's research instrument. According to Hyland (2016), Writing is a valuable skill that demands the capacity to originate ideas, arrange content, employ appropriate linguistic elements, and produce coherent and meaningful text. Specifically, descriptive writing focuses on presenting information about people, places, or objects using clear details, vivid vocabulary, and well-structured paragraphs (Oshima & Hogue, 2007).

The criteria for scoring during this study is built on the writing components provided by Jacobs et al., (1981), which comprise content, organization, vocabulary, language use, and mechanics. These components align with the essential aspects of descriptive text required in the junior high school English curriculum. Therefore, the theoretical foundation provides a clear rationale for assessing students' descriptive writing using these dimensions.

The writing test system was selected as the main tool for research because it directly assesses students' capacity to generate descriptive texts, which is the central subject of this study. A performance-based assessment is considered the most appropriate tool for examining learners' actual writing competence, as it captures their skill to express ideas, apply linguistic features, and construct coherent descriptive paragraphs.

The use of an analytic scoring rubric is justified because it allows for a more detailed, objective, and reliable evaluation of students' writing performance. Each component of writing is scored separately, enabling the researcher to identify specific strengths and weaknesses. The same approach is also congruent with the genre-based approach's ideas, which focus explicit instruction on text structure, language elements, and the writing process.