

CHAPTER 1 INTRODUCTION

A. Background of the Study

The main obstacle that many Indonesian students continue to face when learning English as a foreign language is their perception of the language's difficulty, which hinders their efforts to improve their English proficiency. The four language skills taught in junior high school and high school in Indonesia are speaking, writing, listening, and reading. However, many students in Indonesia still struggle to learn a foreign language, particularly English, for the following reasons: first, they find it difficult to communicate and understand; second, they find it difficult to master the four components of English (Husni, 2023). Therefore, addressing students' negative perceptions and improving their mastery of these four language skills is crucial for enhancing English learning outcomes in Indonesia.

Writing is one of the English language skills that plays a crucial role. Writing is intended to convey thoughts, ideas, and facts in simple and clear language. The primary purpose of writing is to convey a message to the reader. Good writing skills are necessary for all students to meet their educational and employment requirements. It is undeniable that academic writing ability is considered the most important aspect that students must master, especially learners of English as a foreign language (EFL) in Indonesia. Writing, in addition to writing, along with listening, speaking, and reading, is one of the language skills that plays a crucial role in the teaching

and learning of English.

This helps students learn a second language, in this case English. Communicating or conveying ideas while learning English with others can be done in written form. Furthermore, by using written English, students can convey messages to readers in various places and at various times (Brown, 2007). The importance of writing can be felt in our daily lives. Written language serves various functions in daily life, such as for action, information, and entertainment. For example, written language can be found on public signs, product labels, manuals, magazines, books, and movie subtitles. The need for English in written communication has grown significantly in recent years. Although writing is crucial in written communication, among the four language skills, writing is considered the most difficult. This skill is considered the most difficult due to its complex process (Renandya, 2009). The writing process is recursive, and the resulting text must meet several criteria to be considered a well-written piece. The writing process is not linear. This means that writers must not only plan, draft, and edit, but also replan, redraft, and re-edit before producing the final version of their work.

In 10th grade, students primarily learn to write paragraphs or small sections of essays. This learning process equips students with foundational knowledge before they tackle more complex writing assignments in 11th grade. As a result, students become better prepared to develop their ideas, structure paragraphs, and use the appropriate language elements required at

the next level of writing instruction. Similarly, writing assignments in 11th grade will equip students with essential skills to help them write effectively at a higher level in 12th grade. Writing assignments in 11th grade play a crucial role because they prepare students in key areas such as grammar, content development, and vocabulary, and help them understand how to write paragraphs or essays before studying them in greater depth in 12th grade.

In the study of English as a foreign language, writing is considered one of the essential skills that students need to develop in order to communicate ideas clearly and effectively. According to the 2013 National Curriculum, high school students are required to identify the social functions, general structures, and linguistic features of various texts. In addition, they are expected to produce short oral and written texts as part of their English language proficiency (Ministry of Education and Culture, 2016). This highlights the important role of writing in the English language learning process. However, despite its importance, many high school students consider writing to be the most challenging skill.

However, despite the importance of these skills, many high school students consider writing to be the most difficult language skill to master (Pertiwi, 2016). These difficulties, as noted by Pertiwi (2016), stem not only from the need to generate and organize ideas but also from limited vocabulary, grammatical issues, and the complexity of the writing process. As a result, students often feel bored and unmotivated when engaging in writing activities. These challenges indicate that high school English teachers must

employ creative and engaging strategies to teach writing effectively and support students in overcoming their difficulties.

Therefore, various English texts require the use of different verb forms; students must understand these forms according to the type of text they are writing. The Indonesian curriculum requires students to be able to write various types of texts, such as narratives, reports, discussions, explanations, expositions, anecdotes, procedures, descriptions, and reviews. Descriptive writing means describing something, a place, or a person so that readers feel as if they are experiencing it themselves. Descriptive texts are one of the genres taught to 10th-grade students in high school. Problems in writing can be overcome by applying several strategies in writing instruction. One approach teachers can use to help students write good texts is GBA. The genre approach to language learning was first developed in Australia through the work of education experts.

The Genre-Based Approach focuses on providing students with explicit knowledge of language. This approach prioritizes interaction between teachers and students as well as among students. It is now widely implemented across all sectors of education. The teaching-learning cycle in the genre-based approach consists of several stages that teachers and students go through so that students gradually acquire the ability to independently master specific text types. This cycle consists of four main stages: (1) development of domain knowledge; (2) text modeling; (3) collaborative text construction; and (4) independent text construction. In this approach, teachers

provide clear instructions to help students identify a genre's structure, linguistic features, and the social function of a text. This approach also aims to teach students how to use linguistic features to produce clear and meaningful writing. Through this approach, students are encouraged to consider the social purpose of a text when writing, so that they are not merely writing for practice but also to achieve specific goals. Teachers provide structured guidance and support through classroom activities, which allow students to actively participate in the learning process. Additionally, "genre" in this approach refers to a writing process that follows systematic steps that can be applied by both teachers and students. The goal is to support students as they move through each stage of the cycle. According to Tuan (20

The goal is to provide support to students as they go through each stage of the cycle. According to Tuan (2011), the Genre-Based Approach can be an effective strategy for improving students' writing performance and may also help address writing difficulties. Meanwhile, according to Richards et al. (2002), a genre is a type of discourse that emerges in a specific context, possessing distinctive and recognizable patterns, organizational norms, structures, and communicative functions. One unique characteristic of the Genre-Based Approach (GBA) is that it provides explicit knowledge—such as communicative purposes, rhetorical structures, and grammatical patterns—that students must learn in order to write effectively. In this study, we applied the Genre-Based Approach (GBA) to teach writing using a series of images. There are four steps in the GBA: Building Domain Knowledge (BKoF), Text

Modeling (MoT), Joint Text Construction (JCoT), and Independent Text Construction (ICoT). Through these stages, students are gradually guided from understanding the topic to being able to produce written texts independently, which helps improve their writing skills and self-confidence.

One method considered effective in teaching writing skills is the use of instructional media. Smaldino, Lowther, and Russel (2009) state that the purpose of instructional media is to facilitate communication and learning. When instructional media are used, students become more interested and enthusiastic about participating in the teaching-learning process. There are many types of instructional media that can be used in the teaching-learning process. According to Samjaya (2012), there are three types of instructional media: audio (media that can be heard, such as the radio and cassette recorders), visual (media that can be seen, such as pictures, photos, sketches, and charts), and audiovisual (media that can be both heard and seen, such as videos and television). Instructional media are a component of teaching that has a significant impact on improving students' writing skills. Thanks to these media, the teaching and learning process for writing becomes more varied and engaging. Hamalik (2009) defines media as all tools, methods, and techniques used to make communication and interaction between teachers and students more effective in the teaching and learning process.

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According to Samjaya (2012), there are three types of media: audio (radio, voice recorders, cassettes), visual (pictures, photos, sketches), and audiovisual (video). In line with this view, Harmer (2007) suggests that music, pictures, and films serve as excellent stimuli for writing. Teachers can design various writing activities using these media.

Picture media are considered the most effective method in learning because students learn the most through their sense of sight, followed by their sense of hearing, and the remainder through their senses of smell, touch, and taste (Chee & Wong, 2003). Based on the explanation above, teachers are expected to select and apply instructional media that align with students' learning needs. Since visual media enable students to understand information more effectively, teachers are expected to create learning conditions that maximize visual support during lessons. In this way, teachers can encourage students to participate actively and help them generate better ideas during classroom activities. The important role of instructional media in the learning process particularly in developing students' writing skills highlights the importance of integrating various media into the curriculum.

Picture media as a teaching aid in the teaching-learning process is a necessity that cannot be ignored, as teachers must integrate media into their classrooms to help convey the messages contained in the lesson material they present to students. One of the most frequently used learning media is visual media. Visual media refers to anything represented visually in two dimensions as an expression or idea, in various forms such as paintings,

photographs, slides, films, comics, and overhead projectors (Hamalik, 1994:95). According to Mayer (2009: 3), picture media can be defined as the presentation of words and images used to support the learning process. Images in visual media can take the form of illustrations, photographs, diagrams, maps, graphs, animations, or videos, all of which are intended to help students develop a deeper understanding of the material being studied. An image is a two-dimensional work of art that serves to illustrate or explain something, with lines as the primary element in its creation. The subjects of images can include famous figures, local scenery, events, stores, hotels, places, famous buildings, and so on.

The use of picture media in learning can provide a clearer picture of the material being discussed, making explanations more concrete and easier for students to understand. Images can also transform abstract concepts into more realistic forms (Alawia, 2019:151). Furthermore, the use of images can influence students' attitudes in the classroom during the learning process and boost their motivation to learn (Slow et al., 2021).

When selecting images to use in the classroom, teachers must strike the right balance between images that are appealing and those that are most effective. Images with good composition, balance, color, legibility, and visual appeal serve as effective visual aids in the teaching-learning process (Smaldino et al., 2009). Therefore, teachers need to be selective and careful when choosing visual materials for classroom use. By ensuring that images meet the criteria of clarity, appeal, and effectiveness, teachers can create

learning experiences that support students' understanding and engagement. Well-chosen visual media not only help convey information more efficiently but also play a crucial role in motivating students and improving the overall quality of instruction. The images used in this study pictures of tourist attractions serve as an excellent medium for learning to write descriptive texts because they can convey the experience of a vacation.

Teaching writing requires a systematic lesson plan because writing is a productive skill. Teachers must be able to design and plan effective activities to help students produce their own language; furthermore, a systematic lesson plan also helps teachers create a meaningful classroom learning environment. This can also provide a clear picture of the teacher's role as a guide. The teacher's primary role in teaching writing is to facilitate students in expressing their ideas in writing. Indeed, the school-based curriculum has established various genres of written texts. Most of these are authentic materials such as: writing procedures, invitations, announcements, and descriptive texts. Descriptive texts are the most challenging because, in addition to students' limited vocabulary, there is an abundance of descriptive text sources available everywhere (on the internet, in books, and in magazines). Therefore, the descriptive text materials to be taught in tenth grade must be simplified by the teacher; for if the text is easy to understand, it will provide feedback that students can grasp. Students must be able to produce descriptive texts to depict people, places, or objects clearly and in detail, while paying attention to the social function, generic structure, and

linguistic features used in descriptive texts.

Based on the explanation above, teachers play a crucial role in teaching writing. According to Harmer (2005), there are three roles teachers play in teaching writing: motivator, resource, and provider of feedback. Teachers must create the right conditions to spark ideas and encourage students to engage in writing activities. In addition, teachers must be ready to provide information and language support when needed. These roles require special attention from teachers in writing instruction. The importance of writing in English language teaching and learning, particularly at the high school level, is evident in the curriculum.

Meanwhile, previous research has shown that the Genre-Based Approach (GBA) plays an important role in improving students' writing skills; however, several limitations remain evident. Research conducted by Masitoh and Suprijadi (2015) showed that the implementation of GBA significantly improved students' ability to write descriptive texts, particularly in helping students understand text structure. However, that study relied solely on genre-based instruction without integrating visual media to help students generate ideas, which remains a crucial aspect of descriptive writing. Similarly, according to Haerazi and Irawan (2019), Genre-Based Language Teaching (GBLT) has a significant impact on students' writing achievement, as evidenced by higher post-test scores in the experimental class. However, the focus of that study was limited to procedural texts, and the teaching strategies emphasized genre stages without addressing students' difficulties in

visualizing the text's content. Consequently, these findings cannot be fully generalized to descriptive writing, which requires strong imagination and concrete depictions.

In addition, Maulani (2021) investigated the effectiveness of the Genre-Based Approach (GBA) in improving students' descriptive writing skills using a quasi-experimental method. This study identified the difficulties students faced in generating ideas, organizing paragraphs, and correctly applying genre structures. However, the results showed no significant difference between students taught using the GBA and those taught using conventional methods. This suggests that the application of the GBA alone may not be sufficient to address students' writing problems, particularly in developing and organizing descriptive ideas.

Based on the limitations identified in previous studies, there is a clear research gap regarding the need for a teaching approach that not only emphasizes genre structure but also supports students in visualizing and developing ideas. Therefore, this study integrates the Genre-Based Approach with a series of images as visual aids to facilitate students' understanding of descriptive texts. This combination is expected to help students generate ideas more effectively, compose coherent descriptions, and improve their overall writing performance, particularly at the 10th-grade level.

B. Research Focus

This research has the delimitation of study. This study focuses on using genre-based approach and picture media to teaching descriptive writing to

tenth graders. The research takes the students of tenth grade students of Senior High School.

C. Research Questions

Based on the background of the study, the writer recognizes some the problem to be discussed. The problems of final study are as follows:

1. How are the Genre Based Approach and Picture media used to Teach Writing Descriptive Text to the Tenth Grade Students of SMAN 1 Barat?
2. What obstacles are found in Using Genre-Based Approach and Picture media to Teach Writing Descriptive Text for Tenth Grade Students of SMAN 1 Barat?
3. What solutions are needed in Using Genre-Based Approach and Picture media to Teach Writing Descriptive Text for the Tenth Grade Students of SMAN 1 Barat?

D. Purposes of the Study

The objectives of the study are based on the statements of the research problems. The objectives of the study would be:

1. To explain Genre-Based Approach and Picture media are used to teach writing descriptive text to the tenth-grade students of SMAN 1 Barat.
2. To explain the obstacles are found in Using Genre-Based Approach and Picture media to Teach Writing Descriptive Text for Tenth Grade Students of SMAN 1 Barat.

3. To explain the solutions are needed in Using Genre-Based Approach and Picture media to Teach Writing Descriptive Text for the Tenth Grade Students of SMAN 1 Barat?

E. Significance of the Study

This research hopefully gives some significances and contributions in teaching and learning English as follows :

1. For Student

- a. To make the student better understand and learn something new about the use of Genre-Based Approach and Picture media in teaching descriptive text writing.
- b. The student can socialize and gain new experiences with new people such as teachers and students during the research.
- c. Students can identify obstacles and possible solutions in applying the Genre-Based Approach and Picture media in the classroom.
- d. This research was conducted to fulfill one of the requirements for completing a Final Project to obtain a Bachelor's Degree in English Education.

2. For Teachers

- a. It can be useful for giving the information for the English teacher in varying their teaching in the classroom.
- b. By used of picture media, it can help the teacher to transfers the knowledge for the students.

3. For Schools

- a. It can be useful in providing information for English teachers to vary their teaching methods in the classroom.
 - b. The use of picture media can help teachers transfer knowledge more effectively to students through visual support.
 - c. It can support schools in improving the quality of English teaching, especially in writing skills.
 - d. It can contribute to the development of innovative and student-centered learning strategies in the school environment.
4. For Future Researchs
- a. As a reference on the use of Genre-Based Approach and Picture media in teaching descriptive writing at SMAN 1 Barat.
 - b. As a reference for Final Project Studies, especially in the field of English teaching and writing skill development.

F. Definition of Key Terms

The following are the terms that used in this research as follows:

- 1. Writing is a language skill used to convey messages such as ideas, opinions, information, and knowledge to others in written form.
- 2. Teaching writing is a process in which teachers guide students to develop their ability to express ideas effectively in written form.
- 3. Descriptive text is a type of text used to describe a person, place, object, or animal in detail so that readers can clearly imagine what is being described.
- 4. The Genre-Based Approach is a language teaching method that

emphasizes language learning through various types of texts or genres.

5. A picture media is a visual instructional medium consisting of a sequence of related images arranged in a logical order.