

CHAPTER II

REVIEW OF LITERATURE

In this chapter presents some theories related to the title of this research. It consists of teaching, writing, genre based approach, picture media, descriptive text. This review of related literature also gives a guideline on the data that will be used for analysis italso used to get the certain information about “Using Genre-Based Approach and Pictures Media to Teach Writing Descriptive Text to Tenth Grade Students of SMAN 1 Barat”.

A. Writing for Senior High School Students

Writing is one of skills in English which plays important in learning language. Moreover, it can help the people to express ideas, feeling and opinion and able to communicate with other people. Writing is one of the skills in English that is very important in learning a language. In addition, this skill can help a person to express ideas, feelings, and opinions and be able to communicate with others. Based on the above explanation, the development of students' writing skills requires clear guidance and structured learning stages. According to Renandya (2002: 303) stated that writing is the most difficult skill in foreign language learning. They also explain that the writing process consists of there main stages. The first stage is planning, which is the stage where students are encouraged to start writing. The second stage is drafting, which emphasizes writing fluency without paying too much attention to grammatical accuracy. The last stage is revising, where students are

encouraged to improve their writings through collaborative writing activities. However, many students experience difficulties and confusion when writing. They need more time to think and develop ideas conceptually. It is not uncommon for them to feel unable to put their ideas well into writing. The resulting sentences are often not grammatically correct. In addition, the lack of self-confidence is also an obstacle, because students are afraid of making mistakes and becoming the laughing stock of their friends. Another problem that arises is the low motivation of students in doing writing assignments, because writing activities are considered boring and uninteresting.

Another importance for writing is that writing is more than speech written down in another sense. There are reasons why writing is important. in the context of junior high school, honing writing skills is very important for student's overall language development (Suganda, 2022). First, mastery of writing at this stage lays the foundation for effective communication and understanding in a variety of subjects. As students study more complex topics, the ability to articulate thoughts coherently in writing becomes indispensable. Second, writing skills foster critical thinking by encouraging students to organize and analyze information systematically. This understanding of the subject but also sharpens their cognitive abilities. Additionally, developing strong writing skills early on will prepare students for the demands of higher education and the professional world, where effective written communication is often a prerequisite. Additionally, it fosters creativity, allowing students to express themselves imaginatively through

storytelling, essays, and other forms of written expression. Lastly, the challenges faced during the development of writing skills in middle school contribute to resilience and perseverance, instilling valuable life skills that extend beyond academics. In essence, developing writing skills in middle school is more than just language proficiency, this is the basis for academic success, critical thinking, creativity, and resilience in facing challenges.

Based on the above explanation, it can be concluded that writing skills are an important part of English language learning because they help students convey their ideas and thoughts clearly and support their language development. Writing is considered one of the most challenging skills because it requires structured steps such as planning, drafting, and revising, as well as sufficient time to develop ideas. Students often face difficulties including limited grammar mastery, lack of confidence, and lack of motivation. However, developing writing skills at the high school level is important to help students think more creatively in their learning activities.

B. Teaching Writing for Senior High School Students

Learning writing skills requires the application of appropriate instructional strategies and systematic learning activities to help students develop their writing competence effectively. Writing is considered one of the four essential language skills in English, including listening, speaking, and reading. However, among these language skills, writing is regarded as the most difficult skill for second language learners because it requires the integration of linguistic knowledge, cognitive processes, and the ability to

express ideas clearly. According to Richards and Renandya (2002), writing is the most difficult skill for second language learners to master.

Especially in Indonesia today, teaching in English is very important. English is a foreign language in Indonesia, and English and its rules. There are several aspects in English that students master. These aspects are speaking, reading, listening, and writing. To face the era of globalization, students must be able to master at least all English skills. One of the skills in learning English is writing. When teaching writing, the focus should be on teaching students proper writing techniques to help them write more effectively. According to Smaldino et al. (2019) teachers can improve results and achieve learning objectives by using appropriate media in the teaching and learning process. On the other hand, according to Felanie (2021) in the writing learning process, teachers prepare and select appropriate materials to guide the educational process. Therefore, teaching cannot be separated from learning, and when a teacher writes a letter to students, the teacher must not only teach students how to develop their ideas in writing, but also give serious attention to their writing.

Teaching writing through media such as painting is one of the teacher's strategies when teaching. Students who learn to write with pictures under the guidance of the teacher have better achievement than students who are routinely guided by the teacher. In addition, writing in the classroom not only supports and facilitates student learning. Here are some responsibilities or roles that teachers need to assume to help students become better writers

when learning to write in class. Among the tasks that teachers should accomplish before, during, and after students write, the first role is demonstration. Teachers can draw features such as writing style about a particular writing style to attract students' attention. Students should be aware of the layout issues related to the language used to carry out the function of a particular text in every possible way. According to Harmer (2004), a more accurate understanding of students' personalities when assessing writing can influence students' personalities to achieve writing proficiency. Students can work harder and the second role is to motivate and provoke. Teachers can help students generate ideas and inspire them about the value of the task. Even if students don't come up with ideas right away, they should prepare in advance so that if they have any problems, they can get help immediately.

According to the explanation above, it can be concluded that writing skills are an important part of English language learning that helps students learn to write correctly. Writing requires clear steps, such as planning, writing, and revising, as well as guidance from teachers. Teachers play an important role in selecting appropriate materials, using simple media such as pictures, providing examples, and motivating students. Many students still experience difficulties in writing, such as difficulty coming up with ideas, writing slowly, and feeling unsure about their work. Therefore, good teacher guidance and simple teaching strategies are needed to help students write better and enjoy the writing process.

C. Teaching Descriptive Text for Senior High School Students

Descriptive text is one of the important foundations in developing students' writing skills. Because it is appropriate for the learner's ability level, descriptive text is seen as an effective method for English learning at the high school level, especially for tenth grade students (Siregar & Dongoran, 2020). Descriptive text is a piece of writing that aims to provide the reader with an image and a sense of meaning through sensory details. It is a text that describes a particular thing, such as a location, an animal, a person, or an event in the natural surroundings (Panjaitan & Elga, 2020). Giving information is the goal of this text.

The descriptive text has a generic structure. It is to characterize the text's structure depending on the form-patterning of the text. The generic structures of descriptive text are identification and description (Gerot & Wignell, 1994). Identification is the process of locating the phenomenon that will be reported. It names the subject or object of the description. To acquaint the reader with what will be addressed in the following paragraph, the identification is typically given in the first paragraph. It may also take the shape of a definition. While Description is the object that has been known to be. It may define things like colors, shapes, sizes, weight, and height. Its purpose is to define parts, properties, and attributes of things. In this section, the explanation will be very comprehensive.

Students should focus on developing their descriptive writing skills. It requires the students that they can analyze and write well on their idea for a

descriptive. It's important to have proficiency in a range of areas, including grammar, vocabulary, organization, and mechanics like capitalization, punctuation, and spelling. Students require proficient to organize their opinion into paragraphs by identifying the topic and providing descriptions of it (Husna, 2017). Therefore, high school students need to understand the rules of grammar, the use of punctuation, correct spelling, as well as how to organize paragraphs in a structured manner in order to be able to write descriptive texts effectively.

Descriptive text is an appropriate type of text to be used in writing exercises at an early level, including for tenth grade high school students. Through this text, students can learn to develop their writing skills by describing a person, place, or thing that they recognize in the surrounding environment. Although this type of text seems simple, in fact, many students still face difficulties in organizing ideas into coherent and cohesive writing. This difficulty is generally caused by a lack of vocabulary mastery, weak understanding of grammar rules, and inability to place the text structure appropriately. Therefore, it is important for high school students to overcome these obstacles in order to produce coherent and high-quality descriptive texts.

Descriptive text belongs to the category of realistic text because it aims to identify or describe in detail a person, place, or object. In writing this text, students are required to express sensory observations and visual images into the form of written language. This process involves the use of strong details

and word choices that can evoke the reader's imagination through the five senses (sight, hearing, smell, touch and taste). As explained by Anderson and Anderson (1997), the ability to write descriptive text requires not only an understanding of paragraph preparation, but also the ability to convey a meaningful message to the reader.

Descriptive text is generally written using simple present tense, as it focuses on habits and general information. To avoid the use of repetitive and monotonous vocabulary, students need to have a fairly broad vocabulary mastery. This is reinforced by the findings of Panjaitan and Elga (2020), who stated that high school students still have limitations in terms of vocabulary. The reasons include lack of interest in English lessons, learning methods that are considered boring, reluctance to learn grammar and vocabulary, and not understanding the meaning of the words used. These factors contribute to the difficulties students experience in writing descriptive texts, such as sentence structure errors and inappropriate use of grammar.

Teachers certainly do not remain silent in facing these problems. Based on interviews by Siregar and Dongoran (2020), teachers in senior high schools use various strategies to help students improve their writing skills. These strategies include creating a conducive learning atmosphere before learning begins, providing teaching materials such as student handbooks, explaining tenses, grammar, vocabulary, and sentence structure, and giving writing assignments both individually and in groups. Teachers also use student worksheets (LKS) and even utilize learning media provided by the

school such as projectors or infocus. However, the results obtained show that some students still have difficulties in writing descriptive text properly and correctly. This shows that teaching writing skills to students who have gaps in language acquisition is a challenge for teachers.

In closing, descriptive text is a very useful text type for high school students to practice their ability to describe a person, place, or thing they know. However, difficulties still often arise, especially related to vocabulary, grammar, and writing structure. Although teachers have tried various approaches to overcome these obstacles, writing descriptive texts remains a challenge that needs to be addressed with more effective and sustainable learning strategies.

D. Teaching Writing Using Genre Based Approach for Senior High School

Genre Based Approach is a learning method that helps students understand the communication purpose, text structure, and linguistic elements of each type of text studied. This approach is very useful in teaching descriptive text because students can be trained to recognize the structure of the text as well as how to convey information appropriately and coherently. As stated by ya (2011), every text has a certain social purpose that is reflected in the way it is written and the language elements used, such as grammar, word choice, and the use of connectives. In teaching descriptive texts, Genre Based Approach allows students to understand how to compose descriptions well through four main stages that have been described by Christie (2008) and

Gibbons (2009). Therefore, the use of the Genre-Based Approach in teaching descriptive texts provides a clear and systematic framework that helps students develop their writing skills more effectively. By following each stage, from building knowledge about the field to independent construction, students receive the guidance and practice necessary to produce well-organized descriptive writing. This structured approach not only improves students' understanding of text features, but also strengthens their confidence and independence as writers.

Writing is a continuous process that involves several stages of composing a text. According to Badger and White (2007) state there are six steps in Genre Based Approach those are preparation, modeling, planning, joint constructing, independent constructing and revising and also editing. The first approach is preparation. In this case, the teacher begins to prepare students to write by adding written text and adapting it to a specific genre. This activates schema and allows students to anticipate the structural features of the genre.

The second stage of the Genre Based Approach is the modeling stage, during which the teacher presents a model text to help students understand its communicative purpose, generic structure, and language features before producing their own writing. In this approach the teacher explains the model text genre and invites students to understand the meaning of the text. The third step is planning. This step is a complex and meaningful step by asking students to schematize the topic of the text being discussed, including brainstorming,

discussion, and reading. The fourth step is joint construction. In joint construction, students and teachers work together to start writing the text. In carrying out this step, the teacher uses the process of brainstorming, drafting, and revising. The next step is independent construction. In this approach, students will research model texts and jointly construct texts in the genre independently. The last step is the revision and editing process. In this step, the teacher tries to solve the students' writing. In the end, students have to make revisions and final edits after receiving comments from the teacher. This does not mean that the teacher has to assess and grade each student's writing individually. The teacher will check, discuss, and evaluate it with fellow students, the teacher will only guide and facilitate them. This step can improve students' ability to write clearly and correctly.

In conclusion, in the Genre Based Approach, students will write step by step with the assistance of the teacher. Each step is done sequentially according to the procedure so that students can write independently. Students can discuss the progress of their work with the teacher and get an evaluation at each step to minimize errors.

E. The Use of Picture media for Teach Writing Descriptive Text in EFL Student

Picture media is Picture media is a visual media that consists of several illustrations that are interconnected and arranged in a coherent manner to describe an object, place, or certain atmosphere. This media is used in the writing learning process, especially to help students compose descriptive

texts. In descriptive writing activities, students are expected to identify the object to be described and describe it in detail through the use of vocabulary and proper sentence structure. The use of picture media in descriptive learning aims to facilitate students in formulating the two main structures in descriptive text, namely identification and description. As a system, the learning process requires media as a tool that plays a crucial role in conveying content. In this process, any ambiguity in the material being presented can be addressed through the use of media as an intermediary. According to Ibrahim and Syaodih (2013:112), picture media is defined as anything that can be used to convey a message or lesson content, stimulate students' thoughts, feelings, attention, and abilities, thereby fostering the teaching-learning process. Meanwhile, according to Arsyad (2014:3), picture media are educational tools or aids that can be used as intermediaries in the learning process to enhance effectiveness and efficiency in achieving instructional objectives. With the use of media, students are expected to gain a deeper, more meaningful understanding of the concepts acquired through the learning process.

Picture media are visual learning tools that teachers can use to clarify the presentation of material, enabling students to acquire knowledge in a more concrete way (Sukristin, 2023). 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 landscapes, 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 translate abstract ideas into more realistic forms (Afifah Alawia, 2019:151). Furthermore, the use of images can influence students' attitudes in the classroom during the learning process and enhance their motivation to learn (Slow et al., 2021).

Meanwhile, according to Mayer (2009: 12) states that visual media are visual representations that can support students in processing information by combining words and images, thereby making learning more meaningful and easier to understand. This theory emphasizes that images help students construct mental representations of the material being studied.

According to Chee and Wong (2010: 45), visual media are visual materials used to present information in a more engaging and easily understandable way, thereby enabling students to connect new knowledge with their prior experiences. Through visual representations, students can interpret concepts more effectively during the learning process. Additionally, Branch (2010: 8) explains that visual media are instructional resources that facilitate communication between teachers and students by presenting ideas, objects, and situations in visual form, thereby supporting students' understanding and participation in classroom activities.

1. The Advantages of Picture media

Picture media have various advantages that can support the learning process. According to Smaldino et al. (2012), visual media offer several important advantages in learning activities. First, visual media

can capture students' attention and increase their interest in the learning process. Second, visual media can help students understand the learning material more easily because the information is presented in a visual and concrete form. Third, visual media can stimulate students' imagination and encourage them to develop ideas, especially in writing activities. Fourth, visual media can improve students' memory retention because visual information is generally easier to remember than verbal information alone. Fifth, visual media is practical and can be used in various learning situations and at all educational levels. With these various advantages, visual media can serve as an effective learning tool to help students understand the material more clearly, develop their imagination, and improve their learning outcomes.

2. Steps of the Syntax in Using Picture media

Picture media can be used effectively in the learning process to help students understand the learning material more concretely. According to Arsyad (2011), there are several systematic steps for using visual aids in classroom instruction, as follows:

- a. First, the teacher prepares images that are relevant to the learning objectives and the material being taught.
- b. Second, the teacher shows these images to the students, either by displaying them in front of the class or by distributing them to the students for observation.
- c. Third, students are given the opportunity to observe the images

carefully and identify important details such as shape, color, size, atmosphere, and other related elements.

- d. Fourth, the teacher conducts a question-and-answer session about the images to stimulate students' thinking skills, encourage them to express their opinions, and develop ideas based on the images they have observed.
- e. Fifth, the teacher guides students in developing their ideas by helping them formulate words, sentences, or an outline based on the information obtained from the images.
- f. In the final step, the teacher reviews students' descriptive writing to check for accuracy, coherence, and alignment with the content and characteristics of the picture media.

F. Teaching Writing by Using Genre Based Approach and Picture Media to Teach Writing in EFL Student

Writing in English is difficult lesson for EFL students and it take quite a lot of time process it so that it becomes a form of good writing. In this case, the teacher plays an important role in helping students to develop their writing skills. So, the teacher should be able to apply a strategy or method that supports the application in teaching writing. Genre Based Approach is a language teaching method that focuses on the comprehension and production of texts based on specific genres or text types. This approach emphasizes the social purpose, structure, and language features of different genres used in real-life communication. Its main goal is to help students learn how language

functions in various contexts so that they can produce texts that meet the conventions and expectations of each genre. In this approach, students are taught to recognize the distinctive characteristics of each genre-such as descriptive texts and Several steps in writing as follows :

First stage is Building Knowledge of the Field (BKoF) or building knowledge about the topic. At this stage, the teacher helps students explore their initial knowledge by discussing or doing activities such as brainstorming. For example, if the topic is about pets, students can share their experiences and organize initial information in groups. They can jot down ideas using colored pens, then switch groups to add new information on a friend's paper. Afterward, all groups will discuss the results together in class. In this process, the teacher can also introduce relevant vocabulary, phrases and expressions to describe a person, place or thing.

The second stage is Modeling of the Text (MoT). Here, the teacher provides some descriptive texts as models and then guides the students to understand how the text structure is organized, including the identification and detailed description sections. The teacher also explains the grammar used in descriptive texts, such as the use of simple present tense, adjectives, and conjunctions. By comparing some examples, students can recognize the characteristics of descriptive text and understand how a text can describe something clearly.

The third stage, Joint Construction of the Text (JCoT), is a joint text writing activity between teachers and students. In this activity, students give

their ideas in turn, while the teacher writes them on the board. Although the topic of the writing is not exactly the same as the individual writing task later, this activity helps students understand how to form descriptive sentences and paragraphs according to the rules. The teacher ensures that each part of the text is organized according to the structure and linguistic rules of descriptive text.

The fourth stage is Independent Construction of the Text (ICoT), which is when students are asked to write descriptive text independently. After understanding and practicing the previous three stages, students already have enough knowledge and skills to compose their own text. They will draft their writing, improve it, and submit it to the teacher. Furthermore, the teacher provides feedback to help them improve and enhance the quality of their writing.

Genre based approach is an effective approach in teaching descriptive texts to senior high school students. Through four systematic stages, namely Building Knowledge of the Field, Modeling of the Text, Joint Construction of the Text, and Independent Construction of the Text, students are guided gradually until they are able to write descriptive texts independently. This approach not only emphasizes on the final result of writing, but also strengthens students' understanding of text structure, linguistic elements, and communicative purposes. Therefore, the application of genre based approach in learning to write descriptive texts at the high school level is highly recommended to improve students' overall literacy skills. Teachers have

various strategies available to teach descriptive writing, and one of the effective strategies is the Genre-Based Approach. This method, introduced by experts such as Badger and White (2007) and further explored in a study by Pujianto et al. (2014), has proven to be very successful in improving students' writing ability. The study highlighted the effectiveness of this approach, making it a valuable recommendation for English teachers in Indonesia. The Genre Based Approach follows four main stages, namely:

1. Building knowledge of the field

The first step in this approach is to build knowledge in the field. Students are required to use their creativity in determining ideas. Yan (2005) states that in this activity the teacher will define the situation to be used as a topic and place it in a particular genre which has also been done through brainstorming in the process-based approach. This stage prepares students to anticipate the features of the genre structure of the relevant text variations. Students need to know what topic is being discussed because to know the specific topic they want to write about Emilia (2008). In addition, Emilia says that this step is useful for training students in other language skills relevant to the topic such as giving listening tests to fill in the spaces in paragraphs containing specific words in the genre, practicing reading comprehension, and expressing ideas orally can be done to familiarize students with the topic according to context. In the implementation, students are introduced to explore different types of texts so that they know the

specific language used in each text. This will make students more creative in organizing their ideas, especially through the use of mind maps or drafts during the planning stage of writing.

2. Modeling

In the modeling stage, which lasted for three meetings, the teacher provided explicit instruction as recommended by Emilia (2011). In this process, students were introduced to new texts and topics, in addition to the texts that had been used previously in the BKOF stage. When introducing the text, the teacher explains the relation to the social purpose of each paragraph, so that students understand how a report text is organized to achieve its purpose (Yan, 2005). The use of mother tongue or bilingual teaching is also widely applied, as it is considered effective in helping students understand important terms or concepts in certain types of texts, which are difficult to understand if only using a foreign language (Emilia, 2008). A variety of topics and exercises are provided to make it easier for students to understand the text structure and linguistic features, although some students may take longer to absorb the material at this stage.

Through this modeling, students reported that activities such as creating mind maps, understanding text structures, and analyzing linguistic features helped them a lot in writing. Mind maps make it easier for them to organize their ideas and text content in a more organized way. Although for some students especially the

underachievers mind maps were new, this tool proved effective to help them focus on important aspects in the genre that were considered difficult.

3. Joint construction of text

At this stage the writing process is carried out collaboratively with a process-based approach. Students work in groups or with teacher assistance to develop the initial draft of the writing together. Based on Yan (2005) explanation, the main purpose of this phase is to produce a final draft that can be used as an example or reference when students start writing individually in the next stage. After the joint draft is completed, students are introduced to the stage of giving feedback on their writing (Emilia, 2011). The resulting writing is then exchanged between students for feedback. Although the teacher's role in the writing process is reduced, the teacher is still present as a companion, source of information, and tutor in the feedback process (Harmer, 2007). This step really helps students understand that writing is a process that involves revision and reflection, just as professional writers do. This allows students to see writing as an iterative activity rather than a one-off task. Through peer review, students also develop critical thinking and editing skills. Most importantly, this collaborative phase builds students' confidence and fosters a supportive writing community.

4. Independent construction of text

At this stage students are asked to write texts independently, but

still under the supervision and direction of the teacher. The teacher can provide a specific topic, or give students the freedom to choose a topic that is still related to the type of text being studied. According to Hyland (2007) explained that in this phase, the teacher's role begins to be reduced, because students have begun to apply the knowledge and skills they have gained from the previous stage. Even so, the teacher still acts as a supporter who is ready to provide assistance, explanation, or discussion when students experience difficulties in the writing process. In other words, at this stage students produce their own writing. Students will also go through several stages of revision and discussion with friends and teachers. This revision process is very important because it helps students become active readers of their own writing and also of their friends' writing. As stated by Badger and White (2000), drafting is an important part of this stage, where students are trained to organize, evaluate, and improve their writing gradually.

The writing process is iterative after students have produced the initial draft. According to Ferris & Hedgcock (2005), peer feedback can be given first before students receive feedback from the teacher, or it can also be tailored to the needs of individual students. This flexible approach allows students to reflect on their writing from different perspectives. Peer feedback helps students identify areas for improvement in a supportive environment. Meanwhile, feedback from the teacher provides more focused guidance to improve the content,

structure, and language use for writing descriptive text.

The process of applying the Genre Based Approach in teaching descriptive text is adapted from Jasrial's (2019). It presented steps according to procedures so that it is easy for students to apply. The following are the steps of the genre approach in teaching writing:

- a. **Preparing Students,** The first step is for the teacher to help students understand situations that require written text and direct them to a particular type of text, namely descriptive text. At this stage, students are introduced to the context or purpose of writing that corresponds to the genre.
- b. **Modeling and Reinforcement,** in this second steps, the teacher introduces an example of descriptive text to the students. The teacher guides the students to understand the text by paying attention to the social purpose of the text, the structure of the text, as well as who the intended audience is. This aims to make students better understand the form and function of descriptive text.
- c. **Planning,** In this third steps, the teacher helps students determine interesting topics to write about. This process is carried out through various meaningful activities that can arouse students' prior knowledge, so that they are better prepared to pour ideas into writing.
- d. **Joint Constructing,** In this step, the teacher and students write the

text collaboratively. They discuss together, express ideas, make an initial draft, and revise together to improve the parts that need to be improved.

- e. Independent Constructing, At this stage students will compose their text independently with the same type of text they studied before.
- f. Revising, In the last step is to revise the writing draft that has been made independently. At this stage, students make edits and improvements to the text, both based on input from friends and teachers, so that the writing results are better and in accordance with the genre structure.

In conclusion, learning to write in the classroom faces various challenges. Students struggle because they lack understanding of the characteristics of English which is different from their native language. On the other hand, teachers also face obstacles in teaching this skill. Therefore, the role of the teacher is crucial. Teachers must be careful and wise in applying teaching strategies in order to truly help students become better writers. In addition, teachers also need to recognize students' individual abilities so that the approach used is more targeted. The use of varied media and learning methods can also help students be more motivated in learning to write. Training or workshops for teachers are very important so that they are better prepared to face challenges in teaching writing. Support from the school environment and the availability of

learning facilities also contribute greatly to the success of teaching writing.

With the cooperation between teachers, students, and school authorities, the learning process of writing can run more effectively and meaningfully.

G. Assessing Writing

In practice the assessment of writing skills must cover various aspects that make up the quality of writing. For this reason, comprehensive criteria are needed so that the assessment can be carried out objectively and systematically. Brown (2004:244-245) explains that there are five main aspects in assessing writing skills, namely writing organization, logical development of ideas (content), grammar, use of punctuation and writing mechanics, and style and quality of expression. These five aspects provide a complete picture of students' writing skills in terms of structure, clarity of content, and accuracy of language.

Assessment plays an important role in ensuring that students' writing development can be monitored systematically and improved through clear and measurable indicators. Meanwhile, according to Weigle (2000), this view reinforces the importance of assessment in the writing learning process, emphasizing that writing assessment should be analytical, meaning that writing is evaluated based on several separate components to reflect students' specific strengths and weaknesses. This analytical approach is supported by evidence from classrooms showing that students often excel in certain aspects of writing, such as grammar or content, while struggling in other aspects, such as vocabulary use. By dividing writing performance into separate

criteria, teachers can provide more targeted feedback, design remedial instruction tailored to individual needs, and promote fairer assessment among students with diverse abilities. In conclusion, analytical assessment not only provides a clearer picture of students' writing abilities but also serves as an important foundation for developing more effective, responsive, and individualized writing instruction.

Therefore, assessment in learning to write plays an important role in helping teachers gain a comprehensive understanding of students' progress. By using an analytical approach that considers key aspects such as organization, content, grammar, mechanics and style, teachers can provide a more objective and constructive evaluation. This type of assessment not only serves to measure students' final performance, but also serves as a guide in shaping the learning process to be more effective and sustainable. As a result, the implementation of appropriate assessment strategies can significantly improve the development of students' writing skills in an educational setting.

H. Theoretical Framework

Writing is a process and often heavily influenced by genre boundaries, these elements should be included in learning activities. In a genre-based approach, the focus of writing is on integrating knowledge of a particular genre with communicative purposes, which helps learners produce written products that can be used to communicate with others in the same discourse community. Writing is not just arranging words into sentences, connecting sentences into paragraphs, and sequencing paragraphs into texts,

but also requires knowledge of grammar and vocabulary, comprehension skills to apply grammar knowledge to different contexts and purposes, and knowledge of the subject matter of the writing. Based on the explanation above, it can be concluded that writing is the expression of ideas, facts, feelings, experiences, thoughts, and others in writing.

Writing is one of the essential skills in language learning, as it allows students to express their ideas, thoughts, and feelings in written form. Among the four language skills, writing is often considered the most complex skill as it involves a variety of linguistic components, such as content, organization, grammar, vocabulary, and mechanics. Despite its importance, many students face significant challenges in writing. These challenges include lack of interest in learning English, limited vocabulary, lack of understanding of proper language use, and poor text organization. In addition, students often experience boredom, excessive smartphone use, and lack of exposure to effective writing strategies, all of which contribute to low academic performance in writing tasks.

To address these challenges, effective instructional strategies are required to support students throughout the writing process. One recommended approach is the Genre-Based Approach (GBA), which explicitly teaches specific text types through four sequential stages: Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT). These stages systematically develop students' understanding of genre characteristics and

improve their descriptive writing competence. To maximize learning outcomes, the integration of serial images is strongly recommended as visual instructional media. Serial images stimulate students' imagination, facilitate idea generation, support the organization of information, and enable more detailed descriptions of people, objects, or events. Furthermore, visual media reduce students' difficulties in initiating writing by providing meaningful contextual cues. The combination of the Genre-Based Approach and serial images creates an interactive learning environment that enhances students' motivation, participation, creativity, and confidence throughout every stage of the descriptive writing process.

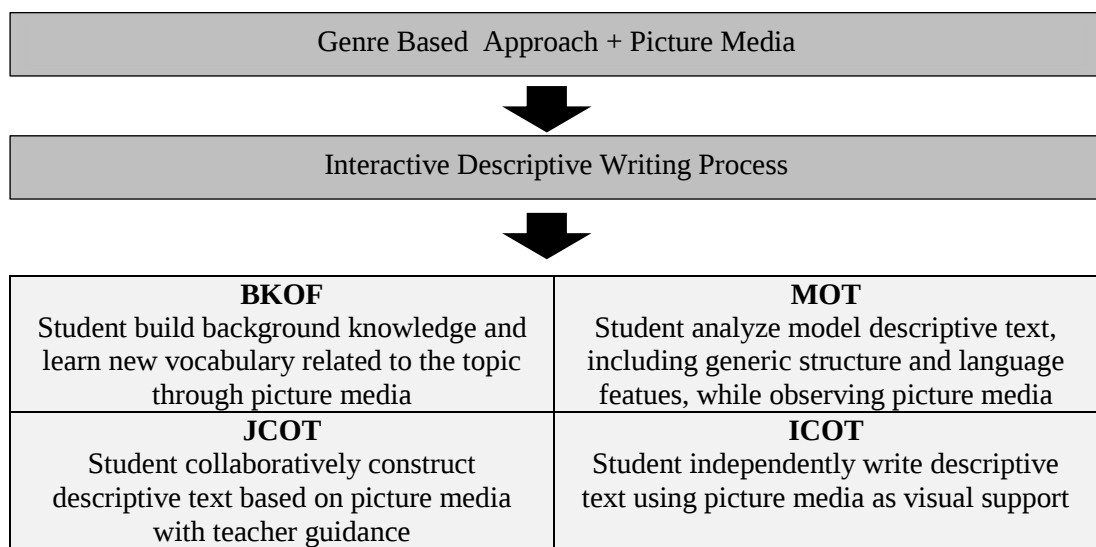


Figure 3.1 GBA combined with Picture Media

Based on these considerations, this study examines the application of a Genre-Based Approach supported by a series of images to improve students' descriptive writing skills. This study aims to examine how this combination of teaching methods facilitates students' writing development, enhances their ability to organize ideas, and encourages greater engagement during classroom activities.

It is hoped that these findings will provide practical insights for English teachers in designing more effective and meaningful writing instruction. Furthermore, this study is expected to contribute to the existing literature by providing empirical evidence regarding the effectiveness of combining the Genre-Based Approach with a series of images in teaching descriptive writing.

The relationship between variables in the use of Genre Based Approach combined with Serial Image Media is described by the researcher in the following scheme:

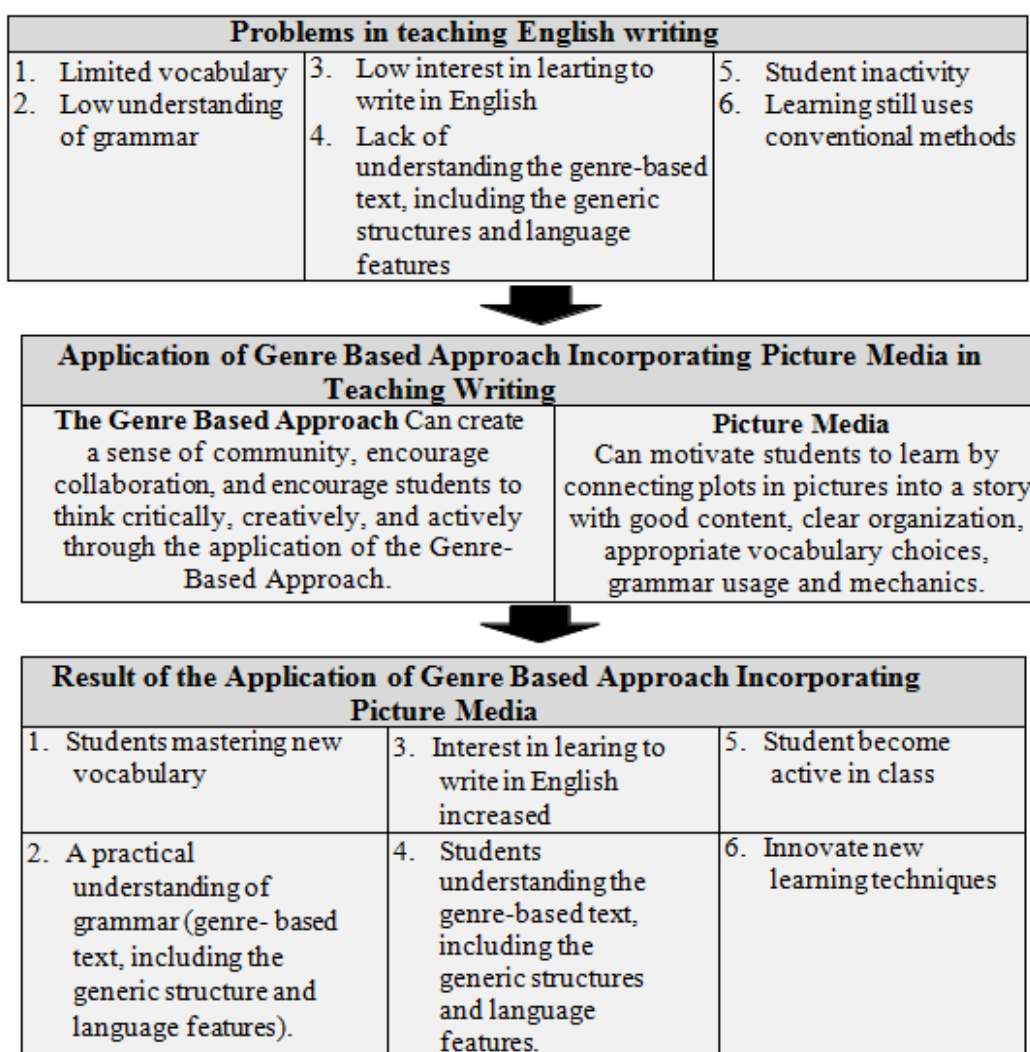


Figure 3.2 GBA combined with Picture Media