

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background**

Argumentative essays are often taught in schools. According to Wu and Lawrence Zhang (2021), this is a very familiar activity among middle school and high school students. However, writing good arguments is not easy for students. When examining students' writing assignments, many teachers find the results to be unsatisfactory (Noroozi et al 2019); (Gomez-Laich et al., 2019). Argumentative writing differs from other text types such as descriptive, procedural, and narrative texts because it requires more than just writing skills. It also requires logical thinking to come up with acceptable arguments. There are various modes for writing argumentative essays. The first is the "one-sided style", that is, the article only discusses one (supportive) point of view. The second is "group style", with three paragraphs discussing the favourable views and one paragraph discussing the opposing views. The third is "alternative", with counterarguments and counterarguments.

Students in SMPN 20 KUPANG face writing as more challenging than other skills. This is in line with Hyland (2006), who states that writing is the most difficult skill for second language (L2) learners. This is because writing has linguistic features, rhetorical organization, and lexical meanings that may require understanding but cannot be produced using other language skills. Richards et al. (2014) agreed that despite completing all writing subjects, many EFL students are unable to write coherent and structured argumentative essays.

Genre-based approach (GBA) is not new in Indonesian schools. It has been part of the Indonesian government's national curriculum since 2004. Agustin and Wirza (2020) stated that the Indonesian government uses a genre-based approach in the curriculum to improve students' writing skills. Therefore, this study explores the implementation of a genre approach to improve the quality of descriptive text writing among SMPN 20 KUPANG students.

### **1.2 Research Problem**

1. Does genre-based approach improve students' descriptive writing skill?
2. What are students' perspectives toward the implementation of genre-based approach?

### **1.3 Aim of Study**

1. To evaluate whether using genre-based approach can improving students' understanding in writing descriptive texts.
2. To describe what are students' perspective toward the implementation of genre-based approach.

### **1.4 Significance of Study**

#### **1.4.1 Implication**

This study is expected to support the theory proposed by Hadini, F., Yunus, M., and Fiftinova, F. (2015) regarding the use of the Genre-Based Approach in teaching. The objective of this study were to determine whether the Genre-Based Approach had a significant impact on students' learning outcomes. The research

method employed was a pre-experimental design, specifically a one-group pre-test-post-test design.

#### **1.4.2 Application**

1. The writer hopes that research can help anyone who is interested in exploring students' improvement in writing descriptive text using genre based approach method.
2. Can help anyone to write descriptive text using genre based approach method.
3. The result can be a reference source for those who are interested in conducting studies on genre based approach method.