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The Implementation of Genre-Based Approach Using Visual Media in Teaching Descriptive Writing

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Abstract: This study was carried out to examine the use of visual media integrated into Genre-Based Approach (GBA) for teaching students how to write descriptive texts. Conducted at an Islamic Senior High School in Tasikmalaya, the researcher involved one English teacher and nine students from class XI IPA as participants. The present study used qualitative case study with non-participatory observation and interview instruments. To analyze observations, researcher used several procedures such as collecting information, selecting the main data, presenting relevant data, verifying, and concluding the research results. Meanwhile, the interview results were analyzed using thematic analysis. The first conclusion revealed that the teacher consistently implemented all stages of GBA by utilizing visual media in the form of pictures to stimulate ideas and build students' understanding in learning to write descriptive texts in class. Then the second conclusion revealed that students gave positive responses to the approach. They were helped in adding vocabulary, developing ideas, and understanding the structure of descriptive text. However, this study also discovered that some learners still faced challenges with grammar, especially in selecting appropriate tenses and applying correct subject-verb agreement in accordance with the rules of descriptive text. Therefore, for future research, it is recommended to complete and overcome the weaknesses of this study, and more focused on grammatical aspects and developing more varied media.

Keywords: *descriptive writing; genre-based; visual media*

INTRODUCTION

Writing is a meaning-making process in which learners transform their ideas into structured texts based on social purposes and genre conventions (Martin & Rose, 2008). In writing, English as a Foreign Language (EFL) learners must use their linguistic skills to generate main ideas, support those ideas, summarize experts' concepts, use appropriate diction, choose

topics, punctuate, make good connections between sentences, and find appropriate references (Suastra & Menggo, 2020). Writing skills are essential in supporting success in academic and non-academic fields. As stated by Atasheva (2024), in the academic and research world, English is the dominant language. Therefore, students need to possess strong writing skills to keep pace with the world's development in both academic and non-academic fields, as well as to compete in the era of globalization, which demands mastery of English writing skills.

However, there are still many students who experience difficulties in writing. One of the difficulties faced by many students is the limited vocabulary and mastery of grammar, which hinders their ability to convey their thoughts in writing. In addition, writing requires the ability to organize ideas clearly and use correct grammar. Therefore, writing is considered to be the most challenging language skill for EFL learners as it involves the application of grammar, text organization, and proper word choice. As stated by Lestari et al. (2022), writing is considered one of the most difficult skills because it requires students to organize ideas, use grammar correctly, and convey thoughts clearly. Therefore, it causes many students to feel confused and lack confidence in starting to write. Therefore, a learning method is needed that can help students improve their writing skills and make them more interested in writing activities.

To address these issues, the Genre-Based Approach (GBA) serves as an effective instructional strategy that helps students organize ideas, understand text structures, and improve linguistic accuracy. Likewise, research conducted by Alwasilah (2024) revealed the results of his research, that this method proved effective in improving students' writing skills, which was shown by their willingness to try new approaches. Therefore, the Genre-Based Approach (GBA) can be a solution for students and teacher in the writing learning process, especially in writing descriptive texts.

In the curriculum, students are required to be able to develop the ability to write texts using specific vocabulary, sentences, and expressions according to the context. The statement is in accordance with the learning objectives of descriptive text, namely students learn to describe objects clearly. In the view of Abbas & Dwita (2019), descriptive text presents data about an object specifically and only displays facts because of its descriptive nature which describes the attributes or characteristics of the object. Agustin et al. (2024) explain that by learning to write descriptive text, students can learn how to describe something. With the application of GBA, students can understand the text genre gradually.

GBA not only focuses on individual abilities, such as grammar or vocabulary, but also emphasizes understanding the characteristics of each genre and how to use them to create and analyze texts effectively (Maolida & Salsabila, 2019). Based on Derewianka (2003) and Emilia et al. (2014), GBA has four stages of learning, namely Building Knowledge Of the Field (BKOF), Modeling Of the Text (MOT), Joint Construction Of the Text (JCOT), and Independent Construction of the Text (ICOT).

The four stages of GBA are further developed within the framework of the Extended Teaching and Learning Cycle (ETLC), which is a genre-based teaching model that emphasizes more explicit and contextualized learning. The phases in ETLC according to Sugiarto (2024) and Riswanto (2021) are exploring a problem of practice and introducing the genre, deconstructing and jointly constructing a model text, independently constructing a descriptive text, presenting and linking to relevant texts.

The implementation of GBA in learning to write has been carried out in previous studies, such as those conducted by Gustinefa (2021a) and (Maulani, 2021). The findings of the study proved that the Genre-Based Approach (GBA) in learning to write, especially descriptive texts, increased as well as the understanding of the genre of the text being taught compared to students whose learning used conventional methods. There is a similarity between this research and the previous research which both discuss the application of the Genre-Based Approach (GBA) in learning to write. However, no previous research has discussed GBA with the help of visual media, especially picture to be used in the writing learning process.

Some of them are studies that have been conducted by Herlina and Arfanti (2023a) and (Ihsani et al., 2023a). The findings of the studies demonstrate that the implementation of GBA is effective in enhancing students' writing skills, both through the four stages of GBA and the use of supporting media, such as infographics and audiovisuals. However, the study has not specifically analyzed the implementation of GBA supported by visual media in the form of pictures as a driving force for learning to write descriptive texts, especially in schools in remote areas. Therefore, the researcher plans to conduct a study titled "The Implementation of GBA Using Visual Media in Teaching Descriptive Writing" to fill the gap.

METHOD

The researcher uses a qualitative method with a case study to analyze how GBA supported by visual media is applied in teaching students to write descriptive text in grade XI at one Islamic Senior High School in Tasikmalaya. Purposive sampling was applied by selecting students with different proficiency levels who actively participated in writing activities, allowing the researcher to capture diverse perspectives on the use of GBA supported by visual media. As in the book of Creswell (2012) in the purposeful sampling approach is used to collect several cases or individuals who differ in characteristics or traits. Therefore, the researcher selected an English teacher and 9 eleventh-grade students as participants in this study.

This study used observation and interview instruments. The type of observation in this study was indirect observation (non-participant). During the observation, the researcher entered the classroom to observe the teacher's teaching process without intervening at all. As in the book of Fraenkel et al. (2009) revealed that in non-participant research, researchers do not participate in the activities being observed but only observe.

The researcher conducted interviews with nine students to find out their responses to the learning process. This semi-structured interview was conducted more freely, but had a list of questions to be asked. As in the book of Nunan (1992), it is revealed that in semi-structured interviews rather than starting with a predetermined list of questions. This interview consists of 9 questions adapted and modified from Commons and Savage (2012).

To analyze the findings from observations, researcher used several procedures to analyze the data obtained from Nasution (2003) cited in Janah et al. (2021). First, researcher collected information from research findings. Second, the researcher selects the main data that focuses on important information that matches the research topic. Third, the researcher presents relevant data and verifies the research results. Fourth, the researcher concluded the research results. This process is carried out systematically to ensure that the results of the analysis reflect the situation in the field.

As for analyzing the interview results, researcher used steps from Braun & Clarke (2006) namely, coding, finding the themes, reviewing themes, identifying and naming themes, and the last making a report. This stage can help the researcher to categorize students' responses based on similarities in meaning and get an overview of their responses.

RESULTS AND DISCUSSION

This research was conducted in an Islamic Senior High School class XI, to find out how effective teachers use the Genre-Based Approach (GBA) supported by visual media in writing learning activities, especially in descriptive text writing. As well as to find out students' responses to the approach. To determine the answers to the research questions, the data collected through observations and interviews were analyzed. This process will be explained in the following subsections:

Teacher's Implementation of Genre-Based Approach (GBA) Using Visual Media in Teaching Descriptive Texts

As mentioned earlier, the first research question is: "How does the teacher apply the Genre-Based Approach (GBA) supported by visual media in teaching descriptive text writing?". In this regard, data collection was carried out through observation. The observation results showed that the teacher had implemented the stages of GBA in stages and showed students' involvement in writing activities. At the BKOF stage, the teacher displayed a picture of Borobudur Temple and conducted discussions such as, "*So, you can see the picture in the slide? What's the picture?*". One of the students mentioned what they saw and related it to their previous experience of the object in the picture. The activity helps stimulate students' thinking related to the topic to be learned.

For the BKOF stage, the teacher followed Emilia et al. (2014), focusing on building students' background knowledge. The stage aims to build basic knowledge based on the topic to be studied. The use of visual media can also stimulate students' thinking, as the research findings by Tampubolon & Suprayetno (2022) that the implementation of the picture model is effective in stimulating students' ideas, and students revealed that the use of pictures makes the learning experience fun and motivating.

The second stage of GBA is MOT. The teacher explains the material about descriptive text first to the students, starting from the definition, social function, the language elements. This explanation is done so that students have an initial picture of the characteristics of the text to be studied. After explaining the material, students are directed to analyze the text that has been given. Based on the researcher's observation, during the learning process, students were actively involved in following the directions. Activities at this stage are important to strengthen students' understanding of the form and content of the text being studied.

This stage is aligned with the research findings conducted by Kamaliah et al. (2022). This stage has a positive impact on students' understanding and can improve students' spelling, so they can write more structured and creative. Similarly, in the MOT stage of this research, students are actively involved in analyzing the text given by the teacher. Through this involvement, it helps students understand the structure and linguistic elements of descriptive text.

The third stage of GBA is JCOT. At this stage, the teacher breaks the students into groups to compose descriptive texts based on different pictures for each group. During the activity, the teacher monitors students' discussion activities by going to each group to make sure they are doing the task as directed and have no difficulties. Based on the observation findings, it shows that collaboration at this stage, students are active in developing ideas to compose appropriate descriptive texts. Rahmadhani et al. (2022) showed that collaboration was effective in developing ideas and structuring the text appropriately. The teacher also plays an active role by providing stimulating questions and correcting writing errors.

The fourth stage of GBA is ICOT. Teacher give students the freedom to create descriptive texts according to the objects they want to describe independently. This is done in order to encourage students' creativity and see the extent of their understanding of the text structure and linguistic elements used in composing descriptive texts. In the ICOT stage, the teacher does not provide any guidance to the students' writing process (Gustinefa, 2021).

Based on the researcher's observation, students wrote descriptive texts following the explanation presented by the teacher, especially in developing ideas, and writing according to the text structure, although there were still some students who had difficulty in grammatical aspects. This stage is important to do because it measures individual student learning achievement after going through several previous learning stages.

Based on the results of the observation, the teacher has implemented the four stages of GBA in a structured way, starting from building students' knowledge, understanding text examples, practicing writing with friends with teacher assistance, and writing descriptive text

independently. These stages are in accordance with the learning model presented by Derewianka (2003) and Emilia (2014), which states that the GBA stages consist of BKOF, MOT, JCOT, and ICOT. Each stage in GBA plays an important role in developing students' skills gradually and continuously. In addition, the integration of visual media, such as pictures, also supports students' understanding of the material taught and makes students more active in the learning process.

Students' Responses to Visual Media in Descriptive Teks Writing Using Genre-Based Approach (GBA)

Research question number two is: "How do students respond to writing lessons using Genre-Based Approach (GBA) supported by visual media?". The results of the interview were be combined with the results of the observation that was done before. The interview used by the researcher was semi-structured to make the interview atmosphere more flexible and not rigid. The questions asked by the researcher were adapted and modified from Commons and Savage (2012). The results of the interviews were analyzed thematically and then presented informatively, accompanied by student answers to support the identified findings.

The first question in the interview aims to find out the participants' background regarding their experience in using visual media, such as pictures in learning to write descriptive text. This is conducted to determine the extent to which the participants understand the utilization of pictures to help writing descriptive texts. Based on the participants' answers, all of them expressed the same opinion that they had previously used visual media in learning to write descriptive text. Some of them stated that the use of pictures as a tool to describe objects. This is confirmed by all participants in the Table 1.

Table 1
Students' Experiences Using Visual Media

Code	Interview Results
S1	"I have learned to write text using pictures".
S2	"I have used pictures when learning to write descriptive text".
S3	"I learned to write using pictures".
S4	"I have used pictures when learning to write descriptive text".
S5	"I have previously learned to write using pictures".
S6	"When I was in tenth grade, I learned to write using pictures".
S7	"I used a picture of a cat to describe a descriptive text".
S8	"I have learned to write using pictures".
S9	"I have used pictures as learning media".

The second question in this interview aims to explore the learning experience of writing descriptive text using Genre-Based Approach (GBA) supported by visual media. This was done to find out whether this approach received a positive or negative response from the participants. Based on the interview results, most participants felt that learning to write using GBA supported by visual media provided a pleasant learning experience in understanding the material. Therefore, it shows that most students respond positively to this approach and can improve their understanding. This is confirmed by several participants in Table 2.

Table 2
Students' Perception of GBA Supported by Visual Media

Code	Interview Results
S1	"It's quite difficult".
S2	"I think I enjoyed it, because it was easy to understand and the explanation of the material was quite clear".
S3	"I find it helpful because the learner is clear and interesting".
S4	"I think learning is more interesting and fun, because the material presented has pictures".
S5	"I understand better, because the learning is structured and there are pictures, I already know what parts are described".
S6	"I feel more helped and learning is more interesting, because there are pictures; so it is easier for me to understand the content of the writing".
S7	"I feel that the learning is more interesting and does not make me confused because the learning has pictures".
S8	"I feel that learning this time is more fun and easier to understand".
S9	"I think it is easier to understand the example text and the material".

The third question aimed to find out which stage was most helpful in improving writing skills. Participants were asked to choose one of the four stages of GBA that they thought most influenced their writing skills. This information can be used for evaluation and reflection in the implementation of GBA. Based on the interview results, most participants chose that group work can help them improve their descriptive text writing skills. Although there were also some participants who chose individual learning and text modeling, the majority of participants chose group work. This is confirmed by some participants in Table 3.

Table 3
The Stages of GBA Most Helpful in Improving Writing Skills

Code	Interview Results
S1	"I think group work helps me, because there is togetherness and I can exchange ideas with my friends".
S2	"Group work helps me because I can work together with my friends".
S3	"I think the example text can help, because I can see the example first; so I understand the structure and characteristics better".
S4	"In a group, because I can exchange ideas with friends to describe the picture and write the text".
S5	"In groups, I can ask friends who understand better".
S6	"I think groups can be supportive, because I can exchange ideas in composing the text".
S7	"I like groups because I can share the task so it will be finished quickly".
S8	"I think the individual, because it is more focused without distractions, and faster to work on it."
S9	"I think the group, because not everyone can complete the task alone, so with a group it will be more effective".

The fourth question aimed to explore participants' views on the role of visual media, such as pictures, in learning to write descriptive texts. This was done to find out the extent to which participants felt helped by the use of pictures in learning to write. Based on the interview results,

all participants had a good view of the use of visual media in the form of pictures in learning to write descriptive text. Therefore, this finding shows that the use of pictures in learning to write descriptive text plays an important role in improving understanding in describing objects. This is confirmed by all participants in Table 4.

Table 4
Students' Perceptions of the Role Visual Media in Writing Descriptive Texts

Code	Interview Results
S1	"I think it is easier with the use of pictures".
S2	"It is easier, because with the pictures I understand better how to write descriptive text according to the pictures".
S3	"I think the use of pictures makes the writing process easier. So, I can imagine what I have to explain in the descriptive text based on the picture".
S4	"Yes, it is easier, because there are pictures that can be seen. So it can be remembered and easier to describe".
S5	"I can describe the object in detail because there is a picture".
S6	"It is easier because there are pictures that we can see, so I know the shape and characteristics of the object that I will describe".
S7	"Yes, it is easier to understand, the picture gives me an idea of the object that I will describe. So, I am not confused in choosing words".
S8	"With the pictures displayed, it is faster to understand what I want to write".
S9	"I am not confused about where to start to explain the object if there is already a picture".

The fifth question aimed to find out whether students experienced changes in their ability to write descriptive text after learning through this approach. Based on the interview results, all participants revealed that there was an improvement in their ability to write descriptive text. For example, changes in sentence construction and vocabulary selection. Therefore, this finding shows that GBA supported by visual media contributes to the improvement of descriptive text writing ability. This is confirmed by all participants in Table 5.

Table 5
Improvement in Writing Ability after Using GBA with Visual Media

Code	Interview Results
S1	"Maybe there is a little change, I am more interested in writing using pictures because it gives me an image".
S2	"I feel it easier to compose sentences because there are pictures".
S3	"The changes that I feel may not be confused anymore when writing, because I already know what the characteristics of descriptive text".
S4	"I feel there is an improvement in vocabulary and description because there are pictures".
S5	"Maybe an improvement in how to write descriptive text, because there are pictures, and the material delivered is better understood".
S6	"The change I feel is a more structured way of writing by looking at a picture to create descriptive text content".
S7	"I feel that writing text is easier because I know what to explain after seeing the picture".
S8	"I write descriptive text better than before".
S9	"I feel the change in writing the text is easier because there are pictures".

The sixth question in the interview refers to the effect of GBA supported by visual media on participants' understanding of linguistic aspects, especially in vocabulary and grammar in writing descriptive text. Based on the interview results, the majority of participants revealed that they were helped in increasing vocabulary by the pictures provided, but were still limited in understanding grammar. Therefore, this shows that GBA with visual media can help improve vocabulary, but for grammar aspects, it still requires more intensive teaching. This is confirmed by some participants in Table 6.

Table 6
Students' Perceptions of Improving Vocabulary and Grammar

Code	Interview Results
S1	"I learned new vocabulary because I saw the picture, so that was quite helpful".
S2	"I can find new vocabulary from pictures, but there is no change in understanding grammar".
S3	"I learned a lot of new vocabulary".
S4	"The vocabulary improved because there were pictures that helped".
S5	"From vocabulary, because before I didn't know the meaning of some words, but now my vocabulary has increased".
S6	"I can choose vocabulary and make sentences better than before".
S7	"I haven't fully understood the grammar, such as using tenses, but the vocabulary has improved a little because of the pictures".
S8	"I recognized vocabulary from the picture, so I learned new vocabulary".
S9	"The pictures help improve my vocabulary, but grammar is not yet fully understood".

The seventh question in this interview contained the participants' experiences when collaborating with classmates in learning to write descriptive texts. This was done to find out whether the collaboration had an influence on understanding in writing. Based on the interview results, all participants expressed a positive view of this stage of JCOT. So, the findings show that collaboration with classmates has a positive impact on improving the ability to write descriptive text, both in terms of content and learning motivation. This is confirmed by all participants in the Table 7.

Table 7
Students' Perceptions Regarding the Impact of the JCOT Stage

Code	Interview Results
S1	"I think being in a group has a lot of impact, because we can help each other".
S2	"Very impactful, because we work together, so that the task is completed quickly, and we can discuss to compose sentences".
S3	"It has an impact, because I learn from friends who understand the material better".
S4	"Yes, because by working together the task becomes lighter and we can exchange ideas".
S5	"I think it has an impact, working in groups can bring many ideas to make the text more appropriate".
S6	"In groups, we can brainstorm ideas for organizing texts, so the work will get done faster".
S7	"It has an impact on being more enthusiastic and not bored with assignments".
S8	"I think it's quite impactful, although sometimes it's hard to put ideas

together, but I also learn from them”.

S9 “Very impactful, we share tasks and discuss making text content”.

The eighth question in this interview aimed to find out the participants' views on GBA supported by visual media if applied to other text types, other than descriptive texts. Based on the interview results, most of the participants believed that this approach could help them to learn other text types, such as narrative, exposition, and argumentation texts. However, some participants still doubt the effectiveness of this approach. This is confirmed by the participants in Table 8.

Table 8
The Students' View of GBA and Visual Media in Other Text Types

Code	Interview Results
S1	“Maybe it can, I don't know”.
S2	“I think I can maybe, but I don't know”.
S3	“Maybe it can, because I study text too”.
S4	“It can, besides descriptive text, it can also be applied in exposition text”.
S5	“I think it can, like in argumentation and exposition texts”.
S6	“Yes, I think it can be applied in a narrative text”.
S7	“Yes, I think it can be applied in other texts, such as narrative text”.
S8	“Yes, I think it can be applied in argumentation text, because it's the same learning about understanding text”.
S9	“Yes, it can be applied to narrative or exposition text”.

The ninth question aims to explore the participants' suggestions regarding the implementation of GBA supported by visual media in learning to write. Based on the interview results, the majority of participants responded to the implementation of GBA by using more interesting media, such as videos or animations. This shows that although this approach has made a positive contribution, it is still necessary to develop learning media that are more varied and adapt to students' learning styles. This is confirmed by the participants in Table 9.

Table 9
Implementation of GBA and Visual Media for Future Writing Skills

Code	Interview Results
S1	“I think there is a lack of videos, because we as Gen Z prefer to watch videos rather than just pictures”.
S2	“Perhaps in my opinion, there are more pictures that are interesting”.
S3	“I think the suggestion is to have more pictures and add videos so that it is easy to understand”.
S4	“Must use videos that have movement”.
S5	“Maybe it can be explained more and there is an example of reading”.
S6	“Use videos to make learning more interesting”.
S7	“Maybe in my opinion, adjust it to the way students learn, because everyone's way of learning is different”.
S8	“I think using animation makes it more interesting”.
S9	“Use animations or pictures that are more interesting”.

The study findings show that teachers apply all four stages of GBA in a structured manner

in learning to write descriptive text. The first stage starts from building students' knowledge by displaying a picture to stimulate their minds. Next, the teacher gives an example of descriptive text to be analyzed together. After that, students are divided into groups to create a descriptive text according to the picture given. The last stage, students compose descriptive text freely and as creatively as possible.

Students demonstrated favorable responses toward the approach, particularly regarding its clarity and support in writing descriptive texts. The students' responses show that the Genre-Based Approach helps them in composing and understanding descriptive texts. In addition, students felt greatly helped by the construction stage of the Genre-Based Approach, as they could discuss, exchange ideas, and build understanding collaboratively with their peers.

This study has investigated the implementation of GBA supported by visual media in learning to write descriptive text. Based on the results of the data analysis, the researcher found two main findings underlying this study. The first finding shows that teachers apply all stages of GBA systematically in the learning process of writing descriptive text in the classroom. The second finding also revealed that students' responses to the implementation of GBA supported by visual media were very positive, and helped them improve their writing skills for the better. The findings of this study align with some previous research findings mentioned in the literature. For example, this finding aligns with Gustinefa (2021) that teacher successfully uses the Genre-Based Approach (GBA) in teaching descriptive text writing based on the stages of genre theory. Thus, this study also found that teachers successfully applied the GBA stages systematically in teaching writing.

In addition, the findings of this research are also in line with Herlina & Arfanti (2023) which shows that the implementation of GBA using audio visual is successful and effective in improving students' writing skills. Thus, this research also shows that GBA supported by visual media gets a positive response from students, and helps them in increasing vocabulary and developing ideas.

In addition, the findings of this research are also in line with previous research conducted by Ihsani et al. (2023) which shows that students who use Genre Based Approach (GBA) assisted by infographic media in the form of Canva, until cycle II, there are still some students who have difficulty in organizing ideas and composing good paragraphs, but their scores have met the standards of completeness. Likewise, in this study, it was also found that students still lacked understanding of grammar aspects. Therefore, a teaching strategy that is more focused on training the use of correct grammar is needed.

CONCLUSION

This study has analyzed the implementation of GBA supported by visual media in learning to write descriptive text in Islamic Senior High School in Tasikmalaya. Based on the data analysis, two main conclusions can be drawn from this research question. The conclusions of this research are presented as follows:

The first conclusion revealed that the teacher applied all stages of GBA in learning to write descriptive text systematically, without missing any stage. The second conclusion reveals that students' responses to the approach tend to be positive, especially because this approach helps them understand the structure of the text better, increasing vocabulary, and increasing motivation in writing. However, this research still found challenges faced by students, namely in the aspect of grammar. Some students encountered difficulties in mastering grammatical components, such as choosing the correct tenses and ensuring subject-verb agreement in their writing. This difficulty was recognized by the researcher through interviews with several students. These results highlight the need for stronger emphasis on grammar instruction, especially related to tenses and subject-verb agreement, when teaching descriptive text writing. Therefore, for future research it is recommended to complement the shortcomings of this research by finding learning strategies that are more focused on grammatical aspects and

developing more varied media.

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