### Table 5.1 Comparison table of High, Middle, and Low achievers in Joint Construction stage

<table>
<thead>
<tr>
<th>Aspects</th>
<th>High achievers (see table 5.2)</th>
<th>Middle achievers (see table 5.3)</th>
<th>Low achievers (see table 5.4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Function</td>
<td>The text aimed at retelling and informing the idol teachers’ past events, experiences, and teacher’s achievement.</td>
<td>The text aimed at retelling and informing an idol teacher’s past events; the teacher’s educational experiences, aspired, career and a bit of the teacher’s history; the teacher’s parents and family, wife and children, the teacher’s hobby, favorite drinks and food, and favorite music and song.</td>
<td>The text aimed at retelling and informing an idol teacher’s past events the teacher’s educational experiences, career and family.</td>
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<tr>
<td>Schematic structure</td>
<td>Fulfilling the schematic structure of biographical recount text involving aspects as follows. 1. The orientation introduced who, when, where, and what of the subject of the biographical recount in detail. The students wrote about the idol teacher’s parents and family. The students also wrote about the idol teacher’s favorite things such as meals, beverages, colors, and music. 2. In record of events, the students’ biographical recount text started with the educational background and ended with the marriage life of the idol teacher. The group wrote the educational background in detail. The students told the readers when and where the idol teacher gained his knowledge, who was influencing the teacher’s career, in what age the teacher got married, who was the spouse and who were the members of the teacher’s family. 3. In the re-orientation or evaluation, the</td>
<td>Fulfilling the schematic structure of biographical recount text involving aspects as follow. 1. The orientation described sufficiently about who, when, where, and what the subject of the biography is; the teacher’s full name, day or birth, job, parents and family member. 2. In the record of events, it informed the teacher’s educational background; starting from the teacher’s elementary school, junior high school, high school, where the teacher gained his college degree, and why the teacher chose PAI as her major in gaining bachelor degree, the teacher’s career and marriage life. 3. In this re-orientation, the students evaluated the idol teacher’s career being written. As seen in the clause “In, 2012, she taught at MTs and MA Assalafyiah Assirojiyyah as IPA teacher until today” and the teacher’s family life with using present tense in the clause “She has a daughter. Her name is Jihan Fairus Khalisa.”</td>
<td>Fulfilling the schematic structure of biographical recount text involving aspects as follow. 1. In the orientation of the text, the text described sufficiently about who, when, where, and what the subject of the biography is; the teacher’s full name, job, day of birth, parents and family member. 2. In the record of events of the biographical recount text, the students informed the teacher’s educational background; starting from the teacher’s elementary school, junior high school, high school, where the teacher gained his college degree, and why the teacher chose PAI as her major in gaining bachelor degree, the teacher’s career and marriage life. 3. In this re-orientation, the students evaluated the idol teacher’s career being written. As seen in the clause “In, 2012, she taught at MTs and MA Assalafyiah Assirojiyyah as IPA teacher until today” and the teacher’s family life with using present tense in the clause “She has a daughter. Her name is Jihan Fairus Khalisa.”</td>
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students brought the events into present. One of the clauses was written by using present perfect tense, as seen in the clauses “Since 2001, he has dedicated himself to teach junior high school student in MTs Assassi until today” and “They have two beautiful daughters. They are Alzena Izatul Faihat and Elvira Azzizatun Nufis. Alzena is an elementary school student. She sits at second grade. Elvira is a Kindergarten school student”. The text was closed with their personal comment about the idol teacher being written. The personal comment was presented in a judgment. As seen in the clauses “We admire him because he is the most excellent teacher; He is handsome and adorable”. The judgment were made by using being verb of “…excellent teacher” and “…handsome and adorable” to give attributes or quality of the subject of the biographical recount.

**Linguistic features**

Fulfilling the linguistic features of biographical recount text involving the aspects as follow.

1. The specific participants in this text were mentioned explicitly. As shown in the text, the students wrote specifically the subject of the biography; the teacher’s full name, and mentioned the names of the teacher’s family such as the teacher’s parents, wife, and daughters. The student also used possessive reference to describe the participants. For instance, “His career students wrote their evaluation of the teacher’s career in the clause of “In 2004, he started to teach in MTs Assalafiyyah Assirojiyyah until today”. Besides, the students informed the teacher’s family life with using present tense in the clause “He has two sons. They are Taufik and Arka”. In addition, the students expressed their personal comments in the separated paragraph, for instance, “His dream come true” in the third paragraph in ‘closing’ the record of events of the teacher’s educational background and career. The students also expressed their personal comments or judgment for reasoning why they wrote a biography of their idol teacher; “We love pak Dede Rahmat because he is handsome and hard worker”.

2. The students also expressed their personal comments for reasoning why they wrote a biography of their idol teacher; “We love Neneng faizah, because she is lovable and beautiful”.

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<td>1. The specific</td>
<td>1. The students wrote the teacher’s full name, the teacher’s parents, wife and children. For instance, Dadi Sugilar, his father..., Nuraida, his mother.... Mainly the students use the third person of he and his.</td>
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<tr>
<td>participants in this</td>
<td>2. the students also used simple past tense to describe past events of the idol teacher. The students used attended,</td>
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| in the text, the       | students expressed their personal comments or judgment for reasoning why they wrote a biography of their idol teacher; “We love Neneng faizah, because she is lovable and beautiful”.
| students wrote        | students expressed their personal comments or judgment for reasoning why they wrote a biography of their idol teacher; “We love Neneng faizah, because she is lovable and beautiful”.
| specifically the       | students expressed their personal comments or judgment for reasoning why they wrote a biography of their idol teacher; “We love Neneng faizah, because she is lovable and beautiful”.
| subject of the         | students expressed their personal comments or judgment for reasoning why they wrote a biography of their idol teacher; “We love Neneng faizah, because she is lovable and beautiful”.
| biography; the teacher | students expressed their personal comments or judgment for reasoning why they wrote a biography of their idol teacher; “We love Neneng faizah, because she is lovable and beautiful”.
| ’s full name, and      | students expressed their personal comments or judgment for reasoning why they wrote a biography of their idol teacher; “We love Neneng faizah, because she is lovable and beautiful”.
| mentioned the names    | students expressed their personal comments or judgment for reasoning why they wrote a biography of their idol teacher; “We love Neneng faizah, because she is lovable and beautiful”.
| of the teacher’s       | students expressed their personal comments or judgment for reasoning why they wrote a biography of their idol teacher; “We love Neneng faizah, because she is lovable and beautiful”.
| family such as the     | students expressed their personal comments or judgment for reasoning why they wrote a biography of their idol teacher; “We love Neneng faizah, because she is lovable and beautiful”.
| teacher’s parents,     | students expressed their personal comments or judgment for reasoning why they wrote a biography of their idol teacher; “We love Neneng faizah, because she is lovable and beautiful”.
| wife, and daughters.   | students expressed their personal comments or judgment for reasoning why they wrote a biography of their idol teacher; “We love Neneng faizah, because she is lovable and beautiful”.
| The student also       | students expressed their personal comments or judgment for reasoning why they wrote a biography of their idol teacher; “We love Neneng faizah, because she is lovable and beautiful”.
| used possessive       | students expressed their personal comments or judgment for reasoning why they wrote a biography of their idol teacher; “We love Neneng faizah, because she is lovable and beautiful”.
| reference to describe | students expressed their personal comments or judgment for reasoning why they wrote a biography of their idol teacher; “We love Neneng faizah, because she is lovable and beautiful”.
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| instance, “His career”| students expressed their personal comments or judgment for reasoning why they wrote a biography of their idol teacher; “We love Neneng faizah, because she is lovable and beautiful”.

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In 2012, she taught at MTs Assalafiyyah Assirojiyyah as IPA teacher until today. Those clauses should be written in grammatical correct, for instance “She choose PAI because she want to deep her knowledge of Islam”, “She love Mathematics since in junior high school” and “In 2012, she teach at MTs and MA Assalafiyyah Assirojiyyah as IPA teacher until today”. Those clauses should be written in grammatical correct, for instance “She chose PAI because she wanted to deep her knowledge of Islam”, “She loved Mathematics since she was in junior high school” and “Since 2012, she has taught at MTs and MA Assalafiyyah Assirojiyyah as IPA teacher”.

2. The use of simple past tense in this text was varied. The students used action verb of attended and went. Those words have the same meaning. The students also used graduated, continued, dreamed, and married which indicated the students’ have standard comprehension of past tense. Besides, the students also used passive voice such as “his career was influenced by...”, and perfect tense in “since 2001, he has dedicated himself to...”.

3. Adverb of place and time were used in the text. Those were used in order to add specific information in record of events of the teacher’s educational background and marriage life. The students mentioned when the teacher attended basic school, junior and senior high school, and college, for instance in 1992, in 1995, in 1998, in 2001, and when the teacher started to teach; in 2004. The students also explained where the teacher went to school, for instance, at MI Bena in Cianjur, at Al-Muawwanah in Cianjur, and at MTs Assalafiyah Assirojiyyah.

4. The conjunctions were then and next. Although, there were some clauses were not cohesive and united because the students did not use conjunction words between the two clauses, for instance between the clause of “Then, in 2001 he continued his study to Universitas Surya Kancana majoring in Pendidikan Kewarganegaraan” and “in 2004, he started to teach in MTs Assalafiyah”, and between the clause of “He married Erna Rismawati at the age of 32 years old” and “He has two sons, they are Taufik and Arka”. The correct clauses should be “Then, in 2001 he continued his study to Universitas Surya Kancana and his career was influenced by his father and teacher”. The conjunctions were then and next. Although, there were some clauses were not cohesive and united because the students did not use conjunction words between the two clauses, for instance between the clause of “Then, in 2001 he continued his study to Universitas Surya Kancana majoring in Pendidikan Kewarganegaraan” and “in 2004, he started to teach in MTs Assalafiyah”, and between the clause of “He married Erna Rismawati at the age of 32 years old” and “He has two sons, they are Taufik and Arka”. The correct clauses should be “Then, in 2001 he continued his study to Universitas Surya Kancana and his career was influenced by his father and teacher”.

The students also used attended, went, and continued to tell the reader’s educational past events. The students also used married to tell the readers about the teacher married life. On the other hand, there were insufficient grammatical used in some clauses, for instance “She choose PAI because she want to deep her knowledge of Islam”, “She love Mathematics since in junior high school” and “In 2012, she teach at MTs and MA Assalafiyyah Assirojiyyah as IPA teacher until today”. Those clauses should be written in grammatical correct, for instance “She chose PAI because she wanted to deep her knowledge of Islam”, “She loved Mathematics since she was in junior high school” and “Since 2012, she has taught at MTs and MA Assalafiyyah Assirojiyyah as IPA teacher”.

3. The students mentioned when the teacher’s birthday, when the teacher attended basic school, junior and senior high school, and college; on 11th of August 1989, in 2002, in 2005, in 2008, and when the teacher started to teach; in 2012. The students also explained where the teacher live: in kp.Darungdung, where the teacher went to school; at SDN Gudang 1 in Cianjur, at MTs Assalafiyah Assirojiyyah in Cianjur, at MA Assalafiyah Assirojiyyah, and STAI Al-Azhari, and where the teacher started to teach; at MTs and MA Assalafiyah Assirojiyyah in Cianjur.

4. Conjunctions were used in this text. They are then and next. However, there were some clauses were not cohesive and united due to students’ lack of comprehension of conjunction. The students did not use conjunction words between
The students used conjunctions. The conjunctions were *then* and *next* majoring in Pendidikan Kewarganegaraan. After gaining bachelor degree, in 2004, he started to teach in MTs Assalafiyyah”, and “He married Erna Rismawati at the age of 32 years old. Then/after that, he has two sons, they are Taufik and Arka”. the two clauses, for instance between the clauses of “She married Endang Rustandi in 2013” and “She has a daughter. She is Jihan Fairus Khalisa”. The correct clauses should be “She married Endang Rustandi in 2013. *Then*, she has a daughter. *She is Jihan Fairus Khalisa*”. 

| Assirojiyyah. | majoring in Pendidikan Kewarganegaraan. After gaining bachelor degree, in 2004, he started to teach in MTs Assalafiyyah”, and “He married Erna Rismawati at the age of 32 years old. Then/after that, he has two sons, they are Taufik and Arka”. the two clauses, for instance between the clauses of “She married Endang Rustandi in 2013” and “She has a daughter. She is Jihan Fairus Khalisa”. |