

Table 5.5 Comparison table of High, Middle, and Low achievers in Independent Construction stage

Aspects	High Achiever (see table 5.6)	Middle Achiever (see table 5.7)	Low Achiever (see table 5.8)
Social Function	The text aimed at informing and retelling past events and educational experiences of the writer's aunt.	The text aimed at informing the writer's best friend	The text aimed at informing the writer's himself, smartly the writer used the third person of <i>he, his, him</i> as if the writer wrote about other people.
Schematic Structure	<p>Fulfilling the schematic structure of biographical recount text involving aspects as follows.</p> <ol style="list-style-type: none"> <li>1. In the orientation, the writer provided the background information about the subject of the biographical text; what, who, when, where the subject was born and lives, who the family of the subject are; the subject's parents and sisters, and what the subject's hobby, favorite food, drinks, music, and sport.</li> <li>2. In the record of events, the biographer wrote about the educational background of the subject. The student tells chronologically when and where the subject gained basic education; when and where the subject attended elementary school, junior high school, high school, and college.</li> <li>3. In the re-orientation or evaluation, the writer informed the latest information of the subject's education. As seen in the clause <i>"Now, she is in the second semester of Islamic Education Faculty"</i>. Further, the writer expressed personal comment of the subject being written in the clause <i>"I like Rella Salamah because she is beautiful and diligent"</i>.</li> </ol>	<p>Fulfilling the schematic structure of biographical recount text involving aspects as follows.</p> <ol style="list-style-type: none"> <li>1. In the orientation, the writer provided the background information about the subject of the biographical text; what, who, when, where the subject was born and lives, who the family of the subject are; the subject's parents and sisters, and what the subject's hobby.</li> <li>2. In the record of events, the biographer wrote about the educational background of the subject. The student tells chronologically when and where the subject gained basic education; when and where the subject attended elementary school, and when and where the subject continued to junior high school.</li> <li>3. In the re-Orientation or evaluation, the writer informed the latest information of the subject's education; <i>"Now, she sits at VIII class she is my classmate"</i>. In addition, the writer wrote personal comments of the subject being written. As seen in the clauses <i>"She is my best friend because she is kind and beautiful"</i>.</li> </ol>	<p>Fulfilling the schematic structure of biographical recount text involving aspects as follows.</p> <ol style="list-style-type: none"> <li>1. In the orientation, the writer provided the background information about the subject of the biographical recount text; what, who, when, and where the subject was born and lives, who and what the subject's parents are.</li> <li>2. In the record of events, the biographer wrote about the educational background of the subject. The student told chronologically when and where the subject gained basic education; when and where the subject's elementary school, and senior high school.</li> <li>3. In the re-orientation or evaluation, the writer informed the latest information of the subject's school level; <i>"Now, he sits at VIII grade"</i>, the latest information of the subject's predilection, idol, and aspiring; <i>"He really enjoys in sport activities. His idol is C.Ronaldo. He dreams of being football player"</i>, and the writer's</li> </ol>

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		<i>Sometime she is stubborn, but I feel comfortable to be her best friend."</i>	comment towards the subject; <i>"I wish his dream comes true"</i> .
Linguistic Features	<p>Fulfilling the linguistic features of biographical recount text involving the aspects as follow.</p> <ol style="list-style-type: none"> <li>1. The specific participants in this text were written in detail. As shown in the text, the biographer mentioned the name of subject of the biography, the subject's parents and sisters such as <i>Rella Salamah, Dadi Sahrudi, and Titin Sumartini</i>. Further, the biographer used <i>she</i> as the indication of third person.</li> <li>2. The student used <i>enrolled, carried out, continued, and graduated</i> in telling the subject's past events.</li> <li>3. In writing adverb of time, the student wrote when the subject was born, attended the compulsory education of elementary school, junior and senior high school, and when the subject went to the latest school; Al-Azhary college, for instance, <i>1<sup>st</sup> of February 1995, in 2003, in 2008, 2011 and now</i>. In writing adverb of place, the student also wrote where the subject was born <i>"in Cianjur"</i>, where the subject went to school <i>"at SDN Sukatani"</i> and <i>"at MTs Assalaftiyyah Assirojiyyah"</i>, <i>"at MA Albaqiatusholihat"</i>, and <i>"STAI Al-Azhary"</i>.</li> <li>4. The conjunctions were <i>next, then, and After that</i>.</li> </ol>	<p>Fulfilling the linguistic features of biographical recount text involving the aspects as follow.</p> <ol style="list-style-type: none"> <li>1. The specific participants in this text were written in detail. The biographer mentioned the name of subject of the biography, the subject's parents and sisters such as <i>Putri Maulidya, Miss Putri Maulidya, bapak Ade, Ibu Lilis, Puspa, and Febby</i>. The biographer used <i>she</i> and <i>her</i> as the indication of third person</li> <li>2. Simple past tense in this text was written in a good control. The students used <i>enrolled, continued, and enjoyed</i> in telling the subject's past events</li> <li>3. Adverb of place and time: the student wrote when the subject was born, attended the basic education of elementary school, and when the subject went to the latest school, the junior high school, for instance, <i>25th of June 2000, in 2007, in 2013, and now</i>. The student also wrote where the subject went to schools such as <i>"in Cinangsi"</i>, <i>"in Cianjur"</i>, <i>"at SDN 2 Cikalongkulon"</i> and <i>"at MTs Assalaftiyyah Assirojiyyah"</i>.</li> <li>4. The conjunction was only <i>then</i> in the text.</li> </ol>	<p>Fulfilling the linguistic features of biographical recount text involving the aspects as follow.</p> <ol style="list-style-type: none"> <li>1. The specific participants in this text were written sufficiently. The biographer mentioned the name of subject of the biography which is the writer himself, and the subject's parents such as <i>M. Iqbal Rivaldy, his father..., Jaenal M. Safai, his mother..., Ayi Suryati</i>. Further, The biographer used <i>he</i> and <i>his</i> as the indication of the third person.</li> <li>2. The students used <i>went</i> and <i>continued</i> in telling the subject or his past events</li> <li>3. Adverb of place and time were also used in the text. The student wrote when the subject was born, when the subject attended the basic education of elementary school, and when the subject went to the latest school, the junior high school, for instance, <i>10th of June 2000, in 2007, in 2012, and now</i>. The student also wrote where the subject went to schools such as <i>"at Cikalongkulon subdistric, Cianjur Regency, West Java – Indonesia"</i>, <i>"in Cianjur"</i>, <i>"in Warudoyong Hilir village"</i>, <i>"at SDN Buni Asih"</i>, and <i>"in MTs Assalaftiyyah Assirojiyyah"</i>.</li> <li>4. Conjunction was used in this text. It was only <i>then</i> in the text.</li> </ol>

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