high, middle, and low achievers (see also table 5.6, 5.7, and 5.8). As the table displayed, the high, middle, and low achiever text covered the standard social function of biographical recount text. Each group of students or biographers chose different subject of biography. The high achiever wrote a biographical recount of the writer’s aunty, the middle achiever wrote a biographical recount of a writer’s best friend, and the low achiever wrote a biographical recount of the writer’s himself but the writer used the third person (he, his, and him) as if the writer wrote about other people. The biographers selected events from the subject of the biography which they believe show the special and important meaning of the subject’s life, wrote the story of the subject’s life through series of events that happened in the past, and gave personal comment or the important value of the subject life. It is in line with the social function of a biographical recount text stated by Feez and Joyce (1998) that the purpose of biographical recount is to write about what happened in the past focusing on one person’s life.

In terms of schematic structure, the high, middle, and low achievers in independent construction stage covered the standard schematic structure of biographical recount text with very limited mistake. All of the text covered the three elements of schematic structure biographical recount text. Those text covered orientation, record of events, and re-orientation or evaluation including the personal comment.

The orientation was written in the present tense in all of the text. It is because all of the information covered the present existence of the subject. The students wrote the present tenses in appropriate place. In the orientation, the high achiever students 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. The middle achiever students 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. The low achiever students 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. It is in line with Callaghan & Rothery (1988), Derewianka (1990), Anderson & Anderson (1998), Feez & Joyce (1998, 2004), and Emilia (2010, 2011) that the orientation provides the background information about the setting and introduces participants.

In the record of events, most of the high, middle, and low achiever students, 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. It is in line with Callaghan & Rothery (1988), Derewianka (1990), Anderson & Anderson (1998), Feez & Joyce (1998, 2004), and Emilia (2010, 2011) that series of past events are laid out in a chronological order.

In the re-orientation or evaluation of high, middle, and low achievers’ texts in independent construction stage, the students brought the events into present. The high achiever and middle achiever informed the latest of the subject’s education. It is in line with the evaluation of biographical recount stated by Feez & Joyce (1998 p.56, 2004 p.42) that the evaluation stage of biographical recount links the events into present.

Further, the high, middle, and low achiever seemed to try to express their personal comment of the subject being written. As confirmed Feez & Joyce statement (1998 p.56, 2004 p.42) that evaluation could be written by using being verb.
to give the person an attribute or quality. However, the high achiever expressed her personal comments of her aunty in the clause “I like Rella Salamah because she is beautiful and diligent”. The middle achiever expressed her personal comment of her fellow in the clause “She is my best friend because she is kind and beautiful. Sometime she is stubborn, but I feel comfortable to be her best friend.”. Whilst, the low achiever expressed personal comment or hope for himself in the clause “I wish his dream comes true”. It indicates that the students comprehend the schematic structure of biographical recount text which personal comment should be covered in the text, but they seemed lack of grammatical knowledge how to write the comment correctly.

In terms of linguistic features of biographical recount text, the high, middle, and low achievers in Independent construction stage seemed to fulfill the linguistic features of biographical recount text such as specific participants, the use of simple past tense, action verbs, adverb of time, adverb of place, conjunctions, and the use of third person, which means the writer writes about other people and use words such as he, him, his or she, her which were based on Feez and Joyce (1998 p.62, 2004) and Emillia (2010, 2011 p.49) explanation of linguistic features that should be covered in a biographical recount text.

The specific participants used in the high, middle, and low achievers’ 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. Further, the biographer of the high and middle achiever used she and her as the indication of third person. The biographer of the low achiever also used he and his as the indication of the third person. It is also in line with Feez and Joyce (1998 p.62) mentioned that biographies are always written in the third person, which means that writers write about other people.
The simple past tense in the high, middle, and low achiever of Independent Construction stage were varied. In the high achiever text, action verb of enrolled, carried out, continued, and graduated were used in telling the subject’s past events. In the middle achiever text, the students used enrolled, continued, and enjoyed in telling the subject’s past events. In the low achiever text, the students used went and continued in telling the subject or his past events. It indicates that the students with some inadequacy, they had already understood that one of the linguistic features of biographical recount text is past tense. As stated by Feez & Joyce (1998, 2004) that biographies are always written in past tense.

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. In writing adverb of place, the student also wrote where the subject was born and where the subject went to school. It is also in line with Emilia (2011 p.48) mentioned that one of linguistic features of recount text is adverb of time or place.

In order to produce a cohesive and united text and to create a sequence of chronological order in which the situation happened from the beginning to the end, conjunction was used in the high, middle, and low achievers’ text in independent construction stage. The conjunctions used in the high achiever text were next, then, and After that, the middle achiever used only then in the text, and the low achiever also used only then in the text. It is in line with Emilia (2011) and Anderson & Anderson (1997, p.61) that one of language features of recount text is the use of words that show the order in which the events in the text happened. Its also indicates that the student has a fair knowledge on the linguistic features of recount text.
However, there were some clauses that should not exist in the high achiever of independent construction stage. In the high achiever’s text, there was an element that should not exist in a standard biographical recount text, but is common in Indonesian ones. The element is “Her motto is Mencari Keridhaan Alloh dan Mati Syahid” which described the subject’s faith. In the middle achiever of independent construction such as “I have a friend..”, “I wish she can meet One Direction”, “I wish her dream come true” which expressed the writer’s personal expectation of the subject and writer’s personal comment of the subject “She is my best friend because she is kind and beautiful. Sometime she is stubborn, but I feel comfortable to be her best friend”. In the low achiever text of independent construction stage such as “I wish his dream comes true” which expressed student’s personal expectation of the subject. It is not appropriate in a standard biographical recount text.

Therefore, the teaching and learning process should be continued, the editing process should be conducted more, and the students need more guidance in English biographical writing. The teaching program was to nurture writing in which lead them to eager to write in English as could be seen on the picture of students’ final product of a biographical recount text below.
The student’s final project above was exhibited (Stoller, 2002; Boss & Krauss, 2007) and shared (Elbow, 1998 p.20) with other communities at school on school wall magazine (Tompkins, 2008 p.20). As the figure displayed, the biographical recount text was written in the form of a production project (Stoller, 2002). On the production project above, the student wrote the title and each paragraph on colorful papers, and shapes. On the high achiever final project, she decorated it with some drawing in each corners of the paper. On the middle achiever final project, she completed it with the picture of the subject of the biography on top and her picture under the paragraphs. She also decorated it with colorful ribbons. Further, she completed it with the picture of her best friend or the subject of the biography on top and her picture under the paragraphs. On the low achiever of the final project above, he decorated it with some drawings and numbers on the paper.

Based on the observation during the project work, student’s autonomy (Thomas, 2000) in the activity has led the student to have responsibility of their own choice and work on their project without the teacher’s involvement. Besides,
student’s creativity (Stoller, 2006) through this project was potentially brought the student to produce a multimodal text. However, multimodality was not the focus of this study. Therefore, this study can not discussed multimodality in detail.

Despite the fact, there were some limitations found in this research. First, the modeling stage needs to be conducted more particularly in discussing the linguistic features of biographical recount. Second, teacher’s skill and styles in conducting the project; the teacher needs to be more prepared well in conducting the project teaching program.

In the modeling stage, the students needed to be guided more in using past tense in the text. It is shown from the contradictory result. From the classroom observation and interview, the students were able to mention the linguistic features of recount text, particularly the past tense. However, in fact, some of the students seemed to find difficulties in using the past tense in the text.

Teacher’s management skills in planning or preparing facilities also need to be improved. As discussed in section 4.1.3., because the teacher had never experienced Project-based learning before, one of groups in the teaching program were broken down. The group would not be separated if the researcher prepared the group well with a group contract for each group as suggested by Edutopia (2014).

Further, the problems convincing Boss’ (2011) statement that in implementing Project-based learning, there are several challenges that should take into considerations; project-based learning is demanding of students and teachers, particularly for the teacher who had never applied this method in their classroom and students’ preferences of traditional-structures approach that emphasizes on passive learning (Kemendikbud, 2013; p.184).

Due to students’ behavior of passive learners as discussed above, it could be concluded that apprenticeship teaching through scaffold teaching and learning was
still one of the appropriate ways for the students in the teaching and learning English in the junior high school. The students’ engagement towards the teaching and learning activities in the teaching program has brought the study into fruitful findings.

5.3 Conclusion

The findings of the study cover two main points. First, it affects students’ writing motivation. Second, it improves students’ writing ability. Students seemed to be very motivated in learning writing because of two reasons, involving the information of the program and the appreciation given regarding their works. In the information of the program, the students were given an illustration of the whole activities, from deciding the topic they were going to learn to publishing their work. In terms of the appreciation, the students seemed to feel motivated doing the project as they knew that their works were going to be published.

The quality of the students’ writing was also improved which was reflected from the students’ writing in the students’ biographical recount text in the Joint and independent construction stage, despite some weaknesses. The students’ also had better comprehension on the social function, schematic structure, and linguistic features of biographical recount text.

Even though the use of genre-based approach and project-based learning can increase students’ ability in recognizing and comprehending the schematic structure and the linguistic features of the recount text, there were some drawbacks of this study. First, students’ comprehension in past tense and using it in the context. It indicates that the modeling stage should be conducted in a longer period. Second, students’ attitude in finishing the project also one of the limitation of this study. The students who were not accustomed to work together with their friends relied too many things on their friends, resulting inactive involvement during the joint-
construction. This presumably took place for three reasons. First, the teacher’s skills and styles in conducting the project. Second, unwell preparation and plan led the students to unclear tasks and roles. The last reason is that, to successfully implement the incorporation of GBA and PBL, the teacher needed to manage the classroom and the activities well, for example, prepare students’ contract or job description.