

CHAPTER V

FINDINGS AND DISCUSSION

This chapter illustrates findings and discussions of the research, which will be explained in different sections, which aim to answer the research question by referring to the data taken from the teaching program, document analysis and focus group interview. This chapter is ended with conclusion.

5.1 Findings

As aforementioned in chapter 1, this study attempted to investigate the enhancement of the use of Genre-based approach synthesised with Project-based Learning in helping students develop their ability in writing biographical recount text. The research question was; “To what extent does the use of Genre-based approach synthesized with Project-based Learning enhance the teaching of writing biographical recount text?”

The enhancement of the teaching of writing by using Genre-based approach synthesized with Project-based Learning in teaching writing biographical recount text addressed two main points. First, it affects students’ writing motivation. Second, it improves students’ writing ability. Each will be delineated in the following sub-sections.

5.1.1 Students’ writing motivation

In general, students were likely 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 (see Appendix 12 for the transcript of the interview). In terms of the appreciation, the students seemed to feel motivated in doing the project as they

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knew that their works were going to be published (see Appendix 12 for the transcript of the interview), as shown from the students' response in the interview below.

It was fun and enjoyable learning, from the beginning we knew that we would produce a writing product that would be published on the wall magazine at school. It was really motivating us to do the project well. (Group 1, 2, 3, 4, 5, and 6)

Students' positive response was expressed by saying "*It was fun and enjoyable*". Further, students' motivation was shown in saying that "*from the beginning we knew that we would produce a writing product that would be published on the wall magazine at school. It was really motivating us to do the project well.*" It indicates that the students felt very motivated when they informed that their final writing work will be displayed.

Based on the analysis of the teaching program, it was very likely that the students had better motivation during the teaching program was conducted. It can be seen in BKOF in which most students gave positive response on agreeing the theme for writing, as shown from the dialogue below.

Teacher : *Ok! Do you have an idol in your life beside those famous persons... for example in your family or in this school?*
Students : *Yes we have! Pa Yayan.....bu Neneng Faizah (in chorus)*
Teacher : *So... why don't you write a biography of your teacher idol?*
Students : *oooowh yeaaaa...how ma'am? (in chorus)*
Teacher : *would you like to write a biography of your teacher idol?*
Students : *Yes we would! When ma'am? (in chorus)*

(Data from Observation: 6th of November, 2014)

The students' curiosity represented by "*how ma'am?*" and "*when ma'am?*" indicated that the teacher could be successful in leading the students' interest to the subject they were going to learn, guided them to do activities, derived products and performances through the project work. It is also shown that to certain extent the students could be motivated to learn. Further, the way the teacher directed the students (as shown in the dialogue) was in line with one of project-based learning

principles called *driving question* (Thomas, 2000), meaning that the projects are focused on questions or problems that encourage students to gain concept and principle of a subject.

Further, the students' motivation could also be shown in their active involvement in the activities, viewed from the field note of complete observer (see Appendix 1), as outlined below.

“Most of all of the students are trying to participate actively in the activities given”, “Some of the students are asking what they are going to do” (data from field note of complete observer: Thursday, 6th of November 2014).

Students' active participation in all activities in the classroom was witnessed by a complete observer. She saw the students' involvement in the reading, listening, and speaking activities. It can be noted that the students, at least to one extent, show their motivation to work on their project.

In line with it, in modeling stage, students were willing to ask the teacher to re-explain the subject being discussed such as social function, text structure and linguistic features of recount text (see teacher's field notes on 20th of November 2014 in Appendix 23). Further, most students do the activities assigned by the teacher. They seemed cooperative in participating in the modeling stage including arranging jumbled text, identifying text, the schematic structure and linguistic features of biographical recount text (see Appendix 23: Teacher's field notes on 21st of November 2014).

In JCOT, almost all students within the group were likely to participate in doing the group work by taking and playing the role assigned to them (see Appendix 23; teacher's field notes on 27th, and 28th of November and 2nd of December 2014). In addition, the students tended not to feel reluctant to ask teacher's guidance when

they found difficulties with their work (see Appendix 12), as shown from the students' response in the interview below.

When we find difficulties, certainly we asked for the teacher's help
(Group 4 and 6)

Students' request of teacher's guidance above indicates that the students took part in the activities in the group work. Even though they did not know what to do, they were likely had a motivation to accomplish the group work by asking the teacher's assistance (see also Appendix 23: Teacher's field note on 2nd of December 2014).

Besides, when revising their works which was more than once, in JCOT, students seemed to enjoy the process by asking the help of the teacher when they found difficulties and by asking friends to work cooperatively and by complaining when one of the members of a group did not work as hard as another (see Appendix 12). As shown from the students' response in the interview below.

Mostly, Neni and I who do the group work. The others were just sitting and watching (Jakiyah/group 1). Sometimes we felt exhausted when we do not do the group work together (Neni/group 1)...but over all it was fun (Neni&Jakiyah/Group1).

I feel so happy do the work collaboratively, even sometimes I felt unhappy because I feel that I do the group work alone at the beginning. They just sit and watch me do the task, when the work faced the finish line, then, we start to work collaboratively (Deuis/ Group 6).

The students' response on "*Mostly, Neni and I who do the group work*" and "*I felt unhappy because I feel that I do the group work alone at the beginning*" indicate that the students had a better motivation than other member of the group to accomplish the task given by the teacher.

In relevance to independent construction, students were likely to motivate in terms of theme choices for writing because the students were allowed to choose their

own subject of biographical recount text. Most students would like to write as they knew that their work would be published. It implied that students might feel being appreciated (see Appendix 12), as can be seen from the students' response in the interview below.

It also fun when I have to write independently because the subject of the biography is depended on me (Siti Jakiyah/ Group 1).

When I write independently, it also enjoyable for me because I have already known how to write the text biography in collaborative work....and I could write about any one... even though at the beginning it make me confused whom should be the subject of the biography ...then I write about one of my neighbor (Rohmatul Maula/ Group 2).

The students' responses of *"the subject of the biography is depended on me"* and *"I could write about any one"* indicated that students were likely to motivate in terms of theme choices for writing because the students were allowed to choose their own subject of biographical recount text.

Furthermore, students' motivation to write was also shown after the teaching program was conducted (see Appendix 12), as shown in the students' response in the interview below.

We're so excited to have another English project. If the project product in the form of writing, we would like to write another genre. We would like to write poems or short story (Group 1, 2, 3, 4, 5, and 6).

The students' response above indicates that the students are likely to be very motivated in learning writing because they are eager to have another writing project in different genre; they wanted to have poems or short story writing project. It demonstrated that the teaching program was likely successful to stimulate the students to write in English.

5.1.2 Students' Improvement in Writing Ability

The second effect found in this research was students' improvement in writing ability. It can be seen from the students work in joint and independent constructions (text analyses), from classroom observation, especially in modeling, joint construction, and independent construction stages as well as from the interview.

Based on the text analyses on the students work in joint and independent constructions, students had better understanding on social function, text structures and language features.

In terms of social functions, most students had better understanding on this aspect which can be seen from their correct answers to the question on social function aspect as they were asked by the teacher in the second meeting of first cycle modeling stage as outlined in the following excerpt.

Teacher : What we have learned yesterday?
Students : Recount text!! (in chorus)
Teacher : Good! What is the purpose of recount text?
Students : to retell someone past event....to retell someone experiences (in chorus)
Teacher : great!

(Data from Observation: 21st of November, 2014)

Students' chorus response on the teacher question, "to retell some past event...to retell someone experience", indicate that the students had better comprehension on the social function of recount text.

In respect of text structure, the research also showed that students' understanding in this aspect was also improved which could be seen from the classroom observation. It can be seen in the following excerpt.

Teacher : In the previous meeting we have discussed about the generic structure of recount text. What are they?
Students: OREo ma'am!! (in chorus)
Teacher : ok! Good! What is OREo stands for?
Students: Orientation – Events – Reorientation?(in chorus)
Teacher : Very good! What are Orientations consist of?

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Students 1: Introduction bu...introducing the subject of biography that would be written, who she/he is, where she/he comes from, where she/he lives, when of his/her birthday is,

Teacher : and then?...anything else?

Students 2:his/her family, his/her parents, brothers, and sisters

Students 3: the hobby...his/her hobby, his/her favorite food, drinks, music, football club, and many more.

Teacher : very good!! Who can tell me what else in organizing text beside orientation?

Student 3: Events bu, it tells about records of events or education level that was passed by the subject of the biography

Teacher : Great! And then Anything else?

Student 4: it also tells about a marriage life and career of the subject.

Teacher : excellent!! After records of events, usually the writer talks about..?

Students: Personal comment (in chorus)

Teacher : Very good!

(Data from Observation: 27th of November, 2014)

Students' answer of "OrEO ma'am", and students' answer on the teacher's questions in comprehending the definition of *Orientation*: "*Introduction bu...introducing the subject of biography that would be written, who she/he is, where she/he comes from, where she/he lives, when of his/her birthday is, 'his/her family, his/her parents, brothers, and sisters', and 'the hobby...his/her hobby, his/her favorite food, drinks, music, football club, and many more',* students' answer on the teacher's question in comprehending the definition of *Events*: "*Events bu, it tells about records of events or education level that was passed by the subject of the biography*", and "*it also tells about a marriage life and career of the subject*", and students' answer on the teacher's question in comprehending the *re-Orientatation* or evaluation in a biographical recount text: "*Personal comment bu*" indicated that the students had already understood the organization of recount text. It can be seen from the excerpt above that students have successfully mentioned the schematic structure represented by the term OREo and elaborated each schematic structure perfectly as they mentioned the function of each structure correctly.

Besides, students' understanding on the schematic structure of recount text was reflected in the interview as group 1, 2, 3, 4, 5, and 6 said that:

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In writing a biographical text, we should understand about recount text, the definition, the purpose and the schematic structure of recount text. Moreover, we should understand about OrEO (Orientation-Event-reOrientation) and past tense.

Recount text is a text that retells past events or experiences. The purpose of recount text is to inform or to entertain the readers.

The schematic structure of recount text is OrEO. It stands for Orientation, Events, and re-Orientation. Orientation is introducing the characters, place or where, and when the incident happened. If Events, it tells the incidents or someone life experiences that we write about, education background, working experiences, his or her personal life stories such as his/her marriage and family. If reorientation, it tells about our personal comments about the subject being written.

Further, they also said that:

So we should understand about the OrEO, and understand and also can write past tense sentences. We could not write biographical recount text well without understanding the OrEO and past tense (Group 1, 2, 3, 4, and 5).

The comments above show that most groups comprehend the definition, the purpose, and the schematic structure of biographical recount text. Most students are aware that they have to understand the concept of OrEO and they have to be able to understand and identify the use of past tense within text.

In addition, students' understanding on the schematic structure of recount text could be seen on their writings. One example of their writing can be seen in Appendix 24. This appendix showed that in the students' draft of writing, they were able to write the biographical recount text with consistently correct schematic structure by covering orientation, record of events, and re-orientation or evaluation including personal comment.

Furthermore, in terms of linguistic feature of recount text, the research also showed that students' understanding in this aspect was also improved which could be seen from the classroom observation. It can be seen in the following excerpt.

<i>Teacher</i>	<i>: Then, what are the linguistic features of recount text?</i>
<i>Students</i>	<i>: Past tense!! (in chorus)</i>
<i>Teacher</i>	<i>: Good! What else?</i>
<i>Students</i>	<i>: specific participants, adverb of place and time, conjunction (in chorus)</i>

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Teacher : and then?
 Student 5 : the use of he and she..him, her bu
 Teacher : yes Great!...the use of third person such as he, him, his, if the subject is man..and if the subject is woman you should use she, her. It means that the writer writes about other people

.....
 (Data from Observation: 21st of November, 2014)

Students' direct response on the teacher question of "*past tense*" indicates that they tend to comprehend one of the linguistic features of recount text, the use of past tense. Further, students' response of "*specific participants, adverb of place and time, conjunction*" also indicates that they seem to have better comprehension on the linguistic features of recount text. Despite the fact, only some students recognize the use of the third person pronouns as one of the linguistic features of biographical recount text that may indicate one weakness of teaching, that teacher should be able to accommodate more to students' different levels understanding. Over all, from the excerpt above, the students had better improvement in comprehending the linguistic features of recount text.

Further, students' comprehension on the linguistic features of biographical recount text was reflected on the interview. As group 1, 2, 3, 4, 5, and 6 said that:

Moreover, we should understand about OrEO (Orientation-Event-reOrientation) and past tense.

The students' response of "*we should understand about OrEO and Past tense*" indicates that they were obligated to comprehend the schematic structure and linguistic features of recount text, particularly the use of past tense in the text. They understand that without comprehending those aspects, they would not be able to write a biographical recount text well.

Furthermore, students' comprehension on the linguistic features of biographical recount text could be seen on their writings. In general, linguistic

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features of the students' writing were improved from one draft to another. It was shown by fewer mistakes of linguistic features from one draft to another. However, in terms of the use of past tense (as one of linguistic features of biographical recount text), the students still need to be helped in comprehending past tense in a text on their writing. It indicates that the observation result above was contradicted with their understanding on past tense. It is likely that students' comprehension was on memorizing level. It means that the students comprehended on the theory of past tense, but lack of comprehension of the concept of using the past tense in the text. It was shown by some errors made by the students when they used past tense in the text. It is most likely resulted from lack of modeling stage given by the teacher. It also indicates one of the weaknesses in this study. It is in line with the students' response in the interview, saying that they need to exercise more in using past tense in text (see Appendix 24).

In terms of conjunction, most students were able to use them in their text in the right context. It means, in general, the students were likely to understand the use of conjunction and were able to apply it in their texts (see Appendix 24).

In terms of specific participants, most students were able to use the third person such as *he*, *him*, *his* or *she*, *her*. However, some students still made mistake in using them (*his* and *her*, *my* and *his*), despite an explicit teaching of the aspects in modeling stage. Apart from that, the teacher also asked the students to check on their notes when they write to minimize mistakes. However, they still made mistake in the use of pronoun. It means that the students need to be reminded on using pronoun and need to exercise more on the use of pronoun (see Appendix 24).

In the terms of spelling, the students' spellings on their writings were also improved. It could be seen from their texts from the first draft to the final draft. The first draft of the texts showed that there were many spelling errors made by the

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students. However, after the teacher guides them on the use of the right spelling, the students' texts were better which was shown by fewer mistakes on the second and further draft (see Appendix 24).

In terms of writing mechanics, the students' writing mechanics were also improved. It could be seen from the first draft of the students text to the last draft. The first draft of the text showed that there were many mechanical errors made by the students. It was anticipated by guidance from the teacher which was resulted in fewer mistakes in writing mechanics (see Appendix 24).

Furthermore, to maintain clarity in the findings, the result of the students' writings can be seen in tables 5.1 and table 5.5. Table 5.1 covered the analysis of social function, schematic structure, and linguistic features of high (see table 5.2), middle (see table 5.3), and low (see table 5.4) achievers in Joint Construction stages. Table 5.5 covered the analysis of social function, schematic structure, and linguistic features of high (see table 5.6), middle (see table 5.7), and low (see table 5.8) achievers in Independent Construction stages.

5.2 Discussion

As aforementioned in Chapter 1 that this research intended to find the effects of the use of Genre-based approach synthesised with Project-based Learning in helping students develop their ability in writing biographical recount text.

In general, this research results in two findings. First, it affects students' writing motivation. Second, it improves students' writing ability. The discussion of both finding will be delineated below.

5.2.1 Discussion on students' writing Motivation

Students were likely to be very motivated in learning writing because of two reasons, involving the information of the program and the appreciation given regarding their

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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. As stated by Emilia (2011; p.26), Linse (2005; p. 98), William (2005; p.76), Grabe&Kaplan (1996; p.90), and Tompkins (2008: p.6) exhibiting the project fuel the recursive writing activities (Emilia, 2011; p.26, Linse, 2005; p. 98, William, 2005; p.76; Grabe&Kaplan. 1996: p.90; Tompkins, 2008: p.6). This is in line with Tompkins

(2008 p.18) suggesting that in publishing and sharing the project, students enjoy the process in that it took courage and assertiveness (see also Elbow, 1998 p.22); it made students become brave and confidence in sharing and presenting their written work (ibid); and it motivated the students strongly (see also Grabe and Kaplan, 1996 p.296) so that students ability to improve their writing because they presented and shared the project with real audience.

Besides, publishing is the ninth stage of Stoller's (2002) steps in Project-based Learning Stages, called as *present the final product*. Students realized that the project had a real purpose (see Tompkins, 2008; Elbow, 1998; Grabe&Kaplan, 1996). Each group presented their writing through hardbound book and colorful paper with nuts and accessories. The project work in this step engaged students' creativity (Stoller, 2006) in designing their project product and displayed their project works in the form of *production project* (Stoller, 2002) on bulletin board (Tompkins, 2008 p.20) and shared (Elbow, 1998 p.20) it with other community at school. Students' *autonomy* (Thomas, 2000) in the activity led the students to have responsibility on their own choices and let the students work on their projects without the teacher's involvement.

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Almost in every stages of learning activities, students seem to be very motivated because there were explicit explanation of the teaching and learning. This explicit teaching and details guidance was in line with the scaffolding techniques provided by Emilia (2011 p.22) suggesting that the teacher should act as the expert who assist and guide the students to learn the language; students acted as trainees and teacher as the expert in the language teaching.

The motivation possessed by the students contributes an encouragement to the students to write better because they are willing to involve in every stage. It is most likely because of two main ability of the teacher in the preliminary phase in BKOF activities. First, the teacher was able to guide the students to choose their own topic for their writing project which has led the students to have an authoritative role in doing the project. As Donald Grave (in Tompkins, 2008 p.8) stated that children should take responsibility for choosing their own topics, who would lead students to become motivated in writing. It is also in line with Stoller's steps in Project-based Learning that the students were guided to *agree on a theme for the project* (Stoller, 2002); teacher discussed with the students and invites students' opinion and commitment on the project work.

Second, the teacher was able to guide the students to become curious to the project that would be worked out. The teacher seemed to be successful in driving questions to the students' mind, guided them to do activities, derived products and performances through the project work. It is also in line with one of basic principles of Project-based Learning proposed by Thomas (2000), called as *driving question*. It means that the projects are focused on questions or problems that encourage students to gain concept and principle of a subject.

In addition, the teacher's role in providing an authentic material and activities were also significant aspect in guiding students' interest. The authentic activities and

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materials given in the BKOF stage which was provided by the teacher and was applied by the students is one of Project-based Learning principles called as *realism* or *authenticity* (Thomas, 2002; Stoller, 2002; Boss & Krauss, 2007; Henry, 1994; BIE, 2014). The theories stated that of the topic and subject matter and topic interest to the students is the core of project work.

Therefore, it implies the effect of students' motivation in the activities of the teaching program is important for the students to write English correctly.

In terms of improvement of students' quality of writing, students have comprehended the social function, schematic structure, and linguistic features of biographical recount text because of the explicit and recursive teaching and learning. So, the students had an opportunity to memorize and had an over exposure towards recount text. It is in line with one of GBA principles of *apprenticeship teaching* (Emilia, 2011 p.66) through 'scaffolding' and 'the zone proximal development' (Vygotsky and Bruner, 1978, cited in Hyland, 2003 p.10, 2007 p.11; cited in Emilia, 2005 p.66). The teaching and learning activities provide teachers' assistance in controlling and complying the students' need and problem solving under teachers' guidance in collaborative work.

Besides, teacher's ability in simplifying the schematic structures of recount text into *OREo: Orientation, Record of Events, and Re-Orientation/evaluation*, was likely to help the students to memorize easily. As suggested by Buck Institute of Education (2014) that teachers' style as a leader and manager in the implementation of Project-based Learning play an important role to facilitate the love of learning. In line with it Vygotsky (1978 in Hyland, 2003 p.26) and Emilia (2011 p.22) in the implementation of GBA also suggested that teachers' authoritative role in helping and supporting the students to move towards their potential level of performance.

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Therefore, teacher strategy is taken into account as one factor to lead to students' success in learning.

5.2,2 Discussion on the Students' Improvement in Writing Ability

Students' enhancement in writing ability covers the students' improvement in comprehending and writing biographical recount text based on the schematic structure and linguistic features of biographical recount text in Joint and Independent construction stage. The discussion will cover the students' improvement in writing ability in the joint construction and in the independent construction stage, which will be delineated below.

5.2.2.1 Discussion on Students Improvement in Writing Ability in the Joint Construction Stage

Students' improvement in writing ability, particularly in writing biographical recount text in the Joint Construction stage can be seen in the table 5.1. The table compares the social function, schematic structure, and linguistic features of high, middle, and low achievers (see also table 5.2, 5.3, and 5.4). 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 an idol teacher who they believed has important role in their history, selected events from the idol teacher's life which they believe show the special and important meaning of the subject's life, wrote the story of the teacher's life through series of events that happened in the past, and gave personal comment or the important value of the teacher's life. It is in line with the social function of a biographical recount text; happened in the past, and gave personal comment or the important value of the teacher's 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 joint 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 presents 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 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. The middle achiever described sufficiently

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