

about who, when, where, and what the subject of the biography is; the teacher's the full name, day or birth, job, parents and family member. The biographers also described the teacher's predilection; the teacher's hobby, the teacher's favorite drinks and foods, and the teacher's favorite music and song. The low achiever 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. 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 of high, middle, and low achievers' texts, most of the text informed about the educational background of the idol teacher chronologically, starting from the teacher's elementary school, junior high school, high school and where the teacher gained his college degree, the teacher's career and marriage life. 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, the students brought the events into present. The high achiever and middle achiever evaluated the teacher's career by using present perfect tense. Besides, the students informed the teacher's family life with using present tense. 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.

In addition, the students closed their texts with their personal comment about the idol teacher being written. The personal comment was presented in a judgment. Those clauses of personal comment or judgment 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.

In terms of linguistic features of biographical recount text, the high, middle, and low achievers in Joint 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 Emilia (2010, 2011 p.49) explanation of linguistic features that should be covered in a biographical recount text.

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, spouse, and children. Further, the students used the third person pronoun of *he*, *she*, *him*, *his* or *her*. 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 Joint Construction stage were varied. In the high achiever text, 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....*".

In the middle achiever of JCOT, the students also used simple past tense to describe past events of the idol teacher. The students used *attended*, *went*, *continued*,

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and *dreamed* to tell the teacher's educational past events. The students also used *married* to tell the readers about the teacher married life.

In the low achiever of JCOT, the students used *attended*, *went*, and *continued* to tell the teacher'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 of low achievers' text, for instance "*She choose PAI because she want to deep her knowledge of Islam*", "*She love Mathemastics 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 Mathemastics since she was in junior high school*" and "*Since 2012, she has taught at MTs and MA Assalafiyyah Assirojiyyah as IPA teacher*".

Based on the explanation above, the students had 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.

Adverb of place and time were used in the high, middle, and low achiever texts of Joint Construction stage. Those were used in order to add specific information in record of events of the teacher's educational background and marriage life. Most of the students mentioned in what year the teacher attended and graduated in every level of education and also mentioned where the teacher 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, the students used conjunctions. Conjunctions were also utilized in the high, middle, Runi Ekaningtias, 2015  
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and low achievers' text of Joint Construction stage. Mostly the students used the conjunctions of *then* and *next*. It indicates that the students used conjunctions as one of standard linguistic features in a biographical recount text. As stated by 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.

However, there were some clauses which were not cohesive and united in the middle achievers' text and low achievers' text. In the middle achievers' text, 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 majoring in Pendidikan Kewarganegaraan. After gaining bachelor degree, in 2004, he started to teach in MTs Assalafiyah"*, and *"He married Erna Rismawati at the age of 32 years old. Then/after that, he has two sons, they are Taufik and Arka"*.

In the low achievers' text, there were also some clauses which were not cohesive and united due to students' lack of comprehension of conjunction. The students did not use conjunction words between 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"*.

In retrospect, there were some clauses which are not common in a standard biographical recount text such as *"His/her motto is ...."*. Even though the language features of biographical recount text were covered in the text, those clauses are not

common in biographical recount text, but are common in Indonesian. Those clauses occurred because the students were willing to write and express their personal impression of their idol teacher.

Therefore, the teaching and learning process should be continued, the editing



Figure 5.2 The final product of high, middle, and low achievers'

process should be conducted more, and the students need to be guided more in English biographical writing. The teaching program was to nurture writing which lead them to eager to write in English. As could be seen on the picture of students' final product of their idol teacher biography below:

The students' 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 idol teacher biographical recount text was written in the form of a *production project* (Stoller, 2002). On the production project above, the students wrote the title and each paragraph on colorful papers and shapes. They decorated it with nuts and seeds as

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the accessories. Further, they completed it with the idol teacher's picture on top and their pictures under the paragraphs.

Based on the observation during the project work, students' *autonomy* (Thomas, 2000) in the activity has led the students to have responsibility of their own choice and work on their project without the teacher's involvement. Besides, students' 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.

#### **5.2.2.2 Discussion on Students Improvement in Writing Ability in the Independent Construction Stage**

Students' improvement in writing ability, particularly in writing biographical recount text in the Independent Construction stage can be seen in the table 5.5. The table compares the social function, schematic structure, and linguistic features of