

## Chapter 4

### Results

This chapter deals with the data provided by the questionnaire responses, pretest and post-test. The objectives of the study formulated in chapter one served to organize the presentation of the results drawn from the study. The analysis of results is divided into three main areas:

**Table 4: Areas of data analysis**

<b>Areas</b>	<b>Aspects Analyzed</b>
Results of background information of the subjects	Frequency and percentage of Personal information Percentage of ideas on general English writing
An analysis of language features on pretest and post-test	Frequencies of occurrence of language features
An analysis of schematic structures on pretest and post-test	Frequencies of occurrence of schematic structure Frequencies of occurrence of key features in the schematic structure

### Background information of the subjects

#### Personal information

The responses to the items in part one of the questionnaire indicated that seven out of the ten subjects had studied English for seven years, two of them had studied English for eight years, and one of them had studied English for six years. Their entrance scores ranged from 54% to 91%.

**Table 5: Background information of the subjects**

Subjects	Male	Female	Years of learning English	Entrance raw score (120)	Score equivalent in Percentage
S1		F	7	109	90.8
S2	M		7	84	70
S3		F	7	91	76
S4	M		7	65	54
S5	M		8	65	54
S6		F	7	69	57.5
S7		F	7	74	62
S8		F	7	88	73
S9	M		8	70	58
S10		F	6	97	80

Notes: entrance score refers to the National English proficiency Entrance Examination for Universities of 1999, the total score in the examination is 120.

The researcher used the information shown in table 5 to plan lessons and organize the group activities.

### Ideas on general English writing

The “yes” responses to the items in part 2 of the questionnaire were tabulated. The data obtained from this part provided important information for preparing lesson plans.

**Table 6: Ideas on general English writing**

Total No. Of the students: 10		
Statements	Number of “yes” Response	Percentage
1. You like to write in English.	6	60
2. When you write in English and Chinese, you know your purpose of writing.	3	30
3. When you write in English and Chinese, you know who is your audience.	1	10
4. Vocabulary is your major obstacle in English writing.	9	90
5. Grammar (sentence structure, verb tense, voice) is your major difficulty in English writing.	5	50
6. You like to get comments from your teacher.	10	100
7. You like to get comments from your friends.	5	50
8. You like to write in English with your partner.	7	70

According to table 6, all of the students preferred to get comments from the teacher. Ninety percent (90%) of the students regard vocabulary as the main obstacle in English writing. And half of them considered grammar as their main difficulty in writing English. Seventy percent (70%) of the students like to write English essays with their partner. However, most of the students write both in English and in Chinese without considering their audience and the purpose of writing. Further, the students preferred help from their pairs (70%) when they write. So pair work could be taken into account during the instruction period.

#### **An Analysis of Language Features**

This section contains statistical data of language features found in the Report in pretest and post-test. The presentation of the data is divided into five areas which are (1) participants, (2) tense, (3) verbs, (4) passive voice, (5) descriptive language use. Also the frequency of each area is presented.

**Table 7: Frequency of language features**

<b>Language features</b>	<b>Pretest Frequency of occurrence</b>	<b>Post-test Frequency of occurrence</b>
<b>1. Participants</b>		
1.1. Generalized participants	30	90
1.2. MP	10	39
1.3. SP	16	40
1.4. TP	20	42
<b>2. Tense</b>		
Simple present tense	60	87
<b>3. Verbs</b>		
Action verbs	11	33
Possessive verbs	1	2
Existential verbs	4	5
Linking verbs	24	43
Mental verbs	15	8
To have	8	9
<b>4. Voice</b>		
Passive voice	4	12
<b>5. Descriptive language</b>		
5.1 use of I, We	20	2
5.2 opinion / no personal feeling	9	1

The frequencies of occurrence of language features in both pretest and post-test indicate that the students applied a higher rate of generalized participants (90) in their Report on the post-test. This has a close relation to the descriptive language use. Consequently, the frequency of the use of “we”, and “I” decreased from 20 to 2, the use of “opinion statement” decreased from 9 to 1. That means that the students learned and knew how to apply descriptive language in their report writing after the implementation of a genre-based approach. Regarding tenses used in an information

genre, the choice of simple present tense increased from 60 to 87. In addition, the use of passive voice increased from 4 to 12. The frequency of action verb usage rose from 11 to 29, and that of linking verbs from 24 to 43. Action verbs and linking verbs are language features frequently used in an Information Report genre, whereas the number of mental verbs, which are often used in a narrative genre reduces from 15 to 4.

### **An Analysis of the Schematic Structures**

This section shows the schematic structures used by the students in writing an Information Report in both the pretest and the post-test. The reports were analyzed according to the scales based on Derewianka (1990). The schematic structure of the Report generally consists of a general classification or a general statement, description and a conclusion (optional). These three components are the pattern of schematic structure expected to occur in an English Information Report. The presentation of analysis was divided into two areas: 1) schematic structure of the students' report writing, 2) the key features in the schematic structure of the students' report writing.

**Table 8: Schematic structures that appeared in the Report**

Schematic structure	Pretest		Post-test	
	Frequency	Percent	Frequency	Percent
A general statement, description, and conclusion (GS-D-C)	1	10	2	20
A general statement and description (GS-D)	3	30	7	70
Description only (D)	6	60	-	-
Write other genre	-	-	1	10
Total	10	100	10	100

Table 8 reveals that three patterns of schematic structure were used by the students before they were given instruction on using a genre-based approach. The first pattern contains a general statement, description and conclusion (GS-D-C), the second pattern consists of a general statement and description (GS-D), and the last pattern has only description (D). The majority of the students (60%) applied pattern three (D). In contrast, after the implementation of a genre-based approach, as the table shows, there are two patterns of the schematic structure: GS-D-C pattern, and GS-D pattern. Most of the students (70%) preferred to use the GS-D pattern. Only one of the students wrote a recount genre because of ignorance of the instruction. The analysis shows improvement of the organization of ideas in their English information genre.

### Analysis of the Key Features in the Schematic Structure

The focus of this part is to investigate the key features in the schematic structure of the Report. The writing collected from both pretest and post-test were analyzed according to the scales for assessing students' report writing.

**Table 9: Frequency of key features in the schematic structure**

Total Students No 10		Pretest	Post-test
		Frequency(F) of occurrence	Frequency (F) of occurrence
Schematic	<b>GC or GS</b>		
	Location	6	6
	Category	0	4
	Custom	1	3
	Number	2	4
	date	3	4
Structure	<b>Description</b>		
	Function	3	11
	Qualities	1	0
	Habits/ Behavior	2	4
	Shape	1	2
	Color	0	0
	Size	0	4
	System	1	3
	Component	1	20
	Category	1	6
	Taste/Specialty	1	1
	Ingredient	1	4
	Cultural symbols	7	9
	Custom	6	8
	Step	2	11

In the pretest, the students described two main features in general statements, namely, location and date. Two other features were also used: custom and number. After the instruction on the genre-based approach, in the GC or GS part, location, category, custom, date, and number were described. An analytical look of the



category, custom, date, and number were described. An analytical look of the description component of the pretest report writing reveals that the description dealing with cultural symbols, customs, and function are used more often than other features. In the post-test, the description about component, step, function, and cultural symbols are frequently used by the students. Moreover, the frequency of occurrence of key features used in general statement and description is higher in the post-test report writing than those in the pretest. However, due to the nature of the content, which was limited to cultural phenomenon, no one mentioned color or size in the pretest. Likewise, no one mentioned quality and size in the post-test. On both tests, the main focus was on custom and cultural symbols (F15).