

## ABSTRACT

### USING THE GENRE-BASED APPROACH TO TEACH PERSONAL RECOUNT WRITING TO MIDDLE SCHOOL STUDENTS IN STATE HIGH SCHOOL. NO. 1, SANCHAUNG, YANGON

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This study was undertaken (1) to introduce the Genre-Based Approach to teaching writing to Myanmar middle school students, (2) to discern and analyze the development of the writing skills of Six Myanmar Grade 7 students by comparing their pre- and post- instruction writing, and (3) to identify and analyze the errors (both global and local errors) in their pre- and post-instruction texts in order to gain a clearer insight into errors that hinder communication.

The instrument used in this study were: (1) the pre-writing interview; (2) post-instruction questionnaire; (3) the participants' pre- and post-instruction writings; (4) Fact/vocabulary sheet ("Words I Want to Know"); (5) error chart adapted from Klassen (1991); (6) two checklists, namely: assessment of meaningful content and

assessment of local errors; and (7) a six-day teaching plan based on M. Collaghen and J. Rothery's Genre-based Approach teaching and learning cycle.

The Genre-based Approach was employed to instruct the participants within six day research timeframe(ten days). The interview data were analyzed and interpreted before implementing the Genre-based Approach and the questionnaire data were analyzed and interpreted after implementing the GBA. Both the pre- and post-instruction writing were analyzed and evaluated with the help of an native English-speaking teacher. Frequency distribution and simple percentages were used in the presentation of data, as shown in some tables and a pie chart.

From this study, the researcher found that after implementing the genre-based approach to teaching personal recount writing, the participants improved in writing paragraphs. Moreover, they appreciated their own texts as well as those of their peers. They realized that writing is a tool through which they could communicate their ideas and feelings to their readers. The Genre-based Approach enabled them to construct their own texts with meaningful content, following the schematic structure and language features of personal recount writing. They made fewer global and local errors. Through personal recount, using the Genre-based approach, they experienced collaborative learning and semi-guided writing in which the teacher acted as facilitator.

Based on the aforementioned findings, the researcher would like to recommend that the Genre-based Approach be used to teach writing to Myanmar EFL middle school level learners to improve their paragraph writing with meaningful content as well as to minimize local errors.