

## TABLE OF CONTENTS

	Page
ABSTRACT	i
ABSTRAK	iii
ACKNOWLEDGEMENTS	v
TABLE OF CONTENTS	vii
APPENDICES	x
LIST OF TABLES	xii
LIST OF FIGURES	xiii
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1</b>
1.1 Context of the Study	4
1.2 Statement of the Problem	8
1.3 Research Question	12
1.4 Significance of Study	12
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE</b>	<b>14</b>
2.1 Introduction	14
2.2 Critique of the Process Approach to Teaching Writing	14
2.3 Genre Approach to Teaching Writing	16
2.3.1 Genre	18
2.3.2 Learning Genre	19
2.3.3 Learning About Genre	20
2.3.4 Learning Through Genre	22
2.3.4.1 Media Genre	24

2.4	Situating Genre in the Socioliterate Classroom	27
2.4.1	Genre as Social Action	28
2.4.2	Genre as Strategy	29
2.4.3	Genre as Process	31
2.5	Genre and the Teaching of Reading and Writing	32
2.5.1	Reading and Writing Fable	35
2.5.2	The Use of Model Texts	37
2.6	Summary	38

### **CHAPTER THREE: METHODOLOGY** 39

3.1	Introduction	39
3.2	Case-Study Approach	39
3.3	Participants	40
3.4	Instructional Setting	44
3.5	Data Collection	46
3.6	Instructional Schedule	46
3.7	Data Analysis	49
3.8	Summary	51

### **CHAPTER FOUR: FINDINGS AND DISCUSSIONS** 52

4.1	Introduction	52
4.2	Learning About the Fable Genre	52
4.2.1	Beginnings	54
4.2.2	Reading Fables	57
4.2.3	Writing Fables	66
4.2.4	Insights	80

4.3	Learning Through the Fable Genre	82
4.3.1	Linguistic Awareness	84
4.3.2	Explicit vs Implicit Message	90
4.3.3	Reading the Word and the World	95
4.3.4	Insights	104
4.4	Summary	105
<b>CHAPTER FIVE: CONCLUSION</b>		<b>106</b>
5.1	Introduction	106
5.2	Summary of Findings	107
5.3	Pedagogical Implications	109
5.4	Limitations	110
5.5	Suggestions for Future Research	111
<b>REFERENCES</b>		<b>112</b>