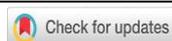




## Write Recount Text Learning Using a Genre-Based Approach in German Literature Class

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### ABSTRACT

Writing is a complex and challenging language skill because writing involves cognitive, affective, and creative elements. Rich vocabulary, understanding of grammatical features, and other aspects of writing also really determine someone's success in writing. Writing skills must be taught in foreign language learning because through writing skills, students can express emotions, thoughts, desires, and events with appropriate symbols. One approach that can help students improve their writing skills is the genre-based approach. Through this approach, students learn to write using specific text genres, such as recount text. Recount text is a type of text that tells the past. This study recounts text because students had just learned one of the past tenses in German, namely preterite. By using a genre-based approach in the study, it was found that students were able to 1) Improve their ability to identify characteristics and differences between several types of recount text; 2) Pay more attention to the text's structural elements and language style in the process of reading and writing; 3) Find essential information in the text according to the elements of the genre; 4) Increase self-confidence in writing.

### INTRODUCTION

There are four language skills in learning foreign languages, namely reading, listening, speaking, and writing. Reading and listening skills are receptive skills while speaking and writing skills are productive skills (Funk et al., 2017; Rukhtong & Brunfaut, 2019). Of the four skills, writing skills are usually developed last (Babayigit, 2019; Polatcan & Şahin, 2019). This does not mean that writing skills are taught last. Writing skills are taught from the start, but writing skills serve as a tool to improve vocabulary and grammar mastery and support other language skills (Aghajani & Adloo, 2018; Haerazi et al., 2020; Ciepielewska-Kaczmarek, 2011; Yusuf et al., 2019). The reason that causes writing skills to be developed at the end is the difficulty and complexity of writing skills. Writing skill is a complex language skill and the most difficult compared to other language skills (Ahmadian et al., 2015; Farhadi et al., 2016; Raoofi et al., 2017; Sidky, 2019; Babayigit, 2019; Amalia et al., 2021) because writing involves cognitive, affective and creative elements (Polatcan & Şahin, 2019; Karaman, 2020). Students must also have the ability to observe and a rich vocabulary (Hao et al., 2019; Nguyen & Boers, 2019; Polatcan & Şahin, 2019; Sari & Wahyudin, 2019) and understand grammatical features and aspects of writing such as content, writing organization, purpose, readership, punctuation, spelling, and others (Paker & Erarslan, 2015; Çocuk & Yelken, 2021).

Inability to choose words, compose sentences and understand aspects of writing will affect the report produced so that the paper is filled with scribbles and comments from the teacher. These scribbles and words can make students feel frustrated (Sidky, 2019). Thus, the complexity and difficulty of writing are also influenced by psychological

factors of learners, such as frustration and anxiety (Çocuk & Yelken, 2021). Although writing is the most difficult skill, it is still an important skill and must be taught in foreign language learning. Through writing skills, learners can express emotions, thoughts, desires, and events with appropriate symbols (Karaman, 2020). As a productive skill, writing skills must produce products. Therefore, a process is needed (Febriyanti et al., 2018). In this process, the teacher must find learning resources, supporting materials, and writing strategies suitable for both students and teachers (Indrilla & Ciptaningrum, 2018; Anggraini et al., 2020). There are many strategies used in learning to write in foreign language classes. Various approaches to mastering a second language have emerged over the last two decades. These approaches have contributed significantly and enriched the study of foreign language mastery. These approaches are sometimes contradictory and overlapping. But on the other hand, there are interconnected and complementary approaches. These varied approaches bring foreign language learning more prosperous and more multidimensional direction.

One of the approaches in foreign language learning, especially writing skills learning, is genre-based. The genre-based approach to writing skills includes two distinct dimensions (Cheng, 2021; Furtak & Penuel, 2019). First, writing must be related to the text's social function, which has implications for a specific social environment and where and when the text is used. Second, as a process, the genre is related to how writing is developed, taught, and learned. Therefore, the genre-based approach has several stages or steps that will guide the author to produce a written work. With this model, students can learn to write gradually and systematically. This can help them write, compare and contrast their previous writing with their later report. That way, students know their strengths and weaknesses (Dirgeyasa, 2016). In addition, a genre-based approach can foster positive perceptions about writing, reduce writing anxiety levels, build students' self-confidence and independence to improve writing performance (Uzun & Zehir, 2018; Montero-Arévalo & Johana, 2019).

The positive impact of applying a genre-based approach is good news for learning to write in the German Literature class at the State University of Surabaya. Most students have never studied German in high school. They have just studied German at the University. So that psychological factors and differences with mother tongue can affect the performance of their writing skills. On the other hand, German is not the first foreign language. Their English proficiency also affects the way they express their ideas in German. The use of knowledge of English when learning German can have a positive impact and a negative impact (Yücel, 2019). Using this genre-based approach, it is hoped that the writing performance of German Literature students will be better.

### **Genre Based Approach**

The genre-based approach supports students in writing that focuses on vocabulary and grammar appropriate to a particular genre and familiarizes students with schematic structures (Truong, 2017). This approach is concerned with grammatical issues in the text and relates to the social context (Montero-Arévalo & Johana, 2019). This approach has four steps: preparation, modelling, co-construction, self-construction, plus one additional step, publishing. Implementing these steps is very flexible or can be started anywhere because these stages are a cycle (Emmilia, 2012). The preparation stage is known as building knowledge of the field (BKOF). This stage builds students' knowledge about the topic to be written. Emilia (2012) suggests that students can be

given various texts related to the text they will report at this stage. Students will find vocabulary and expressions related to the topic from the readers they observe.

The second step is modelling. The teacher introduces genres that illustrate the features of language, structure and vocabulary used in the text and the organization. The teacher's focus is the class. In this modelling stage, Emilia (2012) suggests several steps. In the first step, the teacher explains the text genre to be written along with its purpose, benefits and social context. In the second step, the teacher explains the schematic structure of the text and its function to support the reader to achieve its goals. In the third step, the teacher shows a complete text and then invites students to identify the schematic structure and linguistic characteristics. In the joint construction of text (JCoT) stage, students reconstruct a given genre of writing. In addition, the teacher guides students to discuss and asks students to remember well the type of genre offered (Dirgeyasa, 2016). One of the most important things is to provide students with an understanding that the writing process is not done once, but they can revise, edit and proofread the written text (Emilia, 2012). In JCoT, peer and teacher feedback are needed to improve students' writing.

In the independent construction of text (ICT) stage, students construct a text independently using knowledge about the previous genre. In this step, students can apply their knowledge and skills independently (Mauludin, 2020). In this case, the teacher must make sure that students understand the characteristics of a particular genre, such as communicative purposes, elements of text structure, use of grammatical patterns, use of relevant vocabulary, and textual devices. ICT is carried out after students have understood the type of text or genre and the topic to be written (Emilia, 2012). One of the genres that can be used in language learning is a recount. This genre describes situations or events based on the sequence in which they occur (Montero-Arévalo, 2019). A recount is a type of text that retells past events. Recount text can be written based on the author's direct experience or imagination. The focus of the recount is a unique event that is written in sequence (chronologically). There are several types of the recount, namely, 1) Personal recounting experiences in which the author has been directly involved; 2) Factual recount recounting events or incidents such as newspaper news, disaster reports; 3) Imaginative recount, telling imaginative roles and connecting imaginary events; 4) Procedural recount, tells the procedure of activity in the past.

Teachers and students must pay attention to the schematic structure and linguistic characteristics in learning recount text. Usually, recount text is built based on; a) setting or orientation which contains information about the background and an explanation of who, when, where and why; b) essential events (important events) or records of events that are elaborated and usually arranged in chronological order from the first event to the last event; and c) evaluative comments or statements of conclusions which may only comment on the events described previously, but these are optional. Meanwhile, the linguistic characteristics of recount texts are (a) telling about specific participants; (b) written in the past tense; (c) use action verbs or dynamic verbs; (d) use conjunctions relating to time to make the text cohesive; (e) using the first pronoun; (f) a detailed description of the incident, and; (g) personal responses to events can be included (except in factual recounts) (Emilia, 2012). Hence, the research questions to this research are: 1) How the characteristics and differences between several types of recount text? 2) How is the text's structural elements and language style in the process of reading and

writing? 3) What is the essential information in the text according to the elements of the genre? 4) How is GBA increase self-confidence in writing?

## RESEARCH METHOD

### General Background

Writing skills are the last skills taught after reading, listening, and speaking in language learning. One approach to writing is a genre-based approach which invites students to construct a text based on the existing social context. This study was conducted to see whether students can write a text correctly and adequately using a genre-based approach.

### Participants

This research was carried out in the *Schreiben 3* class of 3rd-semester German literature study program students who had studied *Präteritum*. *Präteritum* is a tempus that conveys events (past) – usually used in stories or other written texts (Hentschel, 2010).

### Instrument and Procedures

Rubric and numerical assessments were used to assess recount texts written by students, which were adapted from Dirgeyasa (2020). The primary assessment instrument for recount genre-based writing.

**Table 1.** Assessment rubric for recount test.

No	Performance indicators	Scores				
		5	4	3	2	1
1.	First paragraph introduces the topic clearly and grabs the reader's attention.					
2.	The content/idea of the text is in line with the topic/title.					
3.	Overall writing makes sense/ has a clear message.					
4.	A series of events run in a chronological (time) order					
5.	The background information covers the words who, what, where and when.					
6.	The paragraphs run cohesively and coherently.					
7.	The text structure/generic structure meets the nature of recount generic structure.					
8.	The structural patterns follow the conventions of German language and in line with the recount text.					
9.	The vocabulary and word choices, including temporal conjunctions, are clear and correctly and properly used.					
10.	It uses correct spelling and it is legible writing.					
11.	The text mechanics are correctly and properly used.					
Total score						
Student's Score: Total Score/55x100						

The design used in this study is classroom action research which aims to determine the consequences of actions that focus on a particular group of students in a specific class. This research follows action research procedures, namely planning, implementation, effort, and reflection. This research was carried out in 3<sup>rd</sup> Semester

German Literature Students. This class consisted of 20 students. The minimum completeness criteria for students in writing this recount text is 75.

## Procedures

### Cycle 1

They carried out cycle one after the students received sufficient explanation about the use of *Präteritum* and the difference between it and *Perfekt*. In general both forms are used to describe what happened in the past. Usually in spoken language there is no differentiation between *Präteritum* and *Perfekt*. *Präteritum* sounds more formal whereas *Perfekt* is commonly used and sounds more familiar. Learning in cycle one was carried out in 2 meetings. Each meeting refers to the GBA approach, namely BKoF, MoT, JCoT, and ICT. The topic of the first cycle is *vom Wochenende Berichten* (report from the weekend). At the BKoF stage, students were given several pictures of a series of weekend activities carried out by someone. Students are asked to compare the activities carried out by the characters in the image with their actions. Beside the pictures, there are verbs in the form of *Präsens*, such as *Wecker klingeln, aufstehen, frühstücken, mit dem Bus fahren, sich mit Freunden treffen, zelten, Sport treiben, kochen, Musik hören*. Next, students are asked to change the verb into *Präteritum* form and the example sentences.

After the BKoF stage, the teacher enters the modelling stage. At this stage, the teacher explains the form of the recount text suggested by Bühler-Otten et al. (2019), which consists of an introduction (*Einleitung*), core (*Hauptteil*) and closing (*Schluss*). Several questions can be asked in the introduction, including (1) When does the event start? (2) where did the event take place? (3) what happened? (4) who was involved? In the core, questions are asked about (1) what exactly happened? (give all details in exact chronological order); (2) how did it happen? (to what extent? What witnesses?); (3) why did it happen? In the closing section, students identify the consequences or results of the incident? Next, the students were shown an example of a personal recount text in German, but the text was still random. Then, students arrange the text based on the structure of the recount text. After identifying the design of the text, students are invited to remember vocabulary and grammar in the recount text. Furthermore, the teacher divides the exact text in the form of a gap test. Some words are omitted. The text is filled with the correct vocabulary according to the text they have studied before.

In the JCoT stage, students work in groups to produce a personal recount text. The teacher shows a series of pictures to students. Through picture series, students are helped to arrange a text chronologically. In addition to writing, group members' activities are proofreading and editing text. The text that has been written in the next group is given to another group. The goal is that other groups can read the texts produced by other groups and provide notes if there are errors or inaccuracies in the use of vocabulary. The texts that other groups have observed are returned and discussed in groups for editing or correction. After completing the sentence, the reader is given to the teacher to get feedback. From this feedback, the group re-edited the text. Feedback from the teacher is critical. According to Emilia (2012), this shows that writing needs to be a process and iterative. The next stage is ICoT. At this stage, students write recount text independently. However, students are still shown a series of pictures different from the previous stage. They must edit their writing before it is submitted to the teacher.

## Cycle 2

Cycle 2 are carried out after the students produced a personal recount text. In cycle 2, students will have factual recount text or retell events or incidents such as newspaper news, disaster reports. The topic used in cycle 2 is *Gluck und Pech haben* (lucky and unlucky). The teaching stage still follows the GBA approach, consisting of BKoF, MoT, JCoT, and ICT. In the BKoF step, the teacher identifies students' prior knowledge about news in the mass media related to accidents, crimes and natural disasters. Students listen to videos about factual recounts at the modelling stage and how to produce actual recount texts sourced from <https://studyflix.de/deutsch/bericht-schreiben-2674>. This video helps students understand the nature of accurate recounts and write them. Furthermore, students were asked to read, observe and identify several factual recount texts from German-language media.

In the JCoT stage, students are divided into several groups. In contrast to cycle 1 in cycle 2, students work in pairs (*Partnerarbeit*). This is done to minimize student inactivity when working in groups. Before producing a text, each group gets one news text in German. From this text, students will retell the events in the text. When students write, the teacher also poses guiding questions to each group – using teaching question techniques to help students express their ideas in writing coherently and chronologically. There were also several times in the group the process of text correction and editing after getting input from other groups and the teacher.

The ICT stage is carried out after the text produced by students is considered to be by the predetermined criteria. Before writing the text, the students were asked to write down the important words they encountered in the text of the newspaper news they read at the JCoT stage. This was done because each group received a different text. So, the event information received by each group is not the same. This stage briefly repeats the BKoF step but does not last long. In the ICT stage, they get the exact text. After reading and observing the text, students work independently to produce factual recount text. It aims to avoid dependency and make them more active in writing. In addition, students will be given some vocabulary before they start writing. Then, at the self-construction stage, students are given a worksheet to be revised. The worksheets have columns for writing outlines that will help students organize ideas.

## Data Analysis

Text assessment instruments produced by students in cycles one and two were used to collect data. The collected data is then analyzed by finding the percentage of class success in creating recount text. The minimum completeness criteria for students in writing this recount text is a score of 75.

## RESULTS AND DISCUSSION

### Cycle 1

Cycle 1 is carried out according to the planned stages. In this cycle, 20 students took part in the lesson, and each student produced a personal recount text. The assessment results of personal recount texts written by students can be seen in Table 2.

**Table 2.** The results of the personal recount text assessment in cycle 1.

Students	Scores of each performance indicators											Total Score	Student's score
	1	2	3	4	5	6	7	8	9	10	11		
S1	3	4	3	2	3	2	3	2	2	3	3	30	54
S2	3	3	3	2	2	2	2	2	2	2	3	26	47
S3	4	4	4	4	4	3	4	4	3	4	4	42	76
S4	5	5	4	3	4	4	5	4	4	4	4	46	83
S5	4	4	4	3	4	4	4	4	4	4	4	43	78
S6	4	4	4	3	3	2	3	2	2	3	3	33	60
S7	4	4	4	4	4	3	4	3	3	4	4	41	74
S8	4	3	4	3	4	2	3	2	2	3	3	33	60
S9	5	4	4	3	4	4	5	4	4	4	4	45	81
S10	4	4	4	4	5	3	4	3	3	4	4	42	76
S11	4	5	4	4	4	3	4	3	3	4	4	42	76
S12	4	4	4	3	4	4	4	4	3	4	4	42	76
S13	4	4	3	2	3	2	3	2	2	4	4	33	60
S14	4	3	3	2	3	3	2	2	2	2	4	30	54
S15	4	4	3	2	4	2	2	3	2	4	4	34	61
S16	4	4	4	3	4	4	4	3	4	4	4	42	76
S17	4	4	4	4	4	3	4	3	4	4	4	42	76
S18	3	3	3	2	3	2	3	2	2	3	3	29	52
S19	5	4	4	3	4	3	4	3	3	4	4	41	74
S20	4	4	4	3	4	3	4	3	3	4	4	40	72

Table 2 shows the values obtained by students are very varied. From the table, there are still 11 or more than 50% of students whose scores are below the minimum completeness. Meanwhile, there are nine students whose scores are above the minimum fullness.

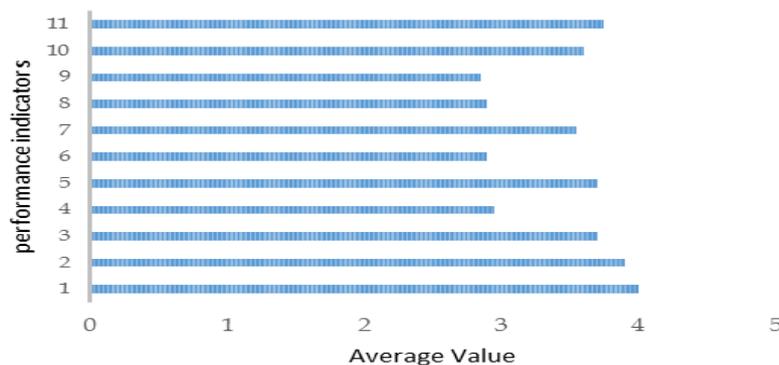
**Figure 1.** Average student scores in each performance indicator

Figure 1 shows the average score for each performance indicator. Of the 11 recount text performance indicators, four hands are still low, namely indicator number 4 or a series of events run in a chronological (time) order, indicator number 6 or the paragraphs run cohesively and coherently, indicator number 8 or the structural patterns follow the conventions of German language and in line with the recount text, and indicator number 9 or the vocabulary and word choices, including temporal conjunctions, are clear and correctly and properly used. So, in general, the problems

faced are improper grammar, the lack of vocabulary and diction used, a series of events that are not coherent and sentences that are not cohesive and coherent.

The grammatical error lies in the use of *Präteritum*. Some students cannot distinguish the *Präteritum* forms of strong and weak verbs. For example, the *Präteritum* form of the verb *treffen* should be traf, but some students follow the *Präteritum* pattern of weak verbs becoming truffle. Likewise with the verbs *Fahren*, *stehen* and others. The following error lies in the sequence of events or sentences that are not coherent. Coherence is a logical sequence of arranged sentences (Pon & Bagaric, 2017). To make sentences readable, it is necessary to use coherence tools, such as conjunctions and demonstrative references. Furthermore, some students are still not detailed in delivering personal comments because of limited vocabulary and word choice. In the closing section, students still have difficulty commenting on the consequences or results of the incident? Personal statements, which are personal reflections on events, usually contain different word choices from the series of events written previously.

## Cycle 2

Based on the results of the reflection in cycle 1, cycle two focuses on handling the problems students face in cycle one and grammar mastery, so in cycle 2, it is explained again about *Präteritum* grammar and also recount text in Table 3.

**Table 3.** The results of the personal recount text assessment in cycle 2.

Students	Scores of each performance indicators											Total Score	Student's score
	1	2	3	4	5	6	7	8	9	10	11		
S1	4	4	4	4	3	3	4	4	4	4	4	42	76
S2	5	4	4	5	4	4	4	4	4	4	4	46	83
S3	5	4	4	4	4	4	4	4	4	5	5	47	85
S4	5	5	4	5	4	4	5	5	5	4	4	50	90
S5	5	5	5	4	4	5	5	4	5	4	5	51	92
S6	4	4	4	3	4	4	4	4	4	4	4	43	78
S7	5	4	4	4	4	4	4	4	4	4	4	45	81
S8	4	4	3	4	4	4	4	4	3	4	4	42	76
S9	5	5	4	4	4	5	5	5	5	5	5	52	94
S10	5	4	4	5	5	5	4	4	4	4	4	48	87
S11	5	4	4	4	4	5	4	4	4	4	4	46	83
S12	5	5	5	4	4	4	4	4	5	4	4	48	87
S13	4	4	4	4	4	4	3	4	4	4	3	42	76
S14	4	4	4	3	4	4	4	4	3	4	4	42	76
S15	5	4	4	4	4	3	4	4	3	4	4	43	78
S16	5	5	5	4	4	4	5	4	4	4	4	48	87
S17	5	4	5	4	4	5	4	5	5	5	5	51	92
S18	4	4	4	4	4	4	4	3	3	4	4	42	76
S19	5	5	4	5	4	5	4	4	4	4	4	48	87
S20	5	4	4	4	4	4	4	4	4	5	5	47	85

Table 3 shows that in cycle 2, there was a significant development. The value achieved by students is above the minimum completeness that has been set. In general, from the content and organizational structure of student texts, students can produce recount texts in which there are events, sequences of events that are coherent

(chronological). From the language aspect, there are still errors in the use of *Präteritum* for solid or irregular verbs, but not many. Most students can also use the right and varied word choices, so the text does not look boring. The organization of ideas in recount texts written by students is excellent. They can write personal recounts and factual recounts. One of the approaches in foreign language learning, especially writing skills learning, is genre-based. The genre-based approach to writing skills includes two distinct dimensions (Cheng, 2021; Furtak & Penuel, 2019). First, writing must be related to the text's social function, which has implications for a specific social environment and where and when the text is used. Second, as a process, the genre is related to how writing is developed, taught, and learned. Through writing skills, learners can express emotions, thoughts, desires, and events with appropriate symbols (Karaman, 2020). As a productive skill, writing skills must produce products. Therefore, a process is needed (Febriyanti et al., 2018). In this process, the teacher must find learning resources, supporting materials, and writing strategies suitable for both students and teachers (Indrilla & Ciptaningrum, 2018; Anggraini et al., 2020).

## CONCLUSION

Based on the research results, the stages in GBA can improve students' ability to write a text. Students can describe the setting of an event clearly and can arrange a text chronologically. Then this genre-based approach can improve vocabulary and grammar mastery. In addition, students can also express their feelings or opinions through personal comments. In general, GBA can, 1) Improve students' ability to identify the characteristics and differences between personal recount and factual recount; 2) Make students pay more attention to the structural characteristics and language style of the text in reading and writing; 3) Make it easier for students to learn to find critical information in the text according to the genre's characteristics; 4) Increase students' self-confidence in writing. However, due to positive results of this research, future research can conduct this GBA on other level education or to other language classes. Also, it is can be compared between this level education to lower level of education. It is can be conduct a literature review to impacts of GBA in all fields.

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