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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

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