

**THE USE OF A GENERATIVE LEARNING MODEL TO IMPROVE
WRITING RECOUNT TEXT STUDENT ABILITY AT SMAN 1
ENREKANG
(A *Pre-Experimental Research*)**



A THESIS

*Submitted to the Faculty of Teacher Training and Education
University Muhammadiyah Makassar in Partial Fulfillment of Requirement
for the Degree of English Department*

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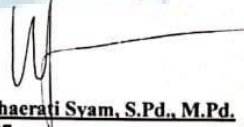
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MOTTO AND DEDICATION

MOTTO

“It’s never too late if we want to try”



DEDICATION

A Thesis for :

My beloved parents and my families

For your love and support

And also,

My self

ABSTRACT

Sermi Afriani. 2024. *The Use of a Generative Learning Model to Improve Writing Recount Text Student Ability at SMAN 1 Enrekang*, Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar (supervised by Umami Khaerati Syam and Herlina Daddi).

This research aimed to find out whether the use of a generative learning model effective in improving students writing skill in terms of content and organization after being taught through generative learning model at the tenth grade of SMAN 1 Enrekang . The researcher applied pre-experimental method with one group pre-test post-test. The population of this study was students from Merdeka 1 of SMAN 1 Enrekang which consisted of 33 students in the academic year 2023/2024. The sample was taken by total sampling technique. The sample of the research was tenth grade which consisted of 33 students.

The research's findings show that the mean score of the students in content was proved by post –test was 70.63% was higher than the mean score of the students in pre-test 39.54%. Mean score of the students organization was improve by post-test was 71.96% was higher that the mean score of the students in pre-test 32.78% and value of the t-test was greater than t-table ($t\text{-test} > t\text{-table}$). Content was greater than t-table ($21.816 > 1.694$), the test value of organization was greater than t-table ($28.901 > 1.694$). It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. In other words, using generative learning model was effective in improving students writing skill in terms of content and organization.

Keywords : Generative Learning Model , Writing Skill, Recount Text, Content, Organization.

ABSTRAK

Sermi Afriani. 2024. Penggunaan model pembelajaran generative untuk meningkatkan kemampuan menulis teks recount siswa di SMAN 1 Enrekang. Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar (dibimbing oleh Ummi Khaeraty Syam dan Herlina Daddi).

Penelitian ini bertujuan untuk mengetahui apakah penggunaan model pembelajaran generative efektif dalam meningkatkan keterampilan menulis siswa dalam hal content dan organization setelah diajarkan melalui model pembelajaran generative di kelas sepuluh SMAN 1 Enrekang. Peneliti menerapkan metode pra-eksperimen dengan one group pre test post-test design dengan mengumpulkan data dilakukan dengan memberikan pre-test, treatment, post-test. Populasi dalam penelitian ini adalah siswa Merdeka 1 di SMAN 1 Enrekang tahun ajaran 2023/2024. Pengambilan sampel dilakukan dengan teknik total sampling. Sample penelitian ini adalah siswa kelas 10 yang berjumlah 33 siswa.

Temuan penelitian ini menunjukkan bahwa nilai rata-rata siswa dalam content dibuktikan dengan post-test adalah 70.63% lebih tinggi dari nilai rata-rata siswa pada pre-test 39.54%. Nilai rata-rata organization siswa dibuktikan dengan post-test adalah 71.96% lebih tinggi dari nilai rata-rata siswa pada pre-test 32.78% dan nilai t-test lebih besar dari t-table ($t\text{-test} > t\text{-table}$). Content lebih besar dari t-table ($21.816 > 1.694$), nilai t-test organization lebih besar dari t-table ($28.901 > 1.694$). Artinya hipotesis nol (H_0) ditolak dan hipotesis alternative (H_1) diterima. Dengan kata lain, menggunakan model pembelajaran generative efektif dalam meningkatkan keterampilan menulis siswa dalam hal content dan organization.

Kata kunci: Model pembelajaran generative, Kemampuan menulis, Tecount text, content, organization.

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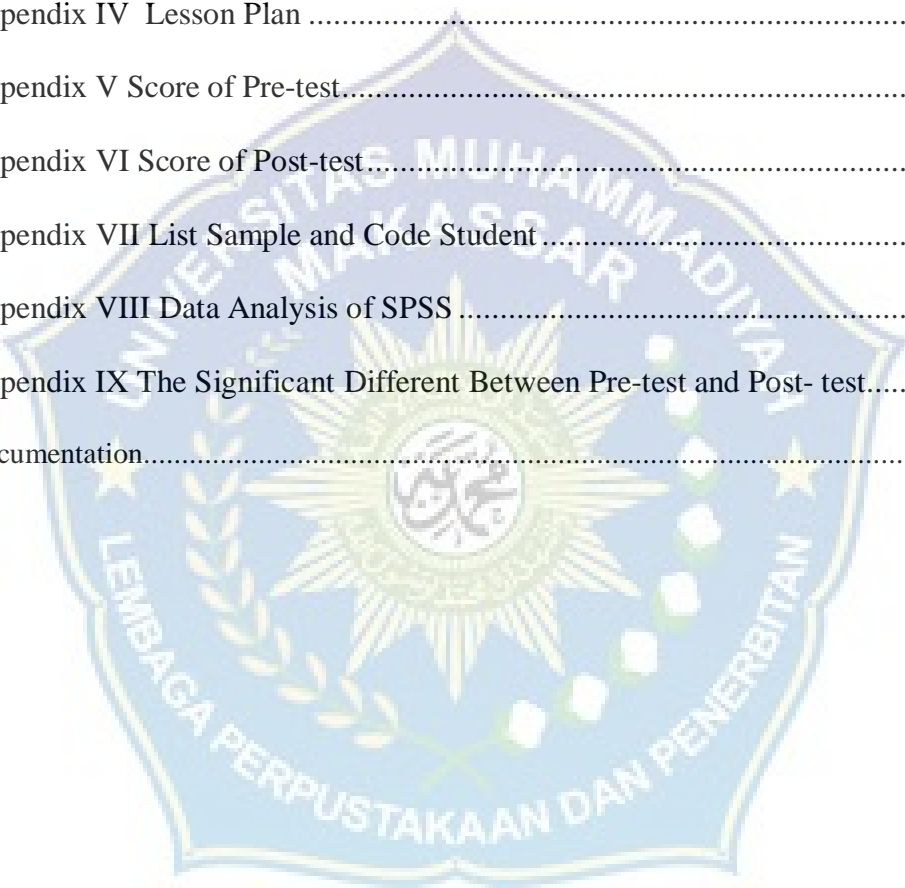


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CHAPTER 1

INTRODUCTION

A. Background

There are various kinds of languages in this world such as regional languages, national and international languages. English is one of the international languages which is the unifying language of all nations in the world as stated by Crystal (2001), therefore English has a very important role in facing global currents both for communicating with the wider world and learning knowledge using English reference. Along with the development of the era, English is very important and has many interrelationships with various aspects of life owned by human being. The ability to speak English has become a necessity in a number of fields of science, jobs, professions, social life, social and educational aspects. In learning English, have to master four skills, namely: listening, speaking, writing, and reading.

Of the four language skills, writing ability is one aspect that must be possessed by a person. Based on these four skills, writing skills are on of the highest level and most language skills difficult to master. this is because writing skills can be mastered after students master the language skill of listening and speaking and read. this is in line with the opinions of Iskandarwassid and Sunendar (2013:248) who states that “writing activity is a the ultimate form of manifestation of language abilities and skills mastered by language learners after the ability to listen, speaking and reading.” Apart from that, writing is an activity is an productive so that more ability is needed to produce an article. By writing someone is able to express ideas, opinions and messages through writing as put forward by Sales Abbas (2006: 125), writing skills are expressing ideas, opinions and feelings to other parties through

written language. The accuracy of expressing ideas must be supported by the accuracy of the language used, grammatical, and the use of spelling.

Byrne stated that writing is a language expression in the form of letters, symbols, or words. The symbols must be arranged according to certain provisions of convection, to form sentences. Thus it can be concluded that writing is activity of expressing ideas through written media systematically so that they can be understand by others. Writing is not only limited to assembling words into a sentence or paragraph, but must pay attention to sentence structure, storyline, and other aspects and writers are required to always add insight, ideas, and mastery of good writing techniques. The ability to write is very influential in aspects of work, social life, social aspects and education. Besides that, writing promotes creativity, imagination, and understanding. In this case what must be learned from writing skills are descriptive text, narrative text, procedure text, report text, explanation text, recount text.

Recount text is a kind of text that tells a story of a certain experience. Agustina (2018) claims that recount text tells about something that happened in the past. The details in a recount may include what happened, who was involved, whereto take place, when it happened, and why it happened. It is also reinforced, by Rosalinah et al. (2020) state that writing a recount text is aimed at helping students memorize about events or experiences in a kind of sequence story by following the generic structure of recount text, orientations, events, and reorientations. However, in writing recount text students often experience difficulties in developing stories, using tenses. Lack of vocabulary mastery, lack of motivation, not understanding

the structure of writing recount text, and low writing skills as a result they are often stuck with their own writing. However, the lack of training and the lack of pedagogy that the teacher has, as well as the boring learning process are one of the problems in learning. In line with this, Zulkarnain (2011) states that when compared to other language skills, writing skills are considered the most difficult skills. This was also expressed by Richard and Renandya. Frequent writing practice is necessary for kids to build writing motor skills, habits, and speed and accuracy while producing text, all of which will improve their recount text writing abilities.

From some of these problems it can be concluded that to improve students' learning skills, a new method of learning is needed, namely the generative learning method, which involves the active integration of new ideas with existing learning schemes. According to Wittrock, the first proposal of generative learning, learning constructs meaning by actively building relationships between stimuli and stored information such as their knowledge and experiences. The core aim of these strategies is to encourage the learners' mind to actively generate information and construct connections among different materials and employ them in new situations (Fiorella & Mayer 2016). Wittrock (1990) and Wittrock (1991) suggested thus: teachers need to inform students among other things that learning with understanding is a generative (active) process; success begins with a belief in their abilities, and in the value of their efforts; and meaning is generated from what is learned. Therefore, teachers should know the methods and strategies that need to be taught so that students are able to make connections between subject matter and their knowledge.

Based on data collected through interviews conducted with a tenth grade English teacher at SMAN 1 Enrekang who stated that the students' ability to write, especially recount text, was still relatively low and did not meet the minimum completeness criteria (KKM). At the school set the minimum completeness criteria (KKM) is 75, while many of student the tenth grader who scored below standard is 70. He also stated that the lack of students' vocabulary mastery was one of the factors that affected students' abilities so that they could not develop their own writing.

From the problems above, to get more accurate data about the obstacles and how to improve students' writing recount text skills, the researcher was conduct research at the school with the title " **The Use of a Generative Learning Model to Improve Writing Recount Text Ability at SMAN 1 Enrekang**".

B. Research Problem

Does applying the generative learning method improve a students ability to write a recount text in class X SMAN 1 Enrekang ?

C. Objective of the Research

Based on the background and the problem statement, this research aims to increase the percentage of students writing skill by using the generative learning method in writing text in the form of recount text.

D. Significance of the Research

The outcomes of the research are expected to become useful and helpful information for the English teacher in teaching writing and it also hoped to motivate the writer as well as the readers to investigate the research in mastering writing by using peer review strategy.

E. Scope of the Research

This research is limited to improving writing skills that focus on content and organization and on writing personal recount texts using generative learning.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Studies

Many studies have conducted research regarding students' ability to understand learning through generative learning methods. Several previous studies related to the use of generative learning include the following :

- a. Thomas D. Bot (2018) in International Journal of Humanities and Social Science Invention, department of science and technology education, faculty of education, University of Jos, Plateau State Nigeria entitled "The Effect of Generative Learning Strategy on Students' Understanding Writing and Performance in Geometry in Lafia Metropolis, Nasarawa State, Nigeria". The results of this research result showed that the students' mean score for writing improved from 69.63 in the pre-test to 79.90 in the post test. Furthermore, this Generative Learning Strategy can improve students motivation to write and make them useful in the working group study English. Then the teachers also had the opportunity to teach language English, especially writing with more fun.
- b. Ferri Susanto (2023) in International Jurnal of Social Learning, English Universitas Islam Negeri Fatmawati Sukarno Bengkulu entitle "Generative Learning Strategy is a solution for teaching Writing Skill". The research This research was classroom action research that used 2 cycle and subjects consisted of 35 students. Based on the written test, there was a better improvement from pre test 72.60 increased to 79.92 in post test.

- c. Apiot Putri Azmi, (2020) in his thesis “the use of generative learning models to improve students' skills in writing recount text at senior high school 02 Argamakmur academic, which conducted research on 23 students, with the instruments used writing tests, observation sheets teachers and students, interviews and documentation. The research was carried out in two cycles which included plans, actions, observations and reflections. Based on the written test the average value of students increased from 63.04 to 71.6 in cycle 1 and 78.82 in cycle 2. Based on the research the authors concluded that generative learning strategies were effective in improving students' writing recount text ability.
- d. Rohana et al. (2020) "The influence of generative learning learning strategies on the narrative writing ability of tenth grade even semester students of SMA 1 Natar South Lampung" Buana Education Journal, Bandar Lampung. Two courses totaling 36 students were used in the experimental technique of the study. Students who wrote narrative texts utilizing generative learning had an average score of 73.83, compared to an average score of 59.42 for the class taught using conventional methodologies. Thus, it can be said that students utilizing the generative learning model have an average capacity to produce narrative texts that is superior to that of traditional teaching techniques.

Based on the results of previous research, it shows that generative learning strategies are a good strategy for improving students' abilities in writing skills. So it can be concluded that generative learning strategies are able to improve students' writing skills using different methods.

B. Generative Learning Models

1. Definition of Generative Learning

The term generative learning was first introduced by an American educational psychologist in 1974. Osborne and Wittrock, stated that generative learning is an active learning process in constructing meaning from the information around it based on prior knowledge and experiences of students. GLM is a learner-centered approach in which the experiences and views of learners are very important (Anderman, 2010). Generative learning is seen as a process of generating understanding through an inner connection between different key elements, namely knowledge, experience and the concept of learning material that is being built (Hanke, 2012). Generative learning is based on the assumption that the human brain does not just passively observe the environment or events it experiences. Instead it builds its own perceptions of problems, scenarios, and experiences. Wittrock believed that learning, in a process called "generation," establishes the relationship between stimuli and the information they have stored in their memory.

Exploration, focusing, challenges and applications are stages in generative learning. Through this stage, students can have the ability to solve problems actively, creatively and fun and students are able to make connections

between prior knowledge and new experiences they have, where new knowledge will be tested by using it in answering related questions. If the new knowledge is successful in answering the problems faced, then that knowledge will be stored in long-term memory.

Huda (2014:309) also believes that generative learning models is one of the learning models that tries putting together new ideas with schemes knowledge that students already possess. Study cognitive learning has shown that students generally more comfortable in a generative and learning environment that this learning can help students creating sub problems, sub goals, and strategies to achieve bigger tasks. According Huda (2014) Generative learning has four key learning theory concepts that can be used according to the needs of students and learning materials, including:

- a. Recall occurs when the learner accesses information stored in long term memory. The primary goal is to encourage learners to acquire a concept that is based on facts and information they already know.
- b. Integration involves the learner integrating new information with similar knowledge they already possess. The aim is to transform this information into a form, which the learner can more easily remember and access later on.
- c. Organization linking knowledge they've already collected to new concepts in an efficient way that makes them remember.
- d. Elaboration involves asking the learner to connect new concepts to information that they've already collected in creative ways. Examples,

how the new information fits into their daily work or knowledge.

2. Stages of Generative Learning

According to Osborne and Wittrock (1985) cited in Ariani Yetti (2017) LGM consists of five stages, namely:

- a. Orientation, this stage students are motivated to learn the material being taught in the idea disclosure stage, students are given the opportunity to express their ideas about the concepts being studied.
- b. Challenge and restructuring, the teacher raises cognitive conflict by setting up conditions where students are asked to compare their opinions and those of their friends, and try to reveal the truth/advantages of their opinions.
- c. In the implementation stage, students implement the initial concept plus the new concepts they get from the questions given by the teacher.
- d. And the stage of looking back, at this stage the teacher looks back at the way students apply their knowledge to the questions that have been given.

C. Writing Skills

1. Definition Writing

Writing is defined as an activity of communicating or conveying messages through writing to other parties through written media. This is as expressed by Rahmawati's opinion which states that writing clear sentences requires that we learn the rules of grammar properly and English mechanics such as the use of verbs, pronouns and proper punctuation such as the use of periods, commas, and

other. A person's ability to express ideas or ideas through writing is influenced by social and environmental factors of the writer. Tarigan (2008: 22) states that writing is deriving or depicting graphic symbols that describe a language understood by someone, so that other people can read these graphic symbols if they understand these symbols and graphics. Writing is an activity carried out by someone to produce a piece of writing.

Nurgiantoro (2001: 298) states that in terms of language skills writing is an active productive activity, namely the activity of producing language. In contrast to the other three language talents, writing ability necessitates mastery of a variety of linguistic elements and elements beyond the language itself, according to Iskandar & Sunendar (2013:248). For writing to be intelligible and well-written, language and content components must be combined in just the right amounts.

If defined, writing is a productive activity by expressing ideas or ideas through writing or graphic symbols with due regard to the use of punctuation marks and mastery of the real rules of language so that they are conveyed properly to the readers of the work. In this case, writing can be interpreted as a productive activity that produces language through the expression of ideas in a medium by paying attention to real rules in writing.

2. Types of Writing

Hornby (2004) divide writing into four kinds, as follows : narration, description, exposition, and recount.

a. Narration

Narration is the form of writing use to related the stay of act of events. Narration places occurrences in time and tell what happened according to natural time sequence. One thing happens and then another thing happens and the events are told in the some order. A narration tells a story series of conducted incidents or an action process of an action. In narration, the incidents that make up the story are usually told in order in which they would really happen. Types of narration include short story, novels, and new stories, as well as a large part of out every day social interchange in the form of latter and conversation.

b. Description

Description is a form writing that describes something. It is reproduces the way thing looks, smell, taste, feel, or sound. It may also evoke mood such as happiness, loneliness, or fear. It used to created visual image of people, places event of units of time or reason. It may be used also to describe more than outward appearance of people. It may tell about their tries of character of personality.

c. Explanation

There are three kinds of explanatory composition, they are :

1) Explaining a process

To write an explanatory composition that explains a process, rely on the same skills you have used in everyday situations. Explain the steps in the same in the process briefly and clearly. Start with the first step

and proceed through all the steps in the order in which they must be completed. It is essential that the steps be presented in the correct sequence and that they be accurate and complete. An effective way to organize an explanatory composition that explains a process is to follow this plan : introduction, step in the process, and conclusion.

2) Stating an opinion

An explanatory composition may express an opinion and explain why others should explain why other should accept that opinion. In an explanatory composition, you need to present strong, specific reasons or facts. An effective way to organize an explanatory composition that stating an opinion is to follow this plan : (supporting opinion), and conclusion (summarize your argument as forcefully as you can).

3) Stating a definition

To write a good definition, you must do three things. First, name the word to be defined. Second, name the general class to which the subject belongs. Third, name the particular characteristic of the subject. By defining a subject you will be able to present a complete and informative picture of it. An effective way to organize an explanatory composition that starting a defining a subject you will be able to present a complete and informative picture of it. An effective way to organize an explanatory composition that starting a definition is to follow this plan : introduction (your definition serves as the topic sentence for the composition) body (the most informative way to develop a definition is

with or with facts and figures), conclusion (the sums up the main idea of your definition)

3. Process of Writing

Some of the steps that can be used in the process of good writing include:

- a. Pre-writing, at this stage the writer determines the topic, purpose and benefits of writing.
- b. Draft, at this stage the writer develops the writing framework into a rough draft and writes the main concepts and develops the contents of the writing.
- c. Revision or improvement stage, this stage perfects the draft of the writing and rearranges the structure of the writing in accordance with the purpose of writing.
- d. Editing, re-editing errors in writing so that they become perfect writing.
- e. Publishing, share the writing that has been produced with readers.

4. Component of Writing

According to Jacob (1981 : 90), there are some components that should be mastery by writer when that are writing.

- a. Content, it's very important for the writer that must be have a ability to think creatively and develop the thought.
- b. Organization, the written form should be full of fluent expression, clearly stated ideas, well organization, logically, sequenced and cohesive.
- c. Vocabulary, in writing vocabulary needs to be mastered by the writer. It

should be sophisticated range. The effectiveness in using word idiom, the suitable of word choice and the appropriate of its usage.

- d. Grammar, it is very important because writing well is not easy. It takes practice, as well as revision and editing. In academic and business writing, it is important to be as clear concise as possible, it should be considered because the written form is made for the reader.
- e. Mechanics, essay writing mechanically good if the writer demonstrates the mastery of conventions, good spelling, punctuation, capitalization and paragraph.

5. Characteristics of Good Writing

According to Burton (2007:10 -11) stated that using the writing process can help the students to think though writing and ensure that each step of writing is addressed brainstorming/prewriting, drafting, editing/revising, publishing, reflection. There are some step to produce a good writing. Start from how to get the idea, put them together until be a good writing.

Moreover, Wohl (1985:3) said that there are 3 writing process :

- a. Starting the Topic Sentence

Some students usually find difficulties in recognizing the topic sentence of paragraph. The topic sentence is usually taken from several things such as : an experience and from the book. According to Wohl (1985:9) a good topic sentence narrows the focus and points to one particular aspect of the over theme. The topic sentence usually represents the most general statement of the paragraph. The topic

sentence does occur at the end, it serves to summarize the preceding sentence and to conclude the paragraph.

b. Developing paragraph from topic sentence

Some students can write a paragraph without following any formal steps of using formal technique such as a topic sentence. Here are some steps or using formal technique such as a topic sentence. Here are some steps to develop a paragraph according to Wohl (1985: 13) :

- 1) Choose a general topic of interest to you.
- 2) Narrow down the topic. Select one aspect of the topic and decide what the main point is.
- 3) Write down the few facts, believe or opinion that are directly related to the topic sentence detail that will help to support or explain it.
- 4) Take a second look at you tentative topic sentence.
- 5) Use the fact and ideas from step three develop the topic sentence into a full paragraph. This is your final draft.
- 6) Editing the finish product.

The final step in completing a piece of writing is editing. Editing is the checking of the one's written work for various faults in making last-minutes changes and correction (Wohl, 1985: 14). Students of English must check their writing for basic grammatical error. Basic grammatical errors include the improper use of tense and aspect agreement articles, word order and other small but important details.

6. Purpose of Writing

Writing has the goal of conveying a message to the reader so that the reader understanding the message conveyed in the writing. Brewster (2002,p.117) says that there are two purposes for writing based on student activity, namely write to learn and learn to write. As learn to write aims to teach spelling, punctuation, and grammar. Meanwhile, learn to write, aims to develop writing creativity through several works such as poetry, poetry, and stories. Meanwhile, according to Hugo Hartig (in Tarigan, 2008, p.24-25) states the purpose of writing as follows:

- a. Assignment Purpose, this goal actually has no purpose at all. The author writes something because he is assigned, not because of his own volition.
- b. Altruistic purpose, aims to please readers, avoid readers' grief, wants to encourage readers to understand, respect their feelings and reasoning, wants to make readers' lives easier and more enjoyable with their work.
- c. Information purpose, aims to provide information or information/ explanation to the reader.
- d. Self-expressive purpose, introducing or declaring the author himself to the reader.
- e. Creative purpose, to achieve artistic values or artistic values.
- f. Problem solving purpose, solve the problem at hand.

From this statement, we can understand that writing aims to improve one's writing skills and is a step for a writer to convey messages through writing in

various forms of expression so that readers feel happy with their work.

D. Recount text

1. Definition of Recount Text

Recount text is a type of text in English which contains a story about an action or activity of a character or writer in the past, which is expressed through recount text so that this text is very closely related to the daily life of the writer. In this case, Pardiyo (2007) argues that recount text is a type of text that tells the reader about something that has happened or recounts past events. Meanwhile, Anderson & Anderson (2002) argue that recount text is a text that tells a number of events in the past in a sequential time series.

Recount text has social functions. The purpose of the social function is to relay an event in order to inform or entertain the reader. This is in line with what was stated by, Bachtiar Bima M and Cicik Kurniawati that recount text is text that is put into written form to provide information and entertain the reader. Meanwhile, Derewianka (2003) states that recount text records and describes past experiences by retelling these events in a systematic sequence. This it can be concluded that recount text is a type of text that retell that occurred in the past in a structured and sequential manner and aims to provide information and entertain the reader.

2. Structured Recount Text

According to Grace (2007: 30) recount text is a text that tells the reader or listener what happened in the past through a sequence of events. The generic

structures of recount text are orientation, event, and re-orientation.

- a. Orientation, contains information related to the character, when and where the incident takes place which is needed by the reader in order to understand the storyline.
- b. Events, this section contains stories about events and experiences that the author wants to convey.
- c. Reorientation, this last structure contains conclusions or repetition of information contained in the orientation structure.

3. Feature of Recount Text

According to Derewianka (1990), recount text usually uses some language features, such as :

- a. Specific participants or proper noun which explain who that involved in the story.
- b. Descriptive word to give detail about person, place, time, setting, and plot of the story.
- c. Use simple past tense which indicates an action that happened in the past.
- d. Words that show the order of events such as, first, second, then an so on.

4. Types of Recount Text

In exploring how texts work (Derewianka (1990: 15-17) there are types of recount. They are personal recount, factual recount, imaginative recount.

1) Personal account

Personal recount is a recount that retelling of an activity that the writer or speaking has been personally involved in. language of personal recount are :

- a. Use of first pronouns (I, we)
- b. Personal responses to the events can be included, in particular.
- c. Details are often chosen to add interest or human.

2) Factual recount

Factual recount is a recount that records the particulars of an accident.

Language features of factual accounts are :

- a. Use of third person pronouns (he, she, it, they)
- b. Details are usually selected to help the reader reconstruct the activity or incident accurately.
- c. Sometimes the ending describes the outcome of the activity
- d. Mention of personal feelings in probably not appropriate.
- e. Details of time, place, and manner may need to be precisely stated.
- f. Descriptive details may also be required to improve precise information.
- g. The passive voice may be used.
- h. It may be appropriated to include explanations and satisfactions.

3) Imaginative recount

Imaginative recount is a recount that takes on an imaginary role and gives details of events. Language features of imaginative recount text :

- a. Usually written in the first person.
- b. It may be appropriate to include personal reactions.

E. CONCEPTUAL FRAMEWORK

The theory which supports this research could be shown in logical and clear relationships in the following framework :

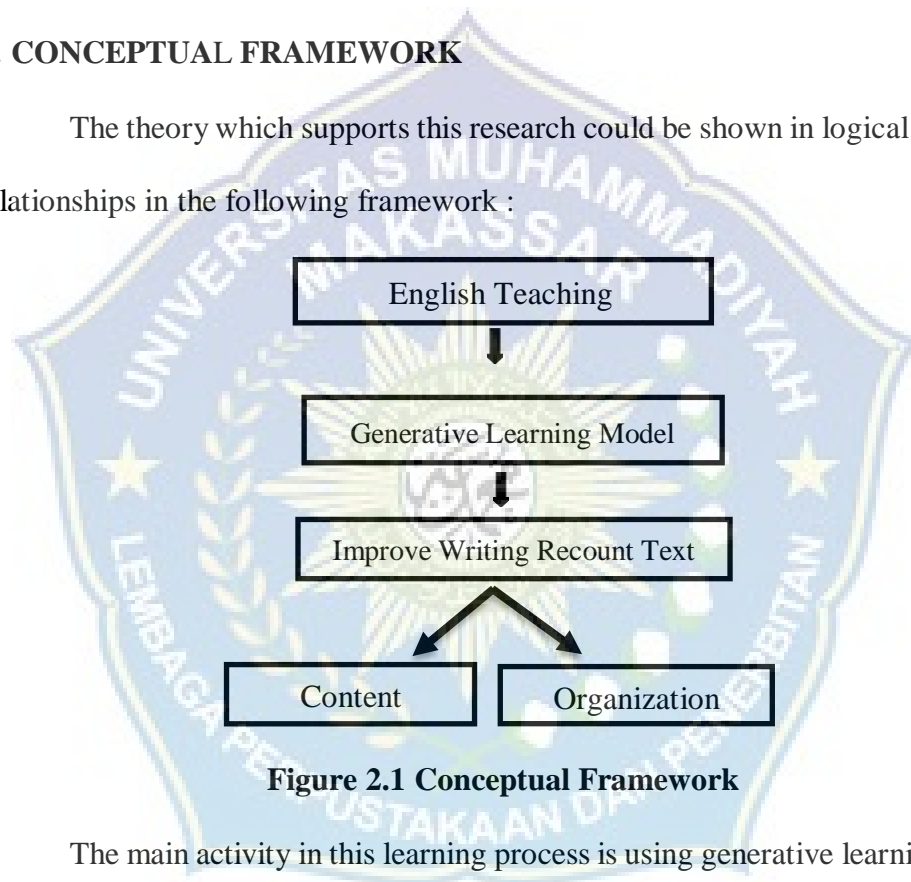


Figure 2.1 Conceptual Framework

The main activity in this learning process is using generative learning model to improve writing skill. this study contains one class where there is interaction between educators and students. To achieve the required result, the teaching and learning process is needed in the classroom. The result obtained from the teaching and learning process is using generative learning model to improve writing recount text in terms of content and organization.

F. Hypothesis of the Research

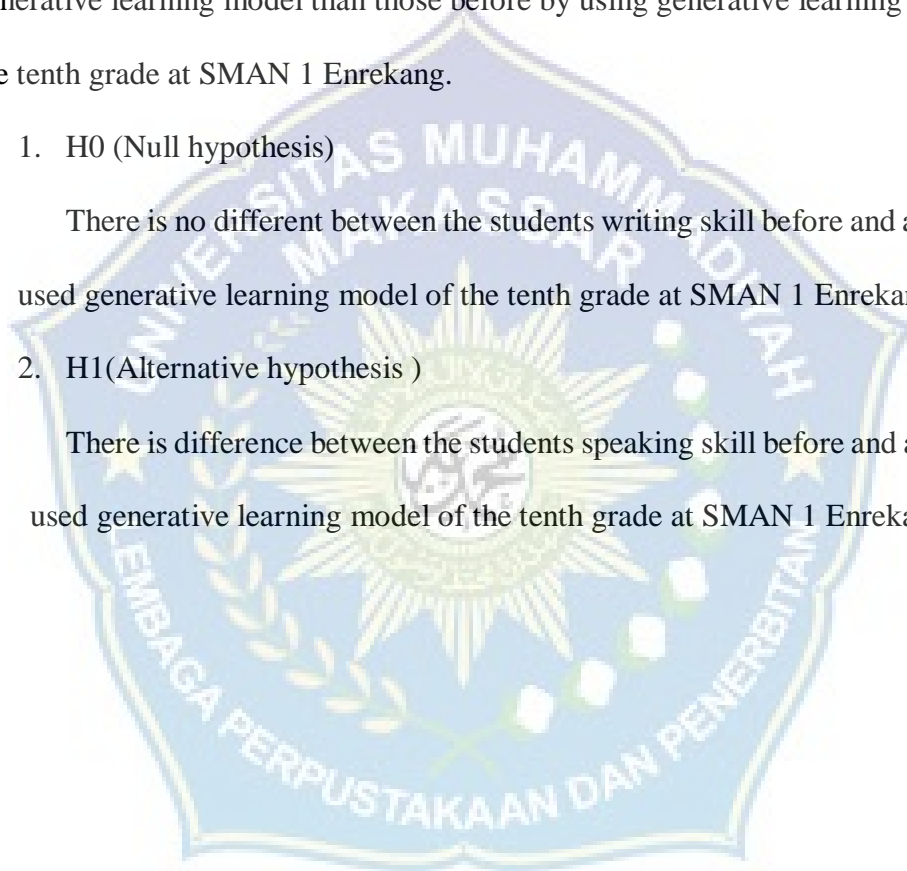
According to Nunan (2007) hypothesis is a statement that is used to predict the relationship between two or more variable obtained through an experiment. This hypothesis is prediction of the answer to the research question. The theoretical hypothesis in this research is the students writing better after taught by using generative learning model than those before by using generative learning model of the tenth grade at SMAN 1 Enrekang.

1. H₀ (Null hypothesis)

There is no different between the students writing skill before and after they used generative learning model of the tenth grade at SMAN 1 Enrekang.

2. H₁(Alternative hypothesis)

There is difference between the students speaking skill before and after they used generative learning model of the tenth grade at SMAN 1 Enrekang.



CHAPTER III

RESEARCH METHOD

A. Research Design

This study used experimental research used a pre-experimental method with one group pre-test and post-test design. According to Ary (2006) experimental research carries out so that researchers can determine the effectiveness of experimental research. The pre-test were given before the experimental treatment, while the post-test given to determine the success of the experimental study Latief (2014). In this study used pre-test and post-test measurements on the pre-test can be assessed before getting treatment while measurements on the post-test can be assessed after getting treatment. According to (Creswell, 2009). The research design is bellow :

Table 3.1 Research Design

Pre-test	Treatment	Post-test
O ₁	X	O ₂

Note :

O₁ : Pre-test (before given a treatment)

X : Treatment

O₂ : Post Test (After Giving a Treatment)

The purpose of this study was to determine the students' writing skill before using generative learning model in the learning process and after using generative learning model by comparing the score of pre-test and post-test.

1. Pre- Test

Pre-test was given before treatment. The purpose of this pre-test is to find out initial information about students' writing skills related to content and organization before being given treatment.

2. Treatment

After students were given a pre-test, the next step was to give treatment to students. Here are the steps of treatment :

- a) The researcher introduce himself.
- b) The researcher did some modeling by gave examples of peer review strategy.
- c) The researcher motivated students about the importance of learning English, especially in the field of writing.
- d) Forming group in pair consisted of two members.
- e) Discussion. Students then had discussion to decide theme. In this stages, researcher and collaborator need to walk around and ensure that each pair would have different theme to write.
- f) Made the writing of paragraph.

3. Post –test

After giving the treatment, the post-test was conducted by did revision by each pair as the part of peer review strategy.

B. Population and Sample

1. Population

The population of this research was the ten grade students of SMAN 1 Enrekang . The number of population were 195 students. It can be seen in the following table below :

Table 3.2 List of population

Class	The Number of Students
X Merdeka 1	34
X Merdeka 2	33
X Merdeka 3	30
X Merdeka 4	33
X Merdeka 5	30
X Merdeka 6	32

(Source : Tata Usaha SMAN 1 Enrekang 2024)

2. Sample

The sample in this research, researcher used tenth grade Merdeka 1 as an experimental class which had a total of 33 students.

C. Research Variable and Indicator

1. Research variable

There was two variable used by researcher, namely the independent variable and the dependent variable. In this case the independent variable in this research was the use of generative learning model and the dependent variable in this research is the students writing which is seen from their score.

2. Research Indicator

The indicator of this research was the use of a generative learning model to improve writing recount text student ability in teaching English writing skills, especially in content and organization.

D. Research Instruments

In this research, researcher used one type of instrument, namely written test. The tests used was pre-test and posttest. This test was given to students to measure their ability to write content and organization in recount text.

E. Techniques of Data Collection

In collecting data, the research used some procedures as follows :

1. Pre – Test

Before carrying out the treatment, the students was first given an initial test. The students were asked to write their personal stories which aimed to determine their knowledge in writing recount texts.

2. Treatment

In the treatment, researcher carried out teaching and learning activities to write personal recount text according to the context that would be achieved in four meetings using the generative learning.

3. Post – Test

After carrying out the entire treatment, the final step namely the post test, was given to students. The students were asked to write personal recount text. This test was implemented to determine the improvement of students abilities in writing recounts.

F. Data analysis

Data collected through tests were analyzed using SPSS. This research focused on organization and vocabulary in writing components that were of concern to researchers, namely measuring content using the following criteria :

1. Classifying the students' score into six level

a) Content

Table 3.3 Score, classification and criteria of content

Content	
30-27	Excellent to very good : knowledgeable - substantive – etc.
26-22	Good to average : some knowledge of subject – adequacy range – etc.
21-17	Fair to poor : limited knowledge of subject – little substance – etc.
16-13	Very poor : does not show knowledge of subject – non substantive – etc.

(Heaton 1988 :146)

b) Organization

Table 3.4 Score, classification and criteria of organization

Organization	
20-18	Excellent to very good : fluent expression – ideas clearly stated – etc.
17-14	Good to average : somewhat choppy – loosely organized but main ideas stand out – etc.
13-10	Fair to poor : non fluent – ideas confused or disconnected – etc.
9-7	Very poor : does not communicate – non organization – etc.

(Heaton 1988 :146)

$$\text{Students' score} = \frac{\text{the score of students writing test}}{\text{the total criteria score}} \times 100$$

2. Scoring classification the result of the students writing skill**Table 3.5 Classifying the score of the students**

Score	Classification
91-100	Excellent
76-90	Good
61-75	Fair
51-60	Poor
0-50	Very poor

(Depikbud., 2004)

- a) To find out the formula is applied : mean score, the following

$$Md = \frac{\sum d}{N}$$

Where :

Md = the mean score of the students

d = the total score

N = the number of the students

(Arikunto, 2006:23)

- b) Finding the percentage of the students in writing

$$(\%) = \frac{Md_2 - Md_1}{Md_1} \times 100$$

Where :

% = the student percentage .

Md₂ = the mean score of post - test

Md₁ = the mean score of pre - test

(Arikunto, 2006 : 23)

- c) To find out the significant differences between the score of pre-test and post-test by using the formula :

$$t = \frac{\overline{D}}{\sqrt{\frac{(\sum D)^2}{\sum D \cdot N} \cdot \frac{N}{N(N-1)}}}$$

Where :

t = Test of Significance

D = The difference score between pre-test and post- test

\overline{D} = The mean of the difference score

ΣD = The sum of D score

$(\Sigma D)^2$ = The square of the sum of ΣD

N = The number of subject

(Gay,1981:366)

3. The criteria for the hypothesis testing as follows :

Table 3.6 Hypothesis Testing

Comparison	Hypothesis	
	H ₀	H ₁
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

The table above mean (1) the test value were smaller than t-test value, the null hypothesis I s accept, while the alternative hypothesis is reject and (2) the test value is equal to greater that t-table value, the null hypothesis were reject while the alternative hypothesis were accepted.

After calculating the score in the students writing content and organization, the research used statistical product and service in the finding. Statistical product and service solution as a statistic program application which has high ability in statistic calculation. Use SPSS application give information more accurate.

BAB IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

The finding of this research are related to the answer to the statement problem which aims to improve students skill in writing recount text. Analysis of data found that the result of the application of generative learning as a teaching method in terms of content and organization in students of class tenth grade Merdeka 1 SMAN 1 Enrekang could be stated to have increased from the result of data analysis as follow :

1. The Improvement of Content in the Students Writing Skill

The improvement of content in the students writing skill can be seen through the mean score of indicator in pre test- test and post- test. The improvement of content in the student writing skill at the tenth grade students of SMAN 1 Enrekang can be seen clearly in the following table.

Table 4.1 The Improvement of Content in the Student's Writing Skill

Indicators	Mean score		The Improvement (%)
	Pre-test	Post-test	
Content	39.54	70.63	31.09 %

The table 4.1 above showed that score of content was improved (31.09%) from the mean score 39,54 in pre-test to be 70,63 in post-test. In the use of a generative learning model as a method of teaching and learning process, the data were collected through the test showed that students writing abilities are in the content aspect to improve. Based on these result it can be concluded that use of

generative learning as a model in teaching and learning process was effective in improving students writing skill in content aspects.

Table 4.2 Frequency Pre-test of Content in the Students Writing Skill

Score	Classification	Pre-test	
		Frequency	Percentage
91-100	Excellent	0	0
76-90	Good	0	0
61-75	Fair	1	3.03%
51-60	Poor	0	0
0-50	Very poor	32	96.97%
Total		33	100%

Table 4.2 Showed that frequency and percentage of the students content in pre-test from 33 students, there were 1 (3.03%) students obtained fair score and 32 (96.97%) students obtained poor score.

Table 4.3 Frequency Post -test of the Content Students Writing Skill

Score	Classification	Post-test	
		Frequency	Percentage
91-100	Excellent	0	0
76-90	Good	6	18.18%
61-75	Fair	24	72.73%
51-60	Poor	1	3.03%
0-50	Very poor	2	6.06%
Total		33	100 %

Table 4.3 Showed that frequency and percentage of the students content in post-test from 33 students, there were 6 (18.18 %) students obtained good score, 24 (72.73%) students obtained fair score, there were 1 (3.03%) students obtained less score, and 2(6.06%) students obtained poor score.

To know the percentage of the students improvement in vocabulary could be seen in figure below.

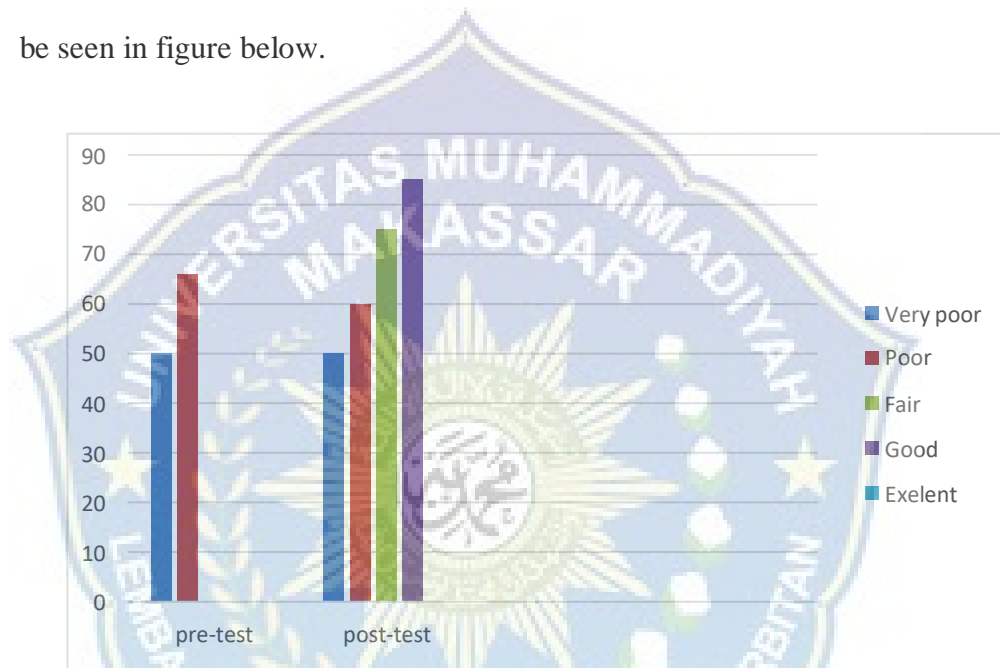


Figure 4.1 The Improvement of the Students Content

2. The Improvement of Organization in the Students Writing

The improvement of organization in the students writing skill can be seen through the mean score of indicator in pre test- test and post- test. The improvement of organization in the student writing skill at the first grade students of SMAN 1 Enrekang can be seen clearly in the following table.

Table 4.4 The Improve of the Organization Students Writing Skill

Indicator	Mean Score		The Improvement (%)
	Pre-test	Post-test	
Organization	32.78	71.96	39.18%

Table 4.4 above showed that the score of organization was improved (39.18%) from the mean score 32.78 in pre- test to be 71.96 in post test. In applying in the use of a generative learning as a method in teaching and learning process, the data were collected through the test showed that students writing abilities are in the organization aspect to improve. Based on these result it can be concluded that use of generative learning as a model in teaching and learning process was effective in improving students writing skill in organization aspects.

Table 4.5 Frequency Pre-test of the Organization Students Organization

Score	Classification	Pre-test	
		Frequency	Percentage
91-100	Excellent	0	0
76-90	Good	0	0
61-75	Fair	0	0
51-60	Poor	0	0
0-50	Very poor	33	100%
Total		33	100%

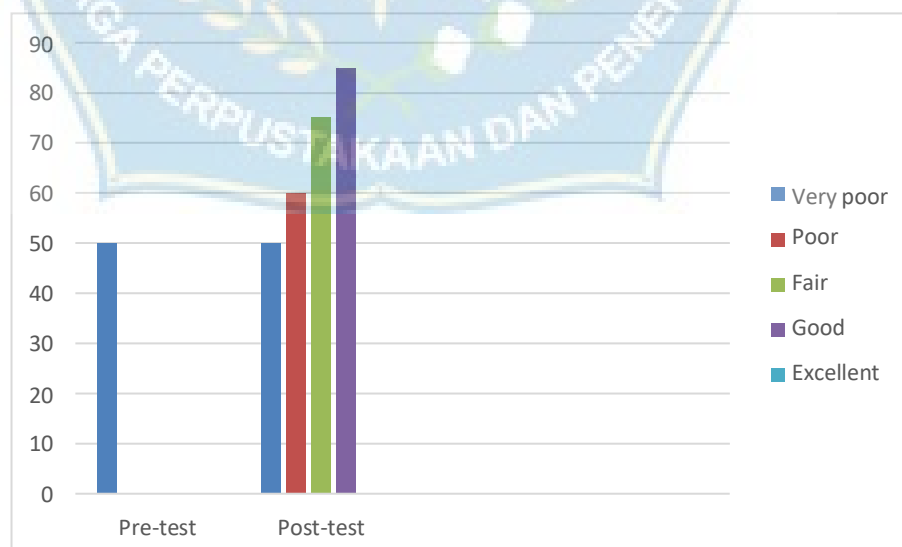
Table 4.5 Showed that frequency and percentage of the students content in pre-test from 33 students, all students obtained poor score.

Table 4.6 Frequency Post -test of the Organization Students Writing skill

Score	Classification	Post-test	
		Frequency	Percentage
91-100	Excellent	0	0
76-90	Good	6	18.18%
61-75	Fair	24	72.73%
51-60	Poor	2	6.06%
0-50	Very poor	1	3.03%
Total		33	100%

Table 4.6 Showed that frequency and percentage of the students content in post-test organization from 33 students, there were 6 (18.18 %) students obtained good score, 24 (72.73%) students obtained fair score, there were 2 (6.06%) obtained less score, and there were 1 (3.03%) obtained poor score.

To know the percentage of the students improvement in organization could be seen in figure below.

**Figure 4.2 The Improvement of the Students Organization**

3. Significant Testing

In order to know whether or not the mean score is significantly different from the result of the pre-test and post-test at level of significance (α) = 0.05 with the degree of freedom (df) = N-1, where N= Number of students (33). To saw the difference, it can be seen clearly based on the following table.

Table 4.7 The Significance Testing of T-test and T-table

No	Variable	T-test	T-table	Test of Significant
1	Content	21,816	1,694	Significant
2	Vocabulary	28,901	1,694	Significant

Table 4.8 T-Test Value

Paired Samples Test									
		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest_ content	31.0909	8.18674	1.42513	33.99380	28.1880	21.81	3	.000
	Post test_ content	1				2			
Pair 2	Pretest_ organization	39.1818	7.78803	1.35572	41.9433	36.42030	28.90	3	.000
	Post test organization	2			3				

The table above showed t-test value was higher than t-table value (1,694) showed the use generative learning model greatly improve students writing skill specially in content and organization.

Hypothesis

The value of the t – test is greater that t – table ($t\text{-test} > t\text{-table}$). Content was greater than t-table ($21.816 > 1.694$). The test value of organization was greater that table ($28.901 > 1.694$). It means that there was significant difference between the students writing skill before and after using generative learning model. It is also that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

B. Discussion

Based on the research results, students' ability to write recount texts using generative learning was categorized as increasing significantly, this was proven from the students' pre-test and post-test results. Student scores after generative learning treatment were better than before the treatment was given, based on improvements in using generative learning. This is similar to several previous research results.

Apiot Putri Azmi (2020) in her thesis stated that the generative learning model is effective for improving the ability to write recount texts and makes it fun and easy for students to develop their ideas. This is because the use of generative learning strategies makes students more active when learning is not passive and only receives learning from the teacher, but students and teachers can communicate reciprocally, resulting in a more conducive learning process.

This is in accordance with Hakim's theory which explains that the generative learning model is a learning pattern that uses educational principles which tend to explain the rules being studied more actively and interestingly. In learning using generative learning methods, students do not just memorize formulas or vocabulary to do exercises as usual, but students are required and accustomed to understanding concepts that will build their own understanding and students are required to be more active than passive.

Ferri Susanto (2023) stated that concluded that the use of the generative learning model strategy is more effective in increasing writing motivation for students. The researcher stated that generative learning is a good technique in learning to write texts, which can foster their interest and enthusiasm while learning to write texts. Through the use of generative learning method, it will be possible to create a pleasant atmosphere, where participants can freely express ideas and questions and questions and problem so as to create a more effective learning atmosphere.

Generative learning is a learning method that can increase students' learning motivation and stimulate their curiosity. This is in accordance with what Sutarman (2004: 100) said that generative learning is able to increase student activity, stimulate curiosity and provide opportunities for students to learn cooperatively. The learning model with a generative learning approach can make students active where students carry out the learning process of writing recount texts, expressing their own ideas based on their thought patterns. This can be said that application of generative learning model is a good way to find out students thinking patterns and how students understand and solve problem well.

Erma Karlina (2012) in her journal stated that students' scores in using generative learning have good criteria, students carry out an active learning process to discover and build their knowledge, where the teacher only acts as a mediator and facilitator while students are given the opportunity to express their initial conceptions about them. understanding, opinions and thoughts about a concept. This is in line with Yatmi, et al (2019) generative learning model which emphasizes building knowledge that students already have which will later be connected to existing knowledge.

M. Syahrudin Effendi (2023) also stated that the use of generative learning is very effective in improving students' learning abilities. Before implementing the generative learning model in the learning process, students were less active and felt bored by the improper use of methods, thus making students less creative and enthusiastic in thinking critically. This had an impact on students' knowledge being incomplete or below the KKM. After implementing generative learning, students are more enthusiastic and creative in learning so they are able to improve their learning abilities. Thus, the use of generative learning in student learning outcomes is better than the use of methods commonly used in schools, in this case it can be concluded that the use of learning models in the learning process has a great influence on student learning outcomes.

Ahmad Fiki, et al (2021) stated that generative learning has a good influence on students, students are able to better understand learning material and increase interest and learning outcomes, level of achievement, increase competence, knowledge, attitude and critical thinking skills, improve communication and decision making and can apply learning outcomes well. Students benefit from

learning how to produce recount texts through generative learning because they are more engaged in comprehending the writing strategies involved than teachers, who only serve as facilitators.

From the results of previous research, it can be concluded that the use of generative learning models in learning can improve students' abilities. In this case, the researcher concluded that the use of generative learning to improve students' writing recount text at SMAN 1 Enrekang, especially grade ten, was effective and significant based on the results of research that had been carried out, this can be proven from the results of increasing student scores before implementing the generative learning model in the pre-test and student post test scores after implementing the generative learning model. This is because the generative learning model integrates new knowledge with previously held knowledge so as to create a pleasant learning atmosphere and is able to improve students' critical thinking skills so that students can express the contents of their thoughts and main ideas in recount text writing.

BAB V

CONCLUSION AND SUGGESTION

This chapter consist of two section, which are conclusion based on the research findings and the suggestion, which is based on the conclusion.

A. Conclusion

In this research, researcher concluded that the use of generative learning method can improve student writing recount text in term of content and organization. This can be seen from the increase in student scores from the pre-test and post-test.

B. Suggestion

Based on the conclusion above, the researcher proposes the following suggestions :

1. For the English teachers
 - a. Teachers must be more creative in arranging learning materials and using interesting learning models so that students are able to be more creative and enthusiastic in learning English.
 - b. Generative learning is a method can be used by teachers to improve students writing skills.
2. For the students
 - a. Students must be more active and focuses on learning English, especially in terms of content and organization because this one aspect that can improve writing skills.
 - b. Students must be more careful when it comes to writing so that their writing skills improve.

3. For the research

- a. This research can be used as an additional reference related to the same topic as further research using the same method.



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APPENDICES

APPENDIX I
INSTRUMENT (PRE-TEST)

Name :

Reg. Number :

Class :

Instruction :

Write a recount text about one of these topics bellow :

1. Holiday
2. Dreams
3. Close Friend
4. Unforgettable moment



APPENDIX II**INSTRUMENT (POST- TEST)**

Name :

Reg. Number :

Class :

Instruction :

Write a recount text about one of these topics bellow :

1. Traveling
2. Horrible experience
3. Family
4. An accident



APPENDIX III

TEACHING MATERIAL RECOUNT TEXT

1. Definition of Recount Text

Recount text is a text that is telling the reader about one the story, action or activity.

2. Generic Structure

- a. **Orientation** : It gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened.
- b. **Events** : A series of events, ordered in a chronological sequence.
- c. **Re-orientation** : A personal comment about the event or what happened in the end.

3. Language Feature of Recount Text:

- a. Introduction personal participant ; I, my group, etc.
- b. Using chronological connection ; then, first, etc.
- c. Using linking verb ; were, saw, heard, etc.
- d. Using action verb ; look, go, change, etc.
- e. Using simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.
- f. Using temporal sequence; On Sunday, On Monday, etc.

4. Types of Recount Text

- a. **Personal recount** : retelling of an activity that the writer/speaker has been personal involve in, such as : biography, autobiography.
- b. **Factual recount** : recording the particular of an accident, such as : report of a scientific experiment, police report, news report, historical account

- c. Imaginative recount : talking on an imaginary role and giving detail of events.

Example and Structure of the Text



- **Orientation**

A few years ago, I had the opportunity to go on a vacation to one of my dream countries, Turkey. I went there with my family. We departed from Soekarno-Hatta Airport in Tangerang. We had a very long flight for around 12 hours by Turkish Airlines and we landed at Istanbul Airport, Istanbul.

- **Even**

On the first day, due to exhaustion, we just stayed at the hotel near Hagia Sophia to rest. The next day, we left for Taksim to visit one of the popular destinations, Galata Tower. We saw a lot of shopping centers and local authentic cafes there. After that, we visited one of the Malaysian restaurants that I really wanted to visit in the Blue Mosque area.

- **Re-orientation**

A trip to Turkey several years ago was a very enjoyable trip and an experience that I will never forget for the rest of my life.

APPENDIX IV

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan pendidikan	: UPT SMAN 1 Enrekang
Mata Pelajaran	: Bahasa Inggris
Kelas/semester	: X/2 (genap)
Tahun Pelajaran	: 2023/2024
Materi	: Recount Text
Alokasi Waktu	: 8 X 45 menit (4 X Pertemuan)

A. KOMPETENSI INTI

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli, (gotong royong, kerja sama, toleran, dan damai) santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya tentang pengetahuan ilmu teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari dari sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPETENSI

KOMPETENSI DASAR (KD)	INDIKATOR PENCAPAIAN KOMPETENSI
<p>3.9. Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan pada text recount sederhana tentang pengalaman/ kegiatan/ kejadian/ peristiwa (faktual recount) sesuai dengan konteks penggunaannya.</p> <p>4.14. Menyusun teks recount lisan dan tulis sederhana tentang pengalaman/ kegiatan/ kejadian/ peristiwa dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<ul style="list-style-type: none"> • Mengidentifikasi makna dalam teks recount sederhana tentang pengalaman/kejadian/peristiwa • Membuat karangan berbentuk teks recount dengan menggunakan tata bahasa, kosa kata yang beragam dalam menuliskan teks recount sesuai konteks dengan memperhatikan organization dan content sebuah paragraph recount text.

C. TUJUAN PEMBELAJARAN

Melalui kegiatan pembelajaran dengan model generative learning, peserta didik dapat

- Mengidentifikasi makna dalam teks recount sederhana tentang pengalaman/ kejadian/ peristiwa.
- Menganalisis, menyimpulkan dan mengevaluasi fungsi sosial, struktur teks dan unsur kebahasaan teks recount tentang pengalaman/ kejadian/ peristiwa.
- Menuliskan teks recount dengan menggunakan struktur text , dan unsur kebahasaan yang benar sesuai konteks .

D. Materi Pembelajaran

Teks recount lisan dan tulis sederhana, tentang pengalaman/ kejadian/ peristiwa.

E. Metode Pembelajaran

Pendekatan : Cooperative learning

Metode : Generative Learning

F. Media dan sumber pembelajaran

Media : Kertas, Spidol warna

Sumber belajar : Buku paket SMA kelas X yang relevant dan internet.

G. Langkah - Langkah pembelajaran

PERTEMUAN PERTAMA DAN KEDUA

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	a. Guru memberikan salam b. Guru membuka pelajaran dengan meminta salah satu peserta didik untuk memimpin doa bersama. c. Guru memeriksa kehadiran siswa. d. Guru memberi brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan yaitu tentang recount text. e. Guru menyampaikan tujuan pembelajaran dan penilaian pada materi.	10 menit
Kegiatan inti	Mengamati a. Siswa menyimak contoh recount text. b. Siswa mengamati fungsi social, struktur dan unsur kebahasaannya. Mempertanyakan c. Siswa mempertanyakan gagasan pokok, informasi tertentu dari recount text.	10 menit

	<p>Mengumpulkan informasi</p> <p>d. Siswa menganalisis text recount tulis dengan focus pada fungsi social, struktur, dan unsur kebahasaan.</p> <p>e. Siswa mendiskusikan informasi tertentu dari teks tersebut.</p>	10 menit
	<p>Mengkomunikasikan</p> <p>a. Guru membagi siswa menjadi 7 kelompok.</p> <p>b. Guru menunjukkan contoh teks recount dan menjelaskan langkah-langkah dalam membuat teks recount dengan generic struktur.</p> <p>c. Guru menyiapkan materi/tema yang familiar bagi siswa.</p> <p>d. Tiap-tiap kelompok menuliskan ide apa saja yang mereka pikirkal.</p> <p>e. Siswa muembuat arangan berbentuk recount text berdasarkan topic yang dipilih dari hasil diskusi kelompoknya.</p> <p>f. Guru memberikan koreksi terhadap kesalahan siswa dalam membuat karangan berbentuk teks recount dan kesimpulannya.</p>	45 menit
<p>Penutup</p>	<p>a. Guru memberi umpan balik pembelajaran yang telah dilakukan.</p> <p>b. Guru dan siswa menyimpulkan materi pembelajaran.</p> <p>c. Guru mengakhiri pembelajaran dengan salam.</p>	5 Menit

	di depan kelas.	
Penutup	<p>d. Guru memberi umpan balik pembelajaran yang telah dilakukan.</p> <p>e. Guru dan siswa menyimpulkan materi pembelajaran.</p> <p>f. Guru mengakhiri pembelajaran dengan salam.</p>	5 menit

H. PENILAIAN PEMBELAJARAN

1. Teknik Penilaian : Written tes
2. Instrument Penilaian

Makassar, 2024

Researcher

Sermi Afriani
105351102817



APPENDIX V
SCORE OF PRE –TEST

Sample	Pre-test			
	Content	Classification	Organization	Classification
S-1	40	Very poor	30	Very poor
S-2	30	Very poor	30	Very poor
S-3	30	Very poor	33	Very poor
S-4	30	Very poor	30	Very poor
S-5	33	Very poor	40	Very poor
S-6	40	Very poor	33	Very poor
S-7	40	Very poor	33	Very poor
S-8	35	Very poor	33	Very poor
S-9	33	Very poor	25	Very poor
S-01	33	Very poor	30	Very poor
S-11	50	Very poor	50	Very poor
S-12	33	Very poor	33	Very poor
S-13	50	Very poor	33	Very poor
S-14	45	Very poor	30	Very poor
S-15	45	Very poor	30	Very poor
S-16	33	Very poor	33	Very poor
S-17	50	Very poor	33	Very poor

S-18	50	Very poor	30	Very poor
S-19	30	Very poor	30	Very poor
2-20	66	Fair	30	Very poor
S-21	50	Very poor	33	Very poor
S-22	33	Very poor	35	Very poor
S-23	35	Very poor	30	Very poor
S-24	35	Very poor	33	Very poor
S-25	50	Very poor	33	Very poor
S-26	30	Very poor	33	Very poor
S-27	30	Very poor	33	Very poor
S-28	33	Very poor	30	Very poor
S-29	45	Very poor	35	Very poor
S-30	45	Very poor	35	Very poor
S-31	50	Very poor	35	Very poor
S-32	33	Very poor	35	Very poor
S-33	40	Very poor	33	Very poor
Total	1.305		1.082	
Mean score (\bar{X})	39,54		32,80	

APPENDIX VI
SCORE OF POST –TEST

Sample	Post-test			
	Organization	Classification	Vocabulary	Classification
S-1	70	Fair	80	Good
S-2	66	Fair	70	Fair
S-3	66	Fair	70	Fair
S-4	66	Fair	70	Fair
S-5	70	Fair	85	Good
S-6	70	Fair	50	Very poor
S-7	70	Fair	60	Poor
S-8	70	Fair	70	Fair
S-9	65	Fair	70	Fair
S-01	70	Fair	60	Poor
S-11	80	Good	70	Fair
S-12	75	Fair	66	Fair
S-13	75	Fair	75	Fair
S-14	85	Good	65	Fair
S-15	85	Good	65	Fair
S-16	70	Fair	70	Fair
S-17	80	Good	75	Fair

S-18	80	Good	75	Fair
S-19	66	Fair	66	Fair
2-20	75	Fair	75	Fair
S-21	75	Fair	75	Fair
S-22	75	Fair	75	Fair
S-23	50	Very poor	80	Good
S-24	50	Very poor	75	Fair
S-25	70	Fair	83	Good
S-26	66	Fair	75	Fair
S-27	66	Fair	75	Fair
S-28	60	Poor	80	Good
S-29	85	Good	75	Fair
S-30	70	Fair	70	Fair
S-31	70	Fair	70	Fair
S-32	65	Fair	75	Fair
S-33	75	Fair	80	Good
Total	2.331		2.375	
Mean score (X)	70,63		71,96	

APPENDIX VII

LIST SAMPLE AND CODE STUDENTS'

Name	Code
Achmad Zaky Amri Rangan	S-1
Adilah Rifdah Ilham	S-2
Alvin Adinata	S-3
Amanda	S-4
Atthar Al Furarramah Sofyan	S-5
Aura Velayati Fatimah	S-6
Avril Oriza Sativa	S-7
Fitrah Alya Mumtazah	S-8
Gita Indah Cahyana	S-9
Hessa Nabeela	S-10
Husna A	S-11
Indah	S-12
Irsyad Aqilah Putra	S-13
M Revan Saputra	S-14
Muh Fahri Albar	S-15
Muh Giansyah Zulhaj	S-16

Muh Rafi	S-17
Muh. Arya Pratama	S-18
Muh.Zulfahmi Ramadhan	S-19
Muhammad Alfiansyah	S-20
Muhammad Kabir Syamsuddin	S-21
Nayla Rafida Nasrun	S-22
Nur Hikma Nulu	S-23
Nur Jazilah Amelia	S-24
Nur Meliani	S-25
Quenna Zalyka	S-26
Rahma alia	S-27
Ratna Azhari	S-28
Reski Nur Hidayat	S-29
Sulpina	S-30
Uswatun Hasanah	S-31
Zahratul Syita	S-32
Zalzabila Sumarlin	S-33

APPENDIX VIII

DATA ANALYSIS OF SPSS (Statistical Package for Social Science)

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest_content	33	30,00	66,00	39,5455	8,90257
Pretest_ organization	33	25,00	50,00	32,7879	4,02925
Posttest_content	33	50,00	85,00	70,6364	8,21134
Posttest_organizatio N	33	50,00	85,00	71,9697	7,12164
Valid N (listwise)	33				

Statistics					
		Pretest_ content	Pretest_ organization	Posttest_ content	Posttest_ organization
N	Valid	33	33	33	33
	Missing	0	0	0	0
Mean		39,5455	32,7879	70,6364	71,9697
Std. Deviation		8,90257	4,02925	8,21134	7,12164
Minimum		30,00	25,00	50,00	50,00
Maximum		66,00	50,00	85,00	85,00

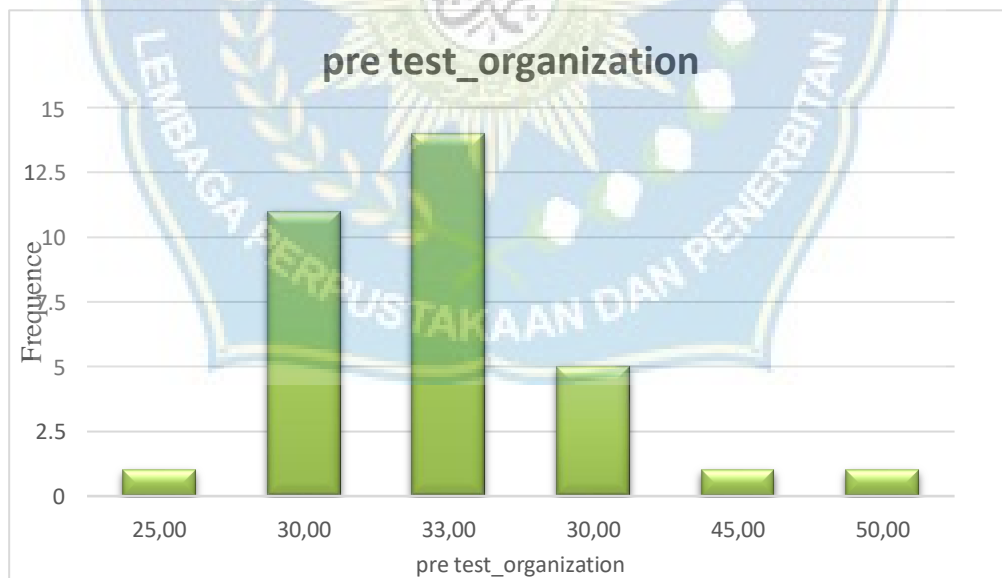
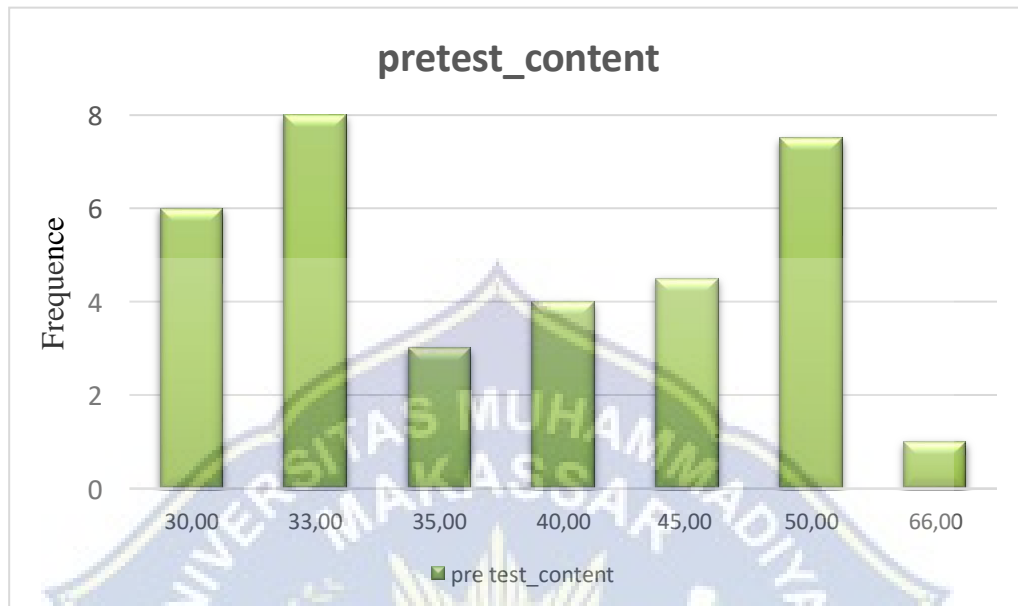
Pretest_content					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30,00	6	18,2	18,2	18,2
	33,00	8	24,2	24,2	42,4
	35,00	3	9,1	9,1	51,5
	40,00	4	12,1	12,1	63,6
	45,00	4	12,1	12,1	75,8
	50,00	7	21,2	21,2	97,0
	66,00	1	3,0	3,0	100,0
	Total	33	100,0	100,0	

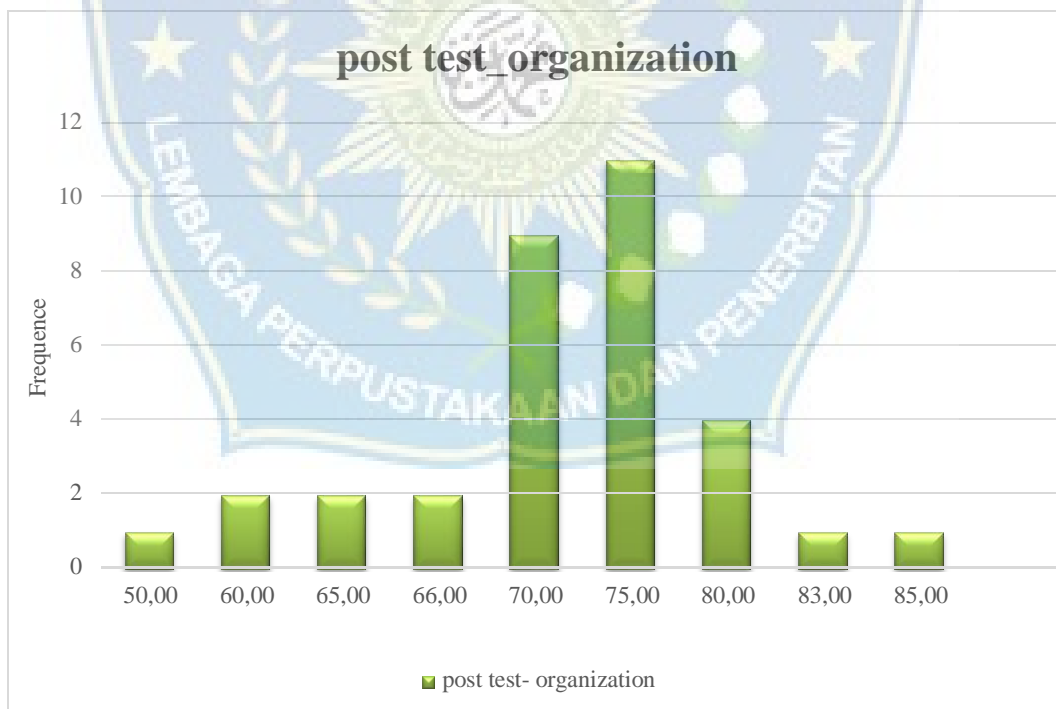
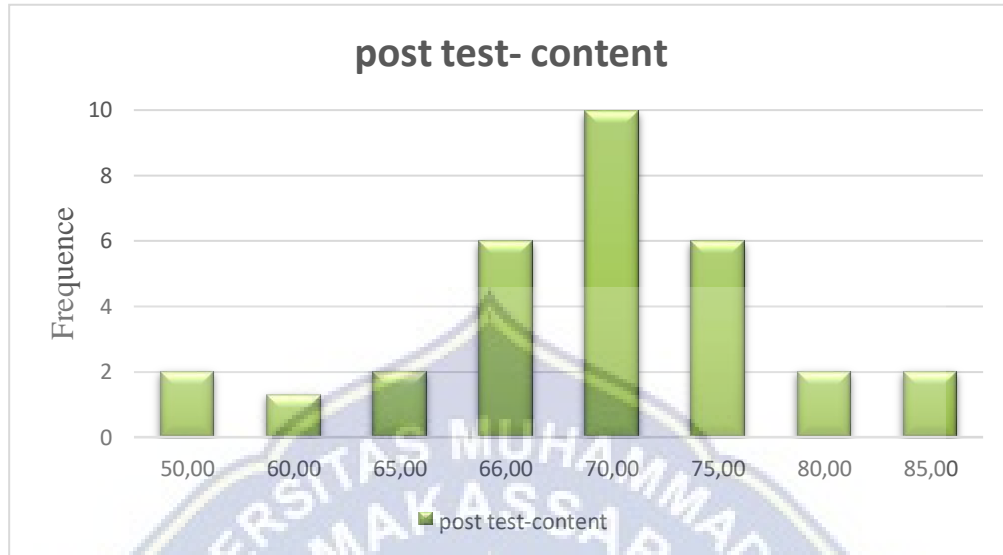
Post test_content					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50,00	2	6,1	6,1	6,1
	60,00	1	3,0	3,0	9,1
	65,00	2	6,1	6,1	15,2
	66,00	6	18,2	18,2	33,3
	70,00	10	30,3	30,3	63,6
	75,00	6	18,2	18,2	81,8
	80,00	3	9,1	9,1	90,9
	85,00	3	9,1	9,1	100,0
	Total	33	100,0	100,0	

Pretest_organization					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25,00	1	3,0	3,0	3,0
	30,00	11	33,3	33,3	36,4
	33,00	14	42,4	42,4	78,8
	35,00	5	15,2	15,2	93,9
	40,00	1	3,0	3,0	97,0
	50,00	1	3,0	3,0	100,0
	Total	33	100,0	100,0	

Post test_organization					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50,00	1	3,0	3,0	3,0
	60,00	2	6,1	6,1	9,1
	65,00	2	6,1	6,1	15,2
	66,00	2	6,1	6,1	21,2
	70,00	9	27,3	27,3	48,5
	75,00	11	33,3	33,3	81,8
	80,00	4	12,1	12,1	93,9
	83,00	1	3,0	3,0	97,0
	85,00	1	3,0	3,0	100,0
	Total	33	100,0	100,0	

Bar Chart





APPENDIX IX

The Significant Different Between Pre-test and Post-test (SPSS)

A. T-Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest_content	39,5455	33	8,90257	1,54974
	Posttest_content	70,6364	33	8,21134	1,42941
Pair 2	Pretest_organization	32,7879	33	4,02925	,70140
	Posttest_organization	71,9697	33	7,12164	1,23972

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest_content - Posttest_content	31,09091	8,18674	1,42513	33,99380	28,18802	21,816	32	,000
Pair 2	Pretest_organization - posttest_organization	39,18182	7,78803	1,35572	41,94333	36,42030	28,901	32	,000

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pretest_content & Posttest_content	33	,545	,001
Pair 2	Pretest_organization & Posttest_organization	33	,110	,543

B. T-table

Table Distribution of Value t- value

For level of significance (D) = 0,05

Degree of freedom (df) = N-1= 33-1=32

T-table = 1,694

df	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$
1	3,078	6,314	12,706	31,821	63, 657
2	1,886	2,920	4,303	6,965	9,925
3	1,638	2,353	3,182	4,541	5,841
4	1,533	2,132	2,776	3,747	4,604
5	1,476	2,015	2,571	3,365	4,032
6	1,440	1,943	2,447	3,143	3,707
7	1,415	1,895	2,365	2,998	3,499
8	1,397	1,860	2,306	2,896	3,355
9	1,383	1,833	2,262	2,821	3,250
10	1,372	1,812	2,228	2,764	3,169
11	1,363	1,796	2,201	2,718	3,106
12	1,356	1,782	2,179	2,681	3,055
13	1,350	1,771	2,160	2,650	3,012
14	1,345	1,761	2,145	2,624	2,977

15	1,341	1,753	2,131	2,602	2,947
16	1,337	1,746	2,120	2,583	2,921
17	1,333	1,740	2,110	2,567	2,898
18	1,330	1,734	2,101	2,552	2,878
19	1,328	1,729	2,093	2,539	2,861
20	1,325	1,725	2,086	2,528	2,845
21	1,323	1,721	2,080	2,518	2,831
22	1,321	1,717	2,074	2,508	2,819
23	1,319	1,714	2,069	2,500	2,807
24	1,318	1,711	2,064	2,492	2,797
25	1,316	1,708	2,060	2,485	2,787
26	1,315	1,706	2,056	2,479	2,779
27	1,314	1,703	2,052	2,473	2,771
28	1,313	1,701	2,048	2,467	2,763
29	1,311	1,699	2,045	2,462	2,756
30	1,310	1,697	2,042	2,457	2,750
31	1,309	1,696	2,040	2,453	2,744
32	1,309	1,694	2,037	2,449	2,738
33	1,308	1,692	2,035	2,445	2,733
34	1,307	1,691	2,032	2,441	2,728
35	1,306	1,690	2,030	2,438	2,724
36	1,306	1,688	2,028	2,434	2,719
37	1,305	1,687	2,026	2,431	2,715
38	1,304	1,686	2,024	2,429	2,712
39	1,303	1,685	2,023	2,426	2,708



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Nim : 105351102817

Program Studi : Pendidikan Bahasa Inggris

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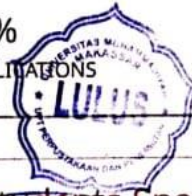
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Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

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Ketua LP3M Unismuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah
Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : Sermi Afriani
Stambuk : 105351102817
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Saruran / 27-09-1997
Alamat : Borong Raya Baru 3

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi
dengan judul: *The Use of a Generative Learning Model to Improve Writing Recount
Text Student Ability at SMAN 1 Enrekang*

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu
Khaeran Katsiraan.*

*Wassalamu Alaikum
Warahmatullahi
Wabarakatuh.*

Makassar, 6 Jumadal Ula 1441 H
26 Desember 2023 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934



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Lamp : 1 (satu) Rangkap Proposal

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Hal : Permohonan Izin Penelitian

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Bapak Gubernur Prov. Sul-Sel

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Nama : **SERMI AFRIANI**

No. Stambuk : **10535 1102817**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Use of a Generative Learning Model to Improve Writing Recount Text Student Ability at SMAN 1 Enrekang"

Yang akan dilaksanakan dari tanggal 4 Januari 2024 s/d 4 Maret 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

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Hj. Arief Muhsin, M.Pd

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Perihal	: <u>Izin penelitian</u>	

di-
Tempat

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N a m a	: SERMI AFRIANI
Nomor Pokok	: 105351102817
Program Studi	: pendidikan bahasa Inggris
Pekerjaan/Lembaga	: Mahasiswa (S1)
Alamat	: Jl. Sit Alauddin No. 259, Makassar PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara , dengan judul :

**" THE USE OF A GENERATIVE LEARNING MODEL TO IMPROVE WRITING RECOUNT TEXT
STUDENT ABILITY AT SMAN 1 ENREKANG "**

Yang akan dilaksanakan dari : Tgl. **12 Februari s/d 12 April 2024**

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Nama Mahasiswa

: Serni Afrhani

NIM

: 105351102817

Judul Penelitian

: The Use of a Generative Learning Model to Improve Writing Recount Text

Tanggal Ujian Proposal

: 5 Desember 2023

Tempat/Lokasi Penelitian

: UPT SMAN 1 Enrekang

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin/12 Februari 2024	Perencanaan hima penelitian	Demarwakti, S. Pd, M. Pd	<i>[Signature]</i>
2	Selasa/05 Februari 2024	Pelaksanaan penelitian	Fayuni, S. Pd., M. Pd	<i>[Signature]</i>
3	Selasa/10 Februari 2024	Pelaksanaan penelitian	Fayuni, S. Pd., M. Pd	<i>[Signature]</i>
4	Selasa/17 Februari 2024	Pelaksanaan penelitian	Fayuni, S. Pd., M. Pd	<i>[Signature]</i>
5	Selasa/17 Maret 2024	Pelaksanaan penelitian	Fayuni, S. Pd., M. Pd	<i>[Signature]</i>



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7, Maret 2024

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Dr. Umni Khaerati Syam, S.Pd., M.Pd
NBM. 977 807



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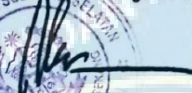
Nama : SERMI AFRIANI
NIM : 105351102817
Jurusan : Pendidikan Bahasa Inggris
Program Studi : Pendidikan Basaha Inggris
Alamat : Saruran, Kec.Anggeraja, Kab. Enrekang

Telah selesai melaksanakan penelitian dalam rangka Penyusunan Skripsi di SMA Negeri 1 Enrekang tanggal, 12 Februari 2024 s/d 19 Maret 2024, dengan judul "THE USE OF A GENERATIVE LEARNING MODEL TO IMPROVE WRITING RECOUNT TEXT STUDENT ABILITY AT SMAN 1 ENREKANG"

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LETTER OF ACCEPTANCE

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Dear SERMI AFRIANI

It is our pleasure to inform you that, after reviewing your paper:

**THE USE OF A GENERATIVE LEARNING MODEL TO IMPROVE WRITING
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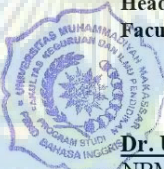
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Sermi Afriani is the second child of Seding and Selfi. She was born on September 27, 1997 in Saruran Enrekang, South Sulawesi. She has two sister (Serlinda and Nurul Muhtia). She started education at SDN 104 Tontonan in 2004 to 2011. Then she continued her education at SMPN 1 Anggeraja in 2011-2014. Afterwards, she continued her study at SMAN 1 Enrekang in 2014-2017. In 2017 she registered as a student of English Education Department of Teacher Training and Education faculty of Universitas Muhammadiyah Makassar. At the end of her study, she could finish her thesis with the title “ The Use of a Generative Learning Model to Improve Writing Recount Text Student Ability at SMAN 1 Enrekang (A Pre-Experimental Research).”

