Research Article

THE USE OF GENERATIVE LEARNING MODEL TO IMPROVE STUDENTS' SKILL IN WRITING RECOUNT TEXT AT SMK NEGERI 3 MAKASSAR

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Abstract

This study aims to determine the effect of generative learning models on students' skills in writing recount texts at SMK Negeri 3 Makassar. This type of research uses experimental research with a quasi-experimental design. The population in this study were all 404 students in grade X at SMK Negeri 3 Makassar. The sampling technique used in this study was purposive sampling. The sample in this study was 36 students in class X Computer and Network Engineering (TKJ-1) and 24 students in the Renewable Energy Engineering (TET) class. The data collection methods used in this study were tests and documentation formats. The data processing and analysis techniques used were descriptive statistics and hypothesis testing. The results of this study indicate that the use of generative learning models has a significant effect on students' abilities in writing recount texts. Data from the experimental class and control class show that the average post-test score of the experimental class is higher than the post-test score of the control class, namely 78.86>63.08. Furthermore, calculations were carried out through hypothesis test analysis using the Paired Sample t Test conducted on student learning motivation data showing a Sig (2-tailed) value = 0.000, thus Ho was rejected and Hα was accepted because Sig (2-tailed) <α or (0.000 <0.05). This means that there is a significant difference in student learning motivation between classes that are not taught using the generative learning model and classes that are taught using the generative learning model in the English subject of class X students at SMK Negeri 3 Makassar. The implications of this study based on the results of the study indicate that the generative learning model has an effect on student learning outcomes in the English subject. Therefore, it is recommended that schools, especially teachers, can utilize the generative learning model as an effective strategy to improve students' recount writing skills at SMK Negeri 3 Makassar and other similar schools.

Keywords: *Generative learning model; Learning outcomes; Quasi-experimental design; Recount text writing skills*

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INTRODUCTION

English is an international language and plays a significant role in the world. Lie (2007) states that English is considered the most vital and influential aspect of language globally. As known, in English, we must master four skills, one of which is writing. Similar to speaking, writing is also an active-productive language skill that assumes the presence of content to be conveyed, in addition to systematic structuring of that content for it to be well understood by the listener or reader.

White (1986:10) also mentions that writing is a crucial language skill for students as it can enhance other language abilities. Writing serves as a means to express ideas, thoughts, feelings, opinions, benefits, arguments, information, or experiences that students may have. Through writing, the researcher aims to communicate with the reader, conveying messages or information for the reader's understanding. Writing involves the process of expressing ideas, information, knowledge, or experiences and sharing insights and knowledge with others. A text is a form of writing, typically consisting of an arrangement of words written or printed. Generally, a text comprises three main structural parts: the topic sentence, supporting sentence, and concluding sentence. Additionally, various types of texts, such as narrative, report, informational, argumentative, expository, descriptive, recount, and explanatory texts, exist.

However, looking at the facts on the ground provides an overview that the state of writing is still far from ideal. Based on observations on September 27, 2023, in the English language study field at SMK Negeri 3 Makassar, was found that students still face difficulties in writing various types of texts, especially recount texts. The difficulties of these students are caused by the following problems: (a) difficulty in determining the topic of the writing; (b) difficulty in expressing thoughts and ideas in a text according to the correct structure and systematics; (c) not understanding the purpose, function, and social context that underlies a text; (d) low critical-logical thinking skills, resulting in texts that lack a clear train of thought. The issues found in writing learning pose a significant challenge for English language teachers to teach quality writing skills. Therefore, the selection of the right approach and writing learning models that are interesting and innovative is needed. Through the selection of the appropriate approach and writing learning model, the expectation of improving learning outcomes, especially the improvement of writing skills of students, can be achieved.

One learning model that educators can apply in teaching writing skills is the generative learning model. Wittrock (1992:531) states that the generative learning model is a

functional model that builds students' knowledge through cognitive processes in creating understanding, acquiring knowledge, attention, motivation, and transferring information or learning experiences. Furthermore, according to Wittrock (2010,41), the generative learning model is a learning model that facilitates students in acquiring new information through a series of processes of generalizing experiences stored in long-term memory by providing external stimuli or stimulation. Through this process, students are expected to construct new information or knowledge through their own efforts. According to Wittrock (1990,348), the essence of the generative learning model lies in the activities of reading and writing. Reading is necessary to explore ideas, build connections, and analogies, while writing is necessary to construct interpretations of information and organize conclusions in the form of a text.

The generative learning model is an educational approach that emphasizes the active and interesting use of rules in the learning process (Hakim, 2014). In implementing the generative learning model, students are not only expected to memorize formulas or vocabulary to solve practice questions given by the teacher. Instead, they are encouraged to cultivate deeper understanding and play a more active role in the teaching and learning process. Looking at the problems above, it can be concluded that the application of the generative learning model is likely to be more interesting than other learning models, especially in writing recount texts. This is because students tend to show more interest and broaden their horizons by connecting previous knowledge or experience with new information to be learned. In this context, the English teacher functions as a facilitator, delivering material effectively, and the use of learning has a significant impact on students' writing skills.

Based on the identified challenges in students' writing skills, particularly in recount texts, at SMK Negeri 3 Makassar, the researcher has chosen to explore " The Use of Generative Learning Model to Improve Students' Skill in Writing Recount Text at State Vocational High School 3 Makassar." issues such as difficulty in topic selection, coherent expression, and a lack of critical-logical thinking skills pose significant hurdles for English language educators. The selection of the generative learning model is based on its potential to address these challenges through active and engaging learning processes, aiming to enhance student's overall writing proficiency, specifically in crafting recount texts.

METHOD

This reasearch employed experimental research as part of the quantitative method, characterized by the inclusion of a control group. Researchers controlled independent variables before and during the study, allowing for manipulation and control of the research situation to establish causal relationships. The sample consisted of 36 students from class X Computer and Network Engineering (TKJ-1) and 24 students from Renewable Energy Engineering (TET), selected using purposive sampling, a technique based on specific criteria.

RESULTS

The researcher has conducted research at SMK Negeri 3 Makassar to prove the effectiveness of the generative learning model to improve students' recount text writing skills. From the research, data were obtained from the pre-test and post-test. This test was given at the beginning and end of the research. Both tests were given to the experimental class and the control class. Furthermore, the description of the data results are presented in the following section.

Students' Pre-Test Scores

The data in this section were obtained from the results of students' pre-test scores in the experimental class and the control class. The scores were categorized based on four classifications; excellent, good, less and poor. The classification was obtained by subtracting the highest score from the lowest score divided by the number of categories. A score of 0-25 was categorized as poor. A score of 26-50 was categorized as less. A score of 51-75 was categorized as good. And a score of 76-100 was categorized as a excellent score. In addition, the minimum completion standard for English language proficiency or KKM in this school is 75. The classification can be seen in the following table:

Table 1. The Score of Pre-test

Score	Experimental class f	Experimental class %	Controlled class f	Controlled class %
0-25	0	0%	0	0%
26-50	36	100%	23	96%
51-75	0	0%	1	4%
76-100	0	0%	0	0%
Mean	39.8		43.75	
Minimum score	34		34	
Maximum score	50		57	

Based on the table above, the number of students in the experimental class who are included in the poor category is 0 students with a percentage (0%), the less category is 36 students with a percentage (100%), the good category is 0 students with a percentage (0%) and the excellent category is 0 students with a percentage (0%). While in the control class, the number of students who are included in the poor category is 0 students with a percentage (0%), the less category is 23 students with a percentage (96%), the good category is 1 student with a percentage (4%), and the excellent category is 0 students with a percentage (0%).

In addition, the table also shows the average value of the experimental class is 39.8 while the average value of the control class is 43.75. Based on the average values of the two classes, it can be concluded that the control class obtained a higher pretest score compared to the experimental class. Researchers have also proven that the distribution of pretest data is normally distributed and homogeneous.

Post-test Scores of Students

The data in this section were obtained from the results of post-test scores of students in the experimental class and control class. The scores were categorized based on four classifications; excellent, good, less, and poor. The classification was obtained by subtracting the highest score from the lowest score and dividing it by the number of categories. A score of 0-25 was categorized as poor. A score of 26-50 was categorized as less. A score of 51-75 was categorized as good. And a score of 76-100 was categorized as a excellent score. In addition, the minimum completion standard for English proficiency or KKM in this school is 75. The classification can be seen in the following table:

Table 2. The Score of Post-test

Score	Experimental class f	Experimental class %	Controlled class f	Controlled class %
0-25	0	0%	0	0%
26-50	0	0%	1	4%
51-75	12	33%	21	88%
76-100	24	67%	2	8%
Mean	78.86		63.08	
Minimum score	75		50	
Maximum score	99		80	

From the experimental class, the number of students included in the poor category was 0 students with a percentage (0%), the less category was 0 students with a percentage

(0%), the good category was 12 students with a percentage (33%) and the excellent category was 24 students with a percentage (67%). While in the control class, the number of students included in the poor category was 0 students with a percentage (0%), the less category was 1 student with a percentage (4%), the good category was 21 students with a percentage (88%), and the excellent category was 2 students with a percentage (8%).

Furthermore, the table shows the average value of the experimental class and the control class. The average value of the experimental class is 78.86, while the control class is 63.08.

The Students' Gained Score

After showing the pre-test and post-test scores, the researcher attaches the average pre-test and post-test scores obtained by students. The scores obtained by students are obtained from the difference between the post-test and pre-test scores. Furthermore, the scores obtained are presented in the table below:

Table 3. The Gained of Pre-test and Post-test

Score	Experimental class f	Experimental class %	Controlled class f	Controlled class %
0-10	0	0%	5	21%
11-20	0	0%	9	38%
21-30	5	14%	7	29%
31-40	18	50%	2	8%
41-50	9	25%	1	4%
51-60	4	11%	0	0%
Mean	38.97		19.3	
Minimum score	26		3	
Maximum score	55		43	

Based on the table above, the average score of the experimental class and the control class is different. The average score of the experimental class is 38.97, while the average score of the control class is only 19.3. The difference in the average score of the two classes is due to the use of a generative learning model that is not applied to the control class. Unlike the pre-test, students in the control class managed to get better scores on the post-test, although the scores obtained were not as high as those obtained in the experimental class. This is likely because students in the control class did not receive the same treatment as in the experimental class.

In the control class, the researcher who acted as the teacher applied a traditional learning model to teach recount texts. Students learn about recount texts without the help of any media, the researcher chose the lecture method to teach students. Although not taught using a generative learning model, students in the control class still got positive improvements in learning to write recount texts.

Overview of Data Result

After the description of the data results, the researcher will present a picture of the scores between the experimental class and the control class. The researcher compares the data results to see the progress achieved by both classes. It can be seen as in the following picture:

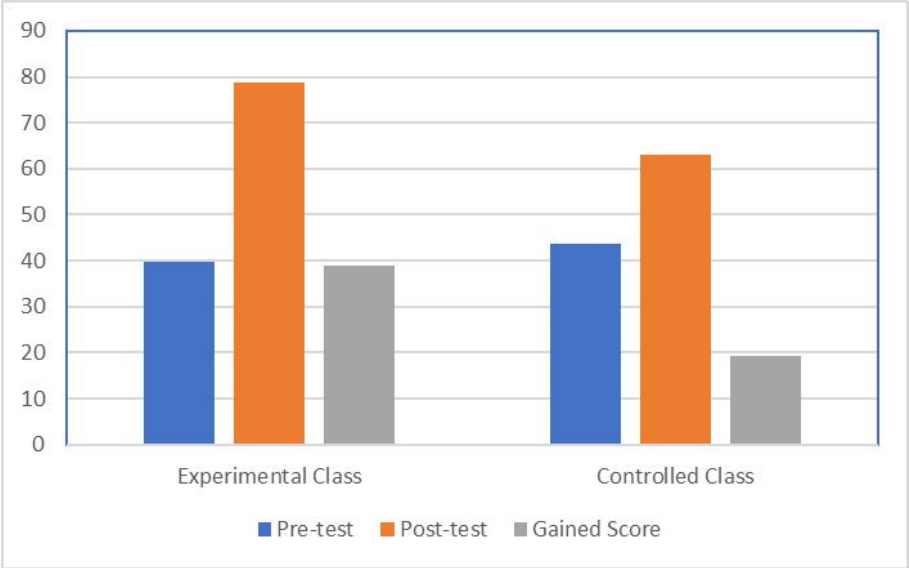


Figure 1. Overview of Both Classes Scores Comparison

In Figure 1, it is illustrated that the average pre-test score of the experimental class is 39.8 which is lower than the control class which is 43.75. The difference between the two scores is not too visible, because the difference is only 3.95 points. This reflects that students in the experimental class and the control class have the same ability in writing recount texts.

There was a change in score after the researcher taught both classes about recount texts. The change was significant for the experimental class about recount texts. Which received several treatments using the generative learning model. The figure shows that the average score shows that students in the experimental class scored higher in the post-test compared to the control class.

In the experimental class, the average post-test score increased from the pre-test from 39.8 to 78.86. Meanwhile, the post-test results of the control class did not experience a

significant increase. There was a slight increase but very low from 43.75 to 63.08. The difference between the experimental class and the control class can be seen from the scores obtained. From these data, it can be concluded that the use of generative learning models is effective in students' writing of recount texts.

DISCUSSION

From the descriptive statistics in the previous chapter, the researcher obtained the general achievement of class samples consisting of 20-36 students in each class from the pre-test and post-test results. Initially, the pre-test score was obtained from students' writing ability in writing recount texts in the experimental class and the control class before receiving treatment. The average pre-test score in the experimental class was 39.8 while in the control class it was 43.75. The difference in pre-test scores from the two classes was 3.95 points.

Next, the researcher gave treatment to the experimental class, namely the generative learning model for learning to write recount texts. Then the significant results of the average score obtained by the experimental class were 78.86, while the average score of the control class was 63.08. This shows that both classes experienced an increase in post-test scores, but the control class only experienced an increase of 19.33 points; from 43.75 to 63.08 and the experimental class increased by 39.06 points; from 39.8 to 78.86. This shows that the post-test score of the experimental class increased significantly compared to the control class. This also shows that the score descriptions for both the experimental and control classes can be seen in Table 4.1 and Table 4.2. This finding is in line with previous research by Efendi et al. (2023) which stated that the generative learning model can significantly improve students' writing skills. However, there are some important differences between this study and previous studies. Previous studies used a one group pretest-posttest design.

The decision-making guidelines in the Paired Sample t Test are, Ho is accepted and Ha is rejected if Sig (2-tailed) > α or Sig (2-tailed) > 0.05), Ho is rejected and Ha is accepted if Sig (2-tailed)) < α or Sig (2-tiled) < 0.05).

After knowing the description of each variable above, then calculations are carried out through hypothesis test analysis using the Paired Sample t Test which is carried out on the data on the results of student learning motivation showing the value obtained is Sig (2-tailed) = 0.000 thus Ho is rejected and Ha is accepted because Sig (2-tailed) < α or (0.000 < 0.05). This means that there is a significant difference in students' learning motivation between classes that are not taught using the generative learning model and classes that are taught

using the generative learning model for English subjects for students in grade X at SMK Negeri 3 Makassar.

In the data analysis conducted, the use of learning models in writing recount texts proved effective. This finding is in line with previous research by Azmi (2020) which showed that the generative learning model is also effective for student learning. However, there are some important differences in this study compared to previous studies. This study uses a quasi-experimental design, while other studies use descriptive or mixed-method research designs. In addition, the analysis method in previous studies tends to be qualitative, while this study relies on pre-test and post-test scores as the main data source.

This study also supports the findings of Salid (2014) which states that the use of generative learning models in learning to write recount texts is effective. Based on the post-test scores of students in the experimental class, the results show that students who are taught with the generative learning model have better performance compared to students who use conventional methods. Thus, the author believes that learning to write recount texts through the generative learning model can have a positive impact on students.

CONCLUSION

This finding confirms that the use of generative learning model has a moderate influence on students' abilities in recount texts. Data from the experimental class showed that the average post-test score was higher than the pre-test score; namely 78.86> 63.08. then calculations were carried out through hypothesis test analysis using the Paired Sample t-Test conducted on the data on the results of student learning motivation showing the value obtained Sig (2-tailed) = 0.000 thus Ho was rejected and Ha was accepted because Sig (2-tailed) <α or (0.000 <0.05).

This means that there is a significant difference in students' learning motivation between classes that are not taught using the generative learning model and classes that are taught using the generative learning model for English subjects for students in grade X at SMK Negeri 3 Makassar. It is concluded that the use of the generative learning model has a significant effect on students' ability to write recount texts.

AI USE AND DISCLOSURE

The authors used generative AI tools ([[name of tool, e.g., ChatGPT, Grammarly, Claude]]) to check grammar, proofread the manuscript, review its clarity and consistency, and assist in searching for relevant references. All references suggested by the tools were

checked against the original sources, and only verified publications were cited. The AI tools were not used to generate data, analyse results or draw conclusions. The authors reviewed and edited all content and take full responsibility for the accuracy and integrity of this article.

ETHICAL STATEMENT AND INFORMED CONSENT

This study was approved by the principal of SMK Negeri 3 Makassar. Because the students were under 18, written informed consent was obtained from their parents or guardians, and the students gave their own assent. Participation was voluntary, students could withdraw at any time without affecting their grades, and all scores were anonymised and used only for research purpose

Credit AUTHORSHIP CONTRIBUTION STATEMENT

Author 1(Ganti nama penulis 1): Conceptualization, Methodology, Investigation, Formal analysis, Writing – original draft, Writing – review & editing.

CONFLICT OF INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this article.

DATA AVAILABILITY

The pre-test and post-test data are available from the corresponding author on reasonable request.

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